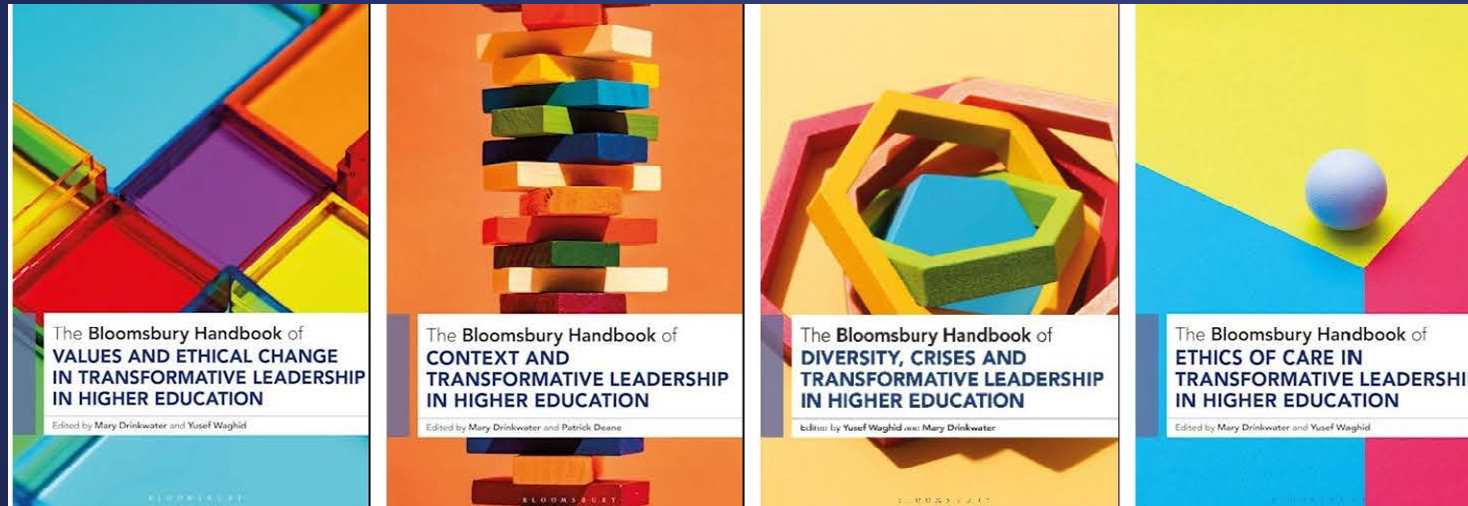


Handbook Series LAUNCH

“The Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education



Dr. Mary Drinkwater, OISE/University of Toronto; Yorkville University, Canada
Professor Yusef Waghid, Stellenbosch University, South Africa
Patrick Deane, Principal and Vice-Chancellor, Queen’s University, Canada

April 30, 2024 (CGHE, University of Oxford)

Agenda

- Welcome; Acknowledgments; Dedication
- Background & Impetus for the Handbook Series
- Theoretical Framework- *Transformative Leadership*
- CFP; Thematic Mapping; 4 overarching themes
- Handbook Preface-Series and Volume organization
- 4 Volumes – Introduction to Theme, Key Sections, Key Lessons for Leaders in HE
- Pre-Order information (Handbook Series Launch-discount)
- Open Discussion

Welcome and Acknowledgements

Dedication

- *To the memory and work of Narend Baijnath*

Situating Co-Editors & Impetus for the Handbook Series

- Mary Drinkwater
- Patrick Deane
- Yusef Waghid

Theoretical Framing-*Transformative Leadership*

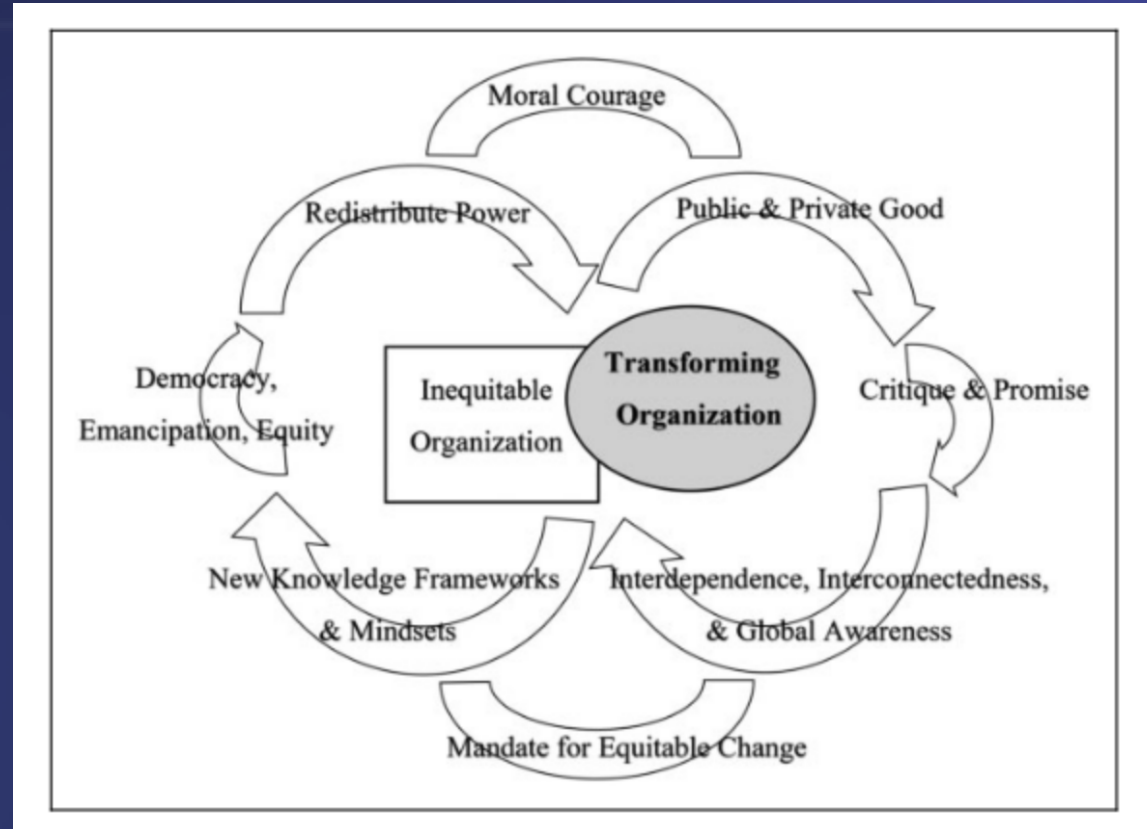


Figure HP.1 Model of transformative leadership theory (Source: Shields and Hesbol 2020, p. 6).

CFP, Thematic Mapping, 4 Overarching Themes

- March 2022 – Mtg with Bloomsbury (Alison Baker)
- May 2022 – Development and Distribution of CFP
- Aug/Sept 2022 – Proposal Reviews & Thematic Mapping (4 overarching themes!)
 - *Values and Ethical Change in TLHE*
 - *Context and TLHE*
 - *Diversity, Crises and TLHE*
 - *Ethics of Care in TLHE*

Handbook Preface; Series and Volume organization

- Introduction
- Aims
- Series Structure (although released as 4 *individual Volumes*; many intersections across these themes; continual references to and connections with other volumes; CIE-importance of *context, complexity, dynamism and fluidity!*)
- Volume Structure
 - Each 17-18 chapters; including an *Introductory chapter; Concluding chapter*
 - *3-4 Sub-Themes/Parts*
 - At the end of chapter: *Key Lessons for Leaders in HE; Additional Readings/Resources; some Discussion Questions*

The Bloomsbury Handbook of Values and Ethical Change in Transformative Leadership in Higher Education

Introduction

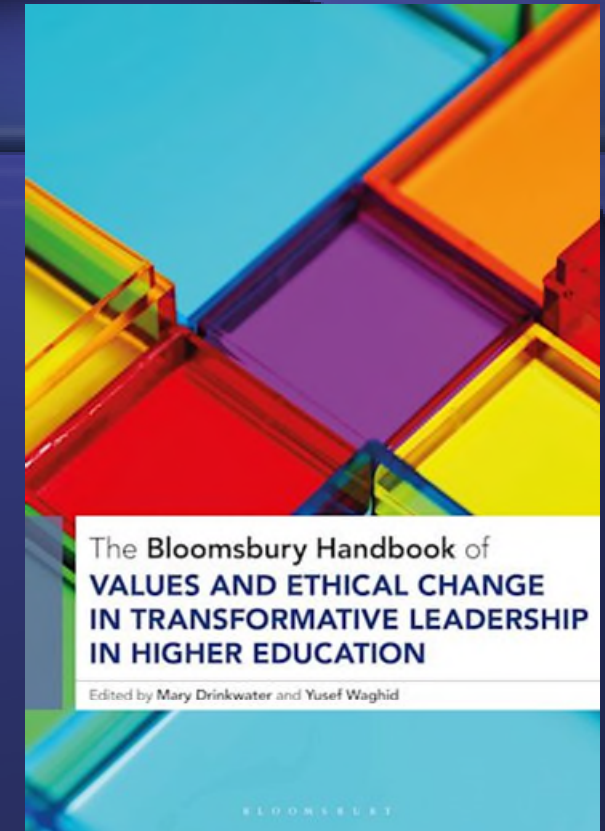
- Preparation for crises and change (*proactive change leadership approach*)
 - * Collaborative building of strong foundation of *values and ethical principles*
 - * Impact of increasing neoliberal globalization in HEIs (often conflicting values and ethical complexities- *purpose of education, particularly HE*)
 - * Literature supporting *values-informed and ethical leadership* (Basalla 2002; Radomir et al. 2023; Shields and Hesbol, 2020).
 - * *Ethical Leadership*
 - * *Ethical Change and Values-Informed Leadership*
 - * *Values-Informed Leadership: Cultural and Contextual Considerations*

Parts/Sections

(A) Values & Leadership

(B) Ethical Change

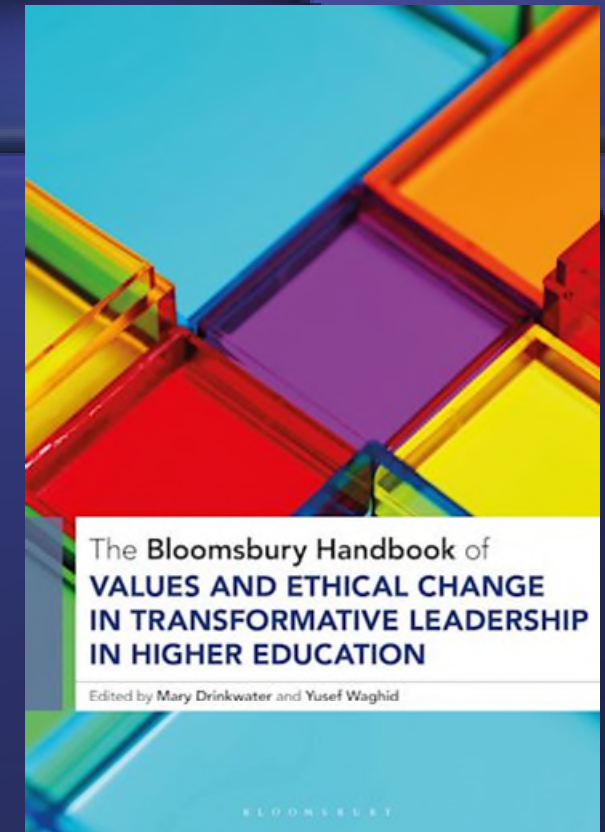
(C) New Ways Forward in HE Leadership: Role of Values, Ethical Principles and Transformative Leadership



The Bloomsbury Handbook of Values and Ethical Change in Transformative Leadership in Higher Education

(A) Values & Leadership

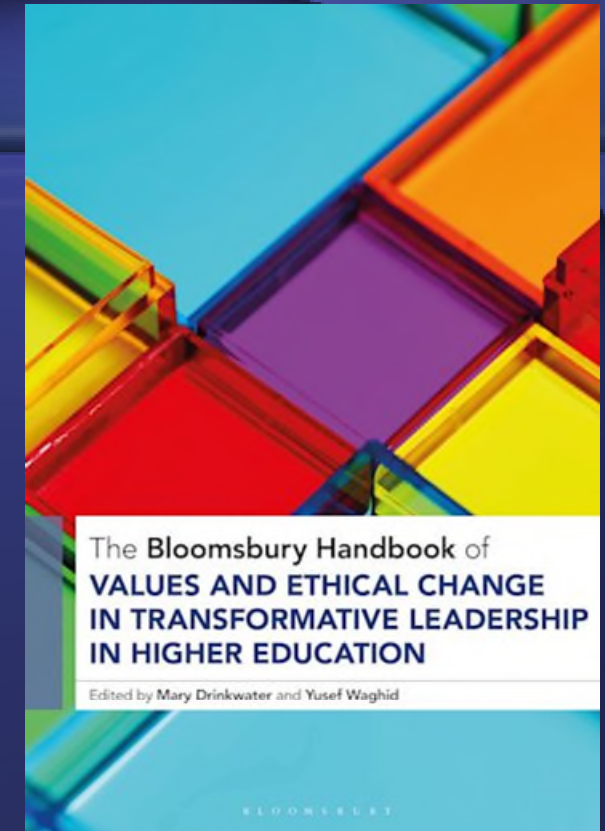
2. **Stephanie Marshall (Queen Mary University, UK)** – *Leading and Managing Crises and Change: Issues, Skills, Dispositions and Strategies* pp. 17–35
3. **David Lock (Secretary General, Magna Charta Observatory; University of Bologna, Italy) & John Davies (University of Bath, UK)** - *Values as a Basis for Determining Mission, Engaging Staff and Delivering Impact in Uncertain Times.* pp. 36–57
4. **Sandra den Otter (Queen’s University, Canada)**- *Engaging the World with Values- Informed Strategic Planning: Applying Theory to Practice* pp. 58–74
5. **Yusef Waghid (Stellenbosch University, South Africa) & Faiq Waghid (Cape Peninsula University of Technology)** - *On the Relevance of Cultivating Democratic Action Commensurate with Ethical Change With-In Values-Informed Leadership in University Education* pp. 75–89
6. **Suriamurthee M. Maistry (University of KwaZulu-Natal, South Africa)** – *The Higher Education Leadership Assemblage and the Neoliberal Leadership Pharmakon* pp. 90–105
7. **Ralf St. Clair (University of Victoria, Canada)** - *Learning-Centred Leadership: Reclaiming the Mission of the University* pp. 106–123



The Bloomsbury Handbook of Values and Ethical Change in Transformative Leadership in Higher Education

(B) Ethical Change

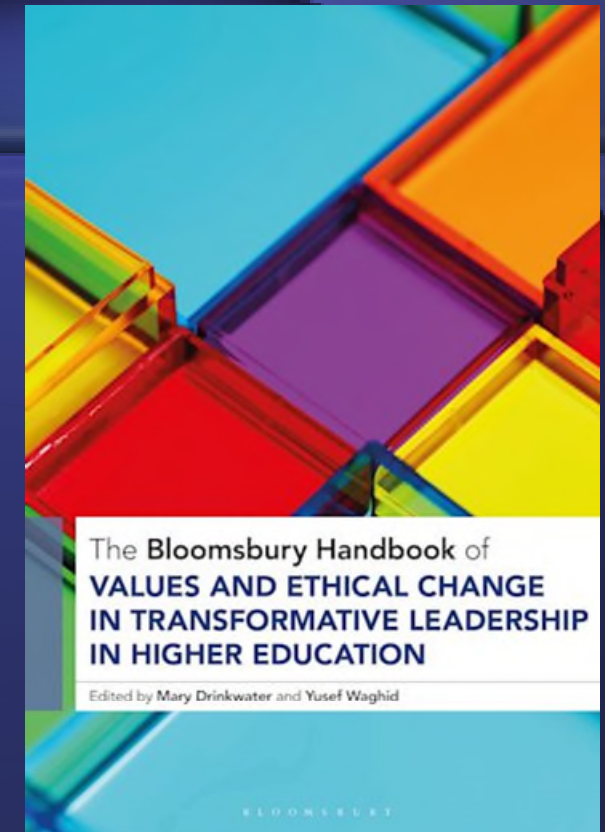
8. **Marianna Papastephanou (University of Cyprus)** - *Leadership, the Ship, and Times of Shipwreck* pp. 127–143
9. **Susana Gonçalves (Escola Superior de Educação, Portugal)** - *Leadership, Ethics and Innovative Approaches in Higher Education* pp. 144–168
10. **Lester Brian Shawa (University of KwaZulu-Natal, South Africa)** – *Ubuntu Ethic: Conceiving and Supporting a Resilient Higher Education System in African Universities* pp. 169–182
11. **Alison Taysum (University of Birmingham, UK)**- *A Kantian Model for Leading Efficient and Effective Investment in Higher Education: Democratic Values and Ethical Change for Sustainable, Human-Centric and Resilient Societies* pp. 183–211



The Bloomsbury Handbook of Values and Ethical Change in Transformative Leadership in Higher Education

(C) New Ways Forward in Higher Education Leadership: Role of Values, Ethical Principles and Transformative Leadership

- 12. Lucas Walsh (Monash University, Australia) - *Adapting through Transformative Leadership: How Pilots can Build It While They Fly It* pp. 215–234**
- 13. Stephen MacGregor (University of Calgary, Canada) – *Network Leadership for Research Impact in Higher Education: A Case Study* pp. 235–253**
- 14. Cristina Eftenaru & Dan Laitsch (Simon Fraser University, Canada) – *Studying Leadership: A Systematic Analysis of the Leadership Literature and the Development of a Conceptual Framework for Leadership Research and Practice.* pp. 254–273**
- 15. Nishreena Nisham (George Brown College & Yorkville University, Canada); Shelly Bhagat (Algoma University) & Suma Balachandran (Algoma University) - *Transactional, Transformational and Charismatic Approaches to Organizational Change Leadership in Times of Uncertain Futures* pp. 274–290**
- 16. Aarti Srivastava and Kumari Archana (National Institute for Educational Planning and Administration-NIEPA, India) - *Collaborative Leadership and Self-Organized Learning in Higher Education: Charting Pathways for the Future* pp. 291–308**



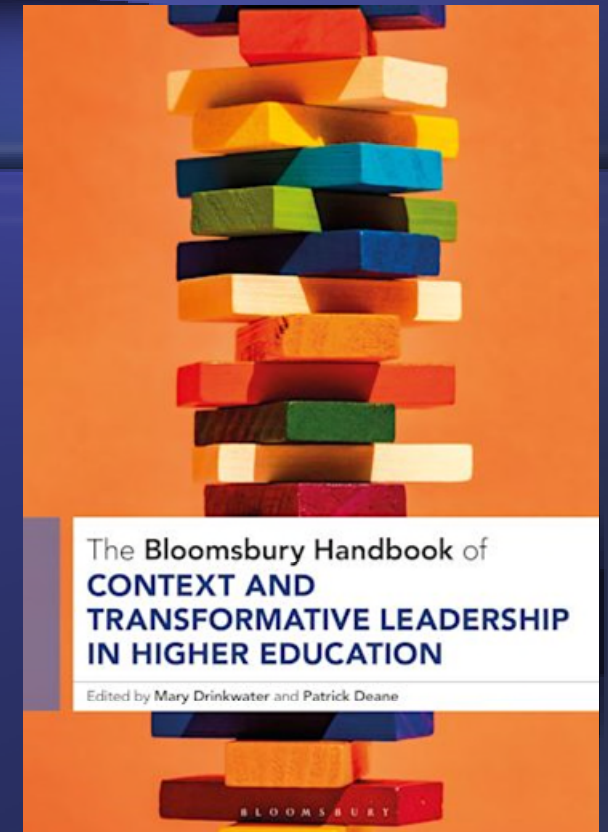
The Bloomsbury Handbook on Context and Transformative Leadership in Higher Education

Introduction

- Considerations in *change* and *transformative* leadership; Influence of complex and multi-faceted *context* in which HEIs are situated (historical, sociocultural, economic, political, environmental, other)
 - * *Context and the Comparative Method* (Phillips and Schweisfurth 2014)
 - * *Multiple, Intersecting, Dynamic and Complex Contexts*
 - * *NO 'one-size fits all'*
 - * *Cross-Fertilizing; Cross-Pollination; Third Space*

Parts/Sections

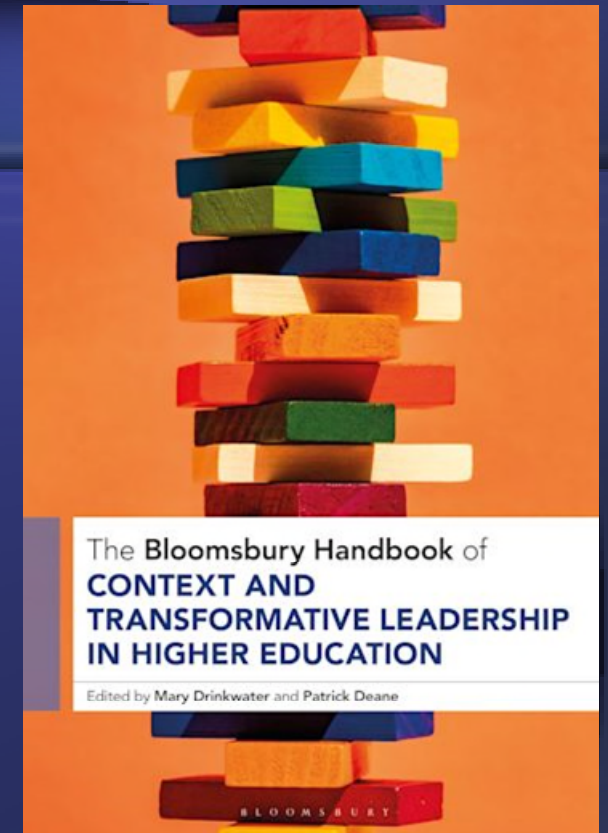
- (A) Skills, Strategies and Dispositions**
- (B) Local, Regional and Cross-National Partnership Development**
- (C) Opportunities and Considerations for Technology**
- (D) Role of Context in New Visioning in HEIs**



The Bloomsbury Handbook on Context and Transformative Leadership in Higher Education

(A) Skills, Strategies and Dispositions

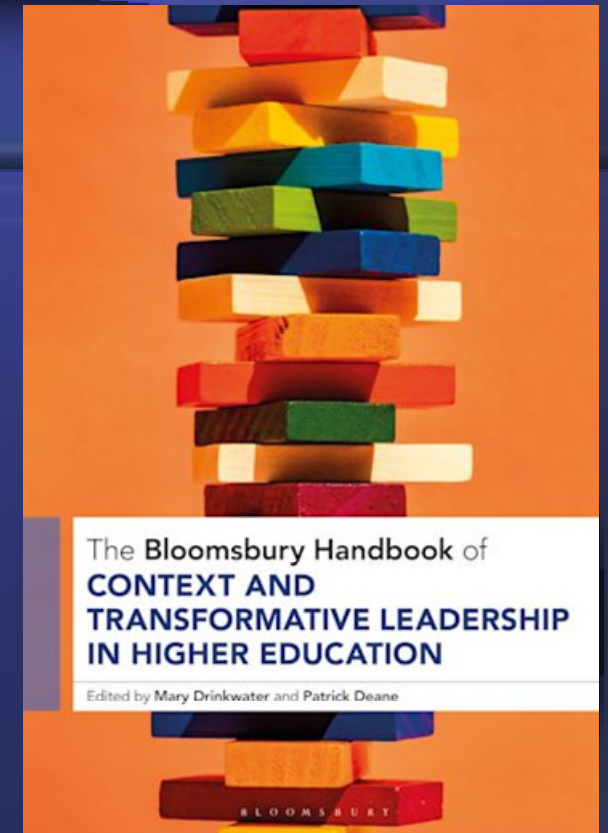
2. **Patrick Deane (Canada, Queen's University)** – *The Importance of Context in Strategic Planning for HEI Change Leaders: A Case Example from Queen's University, Canada* pp. 17–28
3. **Emily Dobrich, Hilary Inwood & Jennifer Sumner (Canada, Ontario Institute for Studies in Education, University of Toronto)** - *Deepening Climate Change Leadership in a Faculty of Education: Local Strategies in a Global Context* pp. 29–45
4. **Sanaz Adibian (US/Canada, Yorkville University)** - *Ascertaining the Calm in the Crisis* pp. 46–63
5. **Sapho Gwadiso (South Africa, University of Cape Town) & Judith Terblanche (South Africa, Milpark Education)** - *Cultivating Socially Responsible and Ethical Chartered Accountant Business Leaders through Learning and Teaching: A Focus on Our Technological Future and Human Agency* pp. 64–83
6. **Innocent Chirisa (Zimbabwe, Zimbabwe Ezekiel Guti University)** - *Leadership and the Changing Higher Education Landscape in Zimbabwe since 1980: Surviving the Storms and University Relevance in Zimbabwe* pp. 84–104
7. **Yushan Xie & McQueen Sum (UK/China, University of Oxford)** – *Higher Education Leadership Challenges and Responses to COVID-19 in China and the UK: A Need for Ethical, Collaborative and Compassionate Leadership* pp. 105–127



The Bloomsbury Handbook on Context and Transformative Leadership in Higher Education

(B) Local, Regional and Cross-National Partnership Development

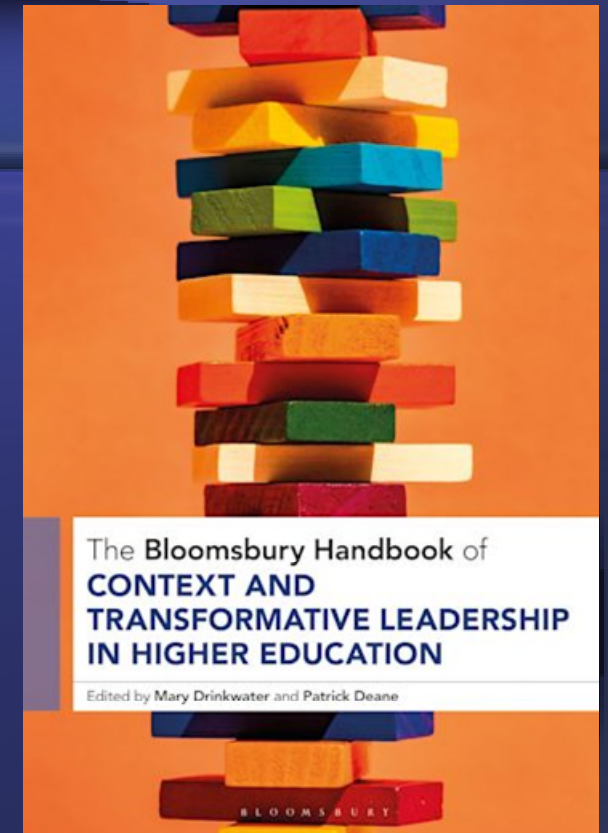
8. **Erin Austen (Saint Francis Xavier University, Canada), Angie Kolen (Saint Francis Xavier University, Canada), Toni Roberts (Mount Alison University, Canada) and Mary Sweatman (Acadia University, Canada) - *Virtual Maple League Teaching and Learning Centre – Collaboration and Cooperation Across Four East Coast Canadian Universities* pp. 131–150**
9. **Dan Laitsch (Canada, Simon Fraser University), Annabree Fairweather (Confederation of University Faculty Associations of British Columbia), Brent Calvert (Federation of Post-Secondary Educators of British Columbia), Sean Parkinson (Federation of Post-Secondary Educators of British Columbia) - *Leading Provincial Labour Associations during a Time of Pandemic: Transitions in Pursuit of Safe and Healthy Campuses* pp. 151–171**
10. **Atiqa Marium (Canada, Western University) - *Sustainable Development Goals and Performance-based Funding Model for Universities in Ontario: Tensions and Coherence between Provincial and Federal Policies* pp. 172–184**



The Bloomsbury Handbook on Context and Transformative Leadership in Higher Education

(C) Opportunities and Considerations for Technology

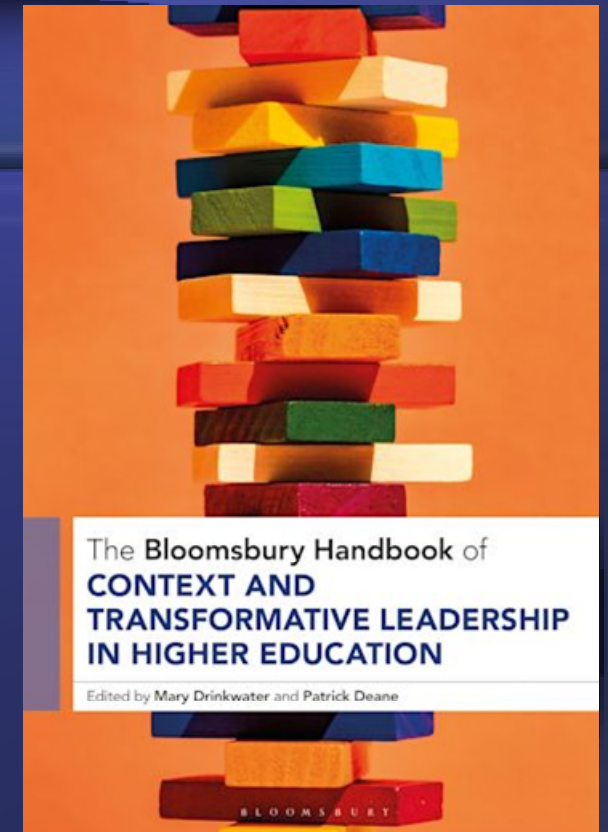
11. **Tanja McCandie (Japan, Chukyo University) & Jamie Taylor (Japan, Nanzan University) - *Higher Education in Japan: Leadership Response to the COVID-19 Crisis* pp. 187–203**
12. **David Baidoo-Anu (Canada, Queen's University), Kenneth Gyamerah (Canada, Queen's University, Clement Soglo-Sevor (Ghana, Ada College of Education) & Felix Asante Larbi (Ghana, Ada College of Education) - *Educational Leadership in Times of Global Educational Emergency (COVID-19): Challenges and Critical Decisions of Higher Education Leaders* pp. 204–224**
13. **Serena Leow (Malaysia, Sunway University), Kenneth Leow (Canada, Yorkville University), Cheng Ean (Catherine) Lee (Malaysia, Sunway University) - *The Use of Mobile Instant Messaging in Teaching and Learning: A Case of Malaysian Academics* pp. 225–239**



The Bloomsbury Handbook on Context and Transformative Leadership in Higher Education

(D) Role of Context in New Visioning in HEIs

14. **Nilüfer Pembecioğlu (Turkey, Istanbul University)** - *Past and Present Reflections of Higher Education vs Future Expectations of Leadership in Türkiye* pp. 243–262
15. **Maha Salman (UAE, Canadian University Dubai), Angela Antohi-Kominek, Reem Habib, Andrew Cutler (Canada, Yorkville University), Naveed Yasin (UAE, Canadian University Dubai)** - *Innovative Approaches to Academic Research: New Visions for Redefining Scholarly Activities in Higher Education* pp. 263–282
16. **Sabita Ramlal (Canada, York University)** – *The Role of HEI Leaders in Shaping the ‘Higher Education for All’ Policy Discourse for the Local Context* pp. 283–301
17. **Andrés Valencia (Colombia, Universidad de Valle)** - *The Future of Higher Education Institutions in Latin America and the Caribbean: A Foresight Reflection* pp. 302–332



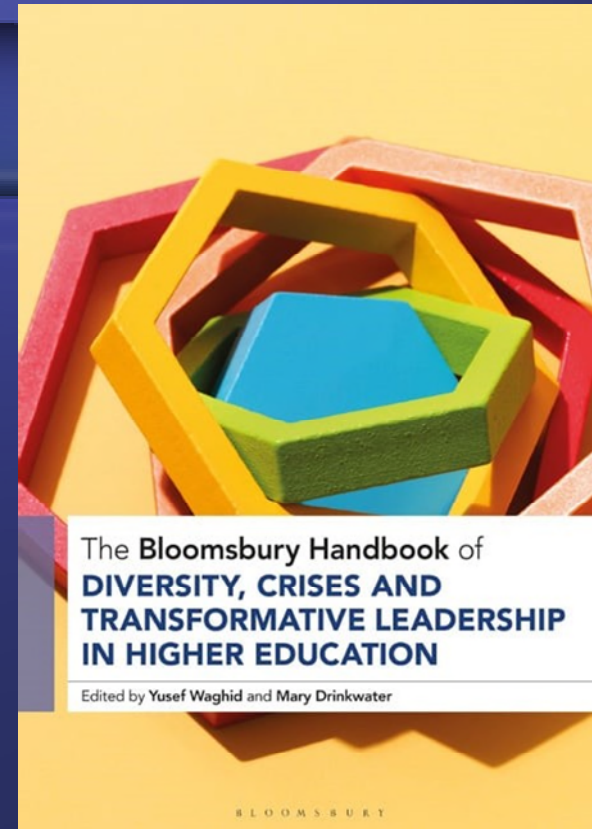
The Bloomsbury Handbook on Diversity, Crises and Transformative Leadership in Higher Education

Introduction

- Connecting *transformative leadership* with ***cosmopolitan leadership*** to respond to considerations of *diversity, crises and change*
 - *Higher Education during Times of Change*
 - *On Recognition of Diversity, Equality, Equity and Inclusion: Moving towards Cosmopolitan Leadership*
 - *Ethical Agency and Cosmopolitan Leadership: Looking beyond Transformative Change*

Parts/Sections

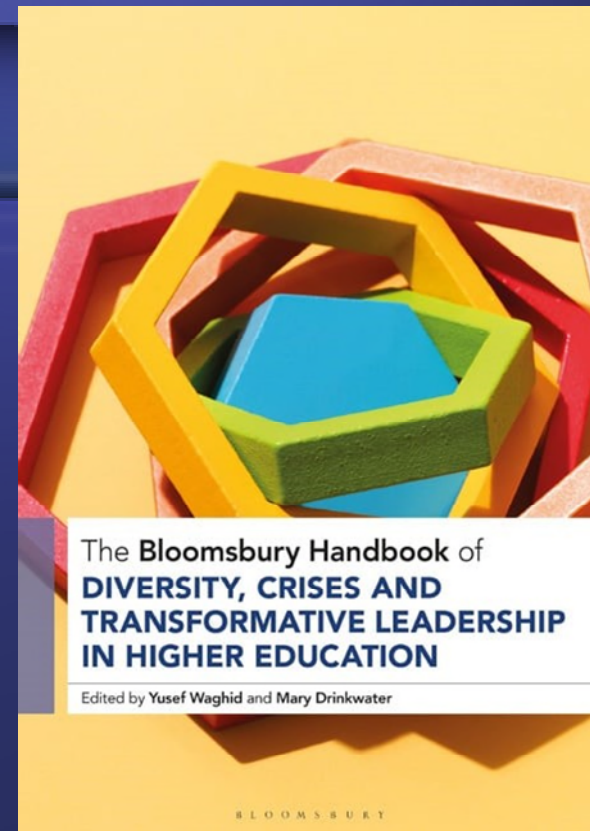
- (A) Higher Education Access, Equity and Transformative Leadership**
- (B) Cultural Competence, Decolonization and Student Activism**
- (C) Indigenous Insights, Diversity and Transformative Leadership**



The Bloomsbury Handbook on Diversity, Crises and Transformative Leadership in Higher Education

(A) Higher Education Access, Equity and Transformative Leadership

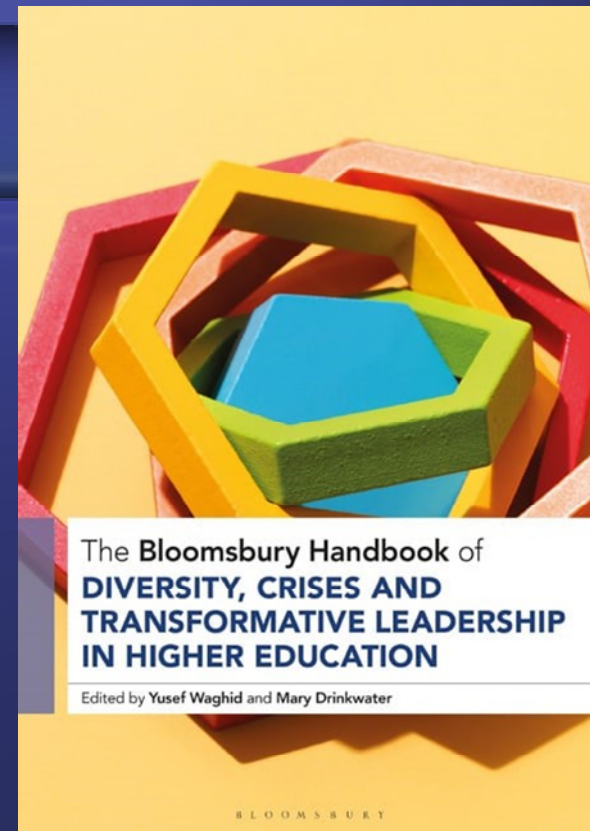
2. **Thinus Delport and Liezel Frick (Stellenbosch University, South Africa)** – *Building a Resilient Private Higher Education System in South Africa: Considering the Role of Distributed Leadership in Diversity.*
3. **Yomna Awad (Toronto Metropolitan University, Canada)** - *Re-Envisioning Professional Development in Equity, Diversity and Inclusion: The Case of Canadian Research Chairs*
4. **Arshad Ahmad, Fatima Iftikhar and Mehak Fatima (Lahore University of Management Sciences, Pakistan)** - *Reimagining Access: Transformational Diversity, Inclusion and Engagement Initiatives*
5. **Farah Baig (University of Minnesota, United States)** - *Changing Age Demographics, the Workplace, Consumer Markets, and Tertiary Educational Institutions*
6. **Faiq Waghid (Cape Peninsula University of Technology) & Yusef Waghid (Stellenbosch University)**– *In Defence of Transformative Leadership and Ethical Change: Reconsidering 'ubuntu*
7. **Hashali Hamukuaya (University of KwaZulu-Natal, South Africa) Joseph Besigye Bazirake (Nelson Mandela University, South Africa), Curwyn Mapaling (University of Johannesburg, South Africa), Neil Honeycomb (Nelson Mandela University, South Africa), and Nadia Mukadam (Nelson Mandela University, South Africa)** - *Policy Crisis and Transformation: An Exploration of Nelson Mandela University's Orientation to Humanising the Institution*



The Bloomsbury Handbook on Diversity, Crises and Transformative Leadership in Higher Education

(B) Cultural Competence, Decolonization and Student Activism

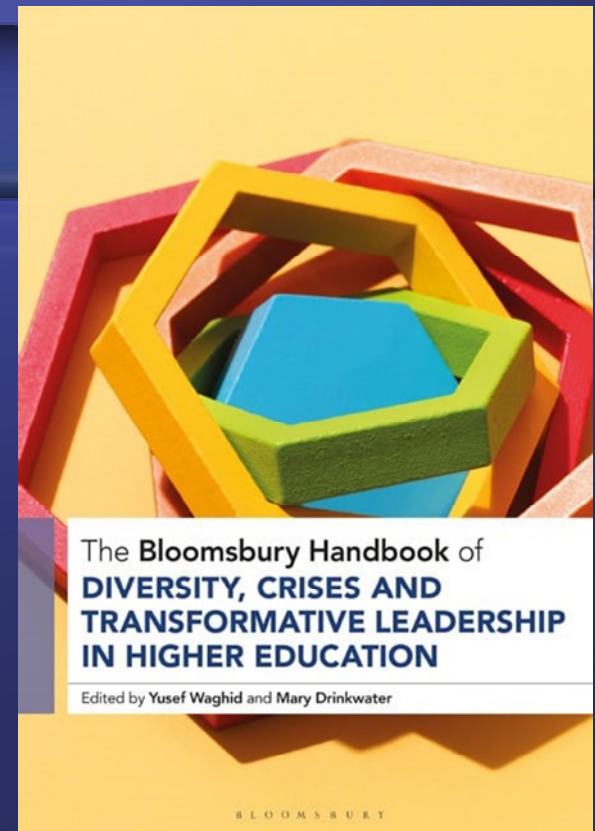
8. **Gabrielle Russell (Australia, University of Sydney)** - *Creating Culturally Safe Institutions: A Model of Cultural Competence Education for Higher Education Leaders*
9. **Zayd Waghid and Samantha Kriger (Cape Peninsula University of Technology, South Africa)** – *Afrofuturism in Film: Towards Cultivating Transformative Leadership for Equity and Diversity in Response to Crises*
10. **Judith Terblanche and Zanne Horrell (Milpark Education, South Africa)** - *The Chartered Accountant (CA) Profession in South Africa: Towards Responsible Leadership Reimagined*
11. **Blanka Zemanová (Charles University, Czech Republic)** - *The Role of Transformative Leadership in Changing Teacher Education and Building Globally Competent Teachers*
12. **Bernadette Judith Johnson (University of Witwatersand, South Africa), Mondli Hlatshwayo (University of Johannesburg), Dimakatso Maria Wanyane (University of Witwatersand, South Africa), Ciaran Heywood (University of Witwatersand, South Africa)** - *Doing Transformation: Building Transformative Practices from the Bottom Up*
13. **Joseph Pardon Hungwe (College of Education, University of South Africa, South Africa)** - *Decolonization during COVID-19: Counteracting Afrocentricism and Eurocentricism in African Higher Education*
14. **Jamilah Dei-Sharpe & Ezgi Ozyonum (Concordia University, Canada)** – *Beyond EDI: A Case of Student-Led Activism in a Canadian (Quebec) University (NOTE: Co-Authors!)*



The Bloomsbury Handbook on Diversity, Crises and Transformative Leadership in Higher Education

(C) Indigenous Insights, Diversity and Transformative Leadership

- 15. Danielle Mitchell, Harley Eagle, Catherine Etmanski, Cheryl Heykoop (Royal Roads University, Canada) - *Weaving the Basket: Promoting Indigenous Cultural Safety, Anti-Racism, and Settler Decolonization in Graduate Health Leadership Education***
- 16. Roy Bear Chief (Mount Royal University, Canada), Stephen Price (Mount Royal University, Canada), Yasmin Dean (Thompson Rivers University, Canada) - *litsi po'kawa ani to pisi: The Birth of the Spider Web Responding to Vibrations during the Pandemic***
- 17. Jean M. Uasike Allen, Dassia Matavalea, David Taufui Mikato Fa'avae, Tim Baice & Sonia M. Fonua (Waipapa Taumata Rau, University of Auckland, New Zealand) - *Race and Indigeneity: Pasifika Education Undoings within Aotearoa New Zealand Higher Education.***



The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education

Introduction: *Power of Restoration* – “it is true that the dangers are great. I will summarize the situation as I see it. There are two different powers. One, power of deterioration; and one, power of restoration... and they are becoming more and more powerful. So, it is like a fight with two fighters, which are gaining power. No one knows who will win.” (Hubert Reeves, astrophysicist, ecologist, humanist, CBC 2019, para. 7)

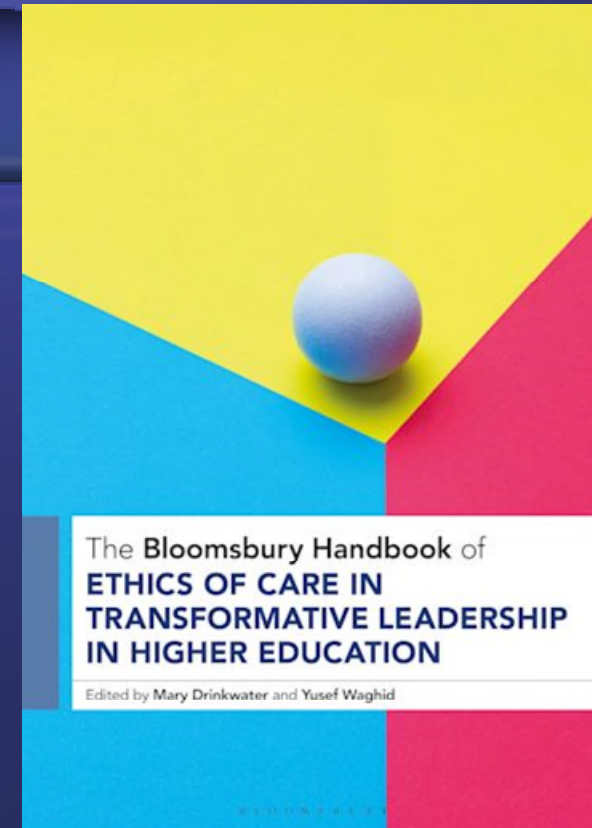
- *African philosophy of ubuntu (Cosmo-uBuntu-Cossa, Le Grange and Waghid, 2020); Cosmopolitan Ubuntu-Waghid, 2023a)*
- *Relationality, Border Crossing and Ethic of Care*
- *Posthumanism, Ecotistical Leadership and Indigenous Ontology in Human to More-than-Human Relationship and Ethic of Care*
- *Re-imagining ‘Development’ through an Ethic of Care lens*

Parts/Sections

(A) Ethic of Care in Leadership in Praxis, Pedagogy and Well-Being

(B) Ethic of Care in Cultivating and Sustaining Relationships Within and Between Institutions

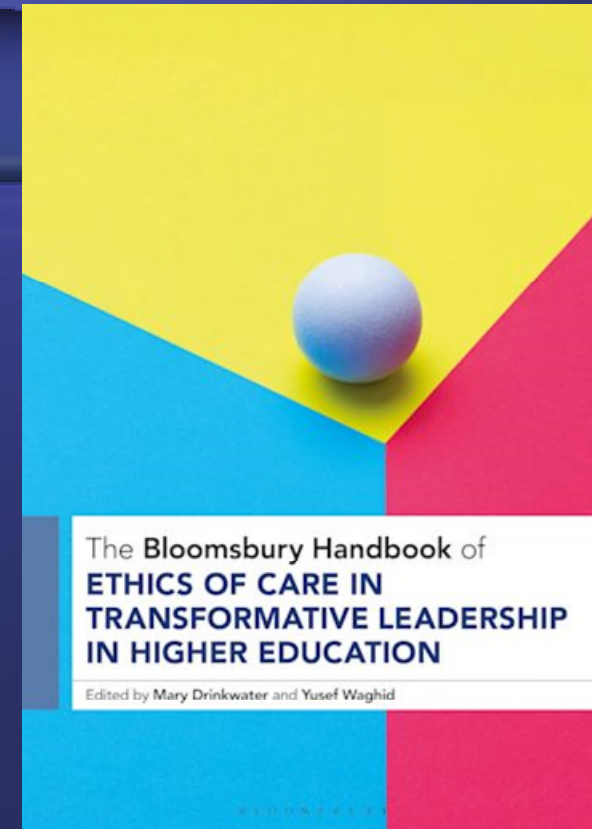
(C) Ethic of Care in Post-Human Relationships and Responsibilities



The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education

(A) Ethic of Care in Leadership in Praxis, Pedagogy and Well-Being

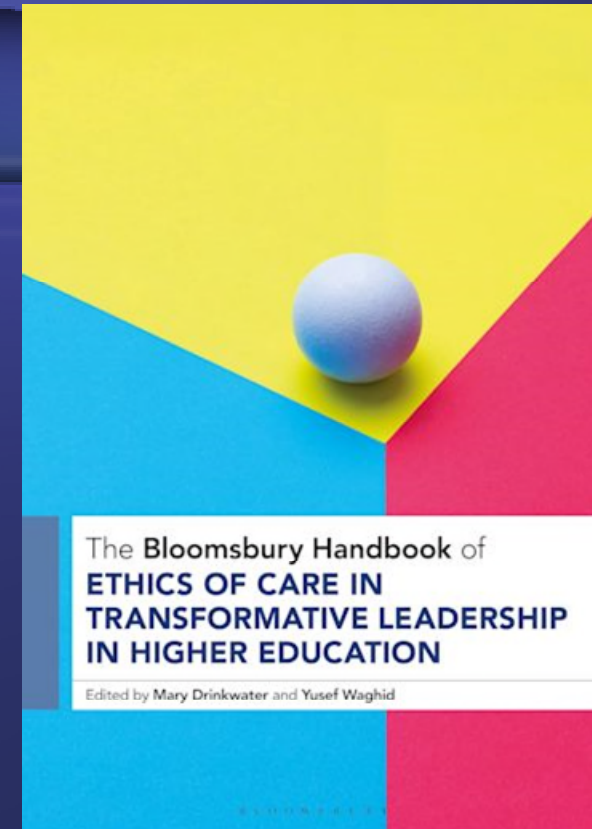
2. **Christie Schultz (Canada, University of Regina)** - *Learning to Practise Care-Centred Leadership in Times of Crisis and Change: Towards Possibilities for Embracing an Ethic of Care in Higher Education*
3. **Thomas Falkenberg (Canada, University of Manitoba)** *Contemplative Pedagogy for Well-Being in Higher Education and Beyond*
4. **Robert McClung (Canada, Yorkville University); Rafael Nuyda (Australia, Macquarie University); Huong Isabelle T. Dinh (Australia, Macquarie University)** - *Role of TAs in assisting Japanese EFL-TEFL teacher-candidates*
5. **Narelle Lemon (Australia, Edith Cowan University); Joanna Higgins (New Zealand, Victoria University); Linda Noble (USA, City University, New York); Malgorzata Powietrzynska (USA, City University, New York)** - *Prioritising Educator Well-Being in Support of Student Flourishing*
6. **Sofia Georgiadou (University of Houston, USA; Yorkville University, Canada), Jennifer Boswell (USA, University of St. Thomas) & Katrina McChesney (New Zealand, University of Waikato)** - *Supporting Faculty Wellness Initiatives During Times of Crisis and Change*



The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education

(B) Ethic of Care in Cultivating and Sustaining Relationships Within and Between Parts/Sections

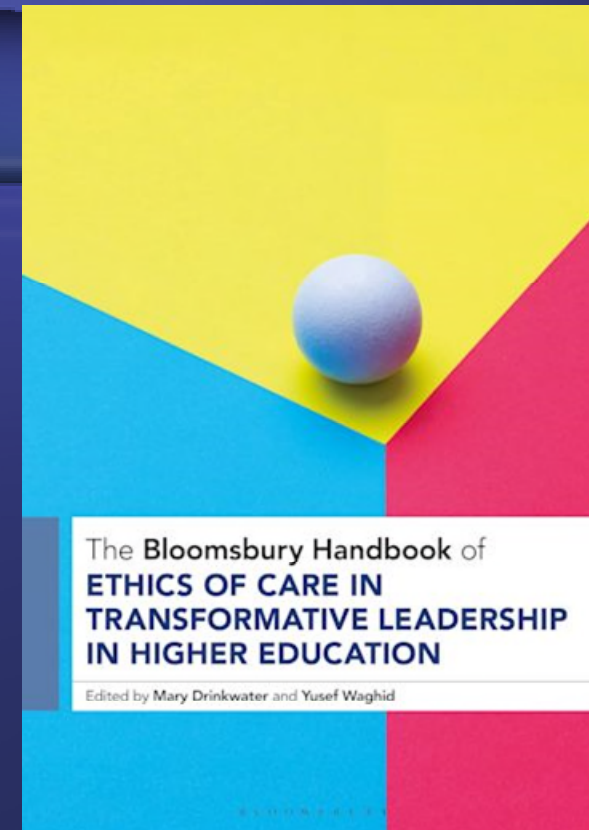
7. **Julia Christensen Hughes (Canada, Yorkville University)** - *Bringing Caring, Community and Confrontation into the Academy: Embracing an Ethic of Care*
8. **Amy Burns (Canada, Werklund School of Education, University of Calgary)** - *Don't worry, she'll do it: Martyrdom as leadership for women in the academy*
9. **Erin Keith (Canada, St. Francis Xavier University) & Katie Maxwell (Canada, Yorkville University)** - *(re)Imagining and Valuing Adjunct Faculty's Vast Funds of Knowledge*
10. **Sabita Ramlal (Canada, Prism Economics & Analysis) & Charmaine Bissessar (Guyana, University of Guyana)** - *Care-centred Leadership in Collaborations between HEIs in the Caribbean and HEIs in the Global North*
11. **Patrick Howard (Canada, Cape Breton University); Christina Phillips (Canada, OISE, University of Toronto)** - *Whole school Approaches to Sustainable Communities across Culture, Time and Place: A Post-Qualitative Case Study of Cape Breton University, Canada*



The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education

(C) Ethic of Care in Post-Human Relationships and Responsibilities

12. **Caroline M. Shields (Canada, Wayne State University)** – *Transformative Leadership and the Ethics of Care: Relationships and Responsibilities in Higher Education*
13. **Petro Du Preez (South Africa, North-West University) & Lesley Le Grange (South Africa, Stellenbosch University)** – *Capitalist Accelerationism and the Neoliberal University: Towards Intra-Active Higher Education Leadership*
14. **Elizabeth Lange (Australia, University of Technology-Sydney)** – *A Transition Imagination for Higher Education Leaders: Toward Relationality*
15. **Éliane Ubalijoro (Canada, McGill University), Jennifer Garard (Future Earth Canada) & Laetitia Pfeffer (Canada, Université de Montréal)** - *Digital Innovations in Higher Education to Reimagine the Relationship between Humans and the Natural Environment*
16. **Lewis Williams (Canada, University of Western Ontario); Kikila Perrin (Canada, University of Victoria); Ullrich Kockel (University of the Highlands and Islands); Danielle Alphonse (Vancouver Island University)** - *Transforming Approaches to Reconciliation in Higher Education and Leadership through an Inclusive Practice of Indigenist Social-Ecological Resilience*



Key Lessons for Leadership in HE

- Values and Ethical Change

1. Revisiting Mission and Vision (Where are we going....and Why?)
2. Developing/Creating or Revisiting Values (Whose? Why?)
3. Creating Shared Values, Building Trust & Engagement in Ethical Change
4. Role Modelling & Moral Courage
5. Transformative Leadership Development & Support for Resilience and Sustainability
6. Critical Hope and the Opportunity to *Re-Invent*

Key Lessons for Leadership in HE)

- Context

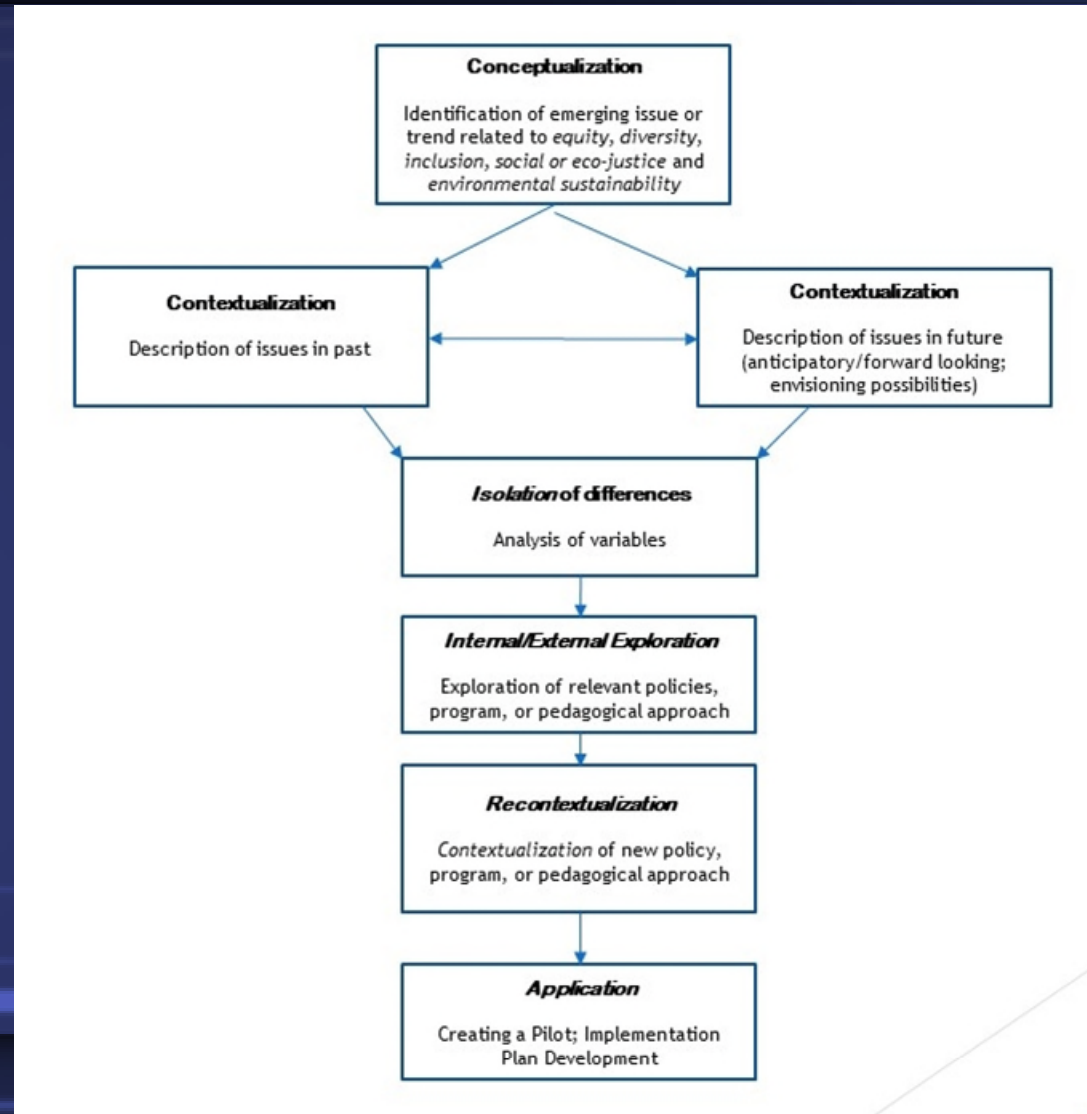


Figure 18.1 Contextualizing and Recontextualizing in Transformative Leadership in HEIs (Drinkwater and Deane 2024) *Source:* Adapted from Phillips and Schweisfurth 2014

Key Lessons for Leadership in HE)

- **Diversity and Crises**

1. Changed Higher Educational Leadership during Times of Crises
2. On Decolonization/Decoloniality and Student Activism
3. Re-Creating New Paths for Leadership in and for Higher Education
4. Extending Transformative Leadership in the Realm of Cosmopolitan Imperatives

- **Ethics of Care**

1. Reflective Practice and (Re)Imagining the Purpose of Higher Education Through an Ethic of Care
2. Slowing Down for Intra-Active Leadership
3. Diversity, Collaboration and Shared Leadership Through an Ethic of Care
4. Caring, Confronting and Rebuilding
5. An Ethic of Care and the Restorative Potential of Advanced Technologies

Further information and Ordering

- ***Print/Hard-Copy versions***
 - ***VECTLHE and CTLHE – September 2024***
 - ***DCTLHE – October 2024***
 - ***ECTLHE – November 2024***
- ***Digital versions - in advance of the hard-copy versions***
- ***Pre-Order LAUNCH flyer (35% discount) – link posted in the Chat***

Questions and Further Dialogue

Thank you

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