Transformation in Higher Education invites contributions for 2017 from a variety of disciplines, both nationally and internationally, that will critically engage with the following topic: **Putting transformation under the magnifying glass: Beneficial or detrimental to higher education?**

The theme of 2017’s issue emerged from three main findings of the research article ‘Rethinking and researching transformation in higher education: A meta-study of South African trends’ by Petro du Preez, Shan Simmonds and Anné Hendrik Verhoef (http://www.thejournal.org.za/index.php/thejournal/article/view/2):

•The need for articles that critically engage with internationalisation debates informing the higher education context in order to broaden the discourse on transformation and grapple with its emerging debates.

•Research on transformation in higher education should extend beyond the education discipline and engage with interdisciplinary perspectives.

•Transformation could be approached as a fluid, open-ended construct that is inherently complex.

Such research might elicit divergent outcomes and shed light on whether the fluid, open-ended nature of transformation is in fact positive or detrimental to higher education.

This open access journal, adhering to a double peer-reviewed process, has been downloaded more than 7000 times, since its inception in May 2016.

All articles published in the journal are included in: ProQuest, GALE & CENGAGE Learning
Esteemed scholars have contributed to this high quality journal. Some of the contributions include the following:

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<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Petro du Preez</td>
<td><a href="mailto:petro.dupreez@nwu.ac.za">petro.dupreez@nwu.ac.za</a></td>
<td>(018) 299 4737</td>
</tr>
<tr>
<td>Prof Shan Simmonds</td>
<td><a href="mailto:shan.simmonds@nwu.ac.za">shan.simmonds@nwu.ac.za</a></td>
<td>(018) 299 4764</td>
</tr>
<tr>
<td>Prof Anné Verhoef</td>
<td><a href="mailto:anne.verhoef@nwu.ac.za">anne.verhoef@nwu.ac.za</a></td>
<td>(018) 299 1569</td>
</tr>
<tr>
<td>Me Ronélle van Staden</td>
<td><a href="mailto:20505957@nwu.ac.za">20505957@nwu.ac.za</a></td>
<td>(018) 299 4771</td>
</tr>
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