



RHODES UNIVERSITY

HEAD OF DEPARTMENT'S GUIDE

2006
(Seventh Edition)

This document is a resource guide for all Heads of Departments particularly new Heads, providing information on the responsibilities of headship, on recent developments in Higher Education and at Rhodes as well as on the various administrative divisions and services offered at Rhodes University.

Jointly Published by the Academic Planning Office & the Human Resource Development Office

FOREWORD

The purpose of this guide is to:

- outline the expectations that the University has of a Head of Department*
- prepare a Head of Department for the kind of challenges that s/he will face in this new role*
- provide information on the resources available to a Head of Department in fulfilling his/her duties*
- indicate who in the Administration can be contacted for assistance*
- provide an Administrative Calendar of Events to assist the Head of Department in his/her planning of activities for the year.*

This guide does not aim to provide comprehensive information on all policies and procedures within the University, as this will inevitably result in duplication of effort. Rather, it will indicate the existence of such policies and where relevant information can be found (see Register of Policies). In addition, all Heads should be familiar with the University's academic and institutional plans, which outline Rhodes' current position and future plans, as well as the University's mission statement.

Heads are also advised to keep a copy of the Staff Guides (one for grades 6 and above and one for grades 5 and below) at hand as they provide information on a wide range of facilities and procedures in the University. All new staff receive these guides and existing staff are issued with updated guides. HoDs not in possession of such guides should contact Rika Ferreira in the HR Division on 8002.

The need for the HoD guide was identified through workshops held with Heads of Departments in 1999 and the guide was first produced and distributed at the beginning of 2000. It is important that the document is revised and improved over the years. Please feel free to provide input to the HRD Office on additional information you would like to see included.

MESSAGE FROM THE VICE-CHANCELLOR

The Head of an Academic Department (HoD) plays a crucial role in the structure of a university. S/he provides internal and external academic leadership, encourages and develops the staff and students, ensures good teaching practices, stimulates and fosters research as well as manages and administers the department. In addition, the HoD often has a full teaching load and undertakes research. A successful HoD will result in the academic discipline and staff flourishing, and in the department being competitive and attracting students and research funding in a highly competitive environment.

I recognise that it is very challenging and at times difficult to be a successful HoD. However, I am confident that in our selection process for this important position, we choose leaders who have the confidence of their departmental colleagues and who have the vision, skills and ability to manage these challenges effectively. To assist HoDs in their important role as academic leaders and managers, we have prepared this Guide. I trust that you will find it useful and bring to our attention any improvement or suggestions which you believe will help you or your colleagues. I also encourage you to make full use of the various courses and training opportunities which the University offers.

The Deans, Vice-Principal and I all have open door policies for all staff at Rhodes, but we are particularly aware of the importance of the HoDs and you should know that we will always make ourselves available to you as soon as possible. Please make use of this open access which is one of the joys of being at a small university. The sooner a problem is faced and discussed the greater the variety of solutions. This flexibility becomes constrained the longer one waits.

I wish you luck in what I believe is a very exciting, challenging and hopefully rewarding and fulfilling experience as an HoD.

David Woods
January 2006

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RHODES UNIVERSITY

Vision and Mission Statement

Vision

Rhodes University's vision is to be an outstanding internationally-respected academic institution which proudly affirms its African Identity and which is committed to democratic ideals, academic freedom, rigorous scholarship, sound moral values and social responsibility

Mission

In pursuit of its vision the University will strive to produce outstanding internationally-accredited graduates who are innovative, analytical, articulate, balanced and adaptable, with a life-long love of learning; and to strive, through teaching, research and community service, to contribute to the advancement of international scholarship and the development of the Eastern Cape and Southern Africa.

- < to develop shared values that embrace basic human and civil rights;
- < to acknowledge and be sensitive to the problems created by the legacy of apartheid, to reject all forms of unfair discrimination and to ensure that appropriate corrective measures are employed to redress past imbalances;
- < to create a research-based teaching and learning environment that will encourage students to reach their full potential, that is supportive of students from disadvantaged backgrounds, and that will produce critical, capable and skilled graduates who can adapt to changing environments;
- < to promote excellence and innovation in teaching and learning by providing staff and students with access to relevant academic development programmes;
- < to provide an attractive, safe and well-equipped environment that is conducive to good scholarship and collegiality;
- < to provide a safe and nurturing student support system as well as a diverse array of residential, sporting, cultural and leadership opportunities that will foster the all-round of our students, the university and the region as a whole;
- < to attract and retain staff of the highest calibre and to provide development programmes staff at all levels;

- < to promote excellence in research and other creative endeavours;
- < to play an active role in promoting inter-disciplinary and inter-institutional collaboration within the Eastern Cape Province;

- < where appropriate, to assist in the development of the Eastern Cape Province by making available the university's expertise, resources and facilities;

- < to play a leading role in establishing a culture of environmental concern by actively pursuing a policy of environmental best practice;

- < to strive for excellence and to promote quality assurance in all its activities.

STRATEGIC UPDATE

This section contains an update of some of the developments in Higher Education and Rhodes University in the past year namely:

1. Changes in the National Higher Education System: Implications for Rhodes
2. Quality Assurance Developments: Implications for Heads of Departments
3. Research Update
4. Teaching Update
5. Human Resources Update

1. Changes in the National Higher Education System: Implications for Rhodes

The Restructuring of Higher Education

A great deal of activity has taken place over the past few years in terms of the restructuring of the national higher education system. Ms Naledi Pandor replaced Professor Kader Asmal as Minister of Education in 2004, and the overarching National Plan for Higher Education continued to be implemented in the form of mergers and incorporations. As from 1 January 2005, the new HE landscape comprised of 24 public institutions: 11 universities, 5 universities of technology, 6 ‘comprehensive institutions’ and 2 ‘national institutes for higher education’ as follows:

INSTITUTIONAL TYPE	INSTITUTIONS
Universities	<ol style="list-style-type: none"> 1. University of Cape Town 2. University of Fort Hare 3. University of the Free State 4. University of Pretoria 5. Rhodes University 6. University of Stellenbosch 7. University of the Western Cape 8. University of the Witwatersrand 9. University of KwaZulu Natal 10. University of Limpopo 11. North-West University
Universities of Technology	<ol style="list-style-type: none"> 1. Central University of Technology 2. Vaal University of Technology 3. Cape Peninsula University of Technology 4. Durban Institute of Technology 5. Tshwane University of Technology
Comprehensive Institutions	<ol style="list-style-type: none"> 1. University of Venda for Science and Technology 2. University of Zululand 3. University of Johannesburg 4. Nelson Mandela Metropolitan University 5. University of South Africa 6. Walter Sisulu University for Technology and Science
National Institutes	<ol style="list-style-type: none"> 1. Mpumalanga Institute for Higher Education 2. Northern Cape Institute for Higher Education

Adapted from: South African Higher Education in the First Decade of Democracy, CHE, Pretoria, 2004

Restructuring Implications for Rhodes University and the Eastern Cape

The formal incorporation of Rhodes University's East London campus into Fort Hare took place on 1 January 2004. It was agreed between the two universities that students registered in 2002 would receive a Rhodes qualification, students registered in 2003 would receive a joint Rhodes/Fort Hare qualification and students registered in 2004 and beyond, will receive a Fort Hare qualification.

While the University deeply regrets the loss of the East London Campus, which was established 24 years ago and grew beyond all expectations, there are positive aspects to this decision, in particular our contribution to the transformation of higher education in the Eastern Cape as the incorporation will ensure the sustainability of Fort Hare and provide opportunities for continued collaboration.

Other decisions involving institutions in the Eastern Cape include the merger of the University of Port Elizabeth/Port Elizabeth Technikon/Port Elizabeth Campus of Vista University (to form the Nelson Mandela Metropolitan University), and the merger of the University of Transkei/Border Technikon/Eastern Cape Technikon (to form the Walter Sisulu University for Technology and Science). Technikons have been renamed 'universities of technology', and those mergers involving universities and technikons will result in the establishment of a new institutional type: a 'comprehensive institution'. It is envisaged that these new organisational forms will offer academic and vocational programmes across a wide qualification spectrum. The provision of technikon and university programmes within the same institution provides many challenges, and it will be interesting to watch the evolution of these new comprehensive institutions.

The Future of Rhodes University in Grahamstown

Rhodes University in Grahamstown has been viable for 101 years and there is no reason to doubt its viability for another 100 years. However, the University will have its own challenges as a result of the loss of the EL Campus. There is the challenge of growth in a small rural town with a limited infrastructure. The university has grown steadily during the past decade and the 2005 student head count was 6282. The number of very capable first time entering applicants for 2006 is steady and once again exceeds our residential capacity. The academic infrastructure in certain disciplines is also reaching capacity and any future growth will have to be carefully planned in consultation with the government, as it will involve considerable capital expenditure. Student and staff access and equity remain a priority and the deteriorating Zimbabwe situation will continue to impact on the University. However, Rhodes has the people and the will to continue to develop the University as an outstanding internationally-respected academic institution, which proudly affirms its African identity and which is committed to democratic ideas, academic freedom, rigorous scholarship, sound moral values and social responsibility. A review of all academic departments was held in the first half of 2005 and the resulting report is available at <http://www.ru.ac.za/intranet/academicreviewreportfinal.pdf>. Support services will be reviewed during 2007.

Other Key Developments in National Higher Education

- The regional higher education consortia have become less influential in the national system and will in all likelihood cease to exist. The Eastern Cape Higher Education Association, ECHEA, ceased functioning in 2005.
- In view of the new single, coordinated higher education system, the South African Universities Vice-Chancellors' Association (SAUVCA) and the Committee of Technikon Principals (CTP) merged to form one organisation during 2005 called Higher Education South Africa (HESA). It is anticipated that this body will present a proactive, unified voice of public higher education in SA and will have considerable influence on future developments within the sector.
- The process of submitting three-year rolling plans, which was put on hold during 2001 and 2002 whilst the size and shape debate was underway, was reinstated from 2003. The Minister of Education released a Ministerial Statement on Student Enrolment Planning in September 2005 and in November requested institutions to submit Institutional Planning Statements by 31 March 2006 indicating what contribution they could make to the country's national development priorities. As part of this process, data profiles based on HEMIS submissions for 2000-2004 were sent to institutions as well as edited versions of each institution's Programme and Qualification Mix (PQM). Institutions were also asked to submit information on their available space to be compared with SAPSE norms in order to determine the physical capacity of each institution. Institutions were required to:
 - Comment on performance indicators such as growth rates, success rates, qualification profiles and research outputs
 - Indicate what the institution expects its student inputs and outputs to be during the period 2006 to 2010
 - Explain what contribution the university has made to national development needs
 - Identify the national development priority areas for future development or expansion at the university.

Meetings will be held between the Department and individual institutions during May and June 2006 after which a set of enrolment planning parameters for each institution will be finalised.

- The establishment of the South African Qualifications Authority (SAQA) and the development of a National Qualifications Framework (NQF) remain fraught with problems. As a result of widespread concerns raised by the HE sector as well as other stakeholders, several 'study team' and 'task team' reports were commissioned by amongst others, the CHE, the Department of Education and the Department of Labour. A joint report was published by the Departments of Education and Labour in 2003 entitled 'An Interdependent National Qualifications Framework System'. However, this document was criticised by the HE sector, including the Minister's own advisory body, the Council for Higher Education and the Department of Education subsequently proposed separating the higher education section of the NQF from the main NQF (see the proposed HE qualifications framework at

<http://campus.ru.ac.za/download.php?actionarg=3459>). The ‘catch-22’ situation is that it is not possible to determine the future of SAQA and the NQF until the New Academic Policy has been finalised (see next point).

- A New Academic Policy discussion document was released for comment in December 2001 (see <http://campus.ru.ac.za/download.php?actionarg=3471>). This document, which provides the framework and guidelines for the development and provision of all academic qualifications and programme mixes and states that the policy is to become effective from January 2006, cannot be finalised until agreement is reached on the NQF structure. Further developments are expected in 2006.
- A document outlining final arrangements for a new funding framework for public higher education was published in August 2003. It is clear that funding will be the main steering mechanism through which transformation of the HE system will be achieved, and HoDs are encouraged to familiarise themselves with the aims and implications of the new funding framework. An extract from the document explains the new approach as follows:

“This new funding framework, which flows from the 1997 White Paper, replaces the funding formulas for universities and technikons which have been in operation up to and including the 2003/04 financial year. The new framework is primarily a goal-directed, distributive mechanism which relates government funds to academic activity and output. It is a means of allocating government grants to individual higher education institutions, in accordance both with the national higher education budget and with government’s policy priorities. The new framework therefore represents a major change in focus from the one which has been in place since 1982/83. The new framework emphasises that government funds higher education institutions for the delivery of those teaching-related and research-related services which lead to improvements in the social and economic conditions of the country.”

The document is available at: <http://campus.ru.ac.za/download.php?actionarg=3466>

(Note: the 2005 Digest of Statistics reflects departmental income according to the new funding formula.)

- The Department of Education is still considering arrangements for a proposed national central information and applications office for potential students. Further information will be provided as soon as it is available.

In conclusion, it is increasingly apparent that the institutional autonomy and academic freedom enjoyed by higher education institutions in the past is being severely eroded. Whilst the Nationalist government was continually challenged by ‘liberal institutions’ on their attempts to steer higher education, it has taken some time for higher education leaders to publicly voice their concerns post-1994. The VC of Peninsula Technikon, Brian Figaji (writing in the SAUVCA newsletter at the end of 2003) noted that ‘It appears as if institutions are scared of being labeled “politically incorrect” or “anti-transformation”, which are the commonly used intimidatory slogans, against those institutions

that object publicly to this incursion [against institutional autonomy and academic freedom].’

Professor Jonathan Jansen, Dean of Education at the University of Pretoria, suggests that institutional autonomy is under greater threat in democratic South Africa than ever before (Financial Mail, 15 October 2004). He points out that the State now decides what can be taught and which institutions can offer what programmes. The state also decides who can be taught and in which fields as well as how students will be taught. Whilst the higher education sector undoubtedly supports the noble goals of the National Plan, Jansen poses the question ‘What is to prevent a virile state now or an undemocratic state in the future from pressing for even greater control over the day-to-day actions, decisions and destinies of individual institutions?’ He laments academic institutions’ silence on the issue of their eroded autonomy and warns that ‘One African nation after another has found that as the post-colonial state failed to deliver economically, and as the state became more authoritarian as a result, the first target was the university.’

Writing in the EP Herald (23 November 2004), Jansen continues his argument against direct government intervention and suggests that the national restructuring exercise might result in all institutions being dragged down to the lowest common denominator. He argues that “a university ceases to exist when the intellectual project no longer defines its identity, infuses its curriculum, energises its scholars and inspires its students. It ceases to exist when state control and interference closes down the space within which academic discourse and imagination can flourish without constraint. The university ceases to exist when it imposes on itself narrowing views of the future based on ethnic or linguistic chauvinism, and denies the multiplicity of voices and visions that grant institutions their distinctive character. And the university ceases to exist when it represents nothing other than an empty shell of racial representivity at the cost of academic substance and intellectual imagination.”

As the system settles into the new landscape and the implementation of numerous system-wide policies begins in earnest, 2006 looks set to be another interesting year for all involved in higher education in South Africa.

2. Quality Assurance Developments: Implications for Heads of Departments

The Higher Education Quality Committee (HEQC), established in 2001, continued to fulfill its mandate of programme accreditation, institutional audit, and quality promotion with conviction.

The first 6-year audit cycle got underway in 2004 with the first formal audits of public and private institutions. During 2005, 3 public universities were audited by the HEQC: UCT, Rhodes and Stellenbosch, along with several private HE institutions. At Rhodes, a sub-committee of the Quality Assurance Committee drove the self-evaluation process and prepared the audit portfolio, with the site visit taking place in Grahamstown from 5-9 September 2005. In order to achieve a meaningful outcome and reduce the burden on academics, the self-evaluation was based on the internal academic review which took place in the first half of the year. In addition to responding to 19 formal audit criteria, institutions are also asked to respond to the following four open-ended questions:

- What are the unique and distinctive ways in which the institution enriches and adds excellence to the higher education sector and society, nationally, regionally and internationally?
- What does the institution do to produce a vibrant intellectual culture within the institution and in society at large?
- In what ways does the institution act as an incubator of new ideas and cutting edge knowledge and technologies within the national system of innovation?
- What are some of the notable examples in the last three years of institutional success in promoting and enhancing quality?

The aim of including these questions is to avoid a technocratic approach to audit and to highlight the variety of ways in which individual institutions enrich the higher education sector as a whole.

During the week-long site visit, the audit panel (nine auditors and seven HEQC staff) interviewed more than 400 staff, students and community members in 52 separate sessions. Prior to their departure the panel provided a 15 minute verbal feedback which reflected very positively on the University. We are expecting to receive the panel's written report in March or April 2006 after which a summary of the report will be made publicly available by the HEQC. In the meantime, the University will continue, through the Quality Assurance Committee, to address the areas for improvement identified by us in our self-evaluation.

With regard to programme accreditation, the HEQC's Accreditation and Coordination Directorate had another busy year. In addition to the continued re-accreditation of private providers, the framework and criteria for the accreditation of new programmes offered by both public and private providers were finalized (see <http://campus.ru.ac.za/index.php?action=viewarticle&articleid=2604>)

In addition, a national review of all M Ed programmes offered in South Africa was undertaken and Rhodes University received full accreditation for its M Ed programmes in late 2005.

Although there is resistance from some academics to formal quality assurance, a reluctance to engage with the current efforts at the national level to assure quality across the system would be detrimental to Rhodes as the University's reputation is partly dependent on the quality and standards of South African degrees in general. As the quality of educational provision at various institutions is exposed by the new systems of accountability and improvement, it is becoming clear that Rhodes University can compete with the best universities both nationally and internationally in most areas. "The key policy and systems elements for improved quality have been established since the setting up of the HEQC in 2001. What remains is for all role-players to ensure that the transformation agenda in higher education benefits from QA, rather than being constrained or weakened by it". [Extract from the 2004 CHE publication *South African Higher Education in the First Decade of Democracy*.]

Further information on the QA system in place at Rhodes is available on Section K of this guide or from the Director, Academic Planning and Quality Assurance (x8059).

3. Research Update

At national level one of the major challenges still facing research at Higher Education Institutions continues to be the assessment of the quality of research being conducted at Universities and the establishment of an effective mechanism for measuring research outputs. A number of working groups have been constituted to provide guidelines on these issues but no change in the current system of subsidy of outputs will be instituted in the near future. Acceptable peer review will be the major factor in assessing what constitutes a recognized research output. Heads of Departments and Institutes will be kept informed about any further developments in this regard.

The implementation in 2005 by the Department of Education of the new funding formula has placed more emphasis on the importance of research with the redefining of a research output which now takes into account subsidisable publications and graduated Master's and PhD students. The current financial value of such outputs is likely to be around R70 000 per unit which forms a significant proportion of the University's subsidy.

The introduction by the National Research Foundation of a rating system for all researchers (previously only for those in the Natural Sciences) has resulted to date in all Rhodes staff in the Humanities and Social Sciences who applied for a rating being successful. This is a peer based rating system and Heads of Departments are requested to encourage staff who are eligible to apply for a rating to consult with the Dean of Research with regard to a rating application. The Dean of Research's Office will assist staff with completing these applications.

Vice-Chancellor's Research awards to young and senior staff as well as for recognition of the publication of books which bring credit to the University continue to encourage research excellence and productivity at Rhodes. Details can be obtained from the research web page: <http://www.ru.ac.za/research>

Funding for postgraduate students at all levels has been significantly enhanced by several new scholarship schemes funded by Sasol, Atlantic Philanthropies and the Andrew Mellon Foundation. As a result the University from its own funding schemes has been able to award prestigious scholarships to 31 Honours, 45 Master's, 14 Doctoral and 9 Postdoctoral students to a total value of R4 million for 2006. In addition, it is likely that approximately 206 Honours, Masters and Doctoral students were awarded University Merit Scholarships for full time study in 2006. Application for the Prestigious Scholarships in particular has become very competitive and the general standard of applicants in 2005 was exceptional.

The Young Academic Women's Group (YAWG), established in August 2004, has changed its name to the Women's Academic Solidarity Association (WASA). WASA is the forum in which young women academics at Rhodes support one another particularly in the advancement of their research careers to enable them to become established researchers. The University has welcomed this initiative and supports its endeavours.

The functioning of the Postgraduate (PG) Liaison Committee, initiated in 2003, is a sub-committee of the Joint Research Committee and liaises directly with the Dean of Research. All academic

departments are represented on the Committee which elect an Executive to whom all issues relating to Postgraduates can be addressed. The Chairperson of the PG Liaison Committee represents Postgraduates on the Joint Research Committee and on Council.

4. Teaching Update

Professionalising Teaching

In recent years there has been an enormous emphasis on the need to professionalise teaching in higher education at an international level. One of the main reasons for this is the desire, on the part of national governments, to increase participation rates in higher education because of the ever increasing need for more highly developed skills in a workforce which has to cope with technological developments. An increase in participation rates inevitably means an increase in diversity with the result that lecturers can no longer assume they are teaching students who approach learning in a traditionally 'academic' sense. The need to 'bring these students on board' requires educators working in higher education to be highly skilled in facilitating learning and designing curricula. In addition to growing student numbers and diversity, the higher education system worldwide is also being challenged to consider the nature of the graduates it produces in the face of complaints that while students might 'know' they cannot apply that knowledge in complex working situations. This has enormous implications for teaching and, more importantly, for assessment since lecturers have to ensure that they do indeed assess students' ability to solve problems in context.

Acknowledgement of the need to professionalise teaching has led to the development of formal qualifications intended to accredit academics as tertiary educators. In Britain, following a recommendation from a National Commission, this process is now well advanced and many universities now require staff either to have a formal qualification before they are appointed or to gain one before their appointments are confirmed.

South Africa has followed countries such as Britain and Australia in acknowledging the need to professionalise teaching in higher education with the development of a national qualification, registered on the National Qualifications Framework as the *Postgraduate Diploma in Higher Education* (PGDHE). Developed in unit standard format, the PGDHE is registered at honours level and requires candidates to demonstrate their ability to meet a number of outcomes in areas such curriculum development, assessment and learning facilitation.

Although no South African university has yet made the PGDHE a condition of employment, it is likely that the formal qualification will play an increasingly important role in the future. The Higher Education Quality Committee's *Guides to Good Practice in Higher Education*, for example, cite the availability of a PGDHE programme and encouragement on the part of the institution for staff to gain the qualification as an indicator of 'best practice'. It would therefore appear that the pursuit of a formal teaching qualification such as the PGDHE would be a wise career move for young academics at least.

In South Africa, Rhodes has been at the forefront of the development of programmes leading to the PGDHE. The programme offered by the CHERTL is work-based in that it focuses on using the tasks lecturers need to perform as part of their every day working life as a basis for learning and assessment. Participants in the programme are expected to attend one 90 minute session per week. Sessions, which are interactive in nature, usually take place at lunch time or in the late afternoon. Assessment is by means of the teaching portfolio. Staff members who feel they are able to meet the outcomes of the qualification without engaging in a formal period of study are able to build a portfolio providing evidence that they can indeed do this. The CHERTL is able to advise and assist in the preparation of a portfolio which attempts to demonstrate 'prior learning'.

The Registration of Assessors

The development of the National Qualifications Framework and the establishment of associated Education and Training Quality Authorities (ETQAs) tasked with the responsibility of ensuring the quality of qualifications registered on the framework has led to the proposal that anyone assessing performance against a registered qualification should themselves be trained and registered as an assessor if quality is not to be compromised. In higher education, this would mean that all academic staff who assess students' work would need to register with the Higher Education Quality Committee (HEQC) which functions as relevant ETQA. For the purposes of training and registration, unit standards, which are included in the PGDHE, have been developed.

Unsurprisingly, the proposal that assessors should be registered met with great resistance from the higher education sector and the HEQC has now indicated that it will allow institutions to 'blanket register' their staff as assessors. It has also indicated, however, that the extent to which an institution makes arrangements to train and accredit its staff as assessors will be taken as an indicator of 'quality'. To this end, the Rhodes Senate recently agreed that all new staff appointed from the beginning of 2004 onwards would be required to be trained and accredited against the unit standard. It is also important to note that the Rhodes policy on the Assessment of Student Learning mirrors the requirements of the unit standard in that both describe 'best practice'. If Rhodes staff are serious about meeting policy requirements in their work then they will also meet the requirements of the unit standard.

It is also important to note that many professional bodies do require the registration of assessors and where these act as ETQAs for professional qualifications in higher education, staff will be affected.

The CHERTL offers a course leading to accreditation against the relevant unit standards on assessment. Like other CHERTL programmes, the assessment course is work-based in that it allows staff to use tasks which they would need to perform as part of their everyday practice for formal assessment purposes. A number of Rhodes staff members are currently pursuing this option to accredit themselves as assessors in higher education.

5. Human Resources Update

5.1 *Disciplinary Code and Procedures*

Rhodes University has a new disciplinary code and procedures for staff.

This code and procedure differs to what was previously used in that:

1. There is only one code for all staff. Previously there was a code for support staff on grades 1 to 5 and staff on grades 6 and above.
2. The performance counselling element component of disciplinary action has been strengthened and emphasized more in this code.
3. Supervisors are more directly involved in taking disciplinary action particularly for minor transgressions.
4. There is no longer an appeal process if a staff member is dismissed. These individuals lodge their appeal directly with the CCMA.

Information sessions introducing to the policy to staff were held in November and December, in both English and Xhosa. Separate sessions were held for managers and supervisors. A register of those managers and supervisors who have, to date, attended such a session is available on:

http://www.ru.ac.za/administrative/hr/Policies_and_Forms/Employee_Relations/Disciplinary_do_cs.htm. Further sessions for managers and supervisors will be held in 2006. For dates of these,

please consult the training schedule on:

http://www.ru.ac.za/administrative/hr/Training_and_development/Training_Schedule.htm

The code in English and Xhosa as well as templates when taking disciplinary action are available at:

http://www.ru.ac.za/administrative/hr/Policies_and_Forms/Employee_Relations/Disciplinary_do_cs.htm.

Staff are expected to be familiar with the disciplinary code and procedures.

5.2 *Staff Development Policy*

In 2005, the Staff Development Policy was revised. This version is not significantly different from the earlier one but includes current practice. The updated version can be found at:

http://www.ru.ac.za/administrative/hr/Policies_and_Forms/Policies_and_Forms_Alphabetical_List.htm

5.3 *Staff Disability Policy*

In line with employment equity requirements, the University has approved its first ever Staff Disability Policy. This has important implications for managers and heads of department. The policy can be found at:

http://www.ru.ac.za/administrative/hr/Policies_and_Forms/Policies_and_Forms_Alphabetical_List.htm.

There is a separate policy for dealing with issues of Student Disability.

5.4 *Anti-Harassment Policy*

This policy, also revised in 2005, deals with issues of harassment amongst both staff and students. It can be found at:

http://www.ru.ac.za/administrative/hr/Policies_and_Forms/Policies_and_Forms_Alphabetical_List.htm.

5.5 *“Working at Rhodes” Survey amongst support staff*

In 2004, over 500 staff, out of a possible 800 odd, participated in the “Working at Rhodes” survey which asked staff to report on a range of human resource issues. The findings of this report were presented to staff in December 2004 and February 2005.

The report on this survey has been approved by the Staff Development Committee of the University. It has also been considered by senior management who have formally responded in writing to the document. The report has also gone to the unions and a formal reply has been received from NTESU. The HRD office is still waiting for NEHAWU’s response .

These reports are available on:

<http://www.ru.ac.za/administrative/hr/news/News.html#WorkAtRhodes>

The results of this survey are being used in part to assess whether there is a need for a more formalized, integrated performance management system.

5.6 *Merit Awards Review Project*

From the “Working at Rhodes” survey (see above), there was specific feedback about the merit award system for support staff. As a result, this system is currently under review.

Presentations regarding this feedback were made to staff in May 2005. Staff have been invited to give input as regards changes to the merit award system. A special committee was convened to look at proposals. This committee consisted of middle managers in the institution with large numbers of staff.

Due to staffing difficulties in the HRD Office during 2005, it was not possible to make changes to the process for 2005.

This project will continue in 2006.

5.7 *Role of Heads of academic Departments*

The Academic Planning and Staffing Committee at its September 2005 meeting agreed that the issue of the role of the HoDs of academic departments required some revisiting. The Committee convened a sub-committee consisting of Dr Woods, Professor Arthur Webb and Sarah Fischer.

The issue of the role of HODs was brought to the attention of the AP&SC by Professor Webb and Mrs Fischer because of their involvement in a course on Change Management run by the HRD Office in 2004. As part of the course assignment, Professor Webb together with a group canvassed about 13 heads to explore the role of the HoD. Nine of these heads participated, sharing their experiences: challenges, opportunities, difficulties and positive aspects of their role as HoD. The data collected pointed to a need to reconsider some issues related to the role of the HoD, hence the issue being tabled at AP&SC.

Further research on this is to be conducted during the first half of 2006. It is then hoped that a comprehensive report on the findings and recommendations can be discussed at a HOD bosberaad in the second semester of 2006. This proposal needs to be confirmed with the incoming Vice-Chancellor.

SECTION C

“TROUBLE-SHOOTING” INDEX

This index provides you with a reference guide to finding the information you want, quickly! Typical problems encountered by HoDs as well as other information that may be useful are included in the index. In some instances, the name of the person you should contact for further information, is provided.

A

Absenteeism amongst staff - contact Employee Relations Manager in HR Division	
Abuse of sick leave – consult Employee Relations Manager in HR Division	
Academic planning	Section K
Academic reviews	Section K
Administrative Deadlines	Section D
Advertising: corporate and departmental – consult Communications Division	
Allocation of work amongst academic staff –consult HR or Vice-Chancellor	
Affirmative action - see Employment Equity	
Appointment of Acting Heads of Departments	Section G
Appointment of Heads of Departments	Section G
Assessment of teaching/research – consult the CHERTL	
Awards for teaching	Section L
Awards for research	Section L
Awards for books	Section L

B

Booking of venues for lectures on Grahamstown Campus etc -	consult the Registrar’s Division
Books and periodicals grants and ordering details	Section K, Library

C

Capital Equipment needed - consult Finance Division	
Catering for functions – consult the Functions Kitchen Manager in the Dean of Students Office	
Committee listing - consult Registrar’s Division	
Computer problems software - consult IT Division., or e-mail: support@ru.ac.za	
Computer problems hardware – consult Electronics	
Conferences - consult Conference Manager in Dean of Students Division	
Conflict Management – consult with your Dean or contact the HRD Manager in the HR Division	
Coping with multiple demands as an HoD – consult your Dean or contact the HRD Manager in the	
Copyright – consult the Registrar’s Division	
Course evaluations – consult CHERTL	
Curriculum development – consult CHERTL	

D

Deadlines – see Administrative Calendar	Section D
Disciplining of staff - consult Employee Relations Manager of the HR Division	

- E**
- Employment Equity - consult HRD Manager Section B
 - Employment Offers made to staff from other organisations - consult HR Director
 - Equipment problems in lecture venues - report to Facilities Officer, Registrar's Division
 - Equipment problems in Eden Grove lecture theaters - consult Patrick Ntshiba at Eden Grove
 - Equipment needs – consult Electronics
 - Events list (e-mail distribution list relating to events) – consult Communications Division
 - Events organisation – consult Communications Division
 - Examinations – Manual exists, consult the Registrar's Division
 - Excellence in teaching Section L
 - Excellence in research Section L
 - Expectations of HoDs - see Roles and Responsibilities of HoDs Section H
- F**
- Feedback to staff on teaching – consult the CHERTL
 - Feedback to HODs on performance Section G
 - Financial problems in department – consult the Finance Division
 - Functions Catering – contact the Functions Kitchen Manager in the Dean of Students Office
 - Funds for research Section K
 - Funds for staff training and development Section F
 - Funds for students to attend conferences – consult Dean of Research's Office
 - Fundraising - consult Director of Communications and Development
- G**
- Grievances raised by staff - consult Employee Relations Manager in HR Division
- H**
- Harassment of staff - consult Employee Relations Manager in HR Division
 - Harassment of students - consult Dean of Students Office
 - HIV/AIDS management of staff at Rhodes – see policy on HR website, contact Employee Relations Manager at HR Division
 - Higher Degrees Guide – consult the Dean of Research's Office or Registrar
 - HOD list (e-mail distribution list to all HoDs) – consult Communications Division
- I**
- Internationalisation – consult Dean of Internationalisation
 - Involvement in professional activities Section H
- J**
- Job descriptions - consult Employee Administration Manager in HR Division
 - Job grades - consult Employee Administration Manager in HR Division
- K**
- L**
- Language Policy – contact the Academic Planning Office

Leave for staff (sick, annual, long-leave, compassionate) - consult Employee Admin Manager
Library Committee Section K

M

Managing staff performance – consult HRD Manager
Marketing for department - consult Director of Communications and Development
Meal booking queries from students – consult Dean of Students Office
Medical aid queries - consult Employee Administration Section in HR Division
Merit Awards for Staff – contact the HRD Office
Mission of Rhodes University Section A

N

Network cabling – consult the IT Division
New course proposals and qualifications – consult Director of Quality Assurance and Academic
Planning (Academic Staff)
New staff induction - consult CHERTL and HRD Office (support staff)

O

Outcomes-based teaching and curriculum development – consult the CHERTL

P

PABX system – consult the IT Division
PC Laboratories – consult the IT Division
Performance problems with staff – consult Employee Relations Manager in HR
Personal conflicts – consult your Dean or the HRD Manager
Policies Section E
Plagiarism – see University policy
Press queries – consult Manager of Communications
Private work of staff – consult the HR Director
Probation of staff – consult the HR Director
Promotion of staff – consult HR Division
Proposals for external funding – consult Communication and Developments Division

Q

Quality Assurance – consult the Director of Academic Planning and Quality Assurance
Section K

R

Registration of Short courses – consult Academic Planning Office Section K
Recruitment and Selection of staff - consult R&S Manager of HR Division
Residence queries from students – Dean of Students Office
Responsibilities of the HoD Section H
Research funds Section K
Research policies Section K
Research awards Section K
Rhodos (Rhodes staff Newsletter) - consult Internal Communications Officer

S

Selection of staff – consult the R&S Manager of the HR Division
Shortage of staff - consult HR Director
Short course policy - consult Academic Planning Office Section K
Smoking rules – see policy – contact Registrar’s Division
South African Qualifications Authority (SAQA) and outcomes based education Section K
Spokesperson for University – consult Manager of Communications
Supervision of post-graduate research – Dean of Research
Staff appointments – consult the HR Director
Staff development – consult the HRD Manager
Staff Cost Units - consult HR Director
Stress - consult VC, VP, Dean or HRD Office
Student assessment – consult the CHERTL
Student listings – consult the Registrar’s Division
Student recruitment - want help? - consult Student Recruitment Office
Student support services Section K

T

Teaching Awards Section L
Teaching Portfolio – consult CHERTL
Teaching and Learning Policies - consult CHERTL
Telephones – consult the IT Division
Top-list (e-mail distribution list to HoDs) - consult Internal Communications Officer
Training Opportunities - consult HRD Manager
Tutor problems – see policy on Code of Conduct for Tutors – consult Academic Planning Office

U

Untidy lecture venues - report to administrative staff in academic departments/Facilities Officer
University Strategic plans - consult Director of Academic Planning & Quality Assurance
Use of animals in research – see policy – contact the Academic Planning Office

V

Visitors to the University – consult Events Section in Communications and Development Division
Vision of University Section A
Visiting Lecturers – use of Library Section K

W

Website development - consult Web Unit Manager
Work hours of staff - consult Employee Administration Manager of HR Division
Work overload - see VC, VP or Dean

SECTION D

ADMINISTRATIVE CALENDAR OF EVENTS

This calendar of events has been drawn up to assist Heads of Departments in their planning of activities during the year, enabling them to anticipate the kinds of administrative requests that they will face.

It is recognised that the Head may also have to face additional requests from sources external to the University. Given that often requests are often discipline specific, your previous Head of Department may be able to give you some guidance in this regard.

This calendar highlights only those requests or deadlines that are relevant to Heads of Departments. Furthermore, this calendar is not intended to provide specific dates (although it does in some cases) but rather a guideline of when during the year certain requests will be made.

It is customary that the relevant Division/Department/Section will send out a circular or memorandum providing exact dates and details of requests. In addition, you are advised to consult the University calendar for dates of Faculty meetings, meetings of committees of Senate as well as Senate and Council meetings.

ADMINISTRATIVE REQUESTS

CALENDAR FOR 2006

The requests indicated below are made on a regular and/or cyclical basis.

<i>Nature of Request</i>	<i>Regularity of request</i>	<i>Requested by</i>
<i>Academic Advertising</i>	<i>Budget – annual cycle</i>	<i>Communications Division</i>
<i>Monthly closing date for processing of Internal Department Data/payments</i>	<i>24th of each month, last working day in December</i>	<i>Data Control Supervisor, Finance Division</i>
<i>Travel & Subsistence: Application for Conference Travel/Sabbatical</i>	<i>Applications are due at least 2 days before the 1st of every month when Committee sits</i>	<i>Dean of Research</i>
<i>Staff Development Funds: To approve application</i>	<i>Applications due on 1st and 3rd Mondays of the month</i>	<i>Human Resource Development Office</i>
<i>Academic Review</i>	<i>Once every 3 - 5 years. Previously held in 1997, 2000 and 2005.</i>	<i>Academic Planning & QA Office</i>
<i>Administrative Review</i>	<i>Once every 3 - 5 years, most recent took place in 2002</i>	<i>Vice-Chancellors' Office</i>
<i>Internal Audit of Quality Assurance Procedures</i>	<i>Linked to Academic Review</i>	<i>Academic Planning & QA Office</i>
<i>External Audit of Quality Assurance Procedures</i>	<i>To take place every 6 years. National HEQC audit of Rhodes University took place in September 2005.</i>	<i>Council on Higher Education (HEQC)</i>

ADMINISTRATIVE REQUESTS: 2006

<i>Approximate Deadline</i>	<i>Request</i>	<i>Requested by</i>
4 January (Wed)	Submission of Time-sheets for payment of salaries	Eleanor Williams, Finance Division
Mid January	Applications for carry forward of unspent NRF research funds	Liz Leiper, Finance Division
16 January	Closing dates for submission of Masters' theses	Academic Administration Office
17 January	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
End January	Submit Supplementary Exam results as soon as they are available	Registrar
3 February	Submission of Time-sheets for payment of salaries	Eleanor Williams, Finance Division
9 February	Submission of invoices for payment to creditors	Mary Fike, Finance Division
14 February	Submission of research outputs for SAPSE and Senate and Council reports and departmental research report	Dean of Research
February	Notification of schedule of deadlines for agenda for Faculty meetings	No request as such, information sent by Secretariat
1 March	Submissions for requests for Humanities Departments Library Research Funds	Secretariat
7 and 28 March	Submission of invoices for payment to creditors	Mary Fike, Finance Division
10 March	Submission of Time-sheets for payment of salaries	Eleanor Williams, Finance Division
15 March	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
Mid to late March	Submission of changes to Departmental DP Requirements	Academic Admin Office
1 Feb- 31 May 2006	Deadlines for applications for Academic Leave	Rika Ferreira, Human Resources Division
Towards end of first term	Submission of exam details for mid-year examinations time-table	Academic Admin Office

ADMINISTRATIVE CALENDAR: 2006

7 April	Submission of Time-sheets for payment of salaries	Eleanor Williams, Finance Division
12 April	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
19 April	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
April/May	Deadline for submission of changes to Calendar for following year (to be dealt with at 2nd term Faculty Meeting)	Academic Admin Office
3 May	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
10 and 30 May	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
12 May	Submission of Time-sheets for payment of salaries	Eleanor Williams Finance Division
19 May	<i>Submission of Mid-year Examinations question papers</i>	Faculty Office
9 June	Submission of Time-sheets for payment of salaries	Eleanor Williams, Finance Division
14 June	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
20 June	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
Mid to late June	Capture examination results on Protea	Registrar
Beginning of June to second Monday of August.	Academic Personal Promotion: HoD Reports due (Applications submitted 2 weeks prior)	Patrick Phillips, Human Resources Division
7 July	Submission of Time-sheets for salaries	Eleanor Williams, Finance
12 July	Submission of invoices for payment to Creditors	Mary Fike, Finance
12 July	Submission of charges for Debtors Statements	Debby Kotze, Finance

ADMINISTRATIVE CALENDAR: 2006

29 July	RU Mellon Foundation Post Doctoral Fellowships Hugh Kelly/Hugh Le May Fellowships	Dean of Research
End of 2 nd Term	Submission of exam details for end of year time-table	Academic Admin Office
1 August	Nominations for RU Post-graduate Andrew Mellon, Allan Grey, Henderson Scholarship Applications and Renewals due	Dean of Research
3 and 25 August	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
11 August	Submission of Time-sheets for salaries	Eleanor Williams, Finance
16 August	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
August	Academic Marketing: Submission of needs for following year	Advertising Section, Communications Division
Towards the end of August	Application for Temporary Teaching for the following year	Director of Human Resources
8 September	Submission of Time-sheets for salaries	Eleanor Williams, Finance
13 September	Submission of charges for Debtors Statements	Debby Kotze, Finance
15 September	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
Early/mid September	Submission of dates of first meetings to be held in new year with Honours/Postgraduate diploma students	Academic Admin Office
Towards the end of September	Requirements for Central Laboratories for following year	I T Division
Last day of third term	Applications for new additional staff	Bruce Smith Human Resources Division
Towards the end of September	Applications for Merit Awards for support staff are due	HRD Office, HR Division
Towards end of September	Requirements for Central computer laboratories for following year	IT Division
Towards end of September	Submit requirements for lecture venues for the following year	Facilities Office

ADMINISTRATIVE CALENDAR: 2006

End September	Application for JRC Grants, Nominations/applications for VC Distinguished Research, Senior Research and Book Awards	Dean of Research
Beginning October	Application for office furniture and teaching equipment	Phillipa Callaghan, Finance Division
6 October	Submission of Time-sheets for salaries	Eleanor Williams, Finance
9 and 26 October	Submission of invoices for payment to Creditors	Mary Fike Finance Division
14 October	Application for Department Running Grant	Desiree Phillipson Finance Division
14 October	Submission of end of year exam question papers	Academic Admin Office
18 October	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
Mid October	Confirmation of course codes for next academic year	Registrar
Mid/late October	Submission of names of students who have not met DP requirements	Academic Admin Office
End October	Inform IT of availability of roll-down machines for budgeting purposes	IT Division
1 November	Closing dates for submission of Doctoral theses	Academic Admin Office
Early/mid November	Submission of details of staff who can be contacted during the vacation to assist with queries from the Academic Administration Office	Academic Admin Office
10 November	Submission of Time-sheets for salaries	Eleanor Williams, Finance
15 November	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
Mid November	Ensure that a Departmental representative is at each of the final Faculty meetings	Academic Admin Office
Mid November	Applications for carry forward of unspent JRC research funds	Liz Leiper, Finance Division
17 November	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
Late November	Capture examination results on Protea	Registrar

End November	<i>Written reports for Vice-Chancellor's Annual Report</i>	Advertising Section, Communications Division
1 December	Graduate Assistant Bursaries: Details to be submitted	Patrick Phillips, Human Resources Division
4 December	Submission of Time-sheets for salaries	Eleanor Williams, Finance
6 December	Submission of charges for Debtors Statements	Debby Kotze, Finance Division
8 December	Submission of invoices for payment to Creditors	Mary Fike, Finance Division
15 December	Stock on Hand at year end (Resale and Handout stock)	Mike Olivier, Finance Division
19 December	Submission of Supplementary/Aeogrotat examination papers	Academic Admin Office
Last working day of the year	VC's Distinguished Teaching Award: Nominations to be submitted	Meryl Queisser CHERTL

Please note: The above information was provided by the various Divisions.

REGISTER OF POLICIES AND PROCEDURAL DOCUMENTS

For a comprehensive listing of all the policies and procedural documents of the University, please access the Rhodes website under <http://www.ru.ac.za/intranet/policies>. The website is being updated to include copies of the policies. If you need further information, contact the Director of Academic Planning and Quality Assurance on 8059.

The following list of policies are categorised under appropriate headings.

Awards for Excellence

Procedures governing the Vice-Chancellor's award for Distinguished Teaching
Procedures governing the Vice-Chancellor's Distinguished Research Award and Senior Research Award
Procedures governing the Vice-Chancellor's Book Award

Academic Planning and Quality Assurance

Quality Assurance Policy
Regional Process for new qualification proposals (ECHEA)
Short Course Policy
University Vision and Mission Statement

Human Resource Policies and Procedural Documents

Comprehensive Staff Guide
Disability Policy
Disciplinary procedure
Equity Policy
Grievance Policy
Harassment Policy
HIV infection and AIDS Policy
Induction policy and procedures
In-service Trainee Policy
NEHAWU Recognition Agreement
NTESU Recognition Agreement
Merit Award Policy
Procedures and criteria governing Personal Promotion for Academic and Research staff
Recruitment & Selection Policy and Procedure for: Academic posts
Recruitment & Selection Policy and Procedure for: Support Staff
Rules and procedures governing Personal Promotion for members of the Support staff
Staff Development Policy
Staff Guide for support staff, Grades 1 to 5
Temporary Employment of Student Assistants

Information Technology

Acceptable use policy for IT resources
Computer Roll Down Policy
Internet restrictions

Network monitoring and privacy policy
Policy and procedures for software support
Telephone policies
User support policy

Library

Collection Development Policy
Composition and Brief of the Library Committee
Departmental Libraries on campus
Display Policy
Information Services Policy
Rules and Regulations Policy
Vision and Mission Statement

Policies pertaining to Student Matters

Admissions Procedure
Appointment of Examiners
Class Representative Policy
Code of Conduct for Tutors and Demonstrators at Rhodes University
Code of Ethical Practice for Providing Higher Education to International Students
Disability Policy
Examination Policy/Manual
Fieldworkers' Safety Guidelines
Guidelines for International Academic Exchange Linkages
Guidelines for the Use of Animals in Research at Rhodes University (Ethics Committee)
Harassment Policy
Higher degrees guide
HIV infection and AIDS Policy
Plagiarism Policy
Procedures governing the Post-graduate Scholarship/Loan Awards
Policy on Postgraduate Supervisory Practice
Rhodes University Library Policies
Responsibilities of Students and Teaching Staff
Student Constitution
Submission of Thesis
SRC Societies Policy

Policies pertaining to Staff Academic Matters

Assessment criteria for Teaching Portfolios

Code of Conduct for Tutors and Demonstrators at Rhodes University
Fieldworkers' Safety Guidelines
Guidelines for International Academic Exchange Linkages
Guidelines for the Selection, Training and Evaluation of Tutors and Demonstrators at RU
Guidelines for the Use of Animals in Research at Rhodes University
Policy and Procedures for applying for University Research Grant Funding
Policy on Curriculum Development and Review
Policy on Evaluation of Teaching and Courses
Policy on Assessment of Student Learning
Policy on Postgraduate Supervisory Practice
Procedures for applying for Travel and Subsistence Research Grants

Procedures governing Postdoctoral Fellowship Awards

Responsibilities of Students and Teaching Staff
Rhodes University Library Policies
Senate Rules of Order

Other

Council and Senate Subcommittees listing
Corporate Identity Policy
Environmental Policy
Ethical Standards – Policy and Procedures
Fire Safety in Buildings
Language Policy
Honorary Titles
Smoking Rule at Rhodes
Web Policy

Departmental Policies and Procedures

In addition, a number of academic departments have specific policies and procedural documents. For example, the Department of Economics has a policy document on “Guidelines for Post-graduate Research”, the Department of Biochemistry and Microbiology has its own Academic Quality Assurance Policy and the Departments of Sociology and Journalism have staff guidebooks. In addition, many departments have student handbooks whilst others have course documents (e.g. Geography II). Some policy or procedural documents are also educational in nature for example, Psychology’s “How to write a research proposal” and Zoology’s “Project Survival Guide”.

OPPORTUNITIES AND FUNDS FOR STAFF DEVELOPMENT

1. Responsibility for Staff Development
2. Staff Funds available
3. Development Opportunities available
4. Specific in-house training courses

1. Responsibility for Staff Development

Responsibility for staff development falls to three agents in the University:

1. **The CHERTL** who provide development opportunities to assist academics in their teaching responsibilities. Such development includes:
 - Lecturer's Orientation
 - Qualifications e.g PGDHET, MEd
 - Workshops e.g. against assessment standards
 - One on one consultation with staff
 - Funds for staff who wish to attend workshops or seminars on teaching practice.
2. **The Dean of Research** who provides development opportunities associated with the academic's research roles. Such development includes:
 - Provision of funds to present research at conferences
 - Supervision workshops
 - Funds for academic staff who wish to attend workshops or seminars on research practice
 - Funds for academic staff who wish to pursue post-graduate study at a university other than Rhodes University.
3. **The Human Resources Development (HRD) Office** who provides development opportunities to all support staff and academics in their roles other than teaching and research. For example:
 - ABET programme
 - Range of in-house Certificate courses
 - Administering of staff development funds for support staff
 - Administering of staff (academic and support) studying at Rhodes

2. Staff Development Funds

These are:

- (1) Joint Research Committee Fund
- (2) Ad hoc Training Fund
- (3) Continuing Education Fund
- (4) Administrative Travel Fund
- (5) Visiting Lecturer's Fund (not only available for staff development)

JOINT RESEARCH COMMITTEE (JRC) FUND

Administrator of the Fund:

Dean of Research, Professor John Duncan, Tel no: 8055
e-mail: j.duncan@ru.ac.za

Nature of the JRC Fund:

Staff may apply to the JRC Fund to attend conferences where they will be presenting their research. This research can be discipline related or on one's teaching in the discipline. A portion of the travel, subsistence and conference fees are paid.

Application Forms:

All departments should keep copies of the JRC Application Form. Alternatively, one can be obtained from Moira Pogrund at the Dean of Research's Office.

Submission Dates for Applications:

All applications must reach the Dean of Research's Office as soon as all the relevant details are known. Applications are considered during the first week of each month.

Queries to:

Miss Moira Pogrund, Assistant to the Dean of Research, Tel no: 8055
e-mail: m.pogrund@ru.ac.za

AD HOC TRAINING FUND

Administrator of the Fund:

Human Resource Development Manager, Mrs Sarah Fischer, Tel: 8009
e-mail: s.fischer@ru.ac.za

Nature of the Ad Hoc Training Fund:

This Fund only pays for support staff costs associated with attending job-related training courses including course fees, travel, accommodation and subsistence. Such courses may include a staff member updating his/her knowledge in a particular area, e.g. training on new legislation or developments in the field as well as courses to acquire particular skills, e.g. computer literacy skills, conflict management skills, welding skills, catering skills or management skills. This fund does not pay for courses associated with formal education qualifications.

This fund used to pay for academics to:

- Attend research related workshops and seminars. This is now handled by the Dean of Research's Office.
- Attend teaching related workshops and seminars. This is now handled by the CHERTL.

Application Forms:

Application forms can be obtained from the HRD Office, Human Resources Division or at http://www.ru.ac.za/administrative/hr/human_resources_development/staff_dev_funds.html.

Should you need assistance, please contact Mrs Phози Tshungu on 8239 or p.tshungu@ru.ac.za.

Submission Dates for Applications:

All applications must reach the HRD Office as soon as all the relevant details are known. Applications are normally considered after the first and third Mondays of each month.

Queries to:

Mrs Phози Tshungu on 8239

e-mail: p.tshungu@ru.ac.za

CONTINUING EDUCATION FUND

Administrator of the Fund:

Human Resource Development Manager, Mrs Sarah Fischer, Tel No: 8009

e-mail: s.fischer@ru.ac.za

Nature of the Continuing Education Fund:

The Continuing Education Fund exists to assist support staff wishing to further their formal education by helping to pay the tuition fees for part-time studies. This fund will only pay for studies leading to a formal qualification where these studies are relevant to their current or future service with the University. The Fund usually pays for 75% of the tuition fees up to a maximum of R7000 per annum.

This fund used to pay for academics to do post-graduate study at another university other than Rhodes University. This is now handled by the Dean of Research's Office.

Application Forms:

Application forms can be obtained from the HRD Office, Human Resources Division. Division or at http://www.ru.ac.za/administrative/hr/human_resources_development/staff_dev_funds.html Should you need assistance, please contact Mrs Phози Tshungu on 8239.

Submission Dates for Applications:

Applications are only considered once a year for this fund, in November of each year. There is a call for applications through use of top-list and circulars.

Queries to:

Mrs Phози Tshungu on 8239

e-mail: p.tshungu@ru.ac.za

ADMINISTRATIVE TRAVEL FUND

Administrator of the Fund:

Vice-Principal, Tel No: 8149

Nature of the Administrative Travel Fund:

This Fund pays for all staff to attend meetings, events or workshops where the University's interests are represented. The Fund will pay for all reasonable costs associated with attending such meetings namely, travel, accommodation and subsistence.

Application Forms:

There is no formal application form to be completed. A letter of motivation must be written stating the benefits that will accrue from attending as well as the costs of doing so.

Submission Dates for Requests:

Requests are considered on an ad hoc basis.

Queries to:

Mrs Helen Wootton, Secretary to the Vice-Principal, Tel no: 8149

VISITING LECTURER'S FUND

Administrator of the Fund:

Vice-Principal, Tel No: 8149

Nature of the Visiting Lectures Fund:

This Fund pays for academic staff from other Universities or other prominent individuals to visit the University. The Fund will pay for all reasonable costs associated with visiting Rhodes namely, travel, accommodation and subsistence.

As there are usually limited funds available, it is advisable to establish the amount that will be granted prior to making commitments to Visiting Lecturers.

Submission Dates for Requests:

Requests are considered on an ad hoc basis.

Queries to:

Mrs Helen Wootton, Secretary to the Vice-Principal, Tel no. 8149

As there are usually limited funds available, it is advisable to establish the amount that will be granted prior to making commitments to Visiting Lecturers.

3. Development Opportunities at Rhodes University as at

1 January 2006: Timing and Cost Issues

Opportunities	Conditions	Payment by RU	Time Issue	Service Contract	Rationale	Management Responsibility	Staff in University
Single academic course at RU	Can do provided (i) it is relevant to current job & does not interfere with work (ii) HoD of dept where course is, agrees & (iii) own HoD agrees	Free	Make up time or take leave	None	Free because marginal additional cost to University.	Have to ensure that time is made up. or leave taken	Be 50
Post-graduate degree at RU	Can do provided it is relevant to current job or part of career plans within RU.	75%	Make up time or take leave	None	Is a staff benefit. Provided there is sufficient progress, a bursary for the remaining 25% for Masters and PhDs will be provided. The Dean of Research's Office will contact staff regarding this. .	If it is a course work degree, then time has to be made up or ensure that leave is taken. If thesis is done, no hours off, therefore no follow-up needed.	Pa m wi sta us fo du co
Single course other than at RU - apply through CE fund	Can do provided it is relevant to current job or part of career plan.	75%	Correspondence so done after hours	1 month for every R375 spent	Of benefit to individual as well as institution. Service contract necessary as RU wants to see benefit of course/qualification and is significant additional cost to RU (unlike staff studying at RU).	None – done after hours	Li in sta les

Qualification other than at RU- apply through CE fund	Can do provided it is relevant to current job or part of career plan	75%	Correspondence so done after hours	1 month for every R400 spent	Of benefit to individual as well as institution. Service contract necessary as RU wants to see benefit of course/qualification and is significant additional cost to RU (unlike staff studying at RU).	None – done after hours	Su all pr gr sin co
Drivers/PDP license	Must be a job requirement.	Free if approved	Done in own time unless otherwise arranged.	None	Of benefit to individual as well as organisation.	Done after hour but manager needs to ensure that it happens.	PI ac su gr su gr be fo
External Training – through Ad hoc Training Fund	Can do provided it is relevant to current job – usually skills based	Free if approved	Time off from work – no time to be made up	None	Individual pays nothing because usually training is needed for individual to be more effective in current job.	Ensure that training is implemented	Su
In-house training/dev. offered by the HRD Office or CHERTL	Can do provided it is relevant to current job	Loan converted to grant upon completion	Time off from work – no time to be made up	None	Individual pays nothing because usually training is needed for individual to be more effective in current job.	Ensure that training is implemented	Al
ABET classes: Siyaphambili for ABET level 1 (up to grade 9) Matric School	None other than individual is excused from workplace during time that classes are held.	Loan converted to grant upon completion	Siyaphambili – $\frac{3}{4}$ hours per week Matric – 4/5 hours per week	None	Arrangement was made on 1 hour RU gives, worker gives 1 hour.	Limited – to monitor that individual is going to classes. Individual cannot use classes as an excuse for not getting work done.	Fe wa th se qu pr us gr

4. Specific in-house Training Courses

The range of in-house training courses offered by the HRD Office include:

- Range of Information Technology courses including a Basic Computer Literacy course (for individuals who are not unaccustomed to using a computer)
- Certificate in Office Administration
- Certificate Course in Supervision
- Certificate Course in Basic Business Skills
- Management Development Programme (4 modules covering strategic management, human resource management, financial management, marketing management – individuals can elect to one or more of these modules)
- Change management programme
- ABET English literacy programme
- Matric School
- Xhosa courses

Full details of all of these courses is available at:

http://www.ru.ac.za/administrative/hr/Training_and_development/T&D_programmes.html

The course material also indicates who the HRD course facilitator is. These individuals can be contacted for further information.

SPECIAL ISSUES

This section of the Guide deals with those issues that Heads of Departments have raised as particular concerns over the last few years.

1. Evaluation of Teaching
2. Teaching Portfolios: What can the HoD have access to?
3. Teaching or Research: The Dilemma of the first time lecturer
4. Probation of Staff including reporting requirements
5. Requesting Additional Staff: New Procedure
6. Feedback to Heads of Departments
7. Appointment of HoDs and Acting HoDs

1. Evaluation of Teaching and Courses

The Rhodes policy on the Evaluation of Teaching and Courses requires staff to evaluate their teaching and course design on an on-going basis and HoDs have a special responsibility to ensure not only that evaluation takes place but also to assure the overall quality in terms of the teaching and course design which goes on in their departments. In meeting this responsibility, it is important to acknowledge the distinction between an *evaluation* and *evaluation data*.

An *evaluation* requires the perceptions of a number of stakeholders to be collected if it is not to be biased. In the case of a teaching evaluation, this means that the opinions of students must be ‘triangulated’ or balanced with the opinion of a peer (such as a colleague who has done a peer observation of teaching or an external examiner who has looked at the curriculum and learning materials) and, importantly, with the opinion of the lecturer her/himself who ‘talks back’ to what students and peers have to say. Student perception surveys (i.e. the results of questionnaires students have completed) are no more than data in an evaluation and not an evaluation *per se*.

The Rhodes policy on the Evaluation of Teaching and Courses states that “the use of evaluation data or results requires the agreement of the person evaluated”. In doing so, the policy attempts to protect the rights of individuals against the misuse of evaluation data. This means that HoDs *do not have the automatic right to see the results of student perception surveys even though they have the responsibility to ensure that the quality of teaching and course design in their departments is not compromised*. It is, however, the right of the HoD to either ask for a staff member’s teaching portfolio (in which evaluation is ‘written up’) or invite the staff member to discuss the results of an evaluation with him/her.

2. Teaching Portfolios

A teaching portfolio has two purposes: it is developmental in that it is a ‘space’ in which individuals can reflect upon their practice as educators in order to identify strengths and weaknesses and it is also part of the need for staff members to be accountable for what they do in that they open up their practice to scrutiny. In many respects, these two purposes are in tension with each other. The need to be accountable may prompt individuals to ‘put the best face forward’ and only document successes in their teaching. The need for development, on the other hand, requires individuals to identify weaknesses and reflect upon them if problem areas are to be addressed. Similarly, the need to open up practice to scrutiny might prompt tertiary educators to keep within the bounds of the tried and tested and not attempt anything new in terms of their lecturing or course design. Development, on the other hand, involves trying out new teaching and assessment strategies which may, or may not, be successful. HoDs need to keep these two

tensions in mind when reading teaching portfolios. A ‘good’ portfolio does not necessarily present a picture of flawless teaching since, by its very nature, teaching is often problematic. The ‘best’ portfolios, therefore, document mistakes and wrong turnings and reflect upon them in order to improve practice. It is possible to argue that there is no such thing as a negative evaluation *provided a plan is made for problem areas to be addressed*. When reading a portfolio, it is therefore necessary to look for a ‘plan of action’ which addresses problem areas and to mediate the reading of the evaluation with this.

At the moment, teaching portfolios are required for staff on probation and are ‘encouraged’ as part of the documentation submitted in support of applications for personal promotion. Staff on probation need to submit a portfolio to the CHERTL at the end of each year of their probationary period.

When a portfolio is submitted *in the course of probation*, can be sent to the CHERTL for developmental feedback. The purpose of this feedback is to help the staff member to develop the portfolio further. The portfolio is then formally assessed at the end of the probationary period. Feedback is also available for portfolios submitted for personal promotion.

Assessment of teaching portfolios is undertaken by a panel of peers nominated by faculty. Each portfolio is assessed by two members of the panel against a set of criteria available from the CHERTL. The formal assessment is then taken into account when decisions about tenure are made. For the purposes of personal promotion, staff can choose to have the formal assessment of their portfolio serve before the promotions committee. The CHERTL is not involved in the assessment of portfolios although CHERTL staff members do assist individuals in building them and will advise on the extent to which the portfolio meets or does not meet the criteria.

3. Teaching or Research?: The Dilemma for the First Time Lecturer

As pointed out earlier, the need to attain a formal qualification in tertiary education is becoming increasingly important for young lecturers. At the same time, however, young people wanting to pursue an academic career need to obtain master’s and doctoral degrees and establish themselves as researchers. The result is a tension between teaching and research.

Interviews conducted with lecturers participating in the PGDHE programme at Rhodes show that the early years of teaching are particularly stressful and that many young lecturers expend enormous effort simply in trying to cope with the demands of the job. This is particularly the case where they are required to lecture in unfamiliar areas with the result that they need to read extensively in order to keep ahead of the students. For many young lecturers, therefore, the demands of teaching mean that there is little time or energy left for research or, for that matter, for developing teaching capacity through engagement in a formal study programme. The same interviews also suggest, however, that the PGDHE groups in which lecturers meet are an important means of support for those struggling with the demands of teaching. This support

comes from other participants as much as from the CHERTL facilitator since young lecturers point out that it is reassuring to know that they are not alone in the difficulties they face. While it is unlikely that the debate over the need to obtain a research qualification over a teaching qualification or vice versa will ever be resolved, it is possible to argue that participation in a PGDHE programme provides support which allows young lecturers to get on top of their teaching thus freeing them up to focus on research more quickly. Others would argue, however, that the research degree must come first although, in this case, the demands of quality assurance mean that teaching at least has to be competent.

Although it is tempting to claim that young lecturers must either ‘sink or swim’ in much the same way as their more experienced colleagues were forced to, a more responsible approach would entail trying to structure newcomers’ working environment in order to give them as much time and space for development as possible. Young lecturers are often given administrative responsibilities about which they know very little because of their very limited knowledge of academic or institutional life. A more experienced colleague might well be able to complete such tasks much more efficiently however unpopular allocation of the task at more senior levels might be.

It is also important to try to actively *manage* the development of young lecturers by assisting them in setting goals for the year or semester and by supporting them in the attainment of those goals. The appointment of a more senior member of staff as ‘mentor’ is helpful in this regard. Although young lecturers are familiar with academic life to the extent that they have all been students, many are wholly unfamiliar with academic life on the other side of the lectern. This unfamiliarity often runs to the extent that young lecturers have little understanding of the need to publish, where they could publish or how they could get published. Similarly, they often have little understanding of the way collegiate life is organised or governed through the system of faculty, senate and committees. Having a more senior colleague explain the ‘rules of the game’ can often help young lecturers find their feet much more quickly with the result that they become more productive staff members sooner than they might have otherwise. If the relationship between the mentor and the staff member is constructive, it would also be possible for the mentor to act as a peer evaluator by sitting in on lectures to offer comment and advice. Clearly not all staff members would be willing or able to act as mentors. Where such relationships can be established, however, the impact on young lecturers’ performance is likely to be considerable, certainly if lessons from business where the concept of ‘coaching’ is often used to great effect.

4. Probation of Staff

All staff in the University are on probation before their appointment is confirmed. The purpose of this probationary period is to ensure that the job incumbent is able to efficiently and effectively execute the major job responsibilities given appropriate and necessary support and guidance.

The length of the probationary period differs as follows:

- For academic staff: 3 years
- For support staff on grades 9 and above: 2 years
- For support staff on grades 6 to 8: 1 year
- For support staff on grades 1 to 5: 6 months

The Head of Department's responsibilities towards the staff member on probation is as follows (these can be delegated to a supervisor e.g. Technical Officer or Administrative Assistant):

- Ensure that the new staff member is clear on what the job responsibilities are and the standard of performance expected. This is usually done during the orientation/induction of the new staff member. In the case of academic staff, some of this orientation function is carried out by the CHERTL's New Lecturers Orientation Course, usually held at the beginning of each year (please ensure that your new academic staff attend this).
- Provide necessary instruction, guidance and/or training to assist the new staff member in understanding and meeting the job requirements. Should an individual be deemed unsuitable for permanent appointment after the probationary period, one of the first questions that will be asked is what support (counseling, instruction, guidance, training etc) was provided to assist the individual.
- Meet the staff member at least one month after s/he has started on the job to ensure that the job requirements and performance standards are being met. Should there be any performance problems, these must be addressed and documented.
- Address any performance problems immediately, by meeting with the staff member, indicating the nature of the performance problem, establishing why this problem has occurred and outlining what action needs to be taken. Allow the staff member to give his/her side of the story before making a firm decision about the nature and reasons for the performance problem. Set a review meeting to establish whether the performance problem has been addressed satisfactorily. Document these meetings as this will become crucial if performance problems persist and you do not wish to confirm the appointment of the staff member concerned.
- If you have a new staff member who is consistently under-performing, you are advised to contact the Employee Relations Manager, Andile Dlali, as to how you go about addressing this matter as it may ultimately lead to dismissal for reasons of incapacity. There are particular steps that have to be followed to meet the requirements of the Labour Relations Act as the onus is on you to demonstrate that the individual is not able

to, now or in the future, meet the job requirements.

- Ensure that the interim probationary report is written timeously and that the report is first discussed with the staff member concerned before submitting it to the Director of Human Resources. Any concerns you have regarding the staff member's performance should already have been discussed with him/her as outlined above. In writing the report, you are advised to pay close attention to the reporting requirements (see below).
- Avoid having to extend the probationary period because the individual has not met the job requirements. If performance problems are addressed timeously and documentation thereof included in the interim reports, this can usually be avoided. Extending the probationary period often only prolongs the difficulties of having to cope with someone who is not doing their job. This impacts negatively on the productivity of the department as a whole.
- Do not confirm the appointment of a staff member unless you are convinced that s/he is meeting the job requirements.

Reporting Requirements for Academic Staff

In the case of academic staff, you will be required to write two (2) interim reports, one (1) report after each full year of employment and then a final report before the end of the probationary period.

Your report must address the following areas:

- *Teaching ability* (in the case of the final report, the HoD will have access to the final teaching portfolio plus the assessor's report which can be used to inform this section)
- *Research activities* (Consider level of involvement in research activities including conducting of research, writing of publications, attendance/presentation at conferences)
- *Personality* (You may consider the following: level of self-reflection in terms of work and dealings with staff, personal development, openness to change and continuous improvement, evidence of concern with quality of work, commitment to the department and University, level of independence and initiative demonstrated)
- *Relations with staff and students* (Consider the following: level of co-operation with colleagues and students, has established positive, productive relationships with staff and students)
- *Community service/professional involvement* (Consider level of involvement in activities outside the University that have enhanced his/her teaching e.g. community service or professional involvement)

- *General Comment and Recommendation*

Please note important Senate decisions as regards the conditions of service of academic staff:

Due to the conditions of service of academic staff, the probation report should also indicate whether the requirements of the conditions of service have been met:

1. Attendance at the Lecturer's Orientation Course
2. Qualification against the unit standard HET02: Design, development and implementation assessment of learning in Higher Education and Training (a copy of the certificate of qualification must be attached with the final report)
3. The teaching portfolio has been assessed as satisfactory (the staff member if required to attach a copy of the assessor's report).

The interim probation reports should report progress against these conditions.

Staff members are encouraged to submit draft portfolios with each probation report so that the HoD can assess the progress that they are making. The draft teaching portfolio may also be directed to the CHERTL for formative evaluation and comment and the CHERTL's report will be provided to the staff member.

Heads may like to encourage members of your staff to contact the CHERTL for assistance in building a teaching portfolio and in qualifying against unit standard HET02.

The staff member will be reminded by the HR Division of the due date of the portfolio and that it must be submitted directly to the CHERTL. Failure to do so will result in a delay in the Head of Department's final probation report and a subsequent delay in the approval of the appointment.

Academic staff are usually not considered for promotion unless their probation is confirmed.

Reporting Requirements regarding Support Staff

For **secretarial staff in academic departments**, you will only be required to write one final probationary report. You are however, encouraged to meet with the staff member concerned at least once during the year to discuss how s/he is meeting the job requirements.

For **technical staff in academic departments**, you will be required to write one interim report and one final report.

In the case of all of these probation reports, the report will be written against the approved job profile i.e.,

1. Is the individual able to meet all the job responsibilities? If not, what measures have been taken to address problems?
2. Is the individual meeting the job responsibilities to the standard required? If not, what measures have been taken to address these problems?
3. Is the individual demonstrating the necessary competencies on the job? If not,

what measures have been taken to address problems?

Important!

When noting any concerns regarding the individual's performance, please bear in mind that the report should only contain issues of substance that are serious enough to warrant not confirming the appointment of the staff member. Minor issues can be addressed between yourself and the staff member concerned. Also, ensure that all concerns can be substantiated.

5. Requests for Additional Staff

Senate and Council have approved the following procedure for requests for new staff:

Procedure for New Posts: Academic and Support staff

The following procedure is to be followed when making applications for new posts:

Shortly after the publication of the University's Statistical Digest in early August, the Human Resources Division will invite Heads of Department to submit applications for the creation of new academic and support staff posts. Fully motivated applications must be submitted to the Director of Human Resources by no later than the last day of the third term (early September).

Applications for academic posts will be considered at a special meeting of the Academic Planning and Staffing Committee and applications for support staff posts will be considered by the Support Staff Staffing Committee at meetings arranged for this purpose during October/November of each year.

The recommendations of the Academic Planning and Staffing Committee and the Support Staff Staffing Committee will be considered at the next meeting of the Finance and General Purposes Committee before being submitted to Senate and Council.

6. Feedback to Heads of Departments

Many Heads of Departments regard feedback on their effectiveness as an important part of their development and progress as an HoD. Whilst recognising this need, senior management has been reluctant to formalise feedback for example, into an annual "appraisal" in that it would further add to the administrative burden of all concerned. Rather, attempts have been made to use current processes for example, the academic review.

The following feedback mechanisms exist:

- Some Heads of Departments conduct a “bottom-up” appraisal within their departments where staff are invited to provide comment on their leadership and management of the department. The CHERTL or HRD Office can assist in this regard.
- Heads of Departments can ask their Dean to provide feedback.
- Heads of Departments can ask the Vice-Chancellor or Vice-Principal to provide informal feedback and are welcome at any time to contact either the VC or VP to discuss issues of importance.
- Approximately, every three to five years an Academic Review is held. After each department has presented its departmental review, the Review committee (or selected members of this committee) provide feedback on a one on one basis with each Head.
- New Heads are invited to discuss their vision for their departments with the Vice-Chancellor. At this forum, feedback is given on this vision and any other new ideas the HoD has for the future of the department.

7. Appointment of Heads of Departments and Acting HoDs

The Appointment of a Head of Department

In recent years at Rhodes, it has become common practice to appoint a Head of Department for a three year period in the first instance. This is in contrast to past practice where individuals were appointed HoD as part of their formal employment contract and where the individual remained HoD for the rest of his/her employment with the University.

A Head of Department can be appointed through the standard selection practice where the individual is also a new member of the academic staff. More common however, is the appointment or reappointment of the HoD from amongst the current members of staff.

When a Head of Department=s term of office is due to expire, the relevant Dean will consult with the current Head of Department as well as members of staff of that department. The Dean will then make a recommendation to the Academic Planning and Staffing Committee (AP&SC). Following approval by AP&SC, the recommendation is sent to Senate and Council for final approval.

The Appointment of an Acting Head of Department

The Head of Department is required to recommend to the Vice-Chancellor the appointment of an Acting Head of Department when s/he will be absent for any length of time. With any length of absence, the HoD shall have to obtain the Vice-Principal's approval for the leave of absence. The HoD is required to submit an application for leave which must go via the Dean for comment. Where the length of absence is less than two weeks, the Dean after consultation with the HoD will appoint the Acting HoD and inform the Director of Human Resources of this. Where the length of absence is longer than two weeks, the Dean after consultation with the HoD, will submit his/her recommendation via the Director of Human Resources for consideration and approval to the Vice-Chancellor. The appropriate form is available from the Assistant to the Director of Human Resources.

In the case where the Head of Department is planning to take academic leave, once his/her academic leave application has been approved, the HR Division will send the HoD the necessary documentation for the appointment of an Acting HoD. The HoD is then to discuss the matter with the appropriate Dean who will make the recommendation to the Vice-Chancellor.

ROLES & RESPONSIBILITIES OF THE HEAD OF DEPARTMENT

Over the past decade, tertiary institutions worldwide have seen a change in the role of Head of Department (HoD). While historically professors were appointed to a permanent HoD position, today we are seeing the appointment of staff to a headship with a term of five years, three years or even less. Short-term headship is therefore, a reality of academic life today, as is the increased complexity of the HoD role. Not only does today's HoD have to be an academic leader, s/he also has to be a people manager, change agent, resourcer, administrator as well as a politician of sorts!

In recent years, research in South Africa as well as in other countries has been undertaken to better understand the complexities and difficulties of the HoD role. At Rhodes University, similar initiatives have been underway where, in 1999, Head of Department Workshops were held and research was conducted into the development needs of HoDs. Both the workshops and research provided an understanding of the concerns of HoDs and the kinds of challenges they face. More recently as part of a course on change management, a group of participants on this course did a diagnosis on the changing role of the HoDs.

Emerging from this research was the need for clear guidelines on the University's expectations of an HoD. Whilst recognising this need, management is cautious about being overly prescriptive, as individuals need a certain degree of freedom to shape the job in a way that is suitable to the particular discipline, department and themselves.

Also emerging from the above research was the need to provide sufficient training opportunities for HoDs.

This section provides guidance as to the University's expectations of the:

- 1. Head of Department**
- 2. Dean's relationship with the Head of Department**

1. The Roles and Responsibilities of Head of Department

Introduction

The Head of Department plays a vital role in the University leadership, simultaneously having to understand and shape the “big picture” (vision, goals and direction) of the institution while also giving meticulous attention to the detail of running a department.

However, despite the enormous responsibilities assigned to the Head of Department, traditionally little is done to orient or train the new Head. This results in the Head having to learn from doing with so much time spent simply learning the ropes, that s/he ends up doing little more than serving as a caretaker!

Rhodes University has sought to address this problem by trying to provide guidelines of what is expected of the Head through producing this Head of Department Guide as well as through the induction for new Heads of Department in February of each year (provided there are sufficient new Heads of Departments). Staff development opportunities for Heads of Department are also provided.

The Head of Departments as Change Agent

Change is a constant feature of higher education today, in South African as well as globally. After decades of a relatively stable tertiary education system, the past few years have seen an upheaval of these traditional systems where institutions have to adapt to survive.

Within this environment, the ability to manage change has become an increasingly valued competence. More and more, the HoD is participating in University-wide debates on change as well as taking part in decisions on the change needed.

As a Change Agent, it is the HoD’s responsibility to:

- ensure that the department is abreast of relevant developments
- position the department within this changing context
- see decisions and new policy directives implemented at the departmental level
- provide vigorous and visionary leadership that will convince others of the need for and value of the change
- be decisive, purposeful and willing to take responsibility in seeing the process of change through to completion
- providing feedback on the effectiveness of implementation
- lead the change with sensitivity and a flexible approach
- maximise staff commitment to the change and
- deal with staff resistance.

Strong interpersonal and leadership skills are called for in bringing about change. Whilst the role of

Change Agent is not necessarily the most important role of the HoD, the Head's ability to manage change effectively will influence his/her success in the other roles of Academic Leader, People Manager, Administrator, Resourcer and Advocate.

The Head of Department as Academic Leader

This is the traditional role of the HoD, a role that is assumed with some ease by most of the current HoDs at Rhodes.

The overarching responsibilities of the academic leader are to:

- ensure that appropriate academic planning takes place
- promote excellence in teaching
- support research and development activities
- promote professional activities
- work closely with students
- mentor staff and serve as a role-model.

In some departments at Rhodes, the leadership role is shared amongst the professors in a department. Nevertheless, certain leadership functions such as planning and managing change and ensuring the implementation of teaching and learning and research policies remain the domain of the HoD.

Academic Planning

The importance of academic planning cannot be over-emphasised as it is a valuable way of ensuring quality and therefore, the department and institution's continued academic and economic success. Whilst departments and heads have always planned to some extent, in recent years this has become more systematic, frequent and more transparent.

Careful planning and a periodic assessment of departmental objectives ensures that a department has a clear idea of where it is going and what it wishes to achieve. Such an assessment requires the HoD to guide staff in their departments in evaluating the strengths and weaknesses of the department, appraising the viability of courses, looking at trends in student numbers and departmental cost structures. Many individuals are attracted to the headship because of a vision for their department, because they want to put their mark on it. However, the HoD also needs to encourage staff to contribute and commit to a shared vision for the department.

Long-range planning involves asking some of the following questions:

- What are the enrolment projections for the next five years? Given resources of the department, what is a viable strategy to pursue: expansion, maintenance of current operations, restructuring, curtailing efforts to recruit?
- What are the needs of those outside the university who employ our graduates? Are we meeting these or future needs?
- What are the educational needs of future students likely to be? What curriculum changes should be made, if any? Any additional resources needed to cope with these students?

- Are new instructional methods necessary/desirable?
- What changes are to take place within the domain of higher education that will necessitate changes within the department?
- Do planned changes fit in with the institution and the departments' mission?
- What are the department's equipment needs for the coming needs?
- What resources are needed to meet the anticipated changes? Will these necessary resources be available within the University or does funding need to be sought from elsewhere?
- Are the current facilities adequate to meet changing needs?

Despite its importance, planning is often a function to which too little time is devoted. In the day to day life of the HoD, the important job of long-term planning is often compromised by dealing with the more urgent and immediate administrative demands. A number of departments at Rhodes overcome this problem by deliberately scheduling a "bosberaad" on an annual basis, usually at the end or beginning of each year. The academic review, held every three to five years, is also an attempt to get departments to focus on necessary long-term planning.

HoDs unfamiliar with the process of strategic planning are encouraged to attend the Certificate Course in Strategic Management, run by the Human Resources Development (HRD) Office. More specific guidance on the planning process for Rhodes is available from the Director, Quality Assurance and Academic Planning.

Excellence in Teaching

The University is strongly and explicitly committed to promoting and rewarding good teaching and HoDs are encouraged to share this vision. In recent years, the teaching and learning policies at Rhodes have increased the focus on teaching and in particular the need for professional development in this regard. To create and maintain excellence in teaching, the commitment of the whole department is needed. This means regular evaluation of the curriculum and lecturers, discussions of courses offered, evaluation of teaching and assessment methods as well as the analysis of failure and attrition rates and underlying causes.

At Rhodes as in other institutions in South Africa, a large emphasis is being placed on the establishment of teaching portfolios by staff. All new staff at Rhodes are required to create a teaching portfolio as one of the conditions of their appointment being confirmed. It is however, a practice which should be encouraged amongst all staff, for both evaluation and developmental purposes. The CHERTL (CHERTL) can assist those who are preparing their portfolios.

The first-time lecturer should not be left alone to devise his/her approach to teaching. Ideally, a mentor should be appointed to meet with the new staff member to discuss curriculum development, teaching methods, and assessment. Alternatively, new staff should be encouraged to participate in the Post-Graduate Certificate in Higher Education offered by the CHERTL which provides this guidance and support to new lecturers.

Regrettably some staff are indifferent to their teaching role resulting in poor preparation of teaching

materials, mediocre teaching and not being available to students. Inadequate performance needs to be addressed by the HoD as failure to do so will have a negative effect on student perceptions as well as affect the morale of those staff who do meet the required standards. In the long-term failure to address such problems can affect the department's ability to attract and retain both students and staff.

Teaching excellence came under scrutiny with the HEQC's audit in 2005.

Excellence in Research

The HoD is responsible for promoting excellence in research amongst both students and staff by setting a tone that emphasizes the importance of research and development. This responsibility may be shared with other staff members. It includes ensuring that inexperienced staff members receive special encouragement and guidance such as the necessary information and help in getting research grants, in writing research proposals and publications. HoDs should attempt to ensure that new staff are given a reduced teaching load to allow them time to get their research underway. However, these staff must be held accountable for using the time on worthwhile projects.

A climate of intellectual discourse should be encouraged within a department through for example, the sharing of information on research and publication projects. A number of departments at Rhodes have regular research seminars where staff are invited to present their research in a non-threatening and supportive environment.

It is also the responsibility of the HoD to ensure that postgraduate students receive regular feedback on the progress of their research. Supervisors and post graduates need to be clear about departmental and institutional expectations. An approved University policy on postgraduate supervision needs to be adhered to and HoDs should ensure that all staff are aware of the requirements of this policy. The office of the Dean of Research can also assist by providing your department with a supervisors' workshop.

The research output of academic staff is coming under increased pressure with the introduction of the new funding formula. For more information on this, look at the Research Update under section B on strategic updates.

Excellence in Professional Activities

It is not uncommon for staff to affiliate with industry, commerce or government in a consultancy role. Staff should be encouraged to maintain these affiliations, provided that they do not compromise their university obligations in any way and that they help to keep sharp their practitioner or research skills. New staff should be assisted in engaging in professional activities in order to maintain standards of excellence. Good work will reflect positively on the department, poor work negatively.

Where such private work is undertaken, staff are required to apply for permission to the Vice-Chancellor. The relevant application form, which outlines the University's policy as regards private work, is available from the Human Resources Division (tel 8113).

Working with Students

The Head of Department needs to stay in touch with how students feel about their courses and assessment as well as about the department and its staff. The class representative system at Rhodes University is one useful way to access student opinion e.g. through a student advisory committee. In some departments, these class representatives also participate in departmental meetings.

Quality Assurance

Within Rhodes University, quality assurance is regarded as key to institutional success with the Head of Department playing a vital role in ensuring quality in the academic department. Many external pressures to meet certain quality requirements are now being placed by government on institutions. For example, in 2005, Rhodes University was audited by the Higher Education Quality Council.

Leaming (1998) provides some ideas on how to assure quality within departmental endeavours:

- Start with a clear mission of what needs to be achieved and review this regularly. Quality should be integral to this mission
- Make sure that all staff accept and support the mission and objectives of the department. This should include a commitment to quality
- Build quality into the educational process, therefore relying less on the need for inspection
- Strive to constantly improve – no department is perfect
- Guide staff in understanding quality requirements through on the job guidance and development
- Drive quality with strong leadership
- Try to remove the fear of trying new methods and ways – encourage and acknowledge innovation
- Share ideas with other departments, adopt and adapt what others are doing
- Get rid of rhetoric and focus on the essentials
- Focus less on the numbers and more on the quality e.g. research publications, number of courses taught
- Allow staff to feel pride in what they do
- Encourage ongoing personal growth and development – find the money, release staff from activities
- Involve everyone in bringing about improvements in quality.

The Head of Department as People Manager

This role is experienced as the most challenging by many HoDs at Rhodes. This is not surprising given that whilst these individuals are highly qualified in their disciplines, many have not yet had the opportunity to manage other people.

Developing or Maintaining an appropriate Culture within the Department

The overall culture of the department is critical to the role of the People Manager and will influence the other aspects of this role such as selection, supervision of performance, development and promotion of staff.

Heads have different qualities which influence how they affect the departmental climate.

However, the development and maintenance of a healthy department, requires the Head to:

- represent the department's interests
- speak up for deserving staff within the department and institution
- be open to suggestions and available for consultation.
- value staff as individuals and professionals
- be transparent
- consult with staff so as to avoid a lack of trust and conflict
- encourage all staff to perform at a high standard
- deal with poor performers
- acknowledge good performance
- treat all staff equally unless there are specific departmental policies for not doing so
- avoid being identified with a particular grouping or faction as this will result in staff distrust
- be confident in the ability of staff and allow them to work with as much autonomy and responsibility as is feasible
- be decisive. Whilst this does not mean that staff should not be consulted, the HoD has to make the final decision including those that might make him/her unpopular with some staff.
- have a sense of humour – in particular be able to laugh at yourself
- be willing to make mistakes and when you do, take responsibility
- share the success of the department – acknowledge the contribution of others. Allow others to take the credit for their hard work in open fora.

Selection of Staff

The right choice of academic and support staff is crucial to the department's health. At Rhodes, policies governing the recruitment and selection of academic staff and support staff exists. All Chairpersons of support staff posts (this is likely to be the HoD who administrative and technical posts within the department) are required to attend a policy workshop offered by the HRD Office. Both policies advocate that the HoD is responsible for determining the specific requirements of the vacant post in terms of the knowledge, skills and personal attributes needed. The Recruitment and Selection Section of the HR Division can help in this regard. The HoD is also required to consider employment equity issues in the recruitment and selection of staff.

New Staff

The Head of Department is responsible for ensuring that the new staff member settles down happily into the department and as quickly as possible, becomes a productive, contributing member of staff.

All staff are on probation and the Head of Department is required to do a formal review of performance and write a number of reports during the probationary period. For further detail on the probationary process, see Section G on Special Issues.

However, informal feedback should also not be neglected. Chats at tea time, in offices, corridors etc as well as showing an interest in how the staff member is faring will inform the HoD of whether s/he is settling in, developing a sense of belonging and achievement or is having difficulties.

To ease the transition of new academic staff into the Rhodes environment, all new staff receive an orientation package. This package provides the staff member with the Staff Guide and further information on how to get a library card, an e-mail address etc. An orientation programme for academic staff is also run by the CHERTL in February of each year. Besides being an excellent introduction into the demands faced by new lecturers, this also provides individuals with an opportunity to meet other new staff. The HoD should encourage new staff to attend.

To ease the transition of new support staff into the Rhodes environment, the HRD Office has initiated a formal induction programme for these staff.. A buddy system for new administrative assistants in academic departments is also operational. For further information on these two programmes, the HRD Officer can be contacted (tel 8008).

Supervision of Staff: Performance, Promotion, Merit Awards, Training and Development

Full-time academic staff have as their supervisor, the HoD. In the case of support staff there may be other supervisors overseeing the day to day work e.g. in the administrative assistant in the case of cleaners or technical staff in the case of laboratory assistants. However, the HoD still holds overall responsibility for their performance. This means that the HoD needs to be familiar with a variety of systems that govern the management of performance including dealing with discipline, promotion, merit awards and training and development.

At Rhodes, there is currently no formal appraisal system. However, a significant number of academic departments have informal appraisals for academic staff. An appraisal system for support staff is currently being considered for implementation.

Managing the performance of staff includes dealing with poor performance. In the Rhodes context where there is large-scale autonomy for staff, some individuals may be able to get away with unsatisfactory performance. It is often difficult for the new Head to confront such a staff member. However, just because the problem has been inherited does not mean that the problem should be ignored, as it may have been in the past. Formal or informal appraisal procedures may hold these people more accountable. However, if problems persist, the HoD is advised to discuss the matter with the Dean, Vice-Chancellor or Director of Human Resources.

One way to encourage good performance is to motivate academic staff to apply for personal promotion or to recommend support staff for a merit award. Given that applying for promotion is an emotive experience, HoDs play a critical role in guiding staff. The HoD should discuss with academic staff the promotion procedures and criteria and how each individual may best meet them. Where regular appraisals are held, the HoD is more likely to be in a position to know when staff are ready for promotion and can then encourage them and support their application. Staff who wish to

apply for promotion but who, in the HoD's opinion, are not ready, need to be advised and guided by the HoD or Dean. Successful management of personal promotion can go a long way to fostering a positive culture in a department.

Such guidance should also occur where an academic staff member has been unsuccessful in his/her application for promotion. Here, the Dean or HoD takes on this responsibility. In the case of support staff who have been unsuccessful in applying for a merit award, the lack of success should be looked at and an action plan put in place to deal with performance areas still needing attention. The Support Staff Merit Awards Committee places significant emphasis on the report of the Head of Department and trusts that heads are providing an accurate assessment of how the staff member has "gone the extra mile". Workshops are run to assist managers and HoDs as well as staff on how to complete an application for a merit award. HoDs should ward against applications being denied on the basis that insufficient information was provided in the incorrect format as this is demotivating to all concerned.

The development of staff is also critical to their effective performance. Whilst the University can provide opportunities for staff development, it is up to individual staff members under the guidance of the HoD, to take advantage of the opportunities presented. The HoD can assist staff in identifying their development needs. The informal or formal appraisal is a useful opportunity to discuss such issues with staff. Furthermore, such a forum ensures that training needs are linked to actual job performance. This in turn will ensure the effective use of development funds and the transfer of learning. Staff development opportunities are regularly communicated to staff and HoDs via top-list, hod-list (email listings), Rhodos and circulars. HoDs should ensure that these are brought to the attention of staff. HoDs wishing to discuss staff development opportunities for themselves or their staff should contact the HRD Manager (tel 8009).

The Head of Department as Administrator

HoDs have to deal with a significant amount of paperwork which is often laborious, yet important. This paperwork includes departmental correspondence and requests for information, maintenance of student records, collation of student marks, passing information on to staff about the University's plans and forthcoming activities as well as submitting budgets and reports. Additional paperwork is also being generated with new developments such as formal quality assurance, outcomes-based education, new teaching policies and academic reviews. While some of this can be delegated to other staff to handle, the Head is still responsible for that delegation and for following up to ensure that deadlines and requirements are met.

Having a clear overview of the information coming in, dividing it into manageable categories and dealing efficiently and expeditiously with it, are vital to the HoD's time management. Recognising that a significant portion of what lands on the HoD's desk comes from within the institution, particularly the administration, a Rhodes calendar of administrative events has been put together, specifically for this HoD Guide. This calendar is intended to assist HoDs in their planning of activities during the year through being able to anticipate the kinds of administrative requests they will face (see Section D for this calendar). HoDs may find the calendar useful as a base on which to

create their own personal and/or departmental calendar.

Another important element of the HoD's administrative role is that of serving on or chairing committees. Not all departments at Rhodes hold departmental meetings whilst others find them useful in providing an opportunity for every academic staff member to meet to discuss problems or new initiatives. Staff meetings are one forum through which to encourage staff participation, allow for communication and the resolution of grievances. Some Heads at Rhodes have established a committee structure within their departments. For example, there may be sub-committees to deal with issues such as curriculum, space, research programmes, library funds, etc.

The HoD will also serve on other committees such as Senate and subcommittees of Senate. The Head has a responsibility to ensure that the interests and concerns of staff in his/her department are raised. In addition, the HoD has a responsibility to communicate to staff those matters under discussion and decisions taken at Senate. Through doing this, the HoD creates a broader understanding amongst staff of decisions being taken at higher levels in the University.

The Head of Department as Resourcer

In the study conducted at Rhodes, many of the HoDs differentiated between having to find resources externally (outside of the University) versus internally.

Some staff see the HoD's major role as one who fights on their behalf for a larger share of the institution's resources and they assess the merit of the head mainly in terms of their success in securing resources. This is an unfair and limited perspective. This view however, may be due to a lack of knowledge on how resource allocation works within the institution. It would be wise for the HoD to share such information with staff. It is the nature of institutions of higher education that there is little discretionary money available once the financial pie has been sliced up to cover the basic expenses of each department. However, HoDs should not be discouraged by this. In the long run, the department which does its homework and which demonstrates clearly what it wants and why, will earn respect within the institution.

The need to raise funds externally is becoming increasingly important within Rhodes, as internal resources are constantly being stretched. Being able to secure outside funding is rewarding for the HoD as it allow the Heads and the department to use their discretion in how these funds can be used. The relevant staff in the Development Division are able to assist.

Leaming (1998) offers some basic advice in how to be a successful fundraiser:

- Demonstrate that giving money to the department is a good investment
- Develop a strategic plan of the department's future and what resources are needed
- Develop strong links with alumni (the Development Division can assist with this)
- Get to know potential donors – share your vision with outsiders, become known in the community
- Make time for fundraising

- Get the necessary skills in fundraising – attend training, read the necessary books

The Head of Department as Advocate

The role of HoD has a significant political dimension since Heads occupy a "middle management" position between executive management and staff, trying to satisfy the needs of both parties. It is likely however, that at some point in time, this may result in a situation of divided loyalties for the Head, where decisions carry both negative and positive consequences. HoDs are more likely to have a wider and a different perspective to that of their staff. Whilst HoDs have an understanding of other relevant institutional concerns, their colleagues may lack this. This may lead to situations where a departmental or staff member's proposal cannot be supported within the context of broader University considerations. The best advice for situations such as these is to be open and consistent in decision-making and communicating with staff on such decisions.

In the role of advocate, the Head represents his/her department, seeking to further its interests and reputation by promoting the department within the institution and conveying the right impression of the department and its staff. Whilst HoDs may be conscious of the impression they are making, this has to be balanced with seeking help when it is needed. A reluctance to do so may lead to a situation where problems worsen. HoDs are encouraged to seek the advice of the Vice-Chancellor, Vice-Principal, the Dean or other experienced HoDs.

Being an effective Head of Department

Being an effective Head should mean being of service to the department, but not a sacrifice. Whilst the HoD will devote much of his/her energy to the welfare of the department as a whole, his/her individuality must not be lost sight of. All Heads have particular strengths and weaknesses, dislikes and likes and it is recognised that this individuality will shape his/her role as a HoD.

Set realistic Personal Expectations, Negotiate Staff Expectations

One of the key issues that should be clarified at the outset of a new HoD's term of office are personal as well as staff expectations regarding how much teaching, administration and research supervision the Head will be expected to do. Clarifying one's personal expectations is important in being realistic about what can or cannot be done, allowing the new Head to plan for this change rather than feeling overwhelmed. New Heads are encouraged to seek advice from current or previous HoDs as well as the Dean as to how they have approached the issue of multiple roles and demands.

Senior management has in the past been asked to provide some guidelines as to what is appropriate but has resisted doing so because of the uniqueness of each HoD's situation. They do however, believe that it is not unrealistic for the HoD to expect other members of staff to assist with administrative duties and strongly encourage HoDs to involve staff, where appropriate, in the administration of the department.

Part of dealing with staff's expectations is learning to say "no". Although this is difficult, knowing how and when to say no, is crucial to the Head's effectiveness.

Delegate Successfully

The obvious way for a HoD to shed some administrative responsibilities is to delegate them to

others. However, for academics who may be used to working independently, this can prove difficult. The administrative staff should be given a significant portion of the administrative load, but fellow academic staff should also understand that there is a need for them to share some of the administrative responsibility (particularly that requiring policy decisions and which have implications for the academic integrity of the department), for the good of the department as a whole. A willingness and ability to delegate is also critical in the development of other staff members. It gives staff the opportunity to develop new skills and take on more responsibility and can even assist in their preparation for personal promotion and/or the HoD role in the future.

Time Management

Many HoDs feel themselves under great pressure, requiring them to use their time as efficiently as they can.

Some advice includes:

- Set goals of what is important and needs to be achieved. Keep these in mind all the time and avoid being distracted by other more urgent but perhaps less important tasks. This will avoid feeling frustrated when at the end of the day you have been very busy but feel as if nothing has been achieved. Some Heads of Department put aside dedicated time every day for research or reading purposes – time when they are at their most productive e.g. first thing in the morning.
- Spend time going through all the paper work and where possible, only handle the piece of paper once – either addressing the issue yourself, passing it onto the secretary for dealing with or to another staff member to address.
- Keep a To-do list so that you don't forget what still needs to be done.
- Train your support staff to help you save time e.g. through screening your e-mail, correspondence or telephone calls.
- Consider using an electronic diary (e.g. Microsoft Outlook) that you and your support staff have access to.

Determining the Decision-making Process

It is important for the HoD to consider the nature of decision-making that will take place in the Department. Departments today tend to be run on more democratic lines than would have been the case two decades or more ago. This is the situation with many departments at Rhodes who prefer to utilise a more collaborative approach to ensure co-operation and commitment from staff. However, rather than view this as the only way, the HoD needs to consider issues such as how decision making has taken place in the department previously, whether staff are satisfied with this kind of decision-making, the contexts for decision-making and the competence required to make particular decisions.

Managing Conflict

Given that conflict is intrinsic to any managerial job, the effective HoD will have sound conflict management skills. More often than not, conflict is viewed as something negative, to be avoided or ignored, something which will destroy relationships if addressed. Ironically however, it is often the failure to deal with conflict quickly and decisively that leads to the demise of the relationship. In

managing conflict, one must focus on commonalities in the relationship and not only differences. One should also be careful about the use of power in managing the conflict. Poor use of power will result in exacerbating rather than solving the problem. The Deans, Vice-Chancellor and Vice-Principal are available to assist in conflict situations.

Personal Development and Growth

Apart from the opportunities provided by the University such as formal training programmes, there is much that new Heads can do for themselves to ease their transition into their new roles. In the first instance, the new Head should regard this new experience as a learning opportunity. This means that the HoD needs to be open to learning, willing to admit when s/he is at fault and where possible, to correct mistakes made. The new Head could also seek external evaluation of his/her strengths and areas of development in the variety of roles played and use this evaluation as an opportunity to set goals. In some departments at Rhodes University, staff are invited on an annual basis to give the Head feedback on his/her performance as an HoD. Feedback from the relevant Dean should also be sought.

Summary

There is no doubt that the HoD role is a complex and challenging one. The multiple roles of change manager, academic leader, people manager, resourcer, administrator and advocate will make new and different demands on the individual in this role. Successful HoDs who have been able to master these challenges have regarded this new leadership experience as an opportunity to develop, are realistic about what they can achieve and have managed their time effectively.

Recognising the complexity and importance of the HoD role particularly in the current climate of rapid transformation, emphasis is being placed on the development of HoDs. Rather than relying on experience as the sole teacher, there is greater stress on being proactive by providing development and training opportunities for new Heads. At Rhodes, this has involved the provision of this HoD Guide, the running of a new Heads induction and a training and development programme for all HoDs.

With this support, senior management is confident that HoDs will be able to meet the challenges faced. In doing so, it is hoped that the HoD enjoys a fulfilling and successful term of office, reaping many of the rewards experienced by previous HoDs at Rhodes including a sense of pride and accomplishment at seeing the department and its staff develop and at having a well-run and efficient department.

The material for this section has been drawn from the following sources:

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Morta, V. (1986). *Middle management in higher education. An investigation of the training and development needs of the University of the Western Cape*. Masters thesis. South Africa: Cape Town, School of Government

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Available in the Rhodes Library

2. The Dean - Head of Department Relationship

The Dean's major role is as Chair of the Faculty Board which is his/her source of authority and basis for action. S/he is expected to promote Faculty cohesion and to ensure that Faculty decisions and agreed policies are implemented. The Dean-HoD relationship is largely of an administrative nature focused on academic issues, although some management issues are also involved e.g., in the allocation of equipment and being involved in the recruitment, selection, probation and promotion of staff.

Deans are a vital support to new HoDs who need help in getting oriented to their new roles, in understanding the University's expectations and in implementing the University's policies. The Dean plays a critical role in fostering a climate that supports HoDs by helping them to cope with new and changing demands and responsibilities. Deans serve as teachers and mentors through providing advice, guidance and promoting professional development opportunities, encouraging the HoDs to develop their leadership skills.

The Dean also serves as a critical link between University senior management, the Faculty and the academic departments. Monthly meetings are held between the Deans of Faculties and senior management to discuss issues of mutual concern.

The need for frequent communication between the Dean and HoD is obvious and this communication should deal with more than just the mechanical, routine features common to the department and Faculty. Infrequent communication can lead to the HoD feeling isolated and even overwhelmed. The initial onus for communication in this relationship is on the Dean, who should also lead discussions on the mutual expectations within the relationship.

The following may be regarded as reasonable expectations of this partnership:

- The HoD can expect the Dean to be willing to share critical knowledge and detailed information that is not readily available to a HoD but which could assist him/her in a greater understanding of the department and institution. Such information could include that which is specific to the department as well as information on how other departments are tackling similar challenges or new initiatives.
- The HoD plays an important role in communicating information. S/he is required to relay information to their staff from the Dean in a timely and accurate fashion as well as pass along information to the Dean and other appropriate administrative offices. Both parties can expect that information is shared in an open and transparent manner. The Dean can also expect the HoD to pass information onto departmental staff.
- The Dean may be able to assist in reducing the unnecessary record keeping and paperwork needed from the HoD. This includes ensuring that the administration does not inundate HoDs with low priority, often overlapping requests for data and reports.
- Departmental reviews between the Dean and HoD are encouraged, where the open sharing of data, ideas and plans occurs. Such reviews help the Dean to give praise for meaningful accomplishment, provide guidance where it is needed and in general, help to create an atmosphere that nurtures a sense of partnership and negates a sense of professional isolation.
- The Dean can expect the HoD to know University and Faculty policy, to adhere to it and where relevant, to ensure its implementation at the departmental level.
- Although Faculty dictates general policy, Deans should not interfere in the internal affairs of the department. The HoD is expected to attempt to resolve departmental problems. However, where requested to do so, the Dean can be asked to mediate internal disputes. Certain sensitive situations or problems may legitimately be brought to the attention of the Dean and in making a final decision, the HoD may not necessarily be included. In these situations, the Head must be willing to accept these careful, difficult decisions. Where there is unhappiness amongst the staff with decisions or the management style of

- the current HoD, they are advised to consult with the Dean before taking any action.
- The HoD must evidence careful planning and assessment of departmental objectives to support departmental requests for resources. Furthermore, s/he must realise that these need to be positioned within the University's mission and strategy.

 - Consult with your Dean before making far-reaching decisions.

At Rhodes, the role of Dean may vary depending on the circumstances within the Faculty. For example, due to the high number of departments in the Humanities Faculty, there is a full-time Dean. In the one department faculties of Law and Pharmacy, the Dean and HoD may be the same individual. In other Faculties such as Education, Science and Commerce, the Dean is not full time, having other responsibilities such as teaching within his/her department.

Information has been taken from the following sources:

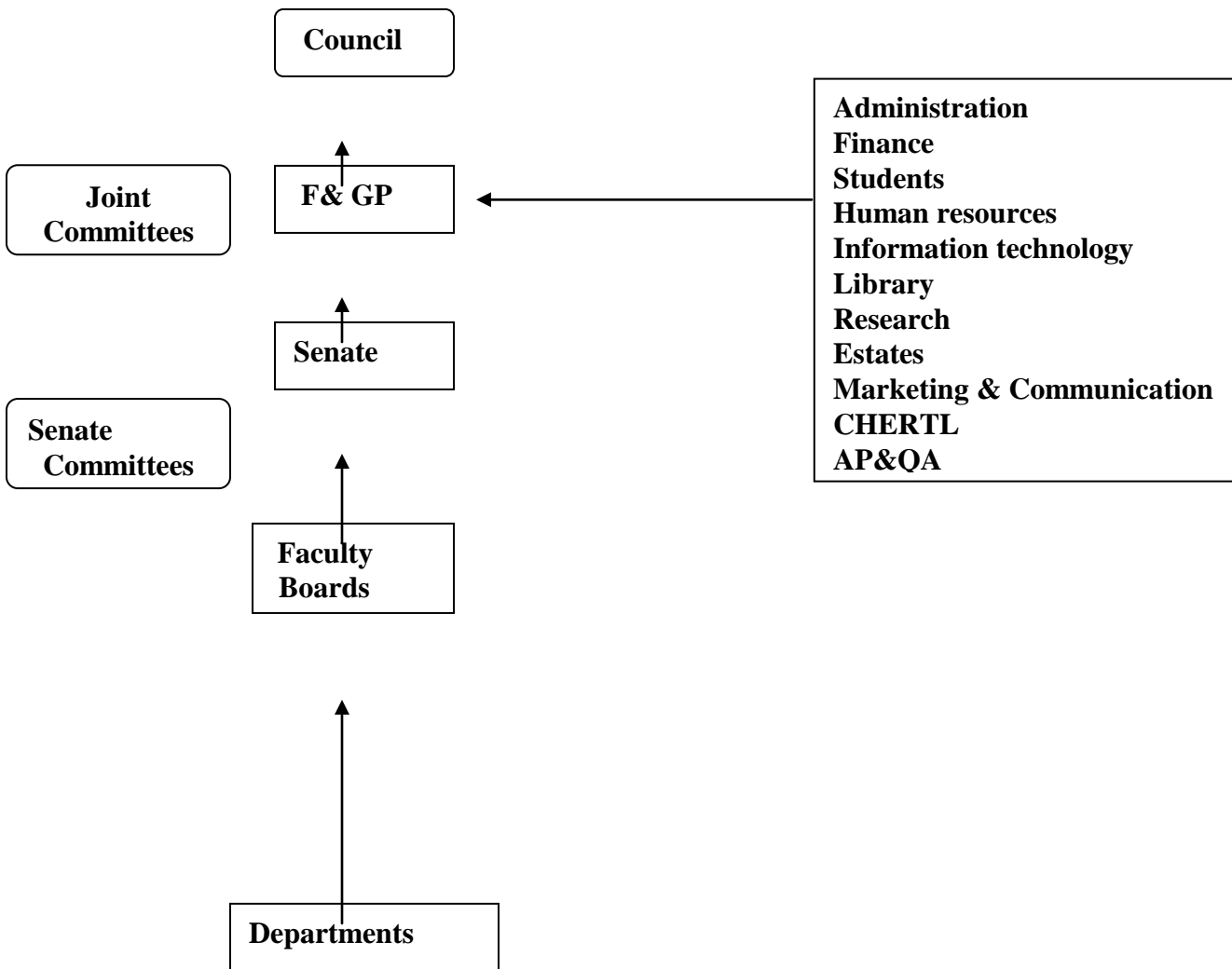
Author unknown. (1991). Strategies for development. How deans can foster the development of department chairs. Adapted from Green/McDade, *Investing in Higher Education*. New York: Macmillan Publishing Company

Leaming, D.R. (1998). *Academic leadership. A practical guide to chairing the department*. Bolton: Anker Publishing Company **Available in the Rhodes Library**

Warren, C.O. (1990). Chairperson and Dean: The Essential Partnership. In Bennett, J.B. & Figuli, D.J. (Eds). *Enhancing departmental leaderships. The roles of chairperson.*, pp.30 -34. New York: Macmillan Publishing Company

Whisson, M.G. (1987). Concerning the role and powers of the Dean. Board of Faculty of Arts: Dean's Circular. Grahamstown: Rhodes University

GOVERNANCE ORGANOGRAM



SECTION J

DECISION-MAKING AT RHODES UNIVERSITY

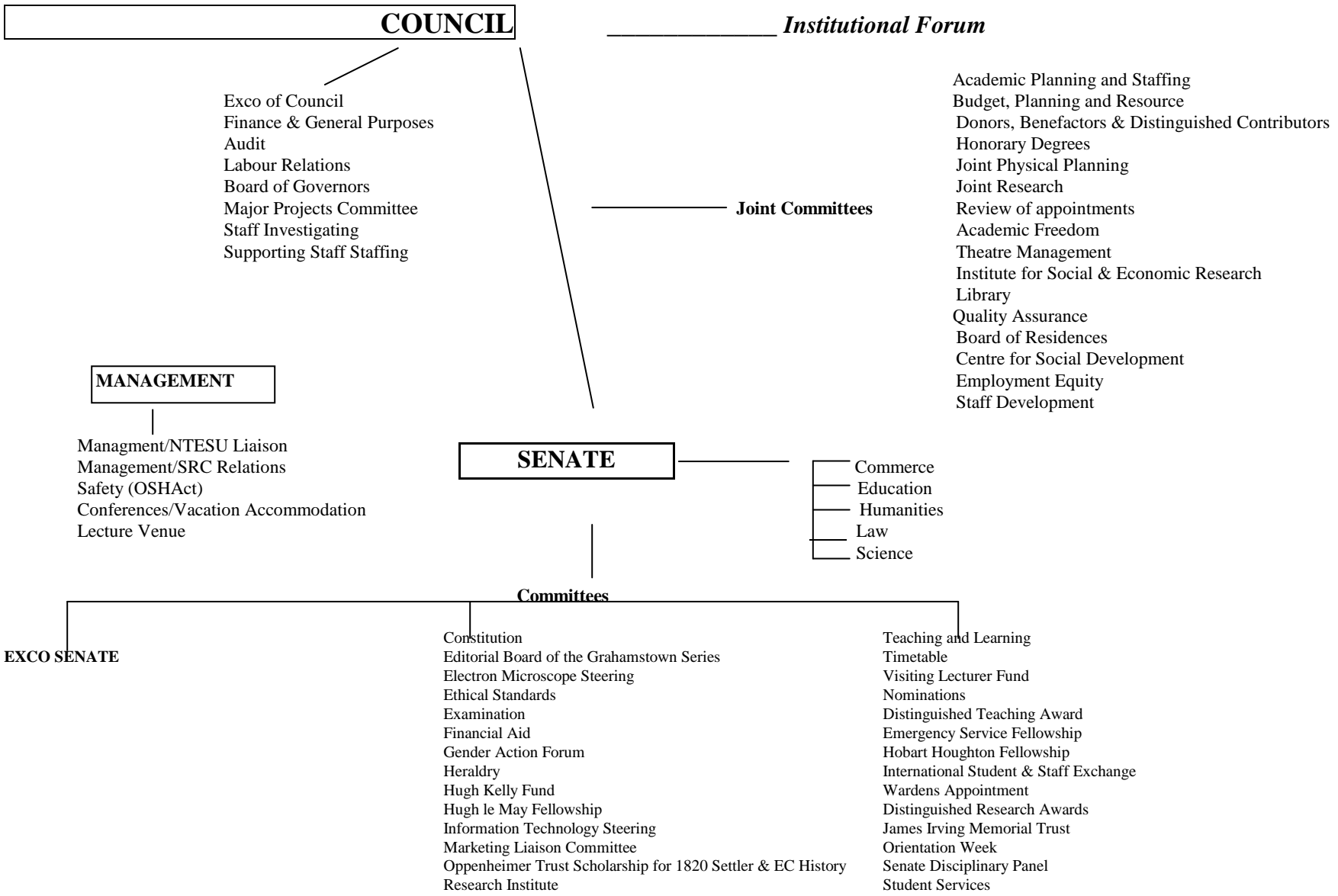
A variety of committees exist in the University to allow for consultation and thus facilitate democratic decision-making. Heads of Departments play an important role in these committees, through raising issues of concern as well as ensuring that input is provided on new policies and initiatives. In some of these committees, the Head of Department is a key liaison between University management and academic staff. In considering his/her involvement in committees, the Head of Department needs to be clear on his/her role and responsibilities.

The Registrar's Division has a booklet on the University's committees and the composition of these. This is distributed to all Heads of Departments on an annual basis. This booklet is updated in December of each year.

Apart from individuals who sit on the various committees by virtue of their job or professional status, individuals are also nominated and/or elected to sit on these committees. In the case of Senate Standing Committees, there is a Nominations Committee which oversees the nominations process. In the third term, papers listing all the committees are sent to academic staff who are requested to indicate which committees they would be willing to serve on in the following year. Using this input, the Nominations Committee then makes a recommendation as to who the Senate representatives on the various committees will be.

In the case of Council, Senate and staff representatives are nominated and elected by their constituency. The Registrar's Division is responsible for administering this procedure.

The Rhodes University Governance Structures are on the next page.



UNIVERSITY SUPPORT SERVICES

This section details the different support services within the University and how they can assist the HoD in his/her work.

- 1. CHERTL**
- 2. Academic Planning and Quality Assurance**
- 3. Communications Division**
- 4. Dean of Research Division**
- 5. Dean of Students Division**
- 6. Development Division**
- 7. Finance Division**
- 8. Human Resources Division**
- 9. Information Technology Division**
- 10. Library**
- 11. Registrar's Division**

1. CHERTL

The CHERTL provides support to individuals and departments in meeting the requirements of the three Rhodes policies aimed at assuring and promoting the quality of teaching and learning: the Policy on the Evaluation of Teaching and Courses, the Policy on Curriculum Development and Review and the Policy on the Assessment of Student Learning. Copies of these appear as Appendix 2 of this guide.

The need to assure quality in teaching and learning is of particular importance following the establishment of the Higher Education Quality Committee (HEQC). Rhodes faced a preliminary visit from the HEQC in 2003. Institutional audits, which focused on the teaching and learning interface, began in 2004.

For HoDs, the significance of the Rhodes policies on teaching and learning is that they must ensure that their departments:

- develop in-house procedures for evaluating teaching and courses;
- develop learner-centred curricula using the concept of a learning outcome as an organising principle;
- use assessment to develop (and not only measure) learning through the use of various forms of continuous assessment;
- develop reliable (consistent) assessment practices (for example, by organising question shredding sessions for exams and by ensuring that marking memoranda are drawn up);
- communicate learning outcomes and the criteria which will be used to assess the achievement of these outcomes to students.

It is important to note that the development of learning outcomes for all curricula is a Rhodes policy requirement which exists regardless of speculation regarding the continued influence of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) at higher education level.

CHERTL offers the following support to departments and HoDs in meeting policy requirements.

□ *Workshops and consultations*

Although the CHERTL no longer runs a general on-going workshop programme, staff members are willing to devise and present workshops on request. This might mean, for example, that a workshop intended to develop learning outcomes for a course or courses could be run at departmental level. CHERTL staff are also available to consult with staff either individually or in groups.

□ *Brief Guides*

The CHERTL has a number of *Brief Guides* to teaching and learning which are available in hard copy from the CHERTL or which can be downloaded from the CHERTL web pages. The following guides are available:

Development of a Teaching Portfolio

Outcomes Based Education and the NQF

Outcomes Based Assessment

Evaluation of Teaching and Courses

Evaluation Assistant (see below)

Writing Unit Standards

Responding to Student Writing

□ *Induction of new staff*

The CHERTL runs an induction programme for new staff at the beginning of each semester. This initial period of induction is then supported by a programme leading to the Postgraduate Certificate in Higher Education discussed above. Programme participants meet on a fortnightly basis and use small group methodology to achieve learning outcomes related to educational practice. Participants are assessed by means of a teaching portfolio which is a requirement for staff on probation.

□ *Assessor training programmes*

The CHERTL runs series of workshops aimed at assisting staff in meeting the outcomes they need to achieve to become registered as assessors.

□ *Evaluation services*

The web-based *Evaluation Assistant* which can be accessed from the CHERTL web site (<http://www.ru.ac.za/academic/CHERTL/>), guides staff in building a questionnaire which can be used to access students' opinions of teaching and courses. Once a questionnaire has been built, students' responses are captured using a form which is processed by an optical scanner which feeds into a computer programme. Staff then receive a report analysing the results of the questionnaire. CHERTL staff are willing to visit departments to help staff members build questionnaires in their own offices. The CHERTL website also hosts a tool which allows lecturers to build open-ended questionnaires to elicit students' perceptions of their teaching and course design. Completed questionnaires can be returned to the CHERTL for typing up in order to assure

anonymity of students' responses. A number of other procedures intended to elicit student perceptions (including large group interviewing techniques) are also available.

Assessing student opinion is but one facet of evaluation, however, since peer and self evaluation are also needed in order to build an unbiased picture. CHERTL staff are able to assist HoDs in setting up comprehensive evaluation procedures which will encompass student, peer and self evaluation. They are then able to work with staff to analyse the results of evaluation procedures and to use those results to enhance teaching and course design.

□ *Support for the assessment of student learning*

The CHERTL is able to use the optical scanner previously used only for evaluation purposes to process multiple-choice tests and examinations. Tests and evaluation answer sheets are available from the CHERTL.

□ *Educational Technology*

The CHERTL employs an expert in the use of Educational Technology, Markus Mostert, who is available to assist staff in using technology to enhance the quality of the learning experiences available to Rhodes students.

□ *Student-centred services*

The CHERTL supports departments in running tutorial programmes and in training and developing tutors on an on-going basis. Many student support functions have been taken over by AD personnel working in Faculties or departments.

For more information or any queries you may have please contact

Chrissie Boughey	Director, CHERTL	8171/3
Markus Mostert	Co-ordinator, Educational Technology	8171/3

2. Academic Planning and Quality Assurance

1. ACADEMIC PLANNING

1.1 What is Academic Planning?

Academic planning is the process of decision-making in respect of the range of educational programmes offered and the resources allocated to them in order to realise the vision and mission of the department and the University. It is all about what courses/programmes are offered, where, when, how and by whom, and what resources are necessary to run them.

1.2 Why Plan?

The major goal of academic planning is to make the most effective and efficient use of staff resources, physical facilities and operational funding, thereby ensuring a 'fit' between the institutional mission and the resources available. Planning enables the University to:

- plan at the departmental level - to consider the range of courses offered and their long term viability as well as to give departmental staff and the wider University community an opportunity to be involved in academic planning;
- review the existing use of resources in academic departments;
- look for synergies at departmental level, not simply to economise but in order to free up resources for new initiatives;
- appraise and encourage research;
- identify and develop community service activities;
- consider progress made in relation to previous review recommendations;
- highlight areas of good practice;
- ensure departmental activities fit in with the institutional strategic plan;
- view departments in their institutional as well as national and international contexts;
- identify quality assurance (QA) procedures at departmental level and to ensure that these are consistent with the QA policies covering the University as a whole;
- consider feedback from departments on the review process.

1.3 The Academic Planning Process at Rhodes University

The primary and most important planning focus at the University is on academic planning, the contention being that if the academic plan is appropriate and accepted by the University community, then all other planning activities will logically flow from there. Support services are thus seen as just that: there to provide support to the main business of the institution which is teaching, research and the production of well-rounded graduates who are able to make a valuable contribution to society.

At Rhodes, it is considered essential that departmental staff and senior students are given the opportunity to participate in the planning process and this is facilitated by holding reviews of academic departments every 3 – 5 years. The first university-wide review exercise was held in 1997, followed by a second review in 2000 and the most recent one in 2005. Ad hoc reviews are undertaken where necessary, usually where a department experiences a major change (such as a significant drop or increase in student numbers) outside of the normal review process.

Documentation is sent to Heads of academic departments early in the year of review outlining the intentions of the review and requesting each department to submit a self-evaluation report. Towards the end of the first semester, the Committee considers the review reports, listens to presentations and holds discussions with heads of departments and staff representatives of all departments. After considering each department in its faculty, wider university and national context, preliminary summaries and recommendations are produced followed by feedback meetings between the Vice-

Chancellor, Vice-Principal, Head of Department and relevant Dean. Departments are then given the opportunity to provide further motivation for particular requests which is then considered at a subsequent meeting of the AP&SC.

Several new aspects or ‘voices’ were added to the 2005 academic review process:

- In order to obtain external opinion on the departmental self-evaluation reports, departments were requested to provide the names and contact details of three potential external assessors of whom one or more were invited by the Review Committee to comment on each department’s report. HoDs were then provided with a copy of the external assessor’s report/s and where appropriate, issues raised by the external assessor/s were discussed during the review.
- The student representatives on the review committee provided brief written reports on several departments as, because of their own academic commitments, they were unable to attend all the reviews.
- Departments were asked as part of the self-evaluation to comment on any community engagement activities they were involved in. The responses were analysed by the recently appointed Community Engagement Manager.
- Departments were also asked as part of the self-evaluation to comment on the way they interpreted and were implementing the University’s teaching and learning policies. This was intended to replace the need for HoDs to report annually on this area to the Teaching and Learning Committee and hopefully lessened the administrative burden on HoDs.
- In addition, the Director of the CHERTL was asked to provide input on the teaching and learning aspects of each department’s submission and a copy of her written comments was provided to the department at their presentation.
- After the review presentations, Deans were asked to draw up the initial summaries of departments in their faculties before final recommendations were discussed by the committee and submitted to faculties, Senate and Council for consideration.

The recommendations which result from the review process reflect the Committee’s final deliberations and are considered by academic boards, faculties, the wider University community and ultimately Senate and Council. The recommendations which are finally approved are implemented where possible in time for the start of the next academic year. In short, the review process at Rhodes University is structured to combine and coordinate planning, resource allocation and quality management.

1.4 The Academic Planning and Staffing Committee

The Academic Planning and Staffing Committee is a joint Committee of Senate and Council. The Committee meets four times a year with additional meetings held as required. During a ‘review year’ the AP&SC meets far more frequently – for the 2005 academic review exercise, the committee met an additional 22 times in the space of 6 weeks. For the purpose of reviews, the Review Committee comprises all members of the AP&SC. The AP&SC also plays a major role in the regular reviews of administrative divisions and research institutes which are undertaken on a similar basis.

The Academic Planning and Staffing Committee is also responsible for preparing the annually revised 3-year rolling plans required by the Department of Education.

Composition of the Academic Planning and Staffing Committee:

Vice-Chancellor (Chair)
Vice-Principal
Registrar
Deans of the Faculties
Deputy Dean of Humanities
Dean: International Office
Dean of Research
Director, Human Resources
Registrar, Finance
Director, Academic Planning and Quality Assurance
Director, Academic Development
4 Council representatives
Data Manager
2 SRC representatives
NTESU representative (observer status)

In attendance:
Assistant, Academic Planning and Quality Assurance

1.5 The 2005 Review of Academic Departments

The quality and sophistication of the self-evaluation reports continues to improve with each review exercise. The 2005 set of review documents and resulting review report, constitute the single most valuable planning and management resource for University leaders and will provide the incoming Vice-Chancellor with an honest and reflective picture of an institution which is sincere in its desire to be a university internationally recognised for quality, excellence and relevance.

The major outcomes of the 2005 Academic Review exercise are summarized below:

- i) Additional posts were allocated to departments with unacceptably high student/staff ratios.
- ii) One department underwent an external review in order to address concerns raised during the internal review.
- iii) One department underwent a further internal review in order to consider the best way of strengthening current academic offerings within the department.
- iv) One department revised and resubmitted its self-evaluation report which was found to be lacking in several respects by the Review Committee.
- v) Several departments received additional resources in the form of increased running grants, equipment or support staff in order to maintain satisfactory levels of quality.

- vi) Complaints raised by academic departments regarding support services will be attended to and the actions taken reported on through the committee system.
- vii) The issue of academic salaries will be considered further as a University priority.

The full 2005 report is available at <http://www.ru.ac.za/intranet/academicreviewreportfinal.pdf>

The major advantage of this comprehensive exercise whereby all departments are reviewed simultaneously, is that the Review Committee is able to see all departments in a similar internal and external context and evaluate their plans and resource requirements against the same criteria. The allocation of resources is thus undertaken from a holistic perspective and the needs of each department and Faculty are weighed against each other and against the wider mission and goals of the University. However, this achievement is only possible because of the institution's small size and the major disadvantage of this approach is the intensive time commitment required of the members of the review panel. Before embarking on the next review exercise the Academic Planning and Staffing Committee will consider other possible evaluative models and make appropriate recommendations to the University's Senate and Council on the most suitable route for Rhodes. It should be borne in mind, however, that in view of its relatively small management team and elected (rather than executive) Deans system, Rhodes' policy is to find efficiencies and avoid duplication wherever possible. The institution therefore took a strategic decision to combine QA and academic planning and use the academic planning exercise to also provide the information required for external audits, thereby reducing the reporting burden on academic departments.

1.6 The Digest of Statistics

A University Digest of Statistics is published annually by the Academic Planning and Quality Assurance Office. It provides comparative statistical information in respect of the university and its two campuses with particular reference to student and staff demographics, academic departments and faculties, and university finances. Information is provided for the previous 5 years so that key trends can be identified. Audited data is used wherever possible and every effort is made to ensure the accuracy and consistency of the data provided. Continuous feedback is requested as it is recognised that data of this nature is seldom perfect and never complete. Copies are provided to all senior managers, including individual heads of departments and administrative divisions as well as staff unions and the students' representative council. Copies of the Digest are placed in the University Library and several are available on loan to any member of the University community. The Digest is now available on the University's intranet: <http://www.ru.ac.za/intranet/DIGEST05.pdf>. It should be noted that some of the information provided is of a sensitive nature and while it is available internally it is not intended for external publication. The information is provided as an *aid* for those responsible for the planning and management of the University and strategic decisions are based on informed judgements rather than simply statistical facts.

1.7 The National Planning Process

The White Paper on Higher Education (1997) and the Higher Education Act (1977) both aim to ensure that higher education in South Africa is planned, governed and funded as a single co-

ordinated system. To this end, all higher education institutions were required to produce a comprehensive institutional strategic plan in 1998 and in 1999 were required to produce a ‘three-year rolling plan’ covering the years 2000, 2001 and 2002. Four national priority areas were identified *viz* the size and shape of the system, equity, efficiency and inter-institutional cooperation. It was intended that institutional plans would be annually revised. However, the process was put on hold for three years (2000 – 2002) whilst the restructuring of the higher education landscape was debated at the national level.

The Minister of Education released a ‘National Plan for Higher Education’ (see links on the AP&QA website) in March 2001 and announced details of its implementation during 2002. There has subsequently been significant change to the higher education landscape, with very few institutions not directly affected by institutional mergers. A recent development in the national planning process is that the institutions’ stated objectives and targets now form the basis for the allocation of subsidies. In other words, funding of student places is linked to the number of graduates produced, as well as past institutional performance in achieving equity objectives.

The Minister of Education released a Ministerial Statement on Student Enrolment Planning in September 2005 and in November requested institutions to submit Institutional Planning Statements by 31 March 2006 indicating what contribution they could make to the country’s national development priorities. As part of this process, data profiles based on HEMIS submissions for 2000-2004 were sent to institutions as well as edited versions of each institution’s Programme and Qualification Mix (PQM). Institutions were also asked to submit information on their available space to be compared with SAPSE norms in order to determine the physical capacity of each institution. Institutions were required to:

- Comment on performance indicators such as growth rates, success rates, qualification profiles and research outputs
- Indicate what the institution expects its student inputs and outputs to be during the period 2006 to 2010
- Explain what contribution the university has made to national development needs
- Identify the national development priority areas for future development or expansion at the university.

Meetings will be held between the Department and individual institutions during May and June 2006 after which a set of enrolment planning parameters for each institution will be finalised. Heads of Department are kept informed of relevant national developments through Senate, Faculty Boards and regular updates from the Academic Planning and Quality Assurance Office.

1.8 Academic Discussion Group

This forum, to which all members of Senate as well as visiting academics are invited, was initiated in 1999 to provide an informal opportunity to discuss various issues of relevance to higher education in general and Rhodes University in particular. Approximately 4 lunchtime meetings are held per year, although participants are welcome to request additional meetings – on any appropriate topic - should the need arise. Heads of departments are informed of the programme each term via e-mail on

Toplist.

1.9 Procedure for Applying for New Posts: Academic and Support Staff

With effect from January 2002, the following procedure is followed when making applications for new posts.

Shortly after the publication of the University's Statistical Digest in early August, the Human Resources Division will invite Heads of Departments and Lecturers-in-Charge to submit applications for the creation of new academic and support staff posts. Fully motivated applications must be submitted to the Director of Human Resources by no later than the last day of the third term (approximately 7 September).

Applications for academic posts will be considered at a special meeting of the Academic Planning and Staffing Committee and applications for support staff posts will be considered by the Support Staff Staffing Committee at meetings arranged for this purpose during October of each year.

The recommendations of the Academic Planning and Staffing Committee and the Support Staff Staffing Committee will be considered at the next meeting of the Finance and General Purposes Committee before being submitted to Senate and Council.

1.10 The Management of Short Courses

A short course is defined as any learning programme which results in a certificate bearing the Rhodes University name, shield or crest and which is not listed as a qualification in the University calendar.

A significant number of short courses bearing the Rhodes University name are offered by departments, divisions and institutes and the external demand for short learning programmes is clearly growing. It is critical for the University to have a record of what courses are being offered as well as to ensure that quality assurance measures are in place, and unnecessary overlap/duplication of courses is avoided, amongst other issues. Added to this is the impact of the Skills Development Levies Act as well as the SAQA Act, which indicate that refund claims will only be considered for short courses offered by accredited providers with satisfactory quality management systems.

A formal policy was introduced in January 2001 and is annually revised. Copies of the Policy as well as application forms are available from the Academic Planning and Quality Assurance Office or at <http://campus.ru.ac.za/short>. The policy aims specifically to

- protect the University's reputation by approving, monitoring and evaluating the courses offered in the University's name;
- acknowledge and certificate learning which has taken place outside of the 'whole qualification' framework;
- align short course activities with other University obligations and thereby ensure that the University's core business of teaching and research is not compromised;

- provide participants, employers, funders and other stakeholders with appropriate information and assurance that a quality management system is in place;
- provide a framework for responding to specific labour market and skills development needs.

A national system for the recognition, accreditation and quality assurance of short courses is currently being developed and further details will be provided to heads of departments as soon as they are available. In the interim, employers and students who request ‘accreditation’ information should be advised that Rhodes University is an accredited provider and has a quality assurance system in place which enables organizations to claim the appropriate proportion of their skills development levy.

2. QUALITY ASSURANCE

2.1 What is Quality?

The concept of quality is not easy to define, particularly in the context of higher education where there is no clear ‘product’ to measure. It is more useful to consider the various *notions* of quality, and to bear in mind that quality may have more than one interpretation, including.

- Value for money
- Excellence
- Zero defect
- Customer satisfaction
- Transformation
- Fitness of Purpose
- Fitness for Purpose

Fitness for purpose has become the most widely used notion of quality in higher education around the world. Using this definition, the individual/unit/institution formulates the mission and goals against which it is evaluated. This definition is also flexible enough to encompass any or all of the interpretations mentioned above.

2.2 What is Quality Assurance?

Quality Assurance is best described as ‘making promises and providing evidence of keeping them’. QA refers to the process of evaluating/assessing the extent to which the individual/unit/institution is delivering on its promises.

2.3 Why is Quality Assurance necessary?

QA has become increasingly important in the rapidly changing external environment where the following trends have evolved internationally:

- Shrinking public funding for higher education
- A demand for greater accountability and efficiency in the use of public funds
- Growing stakeholder participation in the delivery and outcomes of higher education
- Increased competition for students
- The need to ensure relevance and responsiveness to the needs of the student, the society, and the ideals of higher education.

It is important that the University is able to ensure that:

- the student experience of academic departments is sound, and that departments are sensitive to the changing needs of students and employers;
- customers and funders are assured that the University takes its policy of self-evaluation seriously and strives towards continuous renewal;
- appropriate QA procedures are in place at departmental level;
- those departments which are performing well are acknowledged, and that their successful strategies are shared with other departments;
- departments, and thus the University as a whole, are in the best position to meet the challenges faced by higher institutions in South Africa as well as globally.

2.4 How does Rhodes University interpret Quality Assurance?

Key concepts informing the University's approach to quality assurance include:

- **Fitness for purpose:** The University interprets quality as first and foremost, 'fitness for purpose' and believes this applies equally to academic planning, the ultimate goal of both being the best possible use of university resources i.e. accountability, value for money, and planned improvement.
- **Self-Evaluation:** The University uses self-evaluation or critical self-review as a basis for its policies and procedures. Participants are encouraged to set their own targets (within the broader mission of the University/Department) against which they would be evaluated and the principle of self-reflective practice is built into the recently developed teaching and learning policies.
- **Combining QA and academic planning:** In view of its relatively small management team, Rhodes' policy is to find efficiencies and avoid duplication wherever possible. It has been the University's experience that the common ground between QA and academic planning is significant enough to combine the two processes and that those tasked with academic planning should simultaneously collect and analyse information needed to facilitate QA. At Rhodes this policy is put into practice by institution-wide reviews (both academic and administrative) held every 3 to 5 years where departments present their future plans and describe at the same time their QA policies and procedures. Apart from giving staff the opportunity to shape their own futures, the exercise has the added advantage of identifying

best practice in a non-threatening way, and spreading an awareness of the need for planning and QA throughout the institution.

- Improvement: Rhodes sees QA as a developmental process which does not have an endpoint. The emphasis in policies recently approved or currently under consideration is on improving the status quo (whether it be an individual or a process) rather than censuring areas of weakness.
- Shared responsibility: All members of the Rhodes community are expected to strive for high quality in their activities. The University has avoided establishing a separate unit to which QA would be relegated, encouraging instead a shared commitment to and responsibility for QA. An example of this is seen in Rhodes' stance on self-evaluation where responsibility for evaluation is placed with individuals (rather than with a QA unit which could conduct evaluations on behalf of the university). The CHERTL, which functions as an academic staff development unit, then provides support to academics in the evaluation process.

2.5 Internal Developments in QA at Rhodes

The University has a long-standing commitment to quality in all its endeavours and over the years various bodies within the University have set in place policies and procedures aimed at ensuring high quality. However, despite the belief that to a large extent high quality is achieved, no formal quality assurance (QA) structures were established prior to 1997 and the monitoring of procedures was weak. Discussions around quality issues and the formalisation of QA policies and procedures were initiated early in 1996. Rhodes volunteered for the (South African Vice-Chancellors' Association's) Quality Promotion Unit's trial audits and the resulting audit report provided valuable guidance in institutionalising QA. The University Council formally recognised the importance of Quality Assurance by establishing a joint Senate and Council Committee with university-wide representation in 1997. Several QA policies have subsequently been approved and the Teaching and Learning Committee, established in 1997, plays a major role in developing and monitoring such policies. In addition, all academic departments are required to submit details of policies currently in place or planned to the Academic Planning and Quality Assurance Office where a record is kept of all university and departmental QA policies. University-approved policies are also available at <http://www.ru.ac.za/intranet/policies/>. Administrative divisions are required to report regularly to the Vice-Chancellor on QA developments, as well as to identify and utilise appropriate performance indicators.

The University has established a simple and effective QA structure. A joint Senate and Council committee chaired by the Vice-Chancellor includes the Dean or a representative from each of the six faculties, the Registrar, Dean of Research, Director of the East London Campus, one member of the East London Board, the Chair of the Student Services Council, two representatives of the SRC (one from East London), one Council member, the Director of the CHERTL and the Director of Academic Planning and Quality Assurance. While all university policy proposals are considered by Senate via the relevant Committee (e.g. Quality Assurance, Teaching and Learning, Student Services Council etc.), the QA Committee is specifically tasked with:

- i) Ensuring that the University formulates policies in respect of Quality Assurance and that the implementation and effectiveness of such policies is monitored; and
- ii) Ensuring that the University is prepared to face institutional audits and visits from course/programme accreditation teams.

2.6 External Developments and National Requirements

The Higher Education Quality Committee (HEQC) was established as the only statutory Committee of the Council on Higher Education (CHE) according to the Higher Education Act of 1997. It is responsible for:

- Accrediting the programmes of all public and private providers of higher education and training;
- Conducting audits of higher education and training institutions;
- Monitoring and facilitating the development of quality in the programmes of all public and private providers.

Following consultation with the higher education sector, a founding document for the HEQC was released in January 2001 (this document is available at <http://www.che.org.za/heqc>).

The HEQC was formally launched by the Minister of Education on 8 May 2001 and in 2004 began the first six-year cycle of formal institutional audits.

The HEQC comprises three directorates:

i Accreditation and Coordination

This Directorate is tasked with revising the current accreditation manuals for public and private providers. It is currently developing ‘memoranda of understanding’ with other Education and Training Quality Assurers in higher education (for example professional councils). In this respect the various memoranda of understanding will prove critical in order to avoid overloading institutions with multiple visits from different quality assurance bodies. The aim of the HEQC is to have one visit per programme or institution which should meet the needs of these various authorities. The HEQC also evaluates and approves accreditation requests for new educational programmes.

ii Quality Promotion and Capacity Development

A set of criteria (including minimum quality thresholds) and guides on teaching and learning has been developed and is available at <http://www.che.ac.za/documents/d000087/index.php> The guides focus on:

- Institutional policies and strategies for improving teaching and learning
- Programme design and review
- The evaluation of teaching
- Equity, access, academic development and curriculum innovation

- The alignment of curricula with the assessment of students
- Postgraduate supervision
- The role of external examiners
- Academic staff development

iii **Quality Auditing and Evaluation**

The HEQC has prepared a framework to enable it to audit the quality assurance mechanisms of higher education institutions. The audit system is based on institutional audits, with a focus on teaching and learning, research and service learning. Self-evaluation by providers is combined with external validation by a team of peers and experts who conduct site visits. The framework and criteria for audit (which are used to make judgments about institutional performance) are available at http://www.che.ac.za/heqc_ae/audit.php.

The national QA system is committed to diversity and institutions are encouraged to develop a system which best suits their institutional culture. However, whilst a range of different approaches are acceptable, there are minimum standards to be met.

Rhodes University was formally audited by the HEQC in September 2005 and the institutions' audit portfolio is available at <http://www.ru.ac.za/intranet/auditportfoliofinal.pdf>.

2.7 The 2005 HEQC Audit of Rhodes University

As part of the six-year national audit cycle, Rhodes University was audited by the HEQC during 2005. As part of this process the institution was required to produce an audit portfolio (available at <http://campus.ru.ac.za/auditportfolio>) and a site visit was undertaken by a panel of peers from 5-9 September 2005. Rhodes was the only the second institution to be audited in the new system, the first being the University of Cape Town in May 2005.

During the week-long visit, the audit panel (nine auditors and seven HEQC staff) interviewed more than 400 staff, students and community members in 52 separate sessions. Prior to their departure the panel provided a 15 minute verbal feedback which reflected very positively on the University. We are expecting to receive the panel's written report in March or April 2006 after which a summary of the report will be made publicly available by the HEQC. In the meantime, the University will continue, through the Quality Assurance Committee, to address the areas for improvement identified by us in our self-evaluation.

3. MAJOR ACTIVITIES COORDINATED BY THE ACADEMIC PLANNING AND QUALITY ASSURANCE OFFICE:

- Quality Assurance Committee
- Academic Planning and Staffing Committee

- Preparing the University for national and international audit/accreditation
- Regular academic and administrative reviews
- Preparation of the annual Statistical Digest
- Heads of Department Workshops with senior management
- Annually revised guidelines for Heads of Departments
- Biennial ‘thinktank’ of senior management and Council members
- New course/qualification proposals
- Short course registration and management
- Inter-institutional cooperation and collaboration (including quality assurance of joint qualifications)
- Regional planning
- Recording and providing support for departmental QA activities

CONTACT:

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 Academic Planning and Quality Assurance
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Ms Buyisiwe Mzamane
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 fax: 046 622 8444
 email: b.mzamane@ru.ac.za

3. Communication and Development Division

Guy White	Director of Communication and Development Division	8514
Barbara Argent	Data & Research Co-Ordinator	8513
Marie Nelson	Personal Assistant	8570

Kerry Swift	Executive Director of Development	011 453 5526
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As the name implies, the Communications and Development Division has two distinct yet integrated functions:

Communications Section

Natasha Joseph Communications Co-Ordinator

8517

The Communications Section's overall function is to perform a corporate communication service to the University. The section operates through several sections: External Communications, Internal Communications, Events Services, Advertising and Publications, and the Web Unit.

The section's mission is to assist the University to achieve its strategic goals through:

- publicising Rhodes as a centre of excellence in local, regional, national and international media
- providing an internal communication channel for all members of the Rhodes internal community
- providing an event organisation service to internal customers
- acting as custodian of the corporate branding and image
- creating and placing appropriate corporate advertisements in relevant publications
- ensuring an effective and efficient web presence

Services

Our service to academic departments operates either through the Head of the Department (or representative), or the department's marketing sub-committee.

- ***External Communications:*** This section is responsible for maintaining close relationships with the relevant media editors and journalists, including preparing releases aimed at promoting Rhodes in local, regional, national and international media. The Communications Manager is the official spokesperson of the University and all press queries that could impact on the image of the University must be directed through him/her. HoDs are requested to provide the Manager with potential 'leads' for news stories which would raise the profile of the department and University.

- **Internal Communications:** This Section edits and produces the half-monthly staff publication *Rhodos* as well as manages the internal communications service on email (HoDList, EventsList and Toplist).

TopList is an email distribution list used to distribute official University messages – e.g Policy issues or items that could impact on the running of the University. All staff are encouraged to subscribe to this list in order to remain informed of University matters.

EventsList is a more informal electronic distribution list used for announcing event-specific items. Examples are Visiting Lecturers, music concerts, etc. All staff are encouraged to subscribe to this.

HoDList is for distribution to Heads of Departments only. Only HoDs may subscribe to this. This information will primarily be only targeted at HoDs and is for University business only.

For further information contact:

Natasha Joseph Internal Communications Officer 8517

- **Events**

This Section will assist you to organize any on or off-campus event required by your department. They will produce invitations for all internal functions (on request), handle replied, co-ordinate visitors= programmes to the campus, reunions as well as organise campus tours and preparing visitors= packs to meet the needs of different visitors.

For further information contact:

Jenny Purdon Events Manager 8516

Kate Mullins Events Assistant 8520

- Advertising & Publications

This Section can assist you in developing your academic marketing needs (e.g. brochures, flyers, etc) as well as designing and placing academic advertisements. To project a consistent image of the institution it is essential that the correct use of the Rhodes University logo is applied throughout all visual material. HoDs need to submit an annual budget to this section outlining marketing needs for the following year. This budget is then submitted to the central University system for approval.

For further information contact:

Cherie Wille Communications and Publicity Co-Ordinator 8513

▪ *Web Unit*

In line with presenting a corporate face to all external customers, the Web Unit can provide you with assistance in establishing your departmental web presence. These pages need to conform with the overall Web Policy, but flexibility, uniqueness and specific needs are catered for.

For further information please contact:

Toni Olivier.	Web Manager	8279
Pierre Nel	Web Assistant	8603
Siphokazi Mxinwa	Web Assistant	8760

▪ **Graphic Services Unit**

This unit produces high quality marketing and publications material including brochures, posters, booklets, leaflets and reports. The unit can assist you with research presentation material and teaching aids and will offer advice on graphic designs and layouts. They maintain strong links with both internal and external printing services and in effect are a “one-stop-shop” for your publication needs.

For further information contact:

Sue Abraham	Manager	8323
Bronwyn Tweedie	Senior Technical Officer	8065
Lillian Smit	Lay-out and Graphics Designer	8051

Development Section

The Development Section performs a corporate role in marketing the university and a marketing service role to academic departments, assisting them to achieve their marketing goals. The Section operates through two sections: Development (fundraising) and Alumni Relations.

The Section’s mission is to assist the University to achieve its strategic goals through:

- soliciting funds from potential donors for foundation and capital funds and assisting academic and research staff in soliciting funds for research and community projects
- researching and profiling potential donors
- proposal writing

- maintaining and developing links with alumni
- setting up international donor visits
- publishing an alumni magazine and donor newsletter, either through print and/or online
- maintaining a data base for all donors, donations, projects and alumni.

Fundraising Services

The Section offers an integrated and professional fundraising support service to the academic department and institutes at Rhodes. The contact point needs to be either the Head of Department or the Department's marketing sub-committee.

- **Development (Fundraising)**

The Section operates a relational database of current and potential donors and can therefore assist with the preparation of proposals and advise on suitable donors. Donors are visited in SA, the UK and the USA. All project proposals from departments within the University are managed and, in consultation with the Vice-Chancellor, are put on a priority list. The Section is also responsible for receiving, acknowledging and providing tax certificates for all donations, in collaboration with the department concerned. As well as ensuring that reporting criteria are fulfilled.

For further information contact:

Guy White	Director of Communications and Development	8513
Kerry Swift	Executive Director of Development	011 543 5526
Lin Andrew	Development Manager	8791
Corinne Knowles	Development Liaison Co-Ordinator	8510

- **Alumni Relations**

The Section maintains a large database of alumni, keeping in touch through the Internet, personal contacts, email and events in SA, the UK, USA and Australasia. Money is also raised from alumni through fundraising initiatives.

For further information contact:

Jenny Purdon	Alumni Relations& Events Manager	8773
Sharon Twedde	Alumni Relations Officer	8773

- **Administration**

The Section is responsible for issuing tax certificates to qualifying donors, recording donations and facilitates a Donor Recognition and Stewardship policy to ensure that thanking and recognition of donors is appropriate. A database maintained by the Division contains alumni information and contact details as well as corporate donor information and donations details.

For further information contact:

Bunnady Landman	Development Admin Co-Ordinator	8605
Vacant	Donations Administrator	8773

4. Dean of Research

Rhodes University has established an office for the handling of all research-related matters across the disciplines of Human, Social and Natural Sciences.

The Research office has the following personnel to manage and control these matters:

Professor John Duncan	Dean of Research	8055/6
Moira Pogrund	Assistant to Dean of Research	8057
John Gillam	Postgraduate Financial Aid Officer	8179
Pauline Smit	Office Administrator	8055

It is the University's policy to encourage research, through the Heads of Department, that strives for world class excellence and recognition.

Heads of Department are encouraged to promote the research philosophy of Rhodes University among members of their Department. Issues relating to this philosophy include the following:

- Every member of academic and research staff is expected to carry out research
- The choice of research topic is usually at the discretion of the researcher
- Interdisciplinary research is encouraged
- Ensuring that the research topics proposed for Masters' studies are accepted by the supervisor and the board of the appropriate Faculty and that topics for Doctorates are accepted by Senate

- Applications for funding from statutory bodies require the topic to be acceptable to the university and the funding agency
- Research is wasted unless it is published and communicated widely
- Publication is normally in the form of a report, journal article, book, thesis, conference proceedings or an exhibition
- Quality and quantity of products of research as well as peer-evaluation are used to judge a researcher
- Research publications in subsidy earning journals generate subsidy income for the university
- Personal rewards for research include awards, personal satisfaction, research grants, travel grants and possible income generation.

The office of the Dean of Research operates an “open door” policy and Heads of Department are free to discuss any other research- related matters on an ad hoc basis. The staff in the Research Office are available to assist staff and Heads of Departments with research- related queries. Heads of Department are encouraged to make use of this, particularly when they are unable to assist their staff with such queries. The Dean of Research also from time to time organises workshops on research topics. Heads of Department and staff are requested to suggest further such workshop topics which will be of assistance to staff and research students.

The office of the Dean of Research has a website:

[\(<http://www.rhodes.ac.za/research>\)](http://www.rhodes.ac.za/research)

This has been designed and structured to enable easy access to information about the University’s ongoing research projects and interests as well as funding available, research reports, committees and important deadline dates. A comprehensive research-related database has been established by the Research Office and Heads of Department can obtain information of a non-confidential nature from this database.

POSTGRADUATE STUDENTS

It is the responsibility of the Head of Department and of the supervisor to ensure that the necessary facilities, expertise and library materials are available before postgraduate students are taken on. The supervisor should also play an active part in securing financial support for the student.

Running expenses for research students are the responsibility of both the department and the supervisor. Where research projects are funded from outside sources, the office of the Dean of Research and the Finance Division will not consider requests for consumable items and small capital items. These must be included in the budget of these research projects.

Whilst there is no formal training programme available for postgraduate supervisors, seminars on research supervision are organised by the Dean of Research as and when the need arises. Established researchers run these seminars. Should HoDs wish to hold such a seminar, they should contact the

Research office. In addition, a guide for supervisors and postgraduate students has been developed (Higher Degrees Guide) and a University policy on postgraduate supervision has been finalized.

During the course of their studies, research students are encouraged to approach their Heads of Departments and Deans with any unresolved problems or difficulties with their supervisor/s. In addition, the Dean of Research convenes Postgraduate Forums for students to discuss their ideas and ways of enhancing their research.

Trained staff are also available to advise Heads of Department and students on all aspects of postgraduate loans, scholarships and bursaries. Further details are available on our web site.

5. Dean of Student's Division

The Dean of Student's Division provides a number of services to both students and staff.

The following personnel manage and control these matters:

Dr Moosa Motara	Dean of Students	8181
Dr Iain L'Ange	Assistant Dean of Students	8188
Michelle Burger	Secretary	8181

The following structures have been established:

- Student Support with the Dean of Student's Division
The Dean of Students (in the first instance) and the Assistant Dean of Students function as ombudsmen for students who encounter problems or difficulties on campus (academic, residential, personal, financial difficulties etc.). HoDs are welcome to refer students encountering difficulties to the Division, where the staff of the Division will either assist the student, or refer the student to the appropriate person/support structure.

- Student Services Council (SSC)

The Dean of Students is the chairperson of the SSC, which is tasked with evaluating and monitoring all aspects of student life on campus to ensure that students become academically productive as soon as possible. Issues and complaints regarding any aspect of student life may be forwarded to the Dean or Assistant Dean of Students for referral to the SSC.

- Oppidan Council

Any matter relating to Oppidan affairs (i.e., relating to students who find accommodation in town) may be referred to the Oppidan Hall Warden including disputes between students and landlords/property owners, etc. Complaints about Oppidan student misbehaviour off campus should also be directed to him.

Students seeking Oppidan accommodation may be referred to Ms Unathi Lugongolo, Oppidan Secretary and Administrator of the Oppidan Accommodation Bureau. Landlords/owners wishing to affiliate to the Oppidan Accommodation Bureau should also contact Ms Lugongolo.

The following specific services are provided:

- Anti-harassment

The Assistant Dean of Students deals with issues relating to the harassment of students. A student experiencing any form of harassment may be referred to the Assistant Dean. Cases which involve both student and a member of the academic staff can be referred to the Assistant Dean or the HRD Manager Sarah Fischer (tel 8009). These cases are dealt with by both these individuals.

- Residences

More than half of the student body live in residence. Any student experiencing difficulties regarding life in residence may be referred to the relevant House/or Hall Warden. Several Wardens also have personal counselling skills.

- Catering

HoDs requiring catering for events (meetings, business lunches, conferences etc.) are requested to contact the Campus Events Team in the Marketing and Communications Division. Dawn Ball, Catering Admin Manager, may be contacted regarding the hiring of catering equipment (crockery, cutlery, tables, braai's etc.).

Queries regarding residence catering may be referred to the Catering Manager, Jay Pillay.

- Housekeeping

Housekeeping matters may be referred to the Manager of Housekeeping Services, Mrs Janet Tyson. The Officer-in-Charge of Janitorial Services is Mr Craig Langson (tel: 8607), who may be contacted for the moving of furniture and equipment and other janitorial services.

- **Sports Administration**

All matters relating to sport on campus may be referred to the Head of Sports Admin, Mr Aziez Madatt or one of the Sports Officers. Services are available to both students and University staff.

- **Conferencing**

The Conference Manager Ms Carolyn Stevenson-Milln (tel:8138) is available to assist with any and all aspects of hosting conferences at the University. Her office also handles bookings for venues, functions catering and the hire of catering equipment.

6. Finance Division

The management of the Finance Division consists of:

Tony Long	Registrar (Finance)	8123
Anton Vorster	Director of Finance	8124
Isabel Fish	Secretary	8123
Raymond Harris	Accountant	8834
	Student Fees, Salaries & Related Matters, Housing and Car Schemes & Research Accounts and Institutes	
Mike Olivier	Accountant	8728
	University Management Financial Matters Academic Departments, Creditors, Data Control & Debtors Accounts	

The various accounts and the staff administering these accounts are listed below, specific departmental accounts are listed first and the rest are listed alphabetically.

- **Departmental Running Accounts:**

Grant Allocations and budgets

Contact: **Desiree Phillipson**

Assistant Accountant 8154

Opening accounts and enquiring about account balances

Requests for payments

Enquiries about payments made
Contact: **Erna Goosen** Senior Accounts Clerk 8156

Grant Allocations and budgets
Contact: **Desiree Phillipson** Assistant Accountant 8154

Requests for payments
Enquiries about payments made
Contact: **Erna Goosen** Senior Accounts Clerk 8156

▪ Resale Accounts

Contact: **Erna Goosen** Senior Accounts Clerk 8156

▪ Internal Department Orders (IDOs)

Processing of IDOs
Enquiries about IDOs processed
Contact: **Jenny Bovey** Clerical Assistant 8153

▪ Capital Equipment

Grant allocations and budgets
Contact: **Mike Olivier** Accountant 8728

Purchase of computer, furniture or equipment from this budget
Contact: **Rodney Bridger** Buying Officer 8136
Contact: **Phillipa Callaghan** Buying Officer 8137

▪ Temporary Teaching and Tutors Assistance Accounts

Grant allocations and budgets
Enquiries on account balances
Enquiries about travel costs
Contact: **Erna Goosen** Assistant Accountant Research 8156

Enquiries about payments made
Contact: **Eleanor Williams** Salaries Administrator 8160

Enquiries about deductions

Contact: **Elaine Wiblin** Asst. Salaries Administrator 8159

▪ **Car Scheme**

Applications, enquiries and payments

Contact: **Neil Smuts** Housing Officer 8724

▪ **Cheque Payments and Electronic Funds Transfers**

Request for cheques issues and paid for:

Departmental accounts

Contact: **Erna Goosen** Senior Accounts Clerk 8156

Research accounts

Contact: **Liz Leiper** Assistant Accountant Research 8162

Institute accounts & JRC

Contact: **Ronaldo Burger** Senior Accounts Clerk 8108

Salaries and Wages accounts

Contact: **Eleanor Williams** Salaries Administrator 8160
Elaine Wiblin Asst. Salaries Administrator 8159

Creditors Accounts

Contact: **Mary Fike** Creditor's Supervisor 8157

Accounts Receivable including Student Accounts

Contact: **Debby Kotze** Assistant Accountant 8165

Student Accounts

Contact: **Dora Norton** 8153/8253
Brenda Roux

Enquiries regarding whether cheques were presented at Bank

Contact: **Adrienne Ehrich** Senior Accounts Clerk 8730

▪ **Conference and Other Special Event Accounts**

Opening accounts and enquiries about account balances

Requests for payments

Contact: **Erna Goosen** Senior Accounts Clerk 8156

- **Consultancy Accounts**

Opening accounts and enquiries about account balances
 Requests for payments

Contact: **Erna Goosen** Senior Accounts Clerk 8156

- **Credit Card Payment to the University**

Processing of credit card payments to the University

Contact: **Candice Alexander** Senior Accounts Clerk 8152

- **Data Control**

Contact: **Bronwyn Hennink** Data Capture Supervisor 8158

- **Deposits made to the Bank Account**

Enquiries about funds expected or received
 Rhodes Bank Account Details

Contact: **Adrienne Ehrich** Senior Accounts Clerk 8730

- **Donations - S18A certificates**

Enquiries about certificates issues

Contact: **Raymond Harris** Accountant 8834

Enquiries about S18A certificates

Contact: **Raymond Harris** Accountant 8834

Processing of S18A donations (in Development and Communications Division)

Contact: **Bunnady Landman** Development Admin Co-Ordinator 8773

- **Fixed Asset Register**

Contact: **Liz Reynolds** Senior Admin Assistant 8123

- **Foreign Payments: Drafts and Transfers**

Requests for payments
 Enquiries about payments made

Contact: **Sonia Kuscus** Secretary 8155

7. HUMAN RESOURCES DIVISION

The Human Resources Division has 4 sections namely:

- Employee Administration
- Employee Relations
- Human Resource Development
- Recruitment and Selection

In addition, the HR Division is responsible for the reception area in the main administration building.

Office of the Director of Human Resources

The following individuals can be contacted for assistance:

Bruce Smith	Director of Human Resources	8114
Maureen Thiersen	Personal Assistant to the Director	8113

If you need to see Mr Smith, please telephone Mrs Thiersen to make an appointment.

The Director of Human Resources is responsible for ensuring that

- the University has appropriate and affordable staffing levels in all areas
- the University recruits and retains the best people
- the University provides for staff development
- line managers, including Heads of Departments, are supported in their job of managing the people who report to them
- a professional administrative service relating to personnel matters is provided to staff and line managers
- a professional Industrial Relations (issues relating to labour legislation) service is provided.

The specific service offered by the Director of Human Resources to Heads of Departments includes consultation on the following matters:

All offers of appointment

Shortage of staff and requests for new posts

Upgrading of staff due to increased responsibility

Staff cost units (SCUs)

Offers made by other organisations and institutions to current staff

Dealing with staff on probation

Conditions of service of different categories of staff.

Employee Administration Section

Please note that this section is only available to assist staff in the mornings. The afternoons are used to update staff records.

The following individuals can be contacted for assistance:

Etienne Ferreira Employee Administration Manager 8714
(Etienne deals with queries from senior management and professors including personal matters relating to medical aid, housing, pension/provident fund, insurance)

Rika Ferriera Employee Administration Assistant 8002
(Rika deals with queries from academic staff (with the exception of professors) and support staff on grades 6 to 14)

Brenda Newadi Data Capture Clerk 8112
(Brenda deals with queries from service staff on grades 1 to 5)

If you need to see Mr Ferreira, please telephone Miss Ferreira to make an appointment.

Besides dealing with queries related to personnel issues, the Employee Administration section is responsible for:

- surveying remuneration trends and providing information and advice on the University pay and benefit levels, relative to the market
- developing and maintaining organisation structures
- administering leave by maintaining full leave records for annual leave, sick leave, family responsibility leave, maternity leave, special leave and academic leave
- administering the following benefit programmes: RU Pension Fund, RU Provident Fund, RU Service Staff Provident Fund, Medical Aid Funds, Group Life Assurance, Unemployment Insurance Fund, Glenrand short-term group insurance scheme and Compensation for injury on duty
- administering the University's remuneration systems including salary packages, starting salaries, salary review and tax effectiveness of benefits
- administering job evaluation and job profiles including ensuring appropriate grading of jobs
- maintaining the personnel data base to provide University staffing statistics and monthly reports on movements of staff
- developing and maintaining HR administration procedures and manual.

The specific services offered to the Head of Department include:

dealing with any queries regarding leave (sick, annual, maternity, family responsibility, academic, long leave)

providing information on grades of staff within a department

together with the HRD section, providing assistance in constructing job descriptions

dealing with queries regarding compensation providing University statistics.

Employee Relations Section

The following person can be contacted for assistance:

Andile Dlali Employee Relations Manager 8001

If you need to see Mr Dlali, please telephone Mrs Thiersen to make an appointment

This section is responsible for dealing with industrial relations, aiming to ensure that the relations between employer and employee are sound. Issues include:

- undertaking negotiations with trade unions on substantive and procedural matters
- consulting on a regular basis with the unions on industrial relations matters
- education of staff about certain University policies and practices including disciplinary and grievance procedures
- keeping records of disciplinary and grievance hearings and following up on problems with absenteeism & staff turnover
- gathering information from employees leaving the University by conducting exit interviews
- keeping track of performance problems experienced by line management
- together with the Development Section, overseeing the training of line management on industrial relations issues
- ensuring that the human resource practices of the University are consistent with labour legislation.
- consultation on how to deal with a complaint of harassment brought to you by a member of staff or a student

This section can offer the following specific service to Heads of Departments:

advising Heads of Departments on how to deal with staff disciplinary matters including poor work performance (A copy of the disciplinary procedure is available to HoDs)

providing guidance and/or assistance in dealing with interpersonal conflict situations

advising Heads of Departments on how to deal with grievances

assisting line management on issues such as employer versus employee rights and responsibilities.

Recruitment and Selection Section

The following individuals are able to assist you:

Annette Orsmond	Recruitment and Selection Manager	8115
Patrick Phillips (Patrick deals with support staff & wardening posts and graduate assistant bursaries as well as administering the personal promotion, merit award and distinguished teaching award processes)	Recruitment and Selection Officer	8116
Riana Henning	Recruitment and Selection Officer	8013
Kathy Wakashe	Recruitment and Selection Assistant	8117
Vuyokazi Kofi	Secretary	8004

This section's primary responsibility is to provide an administrative as well as professional service to all Heads of Departments who have to recruit and select new staff. Its responsibilities include:

- supporting the University's recruitment and selection process by assisting with the development and monitoring of the relevant policy and procedures
- administration of the appointment process including advertising, search processes, receiving and processing applications, referee's reports, reference checks when necessary, selection processes and making arrangements for candidates chosen for interview
- relocation of new staff to the University
- administering the personal promotion and distinguished teaching award processes
- administration of Graduate Assistant Bursaries and Student Assistance
- overseeing, together with the HRD Section, the training of line managers in recruitment and selection procedures
- recording recruitment statistics.

Specific services that can be offered to the Head of Department include:

where necessary, providing information on how the recruitment and selection procedure operates at Rhodes University (a Recruitment and Selection Policy for Academic Staff does exist) and consulting on the procedure that he/she would like to follow in advertising a particular post

assisting in determining the criteria for the selection of staff keeping the Head of Department updated on the number of applications received and whether offers of appointment have been taken

up and confirmed in consultation with the Head of Department, organising the dates, times and venue for short-listed applicants (academic posts) to give a lecture/seminar.

Human Resources Development Section

The following individuals can be contacted for assistance:

Sarah Fischer Human Resources Development Manager 8009
(Sarah deals with management training and development as well as overseeing employment equity).

Adrienne Tait Human Resources Development Officer 8835
(Adrienne deals with the training and development needs of support staff).

Nontutu Faku ABET Co-ordinator 8006
(Nontutu deals with the day- to- day running of the Adult Basic Education and Training programme for staff wishing to improve their primary and secondary educational qualifications.)

Phozi Tshungu **Human Resources Development Assistant** **8239**
(Phozi provides an administrative service in the HRD Office as well as being responsible for the induction of staff on grades 1 to 5 and other ad hoc training of these staff).

Michelle Tait IT Training Consultant 8008

Jointly responsible for staff development with the CHERTL and the Dean of Research's Office, the Human Resources Development (HRD) Section is specifically responsible for staff development of all support staff as well academic staff in their non-academic training and development needs. More specifically, this section is responsible for:

- ensuring compliance with the Skills Development Act and Employment Equity Act
- identifying training needs for individuals (together with line managers and staff)
- providing appropriate, effective training and development opportunities
- administering staff development funds which staff can access
- communicating information about training and development opportunities as well as funding available to staff
- undertaking organisational development work

- overseeing the development, implementation and monitoring of policies and programmes associated with changing the staff profile at the University
- dealing with complaints of harassment by staff and liaising with the Dean of Students Office where a student has laid a complaint against a staff member.

The specific services offered to Heads of Departments includes:

1. consultation on development of staff in your department and specific development initiatives that could be implemented.
2. consultation on funds available to staff for training and development.
3. workshops to look at particular issues in your department e.g., conflict, time management, implementation of an appraisal system etc
4. consultation on initiatives that could be implemented to increase the diversity of staff
5. advice on how to deal with managing change and with resistance to the change in your department.
6. Consultation on your own specific development needs as a Head of Department and the possible implementation of a personal development plan in this regard.

8. Information Technology Division

Francois Jacot-Guillarmod (Jacot)	Director	8279
Tracey Chambers	Support Manager	8233
John Stevens	Network Design Manager	8287

The Information Technology Division has the task of meeting the computing needs of staff and students of Rhodes University. These needs are many and varied, but include the provision of facilities, through to user support in the fields of telephone, networking, hardware, software and internet services.

Software Support

There are more than 3000 PCs in official use at the University. With the limited manpower available for software support, staff are encouraged to be computer literate, through training and education. A range of courses are offered to cover introductory aspects of various software packages supported by the division. Time constraints make it impossible to offer individual tuition.

Levels of Support

- *Full support* is given to staff on all PC software packages officially supported by the University.
- *High level support* includes support for esoteric or specialised PC packages needed for specialised equipment or for specific tasks. Where problems persist, these are referred to the suppliers of the hardware or software.
- *Low level support* applies to once-off queries by students or packages not officially supported by the university. Support is only offered if the solution is obvious and is not time consuming.

Special Support

- *Virus checking software* is available from Software Support and is also available on all central network facilities. You are strongly encouraged to ensure that you have this software installed on your computer and that regular updates are performed.
- *Software installation* can be checked by a Support Consultant. Staff are encouraged to install their own software.

Supported PC Packages

- Windows 95, Windows 98 and Windows NT (in computer labs only)
- MS Office and MS Access
- Pegasus Mail for Windows
- Netscape Navigator
- F-Prot, F-Secure virus protection

These packages are freely available or covered by a university site licence. Staff must ensure that any other software purchases are legally owned or licensed. Any person employed by Rhodes University is entitled to telephonic or email support during normal university office hours. Software support will assist staff members in their offices or in PC laboratories where necessary.

Contacting User Support

Please email queries to the IT Division Help Desk system. All email to these addresses are allocated a tracking number, and are entered into the Help Desk system:

Grahamstown : support@ru.ac.za

For queries that can be dealt with telephonically, or where you are unable to use email, please contact the IT Help desk Grahamstown : 8288

Hardware Support

All PCs purchased through the university have a warranty period, and are handled by the Electronic Services section of the IT Division. Please deliver your equipment to the Ground Floor, Physics building, or contact the section on **8458**.

Student Computer Laboratories

The IT Division maintains a number of student computer labs across campus, which are accessible to students. However, these are often booked for formal use. They can be booked by contacting the IT Help Desk.

Telephones

Please consult the telephone services and procedures document at <http://www.ru.ac.za/rhodes-voice.html>

For additional information, please refer to the Rhodes University Information Technology Division web page, <http://www.ru.ac.za/it>

9. Library Services

The Library Management team consists of:

Vacant	University Librarian	8079
Vivien Botha	Head : Public Services	8690
Jeanne Berger	Head : Collections & Technical Services	8063
Shirley Stewart	Cory Librarian	8373

The library would like to bring the attention of HoDs to the following services:

- **Library Liaison**

It is important to the Library to develop a good working relationship with all academic departments. As a result, the HoD is requested to designate a member of staff to act as a Library Liaison person. This individual will be responsible for ensuring that all communication from the library is forwarded to relevant staff and requests from the department are forwarded to the library.

- **Book and Periodicals Grant**

The library receives an annual book and periodicals grant from the University and this is distributed into the following categories: General, New Professors, Cory Fund, Electron Microscopy Unit, CHERTL, Investec Business School and Departments. The allocation to departments is disbursed according to a formula approved by the Library Committee. This formula is revisited from time to time.

Material is also acquired on research grants, the Faculty of Humanities Library Research Fund and the Fisher Bequest.

Further information is available from the *Collection Development Policy* which is available at <http://www.ru.ac.za/library/about/cdp.pdf>, section 6 (*Allocation of funds*).

Professors new to the University may be awarded a once-off amount at the discretion of the Library Committee. The amount currently awarded is R 4000.

- **Ordering New Material**

Orders for new material should be placed regularly throughout the year, but no later than the end of October. It is advisable to order material at least three months before it is required.

Details of selection criteria and procedures are in the *Collection Development Policy*.

New Books Notification and Display

New material is put on display weekly, except during the long vacations. The material may be reserved at the Circulation desk. Departments are sent advance notification, via e-mail, of the material they have ordered going onto the displays. Staff may reserve their material in advance of the display. The weekly list of new material on display can be viewed on the Library's home page under "What's New".

- **Document Delivery**

Material which is not available in the Rhodes Library may be obtained through Inter-Library Loan.

Useful suggestions for finding out whether a particular article is available electronically are on the Library's web site at <http://www.ru.ac.za/library/services/illoan.html#purpose>

- **Exam Papers**

Two hard copies of exam papers for the previous two years are housed in the Library, one in the photocopier room and a second copy in Short Loan. Departments who wish their exam papers to be loaded on to the Web should submit a soft copy, preferably in PDF, or else MS

Word, to the Library Technology Co-ordinator at the Library. They will be made available to the Rhodes University network only in PDF format.

- **Library Home Page**

The library home page has become a crucial gateway to electronic information, providing access to the library catalogue, a variety of electronic databases, journals, newspapers, theses and essential electronic sources of information in various fields.

The web address is: <http://www.ru.ac.za/library/>

- **Library Workshops**

The Information Services Librarians organize workshops to demonstrate the optimum use of the Library's electronic resources. Ideally these should be course-related. Academic Departments are encouraged to make use of this service. Contact the librarians on ext 8462 or email libinfo@ru.ac.za.

- **Visiting Lecturers/Researchers**

- Temporary membership of the Library can be arranged for visiting lecturers and researchers, if required. The Supervisor in Circulation will assist with this.

LIBRARY COMMITTEE

This committee meets four times a year and has the power to act on the following matters:

- < The distribution of the Fisher Bequest
- < The distribution of the Books and Periodicals grant
- < Minor changes in Library rules
- < SABINET details.

The Library committee consists of the following members:

- < Vice-Principal as Chair
- < Four Senate representatives
- < One Council representative
- < Seven Faculty representatives (one each for Commerce, Education, Law, Pharmacy and Science, and two for Humanities)
- < The Director: Information Technology
- < Two SRC representatives
- < University Librarian
- < Cory Librarian
- < Head: Collections and Technical Services
- < Head: Public Services

Individuals serving as representatives on the committee may serve for a period of three years. After this period, individuals are not eligible for re-election for one year.

LINKS WITH DEPARTMENTAL LIBRARIES

The library system aims to be a seamless one and a registered user has access to all the University libraries. The responsibility for the management of all University libraries rests with the Library Management Team. The librarians in Departmental libraries report to their heads of departments but report to the University Librarian on professional matters.

11. Registrar's Division

The Registrar's Division operates from the Eden Grove Building.

Office of the Registrar

Dr Stephen Fourie	Registrar	8101
Prof Peter Mtuze	Deputy Registrar	8748
Laureen Rautenbach	Assistant Registrar	8889
Angie Stuurman	Administrative Assistant	8101

The Registrar is responsible for the registration of qualifications and ensuring that the University complies with Education legislation. HoDs should refer legal contracts other than research contracts to this office for signature. Research contracts are to be sent to the Dean of Research who will forward them to the Registrar for his signature.

Faculty Office

Laureen Rautenbach	Assistant Registrar	8889
Vacant	Examinations Officer	8216
Sandy Scrivener	Administrative Officer	8216
Lee-Anne Venter	Administrative Officer	8176

This office handles all faculty administration, all matters to do with Masters and Doctoral students. In addition, the office handles all examinations matters including the copying, collation and distribution of examination papers to the venues on the actual dates of the exams.

A **comprehensive Examinations Manual** is available to guide Heads of Departments in the procedures to be followed including dates of when papers are to be submitted to the Examinations Office and procedures to be followed in the case of appointing External Examiners. The Examinations Manual is updated annually but is extensively reviewed in early 2003.

Direct Contacts on various administrative issues

Admissions	Desiree Wicks
Examinations	Laureen Rautenbach
Faculty Administration	Laureen Rautenbach
Honours and Education Diplomas	Sandy Scrivener
Master's and Phd	Sandy Scrivener
Records	Lee-Anne Venter
Venue Bookings	Steve Oosthuizen

Below is more information on the different services offered by the Registrar's Division:

Secretariat

The secretariat is responsible for the scheduling and minuting of Senate, Council and other committee meetings.

Mark Addison	Committee/Administrative Officer	8182
Sandra Coetzee	Committee Officer	8182

Student Bureau

This Bureau deals with all student administrative matters (e.g. student fees, study permits, academic registration, examination queries and residence queries). The Bureau is not responsible for debt collection. Students should be directed to the Bureau first and if the Bureau staff are unable to answer their queries, will refer them to other Division staff. The Faculty Advisers see students on a one to one basis to answer queries they have regarding different degrees and curricula and related career opportunities.

key staff are:

Vacant	Administrative Officer	8175
Desiree Wicks	Senior Admissions Officer	8276

Financial Aid

Financial aid for undergraduate students is dealt with in the Registrar's Division whilst financial aid for post-graduates is dealt with by the Office of the Dean of Research. A booklet on the type of financial aid available to students is updated and produced annually.

If you have any queries, please contact:

Peta Bezuidenhout	Financial Aid Administrator	8175
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International Studies

Rhodes is experiencing an increasing interest from foreign students wishing to do semester courses or postgraduate courses. Through the exchange programmes that have been established with a number of overseas universities, this opportunity is also available to Rhodes University students. Rhodes has partnered with American institutions such as Boston College, Rhodes College, Furman University and Washington University as well as Bishops University in Canada. Similar

partnerships are being explored with universities in the United Kingdom. Preference is given to foreign students from these partner institutions.

If you have any queries, please contact:

Helen Pienaar International Studies Officer 8225

Counselling and Career Centre

The Counselling and Career Centre provides a professional counselling service to all members of the University. This consists of career counselling and confidential personal counselling including crisis intervention at all hours in conjunction with other University counselling services.

If you have any queries, please contact:

Lance Heath Head: Counseling Centre 8855
Mervin Wetmore Head: Career Centre 8180

Student Recruitment

Student numbers in the tertiary education sector have been decreasing for several years, and competition from other universities, technikons, colleges and private institutions is on the increase. It is important for the Recruitment Officers to operate with a clearly defined policy when going out to recruit prospective students and when planning the visiting strategy for the year.

The basic recruitment policy is as follows:

- to recruit the required number of students to achieve the University's targets, keeping in mind specific goals and practices related to equity concerns
- to recruit top academic students
- to identify disadvantaged students with potential
- to focus on schools which are successful in producing students capable of earning a matric exemption
- to admit a targeted number of students who demonstrate the potential to graduate and are able to pay the fees.

The greatest focus of the recruitment strategy is on school visits. This strategy is in line with the relationship- building marketing plan. The Student Recruitment team personally visits about 300 schools around South Africa. Time is allocated during the school programme to give a presentation to the Grade 11 and 12 (std 9 and 10) pupils. The presentation is a general informative talk on Rhodes including the degrees and courses offered, residences, sports and societies. Time is spent on explaining the admission requirements and the process that the pupils need to follow if they would like to apply.

Career exhibitions have become a very popular method for schools, regions and provinces to extend career services to their school pupils. Various institutions are invited to give a presentation and erect a display area in a venue. All the schools in the area are invited to attend and are able to gather information from each exhibitor. Rhodes University is very selective in which expo's are attended as in most instances one is unable to screen the pupils and many of those that attend such events are not exemption candidates.

Each year in February a package of information is sent to approximately 700 schools around South Africa and Zimbabwe. This includes the general undergraduate handbook, application forms, financial aid information, a Rhodes poster and other general items. In addition, information is handed out on school visits. HoDs are urged to provide the Student Recruitment Office with any departmental information brochures that they have to be catalogued in the school library or guidance counsellor room. This needs to be done early on in the year so that these can be delivered personally to the relevant teacher at the school.

Another recruitment strategy is personal interviews. Prospective students and their parents are able to book an appointment to see a member of the recruitment staff and discuss degree and course options available. These interviews usually happen after the staff have visited the school and aroused an interest in the pupil to find out more about Rhodes. It is preferable having the parents present as queries and reservations about sending their child away from home can be addressed. It is in these interviews that more time is spent discussing the content of the various subjects and options available. Here the expertise and assistance of the academics and the faculty officers is relied on heavily.

Workshops are also arranged at the Johannesburg Office, East London Campus and on the main campus in Grahamstown. Guidance Counsellors, teachers, parents and prospective students are invited to attend the various workshops. This is a very good opportunity for the academic staff to market their own specific course / subject. Pupils who have indicated that they are interested in studying a specific degree are invited. Some examples of workshops held in the past are Law, Journalism, Fine Arts, Human Kinetics and Ergonomics and general career guidance workshops. The workshops are arranged in conjunction with the academic staff, to coincide with visits they have to make to Johannesburg or East London. Due to the very busy school visiting schedule from February to August, the recruitment staff prefer to arrange the workshops from about September.

The recruitment staff are also able to give you information about the schools Internet service provider. This information can be sent to you via your email. The only disadvantage of the schools Internet service is that the information generally goes to the postmaster in charge of the Internet and the information is not always disseminated to the staff in charge of the various subjects.

The specific service that can be offered to the HoD is:

- dissemination of departmental information to pupils on school visits and at career expos
- departmental career workshops for pupils

In order to provide HoDs with an effective service, the following is needed:

- updated information brochures
- information on bursaries and scholarships on offer in your various subjects
- career opportunities in your discipline
- input on other information to be passed on, where this is not currently being done.

Student Recruitment staff

In the Johannesburg office: (011) 788-5543/4 Fax:(011) 788-1098

Sue Norval	Student Recruitment Manager
Helene White	Senior Liaison Officer
Pat Roussel	Administrative Secretary

On the Grahamstown campus: (046) 603-8512 Fax: (046) 603-8300

Sibongile Mkwetshana	Recruitment Officer
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AWARDS FOR EXCELLENCE:

1. Vice-Chancellor's Award for Distinguished Teaching

This award is made annually and may be awarded to two individuals in any one year. No distinction is made between these two awards in that all applications are considered for both awards i.e., there is not one award for senior academics and one for junior academics. Given the diversity of what constitutes good teaching, each application is considered on its own merits.

However, as a guide, the following factors will be considered in viewing the applications:

- evidence of inspiring lectures
- evidence of well-organised courses across a range of topics and of academic years
- evidence that the applicant/nominee has been innovative in his/her teaching and has made significant contributions either to teaching materials or methods in his/her discipline
- evidence of a wider concern for spreading principles of good teaching among colleagues
- the capacity to reflect critically on his/her teaching
- any other factors which the applicant/nominee wishes to bring to the attention of the Committee.

Any member of the University, staff or student, may nominate a teaching member of staff for the award. Alternatively, any member of the academic staff may apply. Nominations or applications, including a motivation, should be submitted to the Human Resources Division by the last working day of the year. Nominations or applications received after this date cannot be considered.

For further information contact:

Chrissie Boughey

CHERTL

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2. *Vice-Chancellor's Distinguished Research Award and Senior Research Award*

The Vice-Chancellor's Distinguished Research Award is made annually to a young staff member (40 years of age and below on 1 May of that year) who has consistently shown exceptional quality and achievements in their research endeavours. A similar award, the Vice-Chancellor's Distinguished Senior Research Award is made annually to an established staff member (41 years and over on 1 May of that year) of indisputable academic status who is engaged in research and more general scholarly activity. Research in this context, in the broader sense, includes all creative endeavour including the performing arts and the fine arts.

In considering nominations for both awards, the following factors are taken into account:

- the recognition that the candidate has received from their research efforts including his/her standing in the discipline amongst his/her age group both nationally and internationally
- the quality and depth of publications
- the range of work on which the candidate has established his/her reputation including what has been done at Rhodes University and also elsewhere

Permanent staff members may nominate candidates for these two awards. Such nominations should be confidential if possible. In addition, staff members may apply to be considered.

Nominations are to be submitted to the Dean of Research's office, usually at the end of September. The recipient of the awards are usually announced at the last Senate meeting in December.

For further information contact:

Professor John Duncan	Dean of Research	8055/6
Moira Pogrund	Assistant to Dean of Research	8057

3. VICE-CHANCELLOR'S BOOK AWARD

PURPOSE

The University has instituted a "Vice-Chancellor's Book Award" in order to recognize the publication of books that bring credit to the University. Normally, one award will be made each year, and no award will be made if no book of sufficient merit is nominated.

ELIGIBILITY AND NOMINATIONS

The Vice-Chancellor's Book Award Committee will consider for the award any book (including monographs, textbooks, novels, collections and popularizations) nominated by members of the University which:

- a) has been written or edited by a member of staff at Rhodes University, and
- b) is considered to bring credit to the University by reason of the contribution it makes to scholarly literature, education, science or arts,
- c) has been published in the preceding four years (i.e. 2001-2004).

Nominations should set out the title of the book, the type of book (eg. Novel, textbook, etc.), the author or authors, the connection with Rhodes, a reference to, and copies of, any published reviews, and a motivation as to why the nominator feels the book should be considered for the award. The motivation should contain details on:

- (i) the topicality of the relevant book for the particular field,
- (ii) the evaluation of the book as reflected by the reviews of the book in local and international subject field journals or elsewhere,
- (iii) the impact of the book in the relevant academic community,
- (iv) any other details which may support the claims for outstanding quality of the submitted book,
- (v) the contribution to the book by each author in the case of multi author books.

Closing date for nominations is usually end of September of each year. Applications are available from the Dean of Research's Office. The recipient of the award/s are usually announced at the last Senate meeting in December.

For further information contact:

Professor John Duncan	Dean of Research	8055/6
Moira Pogrund	Assistant to Dean of Research	8057