Foreword from the Vice-Chancellor

Rhodes University strives to be a high quality institution and supports constructive initiatives which will assist in enhancing teaching, research, community engagement and the student experience. The University therefore welcomes the Higher Education Quality Committee (HEQC) audit process and looks forward to a critical and productive engagement with the HEQC Audit Panel.

In the restructured higher education system in South Africa, Rhodes University has a unique niche in being a small, residential and collegial university in a rural setting. We regard smallness as a major academic and competitive advantage. This is reflected in a low staff/student ratio which we believe is critical in providing a high quality education. During our internal Academic Review in 2005, all departments indicated that the advantageous staff/student ratio of 14.8 should not be manipulated upwards to provide better salaries for fewer staff. The academics agreed that the low ratio enabled collegiality, good scholarship and research, good teaching and a better quality of work environment for academic staff, and confirmed that they were committed to providing a high quality education for students. This commitment to education is also demonstrated in the high level of interest in teaching on the campus. As this portfolio will show, Rhodes University academics have been prepared to engage constructively with initiatives intended to develop teaching and to share the expertise they have developed in this area with their colleagues.

As well as being committed to high quality teaching, Rhodes University has a strong research culture. This is demonstrated by the high per capita publication output as well as the response of departments to the potential payment of personal rewards for research outputs, an issue discussed during the recent Academic Review. Currently, the allocation of publication income is controlled by the Joint Research Committee and over 90% of the departments did not want to change this in favour of a personal reward system based on the quantity of outputs.

Community engagement has recently been fully incorporated into the University's functioning with the appointment of dedicated staff, the development of a focused community engagement policy and the central coordination of the University's extensive community related activities.

Our commitment to quality assurance is illustrated by the regular reviews of academic departments and support services, initiated in 1997. The 2005 Academic Review was not undertaken solely for the HEQC Audit but is part of our ongoing planning and quality assurance processes. We have gained much from these self-evaluation exercises and the progress that has been made can be seen by a comparison of the 1997, 2000 and 2005 academic review reports. We regard these reviews as essential processes aimed at ongoing enhancement of teaching, research, community engagement and the student experience.

Dr D.R. Woods
Vice-Chancellor
June 2005

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1. THE HEQC AUDIT CRITERIA AND THE AUDIT PORTFOLIO

The Audit Portfolio of Rhodes University follows a structure which is carefully described in Section 3. Whilst the portfolio deals with all of the institutional audit criteria as defined by the HEQC, it does not follow them in the conventional sequence. For ease of reference, a list of the criteria for the HEQC's audit system is set out below indicating the sections of the audit portfolio in which each of the numbered criteria is addressed.

HEQC Criterion	Number	Rhodes Portfolio Section
Fitness of purpose of institutional mission, goals and objectives in response to local, national and international context (including transformation issues)	1	4
Links between planning, resource allocation and quality management	2	5
Management of the quality of teaching and learning	3	5, 10
Academic support services	4	7
Short courses, exported and partnership programmes, programmes offered at tuition centres and satellite campuses	5	9
Certification	6	6
Programme management	7	9
Programme design and approval	8	9
Human Resources	9	8
Programme review	10	9, 10
Management of assessment	11	10
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Explicitness, fairness and consistency of assessment practices. Security of Recording and documenting assessment data	13	6, 10
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General quality related arrangements for research	15	11
Quality-related arrangements for research (research intensive institution)	16	11
Quality-related arrangements for postgraduate education	17	11
Community engagement	18	13
Benchmarking, user surveys and impact studies	19	14

2. THE SELF-EVALUATION PROCESS

The University views the audit process as a positive, developmental exercise and welcomes the opportunity to evaluate whether the University's quality assurance system is working effectively.

Discussions around the self-evaluation process for the HEQC audit began in 2003 during the planning phase of the institution's internal academic review exercise. A proposal was put to Senate that, in line with the University's holistic approach to quality assurance, the 2005 academic review exercise could also be used to provide the information required for the institutional self-evaluation and thereby lessen the reporting burden on academic departments. This was accepted by Senate and the HEQC agreed to the University's request to schedule the audit visit for September 2005.

Questions regarding the HEQC criteria were included in the self-evaluation guidelines provided to each academic department in July 2004 (see the University's self-evaluation guidelines on pages 5-7 of Appendix 6), and departments had 6 months in which to conduct their self-evaluations. The Quality Assurance Committee appointed a sub-committee, the Audit Portfolio Committee (APC), to oversee the development of the audit portfolio in parallel with the academic review process. Dr Michael Smout, previously Vice-Principal of Rhodes University and subsequently a higher education consultant, was requested to assist the University with the audit preparations in view of his active involvement in setting up QA systems at Rhodes during his period of office, and also to support the minimally staffed Academic Planning and Quality Assurance Office.

The APC held its first meeting on 10 December 2004 (see Appendix 9 for detailed timetable) to discuss the format of the portfolio and the allocation of writing responsibilities. Chapter headings and sub-headings as well as potential evidence sources were identified during January 2005 and the full APC met with the HEQC's Audit Director, Dr Rob Moore, in Grahamstown on 27 January 2005.

Draft chapters were written during February and March, and an information meeting was held with the Students' Representative Council on 16 March 2005 to encourage their optimal participation in the process. Following further interaction between writers of the various sections, a first draft of the portfolio was provided to a small group of 'critical readers'. This resulted in extensive alterations to the structure of the report and a revised version (draft 2) was considered by the APC on 3 May and the Quality Assurance Committee on 10 May 2005. Professor Deryck Schreuder, Chair of the Board of the Australian Universities' Quality Agency and retired VC of the University of Western Australia (and an old Rhodian) was also asked for his comment on the portfolio as was a recently graduated and exceptionally active ex-SRC President, Matthew Charlesworth.

Following input from these sources, the 3rd draft of the report was then made available to all members of the University community as well as the Mayor of the Makana District Municipality and the Eastern Cape Premier for comment during May. In addition, an advertisement was placed in the local Grahamstown newspaper explaining the national audit process and inviting interested members of the public to read and comment on the draft University portfolio. Feedback from all these areas as well as from Senate on 3 June 2005 was

incorporated into the 4th draft which was considered by the University Council on 23 June 2005. Further revisions were then incorporated into the final report submitted to the HEQC on 30 June 2005.

Feedback from Professor Deryck Schreuder on the University's Audit Portfolio is available as Appendix 10.

Members of the Audit Portfolio Committee:

Dr D Woods, Vice-Chancellor (Chair)
Ms I Andersen, Community Engagement Manager
Prof R Bernard, Deputy Dean of Science
Ms S Button, SRC
Prof C Boughey, Director, Academic Development
Prof J Duncan, Dean of Research
Ms S Fischer, HR Development Manager
Dr S Fourie, Registrar
Ms T Halley, SRC President
Prof F Hendricks, Dean of Humanities
Ms D Hornby, Director, Centre for Social Development
Dr C Johnson, Vice-Principal
Prof P Kaye, HoD, Dept of Chemistry
Dr I L'Ange, Assistant Dean of Students
Ms L Rautenbach, Assistant Registrar
Ms S Stephenson, Director, Academic Planning & Quality Assurance
Prof P Vale, HoD, Dept of Political & International Studies
Prof M Vermaak, Dean: International Office

By invitation: Dr M Smout

3. STRUCTURE OF THE AUDIT PORTFOLIO

This audit portfolio is structured according to a specific theme – the student experience, which is one of the defining features[1] of Rhodes University – and does not follow the more conventional route of dealing with the HEQC audit criteria in numbered sequence. The reasons for the approach chosen and the actual structure of the portfolio are set out in the following paragraphs.

The smallness of the University combined with its location in a small country town, makes for an interesting set of advantages and challenges. At the outset, the University does not have a clearly defined catchment area for students like the big urban universities. The number of matriculants generated from within Grahamstown is such that the University draws only about 4% of its students from its immediate surrounds. Further, in spite of a specific effort to recruit students from within the Eastern Cape Province, Rhodes University (and ultimately Grahamstown) would not survive if it were not to recruit students from across South and Southern Africa. Currently, the University' students represent more than 50 countries. It is also worth noting that the production of matriculants in the Eastern Cape is insufficient to keep the Province's HEIs viable. The main urban regions of South Africa provide the bulk of the University's intake and a significant proportion – currently some 19% - of Rhodes' students come from countries north of the Limpopo; chiefly Zimbabwe, Namibia, Kenya and Zambia. This situation places Rhodes University in direct competition with all of the large urban universities. There have to be compelling reasons for potential students to come to Grahamstown rather than attend large and well established institutions on their doorstep. The rural location of the University has also necessarily restricted the range of academic offerings. For example, medicine and engineering are not on offer in Grahamstown because of the lack of a teaching hospital and major industries.

So how does the University draw good students from across Southern Africa in order not just to survive but to thrive? The University has long recognised that it has to do something different or better. Clearly a good education is a pre-requisite to drawing good students but this can be obtained in all the main centres of the country. The answer to this question is quite simple. The University has set out to make the student experience of university life in Grahamstown satisfying, enjoyable and academically worthwhile and for the most part has succeeded in doing so. Despite a range of formal recruiting activities, the main recruiting agents for the University are its current students and graduates. Many of the latter maintain long term connections with the University and become 'repeat customers' when they send their children to the University.

In short, Rhodes University has for decades gone out of its way to do more than offer a high quality education; it aims to provide its students with a multi-faceted and well-balanced educational experience. From the point of first contact with a potential student through to graduation and beyond, the University aims to be efficient, effective and, wherever possible, to provide personal service to students. The very smallness of the University and the

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[1] A student member of the Audit Portfolio Committee wrote the following in response to a request for comment on the proposed structure of the audit portfolio: "I don't know anything about writing audit documents obviously but I think this is a lovely way to structure the document. The 'journey' of the student's experience here at Rhodes is completely unique and is what makes this a special place."

favourable student/staff ratio facilitate such personal attention. This approach is not described in any single policy but has evolved through a series of clearly defined practices which are constantly reviewed and improved.

This approach, of providing a broad, high quality educational experience rather than just an education, is one of the defining features of Rhodes University and it is for this reason that the University has chosen to structure its Audit Portfolio in such a way as to take the reader through the students' experience from first contact with the University to their placement on the list of alumni.

Following on from a **general introduction** in Section 4, Section 5 is entitled **Planning, Resource Allocation and Quality** which outlines the University's integrated approach to these three critical functions. Section 6, **Entering Rhodes,** takes the reader from first point of contact with the University to the moment when a student is registered. It addresses such issues as student recruitment, access, admissions procedures, the recognition of prior learning and financial assistance. It then goes on to deal with registration requirements and processes and the way in which equity and gender issues and the recruitment of students from disadvantaged backgrounds are managed.

Section 7 addresses **The Environment** in which new students will find themselves. The University places a special emphasis on providing a high quality and supportive environment which is conducive to good scholarship, and two of the points in the institutional mission relate directly to environmental issues. This section sets out to demonstrate how the University has developed the kind of environment described in its mission statement and which is believed to assist students to reach their full academic potential and develop as well rounded individuals - a philosophy which conforms to the definition of quality as 'transformation'. The Environment describes the total environment of students at The University including the residence system, student support systems, the extracurricular environment, the academic environment, facilities, services and infrastructure.

Once students are registered and have entered the environment of the university they meet Rhodes staff in a wide range of contexts and Section 8 addresses a set of issues relating to **Staffing**, in particular academic staffing. Its deals with mission, issues of equity, recruiting and retention of good staff, the staff development policy and plans for improving existing systems. Clearly the employment of good staff is another pre-requisite for a good educational experience.

The next stage in the progression of a student is to come into contact with academic departments and programmes and Section 9 addresses **Academic Programmes;** the design and approval of programmes, programme management and review, short courses, exported programmes and those offered at satellite centres.

Section 10 addresses the conventional set of issues normally associated with **Teaching and Learning** and describes how the University aims to implement best practice in this critical area of the student experience. For example, teaching and learning policies, quality improvement priorities for teaching and learning and innovations in the field are addressed. Section 10 also deals with strategies to promote the professional competence and development

needs of academic staff. It also provides a review of the effectiveness of quality assurance systems as applied to teaching and learning.

In terms of the HEQC's audit criteria, Rhodes University has defined itself as a research intensive institution and Section 11 deals with criteria 15, 16 and 17 relating to quality related arrangements for **Research and Research Degrees**. This section relates primarily to postgraduate students and sets out the University's philosophy, strategy and goals in terms of research; it also deals with research support systems, quality assessment and the range of practices related to the registration and supervision of higher degree candidates.

Section 12, entitled **Internationalisation,** describes how the University sets out to integrate an international and intercultural component into its academic programmes and activities. Rhodes University has long catered for a significant number of international students and has encouraged international links and inputs to its research and academic programmes. The University regards its internationalisation strategy as an integral part of efforts to raise the quality of all its academic endeavours.

Section 13 is entitled **Community Engagement.** It describes a range of community engagement activities and demonstrates how these relate to the institution's mission and how they are integrated with academic activities wherever practical. The student volunteer programmes/service learning sub-section describes how students add value to NGOs and CBOs in Grahamstown and learn to become agents for positive social change while gaining experience relevant to their academic careers.

Section 14, on **Benchmarking, User Surveys and Impact Studies**, attempts to assess the effectiveness of the University in relation to its mission. Graduate and employer surveys are described as is the University's strategy for maintaining contact with its alumni.

Section 15 sets out the University's **Quality Improvement Plan** resulting from the self-evaluation and recent academic review exercises.

Finally, Section 16, **Conclusions: the Open-Ended Questions,** describes the distinctive ways in which Rhodes University adds excellence to higher education in South Africa and provides examples of how it promotes a vibrant intellectual culture, incubates new ideas and promotes quality in all its endeavours.

4. INTRODUCING RHODES UNIVERSITY

4.1   Introduction

Since its establishment in 1904, Rhodes University has always been a small, residential university situated in an attractive and safe country town. The smallness (currently 6000 students, 300 academic staff and 800 support staff) and rural location have conferred on the University a particular set of advantages and challenges which have shaped its development. The small size coupled with a very favourable staff/student ratio of 1:15[2], facilitates easy and informal contact between bright young minds and academics at the cutting edge of their disciplines and so fosters collegiality and good scholarship. The downside of a favourable staff/student ratio is that it is relatively expensive but the university believes that the cost is justified, given the many academic benefits for both students and academic staff.

Another advantage of being small is that it facilitates transparency and good governance and enables a hands-on approach by the Vice-Chancellor and senior management. All students and staff have easy access to senior managers and an 'open-door policy' is a characteristic of the institution's management style. Moreover, the small number of academic staff means that a high proportion sit on Faculty committees and Faculty Boards which report in turn to Senate sub-committees and Senate. The full Senate normally meets 5 times per annum and is a widely representative and effective decision making body. Rhodes University functions well; it has long had financial stability, good leadership, effective management and a depth of administrative capacity.

Rhodes University has the reputation of being a well-established liberal arts institution with strong humanities, science, law, education, commerce and pharmacy faculties. Students are drawn from the Eastern Cape, the major urban regions of South and Southern Africa and beyond. In the context of institutional differentiation the liberal arts tradition is an area of academic pursuit and scholarship that needs to be sustained and developed. The University also has the best research record in the Province. In 2000 it produced some 60% of the total research publication outputs of the eight higher education institutions in the Province and 40% of the region's masters and doctoral graduates. Rhodes University may be small but its contribution to higher education in Southern Africa has always exceeded what might be expected on a pro rata basis. It is worth noting that the 'Memorandum of Clarification on Transformation and Mergers in Higher Education' of June 2002 stated that "it is proposed that Rhodes University should be retained in Grahamstown in its current form. While the Ministry recognises that the University is a relatively small institution whose potential for expansion in Grahamstown is limited, it nonetheless believes that it would be in the interest of higher education in the province and in the national system to retain Rhodes University. Moreover, its particular academic niche could sustain the institution without its satellite in East London".

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[2] This is a Rhodes calculation, based on the ratio of unweighted full-time equivalent (FTE) students to FTE teaching staff. Recent Department of Education (DoE enrolment planning discussion document, March 2005) statistics indicate that the average academic staff/student ratio at South African universities measured in terms of weighted teaching input units/ FTE staff increased from 38 to 43 between 2000 and 2003. The 2003 ratio at Rhodes, according to the DoE indicators, was 36:1, well below the national average.

Notwithstanding these positive features, there are always issues to be addressed and improvements to be made and these are highlighted in the Quality Development Plan in Section 15.

4.2   Mission, Goals and Objectives

The University takes its mission and core business of teaching, research and community involvement seriously and each of these aspects is dealt with in detail in a subsequent section. Appendix 54 sets out in full the vision and mission of the University. The University's aim is 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 the University provides its staff with access to academic development opportunities (see Sections 7, 8 & 10). A Teaching and Learning Committee was established as a committee of Senate in 1996 in order to foster good teaching practices and to monitor the quality of the teaching/learning interface, and Rhodes University was one of the first South African universities to establish a Post Graduate Diploma in Higher Education (PGDHE).

Cyclical reviews of academic programmes and departments and also of administrative divisions are undertaken to ensure that departments are teaching and assessing effectively and that they receive appropriate support and resources. The highly beneficial staff/student ratio contributes to a supportive learning environment and tutorials remain an important aspect of the teaching/learning environment at the University. Programmes run by the Academic Development Centre enable tutors and mentors to qualify for a certificate in Peer Tutoring. A Student Services Council (see Section 7.3) is charged with ensuring an environment in which students from a variety of backgrounds and cultures can become academically productive as soon as possible.

It should be noted that as part of the 1997 review of academic departments, Rhodes University made the major decision not to go the so-called 'programme route' but to continue offering discipline based formative degrees (see also Section 9.1). At that time, such action meant swimming against the tide and led to criticism of the University being backward in its thinking. Subsequently, however, Rhodes University has been congratulated on its continued offering of discipline based formative degrees by the Deputy Director-General for Higher Education. More recently, other South African universities have, in fact, begun unbundling some of their programmes.

Rhodes University believes that a well-maintained and attractive campus environment attracts good staff and students and fosters high quality scholarship, good behaviour, and collegiality. The safety of all on campus is paramount and statistics on crime on campus indicate that it is indeed a safe environment (see Section 7.1). Notwithstanding budget constraints, an attractive campus with excellent facilities has been achieved and a visit to the campus provides the necessary evidence for this claim. The creation of an environment conducive to good scholarship is clearly spelled out in the mission statement and is addressed in detail in Section 7.

The University is also committed to fostering the all-round development of its students and some 50% of students are housed in one of 47 residences scattered across the campus. Residences have been kept small – on average 60 students – and 98% of students are accommodated in single rooms nearly all of which are, or can be, connected to the Internet. The ratio of wardening staff to students in the residence system is 1:17. This makes for a very supportive environment and creates opportunities for senior students to assume leadership positions and responsibility. Participation is encouraged in House and Hall committees and in the activities of the Students Representative Council, which is responsible for fostering, financing and monitoring student societies. Furthermore, the participation rate in sport on campus is very high and students are engaged in local and provincial leagues as well as a wide variety of on-campus sports activities.

Rhodes University aims to attract and retain staff of the highest calibre. To achieve this, salaries need to be competitive and the University engages in an annual benchmarking exercise involving the majority of South African tertiary institutions (17 in 2004). Generally however, university salaries lag behind those in the private and public sectors but academics who join Rhodes University tend to stay and the staff turnover rate is approximately 9% per annum[3]. Clearly this is an advantageous situation but it does limit the ability of the institution to change the staff profile particularly with respect to academic and senior support staff. This situation is adversely affected by the high salaries offered to well qualified Blacks in both the public and private sectors and in some years has led to a net loss of Black staff rather than an increase (although further research is underway as to the impact of the University culture on the retention of Black staff).

The University does have an Equity Policy (see Section 8) and is achieving realistic targets, but the slow rate of change is a matter of concern. Fortunately, working conditions at the University are attractive to academic staff who benefit from good research leave conditions enabling those at the cutting edge of their disciplines to maintain their research activities. The size of Grahamstown is such that most staff and students live within a few minutes drive of the campus which tends to be a focal point of academic and social life for many Rhodians and in modern parlance the campus is open 24/7. Staff members need the permission of the Vice-Chancellor if they wish to live more than 16 kms from the main administration building's clock tower to ensure that students have easy access to staff when needed.

The promotion of excellence in research forms part of the institutional mission. A full-time Dean of Research was appointed in 1998 and is responsible for fostering research and postgraduate studies in collaboration with Faculty Deans and Heads of Departments. The Research Office was established to support and develop all aspects of research including postgraduate activities, intellectual property issues, inter-institutional collaboration, as well as the contribution of research to teaching.

Since 1999 Rhodes University has had the best annual research output per capita of all the universities in South Africa. The issue of research and research degrees is dealt with in Section 11. Suffice it to say that much of the research contributes to the development of the Eastern

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[3] It is relevant to note that the issue of academic salaries was extensively discussed during the 2005 review of academic departments (Appendix X). The general feeling was that the salary issue should *not* be addressed by increasing the student/staff ratio and that other ways of increasing academic salaries should be investigated.

Cape and the University assists the Province by making available its expertise, resources and facilities. In addition to fundamental research, Rhodes University contributes to the national system of innovation and has a record of commercialized patents. Examples include the Rhodes University BioSURE process for the treatment of acidic mine water and the iQhilika Mead Brewery using a novel fermentation process. The University has also created a Centre for Entrepreneurship which is assisting local communities with a variety of business ventures (see Section 13).

Rhodes University has a long and proud history of involvement in community outreach projects but recognised the need to coordinate such activities and, to this end, established the Community Engagement Committee in 2003 (see further details in Section 13). The Molteno Project – now an independent educational NGO – grew out of the University, while the Centre for Social Development and the Rhodes University Mathematics Education Project (RUMEP) along with the Institute for Social and Economic Research and the Public Service Accountability Monitor are all examples of service projects. All community involvement takes place under the guideline that such activities should link to teaching and research wherever possible. In this way many students volunteer their services to outreach projects, gaining valuable experience in the process. Examples of departmental and student involvement are the Grocott's Community newspaper under the aegis of the Journalism Department and the Legal Aid Clinics in Grahamstown and Queenstown where staff and students from the Faculty of Law provide a valuable service to persons unable to pay for legal assistance.

Collaboration with other HE institutions in the Eastern Cape is also important to Rhodes University and much has been achieved via the Eastern Cape Higher Education Association (ECHEA) which the Vice-Chancellor has chaired for the past three years. The University plays a major role in SEALS (South Eastern Library Consortium) and there are regular meetings of Directors of academic planning and information technology amongst the HEIs in the Province. It should be noted, however, that ECHEA, as with other regional higher education associations, is being phased out following the restructuring of the higher education sector. Other examples of collaboration have involved the joint Chairs with Fort Hare (Banking) and the former Port Elizabeth Technikon (Entrepreneurship). Rhodes University staff also play a major role in teaching the honours course in computer science at Fort Hare. Inevitably new collaborative activities have to await the completion of merger activities in the province.

Cutting across staff, students, teaching and research is the area of internationalisation. Some 25% of the students at Rhodes University are classified as foreign and there is a strong tradition of internationalisation at the University (see Section 12). In the early years of the University's history, initiatives in respect of international connectivity were encouraged but occurred on an *ad hoc* basis. More recently the University recognised the need to develop a formal institutional policy in respect of internationalisation and in 2001 decided to undergo an Internationalisation Quality Review offered by the International Management in HE programme of the OECD. The external reviewers included Prof John Davies and Dr Jane Knight both of whom are regarded as leading world experts in the field of internationalisation. The recommendations of the IQR led to the development of a more systematic and strategic approach to internationalisation at the University and to the establishment of an international office headed by a Dean.

Finally, its mission commits the University to a culture of environmental concern and best practice. Specific academic programmes include Environmental Anthropology, Environmental Education, Environmental Economics, Environmental Law, Environmental Biotechnology, and a full range of modules offered by a Department of Environmental Science. The University is a signatory to the global Talloires Declaration and the Estates Division has the responsibility to ensure that environmental best practice is applied by all sections of the University (see Section 7).

4.3 Transformation and Institutional Culture

The CHE Report on the 'Transformation of Higher Education in South Africa'[4] provided an excellent review of progress in respect of the transformation of HEIs and at the same time drew attention to certain aspects of transformation which were not progressing satisfactorily. For the most part the document measured transformation in statistical terms and while statistics do tell some of the story, they do not tell it all. This short section deals first with the statistical measures and then turns to the more complex issue of institutional culture.

Firstly, the CHE report noted that retention rates are particularly poor for students from designated groups. However, the figures for academic exclusions at Rhodes in Grahamstown in 2003 (data in respect of East London students is available but no longer relevant) show that exclusions averaged 4% and varied across faculties from 0% in Law and Education to 11% in Science. The variation by racial group was Asian 6%, Black 6%, Coloured 8% and White 2%. Clearly there are still variations according to the composition of the student body but the overall rate of academic exclusions is considered very low.

Academic staff profiles were also a matter of concern for the CHE and this is an acknowledged problem area for Rhodes University (see Sections 4 and 8). In 2003, 85% of the academic staff were White and the figure for senior administrative staff was 60%. The manner in which this issue is being addressed is dealt with fully in Section 8.

The adoption of modern pedagogic approaches and innovations is addressed in Section 10 on Teaching and Learning and in this area the University believes that it has made considerable progress towards the implementation of best practice. The CHE report noted also that levels of fundamental research had declined as contract research has grown. The financial pressures which are causing such changes are recognised at the University and the manner in which this issue is being addressed is described in some detail in Section 11.

More important than the statistics is the issue of institutional culture – the general ethos of the institution, its characteristic forms and practices and its dominant value systems which are embodied in the structures through which institutional life is pursued. It is well recognised that some aspects of institutional culture may be perceived by some staff, students and other stakeholders as alienating or even hostile. Further, it is in the long established institutions that such cultures are deeply embedded and difficult to change. Rhodes University is well aware of this situation and of the need to adopt a proactive approach to its mission statement which states that the University undertakes to 'develop shared values which embrace basic human

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[4] *TheTransformation of Higher Education in South Africa: How Much Have We Achieved?*. Luescher, L.M. and Symes, A. Research Report prepared for the 5th CHE Consultative Conference, 12 November 2003.

and civil rights; 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 address past imbalances'. In order to address this issue a series of policies, procedures and initiatives have been adopted and set in motion, and a diversity management organizational intervention is underway. These actions address the transformation of governance structures, as well as academic, administrative and social transformation. In the interests of brevity in this Section, Appendix 39 describes 'Practices and Strategies for Developing a more Inclusive Institutional Culture' which formed part of the 2004-2006 Institutional Plan submitted to the DoE in March 2003 (see also further discussion in Section 8).

5.   PLANNING, RESOURCE ALLOCATION AND QUALITY

5.1   Introduction

Planning, resource allocation and quality management at Rhodes University is achieved at an institutional level primarily through the use of regular reviews of academic departments, research institutes and support services.

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.

Academic planning and resource allocation at Rhodes University was historically undertaken in an *ad hoc* fashion as adequate State funding enabled resources to be allocated on a need-to-have basis. As Government funding began decreasing in relative terms during the 1990's, however, dissatisfied departments pressurised Senate for a change in the system. A University *bosberaad* held in 1994 agreed that decision-making structures should be revised and a formal academic plan developed. The Staffing Committee (which considered requests for new posts and for promotion of existing staff) and the Academic Planning Committee were combined to create the Academic Planning and Staffing Committee (AP&SC) in 1996.

One of the first tasks of this Committee was to commence an academic planning exercise by undertaking a review of academic departments on both the Grahamstown and East London Campuses in 1997. At the same time, a Digest of Statistics was compiled (Appendix 1). This Digest of Statistics, which is revised annually, provides a wide range of information on students, staff and finances at the University level and in respect of individual departments. It has become an invaluable planning tool and is used to assist the AP&SC in allocating resources by balancing what is desirable with what is feasible (see also Section x).

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. Reviews of academic departments are held every three to five years (see further comment in Section 9) and 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. *Ad hoc* reviews of departments are also undertaken when necessary, usually when a department experiences a major change (such as a significant increase or drop in student numbers) outside of the normal review process. 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 (see Sections 5, 9 and 11). In short, the review process at Rhodes University is structured to combine and coordinate planning, resource allocation and quality management.

The major responsibility of the AP&SC 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. In particular, the Committee aims to:

- ensure the appropriate allocation of University resources;
- plan at the departmental level - to consider the range of courses offered and their long term viability;
- review the existing use of resources in academic departments;
- identify, evaluate and incorporate, where appropriate, new academic developments, including proposals for new qualifications;
- oversee the internal accreditation and management of short courses;
- look for synergies at departmental level, not simply to economise but in order to release resources for new initiatives;
- consider progress made in relation to previous review recommendations;
- ensure departmental activities fit in with the institutional strategic plan; and
- report, through the Academic Planning and Quality Assurance Office and/or the Registrar's Division, to external bodies such as the Department of Education and the Higher Education Quality Committee on institutional plans, policies and academic programmes.

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

5.2   Resource Allocation

Rhodes University has a formalised approach to financial, human and physical resource allocation to achieve its mission and goals and believes it is one of the few institutions that has resource allocation as a planned outcome of self-evaluation. In addition to being its major quality assurance activity, the **academic review process** has become the primary resource allocation channel in the University, with the years between reviews being used to fine-tune

recommendations made at the time of review. A review report in essence becomes a budget document for the next three to five years once approved by Council.

In addition to the cyclical review exercises referred to above, the annual process of **budgeting for resource allocation** is conducted under the supervision of numerous committees whose task it is to ensure that objectives are not lost sight of and that new initiatives are appropriately resourced. These high-level committees generally comprise senior managers, academic staff nominated by Senate, non-executive members of the University Council, student and union representatives.   Such committees include the Budget Committee, Resources Committee, Academic Planning and Staffing Committee, and Finance and General Purposes Committee. The University Council finally decides on the resource allocations. On a more frequent basis (than annually) the financial performance of the University is monitored by the University Council and its sub-committees.   This monitoring and review of the outputs, in resource allocation terms, is undertaken with the particular objective of ensuring that the goals and purposes for which resources have been allocated are adequately supported and that outcomes are in line with those planned. The annual income and expenditure of the University is communicated to the University community in detail in the University's Digest of Statistics (Appendix 1).

The University engaged in a review of each of its academic departments during 2005 (see Section 9 for further detail) and also used the exercise to prepare for the HEQC audit. Recommendations which emerge from the review could affect, for example, curricula, staffing levels, space and equipment needs, etc. Senate and finally the Council express themselves on the recommendations of the AP&SC and the process of resource allocation can then commence.

It is worth noting that various important outcomes result from the review process which are not necessarily confined to resource allocation, but could also result in the introduction of new academic departments or the phasing out of existing activities. For example, the closure of the University's department of Religion and Theology in the late 1990's followed the Academic Review process of 1997. The resources freed by this development were re-allocated to departments identified during the review process as needing additional support.

Research at Rhodes University is funded by many sources but managed primarily through the Joint Research Committee (JRC) which comprises faculty Deans, members of Senate, Council and the University administration under the leadership of the Dean of Research. The JRC's role is to plan, provide funding for and review the approved projects of University researchers. The JRC meets regularly and frequently to consider requests/plans from the University research community for new or extended research projects.   These plans are rigorously interrogated by members of the committee (and where necessary by external bodies such as the NRF) prior to receiving support. Following support from the JRC, the University Senate and Council express their support or otherwise for the planned activities. This engages the support divisions in the University (Estates, HR, Finance etc) in order to ensure that appropriate resources are available. The Dean of Research's Office also plays a major role in the submission of funding applications to outside bodies and in the financial administration of various projects.

The allocation of resources to **QA activities** is difficult to quantify given the fact that all staff are involved in the main QA activity, the review process. The Academic Planning and Quality Assurance Office is minimally staffed (one Director and one administrative assistant) in line with the University's philosophy of sharing responsibility for QA amongst all staff, and the desire to avoid allocating scarce resources to yet more administrative functions at the expense of academic activities. The AP&QA Office does not have its own budget, but all reasonable running expenses are included in the Vice-Chancellor's operating budget and all expenditure is authorised through the Vice-Chancellor's Office. Special projects, such as the current departmental reviews, are budgeted for on an *ad hoc* basis. There is no single resourcing procedure but the bottom line is that QA is adequately funded – the office and the staffing as a matter of routine and specific activities planned for on a year by year basis.

In addition, the University has made a major investment in the **Academic Development Centre** (19 staff in the main ADC and the Extended Studies Unit) to support academic staff in meeting quality related requirements with regard to teaching and learning. In many respects, the ADC is a 'hidden' QA resource as it does the work allocated by many other institutions to formal 'quality promotion units'.

The **allocation of funds raised** in addition to subsidy and student fees, has become more structured. Lessons learned from the Centenary Fundraising Campaign of 2004 indicated that it is important to better coordinate and prioritise fundraising efforts. Fundraising guidelines to this effect have been developed which aim to co-ordinate fundraising activities, avoid duplication or confusion, ensure an optimal match between projects and potential donors, maintain sound ongoing relationships between Rhodes University and its existing donors, secure the support of new donors, and avoid initiatives that undermine current donor relationships with University departments that have taken much nurturing and time to establish. The Communications and Development Division is responsible for ensuring co-ordination of all fundraising efforts through effective two-way communication with University departments, and providing support and back-up to existing fundraising efforts by departments. In addition, a process has been developed to allocate funds to academic priorities identified in the review process but which cannot be funded from the central budget (Appendix 15).

5.3   Quality Management

Rhodes University is committed to striving for excellence[5] and assuring quality in all its activities as expressed in its mission statement and its Quality Assurance Policy (Appendix 28). The objectives of the QA Policy are to ensure that:

- all members of the University community are aware of and support the institution's approach to quality;
- an appropriate quality assurance system (a set of quality assurance policies, procedures and performance indicators) is in place to realise the vision and mission of the

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[5] Excellence is defined in the University's vision and mission statement (Appendix X) as being an internationally respected academic institution, affirming its African identity, producing internationally recognised graduates and making a contribution to the advancement of international scholarship and the development of the Eastern Cape and South Africa.

University;
- structures are in place to monitor and review the effectiveness of such policies; and
- the University's quality assurance system is coordinated, developmentally oriented, and characterized by minimum bureaucracy and maximum effectiveness.

The University interprets quality, first and foremost, as '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. In assuring quality, the University aims to balance the notions of excellence, efficiency and service provision.

In view of its relatively small management team, the University's policy is to find efficiencies and avoid duplication wherever possible. The institution therefore took a strategic decision to combine QA and academic planning from the outset of formal QA developments in 1997. Further evidence of this approach is the establishment in 2001 of a joint Office for Quality Assurance and Academic Planning. It has been the University's experience that the common ground between QA and academic planning is substantial and that the two processes can be combined so that those tasked with academic planning simultaneously collect and analyse information needed to facilitate QA.

This policy is put into practice by conducting institution-wide reviews (both academic and administrative, see also Sections 5 and 9) every 3 to 5 years in which departments present their future plans and at the same time describe 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 of spreading an awareness of the need for planning and QA throughout the institution.

'Quality management' at Rhodes University is viewed as a shared responsibility in that it is both centralised and decentralised. Whilst the Vice-Chancellor and senior management play a major role in 'driving' the University's QA system, all members of the University 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 the University's stance on self-evaluation where responsibility for evaluation is placed with individuals (rather than with a QA unit which would conduct evaluations on behalf of the university). The Academic Development Centre, which functions as an academic staff development unit, provides support to academics in all aspects of enhancing quality in teaching and learning. The Vice-Chancellor's Office provides support to the administrative divisions in assuring the quality of support services.

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 all recent University policies. Most importantly, the University 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* (be it of an individual or a process) rather than censuring areas of weakness.

5.4   QA Structures at Rhodes University

The **Director of Academic Planning and Quality Assurance**, reporting directly to the Vice-Chancellor, is the University's quality manager. S/he is a member of the Quality Assurance Committee, the Academic Planning and Staffing Committee, the Teaching and Learning Committee, the Internationalisation Committee, the Senior Management and Deans' Committees, and is in attendance at Senate and Council meetings. The Academic Planning and Quality Assurance Office provides a facilitatory service to staff and students in order to assist the University in determining its strategic direction and in achieving its mission and goals. Through the Academic Planning and Quality Assurance Office, the Vice-Chancellorate reports to the University and the Higher Education Quality Committee on quality assurance structures and systems.

A joint Senate and Council committee, the **Quality Assurance Committee**, is responsible for quality assurance at Rhodes University. The Committee is chaired by the Vice-Chancellor, and includes the Dean or Dean's representative from each of the six faculties, the Registrar, Dean of Research, Chair of the Student Services Council, two SRC representatives, one Council member, four Senate representatives, two staff union representatives, the Human Resources Development Manager, the Director of Academic Development and the Director of Academic Planning and Quality Assurance.

The Committee meets at least four times per annum and is tasked with ensuring that the University:

- formulates and adheres to policies in respect of quality assurance; and
- is prepared for institutional audits and programme accreditation.

Whilst the Quality Assurance Committee is charged with ensuring that appropriate policies are developed and implemented, its role is to advise Senate and Council on such activities rather than direct them.

A Senate Committee, the **Teaching and Learning Committee**, is focused on improvement, promoting teaching excellence, and formulating policies to achieve teaching excellence (see also Section 10). Specifically, the Committee aims to:

- advise the Senate on the formulation and implementation of University policies for effective teaching and learning;
- facilitate the development of an appropriate total environment for teaching and learning;
- promote greater understanding within the University of learning processes;
- assess, on an ongoing basis, the effectiveness of policies, programmes and systems relating to teaching and learning and to recommend improvements; and
- monitor the quality of facilities and technology provided by the University for teaching and learning and to motivate new developments where necessary.

The major focus of the Teaching and Learning Committee is *development* while that of the Quality Assurance Committee is *accountability*.

A **Staff Development Committee** was established in 2001 to assist the University in realizing its objectives through promoting and ensuring excellence in staff development (see also Section 8). It is responsible for:

- advising Senate and Council on the formulation and implementation of policy, systems and programmes for effective staff development;
- ensuring consistency in the design, implementation and evaluation of the skills development systems, procedures and programmes;
- raising awareness of the importance and need for effective staff development
- assisting in the identification of development priorities;
- ensuring the provision of effective training and development programmes;
- facilitating the development of an appropriate total environment for staff development;
- linking skills development and employment equity initiatives particularly in terms of the need to redress past imbalances; and
- ensuring that the requirements of the Skills Development Act and Skills Development Levies Act are met.

The **Student Services Council,** 50% of the membership comprising students, is charged with assuring quality in the area of student life (see also Section 7). The Student Services Council proposes policy in areas such as sports administration, student societies, the residence system and counselling and health services, and deals with any problems which arise. Both the Student Services Council and the Students' Representative Council have direct access to management, including the Vice-Chancellor, at any time in order to deal with urgent matters. In addition, students are represented on all major University committees.

The **Dean of Research's office** is tasked with formulating policy and assuring quality in research and postgraduate matters (see also Section 11). Responsibilities include training, development and monitoring of staff and postgraduate students, administration, funding and resource allocation, and the management of associated research institutes. The productivity and quality of research is regularly monitored and the Dean of Research publishes an annual research report detailing activities, publications, statistics, etc of all university related research activities. A **Higher Degrees Guide** (Appendix 17) provides a ready reference for postgraduate students and their supervisors. This booklet sets out the procedures which must be followed by higher degree candidates in that it brings together the University rules, the procedures for examination of theses, and various Senate requirements (such as the guidelines for the supervision of higher degrees).

As already noted, in many respects the **Academic Development Centre** functions as a quality promotion unit. More specifically, it contributes to the assurance of quality by supporting staff in meeting the demands of teaching at a Southern African university with international standards. It does this by running an on-going staff development programme and by providing assistance with curriculum development, assessment and evaluation (see also Section 10).

5.5   University Quality Assurance Philosophies and Strategies

An ethos of individual pride and responsibility is encouraged in that responsibility for

defining the quality of teaching and courses rests with individual lecturers.

In recognition of the crucial role played by **Heads of Departments** in the quality, strategic direction and overall success of the University, a workshop is held bi-ennially for all Heads of Departments in order to share information and to provide HoDs with the opportunity to raise issues of concern or propose strategies for meeting the challenges which lie ahead. Workshops are also held for all *new* HoD's annually in order to familiarise them with their roles and discuss mutual expectations.

Heads of departments are responsible for ensuring that policy requirements are met within their own departments and to this end a **Head of Department's Guide** (Appendix 16) is continuously revised and published annually as a resource for all heads of departments. It provides information on the responsibilities of headship, on recent developments in higher education and at the University, as well as on the various administrative divisions and services offered at the University.

Either the Vice-Chancellor or the Vice-Principal chair **Selection Committees** at the professorial level as well as lower levels falling in their respective areas of expertise. The chairing of Selection Committees is considered to be an important quality assurance activity as the appointment of excellent staff is critical for ensuring that the University meets its objectives.

Appropriate Performance Indicators are provided annually in a widely distributed 'Digest of Statistics' (see also Section 9) and are used to indicate and monitor performance in relation to the University's mission as well as to provide a central source of essential information for those responsible for the planning and management of the University.

Frequent communication is ensured by keeping staff and students fully informed of all quality assurance initiatives and developments via the University website, the Academic Planning and Quality Assurance Office, the internal newsletter Rhodos (Appendix 71), the Heads of Departments' Guide, and reports to Faculties, Senate and Council. Input from as wide a range of people as possible is sought in the development of new policies, the introduction of new systems and the production of review reports. In addition, the following communication strategies are employed.

- The University's senior management, including the Vice-Chancellor, Vice-Principal, Registrar, Dean of Research, Dean of Students and Directors of support services, meets on a weekly basis to discuss administrative policy and management issues.

- A 'Vice-Chancellor's Forum' is included in all Senate and Faculty Board meetings whereby either the Vice-Chancellor or the Vice-Principal provide an update on internal and external developments and respond to questions from the floor.

- The Vice-Chancellor, Vice-Principal and senior management meet monthly with the Deans. This meeting is relatively informal and provides an opportunity for brainstorming, consideration of new ideas, sharing new information etc.

- The Vice-Chancellor visits all academic departments every two years, spending a full two hours in each department. These unstructured visits are intended to provide the Vice-Chancellor with the opportunity to engage with all academics, and provide members of the department with the opportunity to raise issues of concern.

- An Academic Discussion Group, 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 whenever the need arises. This forum promotes interaction and consideration of new ideas which can then be fed into formal committee structures.

- A Vice-Chancellor's staff forum is held every 6 months and all staff are free to attend and ask questions.

- A termly meeting is held between the SRC and senior management at which any issues or concerns may be raised by the participants.

- A University thinktank is held every two years. Executive management, Deans, the SRC President, the Chancellor and several members of Council meet over a three-day period to discuss the effects of the external environment, specific internal issues, and the most appropriate strategic direction for the University.

5.6   Quality Assurance Policies and Procedures

In addition to the overarching Quality Assurance Policy, the Rhodes University **Policy Protocol** (Appendix 34), requires all policy proposals to conform to a standard framework. This ensures essential information is consistently provided and is available to all those affected by the policy. Essential information includes when the policy was introduced, what it aims to achieve, and who has responsibility for its implementation and review.

A Policy Register, which is easily accessible and regularly updated, ensures that all existing University-wide policies are recorded on a central University website (http:/www.ru.ac.za/intranet/policies).

Quality Assurance Policies have been developed in key areas in order to facilitate a high quality environment for teaching, learning and research. The major policies are:

- Curriculum Development and Review (Appendix 21)
- Evaluation of Teaching and Course Design (Appendix 33)
- Assessment of Student Learning (Appendix 32)
- Supervision of Postgraduate Students (Appendix 27)
- External Examining – draft (Appendix 23)
- Plagiarism (Appendix 26)
- Short Course Management (Appendix 30)

Practices and procedures for access and admissions are currently being formalised into a University Policy, and further policies will be introduced as considered necessary.

5.7   External Reviews of Rhodes University

The University has benefited from its experience in undergoing external reviews, beginning with the pilot audit undertaken by the Quality Promotion Unit (QPU) of the Committee of University Principals in 1997. In its self-evaluation report prepared for this QPU audit, the University stated that "Preparing for this first audit has done more for quality assurance at Rhodes in four months than had been achieved in the previous four years." (Appendix 70, p1.)

The QPU's audit report (Appendix 72) was equally valuable in recognising what had already been achieved by the University and in supporting those areas identified in the self-evaluation as needing improvement. It is reassuring to revisit the recommendations made in the 1997 report and to *realise* how far the University has come in addressing its quality improvement agenda and developing a comprehensive quality assurance system.

The external review undertaken of the University's international dimension in 2001 provided a further opportunity to reflect on the institution's mission and goals and on its effectiveness in achieving them. In its self-evaluation for the Internationalisation Quality Rview (IQR), the University commented that "Preparation for the IQR has focused serious debate on internationalisation and quality issues and this debate in itself has already proved valuable." (Appendix 44, p1.)

The 51 page report from the IQR's peer review team (Appendix 44) was well received by the University community and provided an excellent base for the subsequent introduction of an Internationalisation Policy (Appendix 24) and the appointment of a Dean: International Office (see also Section 12). The IQR report stated the University's self-evaluation report was "...very well conceived, with clear statements regarding the intent of the exercise; a very comprehensive analysis of the current position; good supportive appendices; and a high level of constructive reflection." (IQR Report, p7). The report went on to say that "It is thus evident to us that the exercise so far has been of considerable value to the University, not only in terms of the awareness of international issues which it has generated, but also for the discursive culture which has been created which is consistent with an evolving quality culture as was frequently represented to us." (p8.)

5.8   Concluding Remarks

The University believes the **quality assurance system and policy** in place to guide it is working effectively and is appropriate to assist in achieving the University's mission and goals. Whilst fine-tuning of the system and the addition of relevant policies will be undertaken where necessary, the focus in the next review period will be on enhancing implementation and monitoring structures and capacity, and on identifying suitable benchmarking and survey instruments. Further reflections on quality management at the University and plans for the near future are to be found in Section 15.

6. ENTERING RHODES

6.1 Introduction

The University seeks to provide entering students with a highly efficient, seamless and user-friendly process which includes recruitment, applications, admissions, financial aid, registration and orientation. On the whole the University believes that it has achieved this goal and the integrated processes which lead to a student entering Rhodes University provide the institution with a competitive edge. It is however a process in need of constant evaluation and improvement as is indicated below.

6.2 Recruitment

There are two key elements in the University's recruitment strategy. Firstly there is a focus on a set of 'feeder' schools and secondly an attempt to build relationships rather than merely conduct recruitment visits or activities. A recent informal survey shows that students entering Rhodes University are likely to have chosen the institution either because of the influence of family and friends or through the contact they have had with a Rhodes University recruiter. These factors, together with the fact that the University is heavily oversubscribed at undergraduate level reflect on successful recruitment strategies. Over the past four years the University has had to stop making offers of places to new first year students a month earlier than in the year before. For entry in 2005, offers closed in mid-October 2004 and although no growth was planned, the take up of offers was higher than usual and undergraduate numbers in 2005 are 2% up on 2004 (excluding part-time and occasional students), largely as a result of first-years accepting a place knowing that residence accommodation was not available. While this is seen as a positive indication of the growing demand for places at Rhodes University, this unanticipated growth has led to difficulties in accommodating the larger classes that have resulted. To deal with these difficulties, further lecture theatres are being constructed and the number of places in residence is being increased as the University considers it a valuable part of the 'Rhodes experience' that students spend at least one year in the residence system (see further details in the quality development plan in Section 16).

The feeder schools are those from which the University receives a steady stream of applicants. Statistics of the schools from which students come enable the effect of recruitment activities to be monitored and schools which need more attention to be identified. Schools are provided with information packs on Rhodes University and recruitment officers visit schools and get to know Principals and Guidance Teachers. Each year a group of some 35 school representatives is invited to attend a two day programme at Rhodes University which introduces the visitors to senior academics, Deans, the Vice-Chancellor, selected academic departments and the Career Centre. This programme – funded entirely by the University - has been well received and there is a clear relationship between the educators' involvement and the uptake of offers from learners at their schools. Schools are notified when their learners become registered students and when they graduate. The University seeks to cement relationships with feeder schools and the Head of the Career Centre provides guidance workshops in schools around the country. Schools are encouraged to visit the University and busloads do so. Special programmes are laid on for such groups and these often include introductory lectures in selected disciplines. Campus tours are regularly provided for individual scholars and their parents.

The Gauteng Liaison Office has proved to be of great importance in the University's recruitment strategy as the Gauteng area is the largest feeder of new students outside the Eastern Cape. Information evenings are held in this office for the parents of students and those considering sending a child to Rhodes University. Similar parents' evenings are held around the country and are normally addressed by the Vice-Chancellor, Registrar and Dean of Students. These occasions are always well attended and help the University to build personal relationships. In 2005 the University successfully piloted a 'Parents' Orientation Programme'. This day-long on-campus programme gave parents an opportunity to understand what the University is all about and to see at first hand the environment and lifestyle enjoyed by students in Grahamstown.

Schools which are not deemed to be feeder schools are not neglected. They receive comprehensive information packs which include copies of the undergraduate prospectus, the University Calendar, application forms, postcards for requesting further information, faculty brochures etc. If learners from such schools begin to attend Rhodes the University re-evaluates its contact with the school. In the Eastern Cape, the recruitment strategy has been modified to achieve goals including equity targets. The Province is the worst performing in the country in terms of producing matriculants and the 'feeder school' strategy is only really viable in the cities and larger towns where there are well-established and well-resourced schools. However, the University believes that it has an obligation to provide access to as many students as possible from the Province, especially those from rural areas and disadvantaged schools. To this end one recruitment officer, based in Grahamstown, is dedicated to make contact with Eastern Cape schools. All schools with a matric stream are visited and 'top achievers' are hosted on campus each year. They are bussed in for a full-day programme of career guidance, introductory lectures and advice on applications. Admissions fees are waived for such students and some are admitted before the day's programme is over. 75 students were recruited for the 2005 intake in this way.

Disappointingly, an experiment to produce more Black, Eastern Cape maths and science teachers by offering Carnegie-funded BEd scholarships covering full tuition and residence costs was unsuccessful despite having been advertised nationally. Those students with an aptitude for or interest in maths and science are generally attracted to more lucrative and/or high-status careers than teaching.

In 2004, the University re-introduced[6] alternative admissions testing (AARP) at four centres in the Province in an attempt to identify learners with the potential to succeed at University. This initiative resulted in 59 offers of places being made to Black students, of whom 41 were enrolled. Students admitted on this basis will be carefully monitored to assess the efficacy of the strategy. In 2005, alternative admissions testing will take place at an additional two centres bringing the total in the Province to six. Students arriving at these centres to be tested will be provided with information describing avenues of study which might be opened to them as a result of taking the tests. This information has been translated into Xhosa to make it more accessible both to prospective students and their parents.

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[6] Alternative entrance tests had some years previously been administered by UCT on Rhodes' behalf but this was not a satisfactory arrangement and was discontinued.

Perhaps the best evidence of the success of the University's recruiting strategy is that applications have had to close earlier each year, and that the institution is oversubscribed. It should, however, be noted that the University enrolls as many disadvantaged students as it can fund and makes exceptions to the early closing date for South African Black students. Getting closer to equity goals is ultimately a financial aid problem rather than a recruiting problem (see 6.4 for further discussion).

Traditionally, all first year students were placed in residence but with the increase in numbers this is no longer possible. Students in residence are often reluctant to move out even in their senior years and despite the recent completion of four new residences and a dining hall to cater for an additional 252 students, 15% of the new first year intake in 2005 had to find accommodation in digs in the town. Some students prefer to do this and most students in digs live close to campus with easy access to all its facilities.

The recruiting team and the Registrar hold two workshops per year to monitor progress against goals, to fine-tune the recruitment strategy and identify improvement needs. Examples include the production of an undergraduate prospectus (Appendix 3); the editing of all material sent out to ensure congruity; the compilation of a schools booklet (Appendix 73) and the keeping of school-specific recruitment data (Appendix 37). The desirability or otherwise of some of the trends that are developing will require debate and decision making during the course of 2005. In the past two years serious attempts have been made to attract more Science and Pharmacy students and to increase the number of disadvantaged students. Science numbers have increased slightly and Pharmacy is now at capacity, while the newly introduced extended studies programmes and the AARP tests have enabled the University to attract more disadvantaged students. However there are issues to be addressed. Among these are:

- At 25%, is the percentage of international students too high?
- Should these numbers be limited to make way for more Science students? Where would these Science students come from given that the Eastern Cape produced only 1472 passes on the higher grade in Physical Science in 2004?
- The University can recruit more Black students than it actually registers – the limiting factor being funding. What is to be done about this?
- There is great pressure for more places for women in residence. Should the University convert more men's residences into residences for women? The proportion of female students is already 58%. Is there need for affirmative action in favour of male applicants?
- Should senior students – 3rd year and up – be required to move out of residence to make way for first-time entering undergraduates? This will require careful consideration as the present mix of senior and new students is considered to be a valuable part of retaining leadership and stability in the residence system.
- The rapid growth in class sizes is putting pressure on teaching venues; should the University aim for zero growth for the next few years?

6.3 Access

The admissions process is highly efficient and letters from highly satisfied parents and students are regularly received (see Appendix 65). The point system of grading school-leaving

examinations is used and 'prelims' are also graded if the school is known to the University. Applicants who have sufficient points to qualify for what is termed 'automatic' admission are sent letters of acceptance within 24 hours of applications being received. In some faculties these are final acceptances (subject only to the matriculation requirements), in others they are provisional upon the achievement of the same or better points in the final examination. Where prospective students do not qualify for automatic admission, their application is referred to the appropriate faculty Dean. Deans exercise their discretion in admitting or rejecting applications on behalf of the Faculty Board. Deans take a number of factors into account including the English mark, place in class, leadership positions held, choice of subjects, Principal's recommendation and the written work required as part of the application. Special attention is given to whether or not the student is from a disadvantaged background and preference is given to such students.

The University acknowledges that the use of automatic admissions criteria based on points tends to favour students from well resourced schools. The University therefore also uses alternative admissions procedures, primarily interviews, to identify promising Black students from disadvantaged schools. This method has proved relatively successful in the past but will become less of a factor as the university proceeds with the AARP tests (see Section 6.2). The major challenges to the admissions procedures are the grade inflation in the school leaving examination which makes the points system less effective, and finding more effective ways of identifying promising Black students.

With respect to the Recognition of Prior Learning (RPL), the University does not yet have a formal policy. However, the following approach is taken, and will be formalised in the University's Admissions Policy[7]:

- 'Prior learning' at Rhodes University may refer to either or both formal learning programmes and experiential learning where a range of skills and knowledge have been mastered over time in a variety of contexts outside formal education.
- The recognition of prior learning is not restricted to a defined list of purposes. Most commonly, prior learning is considered for entrance to a formal learning programme, usually at postgraduate level, or for the placement of students transferring from other higher education institutions. However, prior learning may also lead to credit for formal coursework leading to a qualification. It is also taken into account in the selection and appointment of staff.
- The assessment of prior learning is undertaken on a case-by-case basis, usually by the Dean and/or Head of Department of the Faculty concerned, or by the Registrar and a recommendation is then made to Senate. A significant number of students who would not normally qualify for admission on the 'points' system gain access to the University in this way, and their success rates are encouraging.
- As relatively few requests for prior learning to be recognised occur - the Registrar has not encountered any such requests at the undergraduate level in the past few years - it has not been considered necessary to have a separate policy for RPL and the University

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[7] The University has been reconsidering its admissions criteria and procedures over the past two years but decided to wait for the Further Education and Training Certificate (FETC) regulations to be finalised before formalising its policy on admissions and RPL.

would like to maintain the principle of discretionary judgements made according to the circumstances of individual applications.

A detailed analysis of the students' results on the alternative entrance tests - compared with their entry-level Swedish Points and their results in the 2004 June exams - is currently being undertaken. The outcome of this exercise will be used to inform decisions about the future use of alternative entry admissions procedures.

Issues relating to access and admissions are surveyed each year amongst the students who have recently been through the process. In 2005, 57% described the process as super-efficient and 43% as efficient. Not one respondent described the process as slow or not up to scratch. Responses from parents were equally positive.

6.4 Financial Assistance

The University's goal is to provide an appropriate level of financial assistance to all needy students who qualify in terms of the NSFAS means test and the University's academic criteria. In practice, all needy returning students are assisted first and the remaining funds are used to assist entering students. This policy has both positive and negative consequences. On the positive side, students in the system will continue to receive financial aid at roughly the same level each year for as long as they progress academically. In consequence there has been no student unrest in terms of financial aid. The negative consequence is that this policy limits the funds available to first-time entering students.

In addition to the funds received annually from the NSFAS, the University Council allocates funds for student financial aid. In 2005, R6.9 million was received from the NSFAS and R6 million from Council – a 55% increase on 2004. Regrettably these sums were not enough and the University faced the potential loss of some 30 promising Black students. Fortunately, these students were accommodated by agreed overspending on the financial aid budget but the lack of funds remains a problem.

Students are awarded financial aid packages according to need. The University calculates what 'own contribution' a family is able to make and then offers an aid package which provides for everything else. The neediest students pay only tuition and residence deposits (R900 in 2005) and receive full tuition, residence fees and a book allowance. For students who are academically successful, 40% of the package becomes a bursary and the remaining 60% becomes a loan to be repaid to the NSFAS and the University Council. The administration of the scheme is done by an administrative officer who reports to a Financial Aid Committee which is a sub-committee of Senate. All allocations are made in terms of an agreed set of criteria and an appeals procedure is in place. Reports are made to the NSFAS and other sponsors annually. The office is audited by the NSFAS annually and has been consistently judged as 'very good' or 'excellent' (see Appendix 69).

6.5 Registration: Requirements and Process

In 1998 the registration process was re-engineered and each subsequent year has seen further improvements aimed at a process that is efficient and fast. On arrival at the campus, students produce proof of identity and register by checking contact details already entered on the

computer system before being given a registration certificate and a student card. International students must, in addition, produce a study permit and proof of medical insurance. The registration programme registers students on the meals system, provides them with network access and records them on the university database. Checks relate to possession of all the necessary documentation, that fees have been paid, matric results have been verified and a residence room has been allocated. No 'walk-ins' are normally possible. The entire registration process can be over in 30 minutes and there is very little queuing.

The administrative process is followed by an academic registration later in the week, after first year students have had the opportunity of attending a series of introductory lectures aimed at assisting them in compiling a curriculum. The academic administration is not as efficient as the administrative one and long queues have occurred. In 2006 the two large faculties - Humanities and Commerce – will experiment with a new automated process. In the past few years some students have been 'pre-registered' academically and have not needed to attend the academic registration. This procedure will be the basis of the new process: one that is aimed at making the system more user-friendly and efficient without sacrificing the important role that Deans play in ensuring that individual subject selection is sensible and that their choices will work not only in year one but also in subsequent years of their studies. The SRC is also involved in registration, welcoming students and eliciting comments from first-years on how the process is going.

Every year a 'post-mortem' meeting, including SRC members, is held to evaluate the registration process. This ensures that weaknesses in the system are identified and steps are taken to avoid the re-occurrence of problems. Steps taken at the beginning of 2005 to improve the system include:- the opening of an office in Harare for three months; better management of the call centre; installing a 'red' telephone for incoming international calls; using underemployed (at that time) departmental secretaries in the student bureau in January; and the creation of an electronic notice board.

6.6 Concluding Remarks

The University has created a seamless administrative process which engages with potential students while they are still at school and takes them through to the point where they are fully registered students of Rhodes University. In the course of this process the University goes out of its way to build relationships, not just with the students themselves but also with their parents, school teachers and school principals. The system works well, but like all such systems which are built to manage processes involving people, there are always new problems to solve. Regular evaluation of the process takes place and every year improvements are effected. Some of the challenges faced result from changes in the external environment over which the University has no control. Examples would be the grade inflation of school results, the forex crisis in Zimbabwe (which affects the university's ability to implement a policy on minimum initial payment) and the no-show phenomenon in respect of residence occupation (like the airlines, the university has to overbook but sometimes more people than expected turn up).

7. THE CAMPUS ENVIRONMENT

7.1 Introduction

As noted in Section 3, Rhodes University has for decades gone out of its way to do more than provide a high quality education; it aims to provide its students with a multi-faceted and well-balanced educational experience in the belief that this will help to turn out well-balanced graduates. It also sets out to make the student experience of university life in Grahamstown a satisfying and enjoyable one. In 2000, when the University produced its first formal vision and mission statement, this thinking was very much to the fore and two of the mission statement bullets now read as follows:

- 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 development of our students, the university and the region as a whole.

The University built these issues into its mission, firstly because it believes that they are important and secondly because they are defining characteristics of the University.

The relevant philosophy is simply stated. Whatever the quality of the teaching/learning experience, there is a series of environmental factors which directly impinge on how well a student will do at her/his studies. In this context the word 'environment' is used in its broadest sense to encompass not only the physical environment but also the human environment – the socio-economic, cultural and political environment. We are all aware that some students, particularly in the South African context, have to commute over long distances and live and study in difficult and sometimes dangerous circumstances. Often they have to fend for themselves and are seriously constrained in doing so by a lack of finances. In short, day-to-day survival is time consuming and often stressful and likely to have a negative impact on the quality of academic work in the short-term and ultimately on academic achievements.

Often there is very little that a university can do to ameliorate living conditions experienced by some of its students but it has to be acknowledged that environmental stress is reflected in pass rates, throughput rates and retention rates - statistical measures which are of direct concern in higher education. For this reason it is argued that, insofar as it is possible, universities carry the responsibility to create favourable environments in which students can live and study. The fact that the majority of Black students at Rhodes University live in a residence or are sponsored participants of the ResLink system[8] is considered a major advantage and is believed to contribute to the high success rates achieved by Black students at Rhodes.

Students arriving at Rhodes will therefore encounter a safe and nurturing environment which is conducive to good scholarship and which aims to foster their all-round development.

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[8] The Reslink system was introduced in 2005 to link first-year Oppidan students who couldn't be accommodated in the residence system, to a Hall of Residence. Participating students are required to pay only for meals eaten at the residence, and are encouraged to take part in all residence activities and to attend residence functions and meetings.

Currently some 50% of all students live in residences on campus and the balance live in 'digs' in the town – the great majority within 2 km of the campus. Most of the staff also live within the town so that almost all of the student body and the staff have easy access to university facilities and amenities 24 hours a day. Current DoE statistics (*Education Statistics in South Africa at a Glance in 2002*, DoE, Pretoria, 2004)) demonstrate that the Rhodes University pass rates are amongst the highest in the country for all groups of students and there can be little doubt that the provision of an attractive and supportive environment with good facilities contributes to this happy situation. With the above thinking in mind, this section describes and evaluates the many policies and systems that have been set in place in order to provide an environment which will enable students and staff to perform to the best of their abilities.

Safety on Campus has come increasingly under the spotlight as various serious incidents have occurred in the past few years which have challenged the notion of the campus as a safe environment. A special task team was established in 2004 to investigate the situation and external experts in the field were invited to visit the campus and assess the risk levels. Following feedback from the experts (who concluded that the Campus Protection Unit was amongst the most efficient and effective in the country) and after 324 submissions were received from staff and students, a report was provided to the Vice-Chancellor in late 2004. Since then, the following improvements have been or will be made:

- 42 new security lights and six panic buttons have been installed at strategic points on campus.
- Cameras have been installed to monitor activity and provide evidence should a crime take place.
- "Blue routes" have been successfully established which provide a safe route for pedestrians by ensuring good lighting and regular patrols by campus guards.
- A Campus Security Committee has been established to deal with ongoing security issues.
- A special web site will has been set up to provide crime statistics, comparative data and reporting channels.

In line with its slogan 'Where Leaders Learn' the University strives to provide leadership training and opportunities in all spheres of University life. Access to these opportunities is provided by the nature of the residential system and the University's inclusive committee system, and is greatly facilitated by the smaller number of students competing for leadership positions relative to the larger urban institutions. Students are encouraged to play an active role in, for example, Hall and House Committees, student societies, Senate committees, faculty boards and departmental sub-committees, peer counseling and mentoring, sub-warden selection committees, sports administration, student discipline, Oppidan support services, festival and conference administration etc (see Appendix 49 for further details). In addition, some residences have introduced leadership development programmes and sub-wardens and senior students are required to attend leadership training camps during which various theoretical and practical aspects of leadership and team-building are explored.

7.2 Life in Residence

The Residence system at Rhodes lies at the heart of the University. Until recently, it was a requirement of the University that all new first year students spend their first year in residence.

Given that 96% of the new students are from outside Grahamstown and the great majority have just left school, this rule made sense. However, the popularity of residence life – as compared with life in digs – has increased in recent years and second and third year students are reluctant to move out to make way for new students. As a result some 15% of the new intake in 2005 could not be accommodated in a university residence. To some extent the increasing demand for places in residence is a reflection of the steady increase in the proportion of Black students on campus. Black students experience some difficulty in finding accommodation in the town (due to the unfortunate continued prejudice of some local landlords) and also express a strong preference for living in single rooms in a residence which provides three meals a day. In addition, it is usually a requirement of external bursary support that the recipient lives in residence. The University would like to have all first years in residence as it has long proved to be good practice but the costs of providing accommodation at the high standards that the university sets itself are becoming prohibitive. In 2003 four new residences and a dining hall accommodating 252 students were completed at a cost of R32 million. The overall cost of this development was R127 000 per student. Even without the dining hall the cost per student was R103 000. Without state subsidy for building projects, these costs ultimately have to be recouped within the residence system and are reflected in residence fees across the system.

A recent residence publication makes the following statement about the system:- 'One characteristic in particular makes Rhodes University a very special community – its residence system.' Over 2700 students live in Halls of Residence. Each of the nine Halls comprises several Houses (residences) grouped around a Dining Hall. Each Hall has its own constitution, rules and traditions and each residence has its own ethos and character created by the students who live there. In order to maintain an environment conducive to producing well-rounded graduates, the residence system aims to:

Provide a caring, nurturing environment
- which fosters academic success and personal growth
- which is free from discrimination, intimidation or harassment
- which is clean, safe and secure
- in which there is respect for, and safety of, personal property
- in which the rules are fair and just and sufficient to maintain an orderly environment conducive to effective learning, research and community life.

And to be a community
- which embraces diversity
- which recognises the unique value of each of its members
- whose members are proud of their residence, hall and university
- whose members share the responsibility for supporting the mission statement of the residence system
- whose members receive due support and recognition for their contributions.

Staffed by wardens who are
- dedicated and committed to their residence, hall and university
- committed to establishing an atmosphere which is conducive to academic study and personal growth

- provided with appropriate skills and developmental training
- supported by a responsive, empathetic and efficient administrative system.

The philosophy behind the residence system at Rhodes University has long subscribed to the transformative understanding of quality where the student is an active participant in a process which aims to 'add value' to his or her educational experience. Although the University has done no formal research on the topic, long experience has brought it to the same conclusions as the seminal work by Pascarella and Terenzini in 1991[9] which concludes that 'university environments which have the strongest impact on cognitive development and persistence are typically the result of purposeful, programmatic efforts to integrate students' intellectual and social lives during their university years. Student change and development is most influenced by complex, interactive, sustained academic *and* social experiences'.

Saleem Badat, in a 2001 address to the inaugural conference of SAASSAP[10], made the point that 'students are not products, customers, consumers, service users or clients but active participants in the educative process' and that the tertiary education experience should aim at an ongoing transformation of the participant.

The aims and philosophy of the residence system at Rhodes University are easily stated. The real question is the extent to which the university achieves these aims; the way in which it monitors life in residence and its ability to intervene and correct imbalances in the system. A student arriving at a residence from the registration hall will be met by the Warden, sub-wardens and members of the house committee, who will set about introducing him/her to residence life. This initial contact with the wardening staff continues on a daily basis. The ratio of wardening staff to students is currently 1:17 and in many cases every student in the house is known to the wardens and sub-wardens. The wardening staff eat most of their meals with students, know them by their first names and are usually the first to know when a student is troubled in some way. It is this close contact between students in residence and the wardens and house committees that provides constant feedback to the university as to how the system is working and where there are problems to be addressed.

Periodically, monitoring of the residence system takes place in a more formal way and the interested reader is referred to a 2005 Report on the 'Quality of Residence Life' (Appendix 51) based on an extensive questionnaire survey of students in residence and authored with significant student input. The report describes in detail student responses to a range of questions about life in residence. It deals with issues such as
- Satisfaction with the system as a whole
- The extent to which a spirit and sense of community exists in residence
- The opportunities created for leadership positions
- The effectiveness of house committees
- Problems related to the abuse of alcohol
- The use of drugs
- Noise as a problem

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[9] *How College Affects Students*, Jossey-Bass: San Franscisco, 1991
[10] *The Future Landscape of South African Higher Education: A Far/Foresight Exercise.* Address by Saleem Badat to the South African Association of Senior Student Affairs Professionals Inaugural Conference, 2001, available at http://www.naspa.org/communities/kc/uploads/Badat.pdf

- Attitudes towards diversity
- Racism and xenophobia
- Housekeeping services
- Maintenance
- Catering
- Safety

For the most part, the Report is highly positive but it does indicate areas of concern to which the University must give attention. The great majority of students are happy in residence and do feel part of a supportive community. However, the percentages of students who have witnessed incidents of sexism, racism, homophobia and xenophobia leave no room for complacency. The first twelve pages of this bulky report provide an overview of its findings and are well worth reading. The report has been made available to all students and is currently under discussion in each Hall and at the Board of Residences Committee.

7.3 Student Support Systems

Once new students are registered at the University and have found their place in residence (or in digs in the town) they become the 'active participants' in the multi-faceted educational experience provided by the University. This experience usually provides students with more choice than they have ever faced before and this can be quite bewildering for them. Decisions have to be made on all fronts: on academic programmes, on social, sports and cultural activities and ultimately on personal discipline and life style. Inevitably, things can and sometimes do go wrong and the University provides a safety net in the form of a wide range of student support systems. In the interests of brevity only a brief outline of these systems is provided in this report. Readers requiring more detail should refer to Appendix 49 which provides an 'Outline of Student Support Systems at Rhodes University'.

The main elements of the support system are listed below.

- The residence system (already described) with its wardening structures and residence governing structures – the Board of Residences and Hall Committees
- The ResLink system – which provides first-year Oppidan students with the opportunity to have their meals in a residence and to participate in residence activities
- The meal booking system – which offers a choice of 8 diets
- The residence orientation programme which introduces new students to life in residence
- The Oppidan Council and Committee which provides facilities and support for oppidanis – such as an accommodation bureau, an office, secretary and common room on campus
- Counselling services – via residence wardens, SRC counsellor and the Counselling Centre of the University
- Career guidance services – including career development workshops and graduate placement programmes
- Dean of Students office – concerned with the administration of the residence system and on-campus student facilities – and quality assurance of these. Provides the services of an 'ombudsman' for students.

- Student Services Council – Senate committee with strong student representation which may make recommendations in respect of any aspect of student life on campus.
- A Sanatorium – provides primary health care, HIV/AIDS testing and counselling, first aid and contraception services
- Leadership training and team-building programmes
- The Sports Administration – management of all student sports clubs, with strong student involvement
- The Students Representative Council – represents student interests and manages all student societies and cultural activities
- Student Disciplinary Committee – handles student disciplinary matters and has an appeal system
- International Office – provides support to international students
- Student conference and events support – support provided by conference office and catering services
- Vacation employment service – assists students in finding vacation employment
- HR Division's student employment system – assists students in finding employment within the University
- Community involvement/outreach programmes
- Campus Protection Office – responsible for campus safety, 24 hour patrols of campus and assistance at events
- Student transport services – provides transport for student functions off-campus, transport to and from campus at vacation times and emergency transport.

The question remains: how does the University know that all of these systems and structures are working? Firstly, almost all of the above structures enjoy strong student representation and participation and have reporting lines to senior management, Senate and Council. Issues of concern are documented, recommendations on action are made and the responsible officer has to implement appropriate action and report back. The success or otherwise of the system is reflected in the documentation and in the levels of satisfaction expressed by the students for whom the services are designed. In addition, the SRC conducts hand-over sessions to newly elected Councils and assistance is provided to ensure that new members are aware of their responsibilities and of the University's reporting structures.

From time to time formal surveys of student opinion are undertaken. Recent surveys have included:
- A Student Services Council survey of undergraduate and postgraduate student experiences at Rhodes University
- A survey of the expectations and experiences of first year students at Rhodes University
- A report on the use of alcohol and drugs on the Rhodes University campus
- A survey of the expectations and experience of MBA students at the Rhodes Investec Business School
- The Quality of Life survey of residence students

The University also conducts regular reviews of its administrative divisions in parallel with its reviews of academic departments (see Section 9). For such reviews each administrative division has to prepare a self-evaluation report covering all aspects of its areas of

responsibility. Such reports are presented to a Peer Review Committee which evaluates reports, provides feedback and makes recommendations to Senate and Council. In addition, quarterly meetings are held between the Vice-Principal and all Hall Wardens, who also have to produce annual reports which are carefully evaluated by the Dean of Students. Feedback is also provided by occasional questionnaires on such issues as the catering services.

Plans for changes and interventions to effect improvements are constantly being made and revised. This is illustrated by the following recent examples.

- Following discussion at the Student Services Council, a harassment policy was formulated in 2000. It is encouraging to note that in a 1999 survey 18.6% of respondents indicated that they had experienced some form of harassment but in the recent residences survey, this figure had dropped to 10%.
- The number and racial profile of nursing staff in the Sanatorium has been addressed in response to student suggestions.
- Following representations from students the University initiated the ResNet project. Currently nearly all student rooms are or can be net connected.
- In addition, a pilot project is underway to test the feasibility of providing "soft" (voice-over Internet protocol) phones to ResNet users. The software runs on a student PC using an open source software product to link the PCs to the University PABX system.
- Following comments on the lack of self-catering accommodation for senior post-graduate students the University purchased the Settlers Motel and converted it into a facility exclusively for post-graduate students, the Gavin Relly Postgraduate Village.
- A plan is underway to convert the current Student Union to a dining Hall for all Oppidan students.
- Arising from concerns expressed about the deteriorating relationship between the University and townsfolk caused by the misbehaviour of Oppidan students, the post of Oppidan Hall Warden was created.

7.4 The Academic Departments

Rhodes University provides a classical education with an emphasis on formative disciplinary based programmes of study which are located within academic departments. Students engage with departments on a daily basis in their journey of learning through the University. It is a critical encounter that influences the way in which the University is experienced by students and the impressions they form about the University as a whole. Departments at the University take great care in creating a supportive academic environment to accommodate a wide range of students. In many ways the department becomes their home while at Rhodes as students attach themselves to different departments especially from second year onwards. The relationship between students and departments is one of the distinctive features of Rhodes University. Students at Rhodes are not merely numbers and staff members in departments get to know and understand the students entrusted to them. There is a two-way causal link between the environment created by academic departments on the one hand and the manner in which a wide variety of students inhabit this environment and enrich departments. Students are encouraged not to be passive receptors and they have the opportunity to play an active role in the general ethos of departments. In this way students develop a sense of ownership of

departments. They are committed to academic departments because they have invested so much of themselves in them.

At the start of their academic careers students are advised on subject choices by the relevant Faculty Dean each of whom has a global understanding of the fields of study within their faculties, and an appreciation of the many pitfalls in the selection of courses. Good advice from Deans means that relatively few students change courses midway through their degrees and this direct access to senior and experienced academics epitomizes the advantages of a small university. Once in a department, students are provided with handbooks (Appendix 61) to guide them through the maze of regulations which inevitably accompany university education. There are also course coordinators and tutors to assist students in understanding the structure and functioning of departments and the expectations that departments have of their students.

There is a clear understanding in the University Senate that the University is only as good as its academic departments and that the departments are only as good as the individual staff members. Each staff member is made to feel that s/he is an intrinsic part of the institution and responsible for its reputation. A very high proportion of staff members at Rhodes University feel a sense of pride in being associated with the University and their loyalty translates into a willingness to go far beyond the call of duty. Students readily sense this commitment and form attachments with departments. Ongoing links between academic departments and their alumni are numerous.

Students enter a bewildering world when they come to university. Things are made much easier for them in departments where an environment conducive to learning is created. In this regard, the intimacy of the place allows for a great deal of pedagogic intervention both for the excellent student and for those who appear to be at risk of failure. There can be no doubt that the academic departments play a major role in creating the educational experience that is found at Rhodes University.

7.5 Academic Support for Students

Academic Support at Rhodes University dates back to the early 1980s when a programme was established to assist the, then, small number of English second language students entering the University. This early Academic Support Programme focused on the provision of 'ASP' tutorials, a credit-bearing English Language for Academic Purposes (ELAP) course and the use of various mentor programmes. Over time it became apparent that this essentially 'commonsense' solution to the problem of 'disadvantage' was far from ideal, not least because the additional tutorials and sessions placed a further burden on students who were already struggling to cope with the mainstream curriculum. Transfer of skills taught in the additional classes was also a problem and academic support staff soon became aware that their efforts alone were insufficient to address the needs of the students they worked with. As the programme was very expensive to run and was largely dependent on soft funding, it also became clear to senior management that the approach was unsustainable in the long term.

As a result, attempts were made in the 1990s to 'infuse' what by then had become known as 'Academic Development' into mainstream work. Academic Development staff were located in faculties and departments in order to integrate student development with curriculum and

staff development although a small number of posts were retained in an Academic Development Centre (ADC) which provided guidance and leadership to the overall project.

In 1998, and following a major review, the ADC was realigned within a quality framework and charged with the responsibility of supporting *staff* in meeting the requirements of the Rhodes policies on teaching and learning which were being developed. The policies acknowledge the need of all staff to work with diversity and effectively make student support the responsibility of all teaching staff and not of a specialized adjunct level. A small number of Academic Development staff located in faculties, however, have continued to work with students and staff on teaching and learning issues in a contextualized way. The first port of call for a student in need of additional help is therefore the lecturer who many then refer him/her to an academic development specialist based in the department or faculty.

Student support is also provided by means of a well-established tutorial system run by departments. The ADC offers tutor training and in recent years this has been formalised by using a unit standard on the NQF for training purposes. In 2004 a cohort of Journalism students left Rhodes University with a qualification in tutoring in addition to their degrees, which may add to their marketability. Most departments manage their tutors carefully and evaluation of tutorial programmes is conducted along with that of course delivery and design (see Section 10).

In common with many other HEIs, Rhodes University also offers what have become known as 'Extended Programmes with an Integrated Foundation Phase' in three faculties. The Commerce Faculty has run an extended programme for the past ten years, and in 2003 existing foundation provision in the Faculties of Science and Humanities was re-structured to meet the extended programme model. Such programmes extend the time taken for a degree by one year. In effect the normal 360 credits required for a degree are spread over four years and are supplemented by 120 credits of support and development making for 480 credits of structured tuition. Students are selected for enrolment using a range of procedures. In 2004, AARP tests were used in conjunction with interviews along with predicted and actual scores in the Senior Certificate examinations. In 2004 the University received a grant of R5.8 million from the DoE to grow its extended programmes. These programmes were then moved out of Faculties into an Extended Studies Unit (ESU) operating under the auspices of the ADC. A significant advantage of the centralization of these programmes is that cohort studies looking at graduation and throughput rates in relation to admission criteria will now be easier to conduct.

Students placed on Extended Programmes are often reluctant initially to accept the need for an additional year's study. To address this, from 2005 all students allocated places on Extended Programmes are provided with a special information pack explaining the reasons for this placement and the programmes in which they will be enrolled in detail. An Administrative Officer located in the Extended Studies Unit is also available to answer individual queries with specialist information.

In 2003 funds were raised for the provision of mentors for students enrolled on extended programmes. Mentors are carefully selected senior students who are not necessarily academic high flyers but who have successfully made the social transition to university life. Mentors and protégés (the preferred term for students in a mentoring relationship with a senior student) then meet on a one-on-one basis throughout the first semester. Training for mentors is

provided by the ADC and those who qualify are awarded a Rhodes University Certificate in Peer Learning Facilitation which has value in the workplace. The mentoring initiative is evaluated on an on-going basis and changes are made as a result of the insights which emerge from the evaluation process (see Appendix 82, TAI Mentoring Initiative Report).

In recent years, the growing need to provide support for postgraduate students has become evident. Rhodes University is an attractive destination for postgraduate students with first degrees from other universities where students have not had the benefit of the kind of teaching and learning experiences available to Rhodes University graduates. In response to this need the Department of Journalism and the Rhodes Investec Business School have introduced structured support and development into their master's programmes. In addition, soft funding has also been used by the ADC to run a 'Writing Respondent' programme at postgraduate level. This programme uses trained respondents (see Boughey, 1995[11]) to provide written questions in the body of students' texts indicating where further clarification is needed, where ambiguity exists or where a claim or statement can be challenged. The programme has been supported by workshops aimed at students and their supervisors which look at ways the supervisory process can be used to develop writing proficiency. The need for the Writing Respondent programme was affirmed in the 2005 Academic Review and the Dean of Research has been asked to investigate ways in which this can be funded in the future.

In spite of some initial resistance, the replacement of the old student support model with a focus on staff and curriculum development now seems to be accepted. As Annual Reports show, staff from all disciplines do consult ADC staff on matters related to their students' learning and the design of their courses and modules quite extensively. In 2004, for example, the ADC provided a total 658 consultations to academic staff. This figure was slightly up on the 2003 total of 624. The focus in these consultations is not on what ADC can do for students but rather on what the academic staff member needs to do in relation to his/her teaching, course design or assessment. The willingness to consult in this way needs to be seen as part of the much increased 'buy-in' to thinking about teaching and its rise in status at Rhodes University which will be discussed later in this document.

Evidence that this approach to student support is effective is to be found in Table 1, which compares the success rates of 'disadvantaged' students (those students on the National Student Financial Aid Scheme) according to race group, with the success rates of all students at Rhodes University in a given year. In addition, the overall success rate of NSFAS students at Rhodes University - 82% in 2004 - compares very well to the 2004 national average of 74%.

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[11] Boughey, C. 1995. *The UNIZUL writing respondent programme: An alternative to a traditional writing centre.* Proceedings of the Annual Conference of the South African Association for Academic Development, November 29 – 1 December, 1995. Technikon Free State, Bloemfontein.

Table 1: **RU UNDERGRADUATE STUDENTS ON NSFAS*:**
% CREDITS PASSED OF CREDITS WRITTEN

YEAR	Asian %	Black %	Coloured %	White %	RU Average %
2000	81	79	86	96	83
2001	79	77	86	95	82
2002	86	78	92	91	84
2003	83	79	81	93	82
2004	83	77	84	95	82
All RU 2004	82	82	84	90	86
National Avg 2004					74

*National Student Financial Aid Scheme

7.6 Student Administrative Services and Records

Several sections of the Registrar's Division deal with student administration such as records and academic data capture but student interaction with these services is via the Student Bureau – a 'one-stop-shop' for student services. Most of the administrative services dealt with in the Bureau can be accessed electronically via the web using ROSS (the Rhodes Online Student Service). Using this service students can securely request information, view their academic records or fee accounts and provide information such as changes of address. Those needs which cannot be addressed electronically are taken to administrative staff in the Bureau trained to deal with all normal routine enquiries. Occasionally there is the need to refer a student to a senior member of the Registrar's Division.

For each student there is an electronic academic record compiled from the 'Protea' database. The record indicates the qualification for which the student is registered, courses taken per semester and the results achieved. Notes on the record indicate details such as academic probation requirements, warnings about inadequate progress, disciplinary action etc. Wardens also have access to students' academic records as they are expected to intervene where problems arise and suggest ways to the student of improving the situation. The record can be viewed or printed in two forms; either as an academic transcript or as a full record with all notes attached. Only Deans and senior members of the Registrar's staff are able to alter or add information on the database. Various levels of security are in place and audit trails are undertaken on a regular basis. Currently only three people are authorised and able to award qualifications on the system and then they are required to have a paper record showing the source of the decision. All examination results on the Protea database are backed by hardcopy schedules signed by a Head of Department and reported to a Faculty Board. Any subsequent changes require the authorization of the Registrar or a Dean of Faculty. Individual students are

able to access their records electronically and no information is given to third parties. Requests for datasets require the authorization of the Registrar. The award of a qualification on the database leads to the production of a degree parchment at graduation and the appropriate entry in the graduation programme. The production of parchments and the graduation programme is tightly controlled and forgeries would only be possible if there were collusion involving at least four people including the Registrar.

The Registrar's Division is continually seeking more efficient and convenient ways of providing administrative services. For instance, examination results are now sent by SMS to those students who request the service. Alternatively they can be accessed on ROSS or on an automated telephone system. The effectiveness of the Bureau is constantly monitored by way of feedback cards and staff meetings are held twice a week to discuss problems and keep up to date with changes to rules or procedures. The Gauteng office functions as a mini Student Bureau during the long vacations. In short, the Bureau is operating well and students are generally satisfied with the service provided. The major difficulty is the uneven workload characterized by major peaks of activity occasioned by events such as admission, graduation, examinations etc. During some of these peaks it has not been possible to provide a satisfactory service and urgent steps are being taken to improve matters. These include a new document management system, a fax server, an electronic noticeboard and additional student assistants in the Student Bureau.

7.7 The Physical Environment: Infrastructure and Facilities

The physical environment at Rhodes in Grahamstown has long been one of the University's strong points and is certainly a recruiting factor of note. Many students or parents who visit the campus during the National Arts Festival decide to return as students or send a son or daughter to the University. Numerous buildings on campus are of historical interest and several are declared historical monuments. The main administration building was designed by Herbert Baker who won an architectural competition for the design of the building in 1933. The many buildings on campus cover a wide range of architectural styles but they are all painted in the same livery and the whole system inter-relates remarkably well. Visitors from across the globe comment on the attractive nature of the campus and the university goes to great lengths and considerable cost to keep it that way.

The **Estates Division** is responsible for the upkeep, safety and security and development of the entire physical environment and in effect has the responsibility for a sizeable portion of Grahamstown. This includes everything from the roads and electricity supply on campus to the erection of buildings and the maintenance of a sophisticated range of services. For the most part the campus is exceptionally well maintained and in full working order. Appendix 14 provides an outline of the administrative and control systems in place to monitor the functioning of the Estates Division. The Joint Physical Planning Committee, the Major Projects Committee and the Aesthetics Committee also play an important role in monitoring the quality of the physical environment.

The best evidence to support the above claim is gained by visual inspection and members of the audit panel are encouraged to take a walk around the campus and reach their own conclusions. Documentary evidence is available in terms of worksheets and the quality monitoring of work done on campus and through customer evaluation forms filled in by

students, heads of departments, residence wardens and other such persons responsible for some aspect of campus life. There are also regular minuted meetings with various campus stakeholder groups such as the SRC and these often reflect the pride which students and staff take in the campus.

The Estates Division is also responsible for space management on campus and its most recent Integrated (physical) Development Plan for 2003-2008 sets out the need for further physical development during this period. The plan includes a long list of facilities that are to be refurbished and also a priority list of new facilities that will have to be developed in order to accommodate the growing student population. Despite the completion in 2000 of the Eden Grove Building which provided much needed additional lecture theatres, seminar rooms and conference facilities, a high priority is again being placed on the need for additional lecture theatres.

Numerous facilities support academic, cultural , administrative , sporting and religious life on campus and persons with an interest in a specific facility and the effectiveness of its functioning are invited to enquire of university authorities. By way of example attention is focused on two facilities critical to university life: the Library and the Information Technology Division.

The **University Library** offers a professional service in support of academic programmes. It aims to meet the information needs of staff and students (and thereafter the wider community) through providing ready access to a rich print collection and a wide selection of electronic information resources. Given the smallness of the University campus, the library is able to offer a more personal service than might be found where student populations are much larger.

Material is kept up to date by a partnership between academic and library staff to order resources to support teaching and research programmes. The Library tries to ensure effective use of the resources with an evolving Information Literacy programme and subject-related tutorials on the use of the electronic research databases. Library staff also mount displays on some course assignments showing students the wealth of information available and how to access it.

For disadvantaged students, special 10 week contact courses have been developed by library staff in consultation with the co-ordinators of the Extended Study Programmes for Commerce, Humanities and Science. The effectiveness of Library courses and tutorials is measured by questionnaires for all participants administered and analysed by the Academic Development Centre. So far all feedback has been overwhelmingly positive.

During term time, the Library is open 7 days a week and on week nights (80 – 90 hours per week). Hours are extended during swot weeks and exams. During vacations the Library closes at 17h00 and on Sundays. A 24-hour study is available after the Library closes, and is used by students at all hours.

While the University Librarian attends faculty meetings at which Library issues are discussed, the Library is not directly represented on any University committees dealing with new programmes and sometimes has to play 'catch up' to meet the information needs of new specialities, although the broad range of electronic resources already subscribed to often

suffices. All Library policies have to be approved by the Senate Library Committee and Senate.

The Library monitors the use of the collection on an ongoing basis. For the print collection we have charts comparing the total number of books held in each Dewey Decimal class with acquisitions and issues per class. This has guided us in areas where the usage outstrips the stock possibly indicating a need for more material, and areas where the stock is hardly used (e.g. European history) showing a need for weeding. Unfortunately, since we have switched to the SEALS merged database on the Millennium Library system, we have not been able to update the charts because the Millennium SCAT (Statistical CATegories) table confuses the Library of Congress and Dewey Decimal Classification systems. Despite umpteen requests to the III (Innovative Interfaces Incorporated) developers of Millennium we are still waiting for this problem to be sorted out.

Tracking the usage of our electronic information resources is increasing in accuracy as more vendors produce internationally approved COUNTER (Counting Online Usage of NeTworked Electronic Resources) Code of Practice statistics. We chart these statistics monthly, quarterly and annually and use them, particularly those for full-text downloads, to help with decisions on which databases need to be promoted on campus, which should be cancelled because of poor usage and which trials should be converted to subscriptions. Where we can, we also benchmark our usage against those of other South African institutions, showing that Rhodes has the highest per capita usage in the country e.g. for JSTOR, SABINET and MathSciNet.

To support the culture of research at Rhodes the Library has adopted several strategies to ensure access to information when ownership is not economically possible. Since 2001 the budget of each department which cannot afford all its journal subscriptions has been reviewed title by title by Library staff who then discuss the way forward with representatives of the departments. Alternative access is noted for each title where it exists e.g. whether the full-text is available free electronically, or on subscribed databases (with or without an embargo) where abstracts, indexes and tables of contents can be accessed, and where substantial savings could be made by subscribing only electronically or directly to a publisher instead of through an agent. The Library keeps alert to special consortium and developing country deals and takes out trial subscriptions to all relevant new offers.

Money that is saved by these strategies goes towards more electronic subscriptions. Rhodes now has access to the full-text of more than 30,000 academic journal titles, where our print subscriptions were below 2,000 titles. We frequently receive positive feedback from all over the campus on our access to electronic information resources e.g. once we had subscribed to SciFinder Scholar (Chemical Abstracts online), American Chemical Society and Royal Society of Chemistry online resources, our Chemistry Department told us access to chemical information at Rhodes compared favourably with the best anywhere.

The Library keenly supports initiatives for open access information and open source software. We have established the Rhodes eResearch Repository (ReRR) using the ePrints freeware and are in the process of registering with the OAI (Open Archives Initiative) to share our research with the rest of the world. Currently we have loaded the full text of our more recent electronic theses in the ReRR (60 as at the end of May 2005) and will be adding about 30 articles by

Rhodes academics that were published in the SA Journal of Science, Rhodes Centenary volume, November/December 2004.

Through SEALS (South East Academic Library Systems) the University Library co-operates with all other academic libraries regionally, nationally and internationally. Thanks to money from the Andrew W Mellon Foundation, the SEALS Libraries share the Millennium Library System and the state-of-the-art MAP (Millennium Access Plus) software enabling meta-search capability across all resources. We are happy to share our research with other libraries e.g. comparing Web of Science and SCOPUS.

Quantitative statistics of all Library services and processes are collected monthly and cumulated in the quarterly and annual reports presented to the Senate Library Committee. The daily gate count shows that the number of people using the Library has increased by an average of 30% per annum over the past three years. Other statistics show a steady increase except for the use of electronic resources, which has soared, and the requests for Inter-Library Loans and new periodical subscriptions which have decreased thanks to the availability of material on our electronic information resources. There are currently 73 computers in the Library to facilitate access to materials.

For user input on the quality of the Library service we depend on our suggestion boxes (print and electronic), user comments and e-mails to staff, and views expressed by Faculty Boards, Senate and the Administration and Academic Reviews conducted by the University. A more formal measure of the quality of service will be benchmarked in the latter part of 2005 when the Library will be one of the first five in South Africa to implement the internationally validated ARL (Association of Research Libraries) LibQUAL survey.

We place a very high premium on staff development especially as we are rather isolated and no longer have a Library Science department in the University. As spelt out in the 2004 annual report (Appendix 8), last year each professional librarian attended at least one training session outside Rhodes, and many of the other staff attended a variety of courses offered at Rhodes University and in Port Elizabeth.

The major problem in the Library is lack of space. The building dates back 45 years when the number of staff and students as well as the Library stock was one-quarter the size it is now, and computers were not on the scene. The overcrowding of the Library is such that the Vice-Chancellor has appointed a Library Building Committee to draft a proposal for extending the Library.

As the only substantial library in the area, the University Library allows all members of the community to access the Library and use Library materials. On proof of residence in Grahamstown, people may register as Visitors (for R50.00) and borrow 2 items for 2 weeks. Staff also assist visitors where possible e.g. by helping teachers find information for school assignments and, in the Cory Library for Historical Research, assisting communities to research their cultural heritage.

In 2002 the Library participated in the University-wide administrative review process and produced a self-evaluation report of its activities and functioning for review by a peer group.

This report and the recommendations that flowed from it provide evidence of the Library's ability to reflect on its operations and are available to interested persons.

The **Information Technology Division** aims to provide a fully integrated information system to service the needs of students, academic staff and departments, the Library and the Administration. The Division aims to:

- provide the best IT access per student in the country;
- place on the desk of every academic at Rhodes University, IT equipment that is cost-effective and appropriate to the task in hand;
- design systems that enhance the life of academic users; and
- pursue a policy of self-service computing in which users can extract and update information according to their needs.

One of the unique features of the IT resources at Rhodes University is that all students, as part of the administrative registration process, are provided with a login ID, password, and an email address. This allows them to use any of the 12 open access computer laboratories on campus. At present these laboratories contain about 450 computers with networked printers that debit printing costs directly to student accounts. Several of these PC laboratories operate on a 24/7 basis and all are monitored during peak times by student Lab Administrators. These laboratories are primarily used for teaching purposes, and offer a wide range of specialised software for use in various academic disciplines. Some departments, notably Journalism, Computer Science and Information Systems, provide and maintain laboratories catering for their specialist needs.

The residence network has already been discussed in Section 7.3. In addition to this facility, remote access is available to staff and students living in town via an in-house dialup service and in-house broad-band DSL access. A cooperative venture provides ResNet type access to a residential flat complex in town, and this networking model might be extended in the future to other complexes.

On Campus, all academic departments are connected to the fibre-optic backbone, giving them high-speed access to administrative and network services. There are about 3000 PCs connected to the administrative and academic network (a number that excludes the 1400 student PCs that are at present connected to ResNet). Anyone at Rhodes who needs a networked PC in order to research, teach, learn or administer has easy access to one.

Rhodes University pays for a 6.4 megabit/second Internet connection. Access to the Internet is available to all staff (including support staff) and all students. This access is not charged for or restricted, thought to be a unique offering for a South African university. A self-developed system of quota controls and bandwidth management ensures there is minimal congestion on the international links, and that response times are always good. This also makes it possible for the Rhodes Library to provide an extensive offering of licensed Internet based electronic resources.

The status of the Internet and intranet links is continuously monitored, and their availability and congestion levels displayed on web pages available to all Rhodes users. Downtime is recorded, and historical service availability levels and usage trends can easily be calculated

and displayed for the more than 400 different servers, services and devices that make up the Rhodes network.

The IT Division runs an online and telephonic help desk service which uses a problem tracking system to control the allocation and resolution of computer related problems.

The Division is also accountable to the IT Steering Committee (ITSC), which reports to Senate. The ITSC is representative of various academic and administrative interest groups on campus, including the SRC, senior students from Computer Science and Information Systems, and RUCUS (the Rhodes University Computer User Society).

8. HUMAN RESOURCES

8.1 Introduction

Rhodes University's ability to provide a holistic and high quality educational experience for students is largely due to its loyal, dedicated and talented academic and support staff. Recognising the importance of its staff, the University in its mission statement makes a commitment to attract and retain staff of the highest calibre. Further, in its efforts to promote an inclusive culture where all staff can contribute, the institution undertakes to develop shared values that embrace human and civil rights, to reject all forms of unfair discrimination and to ensure that appropriate corrective measures are employed to redress past imbalances.

The last five years have seen a significant transformation in the staffing arena of the University with an increased formalization of employment practices, including a more focused effort on increasing the diversity of staff in order to meet new labour legislation and the challenges of a changing HE landscape.

8.2 Attracting and Selecting Staff

In the last five years the recruitment and selection practices of the University have been formalised with the introduction of a policy for academic posts in 1999 and for support staff posts in 2002. In addition a selection protocol dealing with employment equity was developed in 2001. A series of workshops on these policies were run for staff. In the past three years, more than 120 staff members have been trained in selection procedures in order to achieve effective and consistent implementation of the policies. Selection policies are constantly under review, the most recent update of the support staff policy was in October 2004. The recruitment and selection policy (Appendix 29) for academic staff will be revised during 2005. There is a constant drive to improve levels of consistency and professionalism in the application of recruiting policies.

The recruitment and selection policy for academic staff specifically outlines the criteria for the evaluation of candidates at the different post levels. For example, at the level of professor the criteria include scholarship, teaching ability, research achievements, leadership qualities, administrative abilities, personal attributes and skills and a record of constancy in posts. Persons interested in the full details relating to these criteria and to the selection process are referred to the Recruitment and Selection for Academic Posts Policy document (Appendix 29). In the case of support staff where criteria vary greatly because they relate to specific jobs, the recruitment and selection procedure will not commence without a proper, approved job profile that lists the relevant criteria.

With regard to equity issues, diversity and excellence are seen as two complementary threads, both of which contribute to the long-term viability of the institution. Rhodes University is committed to employing individuals who will make the 'best contribution to the University' believing that the notions of merit and the best candidate for the job are not independent of context. The University's selection protocol, related to its Equity Policy, includes the following points:

- The need for 'fresh minds' and new viewpoints;

- The need to balance the composition of staff in terms of qualifications, experience, seniority and role models;
- The ability of a department to support an individual appointed on potential rather than proven merit;
- Balancing the University's commitment to the employment of South Africans with the importance of attracting and employing foreign nationals;
- The need to create a supportive environment for all students, irrespective of their backgrounds.

It could be argued that this approach to staff equity is not sufficiently aggressive. However the University is committed to the selection of staff on the basis of merit and believes that to do otherwise will not benefit the institution nor the individuals within. Formal discussions with Black academic and support staff have made it clear that they too believe that selection should be based on merit. The University's strategy with respect to employment equity includes the following actions:

- Ensuring that employment opportunities are brought to the attention of members of designated groups;
- Actively searching for suitably qualified members of designated groups;
- Developing staff members from designated groups so that they can compete on merit for posts;
- Within the short-listing process for support staff posts, identifying candidates worthy of appointment rather than only those that appear to be the best candidates on paper.

From 2001, the tracking of recruitment and selection statistics with respect to occupational category and demographic group has taken place in order to assess the success rates of each group in the various categories of employment. For example within the category of professional staff, 95% of which are academic staff, currently some 6% of applicants of colour (number of posts offered divided by number of applicants) are successful in securing posts compared with nearly 20% for white applicants. 12% of women are successful compared with 10% of men.

These statistics for the period 1/09/2003 to 31/08/2004[12] for the occupational grouping of professionals are:

No of posts = 55	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
No of applicants	147	13	17	117	132	9	13	65	513
No of short-listed applicants	24	2	3	41	21	1	3	34	129
Post offered	5	1	2	20	8	1	2	16	55
Post accepted	5	1	2	20	8	1	2	16	55

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[12] This is the period for the Equity Report submitted to the Department of Labour, due on the 1st of October of each year.

Statistics like these are looked at, by the Equity Committee, to identify possible adverse impact within the selection process.

Rhodes University continues to attract talented staff and of the 157 job offers made between 1/09/2001 and 31/08/2004 only two were declined. Nevertheless, the University is concerned that its salaries are not competitive with the private and public sectors and that highly talented people are less and less attracted to university life. This is particularly true in respect of market related disciplines and members of designated groups and the University may need to adopt an even more flexible approach towards employment contracts and remuneration packages for staff.

The employment of foreign nationals remains an issue and requires a large investment of time and money on the part of the Human Resources Division. Given the University's vision to be internationally recognised and to affirm its African identity, there is a need to balance the employment of South African citizens with the advantages gained from having an international component within the academic staff.

8.3 Staff Development

See also Section 10.6. Consistent with its vision and mission, Rhodes University is striving to create an organisational culture where all staff aim for excellence and where the provision of staff development opportunities is seen as central to its achievement. The University wants staff to be reflective practitioners concerned with the evolving nature of their work and their own development needs and engaged in life-long learning. In turn, the University supports staff through the provision of appropriate opportunities and resources, the active removal of barriers to development and recognising those engaging in personal development. To achieve this situation the Human Resources Division was restructured in 1999 with a stronger focus on training and development[13]. Initially three additional staff were taken on to develop this focus and by 2005 there were six full-time staff and an intern. A Staff Development Policy (Appendix 31) was approved in 2001 and revised in 2005. Initially this focused on the broad principles needed to inform the various staff development practices. More recently, the policy has been revised to include the practices which support the policy principles. Staff Development Committees for both academic and support staff were established in 2002 with strong representation from the appropriate staff groups.

Rhodes University submits its annual workplace skills plans and implementation reports to the Education Training and Development Practices SETA. Since 2001 the University has received the full rebate on its skills levy. In addition, in 2002 the University was granted an extra R250 000 which was used to fund projects to evaluate the Post Graduate Diploma in Higher Education and Training, for information technology training, HIV/AIDS management training, change management training and other human resource projects. Currently, some 3% of payroll is spent on staff development (approximately R3.5 million per annum). Some 80% is spent on academic staff. Of the money spent on support staff, approximately half goes to persons on the unskilled and semi-skilled grades.

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[13] Bearing in mind that the ADC has responsibility for the development of academic staff as educators (further details in Section 10).

At Rhodes University, a wide range of staff development activities has been created. For academic staff, these relate mainly to research, conference attendance, teaching and learning, information technology and management training. For support staff opportunities cover administrative and information technology training, supervisory and management training and personal development. These opportunities include courses and programmes run by qualified university staff or by external experts as well as the provision of funds to attend external workshops and training. In-house programmes are routinely evaluated and evaluations have been consistently positive and have provided some useful ideas for improvements. In the most recent SETA report for the year ending 31 March 2004, 1328 professionals participated in training and development opportunities at the University. The number of training and development units for the institution was 1767 for the same period. Participation rates by the different demographic groups varied considerably with an unfortunately low participation rate by Black staff at lower occupational grades. The Staff Development Committee is anxious to address this through the expansion of the ABET facility and the introduction of learnerships.

Rhodes University has two key equity and redress staff development initiatives. For academic staff this is the Mellon Foundation Programme for Accelerated Development; for support staff, the Support Staff Internship Programme. Under the Mellon Programme, thirteen supernumary academic staff have been taken on for three year contracts. During this period, their teaching loads are less than the norm so that they can concentrate on higher degree work, complete the Post Graduate Diploma in Higher Education and Training and complete a teaching portfolio. Mentors meet regularly with staff on this programme and assist them to draw up a personal development plan for the three years. The first two Mellon staff to complete the programme have found academic posts, one at Rhodes University and the other at Fort Hare University. Other Mellon staff are being offered permanent posts as these become available upon retirements or resignations in the relevant department.

In the support staff programme, internships are created (on-the-job training positions) in such positions as junior secretaries. Of the nine persons taken on in 2004, seven have secured permanent jobs at the level of the internship. The other two are on two year internship programmes.

8.4 Performance Management and Reward Systems

Performance management encompasses the necessary processes that focus on the evaluation of performance at the organizational, team/departmental and individual levels and the provision of support at these three levels. At the institutional and departmental/divisional level, performance is evaluated through the academic and administrative reviews.

At the individual level, there are probationary requirements for academic staff as well as access to reward processes such as the personal promotion policy and specific merit awards. There is no formal performance appraisal process for academic staff: Rhodes University has no intention to introduce one at present given the negative experiences of several other universities and concerns that this might compromise the creativity and flexibility which allows academics to be reflective teachers and productive researchers. However, in some academic departments, informal appraisal processes have been instituted. All academic staff appointed to permanent posts are on probation for three years before their positions are

confirmed. This period ensures that the individual is able to efficiently and effectively execute their responsibilities, given the appropriate and necessary support and guidance. New academics are required to attend a Lecturers' Orientation Course, submit a teaching portfolio that has been assessed as satisfactory and qualify against the unit standard HET 02 on Design, Development and Implementation of Assessment of Learning in Higher Education and Training.

The University operates a system of personal promotions in contrast to many other HEIs. This means that it is not necessary to wait for a vacant post in the department at the level aspired to. Academics are invited to apply for personal promotion and Deans also have the opportunity to identify potential candidates who are then (via their HoD) encouraged to apply. Details of this process and the structure and composition of the committee are the subject of a detailed policy which is available on request. Of concern however, is the dearth of applicants applying for personal promotion from the designated groups (excluding white women) but this is, in part, a reflection of the low numbers of staff from these groups. Specific prestigious awards are in place to encourage excellence in teaching and research. There are the Vice-Chancellor's Distinguished Teaching Awards, Distinguished Researcher Awards and Book Awards.

Turning to support staff, the elements of a performance management system at the individual level include job profiles for all key jobs, probationary requirements and a merit award process to recognise excellence. Policy and procedural documentation is available for all these processes. The feasibility of a performance management system for support staff is currently under investigation.

8.5 The Retention of Staff

The retention of staff is very important to the University, and staff turnover and understanding why staff leave the University are carefully monitored. In general the University experiences a fairly low staff turnover in all levels except that of professionally qualified staff. In this category, turnover statistics for the years 2002-04 were 15%, 14% and 9% respectively. The demographic profile of these staff who terminated their employment with Rhodes University in 2004 was: African, 26%; Coloured, 3%; Indian, 10% and White, 60%.

Exit interviews are conducted with all staff willing to participate. For support staff, these started in 2003 and for academic staff in 2004. To date there is not sufficient evidence from these exit interviews from which to draw meaningful conclusions.

Crucial to the institution's diversity and equity efforts and the retention of staff, is developing a culture of inclusivity. The Equity Policy addresses the issue of institutional culture (see Section 4.3) recognising the need for the University's culture to change. Attempts have been made to understand staff perceptions of the institution's culture starting with:
- The employment equity analysis of 1999;
- Research amongst Black academics by the Institutional Forum in 2002; and
- The Vice-Chancellor's discussions with Black academic staff and support staff in 2003.

Feedback from these activities resulted in a report entitled 'Perceptions of Institutional Culture' (Appendix 39) which was communicated to the Equity Committee, Senate and Council. This report will inform within the diversity management organizational development intervention planned for 2005 and 2006. Feedback from the discussion groups indicates that while Black staff have concerns about the culture of the institution, they are keen to express both loyalty and support for Rhodes University. There is however, a perception by some staff and persons outside that the University is not taking equity issues seriously and is making slow progress in this area.

Specific concerns expressed by some staff are perceptions that:
- The University has a traditional and patriarchal outlook and that the culture is too Eurocentric and therefore inappropriate to a changing South Africa;
- The institution is conservative and therefore slow to change – others regard the slow rate of change as a positive feature and cautioned against change that is too rapid;
- There is a lack of participative management throughout the institution – specifically at the level of departments/divisions;
- The University has an exclusive rather than inclusive culture– newcomers are expected to prove themselves before they are accepted.

In various places, incidents of racism from students and certain support staff have been reported. The University does have a Harassment Policy to deal with such incidents but it is not well utilized and is currently being revisited. Included in the report "Perceptions of Institutional Culture" (Appendix 39), was a set of recommendations, some of which have already been implemented including exit interviews, consistent and continuous endorsement from the Vice-Chancellor and Vice-Principal, institutional forums addressing these issues (such as the Critical Tradition Colloquium held from 19th to 21st of August in 2004 reflecting on perceptions of the University in the last 100 years), diversity management workshops for senior and middle managers, a review of the Language Policy of the institution etc. However, it is acknowledged that there is still much work to do.

8.5 Current and Future Staff Complement and Diversity

The current profile of professionals as per the latest Equity Report as at 31 August 2004 is:

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Professionals	17 (4.9%)	4 (1.2%)	6 (1.8%)	177 (52%)	20 (5.9%)	7 (2%)	3 (0.9%)	107 (31%)	341 (28.9%)
TOTAL PERMANENT STAFF	256 (21.7%)	73 (6.2%)	11 (0.9%)	259 21.9%	251 (21.3%)	44 (3.7%)	8 (0.7%)	278 (23.6%)	1180

A comparison with the profile of professionals for the same period in 2000 (please note that these numbers include the East London campus so it is best to focus on the percentages as a guideline), as can be seen in the table below, indicates that the percentage of all designated groups with the exception of white women has increased, albeit marginally. Separate equity statistics were not kept for the East London and Grahamstown campuses.

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Professionals	19 (4.6%)	1 (0.25%)	5 (1.2%)	223 (55%)	15 (3.7%)	3 (0.74%)	1 (0.25%)	140 (34%)	407

In terms of the quantitative equity targets submitted as part of its Equity Report, the University would like the following profile amongst the professional group of staff by the year 2008:

Occupational Categories	Male				Female				TOTAL
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Professionals	24 (7%)	4 (1%)	7 (2%)	152 (43%)	30 (9%)	6 (2%)	5 (1%)	124 (35%)	352

The targets are based on the assumptions that there will be a 10% turnover amongst this category of staff and that at least 45% of all new appointments in the professional category will be members of designated groups. It also assumes that current levels of staff from the designated groups will be maintained. One strategy to achieve the target is the creation of a Fund for Academic Excellence to create incentives for retaining top black academic achievers, enabling them to act as role models and contribute to the education of others.

Over the past three years, the equity goal of 45% within the occupational category of professionals has been achieved as follows:

	Males					Females					Target	Actual achieved		
	A	C	I	W	Tot	A	C	I	W	Tot		Total	Blacks	Women
As at 31/08/2002	8	2	2	15	27	4	1	0	15	20	21	32	17	20
As at 31/08/2003	8	2	0	24	34	4	0	3	15	22	25	32	17	22
As at 31/08/2004	5	1	2	20	28	8	1	2	16	27	25	35	19	27

The table above indicates that the target is that 45% of the vacancies in the professional category should be filled by people from the designated groups. Therefore, as at 31/08/2002, there had been 47 vacancies in the previous 12 months and the target was 21 posts (45% of 47 posts). The actual number of these posts filled by people from designated groups was 32, 17 of which were Blacks and 20 of which were women. This table shows that Rhodes is consistently exceeding these equity targets and that between in the periods 2002-2004 as shown above, 33.3% of all these posts were filled by Black applicants and 43.4% by women.

The University has in the past attempted to benchmark its employment equity activities against those of other HE institutions and the national statistics. For example, recent SAUVCA research on employment equity practices at the different universities in South

Africa is currently being used to benchmark the University's practices. Much more of this kind of benchmarking needs to take place.

There is a good balance between professorial and non-professorial staff with a good number of senior lecturers potentially eligible for promotion in the near future. The demographic profile at this level however remains problematic which means that any change in the demographics amongst professorial staff in the University will need to take place through the recruitment and selection process. This puts pressure on these committees to ensure that applications are received from suitable candidates from the designated groups. Search committees will also be used more aggressively in the future.

One of the significant initiatives currently underway is the implementation of a diversity management organizational development intervention. Having already started with support staff managers in April 2005, this initiative involves exploring the current culture of Rhodes University and questioning how this culture needs to change to be more inclusive and supportive of the diversity of staff. As an organizational development intervention, this critical work will continue with all support staff through departmental, divisional and sectional forums. Within these forums and with the help of a facilitator, it is planned that staff will conduct a cultural audit, evaluating the current culture in their own division, department or section, against the future culture that Rhodes University is trying to build. This audit will identify the strengths and areas requiring attention. The outcome of this process is that each department, division or section will be required to submit a diversity management plan to indicate exactly how over the next 5 years they plan to address the problems identified. These plans will be reviewed by the Equity Committee on a regular basis. The strengths identified from this process and reports will be shared as examples of best practice within the institution. A similar intervention will take place for academic staff and this will also include a focus on student equity issues.

8.6   Concluding Remarks

Since 2000 the Human Resources Division has been successful in transforming day-to-day practices into policy or procedural documents and also initiating new practices. In most instances, policies have been reviewed when required but this is now done more systematically, as required by the University's Policy Protocol (Appendix 34). What is needed is more research amongst staff regarding their perceptions of the institution's people management practices, similar to the support staff "Working at Rhodes" survey conducted in 2004. This survey is the first in the recent history of the institution and a similar one is planned for academic staff in the future.

Whilst the basic analyses of employment statistics, particularly as regards equity, are being done, more sophisticated analyses, more often, would allow for more proactive strategies to be formulated and implemented.

9. ACADEMIC PROGRAMMES

9.1   Introduction

An academic programme at Rhodes University is considered to be a *qualification* rather than the narrow definition of a *pre-determined set of courses* leading to a specific qualification. It is important to note that the **Unit of Review** at Rhodes University is the academic department, administrative division or research institute, rather than individual academic programmes or qualifications.

However, the question, 'how to review programmes' is a challenging one even in those institutions that have 'gone the programme route'.   Rarely is there an administrative structure responsible for every variation in a programme. If this were the case a large university would have nearly 1000 such organisational units or committees. In truth, even in institutions which have focused on programmes, the main organisational or delivery unit for teaching is the academic department or school. Rhodes University has consciously not gone the programme route – with the exception of certain vocational courses – and therefore reviews of programmes are achieved as part of departmental reviews, the rationale being that if all the constituent parts are of acceptable quality then the whole programme should be acceptable. Responsibility for the quality of teaching and research is located firmly within departments and with individual academics and this is reflected in the University's teaching and learning policies.

In addition to reinforcing discipline-based degrees, the University has encouraged the offering of inter-faculty programmes. For example, it is possible for a student to major in Chemistry and Economics or Computer Science and Music. These and other combinations make good sense in the new millennium and students are able to tailor individual 'programmes' to suit their academic strengths and career plans to a much greater extent than at many other institutions.

9.2   The Review System at Rhodes University

Reviews are conducted every three to five years, depending upon internal needs and external requirements. Institution-wide reviews have been held to date as follows (see Appendix 47 for a full list including *ad hoc* review exercises):

- Academic departments: 1997; 2000; 2005;
- Support/administrative services: 1998, 2002;
- Research institutes: 2003;
- An external review of the University's international dimension: 2001;
- A pilot audit by the then Committee of University Principals' Quality Promotion Unit: 1997

In addition to the obvious accountability function, the cyclical review process is intended to enable staff, senior students and the wider University community to participate in determining the future direction of their department, division or research institute and the University as a whole by:

- Ensuring that departmental[14] activities fit in with the institutional mission and strategic plan
- Viewing departments in their institutional as well as national and international contexts
- Considering the range of courses or services offered, their relevance in the South African and global environments, and their long term viability
- Reviewing the procedures departments have put in place to ensure that the requirements of the various Rhodes University policies are met
- Reviewing the existing use of resources in departments
- Finding synergies, not simply to economise but in order to free up resources for new initiatives
- Appraising and supporting research
- Identifying and developing community engagement activities
- Considering staff and student development needs
- Considering progress made with respect to the recommendations of the previous review
- Ensuring that departments, and thus the University as a whole, are in the best position to meet the challenges faced by higher education institutions in South Africa as well as globally
- Gathering feedback from departments on the review process as well as on the quality of administrative support provided in general.

In addition and in response to increasing demands from external stakeholders, the review process further aims to:

- Identify quality assurance (QA) procedures at departmental level and evaluate whether these are consistent with the QA policies covering the University as a whole
- Evaluate the extent to which QA policies are successfully implemented and monitored within departments
- Ensure that the student experience of academic departments is sound, and that departments are sensitive to the changing needs of students and employers
- Provide a mechanism for assuring external stakeholders and funders that the University takes its policy of self-evaluation seriously and strives towards continuous renewal
- Acknowledge those departments which are performing well, and share their successful strategies with other departments
- Provide the information required to respond to the HEQC audit criteria.

The annual publication of a '**Digest of Statistics**' (Appendix 1) is a critical element of the review process at Rhodes. It provides statistical information in respect of the University with particular reference to student and staff demographics, administrative and academic departments, university finances and national benchmarks. The information is intended to be used as an *aid* by those responsible for the planning and management of the University and

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[14] 'Department' in this context includes research units and administrative divisions.

strategic decisions are based on informed judgements rather than simply statistical data.

The introduction of the Digest in 1997 was found at first to be threatening to academics and administrators alike: departments which were not 'performing' according to the statistics were concerned about being exposed and management was apprehensive about some of the more sensitive information getting into the public domain and being used against the institution. As time went on however, those using the Digest for decision making became convinced of its value as a starting point for discussions about resource allocation, and departments realised that the information would be used developmentally rather than as a stick wielded by efficiency-obsessed administrators. The evidence for this lies in the outcome of the various academic and administrative reviews: only one department was phased out as a result of its 'performance indicators' - expense and lack of students (Religion and Theology in 1998). Although the significant level of cross-subsidisation across departments is apparent in the figures, departments have the opportunity during reviews to convince management as well as their peers that the continued existence of particular high-cost, low-income departments (for example drama, fine art, languages, geology) is essential to the mission and vision of higher education in general and Rhodes University in particular.

Institutional reviews are also used as an opportunity to prepare for external **audit and accreditation** exercises.

9.3 The 2005 Academic Review Exercise

In line with its holistic approach to quality assurance, Rhodes University chose to use the 2005 internal academic review to also prepare for the external audit, hoping to limit administrative demands on academic endeavours. All members of the HEQC audit panel are encouraged to read the resulting report (Appendix 2), as the University believes that it provides an honest and reflective picture of an institution which is sincere in its desire to be internationally recognised for its quality, excellence and relevance.

The major advantage of such a comprehensive exercise (whereby all departments are reviewed simultaneously), is that the review committee is able to view 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, the institution is aware that this achievement is only possible because of its small size and that the major disadvantage of this approach is the intensive time commitment required of the members of the review panel. Apart from reading the approximately 2000 pages of self-evaluation documentation as well as external assessors' reports, student input and teaching and learning comments from the ADC, members of the review panel spent about 100 hours in the departmental review presentations and in the preparation of recommendations. The Committee met on 22 occasions in the space of 6 weeks during March and April 2005. The Vice-Chancellor was present at every one of these meetings which is a prime example of the 'hands-on policy' followed by the University's senior management in monitoring quality. In addition to the university-wide review process, some deans undertake further analyses of their faculties, evaluating statistical evidence and discussing the particular challenges faced by departments within the faculty (see Faculty of Science example, Appendix 46).

The major outcomes of the 2005 Academic Review exercise are summarized below as evidence of how the process is used to enhance quality across the institution:

i) Additional posts will be allocated to departments with unacceptably high student/staff ratios.
ii) One department will undergo an external review in order to address concerns raised during the internal review.
iii) One department will undergo a further internal review in order to consider the best way of strengthening current academic offerings within the department.
iv) One department will revise and resubmit its self-evaluation report which was found to be lacking in several respects by the Review Committee.
v) Several departments will receive 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 Vice-Chancellor ended each academic review presentation by asking the department two questions:

a) Has this exercise been of value to your department?
b) What is the most appropriate time period between review exercises, or should there be no formal internal review or planning exercise?

Without exception, and despite several grumbles during the process and in the documentation, every department indicated that the self-evaluation exercise had been worthwhile (see Appendix 2, pp 88 - 90). In addition, all departments felt an internal review and planning exercise was essential and the majority agreed that every 5 years was the most appropriate interval. However, this is not to imply that the introduction of formal quality assurance systems and procedures has not adversely impacted on the collegiality and quality of academic life. While the self-evaluation process provides an invaluable insight into the heart of the institution and significantly aids the decision-makers in resource allocation and enrolment planning, the ultimate effect on student learning and the quality and quantity of research remains to be seen. Before embarking on the next academic review the planners will need to explore other possible models and make appropriate recommendations to the University's Senate and Council on the most suitable route for Rhodes University.

9.4 The Management of New Academic Programmes

Proposals for **new academic programmes** are initiated by individual departments whereafter they require faculty approval before consideration by the Academic Planning and Staffing Committee, Senate, Council and (up to 2004) the Eastern Cape Higher Education Association before being submitted to the Department of Education, the Higher Education Quality Committee, and the South African Qualifications Authority. Once faculty support has been obtained, departments are required by the Academic Planning and Staffing Committee to submit information on market demand and academic need, financial sustainability, resource implications (including staff, space and equipment requirements) and intended outcomes for

all programme proposals. Further, the University's Curriculum Development and Review Policy (Appendix 21) guides the development of the academic offering of a programme (see also Section 10.2).

This is an area identified by the AP&QA Office some time ago as requiring further attention within the University. However, as the University has not gone the 'programme' route, only new qualifications (rather than different routes to a qualification) have to be registered, of which there have been very few at the University in the past few years. The University agreed to await finalisation of the HEQC's national programme accreditation system in 2004/5 and the Registrar's Division together with the AP&QA Office, is currently developing a formal policy and procedures for the internal consideration of new academic programmes.

9.5   The Management of Short Courses

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 within the HE sector is clearly growing. (See Appendix 48 for a list of short courses offered by Rhodes University in 2005).

Rhodes University considers it essential to have a formal record of all courses offered in its name and that the quality of such courses is carefully monitored so that participants can be assured of high quality provision.   Whilst recognising that short courses can make a valuable contribution to academic and social development as well as provide a much-needed additional income stream for the institution and individual staff, the University is committed to ensuring that its core business of teaching and research is not compromised. The University places great value on its reputation and this was a major factor in prompting the development of a policy on short courses in 2000 (Appendix 30 – revised Short Course Policy 2005), the main aims of which are to:

- protect the University's reputation by approving, monitoring and evaluating the courses offered in the University's name;
- ensure that the University's core business of teaching and research is not compromised;
- acknowledge and certificate learning which has taken place outside of the 'whole qualification' framework;
- 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 short course at Rhodes University 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. This term incorporates all other related terms such as 'continuing education', 'skills development programme' and 'short learning programme'.

No Rhodes University certificate may be issued without having been approved according to the requirements of the policy. From the outset, every head of department and division was provided with a copy of the short course policy and procedures. Various University-wide meetings were held during the first year of implementation to discuss the policy and provision is made for annual revision. The policy is easily accessible on the University's website (http://www.ru.ac.za/intranet/policies/shortcoursepolicy2005) and is also cited in all relevant documentation such as the annually revised 'Head of Department's Guide'. The annual induction programme for all new academic staff also includes information on all policies. Further, regular updates on registered courses and the implementation of the policy are provided to the Academic Planning and Staffing Committee, the minutes of which are considered by both Senate and Council.

While the Quality Assurance Committee is responsible for the development, oversight and annual revision of the policy, the Vice-Chancellor together with the Director, Academic Planning and Quality Assurance, takes overall responsibility for the approval and monitoring of short courses at the University. During the first year of implementation (2001) a developmental approach was taken to compliance with the policy. During 2002, recording and monitoring procedures were tightened and individuals in the Finance and Registrar's Divisions were given responsibility for ensuring that policy requirements were met. By 2003, the system was such that it is not possible to offer a Rhodes University short course certificate without going through the formal application process. All certificates are embossed and numbered and a record is kept in the Registrar's Division in the same way as full qualifications. The Finance Division will not process any funds if the course has not been approved, and the Registrar's Division will not issue any certificates without confirmation of approval from the Academic Planning and Quality Assurance Office. Local newspapers and intranet messages are monitored for advertisements for Rhodes University short courses and these are checked for approval against the official list, which is updated weekly in the Vice-Chancellor's office.

The Policy requires Course Coordinators, in their applications, to provide details related to the curriculum of the course, to describe how student learning will be assessed, how the course content and teaching will be evaluated, how the course will be monitored, and how feedback will be given to course participants. Upon completion of the course, the Academic Planning Office checks the application of quality assurance measures and reviews the final evaluations of the course. A standardised evaluation form has been developed for use by course participants and the evaluation process will also be available online from 2005. Permission to offer a short course must be renewed annually, and the evaluation result of the previous course is considered when making a judgement on an application for renewal.

The Short Course Policy itself is reviewed by the Quality Assurance Committee on an annual basis, usually at its first meeting of each year. The revised Policy is then widely distributed to all those affected by the Policy.

Significant revisions to the policy were made in 2005, resulting in the following improvements:

- The policy has been redrafted based on the University's 'policy protocol' (Appendix 34) which requires all policy documents to provide critical information such as when

the policy was introduced, what it aims to achieve and who has responsibility for its implementation and review.

- The aims of the policy have been clearly indicated and now include a reference to acknowledging learning which takes place outside of the 'whole qualification' framework as well as the need to respond to specific labour market and skills development needs.
- The signed approval of the Head of the relevant department is now required on the application form (previously only the Dean's signature was required).
- The issue of whether certificates of competence and/or attendance can be issued has been clarified: only competence may be certified, attendance at a short course without any form of assessment will entitle the participant to a *letter of attendance* only.
- Details of the learning outcomes and their associated assessment criteria which have been developed for the course are now required if a certificate of competence is to be awarded.
- The accreditation authority of the institution has been clarified and a letter to this effect has been placed on the University's website.
- The policy encourages applicants to align their short courses with unit standards or existing academic modules where possible.
- A process has been included for articulating short courses with whole qualifications.
- The policy discourages short courses pegged at levels below NQF level 5, except in the case of internal staff development and/or community engagement.
- The 10% administrative levy has remained unchanged since the inception of the policy mainly in order to provide academics with the maximum opportunity to supplement their incomes.
- The levy will in future not normally be charged where short courses are offered 'in-house' in the University's interest (e.g. staff development).
- The annual review procedure has been clearly outlined in the policy itself.
- The 'short course registration and administration process' document has been updated and will in future be attached to all blank application forms.

9.6   Exported and Partnership Programmes

The University believes its niche lies in campus-based contact education and discourages the development of exported and partnership programmes. However, the Faculty of Education is an exception, as decreasing interest from South African students in teacher education, together with a request from the Head of the Namibian Institute for Education and Development (NIED), led the Faculty to offer Rhodes University teacher education qualifications in Namibia from 1999. In order to ensure that the courses were of a similar standard to those offered in Grahamstown, money was spent on equipping the resource centres of the Jan Ligthardt Centre at the Rossing Foundation Centre in Windhoek and the libraries at the Colleges of Education. Rhodes University staff travel to Windhoek in order to offer classes on a contact, not distance, basis. Furthermore, all postgraduate students have Rhodes University log-ons and can access campus library facilities and all Namibian MEd students spend time on the Rhodes Grahamstown campus, including undertaking an intensive research methods course.   Staff and students are subject to all policies and procedures pertaining to the University as a whole.

While this initiative has sustained the Education Faculty during times of low student numbers and has been much appreciated by the Namibian Ministry of Education (See letter, Appendix 68), the University does not plan to offer any further programmes outside of Grahamstown.

With respect to **partnership programmes**, the Rhodes University Education Faculty is also involved with what it calls 'off-campus' teaching within South Africa. This is not correspondence teaching, and can be called 'distance education' only in geographical terms, not educational ones. The students involved are of necessity part-time because they are professional teachers who are not able to obtain study leave from their posts. Furthermore, it is the Faculty's explicit policy that in-service courses involve the least disruption to the culture of learning and teaching in the schools – a policy which has the full backing of the Eastern Cape government. The Faculty thus attempts, where appropriate to 'bring Rhodes University' to the students – rather than the other way round – and to offer contact courses closer to where these teachers live. These are indeed *contact* courses in quality and quantity, where face-to-face teaching is the basis of the course, just as it is on campus with other part-time courses. That the quality of these courses is similar to those on campus is borne out by the excellent pass rates achieved. This is the method that was piloted initially by RUMEP (Rhodes University Mathematics Education Project), especially in parallel to the cluster-schools concept; it also needs to be added that many of these courses are a mixture of on-campus and off-campus teaching sessions. When the more extensive resources of the campus are needed, teaching takes place on campus. Students with internet access also have continual access to the University library facilities online, or they visit it between on- or off-campus teaching sessions. However, numbers are quite small, largely because of the enormous challenges of quality assurance in such courses.

The 2005 Academic Review noted that initiatives begun as off-campus responses to pressing educational needs are being handed over to local HEI's (Rhodes University having developed the coursework and undertaken the initial teaching). The ACE in Technology Education in Cape Town has been handed over to a Cape Technikon-ORT TECH partnership, and the process is currently underway to hand over the ACE Science in Kokstad to the newly formed Walter Sisulu University for Technology and Science in Mthatha, and the ACE Mathematics in Windhoek to Namibian higher education providers. This should also lessen many of the administrative difficulties which frustrate the Department and the University. The only remaining off-campus course in the country taught by the Department is the ACE Technology in Mthatha which is small and tightly managed.

9.7   Tuition Centres and Satellite Campuses

Rhodes University established a **satellite campus** in East London in 1982. This Campus was subject to the same policies and procedures as the main campus and mirror committees reported to Senate through the main campus committees. However, in terms of the recent national restructuring of higher education, this campus was incorporated by the University of Fort Hare from 1 January 2004. It was agreed between the two universities that students registered in 2002 would receive a Rhodes University 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 following requests from the East London professional community and grew beyond all expectations, there are positive aspects to this decision, in particular the opportunity to contribute to the transformation of higher education in the Eastern Cape, as the incorporation will ensure the sustainability of Fort Hare University and provide opportunities for continued collaboration.

The University does not operate any **tuition centres** apart from the Namibian arrangement described in Section 9.6.

10. TEACHING AND LEARNING

10.1   Introduction

Many aspects of the quality of the teaching and learning experience offered to Rhodes University students have already been assured before they set foot into a lecture venue. Academic planning and admissions processes have managed student numbers in terms of the available human and physical resources and when classes are large they are either split or teaching assistants are made available to assist the lecturer in the teaching venue. Cleanliness and the general maintenance of teaching venues is managed by the Estates Division and the IT Division (both reporting to the Vice-Principal) and a Lecture Venues Committee – chaired by a senior lecturer – with its own budget ensures that the equipment in venues is suited to the needs of users and that venues are upgraded on an on-going basis. Problems and complaints do arise and from the beginning of 2005 a Lecture Venues Officer has been appointed to ensure optimum conditions are attained and maintained. Despite the active management of student numbers, unanticipated growth in 2005 in some areas led to a last minute shuffling of classes and venues and some venues remain overcrowded.

Assuring the quality of the teaching which guides students' learning is much more difficult but Rhodes has put enormous effort in attempting to do this. In 1996, a Senate Committee on Teaching and Learning was established and, in 1998, the Academic Development Centre was refocused as an institutional resource to support staff in both assuring and promoting quality in teaching and learning. The University has four key policies on teaching and learning related issues as follows:
- Curriculum Development and Review
- Evaluation of Teaching and Course Design
- Assessment of Student Learning
- Supervisory Practice

The literature on change in higher education is firm on the point that positive change does not necessarily flow from the development of policy – particularly in the case of teaching and learning. As Henkel[15] points out, academics are 'distinctive individuals, embedded in the communities of primary importance to them, that is first the discipline and second the university'. This primary allegiance to the discipline impacts on the way policy on teaching and learning is received and implemented. Research, for example, is key to furthering the discipline, achieving status amongst disciplinary peers and usually also key to accessing institutional rewards. Attempts to raise the profile of teaching therefore are often impeded by institutional and academic cultures which privilege research over teaching. Although research can benefit teaching, it is not necessarily the case that all good researchers are automatically good teachers or that all research can inform the undergraduate curriculum. Attempts therefore need to be made to assure the quality of teaching regardless of the amount of research conducted in an institution and of the institutional culture which values it.

Also problematic in the assurance of quality, are discourses constructing teaching as commonsense. Such discourses tend to be particularly resilient and attempts to assure the quality of teaching and assessment can range from incredulity that anyone would want or need

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[15] Henkel, M. 2000. *Academic Identities and Policy Change in Higher Education*. London: Jessica Kingsley.

to enquire into classroom practices, to anger at the intrusion to academic life. Research conducted by Quinn[16] shows that such responses are evident at Rhodes University. Equally concerning are 'conservation strategies' which result in overt compliance with policy but which minimize actual change and describe quality management as bureaucracy.

In spite of these difficulties the University has made efforts to raise the profile of teaching and to promote the need to assure its quality through the development and implementation of policy.

10.2 Policy on Curriculum Development and Review

The Rhodes University policy on Curriculum Development and Review focuses on the construct of the learning outcome as an organizing principle in curriculum design. Regrettably, the implementation of Outcomes Based Education (OBE) in South Africa has not been without problems, with the result that OBE and the construct of the learning outcome is now generally received with skepticism in all quarters. This response has been common at the University. Further, there are valid criticisms of the use of learning outcomes as an organizing principle in curriculum design. The construction of academic knowledge results from a set of practices which are embedded in the values and attitudes related to what can count as knowledge and how that knowledge can be acquired. Two problems arise from this observation. Firstly, academics themselves may not be overtly conscious of the practices they engage with and may have difficulty in naming them as learning outcomes or things students need to be able to do. The second is that the practices themselves are complex and cannot be mapped in the seemingly unproblematic way assumed by SAQA.

The decision by Rhodes University to keep to the general formative degree rather than follow what is often termed the 'programme route' with its focus on vocational learning has compounded the difficulty in using the learning outcome as an organizing principle in curriculum design. While the Rhodes University policy on Curriculum Design and Review might not have succeeded in moving the whole institution towards the wholesale implementation of outcomes based education it has not been without effect. At a general level, there has been a raising of awareness within the University that curriculum is a contested issue and that it is not necessarily 'commonsense' and dependent on what has always been taught. More specifically, there is a growing understanding that curriculum is more than a list of content or, equally, more than a list of learning outcomes. This is seen in the 'course template' document (Appendix 12) developed by an academic in Computer Science and offered to the University as a resource or tool for curriculum development. The document offers a wide view of curriculum, encompassing consideration of not only what should be taught but also how teaching should take place and what resources need to be in place to maximize it. Many individuals and departments at Rhodes now use the template both for curriculum development and quality management purposes. Embodied in the use of the template, is an understanding of the need for curriculum elements to be 'aligned' and also for teaching to be learning-centred. The 2005 Academic Review showed, moreover, that a

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[16] Quinn,L. 2003. *An evaluation of the impact of a formal programme leading to the Post Graduate Diploma in Higher Education and Training (PGDHET) at Rhodes University, Grahamstown.* Research report for the ETDP SETA. December 2003.

surprisingly large number of individuals and departments had adopted the learning outcome as an organizing principle in course design. Review reports provided some excellent examples of learning outcomes and their associated assessment criteria developed in complex and thoughtful ways in disciplinary contexts.

The policy requires individuals and departments to review curricula on an ongoing basis and to conduct a comprehensive review every three years. It also requires that Heads of Department report to the Teaching and Learning Committee annually on the ways their departments meet policy requirements. In the past, the Committee has appointed a working committee to read these documents, to report to the Committee and to provide feedback to the departments themselves. In 2004, annual reports were not called for as departments were required to report on their implementation of all teaching and learning policies in the 2005 Academic Review. Taking into account that strides have been made in implementing the policy and that reporting places a significant administrative burden on HoDs, a decision will shortly be made regarding the need for annual reports. It could well be the case that reporting on policy implementation in the regular Academic Review process will be sufficient.

10.3 Policy on the Assessment of Student Learning

The requirements of the policy on the Assessment of Student Learning are informed by two overt principles: that assessment should be used to develop as well as measure student learning and that, since assessment can be used to challenge or maintain existing social structures, assessment needs to be transparent and assessors need to be accountable. Thereafter the policy uses the principle of alignment of assessment criteria with learning outcomes to achieve transparency and accountability. The use of assessment to develop student learning is achieved through the communication of criteria to students and the provision of feedback against those criteria once assessment tasks have been completed.

Many of the evaluative comments made in Section 10.2 also apply here since both rely on the construct of the learning outcome as a guiding principle. If lecturers have not developed learning outcomes for the course they teach, then they are not going to be able to align their assessment practices with those outcomes. Assessment is high stakes, however, and lecturers are concerned that their practice should be valid and fair. As a result there are many lecturers who have adopted an outcomes-based approach to assessment and who have thought deeply about those outcomes and the evidence they need to see to be sure that students meet them. This has resulted in many innovations in assessment practice (for published research, see, for example, Fox & Rowntree[17]).

The policy on Assessment of Student Learning has been very successful in promoting awareness of the fact that assessment is not unproblematic and commonsense and is, indeed a contested area. It has also promoted conversations about assessment in the Senate and has led to several departments making proposals to Faculty and Senate for adjustments in the proportion of continuous to summative assessment.

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[17] Fox, R. & Rowntree, K. 2004. *Linking the thinking to the doing: using criterion-based assessment in role-playing simulations.* Planet, 13.

The policy on the Assessment of Student Learning also needs to be considered in relation to assessor training. The ADC runs courses aimed at allowing participants to meet the requirements of the unit standard on assessment and since 2004, all new academic staff have been required to be accredited against this standard in order to have their appointments confirmed. Several senior academics have already qualified against the standard and are thus in a position to offer leadership on this critical issue. It is particularly notable that two Deans and one Deputy Dean (from three separate faculties) are qualified assessors. In 2005, 32 staff are expected to take this course. This represents a significant start to ensuring that all staff have engaged with assessment issues.

10.4 Policy on the Evaluation of Teaching and Courses

The Rhodes University policy on the Evaluation of Teaching and Courses relies on an understanding of responsibility for quality as being located throughout the institution and not within a quality assurance unit. The responsibility lies with the individuals and departments who teach and offer the courses. In delegating this responsibility, the policy does not attempt to set up an absolute definition of 'good' in relation to teaching and course design but rather understands 'good' to be dependent on the context in which both activities take place. Good teaching or course design depends for example on the discipline, the course level, on the size of the class and on the lecturers themselves since all are unique individuals. That good teaching is therefore a multiple rather than a singular phenomenon, is evinced in the very different understanding of and approaches to teaching and course design shown by recipients of the Vice-Chancellor's Distinguished Teaching Award. In recent years, one recipient, a senior lecturer in the Humanities, whose work with a second year class involves students in actual research, convincingly claims that she does not actually lecture. Another, a senior professor in the Faculty of Science, designs world-class computer-based learning materials for his students. There are enormous differences in the ways these two individuals go about their roles as educators, but there is no doubt that both are distinguished teachers.

In the policy, evaluation is constructed as a process involving observation of practice in order to validate both the practice and the beliefs which underpin that practice in order to adjust them in the light of insights which might derive from that observation. This means that there are no faculty or institution-wide questionnaires since practice varies so much. The University is aware that it has adopted a relatively sophisticated understanding of evaluation as a form of research into teaching and much of the critique of policy implementation that follows is related to the complexity of what the policy is trying to do.

When the policy on the Evaluation of Teaching and Course Design was first implemented in 1999, many staff members were skeptical of its use as a tool intended to assure quality. Claims in this respect tended to centre on the potential for evaluation tools to be designed and manipulated so that only those aspects of teaching or course design which were known to be strong would be examined.   In the early days, therefore, it is probably fair to say that there was little understanding of the relationship of evaluation to reflective practice and to development itself. Evaluation was rather constructed (and resented) as a 'policing' tool which could be manipulated by those who were not 'up to standard'.

Over time, this discourse has largely disappeared. For many individuals and many departments, evaluation is now understood as a useful tool which *manages* quality through

development. This is not only evidenced in the number[18] of evaluations conducted on campus but also in the kinds of evaluation taking place. The ADC offers a software programme[19] which was designed in-house and which allows individuals and departments to custom-build questionnaires designed to elicit students' perceptions of teaching and course design. Although these questionnaires offer the opportunity to include both closed and open-ended questions, other evaluation tools offer greater potential to delve more deeply into students' experiences of teaching and course design and to provide more nuanced understandings of what is happening in classes and courses. An increased number of staff are now using qualitative evaluation instruments in the form of open-ended questionnaires and ADC facilitation of focus group interviewing techniques in both small and large classes to seek richer understandings of these experiences. Although most evaluation is conducted at the end of terms and semesters, many staff also engage in formative evaluation using informal tools such as one minute papers at the end of classes or freewriting exercises in class to examine how effective their work is as the course is progressing. These methods have been promoted by the ADC in workshops, formal programmes and in a *Brief Guide to Evaluation*[20] available to all staff and have also been taken up by individual Rhodes academics and promoted at professional conferences[21]. In addition, the idea that student perception surveys do not constitute a balanced evaluation is growing on campus and is manifest in the development of peer observation systems at departmental level. Probably the most sophisticated of those systems is that developed by the Department of Information Systems and a number of other departments have drawn on the expertise and experience of their Information System colleagues in order to develop systems of their own.

This does not mean to say, however, that all the evaluation which takes place in the University is of high quality and is aimed at promoting reflective practice. There are undoubtedly individuals and departments who view the need to evaluate their work as a bureaucratic chore and who design evaluation implements with as little effort as possible. There are also individuals and departments who are 'misguided' in their efforts to evaluate and who construct evaluations with the intent to *prove* that teaching is good (i.e. within a positivist orientation to research) rather than adopting interpretative orientations which aim to understand what is going on in classes and courses. This often results in quantitative instruments being used in very small classes or in data being interpreted inappropriately. Where ADC support is solicited, guidance is provided in order to arrive at more appropriate orientations to evaluation and more useful evaluation tools.

The first version of the Policy on the Evaluation of Teaching and Courses required all academic staff on probation to submit a teaching portfolio at the end of their three year probationary period as part of the process of having their appointments confirmed. Staff applying for promotion were encouraged to submit portfolios as part of the evidence to support their applications. When portfolios were first introduced in 1999, insufficient thought had been given to what would happen to them once they were submitted as part of probationary or personal promotion processes. Initially, the ADC provided feedback on

[Comment [CMB1]: Get numbers from Markus]

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[18] In 2003, for example, the ADC processed 172 student questionnaires and provided 377 evaluation-related consultations to staff from 23 of the 37 departments on campus. This is by no means the only evaluation which was conducted since many individuals and departments evaluate their work without the assistance of the ADC.
[19] http://www.ru.ac.za/academic/adc/
[20] http://www.ru.ac.za/academic/adc/
[21] See, for example, Walker, R. 2000.

portfolios and staff members could then decide whether or not this should be included in the portfolio once it was submitted. By 2001, the need for a more formal system was clear and a proposal was made for the appointment of a group of peer assessors of teaching portfolios. Assessors were nominated by faculties and the group first worked to draw up a set of assessment criteria (see Appendix 83). Each portfolio submitted as part of probationary or personal promotion procedures is now evaluated against these criteria by two peer assessors. The peer assessors then meet together to draw up a report which is submitted along with the portfolio. The portfolio assessment system is administered by the ADC.

Initially resistance to the need to develop portfolios was high, with many academics complaining that their time could be better spent on research. Again, over time the resistance to portfolios has lessened to the extent that ADC are aware that 164 members of the current academic staff (out of a total complement of 341) have teaching portfolios.

As noted already, the approach to evaluation has focused on evaluating courses and individuals and there has not been a systematic attempt to collect data that would allow year-wide or programme-wide (remembering that, at Rhodes, the programme is the sequence of experiences leading to the general formative degree) evaluations. Certain departments, notably Journalism and Pharmacy (see Appendices 78 and 79) have tried to map their students' experiences throughout their degree programmes and the Dean of Students' Division has tried to evaluate student expectations and experiences at first year level (see Appendix 50). The need for more systematic and aggregated data is acknowledged and the ADC is in the process of reconfiguring the software programmes which allows student perception questionnaires to be built so that this will be possible.

10.5 Supervisory Practice

The policy on Supervisory Practice (Appendix 27) needs to be read in conjunction with the Higher Degrees Guide (Appendix 17) published by the office of the Dean of Research. The guide provides details on postgraduate study and sets out carefully the responsibilities of both students and supervisors. The policy is relatively brief in that it requires supervisors and students to arrive at a mutual understanding of their roles through discussion and negotiation and a record of discussion to be kept. Supervisors may choose how this is done and practice varies across the University. The policy also requires supervisors and students to compile an annual reports on their progress. These reports are reviewed by the Faculty Deans and a summary is presented annually to the Vice-Chancellor. Submission of reports by both student and supervisor are a pre-requisite for re-registration in the new academic year. The system has proved particularly effective as an early warning system in respect of problems that may be developing.

The 2005 academic review recommended that consideration should be given to the reporting of trends and general problems regarding supervision to faculties to highlight these issues amongst all staff.

10.6 Staff Development

A major contribution to the raising of the profile of teaching and learning at Rhodes University has been the work of the ADC, in particular initiatives intended to develop and

accredit academic staff as professional educators. Amongst other qualifications, the ADC offers a part-time two year programme leading to the Postgraduate Diploma in Higher Education. The first eight diplomas were awarded in 2004 and the same number were awarded in 2005. The PGDHE programme is essentially work based and participants meet weekly to discuss and share experiences of their work in relation to structured learning outcomes. Assessment for the qualification is by means of a teaching portfolio in which candidates need to demonstrate that they have met the learning outcomes. The programme has been extensively evaluated and is the subject of a doctoral research study which has already resulted in several publications (Quinn, 2004, Quinn & Vorster, 2004). Evaluation shows that participants value the programme not only because of the way it contributes to their professional development as educators but also because it provides a safe space for them to reflect on and manage their practice. Evaluation has also shown that the programme is not really suitable for lecturers who have no teaching experience. As a result of this observation, the New Lecturers' Orientation Course offered at the beginning of each academic year was restructured in 2003 and 2004 and ways of providing on-going support to lecturers in their first years of teaching are now being explored. In addition to the PGDHE, the ADC also offers a programme leading to a master's degree.

10.7   Educational Technology

In 2002 the 'Rhodes University Teaching, Learning and Technology Roundtable' was established with the Vice-Principal in the chair to assist in the development of a strategy for increasing the use of educational technology to enhance teaching and learning. A policy for the use of educational technology has now been developed in draft form by the Roundtable and is currently being debated at Faculty level. Other projects include:

- Investigating student access to computers
- Starting a student technology assistant programme
- Ensuring access to bibliographic management software for all staff and students
- Providing staff access to online journal and online conference systems and
- Developing an accredited e-learning course

10.7   Concluding Remarks

This section of the audit portfolio began by noting some of the difficulties associated with assuring and enhancing the quality of teaching in higher education institutions. Although there is no doubt that areas of resistance to endeavours to do so still exist at the University, it is fair to say that progress has been made. What progress has been made has not been due specifically to policy, however, but rather to the development of a community of practice related to teaching. Research[22] shows that a discourse of teaching and learning has long been prevalent at the University.

The focus on teaching and learning resulting from policy development and implementation appears to have added to the status and contributed to this commitment to teaching.

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[22] Knott, A. (ongoing). *Discourses of transformation at three universities in the Eastern Cape and their implications for teaching and learning*. Unpublished PhD research.

Substantiation of this statement is seen in the ability of the ADC to draw on the expertise of academic staff in its staff development exercises. For example, although the 2003 and 2004 New Lecturers' Orientation Courses were organized by the ADC, all sessions focused on contributions by academic staff members who were willing to share their experience and practice with newcomers to the University.

In similar fashion, the ADC is able to draw on the expertise of academic staff in 'Teaching and Learning Showcases' which, as the name suggests, aim at 'showcasing' good practice in a particular area of teaching. These sessions usually start at 17:00, last about 90 minutes and end with cheese and wine. Recent topics have included 'Active Learning' and 'Using Educational Technology'. Yet another instance of the community of practice related to teaching is seen in the willingness of peers to assess teaching portfolios and in the fact that research shows that, in doing so, portfolio assessors are primarily focused on the promotion of reflective practice in relation to teaching[23]. What the Rhodes University experience suggests, therefore, is that enhancement of quality in teaching and learning is thus best achieved through the promotion of a culture of teaching and learning rather than through policy development and implementation *per se.*

The Vice-Chancellor's Distinguished Teaching Awards have already been noted as a form of recognition for good teaching and, in 2005, the Senate agreed to the establishment of a group of teaching scholars/fellows.[24] The first members of the group will be the winners of the Vice-Chancellor's Distinguished Teaching Awards currently serving on the University's staff. This group will be asked to draw up a set of procedures for electing/appointing new members. Thereafter, the group will receive an annual budget which will be used to promote teaching in any way its members see fit. Group members might, for example, decide to run a seminar series, invite an overseas expert onto the campus or even mentor new staff members in respect of their teaching. The establishment of the group is aimed at the further development of a culture which values teaching as a scholarly pursuit equal to research.

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[23] Boughey, C. (forthcoming) *Peers assessing peers: a case study of institutional change.*
[24] The exact name of the group had not been agreed upon at the time this document was written.

11. RESEARCH AND RESEARCH DEGREES

11.1 Introduction

Rhodes University is committed to maintaining and further developing its strong culture of research. The contribution of research to first-rate teaching is also emphasized. Not only does research often involve students in valuable experiential learning but it can have a beneficial impact on curricula and approaches to teaching. The University also views research as a way of addressing the development needs of the country, Southern Africa and the international needs as defined in policies and initiatives such as NEPAD. The University is conscious of the national skills shortage in many key research areas and of the imperative to persuade young researchers to become academics. To guide and support this research focus, Rhodes University established a post of full-time Dean of Research in 1998, and the Research Office now has four staff.

Current research strategies at the University include increasing the number and quality of its postgraduates and research outputs, an increased regional research focus and collaboration, while also building on international links and activities. The University must also increase external sources of funding, foster research in niche areas as well as in innovative and entrepreneurial fields. An indication of the institutional success is provided by analyses conducted by the University of Stellenbosch which indicate that since 1998, Rhodes University has had - in relation to its state subsidy - the highest audited output of research publications in South Africa.

11.2 Supporting Staff Research

The research office identifies sources and opportunities for research projects and funding through the use of national and international databases and through interaction with the national research councils, government agencies, industry and commerce. This approach has proved successful with funding from industry and business increasing substantially in the past 5 years although agency funding has remained fairly constant and worryingly there has been a decline in government funding, a national problem according to recent HSRC surveys. Sourcing international funding has been less successful due to limited staff capacity to engage in international networking and limited access to the appropriate databases largely due to the cost of these systems. Opportunities for research funding for Black and female staff are targeted (such as the NRF Thuthuka programme on which 4 Black and female staff are currently funded) but these initiatives are limited by the requirement of matching contributions from the institution.

University research grants are administered by the Joint Research Committee (JRC). The priority for these funds is new and young staff with the remaining funds allocated to established staff on a needs basis and on their record of published work. The JRC has not limited its support to niche areas and this has stimulated research in the Humanities and Social Sciences in particular and is partly the reason for the fact that these disciplines enjoy a high research standing at Rhodes University. Traditional areas of research focus in the University include Biotechnology, Communication Technology, Ichthyology, Entomology, Astronomy and Medicinal Chemistry in the Sciences and Sociology, Politics, Philosophy and Anthropology in the Humanities and Social Sciences. Interdisciplinary strengths lie in the

fields of water and environmental research. The total value of University funded research grants has more than doubled since 1999 and now provides support for more than 50% of academic and research staff amounting to a total of R1 700 000 in 2004.

The research office assists staff in the preparation of research funding applications and all applications are thoroughly checked before receiving University approval. A similar process is followed for NRF rating applications and the preparation of research reports. All applications for projects involving human or animal subjects are referred to the University's Ethics Committee for advice and approval. Grants and contracts awarded to staff are very strictly managed in terms of finances and deliverables. The current success rate for grant applications is 70-80% and for NRF ratings is 95%. While the University has always maintained a very good financial management system for research grants, a need for more dedicated control was recently identified and a research accountant has been appointed. In order to maintain an effective financial and general administration of research projects an administrative fee of 10% is levied on all non-agency research grants.

The involvement of staff in innovative and entrepreneurial research activities is actively encouraged by an Intellectual Property (IP) policy in which IP and copyright resides with the academic staff member and not the University. Support is also provided by a Centre for Entrepreneurship and a Business Unit which assist researchers to exploit their ideas. In select cases the University has provided seed funding and/or partnerships to commercialise innovations. To date, three spin-off companies, six entrepreneurial research units and seven closed corporations have arisen from this activity. The generous conditions allowing for individual consultancy and contract work has enabled the University to retain key staff that might otherwise be lost, particularly in market-related disciplines.

The JRC supports travel for researchers to present papers at recognised conferences. Staff are supported for one local and one international conference per year. The travel budget assisted 95 staff (more than 30% of the total staff) to travel to international conferences in 2004. The University has a good infrastructure to support research in terms of Library, IT and the provision of laboratories and specialized facilities. However, in certain departments and fields of research, the infrastructure limits the number of postgraduate students who can be registered. Equipment is provided through individual research grants and contracts and an annual University equipment grant to which departments may apply. Matching funding is also provided for successful applications for national or regional research facilities awarded by the NRF.

New members of staff are informed about research policies and the workings of the office of the Dean of Research during the staff orientation programme. Workshops are held with departments, sometimes with the assistance of external facilitators, on such topics as supervision, funding and intellectual property; furthermore, the Dean of Research visits academic departments on a regular basis. A Higher Degrees Guide (Appendix 17) provides staff with an extensive guide on aspects of postgraduate supervision and other student-related research matters. Senior and experienced researchers are encouraged to mentor younger colleagues in their disciplines and several retired professors fulfill this role very effectively. The annually awarded Vice-Chancellor's Distinguished Research and Senior Research Awards as well as a Vice-Chancellor's Book Award have been established to encourage

research. International standing and peer evaluation are the main criteria used in making these awards.

11.3 Research and Quality

The quality of research carried out by an individual or group is viewed in the context of research outputs in the form of journal articles, books, artifacts, conference proceedings and the like. These are in turn assessed in terms of their impact. In addition, factors which are taken into account are peer standing, NRF rating (Rhodes University ranks fifth amongst HEIs in terms of the proportion of rated researchers), external evaluations and the number, quality, graduation rates and employment profile of their postgraduates. Such factors are assessed in relation to norms in particular disciplines. While this has proved to be a successful method of quality assurance for most disciplines it is not necessarily so for others such as the performing and visual arts. Furthermore, in a small university the pool of peers on which to call for assistance in evaluation is limited and may even be unfairly biased.

As with most HEIs, 80% of the publication output is produced by 25% of the staff and there is a need to broaden the base of staff able to research and publish. This situation is exacerbated by the fact that the more active researchers are an ageing cohort and the Dean of Research and faculty Deans are currently developing strategies to address this issue. A related problem which has recently arisen in assessing the impact of research – particularly in the Sciences – has been the shift towards contract research where outputs are often in the form of confidential reports. Other than enquiring from the funder about their satisfaction with the work produced, there is little the University can do to monitor the quality of such outputs. However, the fact that most external donors continue to fund research on a long term basis suggests satisfaction with the quality of the research. Inevitably, the more contract research undertaken, the less time spent on fundamental research. That contract research is highly relevant is self-evident but it does impact on traditional research outputs.

The quality of postgraduate supervision is informed by the relevant University policy and was discussed in Section 10.5. Great care is taken to ensure that sound working relationships develop between student and supervisor and that any problems are detected and dealt with at an early stage.

11.4 Postdoctoral Fellows and Research Associates

The University has an internal postdoctoral fellowship programme to support research. Funds for these come from both the university budget and the Mellon Foundation. Preference is given to international fellows and currently there are six such appointments in the University. This programme is augmented by other national postdoctoral fellowships. While the number of postdoctoral fellows remains low, as is the case in most South African institutions, their impact is significant. They not only contribute new ideas and skills and significantly enhance departmental productivity, but also enhance the standard and promote the rich research culture of the University.

Rhodes University appoints honorary researchers who are given titles such as Research Associate or Visiting Professor. Such positions are intended to encourage colleagues from other institutions both local and international to collaborate with Rhodes University staff and

sometimes to co-supervise higher degrees. These appointments are normally made on a three year basis and are renewable. In addition, endowments provide funding for the appointment of a number of prestigious senior research fellowships on an annual basis. Such appointments also stimulate interaction with research councils, industry and business and have enhanced the research output of several departments. A current Visiting Professor has contributed 14 international publications in the name of Rhodes University in the last three years.

11.5 Research Units and Collaboration

Rhodes University has twenty affiliated research institutes and units and three associated but independent research units (SAIAB, NELM, Albany Museum). Most of these have arisen out of specialized research activities in academic departments which developed into a separate institute or unit. Approval for such an Institute or Unit requires Senate and Council approval whose decision will partly depend on the resource implications and the need for the unit to focus on a particular research strength aligned with the mission of the University. The Dean of Research and senior academics serve on the Boards of the Institutes so promoting liaison and effective collaboration. Research in these Institutes and Units contributes significantly to the research outputs of the University (18% of the publication units in 2004 and 20 currently supervised Masters and PhD students).

There is a growing number of multidisciplinary research groups, some across faculties. Regional collaborative research, particularly between HEIs, has not been a strong feature at Rhodes University, primarily due to the lack of experience at other institutions in the fields in which the University has expertise. However, a new post of research professor has been created to initiate research programmes in the social sciences in the Eastern Cape in collaboration with the Bhisho government and other bodies in the region. The University has provided support for other regional research initiatives through research units such as the ISER, ISEA, PSAM and CADRE as well as in individual academic departments. The benefits of these activities in the region have been very tangible and well received by the local community.

11.6 Research Degrees

Over the past eight years Rhodes University has embarked on a strategy to increase internal funding and donor support for postgraduate scholarships and bursaries. This has focused on Black and female students with preference being given to South African nationals and permanent residents. This strategy has been highly successful with annual funding for Honours, Masters and Doctoral students rising from R635 000 (35 awards) in 1999 to R2.2 million (62 awards) in 2005. Continued funding has been ensured by regular contact with donors, detailed reporting in line with donor needs and a strict policy of funding based on student quality. The University has been recognised for the quality of these reports, an example of which is provided as Appendix 56: Annual Report to the Mellon Foundation on Postgraduate and Developmental Lecturer Support. In addition to these competitive scholarships, the University grants automatic scholarships to third year and Honours students who obtain first class passes and Masters students with distinctions. Postgraduate students are also supported by awards from the NRF, MRC and other funding organizations. The total scholarship and additional financial aid awarded for postgraduate study in 2004 was R9.9 million (750 awards). Scholarship and other postgraduate financial aid schemes are well

advertised internally, in the regional and national press and through the HEI network. The success of the exercise is demonstrated by the fact that there have only been 2 failures/drop outs out of a total of over 2000 awardees in the past six years and in 2004 fourteen of the nineteen Mellon Honours Scholarship holders achieved first class passes and 50% have continued with Masters studies.

The administration of all postgraduate funding is the responsibility of the Research Office. Feedback from students and staff suggests that its role in providing funding and more general support is highly valued and is essential to the success of postgraduate studies at Rhodes University. Funders have also expressed a high level of satisfaction with the administration of, and reporting on, postgraduate awards. Postgraduates are attracted to Rhodes University by its reputation, areas of research strength and the high rate of employment of its graduates. This assessment is based on personal reports from students and staff, information requested on application forms and reports, departmental databases on graduate career paths and feedback from employers. A further factor has been the establishment of the Gavin Relly Postgraduate Village which provides an attractive environment for postgraduates close to the campus.

Postgraduate student numbers at Rhodes University increased by 19% between 2000 and 2004, against the national trend. Furthermore, the percentage increase in Masters and PhD students over the same period has been slightly higher than that of the total student body. This planned increase has logistical implications. In order to accommodate the larger postgraduate population and to continue to attract the best students, the University will be expanding the postgraduate residence complex.

The process of admission of postgraduate students is rigorous, and, together with an effective support system, results in a pass rate of 96-100% at Honours level. Acceptance into Masters and PhD programmes has recently been revised with much more detailed information required of the student and supervisor by the Faculty Deans before applications are approved in order to resolve issues at the time of registration rather than later. Promising undergraduate students are encouraged to continue with their studies after graduation and in some scarce-skills areas such as information systems, are offered confirmed places on postgraduate programmes based on their June exam results, to counter the lure of industry.

New postgraduate students are introduced to Rhodes University through a process of departmental orientation, peer orientation, a University-wide orientation day and special information sessions by the Library and the IT Divisions. Postgraduate students in residence are also included in residence orientation programmes. The orientation of foreign postgraduates has not always been as effective as it could be with some students expressing concerns about the time taken to integrate into the campus and the community. Interaction with the new International Office and Dean as well as the Postgraduate Liaison Committee (PGLC) should provide ideas about improving the orientation process. The PGLC was formed in 2003 following a request by postgraduate students for a formal structure in which to raise issues of concern. It is a sub-committee of the JRC and through this channel reports to Senate and Council.

All postgraduate students receive a copy of the Higher Degrees Guide and a variety of workshops on such topics such as thesis writing and supervision are available to students. An area of increasing need is for writing skills, especially for second language users of English,

and following the recommendations of the 2005 academic review, the ADC is to increase the number of writing workshops specifically for postgraduate students. The possibility of providing resources to employ writing respondents to assist with preparation of theses and research papers will also be explored.

Higher degree project proposals are required by most Faculties and are prepared by student and supervisor before going through a process of departmental approval which often includes a seminar presentation. Thereafter proposals are submitted to a Faculty higher degrees committee for approval. Reports from most Faculties indicate that in general departments have improved the support for students in the preparation of their proposals and the rigour of this process has resulted in an improvement in the acceptance rate of project proposals.

Research progress is monitored via the policy on supervision as described earlier. This policy has provided an effective means of keeping track of progress and has highlighted several cases of poor supervision. Problems are dealt with as early as possible in a confidential and sensitive manner by the Dean of Research. After three years of registration for a full-time masters degree and five years for a doctorate, students are warned that if they are not able to make significant progress and complete within the next year, they will not be allowed to re-register. However, the reality is that in cases of extended registration, both students and supervisors are adept at finding reasons to continue extending the registration. Applications for upgrade from Masters to PhD are considered by Higher Degrees Committees or individual faculty boards. The process for approval of such upgrades has become much more rigorous in recent years.

Masters and PhD students are encouraged to attend and present papers at conferences and the JRC provides conference funding for almost all students presenting papers at local conferences and limited funding for PhD students attending international conferences.

The Higher Degrees Guide provides extensive details in terms of thesis preparation and presentation and of the examination process. In the case of research Masters theses two examiners (neither of whom may be the supervisor) are required and for Doctoral theses three external examiners are required. Clear guidelines are provided in terms of recommendations open to examiners and to Deans in cases where the recommendations by examiners differ. For Doctoral degrees, examiners reports are considered by a Committee of Assessors (CoA) comprising the Dean (Chair), Head of Department, supervisor and at least 3 senior members of the faculty. Recommendations of the COE are submitted to the Vice-Chancellor for approval on behalf of Senate or put to a meeting of Senate for its consideration.

11.7 The Research Office

Central to the success of the policies, strategies and procedures outlined in this section is the efficient and effective running of the office of the Dean of Research. The mission of this office is to be a 'one-stop-shop' for all research matters and postgraduate funding and this requires that the staff have a thorough understanding of all of the University's research activities and policies, of the national system of research and of the international research environment. The office aims at a turn-around time of 24 hours and this is seldom exceeded. Some of the most important and time consuming activities of the office are to ensure the quality of applications and reports, critical evaluation of research contracts and thorough and accurate collection of annual research outputs.

Staff in the research office regularly discuss and self-assess their performance and general assessment of the service they provide comes through constant feedback from staff, students, other divisions of the University and funding organizations. The Research Office is subject to the University's cyclical review of administrative departments in which self–evaluation reports are presented to a Peer Review Committee for discussion and evaluation. In the 2002 support services review, the Research Office received a very positive evaluation. That the Office is regularly used by funding agencies like the NRF to test their new systems of grant applications and administration, suggests that it enjoys a reputation beyond the University.

11.8   Concluding Remarks

The University will continue to maintain a strong culture of research and emphasize the importance of the link between teaching and research. The University will endeavour to ensure that research outputs remain amongst the best in the country both in terms of publications and masters and PhD graduates. The quality of research is monitored and assessed by a number of mechanisms, which appear to be effective, and strategies are in place to further improve research outputs and to increase postgraduate numbers as well as masters and doctoral throughput rates.

12. INTERNATIONALISATION

12.1 Introduction

There is wide agreement on the definition of internationalisation at Rhodes University. The Self-Assessment Report of the Internationalisation Quality Review (September 2001), the University Bosberaad (July 2004), the Head of Department Workshop (September 2004) and the Policy on Internationalisation (March 2005) all consider internationalisation to be a process whereby an international dimension is integrated into the teaching, learning, research and service functions of the University. Student and staff mobility, academic and inter and multi-cultural programmes on campus, institutional links and networks and development projects constitute the process. The desired outcomes of the process are enriched student and staff competencies, an enhanced profile for the University and deep and broad relations with a variety of partners. There is agreement too, on the rationale for internationalisation. The primary reason why the University wants to internationalise is academic quality. Cultural diversity and student and staff development are further reasons. Rhodes University does not view internationalisation as a source of income.

At Rhodes University, formal quality assurance prompted a thorough examination – both a self-evaluation and an external assessment – of the state of internationalisation of the University in 2001. Rhodes University was then, and had been for many years, a remarkably internationalised institution. The mission statement identified international recognition and the advancement of international scholarship as major elements of its niche in higher education. International connections of academic and management staff were numerous and very valuable. Rhodes University researchers were publishing regularly in international journals. The proportion of foreign students at the University was one of the highest in the world for residential universities. However the University had never had a conscious policy or strategy in respect of internationalisation and it decided on an external review of its international dimension as part of a project aimed at formalizing the internationalisation process. Senate commissioned an Internationalisation Quality Review, an exercise coordinated by the International Management in Higher Education programme of the Organisation for Economic Cooperation and Development. A task team prepared an extensive 'Self-Assessment Report. Thereafter a five-day visit by a peer review team including three internationally recognised and experienced experts took place and the team presented its Report. The Self-Assessment Report and that of the Peer Review team are available on the University website. Senate appointed a sub-committee in 2002 to develop university policy on internationalisation and make proposals for a governing structure. A part-time Dean: International Office was appointed in February 2004 to drive the process of internationalisation.

12.2 Institutional Policy and Infrastructure

An Internationalisation Policy was approved by Senate in March 2005 (Appendix 24). The Policy states:

Rhodes University recognises that a commitment to internationalisation has implications for curricula, teaching, research, administration, selection and promotion of staff, student recruitment, fund raising, marketing, experiential learning through student and staff mobility, quality review, the university budget and communication.

The policy therefore aims to ensure implementation of the following guiding principles.

- All decisions regarding the curriculum, cooperative teaching and research agreements, staff and student mobility and international projects are guided in the first instance by considerations of academic excellence.
- Internationalisation at Rhodes University, at the institutional level, develops within the framework provided by policies, strategies and laws at the national system and sector level. Important documents include the SADC protocol on Education and Training, especially articles 7 & 8, and the Code of Ethical Practice in the Provision of Education to International Students by SA HEIs, IEASA. Internationalisation will also be aligned with relevant University policies such as those on language, assessment of student learning, curriculum development, quality assurance, recruitment and selection of staff and staff development.
- Special attention is paid to developing relations with institutions in Africa and to continue to provide quality and affordable tertiary education to African students, especially those from the SADC region.
- International staff and students are integrated as far as possible into the daily life of the University and have available to them the range of services available to all South African staff and students.
- In the development of its academic programmes, in the review of curricula and the assessment of courses offered, Rhodes University will follow international best practice while at the same time ensuring that teaching methods and course are relevant to the African context.
- With respect to research programmes, every effort is made to facilitate international links and to provide staff with the opportunity to visit foreign countries and work with international colleagues.
- Rhodes University participates in bilateral or multilateral agreements with institutions outside South Africa only when there are clear and demonstrable mutual benefits to all the partners in the agreement.
- Rhodes University follows a bottom-up approach to stimulating internationalisation and recognises that the enthusiasm of the individual students and staff involved is critical.
- The number of international students should not exceed 25% of the total student body.
- International students, staff and visitors bring a healthy degree of diversity to the campus.

The policy also specifies the institutional infrastructure for internationalisation, (in essence an international office and Dean) and the reporting lines and primary functions. The latter may be summarized as follows:

- Serve as a contact and support point for international students (especially study abroad and exchange students), staff and visitors;
- Support Rhodes University students and staff who travel and study abroad in the interests of internationalization;
- Develop international opportunities, links and exchanges for Rhodes University staff and students;
- Liaise with international offices at other South African universities;

- Undertake research on the process of internationalisation at Rhodes University;
- Participate in the activities of organizations of international higher education, both local and elsewhere.

Currently the International Office has two staff (one part-time) funded by the University. Assistance in the Office and activities and projects are funded from a surcharge levied on all international students. In 2005 the Office plans to support international student activities on campus, cultural evenings, lectures on international issues, Japanese and German film festivals, Rhodes University students who would like to participate in exchange programmes and a range of other activities.

The Internationalisation Committee of Senate is responsible for ensuring that:

- the University meets its commitment to internationalisation as defined in its policy and described in the vision and mission statement;
- the Internationalisation Policy is implemented, monitored and regularly reviewed;
- the IEASA Code of Conduct for International Students is implemented;
- the internationalisation of research and collaboration with foreign research partners is fostered; and
- Senate and Council are advised and informed on matters of internationalisation.

12.3 International Students and Rhodes Students Abroad

Rhodes University regards all students who need a study permit to study in South Africa as international students. This group includes degree-seeking students, 'study abroad' students and exchange students. All international students have access to the same support structures and facilities as local students. The international office assists with logistical arrangements for certain departmental scholarship students and handles all the general administration of international students. It deals with all enquiries from international students including visa queries and medical aid registration if requested.

The University has a variety of programmes for international short-term students. There are usually between 30 and 40 such students in the first semester and between 10 and 20 in the second semester. Students from abroad prefer to participate in an exchange in the second half of their academic year which is the first semester in South Africa. The exchange agreements make provision for Rhodes University students to attend partner universities abroad. In most cases tuition and accommodation fees are paid to the home university and these fees are then exempted at the host institution. Rhodes University students are responsible for their own travel expenses, visa costs, medical insurance and personal expenses. In future the international office hopes to offer financial assistance to a few students who qualify for an exchange but cannot afford it.

12.4 Other International Issues

Rhodes University offers Distinguished Visiting Fellowships such as the Hugh le May and Hugh Kelly research fellowships and post-doctoral fellowships. These generally attract international applicants and help build a healthy presence of international visitors on campus.

Many courses have an international dimension such as the area studies offered in Politics, Sociology and Anthropology and the language courses in French, German and Dutch. However a coordinated strategy to internationalise – and Africanise – the curriculum is yet to be developed. The ADC will play a key role and a module on 'Internationalising the Curriculum' is planned for the PGDHE in 2006.

International exchange and study abroad students have a strong sense of responsibility towards community assistance and the University has received many requests over the years from students wishing to be involved in some form of community work. Such work is always done on a voluntary basis and students do not receive any form of remuneration or academic credit for work done (although study abroad students are generally required to undertake community work and do receive credit from their home institutions). With help from the Centre for Social Development, students have been placed in various NGOs and in some cases have become so committed that they have continued to assist 'their' organization through fund raising after returning home. Reports from students involved in such work indicate that it forms an extremely valuable part of their exchange or study abroad experience. Two organizations that have proved popular with students as work places are the Eluxolweni Street Children Shelter and the St Raphael Centre for persons suffering from HIV/AIDS.

Finally, Rhodes University is a member of the International Education Association of South Africa, the Association of Commonwealth Universities (including the CU Study Abroad Consortium), the IMHE programme of the OECD, the Association of African Universities and the International Network of Quality Assurance Agencies in Higher Education all of which have a major focus on internationalisation. The University plans to also join the European Association of International Education and NAFSA (National Association of Foreign Student Advisers), the US Association of International Educators.

13. COMMUNITY ENGAGEMENT

13.1 Introduction

Rhodes University has adopted a definition of community engagement from the CHE viz. 'Community Engagement can be defined as initiatives and processes through which the expertise of the institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs.'

Grahamstown, home to Rhodes University, is situated in the Eastern Cape, one of the poorest provinces in South Africa. Facing Rhodes University across the valley live some 100 000 people, more than half of whom are unemployed and the two communities, that of the University and Grahamstown East, represent the two extremes of advantage and disadvantage that are found across the Province. The University is the largest employer in the municipal area and accounts for some 66% of its GDP.

Over the decades, there have been numerous instances in which individuals and sometimes academic departments at Rhodes University have made a significant contribution towards community upliftment in Grahamstown, but until recently, there has been no single agency or coordinated effort on behalf of the University in respect of community engagement. This has long been a source of criticism of the institution, which is perceived by many locals as aloof from its surrounding community. However, a review of this situation in 1999 has resulted in a new approach to community engagement by Rhodes University since 2000, when it further committed itself to Community Engagement by making provision for Community Engagement within the Rhodes University Mission statement and by making Community Engagement the third pillar of Teaching, Research and Community Service. The establishment in 2003 of a Community Engagement Committee, with the responsibility to 'enhance, coordinate, develop and give visibility to the many community initiatives at Rhodes University', has placed a new emphasis on community engagement.

13.2 The Centre For Social Development

One early exception to the criticisms voiced above has been the Centre for Social Development, which for nearly thirty years carried the flag for Rhodes University when it comes to community engagement and upliftment. Its work started from a private home in 1976 and in 1981 the Centre was formally established as an Institute of Rhodes University. It acquired its own premises in Somerset Street and apart from minor assistance from the University, was entirely self-funding, self-governing and independent.

Over the years the Centre for Social Development has engaged in a wide range of community projects in Grahamstown and the surrounding districts and members of the affected communities speak highly of the work of the Centre. This does not mean that the Centre has been without its critics. For most of its history its activities have reflected the interests and the approach to community engagement of the first Director and were perceived by some as being too narrow.

Notwithstanding any critical comment, the list of achievements and funds raised over the years to support community projects is most impressive and the first Director was awarded the 'Order of the Baobab' by President Mbeki for her contribution to communities in and around Grahamstown. This report is not the appropriate place in which to detail the work of the Centre in the years to 1999. Such issues are fully described in the Annual Reports of the Centre and in a review report of the Centre, produced by a University committee in 2000; documents which are available to interested readers. Activities at the Centre ranged from bursaries for tertiary education, a commercial centre, matric school, centres for the elderly and vulnerable, pre-schools and feeding schemes to book keeping and computer courses.

In 2000, the controlling board of the Centre for Social Development became a Senate sub-committee, a new Director was appointed and the Centre took on a new focus, becoming more closely integrated with the University and its academic departments. The vision of the CSD today is 'to be a driving force for community-owned, innovative and sustainable social development'. The University provides the Centre with premises and administrative support such as financial and human resource management but the salaries and benefits of its sixteen staff members and the costs of its projects continue to be covered by the fundraising efforts of the CSD itself.

The CSD focuses on the implementation of social development at community level and has developed unique ways of reaching children and their families at regional and provincial levels. The CSD works within Grahamstown and in approximately a 100km radius of Grahamstown in communities in Fort Beaufort, Adelaide, Bedford, Port Alfred, Kenton-on Sea, Bathurst and Alexandria. While the focus is on children, the approach realises that one cannot deal with children in isolation of the family and community. The CSD regards the pre-school as being a true community in its own right and an indispensable centre for wider social and cultural needs. It has used early childhood development as a springboard to integrated and coordinated community development.

The CSD describes itself as a learning organization, conscious of the need for self-reflection and continuous improvement. The Centre hold three sessions each year in which, over a period of four days, the staff get together to share their experiences, reflect on what they have learned and adjust their activities in order to solve problems and effect improvements. There are few formal indicators of success in community based work but regarding its training, the Centre can point to the following achievements:

- Based on its record of training community workers, the ETDP SETA invited the Centre to pilot the Development Practice Learnership. The CSD is the first organization to run a Basic Certificate in Development Practice at NQF level 1 nationally.
- The CSD was the first ECD (early childhood development) organization to have its programmes accredited and approved by the relevant ETQA.
- The model of the MPCDC (multi-purpose community development centres) has received recognition from the Provincial Department of Social Development as a model worth replicating. The Department is investigating ways in which it can be rolled out across the Province.

- Accredited certificates and diplomas are awarded to 120 students annually. These courses serve as foundation/bridging courses which then allow access to the University.

13.3 Community Engagement

As noted earlier a Community Engagement Committee was formed in July 2003 and given the task of enhancing, coordinating and giving visibility to community initiatives at Rhodes University. To date this Committee has:

- undertaken a full audit of all Rhodes University community engagement activities and has published a 'Community Engagement Review' and set up a website;
- developed a mission statement to guide community engagement;
- drawn up a Community Engagement Policy for Rhodes University (Appendix 20);
- created two new posts, of CE Manager and CE Assistant within the CSD, funded by Rhodes University; and
- designated the CSD as the interface between the University and its communities.

The *Community Engagement Review* (Appendix 43), undertaken during 2004, details over 30 diverse initiatives across a wide range of Departments at different levels, from involvement at government policy level to practical, effective intervention at a community level. Some projects have been commended by local and provincial government and have enjoyed international acclaim, particularly the work of the Environmental Education and Sustainability Unit. Notable are the Legal Aid Clinics in Grahamstown and Queenstown, as well as the work that the Rhodes Mobile Biology Laboratory and the Rhodes University Mathematics Education Project are doing in raising marks in Eastern Cape schools. The Public Service Accountability Monitor (PSAM), an independent monitoring and research institute based at Rhodes University, monitors issues around government transparency and accountability. It gathers and publishes information on the management of public resources and the handling of misconduct and corruption cases by government departments.

The Rhodes University Centre for Entrepreneurship, together with the Makana Municipality and Rotary started a Business Information Centre (BIC) in Grahamstown in 2004, which aims to develop and nurture entrepreneurial skills in the area, acting as a business advice information portal and offers training and business plan development for potential and existing small business owners. The venture has been hailed as holding immense value both socially and economically, and is a model worth replicating.

The CE Manager's task is to coordinate this wide range of outreach initiatives centrally, to network with the University's development partners in the community, as well as to formulate and drive a strategy for the University's outreach activities.

The CE Assistant identifies the specific and realistic needs of CBOs and NGOs in order to be able to translate these into volunteer skills requirements for the mutual benefit of students and the organizations served. Currently the CSD approaches community project leaders to ascertain their needs and students are carefully matched to community projects.

The Student Volunteer programme is very popular with Rhodes University students, and has proved to be a valuable resource to the 14 NGOs and CBOs assisted in Grahamstown. Over 200 students participate annually, with a long waiting list for others to join. Regular monitoring and support visits are undertaken to ensure that both the student and the project benefit from the engagement. As noted in Section 12.4, international students regularly involve themselves in community work. By mid-2005, over 125 students had participated in the Student Volunteer Programme. Of these students, half are South African. Specialised training sessions are provided in community volunteering, with approximately 80 students attending each of these. Because of the extensive poverty in Grahamstown, the potential opportunities for students to engage with the community are unlimited. This means that the programme has the ability to expand significantly, which is now possible with the appointment of a full-time co-ordinator for the programme.

13.4 Service Learning

Service Learning:
There are currently six departments which have implemented structured service learning programmes at Rhodes. Fourth-year and postgraduate **Journalism and Media Studies** students are required to work at the Grocotts community newspaper as experiential learning, and senior journalism students tutor learners from local disadvantaged schools in the 'Grab' development project, which strives to benefit them by transferring skills and exposing them to journalism as a possible career.

The successful **Pharmacy Community Experience Programme** is a credit-bearing requirement of the Pharmacy Admin & Practice IV course. In assisting members of the community, students gain awareness of real life pharmaceutical practice.

Counselling Psychology students in training are required to do counselling work for local schools and NGOs, which receives course credits. **Sociology** students are required to do credit-bearing volunteer work such as the pilot study for The Presidents' Award, Grahamstown, (General Sociology III) and the current project on music censorship and human rights in three disadvantaged schools in collaboration with Freemuse, a Danish-based international music and human rights organisation.

It is compulsory for **Law** students in their second semester of their penultimate LLB year (and voluntary for students in the first semester of both penultimate and final year LLB) to work at the Legal Aid Clinic as a credit-bearing part of their studies.

2nd year **Drama** students enrolled in the Drama for Development course are required to apply their understanding of drama and theatre processes for developmental and educational means in a diverse range of outreach projects in communities around Grahamstown.

International Service Learning Programmes:
The Community Engagement office is actively promoting links with universities in the United States to develop a credit-bearing service learning programme for US students as part of their study abroad programme. It is believed that this would make Rhodes University the first South African University to accommodate international students in this way.

13.5 Schools Outreach

Rhodes University has no less than fifteen departments or units that are actively involved in ongoing initiatives that build the resources and teaching capacity of teachers in local schools, engaging directly with learners in disadvantaged schools within the Eastern Cape and sharing its physical resources in order to assist learners.

The greater part of the University's contribution to education in the Eastern Cape lies within the ambit of curriculum/programme development and the upgrading of teacher skills. The **Centre for Social Development** has served disadvantaged pre-school communities for 23 years, creating Early Childhood Development programmes as well as working in school capacity building and community development through the schools. The **Education Department's MiST** – Mathematics, Information and Science Technology education programme builds the capacity of educators, as does the IMP project, which assists with the implementation of the New Curriculum. The Dean of Education's *Whole School Development* and *Ready for Business* Programmes are funded by the Delta Foundation and are implemented in disadvantaged schools in Port Elizabeth, the latter recognised by the American Chamber of Commerce as the best community outreach project for any American company in the country. The **Environmental Education and Sustainability** Unit is an active participant in new curriculum policy formulation, new qualifications and course development and has received acclaim from the WWF for its interventions.

The **Geography Department** is active in raising the skills of educators and in creating new teaching aids for schools. The **ISEA** offers accredited certification to English teachers and offers teacher workshops to upgrade skills in teaching creative writing in line with OBE.
The Rhodes University Mathematics Education Project - **RUMEP** - was created with the specific aim of improving the quality of mathematics teaching and learning, specifically in the deep rural areas of the Eastern Cape. It provides an in-service professional development programme for teachers, develops resource material and teaching aids and facilitating a maths teacher support network for professional growth.

Rhodes University enhances the teaching and learning experience of learners in disadvantaged schools in many different ways - through workshops held by the Department of **Fine Art**, applied **Drama** for Development approaches in the community through performances at schools; an **Ethnomusicology** project where learners are taught indigenous songs with handmade traditional drums which are then given to them; **Institute of Water Research** outreach programmes; **Pharmacy** and **Sociology**, which teach regular courses and the **School of Journalism and Media Studies'** Schools Media Project which encourages communities to explore ways of producing their own media and exposes young learners to various aspects of journalism and media studies. The student **Sports clubs** coach basketball, hockey, netball, tennis and squash at local disadvantaged schools.

Rhodes University often shares its resources and opens up its facilities to children from disadvantaged schools. The **Chemistry Department** has for six years run the Khanya Maths and Science Club and has recently begun to invite these schools to do practicals in the University's laboratories. The **Computer Science Department** has set up Internet technology in four disadvantaged schools in Grahamstown East, who now have faster Internet access than most private schools, while the **Education Department's** MiST Research Centre has been

instrumental in the development of a computer laboratory at a disadvantaged primary school in Grahamstown East.

13.6 Looking Forward

Like few other universities in South Africa, the physical location of Rhodes University presents particular kinds of challenges. To meet these, the University has recognised that palliative responses to the wider social and economic circumstances in the City of Grahamstown are simply no longer enough. Rhodes University is the biggest player in the economy of the city by a considerable margin. This was not always so, but the removal of agricultural subsidies and the ending of apartheid have witnessed a reduction in state spending in small towns throughout South Africa.

Rhodes University has commenced a series of conversations with a number of stakeholders on the future of the city and the role that the University can play in its development. The core idea is that the University, and its reputation, could be used to anchor a sustainable programme of Edu-tourism in Grahamstown. This would result in a series of initiatives aimed at developing Grahamstown as a desirable destination, both internationally and nationally, for students that wished to combine academic study with tourism. The University's core business is not to act as a development agency but to deliver world-class tertiary education. This Edu-tourism initiative would therefore not be at the nub of the programme but it would be the anchor partner.

The key to the success of the project lies in partnerships, and so the University is exploring the idea of Edu-tourism with a number of potential partners. These include the office of the MEC for Economic Affairs and Tourism in the Eastern Cape, the Eastern Cape Tourism Corporation, the Mayor and Council of the City of Grahamstown, and, most recently, with the Industrial Development Corporation. Meetings have also included other players in Grahamstown including the Grahamstown business community, local representatives of NAFCOC, the Bishop of Grahamstown and the leadership of both St Andrew's College and Kingswood College and other stakeholders, including state schools, will also be included in future discussions. At each occasion, the broad idea of charting a new direction in the local economy, through Edu-tourism, has been favourably received and strongly endorsed.

Much work remains to be done on a project that will have to be funded from outside the University. Indications are that seed-funding will become available in the coming months. Within the University, a small informal committee under the leadership of the Vice-Chancellor is spearheading the project.

As part of its vision for Community Engagement, the University aims to be widely recognised for the vibrant interaction between the institution and its community, with staff and students working actively to improve the quality of life of individuals in Grahamstown and Eastern Cape communities through the sharing of knowledge resources. Greater physical and financial resources such as a more suitable venue for the CSD and a larger budget will be dedicated to this vital third pillar of the University in order for this to take place. With centralised coordination in place, comprehensive records of all CE initiatives will be kept and there will be ongoing communication with Rhodes University staff and students who participate or wish to participate in CE. It will also ensure that CE is carried out in a way that ensures quality

delivery and sound, sustainable development practice. The CE team will foster an ethos of voluntary community service within its staff and student body so that ideally, by the end of their third year, all students will have participated in some way in community engagement activity, whether through the Volunteer programme, through Service Learning or through residence or hall volunteer activities, leading to well-rounded graduate citizens who will be active agents for positive social change. The Community Engagement staff also aim to encourage service learning by facilitating the integration of CE into the academic curriculum. This may require the University to offer incentives to encourage departments to include structured community service as a meaningful experiential component of their curricula. Discussions on how to achieve this will be initiated by the Community Engagement Committee and taken through the University structures in due course. In addition, in order to better serve its community, Rhodes University plans to establish a nexus where the key roleplayers in the University's community interaction will be situated. Architects are drawing up plans for a central site accessible to the community, to staff and to students.

14. BENCHMARKING, USER SURVEYS AND IMPACT STUDIES

Rhodes University has no formal policy in respect of benchmarking and has not adopted any specific internal or external reference points in order to set goals within the institution. This is not to say that comparisons are not drawn within the University and between Rhodes University and other HEI's in South Africa and further afield. This situation is largely a reflection of the lack of known and appropriate benchmarks. Apart from a few statistical measures required by the DoE such as graduation rates and retention rates and the range of HEMIS data that is produced, there are no agreed and established benchmarks for HEI's in South Africa. Further, some benchmarks such as graduation rates are of dubious value and foreign performance indicators and benchmarks such as those which are easily available within Europe and from the OECD are inappropriate for use in the South African context.

Rhodes University does produce an annual Digest of Statistics which provides a valuable set of measures of the university's performance and enables inter-departmental and inter-faculty comparisons. Further, the regular review of academic departments (described in Section 9) leads to a great deal of internal and external comparative assessment. The departmental reviews (and the data contained within them) facilitate the identification of areas of the university which may be performing particularly well (or badly) in terms of a given measure (such as undergraduate pass rates or publication output) but the university has not formalised target levels or benchmarks for any of these performance indicators.

In an inter-institutional or national context, certain comparisons (such as those of staff/student ratios) can be made and are made but, again, no benchmarks have been set either nationally or within the institution. As mentioned in Section 8.5, the University has in the past attempted to benchmark its employment equity activities against those of other HE institutions and the national statistics. For example, recent SAUVCA research on employment equity practices at the different universities in South Africa is currently being used to benchmark the University's practices. Much more of this kind of benchmarking needs to take place and the University would welcome a system-wide agreement on which measures are the critically important ones and how these should be defined and calculated in order than a national system of benchmarks could be established.

Over the past five years a number of (mostly internal) user surveys have been conducted but usually these have been in response to a perceived problem rather than as part of a regular and planned system of such surveys. Recent user surveys include:

- A 1999 Student Services Council Survey of student attitudes and opinions on a wide range of issues within the University;
- A survey in 2002 of first year student expectations and experience of Rhodes University (Appendix 50);
- A 2002 survey of lecture attendance at Rhodes University where undergraduate students' perceptions of the value of lectures was researched. This arose out of an interest in quality assurance of lecturing/teaching at the University and also out of concern at the number of students who, for one reason or another, were not attending lectures regularly;
- A 2003 CASRA survey of substance misuse on the Rhodes University Campus;

- A 2004 survey of the Quality of Life in the University Residences (Appendix 51);
- A 2004 RIBS survey of the expectations and experience of MBA students at Rhodes University.

Surveys such as these are normally commissioned by a Senate Committee and the impact of such surveys on quality improvement can be tracked via the minutes and actions of the relevant committees.

Surveys external to the University are difficult to effect at the best of times but for Rhodes University it is particularly difficult. The University does not have a clearly defined catchment area from which it draws most of its students and its graduates are scattered across sub-Saharan Africa and further afield. Most student-related surveys tend to be carried out by academic departments rather than the institution (Appendices X, X, and X). A notable exception is the First Job Destination Survey (Appendix 80) carried out when graduands return to the University each April for the graduation ceremonies. Such surveys provide useful insight to where the graduates are going and what they feel about the institution once they have left it, but it would be difficult to point to formal interventions which have flowed from such information.

Where professional boards are involved such as in Accounting and Pharmacy, regular reviews and benchmarking exercises are undertaken according to the requirements of the relevant professional body. The Faculty of Pharmacy was visited by a delegation of the South African Pharmacy Council (SAPC) in August 2003 and the Accounting Department was assessed by the South African Institute of Chartered Accountants (SAICA) in 2002. Since this visit, the Accounting Department has submitted two further self-evaluation reports (most recently in March 2005) and a new review system will be introduced by SAICA from 2006. During the very detailed evaluation process, the degree of compliance with the standards and guidelines laid down by the professional body is assessed and members of the evaluation team review curricula and exam questions, attend lectures and hold discussions with staff and students. The outcomes of such exercises are considered at the Faculty level and are also sent to the Vice-Chancellor for information. Departments are required to address areas of concern which are then followed up on at the next accreditation visit.

Several academic departments – particularly those with significant postgraduate schools – maintain a database of their graduates and in this way obtain information valuable to the department in question. The Pharmacy Faculty, DIFS, RIBS and the Department of Information Systems maintain such records which feed into departmental management and may impact on such issues as curriculum review but documentary evidence of such links is rare.

Informal benchmarking is ongoing, and greatly enhanced by daily access through the Internet to the latest information on the state of higher education across the globe. Rhodes University's active membership of a large number of academic and university management organizations such as the Association of African Universities, the Association of University Administrators, the Association of Commonwealth Universities, the Institutional Management in Higher Education Programme of the OECD etc, provides a wealth of indicators against which the University constantly compares itself, as well as providing access to daily news updates on developments and challenges faced by HE counterparts in other countries. Ways in

which other institutions have dealt with particular issues are used by the University management to improve systems where appropriate – for example the University recently overhauled its campus safety policy and procedures, drawing on best practice developed in the United States HE system.

Fundraising efforts during the University's centenary in 2004 raised an unprecedented R152 million, an achievement which is viewed as an external vote of confidence in the University's quality, academic strength and strategic direction.

Specific employer satisfaction surveys are few and far between and are mostly carried out by academic departments. The Department of Journalism and Media Studies and the Environmental Education Unit both undertake employer satisfaction surveys but, for the most part, feedback from employers is anecdotal and informal. The University is aware of this shortcoming but is also wary of the value of surveys of graduates and employers. A major and very costly survey (impact study) of graduate and employer opinions of the University, carried out in 1998 by Markinor, a market research company, proved to be of minimal value and served only to confirm existing and generalized perceptions of the University. Certainly the development of a systematic and regular set of user surveys both within and external to the University and the careful monitoring of these and their impact on quality improvement is an issue awaiting attention. However, given the costs involved and the intensive competition for resources, the University Senate will need to be convinced that the benefits will be worth the effort.

15.   QUALITY DEVELOPMENT PLAN

The University is satisfied that its internal review system is effective and appropriate to its collegial, academic culture and will continue to use the review system as its major quality assurance activity. The University will also continue to combine QA and academic planning wherever possible in an effort to reduce the reporting burden on academic staff. In this respect it is worth noting a comment and recommendation arising out of the 2005 review of academic departments (Appendix 2, page 9, point 3.5):

> *Several departments were highly critical of what is perceived as a creeping managerialism of academic activities. One department stated that "the university has undoubtedly created a much more bureaucratic system in the last 5 years. This generates substantially more paperwork and detracts from mainstream academic activities, reducing our capacity to teach well and carry out good research. Time is a crucial resource, administration has created ways to squander it." The same report goes on to say that "[the] proliferation of policies is unnecessary and regrettable. The pressure from government on issues like QA has produced the sort of response typical of a mainstream government department. One would have hoped for a more imaginative, more flexible and less turgid response from an academic institution".*
>
> *Rhodes has made a concerted effort to minimise intrusions on academic activities (cf the University's QA policy) and has deliberately tried to avoid going the 'total quality management' or 'tick box mentality' route. Fortunately, the feedback received from the majority of the departments was supportive of these efforts and recognised the need to respond to changing external circumstances. However, the University is aware of the growing pressures on academics, and in particular on heads of departments, in terms of administration and reporting and the Vice-Chancellor has requested staff to submit to him a list of bureaucratic activities that they feel have no value to their discipline, their students, or the reputation or good governance of the University so that the problem can be addressed in a transparent and productive manner.*

The self-evaluation process undertaken for the HEQC audit has reassured the University that its quality management system is working effectively as the majority of quality improvement plans outlined below are a direct consequence, not of the self-evaluation undertaken for this audit, but of the various internal policies and structures in place to maintain and improve quality and the assurance of quality at the institution. In addition to ongoing implementation and monitoring of University strategies and policies, specific areas to be improved during the next review period include:

15.1   Various ways of increasing **residence accommodation** for all first year students are being considered, including:
- Converting selected staff transit housing on campus into student accommodation (and leasing further housing in the town for staff);
- Not allowing students who move out of residence after first year to return to residence;

- Reserving more beds in the system for first years and requiring first year students who wish to go directly into town accommodation to require permission to do so;
- Upgrading the Oppidan facilities on campus, for example converting the current student 'Kaif' into a dining hall for Oppidan students and maintaining a register of approved accommodation in town (thereby making it more attractive for older students to move out of residence and provide beds for incoming students);
- Expanding the ResLink system which was successfully introduced in 2005 in which new Oppidan students are given the opportunity to link to a residence, eat a daily meal in the dining hall, and attend residence functions;
- Developing academic criteria for allowing returning students back into residence;
- Not allowing students who have been found guilty of serious offences to return to residence; and
- Planning to build additional residence rooms for approximately 250 students in the longer term.

15.2   Problems experienced regarding **increasing student numbers** will be dealt with as follows:
- An additional lecture complex is under construction and will be operational by 2007, providing two 400 seat and four 60 seat lecture theatres;
- The building of two additional lecture theatres of 200 seats each as well as seminar rooms to accommodate 780 seats is under consideration;
- Space needs in departments are being dealt with (a new building for the School of Journalism and Media Studies is nearing completion and that move will free up considerable space for reallocation in a 'domino effect');
- A suitable area has been identified on the University's Upper Campus for future development;
- Donations have been received to develop an Alumni House in which the Communications and Development Division will be housed, enabling the Commerce Faculty to expand into the space freed up by this move.

15.3   Additional measures to ensure effective **student enrolment planning** are:
- Annual growth in student numbers will be restricted to the overall 2% per annum as outlined in the 3-year rolling plans, with most of this growth allowed only in the Extended Studies programmes as well as Music, Fine Art, Pharmacy and Science;
- No automatic offers of admission will be made to foreign students until the first week of October, with the exception of admission to Music, Fine Art, Pharmacy and Science and only to those foreign students with 45 points and above;
- Growth in postgraduate student numbers will be encouraged in departments with spare capacity (in line with detailed strategies outlined in the 2005 academic review self-evaluation reports).

15.4   With respect to **equity issues**, the University plans to
- Allocate additional funds to ensure that the percentage of South African Black students in financial need is increased each year for the foreseeable future. In addition, these students will be allowed to pay their deposits in instalments;
- Continue to provide alternative access by offering the AARP test, and to do so earlier in the year so that offers may be made earlier;

- Further analyse the notion of 'disadvantage'. A significant number of the University's Black students are not 'disadvantaged' – and we may have to start thinking in terms of class as well as race in order to widen access;
- Finalise and implement the draft policies on Staff Disability and Student Disability;
- Adapt, adopt and communicate the SAUVCA 'Code of Good Practice for Employment Equity in HEI's' as recommended by the University's Equity Committee in April 2005;
- Undertake further research into Black and female staff and students' experience of the academic and social culture at the University
- Provide additional signposting in isiXhosa and Afrikaans for the main buildings on Campus, translate key University documents into isiXhosa and Afrikaans and ensure the inclusion of these languages on the University's webpages
- Carry out annual surveys to ascertain the linguistic demography of the University and to monitor students' views on the medium of teaching and learning at Rhodes University (further details on quality improvement plans related to the University's revised Language Policy are available in Appendix 25).

15.5 **Safety on Campus** will be further enhanced by the establishment of the Campus Safety and Events Committee to deal with on-going safety and security issues, including the overseeing of large or complex events on Campus. This committee functions as a sub-committee of Senate so that its recommendations will be taken through the formal reporting structures of the University, thereby ensuring their implementation. In addition, the Committee will be responsible for maintaining updated information on a special web site which will include statistics, comparative data, channels for reporting, etc and the Communications and Development Division will establish formal links with the student newspaper (Activate), and student radio station (RMR), for communication on issues of importance relating to security.

15.6 The **Registrar's Division** will
- Expand the committees' booklet to include the composition and terms of reference of all University committees and ensure it is annually published;
- Increase its capacity to handle the workload of the Student Bureau during peak periods;
- Implement the recommendations regarding residence accommodation and student enrolment planning;
- Introduce from 2006 a new pre-registration process aimed at making the system more efficient and user-friendly;
- Ensure that international students who are not English first language speakers comply with the University's language policy requirements before they are permitted to register;
- Widen the pool of feeder schools.

15.7 The **Academic Development Centre** and the **Teaching and Learning Committee** will:
- Undertake cohort studies of all three Extended Studies Programmes (Science, Humanities and Commerce) in terms of graduation and throughput rates and, importantly, evaluate their effectiveness on an on-going basis;

- Finalise the Policy on External Examining during 2005;
- Develop the evaluation software programme to allow for the collection of data at programme/year levels; and
- Continue to offer writing workshops for postgraduate students and increase the number of writing respondents available to assist individual students.

15.8   The University Constitution stipulates that a class representative be elected in every course. However, greater clarity is needed regarding the specific roles, power and purpose of the class representatives at the University, and the **Students' Representative Council** is developing a Policy on Class Representatives in order to ensure that the class representative system is fully functional and easily understood by all members of the University.

15.9   The **Dean of Research's Office** will focus on implementing the research-related recommendations of the 2005 Academic Review (Appendix 2) with particular attention to:
- Defining 'excellence' in research as indicated in the mission statement (Appendix 54) and developing internal criteria against which to evaluate research and other creative endeavours;
- Considering ways of providing additional support for new staff to become active researchers. A possibility being explored is to identify senior PhD students with an interest and aptitude for academia and providing them with support for a period of bridging/postdoctoral experience after the completion of their PhD, to convert their research to publications and undertake the PGDHE as well as gain some teaching experience.   While obtaining the PGDHE is in the long-term interests of each staff member, it also has significant benefits for the overall quality of teaching at the University, and every effort will be made to support staff in achieving this qualification;
- Assisting with the conversion of conference papers into journal articles;
- In consultation with the Joint Research Committee, formulating suggestions for an incentive scheme and quantifying the funding implications such a scheme would have*;*
- Challenging the national policy regarding the (lack of) recognition by the Department of Education of book and chapter research outputs and of research outputs in the creative arts;
- Providing further access to writing respondents in addition to the regular writing workshops for postgraduate students;
- Ensuring that faculties review their criteria for accepting students onto Master's programmes;
- Identifying competent students with the potential to succeed at Honours level and investigating bursary support for such students (i.e. for those students who get seconds rather than firsts in their final year and do not qualify for automatic bursary support);
- Increasing the number of postdoctoral fellowships at the University;
- Closely monitoring the University's Postgraduate Supervision Policy (Appendix 27) and ensuring that challenges and trends are reported to faculties;
- Continuing to seek funding for Master's and doctoral students and to encourage growth at the postgraduate level with the aim of reaching 25% postgraduate students within the next review period.

15.10 The **University Library** will

- Implement the internationally validated ARL (Association of Research Libraries) LibQUAL survey in 2005;
- Promote the submission of research done at Rhodes to the Rhodes eResearch Repository to increase the visibility and impact of that research, and to make Rhodes an active participant in the global open access initiative; and
- Via the Library Building Committee, submit proposals for upgrading the present overcrowded, traditional Library to a "brick-and-click" learning centre to meet the information challenges of the 21st century.

15.11 The **Dean of Students' Office** will:

- Compile and circulate an organisational chart identifying the position and general responsibilities of each staff member within the Division;
- Implement regular staff performance appraisals and identify needs for further skills and competency training;
- Establish performance standards for each department within the Division and develop ways of measuring implementation;
- Survey staff attitudes to students in order to identify appropriate interventions (workshops, seminars, training sessions);
- Take over administration of the annual graduate destination survey and provide a detailed analysis of graduate destination trends over the past five years;
- In response to the Quality of Residence Life Survey (Appendix 51), the Dean of Students' Office will also:
    - o Facilitate additional opportunities for student leadership development on Campus;
    - o Coordinate the community outreach activities undertaken by the various Halls of Residence together with the Community Engagement Manager;
    - o In consultation with the Academic Development Centre, consider the provision of formal academic support structures in residences;
    - o Investigate the feasibility of changing or extending mealtimes in residences in response to requests from students;
    - o Produce a biannual nutrition information brochure in relation to residence meals;
    - o Undertake research into the extent of substance abuse on Campus;
    - o Investigate the extent of the problem of noise on Campus;
    - o Follow-up on the issues raised in the Quality of Residence Life report regarding alleged incidents of racism, sexism, homophobia and xenophobia and report to the Board of Residences;
    - o Facilitate the rejuvenation of the Student Union building in time for the 2006 academic year; and
    - o Monitor the effectiveness of the revised system for maintenance requests.

15.12 The **Human Resources Division** will:

- More systematically evaluate the effectiveness of HR policies;
- Devote more time and resources to pursuing equity issues such as more in-depth analyses of trends and barriers to promotion of staff within the institution;

- Seek funding for more equity based staff development programmes;
- Focus on issues of institutional culture – in particular by developing and implementing the diversity management plan described in Section 8.5; and
- Ensure that exit interviews take place systematically and that the results are made available to senior management.

15.13 The **International Office** is planning various research projects, some of which are aimed at evaluating various aspects of internationalisation including:
- A survey of (1) attitudes to internationalisation among academic staff, and of (2) information on international links and activities in which staff are involved (in collaboration with the ADC);
- A survey of obstacles to internationalisation at departmental, faculty and university level;
- Student (international exchange and study abroad students at Rhodes University, and Rhodes University students going abroad on exchange) - evaluations of their international experience; and
- The economic impact of international students on the local economy (in collaboration with the Economics Department).

15.14 The **Community Engagement Office** together with the **Centre for Social Development** will
- Keep comprehensive records of all CE initiatives;
- Submit a monthly report of the rapidly expanding Community Engagement programme and Student Volunteer programme to the University's Management Committee;
- Foster an ethos of voluntary community service within its staff and student body so that ideally, by the end of their third year, all students will have participated in some way in community engagement activity, whether through the Volunteer programme, through Service Learning or through residence or hall volunteer activities, leading to well-rounded graduate citizens who will be active agents for positive social change;
- Encourage service learning by facilitating the integration of CE into the academic curriculum. This may require the University to offer incentives to encourage departments to include structured community service as a meaningful experiential component of their curricula. Discussions on how to achieve this will be initiated by the Community Engagement Committee and taken through the University structures in due course.

15.15 The **Academic Planning and Quality Assurance Office** will
- Monitor the implementation of the recommendations flowing from the HEQC audit as well as the 2005 Academic Review Report (see Appendix 2 and Section 9.4); and
- Together with the ADC, the Careers Office and the Education Faculty facilitate two workshops in 2005 for senior school principals, teachers and guidance counsellors in the Eastern Cape to discuss the implications of the new FETC and to assist schools with the challenges they face in preparing learners for higher education.

15.16 The **Quality Assurance Committee** will

- Ensure that University policies on Admissions, Institutional Review, and the Internal Approval of New Qualifications are developed for consideration by Faculties, Senate and Council; and
- Facilitate the review of support services in 2006/7.

15.17 The **Academic Planning and Staffing Committee** will
- Consider recommendations from the Vice-Chancellor and the Registrar, Finance concerning ways of addressing the academic salaries issue; and
- Before embarking on the next academic review exercise, explore other possible evaluative models and make appropriate recommendations to the University's Senate and Council on the most suitable route for the University.

16. THE OPEN-ENDED QUESTIONS: CONCLUSIONS

16.1 Introduction

The criteria for institutional audit as set out by the HEQC are, for the most part, highly specific in nature and directed at particular activities in an institution such as teaching and learning or curriculum development. However, specific questions call for specific answers and leave little room for institutions to demonstrate academic initiatives and activities which are unconventional and not catered for in the mainstream enquiries which form part of institutional audit. In order to counter this limitation, the HEQC introduced four 'open-ended' questions into the final version of its institutional audit criteria and these questions are addressed in this section. In essence, the questions relate to institutional initiatives but, as is so often the case, the best answers are to be found at the level of individual faculty or academic department or in research institutes and units. With this in mind the four open-ended questions were posed to all academic departments in the recent review of teaching units and to university and associated research units and institutes a few months later.

The responses to the questions make fascinating reading and are sufficient in volume to fill a small book. Admittedly, some of the responses are not directly relevant to the questions posed, but this perhaps demonstrates the frustrations experienced by academic staff when they have to respond to the very specific questions posed in planning and quality assurance exercises. Given a little leeway, academics and full-time researchers at Rhodes University are clearly keen to have the opportunity to inform interested parties of the wide range of academic activities that they are engaged in. Certainly, the open-ended questions have proved to be the most welcome ones. The following sections aim to describe a representative sample of the answers provided to the four questions.

16.2 Adding Excellence to Higher Education

The first of the open-ended questions reads: '*What are the unique and distinctive ways in which Rhodes enriches and adds excellence to the higher education sector and society – nationally, regionally and internationally*?'

One of the obvious answers to the above questions relates to **academic disciplines** which are unique, at least to the Eastern Cape and in some cases nationally. For example, the Department of Ichthyology and Fisheries Science (DIFS) is a unique academic institution in Africa characterised by its disciplinary focus on fish and associated aquatic resources. The critical mass of academic expertise (which includes the South African Institute for Aquatic Biodiversity – formerly the J L B Smith Institute which grew out of Rhodes University) and associated large postgraduate school are unparalleled in Africa and the DIFS is regarded by most national fishery departments in Africa as the institution of choice for training its high level manpower. Through its research outputs and the activities of its graduates the DIFS is internationally respected as a centre for ichthyology, aquaculture and fisheries research and training.

In recent years, student numbers in linguistics have declined markedly at South African universities and in consequence, some departments have very low student numbers while others have been absorbed into language schools. At Rhodes University, Linguistics continues

to thrive and grow. Part of the reason for this is thought to be the unique balance that has been achieved between theoretical and applied aspects of the discipline. Students are exposed to language pathology, psycholinguistics and systemic functional grammar as well as language typology which includes courses in Japanese, Russian and Chichewa. Linguistics does of course, form part of a cluster of teaching and research units which includes the Department of English, the National English Literary Museum and the Institute for the Study of English in Africa. This cluster provides unique opportunities to students of English language and literature in Africa and its activities contribute each year to the National Arts Festival held in Grahamstown.

The Department of Geology adds uniqueness to Rhodes University principally through its coursework and research MSc programmes in Exploration and Economic Geology. This is the only such programme in Africa and one of very few worldwide, some of which have been modelled on the Rhodes University programme. The programme is directed at developing professional skills for geologists operating in the mineral industry in Africa and contributes to the economic development of the continent.

The Environmental Education Studies Unit (EESU) is certainly unique within the region and considered one of the leading units for environmental education nationally. It is recognised as a UNESCO Tier 1 Institution for Education for Sustainability and has contributed to national education policy. The Unit has also contributed to the development of teacher education guidelines to be used around the world as part of the United Nations Decade on Education for Sustainability. In 1998, the University established a Department of Environmental Science which has a rural focus and is committed to practice through community engagement. This department has worked closely with the EESU and more recently with the Rhodes Investec Business School (RIBS) to offer an MBA programme with an environmental focus. Since 'business' is often seen to be a key driver of unsound environmental practices, it makes good sense to have business leaders with a sound understanding of environmental values and approaches. This ground-breaking programme seems set to be a winner.

In the area of **Teaching and Learning** Rhodes University has also broken new ground. It was one of the first institutions to develop a PGCHE programme (later a diploma) and to offer assessor training and has subsequently advised several other institutions in the setting up of similar initiatives. Publications – national and international - have resulted from the development of both of these programmes and the Rhodes University ADC runs national workshops on issues related to teaching and learning. The Rhodes ADC resurrected the annual AD conference in 2000 after the collapse of SAAAD in 1998 and this conference again runs nationally and a professional AD organisation is being formed.

The Faculty of Law, when asked about distinctive and unique ways in which it enriches and adds excellence to the University, answered saying 'we offer tea to Law students twice a day'. This long standing tradition provides an excellent example of the benefits of 'smallness' in that it provides an opportunity to students for informal, cross cultural, social interaction amongst themselves and with faculty staff. It creates an atmosphere of collegiality, helps to develop student skills and adds excellence to the educational experience offered by the Law Faculty.

Specialist facilities and research units also form part of Rhodes University's contribution to HE in South Africa. For example, Rhodes University operates the regional Nuclear Magnetic Resonance and Mass Spectrometric facilities and regularly holds national conferences and the SACI Regional Postgraduate Seminars. Similarly, the Departments of Computer Science and Information Systems have long played a leading role in the ICT industry in South Africa. Few people are aware of the fact that South Africa's first international e-mail links were routed through Rhodes University which provided all academic access to the Internet for several years in the late 1980's and early 1990's. The Department of Computer Science has played a major role in broadening the focus of Telkom's Centre of Excellence programme to embrace ICT in addition to electronic engineering. The University prides itself on its provisions of ICT facilities to all on campus. All students have 24 hour access to computer laboratories with only minimal restrictions on their access to the Internet. The provision of ResNet facilities will soon reach saturation point.

The clustering of national museums and research institutes along with university departments and facilities has created **unique opportunities** for scholars. The instance of Ichthyology and Fisheries Science has already been cited. In the humanities, the clustering of the Cory Library for Historical Research (with a focus on the Eastern Cape), the National English Literary Museum and the Institute for the Study of English in Africa attracts visitors and enquiries from around the globe. The Albany Museum holds several unique collections – such as those of wasps and bees and of the material culture of the amaXhosa peoples – which are invaluable for teaching and research purposes, and several of the museum staff contribute to academic programmes of the University.

At a time which has seen a decline in the promotion and funding of research in South Africa in the Humanities and Social Sciences, Rhodes University has perhaps been unique in its encouragement at every level of **Social Science research** particularly discipline-based research, but also that of an interdisciplinary nature. The result is that the majority of researchers at Rhodes University receiving JRC funded research and travel grants are from the Humanities and Social Sciences.

There are several instances where **scientific links** – regional, national and international – have enabled Rhodes University to make a contribution both to higher education and to the world at large. One notable example is the SKA (square kilometre array) project. This is one of the largest international scientific endeavours ever undertaken and the local South African SKA programme has been identified as the flagship science and technology project of the Department of Science and Technology. The South African leader of the project, who holds an appointment as Director of HartRAO, is the Professor and Head of Physics at Rhodes University.

The Vice-Chancellor, Dr David Woods, has raised the profile of the University and contributed to the development of higher education in South Africa by, amongst other achievements, playing an active role in the South African Universities' Vice-Chancellors Association (SAUVCA) as well as chairing the Eastern Cape Higher Education Association (ECHEA) and the South Africa Netherlands Research Programme for Alternatives in Development (SANPAD). SANPAD allocates funds for collaborative, development-oriented research by South African research teams in association with Dutch partners, with a particular focus on developing research capacity among researchers from disadvantaged communities. In

recognition of his personal achievements and institutional contribution to higher education, Dr Woods was one of very few South Africans to be awarded a Doctorate in Civil Law *Honoris Causa* by Oxford University in 2003. The Vice-Chancellor's passionate and hands-on style of management has provided the University with strong leadership which has been recognised both within and outside the University community as enriching the institution as well as the higher education sector.

16.3 Promoting a Vibrant Intellectual Culture

The second of the HEQC's open-ended questions reads: '*What does Rhodes University do to promote a vibrant intellectual culture within the university and in society at large*?'

As with the previous question, the best answers often lie at the departmental level given that it is departments which are mostly responsible for the range and nature of intellectual activities.

More than half of the academic departments describe the highly favourable staff/ student ratios at Rhodes University, particularly in the senior years of study, as the starting point for creating a strong intellectual culture. Staff are easily accessible to students and the tutorial system continues to operate even in large first year classes such as Economics I. In the smaller departments, tutorials are run by the academic staff but where large classes are involved, senior students – where possible postgraduates – run tutorials after receiving training and being briefed on specific tutorial topics. There are no formal measures of the levels of student/staff interaction but these are believed to be high on the Rhodes University campus.

Some examples of the ways in which departments and individual academics help to create a vibrant intellectual culture are set out below:

- The Young Academic Women's Group (YAWG) was established in September 2004 to address the needs of junior women in academia, either as members of staff or as postgraduate students, at Rhodes University. It was agreed that a need existed for a forum in which young women academics at Rhodes could support one another in the advancement of their professional and research careers, to enable the University to become more representative and to assist them to move from the periphery to the center-stage of research processes. Due to this initiative, in April 2005 four YAWG members presented papers at the 6th North Eastern Workshop on Southern Africa in Burlington, Vermont. Future plans include organising a South Eastern Workshop on Southern Africa in Grahamstown in 2006, establishing a mentoring programme for members and assisting women academics in their professional development. YAWG has received extensive assistance from the Office of the Dean of Research, Senior Management and from senior academic staff at the University.
- The Philosophy Department holds an Annual Philosophy Spring Colloquium which attracts speakers from across Southern Africa and provides a forum for postgraduate students to present their work in a conference format. It has proved to be an incubator of new ideas and is developing into a foundational forum for discussion within the South African philosophical community. The Department also has a weekly Reading Group which encourages interaction between staff and postgraduate students. Discussion focuses on recent work in philosophy and helps students to expand their horizons within the discipline. Philosophy Week is usually held in the third term and

consists of a series of lunchtime lectures which attract audiences of up to 150 people. Speakers come from across Southern Africa and from universities abroad. The Week aims to illustrate the wide range of things that philosophers do in the 21st Century. In a similar vein, the Department of Politics initiated in 2004 an annual 'teach-in'. It was organised around the theme of 'The Current Global Crisis: America, Africa and West Asia' and was addressed by three visiting speakers. The aim of the event is to bring to Rhodes University and the wider Grahamstown community a range of opinions on pressing issues of the times.

- In the Department of Chemistry, one of the professors is Deputy Chair of the National Festival of Science, Engineering and Technology (SciFest) Advisory Committee and another coordinates the 'Frontiers of Science' lecture series that takes place each year at this high profile event held in Grahamstown. Their efforts contribute to scientific knowledge and awareness within the University and across the country.

- Most academic departments encourage their students to enter competitions and win prizes – locally, nationally and internationally. The Linguistics Department awards annually the Branford Prize for the top third year student and in Computer Science several students each year enter the international ACM intercollegiate programming competition as well as internal competitions designed to stimulate top students. In 2004, two Computer Science postgraduate project commercialisation proposals were announced as the first and second prize winners in the regional round of the Innovation Fund Competition. Moot court competitions in the Law Faculty are open to all interested parties and these are often lively academic occasions.

- Several departments report involving students in national and international research projects and in the subsequent publication of results. For example, Computer Science participates in the international research programme operated by Microsoft Research which brings a vibrant, international focus to postgraduate research.

- The publishing of academic work in national and international refereed journals and in editing such journals is cited by many academics as part of their contribution to creating a vibrant intellectual culture within departments. Such activities encourage others to follow suit and there are often positive spin-offs for postgraduate students who are encouraged to publish their findings in the best possible journals.

- The Faculty of Education describes its conceptualisation and delivery of a short course on Research Methodology and Design as contributing to the intellectual contribution of the University. This course was originally developed to serve the needs of postgraduate students in the Faculty but it now attracts academic staff from within Rhodes University, from other South African HEI's and in a few cases from further afield. Course evaluations consistently confirm that the course enables intellectual growth and excellence. The Faculty also runs a PhD week programme to provide a forum for doctoral students and their supervisors. This takes place three times per annum and draws in students and academics from around the Eastern Cape.

- Several departments report a range of innovative teaching methods as contributing to a vibrant academic culture. The African Catchment Game, in the Department of Geography is a good example. It is a role-playing game played by third year and Honours students which simulates the environmental and economic opportunities and threats that constrain development in an African economy. The game simulates the interaction between different farming groups, different urban enterprises and the interaction between urban and rural. The role of government interventions and

international policy are further factors. Analysis of the effectiveness of the game as a teaching/learning experience has led to an international publication.

- Some departments maintain close links with practitioners in their discipline and find this to the benefit of staff and students alike. The Department of Environmental Science involves field managers, funders and community forums in its work while the Department of Information Systems and the Rhodes Investec Business School have Industry Advisory Boards comprising senior individuals in the business world who act as a sounding board on such issues as curriculum review and the effectiveness of graduates.
- Most departments run campus-wide seminar series to which all staff and students are invited, and visiting academics are encouraged to give public lectures on their areas of expertise which are advertised in the local media.
- An Old Rhodian Award is presented annually to an Old Rhodian who, by virtue of outstanding accomplishments in his or her professional and/or personal life, has enhanced the reputation of Rhodes University. Any former student or staff member of the University may be nominated.
- The Vice-Chancellor presents annual awards of R20 000 each to a distinguished researcher and a distinguished senior researcher as chosen by a committee of peers, in order to recognise individual achievements and to stimulate research and scholarly activities.
- In addition, a Vice-Chancellor's Book Award has been introduced to recognise the publication of books that bring credit to the University

The University's long history and close relationship with the Grahamstown Foundation and its associated projects, including the National Arts Festival, the National Festival of Science and Technology, the Grahamstown Eisteddfod, the Schools' Festival and the English Olympiad, provides ongoing opportunities for the development and showcasing of creative and intellectual talent in many fields.

Finally, despite its rural location, Rhodes University is remarkably successful in attracting visiting scholars and postgraduate students from across Southern Africa, from the African continent and beyond. As noted in the first section, there is a very high proportion of foreign students in the University and equally, a glance at the University handbook provides evidence of the wide range of countries and universities in which the academic staff have lived and gained their qualifications. The University's various programmes to attract postdoctoral researchers and senior academics as visitors is described in an earlier section and need not be repeated here. Suffice it to say that Rhodes University, despite its smallness and rural location, contains within the University community a remarkable range of nationalities, languages and cultures all of which contribute to its vibrant intellectual culture.

16.4 Incubating New Ideas

The third of the open-ended questions queries *ways in which the University acts as an incubator of new ideas and cutting edge knowledge and technologies* and again the answers lie primarily with individual academics and their departments.

The University as a whole can create opportunities for its students and staff and provide financial and other forms of support for innovators and those who search for new knowledge. However, innovation and new knowledge flow from the efforts of individuals rather than as a result of policy and a range of examples is presented below.

- The Department of Fine Art integrates new debates and ideas into its course material and encourages both staff and students to engage in original work. Both are encouraged to participate in national and international exhibitions and be alert to developments and shifts in art production such as the contemporary focus on new technologies. This awareness is facilitated via websites and the attendance at exhibitions wherever possible. A graduate (and current part-time lecturer) of the Fine Art Department, Tanya Poole, was a joint winner of the prestigious Brett Kebble Art Award in 2004 in recognition of her innovative combination of traditional oil painting portraiture with animation technology.
- The Department of Geography is currently revising its international Honours programme on 'International Research in Development Geography' devised in conjunction with the University of Trollhattan-Uddevalla. Working with other – particularly foreign – institutions injects new ideas into teaching. This course is one of the very few at Rhodes University benchmarked via the European Credit Transfer System.
- Departments across the University report the integration of research into postgraduate programmes and the encouragement of students to undertake original work. The Chemistry Department states that its fundamental and applied research probes frontiers of the discipline. The former contributes to the understanding of underlying principles and the development of new methodologies. The latter, often in collaboration with industry or research bodies such as the CSIR, MRC or NIH, responds to medicinal or technological challenges. At the undergraduate level, the Entrepreneurial Projects which the Department organises are aimed at encouraging entrepreneurial attitudes and offer the potential for developing novel projects.
- The Department of Computer Science reports that in recent years it has focused its research efforts under the umbrella of the Centre of Excellence in Distributed Multimedia. The result has been increased synergy between projects and improvements in research productivity. The cutting edge research produced by this Centre has been recognised by a series of awards.
- The Department of Zoology and Entomology has a policy of encouraging postgraduate students to present work at conferences as well as to their peers, and to publish their work as soon as possible. One PhD student currently in the Department has more than 5 published papers and others have 2 or more papers already published.
- The Environmental Education Studies Unit undertakes research within the indigenous knowledge research programme which has opened up new methodologies for indigenous knowledge research and has focused attention on indigenous technologies in solving environmental problems.
- The introduction of web-based seminars – webinars – in the Department of Information Systems now allows staff and postgraduate students to participate in live, online international seminars. This form of seminar is new to the academic scene and may prove to be of significant value for postgraduate students given the greatly increased range of ideas and approaches that they are exposed to during webinars.

- Some departments – DIFS being a good example – focus on contract driven research which, it is claimed, is the most likely to respond to societal needs and is well funded. Often such contracts are awarded on a competitive basis and winning a contract is a solid measure of departmental abilities and achievements. DIFS works closely with the aquaculture and fisheries industries and at the same time accesses funds via THRIP and BIOPAD to develop new commercial technologies which can be applied in the African context.
- The Aeronomy research group in the Department of Physics has pioneered the use of artificial neural networks in ionospheric modelling, which is an indication of the innovation resulting from cross-disciplinary research n the Department. This same group initiated the use of Chirp Radar in ionospheric sounding which has resulted in the development of commercial products which are used internationally.
- Within the Department of Linguistics, a five-year grant from the NRF has enabled the compilation of a large computer-based Corpus of Xhosa English. The corpus is nearing completion (+600 000 words) and students and colleagues from other universities are being encouraged to use the data base as a resource for further research. Other corpora, for other variations of South African English may be developed in the future. Original work of this nature provides a springboard from which the projects of other researchers can take off.
- As a University initiative, Rhodes partnered with the University of Port Elizabeth and the University of Limerick to establish a Chair in Entrepreneurship as the first of its kind in South Africa. This and other initiatives have led to the development of a Centre for Entrepreneurship and a Business Unit which together with the Dean of Research, assist staff with the exploration of innovative ideas, development of Business plans and assist the local community with entrepreneurial activities. These initiatives have assisted the establishment of many of the "campus" companies and units referred to earlier and the submission of student business plans to a national innovation competition in which three Rhodes University entries are currently being judged nationally.

Finally, it needs to be said that despite its relatively small size and rural location, Rhodes University itself has proved to be a remarkable springboard for new ideas, institutes and research units. A full list of all of these is provided in Appendix 41. Most of these units, such as the National English Literary Museum, the South African Institute for Aquatic Biodiversity and the Dictionary Unit have sprung from University initiatives. Some of these units are today entirely independent of the University in terms of their finances and governance but most continue to receive support from the University. Typically, such institutes and research units occupy, free of charge, space provided by the University. In addition there is often a core staff (Director, researcher and administrative assistant) funded by the University which levies a minimal charge for administrative services which include financial management, auditing, reporting to funders and human resource services such as recruiting. In a recent tally there were 150 professional and research staff in these various units which in effect, increases the academic community by some 50% and helps to create the intellectual critical mass which has led to the very high rate of published research at Rhodes University over the past decade. The continued existence and success of the research institutes and units is testament to the University's role as an incubator of new ideas.

16.5 Promoting and Enhancing Quality

The fourth and last of the 'open-ended' questions enquires of *notable examples over the last three years of Rhodes University's success in promoting and enhancing quality.*

The actual quality of the academic endeavours of a university is largely in the hands of the academic staff but at the same time this is an issue that is driven to some extent by institutional policies; policies in terms of quality assurance and in terms of institutional support (via resources) for high quality work. In this case answers to the question may be found both at the level of the department and of the institution. Some examples of answers at the departmental level are provided first.

- Several departments report increasing numbers of postgraduate students (particularly at the M and D levels) and greater numbers of academic distinctions awarded to students from disadvantaged backgrounds. The Department of Anthropology states that in 2003 both MA students received distinctions and a PhD candidate completed very successfully and in record time. What makes this notable is that all three students are Black and from educationally disadvantaged backgrounds. Similarly the Statistics Department reports a marked increase in Honours and Masters students – to the point where staff are hard pressed to cope with the required teaching and supervision. At the same time pass rates have increased and the Department attributes this to revised curricula and improved quality control – in the form of monitoring and support of postgraduates.
- In a similar vein the Department of Information Systems has developed software for tracking the academic progress – or lack thereof – of its students. The Department reports that the system provides an excellent repository of information on students and on problems that have arisen and how they have been dealt with, and its early warning system is credited with improving student pass rates.
- In recent years Rhodes University has succeeded in raising the profile of teaching within the institution. This has been achieved via the establishment of annual Distinguished Teaching awards, the range of Teaching and Learning policies supported by Senate and the direct support of the Vice-Chancellor in the implementation of these policies. Most recently, the policy on supervision and the production of guides for postgraduate students have enhanced and promoted quality. Most departments now review course/modules on a regular basis. The Department of Management reports that all postgraduate coursework is reviewed by students and members of the Academic Development Centre.
- There can be little doubt that the introduction of the Postgraduate Diploma in Higher Education and the Assessor Courses have enhanced quality especially at the teaching/learning interface. In its departmental review report, Pharmacy records that two of its staff have gained the PGDHE and believes that the benefits flow through to students as professional staff become more aware of didactic issues and function as reflective practitioners.   The external examiner for the latest group of PGDHE candidates reported in May 2005 that

> "In all four cases I am in agreement with the marks awarded by the assessors.
> The general standard is once again very high, with all candidates providing
> evidence of deep critical engagement with the practice of teaching in higher

education. While the hallmarks of the typical Rhodes University teaching portfolio are present (the relating of policy and scholarly literature to individual practice; extensive use of student and peer feedback; effective integration of exit outcomes), it is refreshing to find academics willing to try out boldly new approaches to portfolio, as in the case of the hermeneutic essay/portfolio by academic x. I continue to be impressed by the way in which senior academics at Rhodes including deans are willing to participate in the professionalisation of university teaching through formal study of their own practice as educators."

- One of the beneficial – and perhaps unintended – spin-offs of the HEQC's training sessions for institutional auditors and those involved in programme re-accreditation has been the exposure of senior academics to the philosophy of audit and accreditation. Such persons, often sceptical of quality assurance initiatives at first, return to the campus as converts and given that they are usually senior academics, their influence in departments is significant. Several departments proudly boast of 'an HEQC auditor' and report this as a factor which promotes quality assurance and, one hopes, quality *per se.*
- The Law Faculty has developed a structured staff development programme which includes a section on quality assurance policies and procedures.
- In the Faculty of Education, research into the Rhodes Gold Fields Participatory Course in Environmental Education – involving nine Masters level and one Doctoral level case study – has contributed substantively to improved quality in teaching and learning processes in the Faculty and to professional development in environmental education.
- Several departments and faculties have introduced formal reporting structures for external examiners and the benefits are already becoming apparent. This issue is likely to be the subject of university policy in the near future.

At the institutional level, examples of success in promoting and enhancing quality include:
- The successful introduction of the academic review as the major quality assurance activity in the institution since 1997. The quality and sophistication of the self-evaluation reports continues to improve with each review exercise and the 2005 set of review documents and resulting review report constitute the single most valuable planning and management resource for University leaders. In addition, this exercise will provide the incoming Vice-Chancellor with an honest, reflective overview of the University, including its strengths, weaknesses and the challenges it faces.
- The implementation of the Postgraduate Supervision Policy (Appendix 27) in 2001 requiring supervisors and students to report annually on progress, appears to be improving the quality of both the supervision and throughput of postgraduate students.
- The introduction of the Policy on Short Courses (see Section 9.5) has ensured that the University's reputation as well as the quality of the student experience on short courses has been maintained. Knowing exactly what courses academic staff are contributing to has also enabled deans and heads of departments to monitor the amount of time spent on short courses and to ensure adequate time is available for mainstream teaching and research.
- The University's approach to combining quality assurance and academic planning has been recognised as good practice by many institutions as evidenced by regular requests to visit the AP&QA Office and/or access University documentation as well as numerous invitations to make presentations at quality-related workshops and events.

Such requests have been made by among others, Wits, Stellenbosch, the University of Durban-Westville, Medunsa, the University of Zululand, Tshwane University of Technology, FOTIM, SAUVCA and the HEQC. Requests are also frequently received from further afield with the list from just the past two years including the University of Lesotho, Makerere University, the University of the South Pacific and Aston University (UK). A copy of a typical request is attached as Appendix 40.

16.6 Conclusions

Despite its steady and continued growth over decades, Rhodes remains a small university located in a small country town. Its location has conferred on the University a particular set of advantages and challenges which have influenced the development of the institution as it has striven to remain a competitive and viable component of the South African higher education system. Most of the advantages of being small relate to academic activities and result in highly favourable student/staff ratios, high levels of interaction between staff and students, a strong sense of collegiality and increased opportunities for individuals to benefit from the educational and scholarly experience that is offered at Rhodes University. The disadvantages of smallness and the rural location, are felt for the most part in operating costs. The lower unit costs that are usually associated with an increasing scale of operation are not to be found at Rhodes University. Further, the opportunities for outsourcing in Grahamstown are minimal and the University has to run a full range of maintenance services. In consequence, tuition and residence costs at Rhodes University are amongst the highest in South Africa.

The fact that Rhodes University remains competitive within the South African HE system and continues to draw potentially good students from across southern Africa is largely a result of two factors. Firstly, the University offers an education which compares well with what is on offer elsewhere in the country. Secondly, and the factor that makes the University distinctive, Rhodes University continues to offer a traditional campus experience of university life. The smallness of the town makes this experience available to all students in the town and not just those who live in university residences. Further, the University has focused on making the student experience of university an enjoyable one which offers a supportive environment and a wide range of opportunities for personal development.

Rhodes University has defined its purpose quite clearly in its vision and mission statement. This purpose can be summed up as a desire to be a high quality university which is sensitive to its location and the South African context within which it operates. The University has widespread links with its community which is not defined in terms of the Eastern Cape alone. The Rhodes University 'community' is in reality a southern African one, for this is the region from which it draws its students and in which its teaching and research has particular relevance. The University has long been concerned with quality, firstly of its educational offerings but also with the student experience of the institution.

Over the past decade, and in concert with other South African HEI's, the University has engaged with formal quality assurance. Rhodes University has established structures and policies to assure quality and there is a variety of ways in which quality is monitored. It would be fair to say that much has been achieved and also that much remains to be done. What remains to be done, however, does not lie in the areas of further quality assurance structures or policies. Of these there are already enough, although a case could be argued for additional

monitoring of progress and more formal procedures to 'close the loop' and ensure that the information gained by monitoring results in appropriate action.

Dedicated and senior academic staff at Rhodes University are beginning to send clear warning signals in respect of the growing burden associated with quality assurance. They are voicing concern about the ever increasing levels of bureaucracy in which academics are involved and which they believe is impinging on core business. The academic staff are committed to the highest possible levels of quality in all of the University's academic activities but they are wary of excessive paperwork and the use of valuable time associated with assuring quality.

The challenge for quality assurance at Rhodes University lies not in increasing the complexity and sophistication of the QA systems, but in extending the 'buy in' amongst the academic staff, who, in the end, are the deliverers of quality. Ultimately, the highest quality is delivered because the academic concerned wants to deliver it – not because a QA system is monitoring them. It has been argued elsewhere in this audit portfolio, that the greatest beneficial impact of quality assurance initiatives at Rhodes University has been the opening up of a debate about what constitutes high quality in an HE context. Whatever the answer to that question, as more and more academic teachers become persuaded of the benefits of becoming reflective practitioners, the quality of the teaching/learning improves and so do the statistics.

In the final analysis, the question has to be asked as to why the University engages in formal quality assurance. The immediate answer lies in the relevant legislation but the ultimate aim is to ensure that students are offered the best possible academic programmes. The causal link between quality assurance and high quality remains to be proven. Certainly, at Rhodes University experience has shown that the greatest benefits have flowed from institutional initiatives to persuade academics to become reflective practitioners and think carefully about what constitutes high quality. The quality assurance challenge lies in gaining increasing buy-in to this approach and in ensuring the delivery of high quality academic programmes throughout the institution. At the same time, those responsible for the formal monitoring of and reporting on quality issues have to do so in a manner which minimises the bureaucracy and intrusion on time which might be better spent on actually delivering quality. Quality assurance practitioners walk a tightrope and have to find a balance between too much bureaucracy on the one hand and in not meeting the requirements of formal quality assurance on the other. At Rhodes University, with its small, well qualified and mostly dedicated academic staff, an emphasis on the academic as reflective practitioner is likely to be more effective than an increase in QA bureaucracy.

17.   STATISTICS REQUESTED BY THE HEQC

17.1   Student Numbers, Headcounts: 2002 – 2005

	2002	2003	2004	2005*
Total Enrolments	5353	5597	6232	6251
UG Enrolments	4275	4506	4974	5011
PG Enrolments	1078	1091	1258	1240

* 2005 numbers, especially PG, are expected to increase as registration data is still being captured.
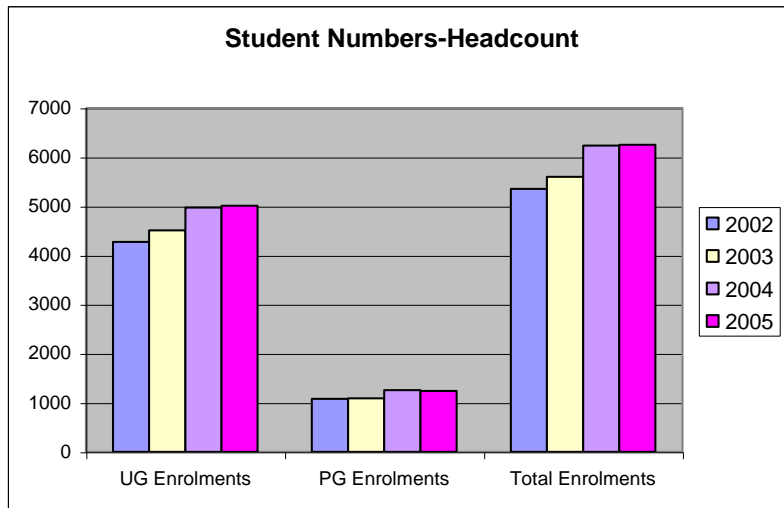
17.2   Student Numbers, FTEs: 2002 – 2004

	2002	2003	2004
Total Enrolments	4580.0	4713.6	5142.1
UG Enrolments	3940.0	4049.3	4362.0
PG Enrolments	640.0	664.3	780.1
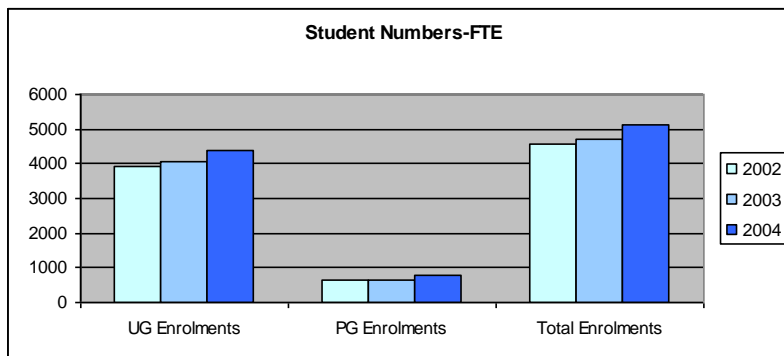
17.3 Enrolments by Qualification type: 2002 – 2005

	2002	2003	2004	2005
	Headcount	Headcount	Headcount	Headcount
UG Dip	556	651	1052	899
Bach	2431	2548	2666	2712
Prof	1174	1180	1179	1298
PG Dip	93	83	135	136
Honours	285	345	342	340
Masters	516	512	565	562
PhD	182	188	212	201
Occasional	105	90	81	100
Unknown	11	0	0	3
TOTAL	5353	5597	6232	6251
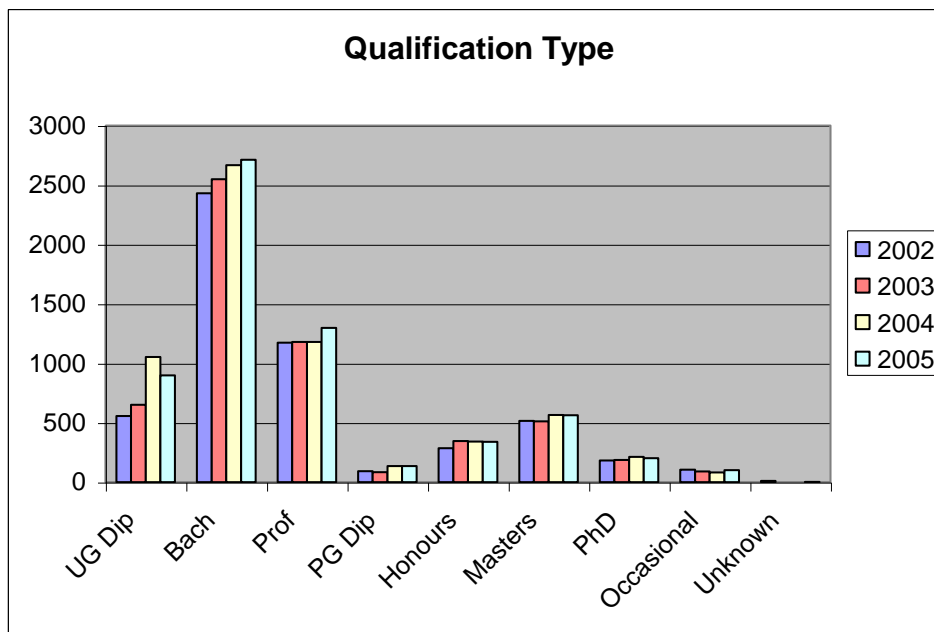
17.4   Enrolments by Contact and Distance: 2002 – 2005

	2002	2003	2004	2005
	Headcount	Headcount	Headcount	Headcount
Contact	4939	5060	5579	5885
Distance	414	537	653	366
TOTAL	5353	5597	6232	6251
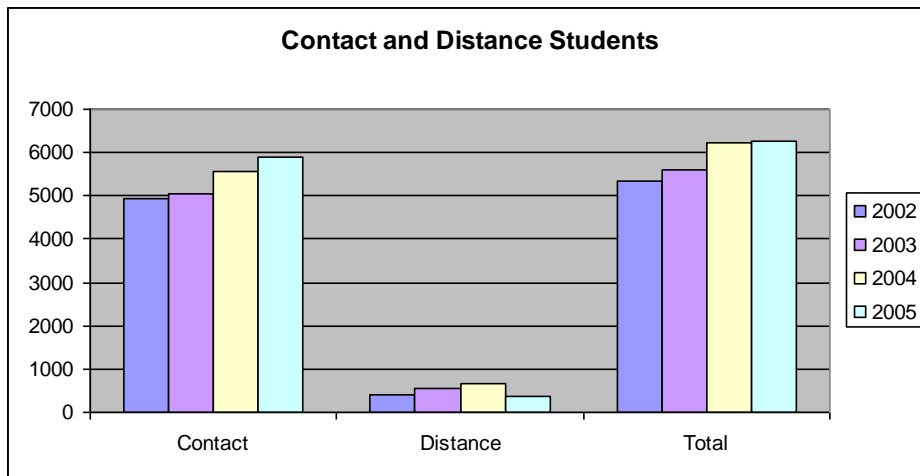
17.5   Enrolments by Research Degree (Masters and PhD): 2002 – 2005

	Headcounts				FTEs		
	2002	2003	2004	2005	2002	2003	2004
Masters	516	512	565	562	193.6	193.2	213.1
PhD	182	188	212	201	90.5	95.5	107.0
TOTAL	698	700	777	763	284.1	288.6	320.1

Research Degree Enrolments - Headcounts

Research Degree Enrolments - FTE
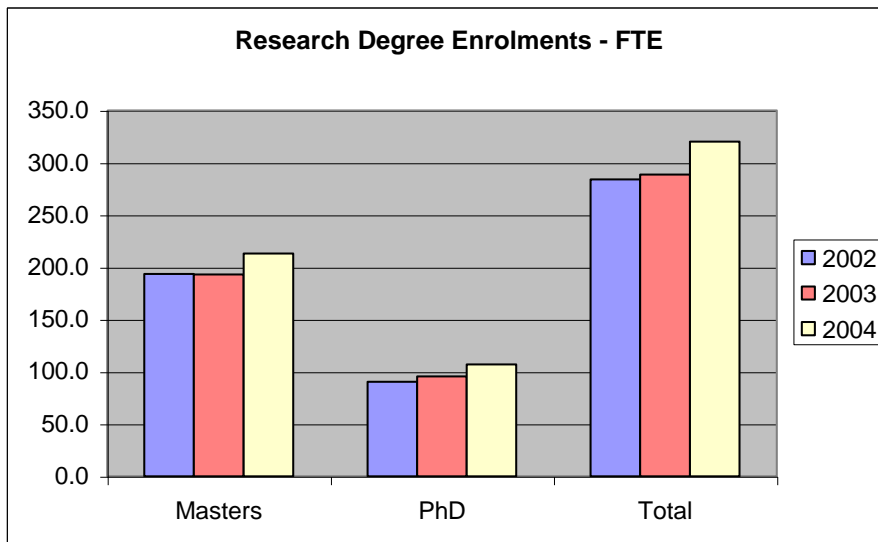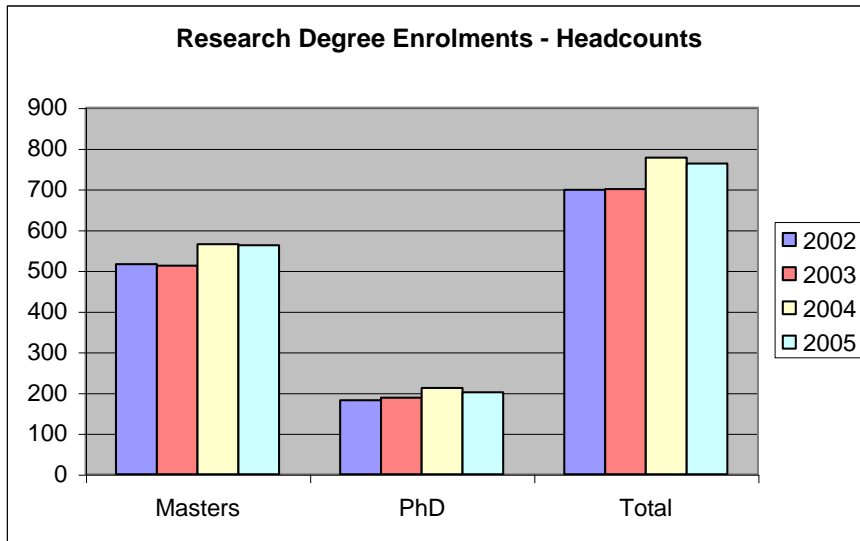
17.6   International Students by Faculty: 2002 – 2005

	2002			2003			2004			2005		
	UG	PG	Total	UG	PG	Total	UG	PG	Total	UG	PG	Total
Humanities	244	74	318	292	73	365	348	96	444	370	103	473
Commerce	362	17	379	336	39	375	388	40	428	381	56	437
Education	21	103	124	1	108	109	38	95	133	32	116	148
Law	45	5	50	56	7	63	63	9	72	52	7	59
Pharmacy	81	3	84	89	5	94	121	8	129	162	7	169
Science	143	91	234	156	103	259	150	102	252	148	90	238
TOTAL	896	293	1189	930	335	1265	1108	350	1458	1145	379	1524

International Students By Faculty
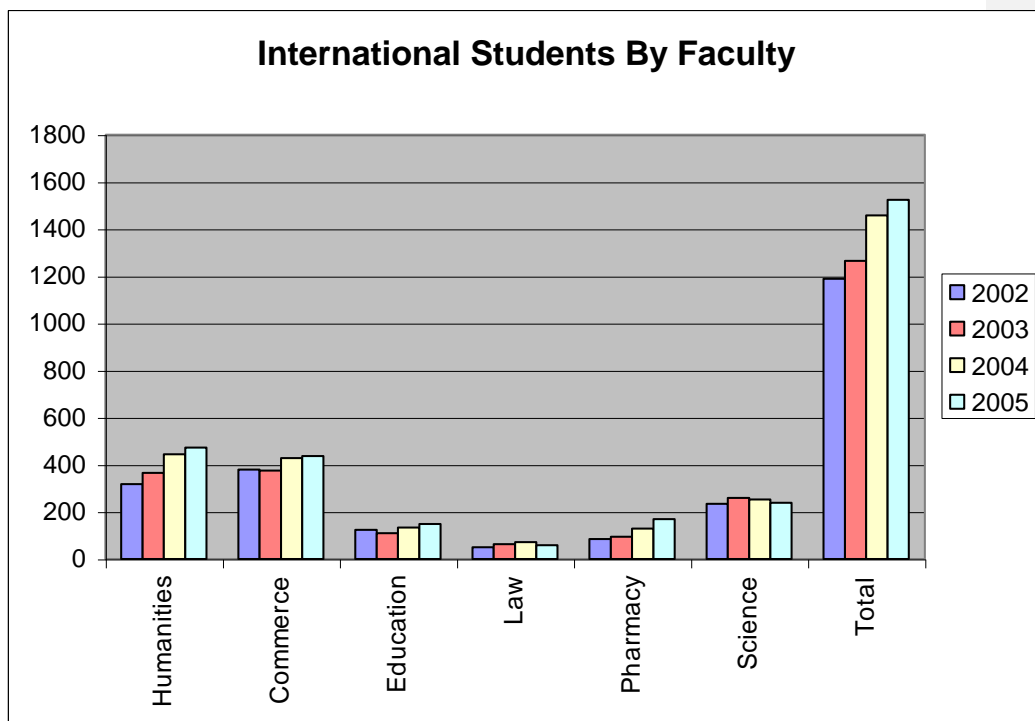
17.7 First-Time Entering Undergrads by Country of Origin: 2002 – 2005

	2002	2003	2004	2005
SA	930	997	846	997
SADC	230	255	317	292
Africa	13	21	18	19
World	53	58	88	67
TOTAL	1226	1331	1269	1375
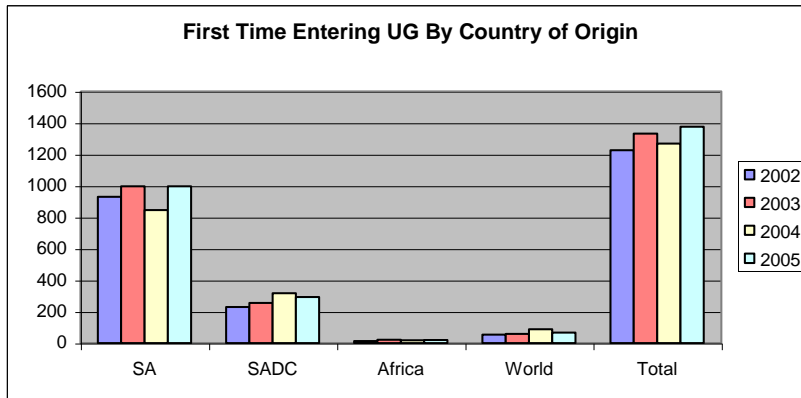
17.8 First-Time Entering Undergrads by Age Group: 2002 – 2005

	2002	2003	2004	2005
<20	751	793	785	849
20 - 24	320	335	438	433
25 - 29	20	46	23	25
30 - 39	82	90	17	41
40 +	53	67	6	27
TOTAL	1226	1331	1269	1375
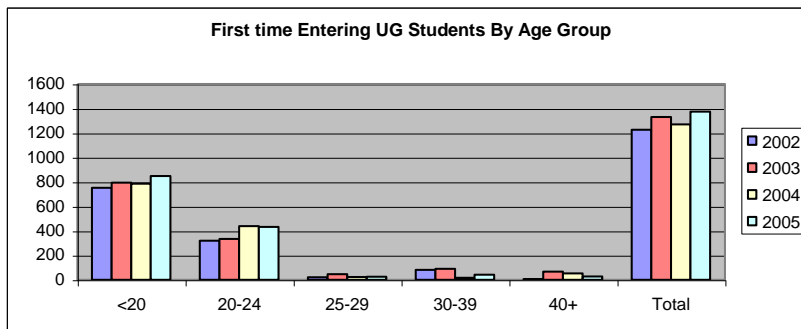
17.9   First-Time Entering Undergrads by Entry Method: 2002 – 2005

	2002	2003	2004	2005
Normal	1226	1331	1269	1334
Alternative	0	0	0	41
RPL	0	0	0	0
TOTAL	1226	1331	1269	1375

Entry Method UG
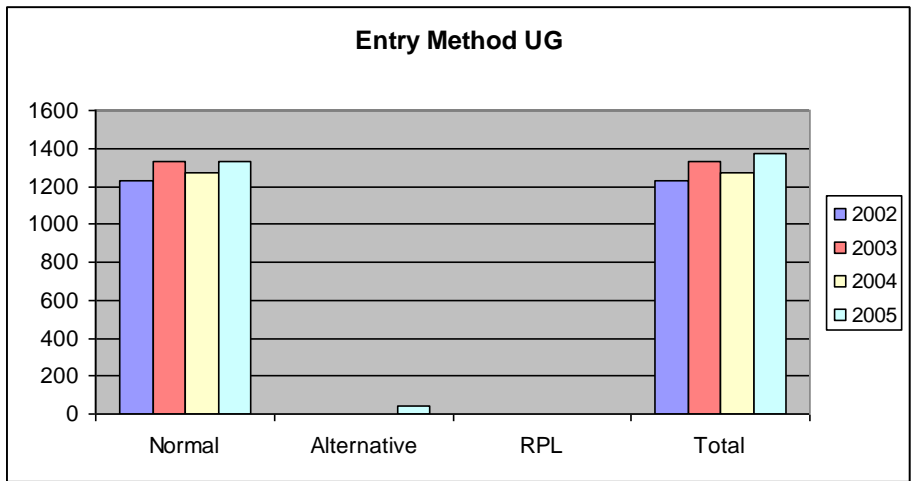
17.10 Undergraduate Enrolments by Faculty 2002 – 2005

	2002	2003	2004	2005
Humanities	1613	1722	1796	1923
Commerce	1144	1095	1134	1170
Education	498	594	972	808
Law	133	153	165	151
Pharmacy	232	264	304	328
Science	604	641	607	594
TOTAL	4224	4469	4978	4974
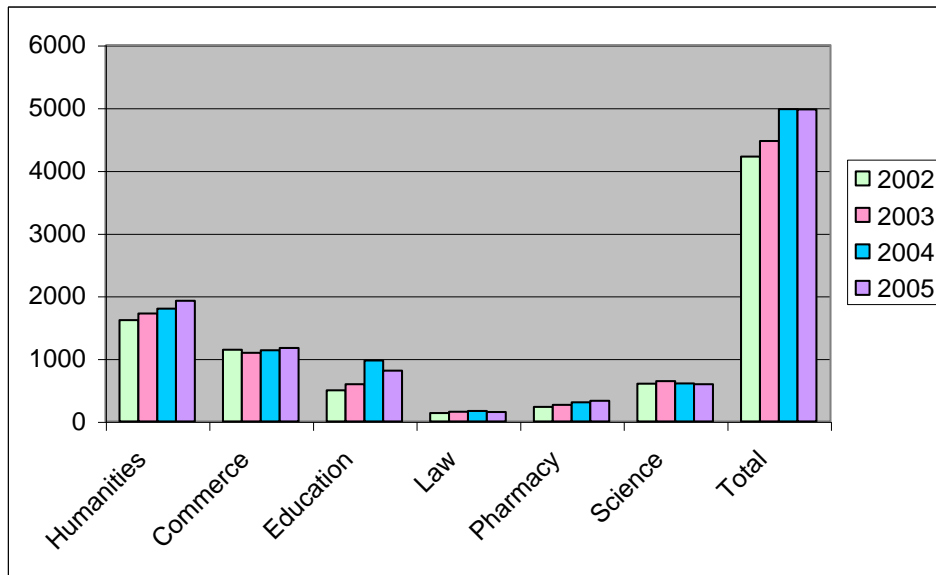
17.11   Undergrads: Graduation Rate 2002 – 2004

	Headcounts			% Grad		
	2002	2003	2004	2002	2003	2004
Humanities	356	373	364	22.1	21.7	20.3
Commerce	275	267	234	24.0	24.4	20.6
Education	90	236	241	18.1	39.7	24.8
Law	45	52	52	33.8	34.0	31.5
Pharmacy	44	36	47	19.0	13.6	15.5
Science	155	164	136	25.7	25.6	22.4
TOTAL	965	1128	1074	22.8	25.2	21.6
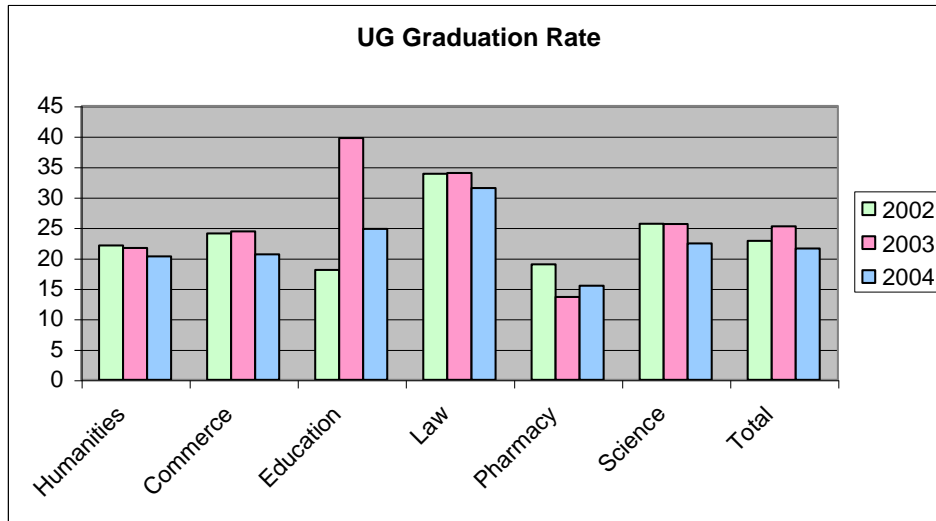
17.12 Undergrads – Completion within Minimum Formal Time: 2002 – 2004

	Headcount			% In Time		
	2002	2003	2004	2002	2003	2004
Humanities	291	302	297	81.7	81.0	81.6
Commerce	149	160	141	54.2	59.9	60.3
Education	4	5	0	4.4	2.1	0.0
Law	11	12	15	24.4	23.1	28.8
Pharmacy	27	25	33	61.4	69.4	70.2
Science	98	113	93	63.2	68.9	68.4
TOTAL	580	617	579	60.1	54.7	53.9

UG Grads Complete within min formal time
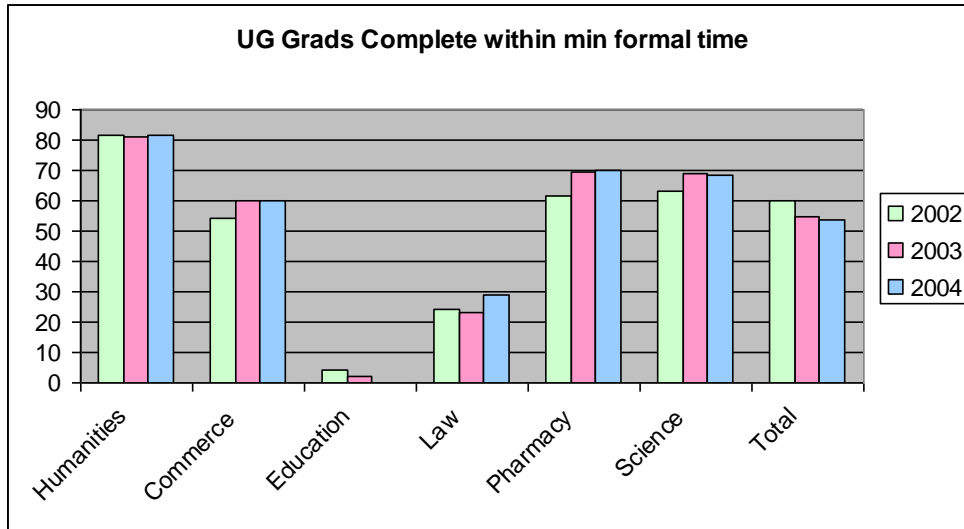
17.13 Undergrads – Completion within 2 Years of Minimum: 2002 – 2004

	Headcount			%Within 2 years		
	2002	2003	2004	2002	2003	2004
Humanities	349	370	362	98.0	99.2	99.5
Commerce	271	263	228	98.5	98.5	97.4
Education	79	221	226	87.8	93.6	93.8
Law	44	49	45	97.8	94.2	86.5
Pharmacy	44	35	47	100.0	97.2	100.0
Science	148	160	134	95.5	97.6	98.5
TOTAL	935	1098	1042	96.9	97.3	97.0

UG Grads Completing within 2 years of min formal time
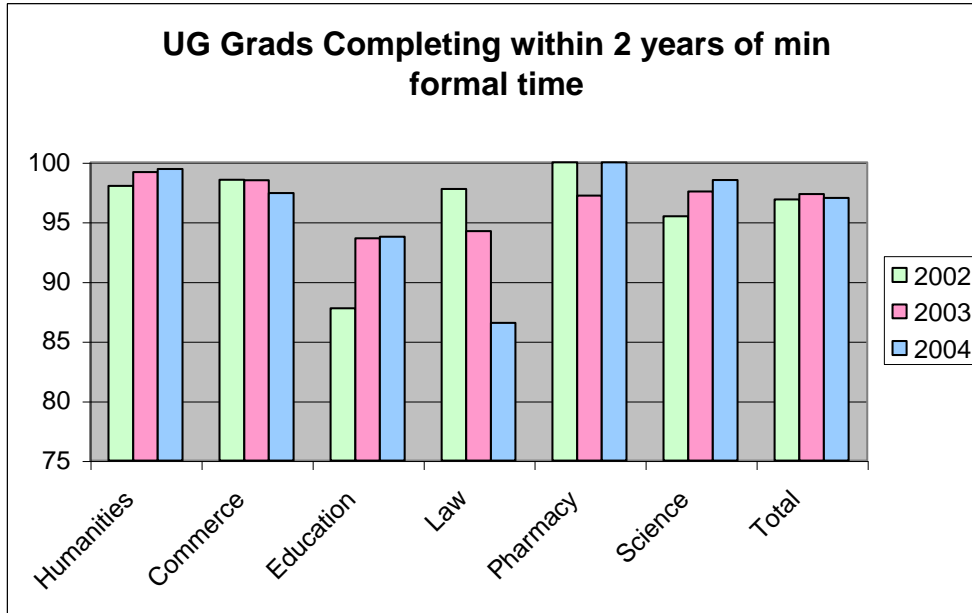
17.14   Graduation rates by Research Degree: 2002 – 2004

	Headcounts			% Grad		
	2002	2003	2004	2002	2003	2004
Masters	139	141	153	26.94	27.54	27.08
PhD	44	29	36	24.18	15.43	16.98
TOTAL	183	170	189	26.22	24.29	24.32
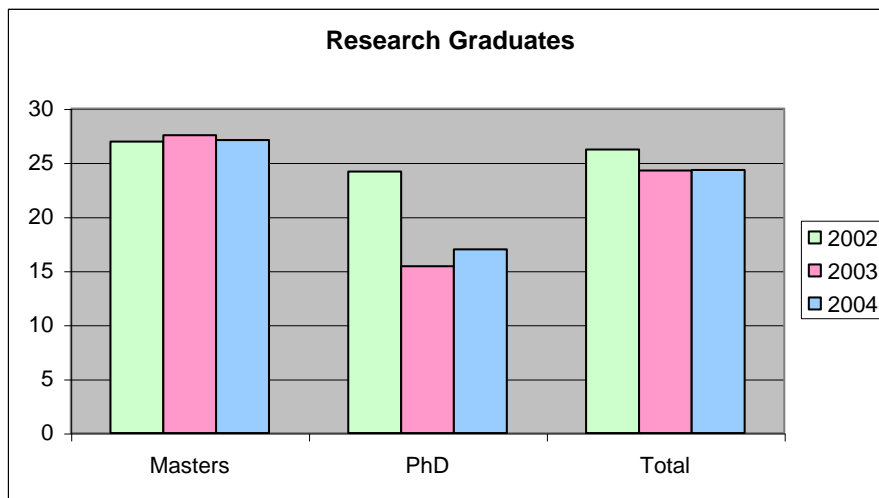
17.15   Research Output – Subsidised Publications 2001 – 2004

	2001	2002	2003	2004
Humanities	64.2	56.2	55.4	52.8
Commerce	2.5	1.5	4.2	4.0
Education	1.0	5.7	5.3	3.8
Law	14.0	13.3	10.8	10.5
Pharmacy	8.8	5.8	5.6	6.3
Science	101.7	110.5	93.7	118.5
TOTAL	192.2	193.0	175.1	195.8
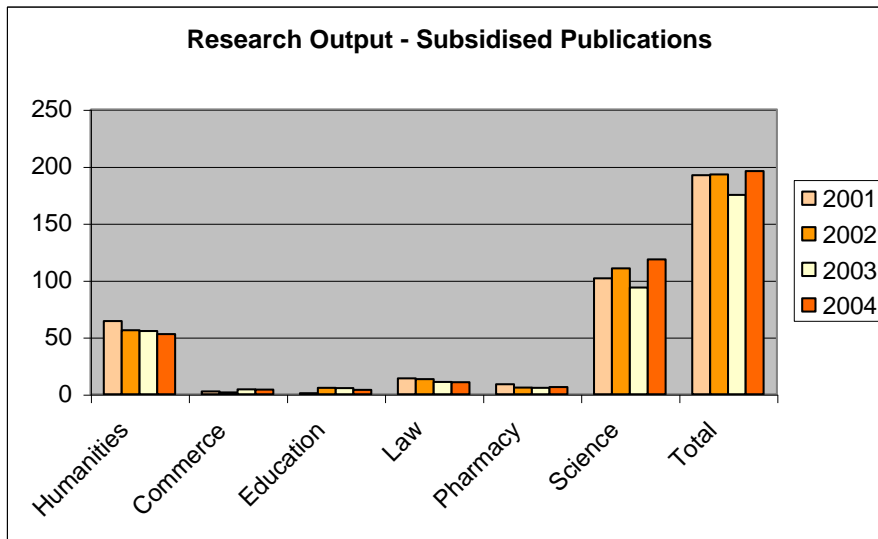
17.16 Staff Profile by Employment Category: 2004 – 2005

	2004	2005
Academic	305	303
Management	38	42
Special Support	64	59
Technical	52	50
Non Prof Admin	231	211
Crafts/Trades	172	159
Service	378	348
TOTAL	1240	1172
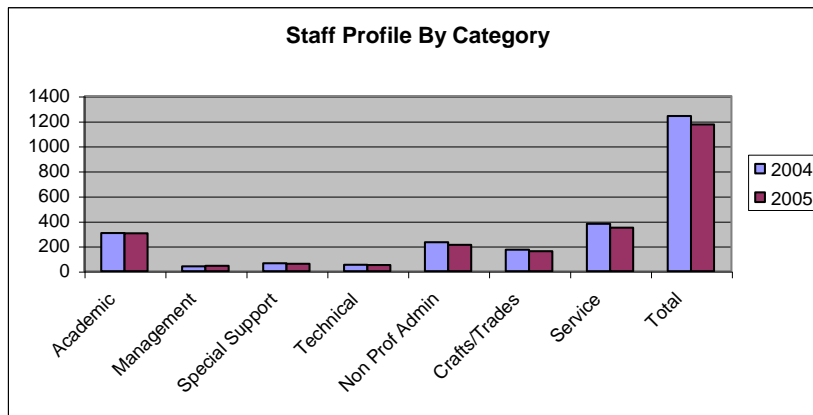
17.17 Staff Profile by Race: 2004 – 2005

	2004	2005
Asian	20	19
Black	530	501
Coloured	124	112
White	566	540
TOTAL	1240	1172
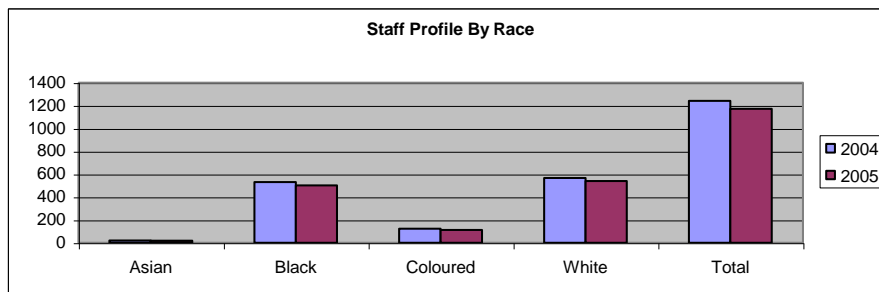
17.18 Staff Profile by Gender: 2004 – 2005

	2004	2005
Male	619	593
Female	621	579
TOTAL	1240	1172

Staff Profile By Gender
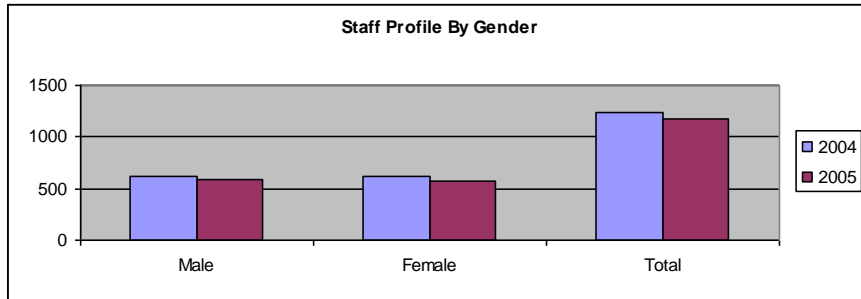
17.19 Academic Staff Profile by Academic Status: 2004 – 2005

	2004	2005
Prof	59	59
Ass. Prof	41	40
Sen. Lecturer	56	60
Lecturer	113	116
Jun. Lecturer	25	16
Other	11	12
TOTAL	305	303

Staff Profile By Academic Status
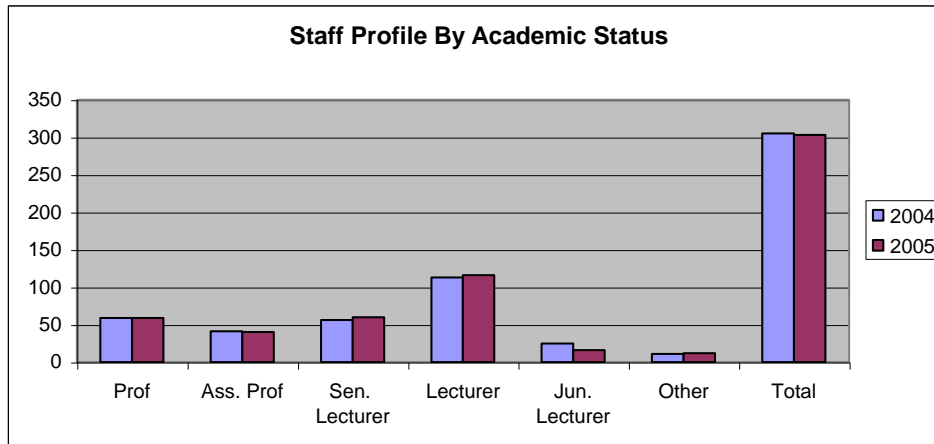
17.20 Academic Staff Qualifications by Faculty: 2004 – 2005

	2004					2005				
	Total	Honours	Masters	Phd	%Phd	Total	Honours	Masters	Phd	%Phd
Humanities	134	19	56	53	39.6	135	15	58	61	45.2
Commerce	43	10	22	7	16.3	43	11	24	8	18.6
Education	13	0	6	5	38.5	13	0	7	6	46.2
Law	12	5	2	3	25.0	10	7	1	2	20.0
Pharmacy	17	0	8	8	47.1	15	0	6	9	60.0
Science	86	11	12	63	73.3	87	11	13	63	72.4
TOTAL	305	45	106	139	45.6	303	44	109	149	49.2

Academic Staff Qualifications

18.   RHODES UNIVERSITY ORGANOGRAM

18.1   RU Academic Structure

COUNCIL

FINANCE & GENERAL PURPOSES COMMITTE

SENATE

EXECUTIVE COMMITTEE OF SENATE

COMMERCE FACULTY	EDUCATION FACULTY	HUMANITIES FACULTY	LAW FACULTY	PHARMACY FACULTY	SCIENCE FACULTY
Accounting **Economics** **Info Systems** **Management** **RIBS**	**Education**	**Anthropology** **Drama** **English** **Eng Lang & Ling** **Fine Art** **History** **Journalism** **Music** **Philosophy** **Political Studies** **Psychology** **Sociology** **School of Lang**	**Law**	**Pharmacy**	**Biochem & Micro** **Botany** **Chemistry** **Comp Science** **Enviro Science** **Geography** **Geology** **HKE** **Ichthyology** **Mathematics** **Physics** **Statistics** **Zoo & Ento**

18.2 RU Administrative Structure

Vice Chancellor

    1.1 **Vice-Principal**

        1.1.1 **Director (Estates)**

Building Maintenance
Electrical Maintenance
Engineering Maintenance
Transport
Capital Projects
Campus Protection
Fire Prevention
Grounds & Gardens
Safety

        1.1.2 **Director (Human Resources)**

Recruitment and Selection
Remuneration
Job Evaluation
Staff Development
Industrial relations
Pension & Provident Funds Administration
Medical Aid & Group Life Insurance
Leave

        1.1.3 **Director (Academic Development Centre)**

        1.1.4 **University Librarian**

Public Services
Collections + Technical Services
Cory Library + Historical Resources
Branch Libraries

        1.1.5 **Dean of Students**

Residences
Students Representative Council
Sports Administration
Student & Function Catering
Residence Housekeeping
Meal booking System
Transit Housing
Conference Organization
Central Cleaning & Janitoring

        1.1.6 **Director (Information Technology Division)**

Vice Chancellor

1.3 **Registrar**

Secretariat:Council & Senate
General Administration
Admissions
Examinations
Faculty Administration
Student Records
University Records
Student Recruitment
Financial Aid
Sanatorium
Student Counselling & Guidance

1.4 **Registrar (Finance)**
   Director, Finance

Financial Accounting
Fees
Information Systems Development
Payroll
Buyers
Stores
Insurance
Housing
Printing
Mail Services
Research Administration

1.5 **Director, Communications & Development**
   Executive Director, C&D

Capital Development
Alumni Relations
Research & Information
Strategic Market Planning
External & Internal Communications
Design & Production Services
Campus Events

1.6 **Director Academic Planning & Quality Assurance**

Planning
Quality Assurance
Short Course Management

1.7 **Dean: Internationalisation**

1.8 **Dean of Research**

19.   ACRONYMS / GLOSSARY

AARP	Alternative Admissions Research Project
ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
ACM	Association for Computing Machinery
AD	Academic Development
ADC	Academic Development Centre
AP&QA	Academic Planning and Quality Assurance
AP&SC	Academic Planning and Staffing Committee
APC	Audit Portfolio Committee
ARL	Association of Research Libraries
ASP	Academic Support Programme
BIOPAD	Biotechnology Partnership and Development
CADRE	Centre for AIDS Development Research and Evaluation
CASRA	Centre for Applied Social Research and Action
CBO	Community Based Organisation
CE	Community Engagement
CHE	Council on Higher Education
COE	Committee of Assessors
CSD	Centre for Social Development
CSIR	Council for Scientific and Industrial Research
DIFS	Department of Ichthyology and Fisheries Science
DoE	Department of Education
DSL	Digital Subscriber Line
ECD	Early Childhood Development
ECHEA	Eastern Cape Higher Education Association
EESU	Environmental Education Studies Unit
ETDP	Education Training and Development Practices
F&GP	Finance and General Purposes Committee
FTE	Full-time Equivalent
HARTRAO	Hartebeesthoek Radio Astronomy Observatory
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HoD	Head of Department
HR	Human Resources
ICT	Information and Communication Technology
IDP	Integrated Development Plan
IEASA	International Education Association of South Africa
IMHE	Institutional Management Programme in Higher Education
IP	Intellectual Property
IQR	Internationalisation Quality Review
ISEA	Institute for the Study of English in Africa
ISER	Institute for Social and Economic Research
IT	Information Technology
ITSC	Information Technology Steering Committee

JRC	Joint Research Committee
JSTOR	Full Text Journal Archive
MA	Master of Arts
MAP	Millennium Access Plus
MBA	Master of Business Administration
MEC	Member of Executive Committee
MEd	Master of Education
MPCDC	Multi-Purpose Community Development Centre
MRC	Medical Research Council
MSc	Master of Science
NAFCOC	National African Federated Chamber of Commerce
NAFSA	North American Foreign Students Association
NELM	National English Literary Museum
NEPAD	New Partnership for Africa's Development
NGO	Non Governmental Organisation
NIED	Namibian Institute for Education and Development
NIH	National Institute for Health
NQF	National Qualifications Framework
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
OAI	Open Archives Initiative
OBE	Outcomes Based Education
OECD	Organisation for Economic Cooperation and Development
PC	Personal Computer
PG	Postgraduate
PGDHE	Postgraduate Diploma in Higher Education
PGLC	Postgraduate Liaison Committee
PhD	Doctor of Philosophy
PSAM	Public Services Accountability Monitor
QA	Quality Assurance
QPU	Quality Promotion Unit
ReRR	Rhodes eResearch Repository
RESNET	Residence Network
RIBS	Rhodes University Investec Business School
ROSS	Rhodes Online Student Support
RPL	Recognition of Prior Learning
RUCUS	Rhodes University Computer User Society
RUMEP	Rhodes University Mathematics Education Project
SAAAD	South African Association for Academic Development
SAASSAP	South African Association of Senior Student Affairs Professionals
SABINET	South African Bibliographic and Information Network
SACI	South African Chemical Institute
SADC	South African Development Community
SAPC	South African Pharmacy Council
SAIAB	South African Institute for Aquatic Biodiversity
SAICA	South African Institute of Chartered Accountants
SANPAD	South Africa Netherlands Research Programme for Alternatives in Development

SAQA	South African Qualifications Authority
SAUVCA	South African Universities' Vice-Chancellors' Association
SCIFEST	National Festival of Science, Engineering and Technology
SCOPUS	Elsevier Citation Database
SEALS	South East Academic Library Systems
SETA	Sector Education and Training Authority
SKA	Square Kilometre Array
SRC	Students' Representative Council
TAI	Trojan Academic Initiative
THRIP	Technology and Human Resources for Industry Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UG	Undergraduate
US	United States
VC	Vice-Chancellor
YAWG	Young Academic Women's Group