



**RHODES UNIVERSITY**

*Where leaders learn*

# Centre for Higher Education Research, Teaching and Learning

**Annual Report**

**2017**

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# 1 Introduction

CHERTL's work involves the development of academic staff as professional educators as well as the promotion of quality in teaching and learning as means of enabling student learning. In addition, CHERTL functions as an academic department of Rhodes University, focused on Higher Education as a field of study and the development of teaching and learning in higher education. In addition, CHERTL staff contribute to national conversations about the development of a more socially just higher education sector for South Africa. 2017 was another very busy year for CHERTL. We continued with all our regular programmes and activities in spite of staff shortages throughout 2017 as a result of difficulties with filling the post left vacant by Dr Dina Belluigi at the end of March 2017 and Dr Sue Southwood's absence for most of the year as a result of illness. We appointed Ms Anthea Adams in Dr Belluigi's position at the end of 2017.

This report provides details of the work of CHERTL during 2017.

## 1.1 Teaching & Learning Staff

### 1.1.1 Head of CHERTL

In 2017 Dr Jo-Anne Vorster succeeded Professor Lynn Quinn as Head of CHERTL for a three-year period. Professor Quinn served in this position for eight years.

### 1.1.2 Staff development staff

Dr Amanda Hlengwa

Ms Reneé Marx

Prof Sioux McKenna

Prof Lynn Quinn

Dr Melanie Skead

Dr Sue Southwood

Ms Nompilo Tshuma

Dr Jo-Anne Vorster

Ms Nomfundo Siqwede – Office Administrator

Ms Nosiphiwe Fihlani – Secretary

Mr Ronald Mudzamba - Educational Technology Assistant

Ms Anelisiwe Tsotsi – Educational Technology Assistant

A highlight on the CHERTL calendar was Professor Sioux McKenna's inaugural lecture delivered on 15 March 2017. The lecture was attended by many of Professor McKenna's doctoral students, past and present and was entitled, Unmasking the Doctorate. In the lecture she questioned the legitimacy of the assumption that the number of doctorates per million was an indicator of economic development of a country. She argued that academics needed to be vigilant if they wished to prevent the doctorate being used as training for the marketplace rather than fulfilling its aims of knowledge creation to serve both the private and public good. For the latter to occur, it was necessary, she argued, to take a critical look at the curriculum and pedagogy of the PhD as well as to "unmask much of its mystique" (McKenna 2017).

During the 2017 round of promotions, Dr Jo-Anne Vorster was promoted to associate professor and Dr Karen Ellery to senior lecturer.

At the end of 2017 CHERTL said goodbye to two staff members. Ms Reneé Marx took up a position at the University of Bath Spa at the beginning of 2018, while Dr Sue Southwood was medically boarded. Ms Marx and Dr Southwood have both made excellent contributions of the work of CHERTL and to Rhodes University.

### 1.1.3 Extended Studies Unit Staff

Ms Denise Jeggels

*Commerce Programme:*

Ms Ivy de Vos

Ms Sisonke Mawonga

*Humanities Programme:*

Ms Judith Reynolds

Ms Corinne Knowles

*Science Programme:*

Dr Karen Ellery

Mr Nkosinathi Madondo

Mr Edward Matabane

*Computer Literacy (all three programmes):*

Mr Amon Magadza

## 2 Higher Education Studies & Research

As part of contributing to the field of Higher Education Studies (HES) CHERTL offers a range of qualifications, namely, the Postgraduate Diploma in Higher Education, MEd, PhD. CHERTL staff, research associates and students also contribute to the field through their research outputs.

## 2.1 Postgraduate Diploma in Higher Education for lecturers

The Postgraduate Diploma in Higher Education (PGDip (HE)), a formal programme intended to develop academic staff as professional educators in higher education, has been in existence since the early 2000s. The Diploma is offered to Rhodes lecturers as well as lecturers from higher education institutions across South Africa. In 2017, 18 lecturers from 5 universities were registered for the national offering.

The Diploma is offered over a period of two years and comprises the following modules:

- Becoming a reflexive practitioner in Higher Education (national group)
- Learning and Teaching in Higher Education
- Curriculum Development
- Assessment of and for Student Learning
- Evaluation of Teaching and Courses
- Elective (Rhodes group)

Dr Melanie Skead co-ordinated the programme in 2017.

At the 2017 graduation ceremony, 37 PGDip (HE)s were awarded. This is the largest cohort of PGDip graduates CHERTL has had to date. Of those, 3 were Rhodes academic staff: Nandi Ishaya, Meesbah Jiwaji (distinction) and Pamela Maseko. In 2017, there were 16 Rhodes lecturers registered for the PGDip (HE).

The following short videos provide a brief overview of the two PGDip (HE) courses offered by CHERTL for Rhodes lecturers and for lecturers from other higher education institutions:

<https://www.youtube.com/watch?v=o9iFiDRIVo8>

<https://www.youtube.com/watch?v=r0suq22NXzw>

At the end of 2017, CHERTL experienced a significant increase in applications for PGDip admission from lecturers at HEIs across South Africa. A total of 82 applications were received of which approximately 46 have been accepted for admission in 2018. Based on reasons provided by applicants for choosing the CHERTL courses, we believe the increased interest to indicate a national trend in institutions encouraging their lecturers to develop themselves as professional teachers in higher education as well as the high regard with which the CHERTL courses are viewed nationally.

## 2.2 Postgraduate Diploma in Higher Education (for academic developers)

In 2015 CHERTL secured R2.4 million funding from the DHET to offer the third iteration of the Postgraduate Diploma in Higher Education for *academic developers* from across South Africa. The 22 candidates from 12 different HE institutions each received a scholarship of R40 000 per annum to enable them to travel to Rhodes three times a year. This cohort completed their portfolios for summative assessment and graduated in April 2017. Of the 19 who graduated, 11 were awarded distinctions.

The fifth cohort of students on the PGDip (HE) for academic developers commenced in January 2016 and will be graduating in April 2018. This class consists of 14 academic developers from four institutions across South Africa and one from the University of Namibia.

The aim of this Diploma, offered at honours level, is to enhance the knowledge and competencies of staff in teaching and learning units/centres at universities all over South/ern Africa, whose role it is to offer professional development for academic staff as educators in higher education institutions. The purpose of this Diploma is to advance academic developers' knowledge of higher education as a field of study and to enable them to conceptualise, design and implement formal and informal academic development initiatives appropriate to their specific contexts.

Over the last decade or so CHERTL staff members at Rhodes University have developed considerable knowledge and expertise in the field of academic development and particularly academic staff development. A way of sharing this experience is to offer a course for academic developers which will enable them to offer appropriate staff development opportunities for academic staff in their institutions.

The student protests of 2015/16 highlighted a number of important issues related to curriculum, teaching, assessment of student learning and institutional culture. These issues, along with important educational theories, are introduced as part of the course. Feedback from participants indicates that the course is meeting its objective of impacting on the work of academic developers through enhancing their theoretical knowledge of the field as well as their practical ability to transform teaching and learning at their respective institutions.

Dr Jo-Anne Vorster and Professor Lynn Quinn co-ordinated this programme in 2017.

The following video provides a brief overview of the PGDip (HE) for academic developers. The video was produced by fourth year students from the Department of Journalism and Media Studies:

<http://www.ru.ac.za/teachingandlearning/staffdevelopment/pgdips/pgdipheforacademicdevelopers/>

### 2.3 Masters in Education

At the 2017 graduate ceremony a full-thesis masters was awarded to Ms Andrea Alcock for her research on students' academic identities. She was supervised by Drs Dina Belluigi and Mandy Hlengwa. Rhodes drama lecturer, Lieketso ('Dee') Mohoto received a distinction for an MEd by coursework and thesis. Her study explored what it means to be a young, black woman academic on an accelerated development programme. She was supervised by Professor Alex Sutherland and Dr Mandy Hlengwa.

## 2.4 CHERTL Doctoral Programme

The CHERTL PhD programme continued to provide a structured space in which 30 academics from institutions across South Africa and further afield engage in research on one or another aspect of higher education. The programme measures its success not only by the number of graduates but also by the quality of their experience and by the ways in which their research contributes to higher education debates.

The programme had four graduates in April 2017: Dr Joseph Chidindi, Dr Gabrielle De Bie, Dr Gitanjali Mistri, and Dr Catherine O'Shea.

- Joseph Chidindi - Discursive constructions of quality assurance: The case of the Zimbabwe Council for Higher Education
- Gabrielle De Bie - Analysis of a biomedical curriculum: exploring cumulative knowledge-building in the Rehabilitative Health Sciences
- Gitanjali Mistri - A social realist analysis of participation in academic professional development for the integration of digital technologies in higher education
- Catherine O'Shea - Understanding the reading practices of Fort Hare students

More information on CHERTL PhD graduates can be found here:

<http://www.ru.ac.za/teachingandlearning/highereducationstudies/doctorsalprogramm e/phdgraduates/>

Doctoral Weeks (generally called Doc Weeks) continue to be offered three times a year and are the space where the community meets together and contributes to the building of the field and supporting one another's progress. In March 2017, we were joined by Professors Brenda Leibowitz (UJ) and Ronelle Carolissen (Stellenbosch University) who shared their work on social justice in education and decoloniality in the disciplines. In the July Doc Week, we focused on transdisciplinarity and what this means for building knowledge. We were joined by the editors of the online publication, *The Conversation*, to discuss the importance of translating our research for broader public dissemination. The October Doc Week was run as a conference. We run a Doc Week as a conference every second year to ensure that all our candidates get an opportunity to submit abstracts, report formally on their work and get feedback from their peers. The conference keynotes were by Professors Susan Van Schalkwyk (Stellenbosch University) and Gina Wisker (University of Brighton). Professor Wisker also ran a writing workshop for participants. The conference website, with all the abstracts, is available here:

<https://ruphdconference.wixsite.com/phdconference2017>

The Pre-Doc programme was offered again in 2017. This one-year short course provides scholars who may be new to higher education studies or unsure of their PhD topic with a formal space in which to prepare. The course gives them access to the vibrant RUconnected site used by the PhD programme, as well as to the three Doc Weeks and the



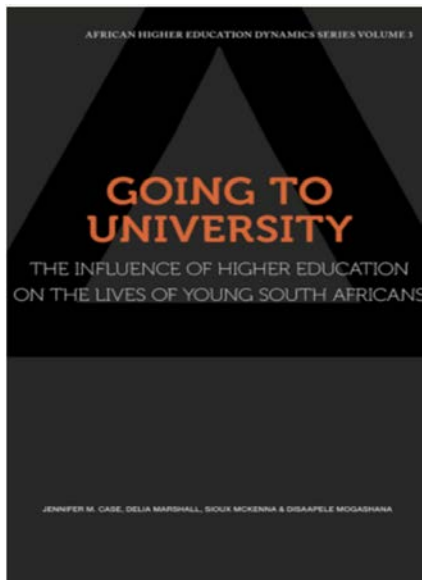
Faculty Research Design course. 'Pre-Docs' then undertake two assignments in preparation for writing a proposal. In 2017, we had four Pre-Docs.

#### 2.4.1 Teaching and Learning PhD group

CHERTL currently had five PhD scholars working in the area of Teaching and Learning in 2017. The group's research foci include curriculum development, academic development, quality assurance. The group is led by Professors Quinn and Drs Vorster and Skead who offer regular support to scholars through fortnightly on-line seminars and discussion groups. The majority of scholars who have joined this group have recently completed the PGDip (HE) for academic developers. It is envisaged that this programme will serve as a pathway for PhD scholars as the majority of participants in this PGDip programme hold masters degrees.

### 2.5 Projects

#### 2.5.1 Getting to Graduateness – NRF funded project



This project came to an end in 2017 with the publication of the book:

Going to University: The influence of Higher Education on the lives of young South Africans. The book, which is published by African Minds, tracks the lives of 73 young South Africans who registered for a B.A. or BSc. at Rhodes University, University of Cape Town or University of the Western Cape in 2009. This NRF funded project brought together four researchers: Sioux McKenna (CHERTL, RU), Jenni Case (UCT), Disa Mogashana (UCT) and Delia Marshall (UWC). It is believed that this book contributes significantly to the understanding of the student experience of higher education and also provides some valuable insights into areas of strength and improvement

at Rhodes University. The book will be launched in early 2018.

#### 2.5.2 Pathways to the Public Good - Economic and Social Research Council (ESRC) and the National Research Foundation (NRF) funded project

Professor Sioux McKenna is a theme leader on this project that tracks the student experience from registration through to postgraduate study and career. This multi-national project also includes CHERTL staff member, Dr Amanda Hlengwa, and CHERTL PhD graduates, Langutani Masehela, Sherran Clarence, and Thandeka Mkhize.

### 2.5.3 Enhancing Postgraduate Environments – European Union Erasmus+ funded project

This project, which is a ‘spin-off’ from the Strengthening Postgraduate Supervision project, brings together six South African and six European universities to develop and disseminate Creative Commons licensed online materials for postgraduate scholars and supervisors. The project is managed by Sioux McKenna from Rhodes University and Henk van den Heuvel and Collete Gerards from Vrije Universiteit in Amsterdam. The website for the project is [postgradenvironments.com](http://postgradenvironments.com)

In 2017, Professor Sioux Mckenna, Ms Priya Vallabh and Dr Amanda Hlengwa attended a two-week Erasmus + exchange programme with Vrije Universiteit to develop materials. Dissemination meetings took place at the University of Zululand in March, attended by Dr Chrissie Boughey and Professor Sioux McKenna, Rhodes University, hosted by CHERTL, and the University of Fort Hare in September, attended by Professor Sioux Mckenna, Stellenbosch University in September, attended by Prof Sioux McKenna and University of Zululand in October, attended by Dr Amanda Hlengwa.

### 2.5.4 Enabling and Constraining Conditions for Staff Development - NRF funded project

Although the NRF project entitled Enabling and Constraining Conditions for Staff Development has been concluded, Dr Jo-Anne Vorster and Prof Lynn Quinn presented aspects of the work with project leader, Professor Brenda Leibowitz and UFH colleague, Dr Patricia Muhuro at the Research Work and Learning conference held at Rhodes in December 2017.

### 2.5.5 Leading academic departments in a challenging higher education context.

At the start of 2017 Dr Jo-Anne Vorster and Prof Lynn Quinn began working on a collaborative project with Prof Callie Grant from the Education Department called *Leading academic departments in a challenging higher education context*. The student protests of 2015 and 2016 prompted this study, which aims to gain a better understanding of how heads of department (HoDs) at Rhodes University are navigating the complexities of their role in a fast-changing South African higher education context. Data for the project was being generated from a survey which was sent to all HoDs and interviews with a selection of HoDs. The project has been funded through a grant from the Rhodes University Research Committee. Professor Grant presented a paper on the preliminary findings at the South African Education Research Association conference held at Nelson Mandela University in October. Outputs anticipated from the project include a report for Rhodes University and a number of academic papers.

## 2.6 Outputs

### 2.6.1 Academic Publications

Hlengwa, A. & McKenna, S (2017) Dangers of generic pedagogical panaceas: implementing service-learning differently in diverse disciplines. **Journal of Education**, 67, 139-148.

McKenna, S., Clarence-Fincham, J., Boughey, C., Wels, H., & Van Den Heuvel, H. (Eds.) (2017) **Strengthening Postgraduate Supervision**. Stellenbosch: SUNMedia.

Clarence, S. and McKenna, S. (2017) 'Developing students' academic literacies through understanding the nature of disciplinary knowledge' **London Review of Education**, 15 (1), 38-49.

Frick, L., McKenna, S., & Muthama, E. (2017) 'Death of the PhD: When industry partners determine doctoral outcomes' **Higher Education Research and Development**.

Behari-Leak, K. & McKenna, S. (2017) 'Generic gold standard or contextualised public good? Teaching Excellence Awards in post-colonial South Africa' **Teaching in Higher Education**.

Vorster, J. & Quinn, L. (2017) Re-framing academic development in Kinchin, I.M. & Winstone, N.E. (Eds.) **Pedagogic Frailty and Resilience in the University**. Sense Publishers: Rotterdam, The Netherlands. 109 – 122. [10.1007/978-94-6300-983-6\\_8](https://doi.org/10.1007/978-94-6300-983-6_8)

Quinn, L. & Vorster, J. (2017) Connected disciplinary responses to the call to decolonise curricula in South African higher education in Carnell, B. and Fung, D. (Eds.) **Developing the Higher Education Curriculum. Research-based education in practice**. UCL Press: London. <http://www.ucl.ac.uk/ucl-press/browse-books/developing-the-higher-education-curriculum>.

Vorster, J. & Quinn, L. (2017). The 'decolonial turn': What does it mean for academic staff development? **Education as Change** 21 (1), 31 – 49. DOI: <http://dx.doi.org/10.17159/1947-9417/2017/853>

Leibowitz, B., Bozalek, V., Garraway, J., Herman, N., Jawitz, J., Muhuro, P., Ndebele, C., Quinn, L., van Schalkwyk, S., Vorster, J. & Winberg, C. (2017) **Learning to teach in higher education in South Africa: An investigation into the influences of institutional context on the professional learning of academics in their roles as teachers**. Council on Higher Education: Pretoria.

Ellery, K. (2017) Framing of transitional pedagogic practices in the sciences: enabling access. **Teaching in Higher Education**. 22 (8), 908-924. DOI: 10.1080/13562517.2017.1319812.

Ellery, K. (2017) A code theory perspective on science access: clashes and conflicts. **South African Journal of Higher Education**. 31(3): 82-98.

T. P. Ungani and E. Matabane (in press) Solving differential equations by using Adomian decomposition method and differential transform method. **Advances in Differential Equations and Control Processes**.

Skead, M. (2017): What's next? Experiences of a formal course for academic developers. **Higher Education Research & Development**, DOI: 10.1080/07294360.2017.1359500

### 2.6.2 Conference Presentations

CHERTL staff members attended several national and international conferences in 2017.

Professor Sioux McKenna presented papers at Legitimation Code Theory Conference in Sydney Australia; Higher Education Research and Development Conference in Sydney, Australia; Postgraduate Supervision conference in Stellenbosch, South Africa; Academic Literacies Conference at Durban University of Technology.

Prof Lynn Quinn presented papers at the BSM Democratic Violence: Power, Legitimacy and Injustice in Higher Education, Rhodes University; the Legitimation Code Theory Conference in Sydney, Australia; Connecting Higher Education: International perspective on research-based education, University College London, UK; SAERA, NMU; HELTASA, DUT; Transitions, Transformations and Transgressions in Work & Learning at the Research on Work & Learning conference, Rhodes University.

Dr Jo-Anne Vorster presented papers at the Legitimation Code Theory Conference in Sydney, Australia; Connecting Higher Education: International perspectives on research-based education, University College London, UK; SAERA, NMU; HELTASA, DUT; Transitions, Transformations and Transgression in Work & Learning at the Research on Work and Learning Conference, Rhodes University.

Dr Karen Ellery presented a paper at the Legitimation Code Theory Conference in Sydney Australia.

Mr Nkosinathi Madondo presented a paper at 11th Higher Education Teaching and Learning Conference, UKZN and at the PhD Conference, Rhodes university.

Dr Edward Matabane presented a paper at Siyaphumelela Conference, Johannesburg.

Mrs Nompilo Tshuma presented a paper at the African Conference on Information Systems & Technology in Cape Town.

### 2.6.3 Popular Press Publications

McKenna, S. (2017) 'Why developing countries are particularly vulnerable to predatory publications' **The Conversation**. 7 November 2017.

McKenna, S. (2017) 'Unmasking the Doctorate' **University World News**, 21 April 2017

## 3 Student Development

While students at Rhodes University enjoy the best undergraduate throughput rates in the country, we continue to see racially differentiated success rates, continued expressions of marginalisation by students and we have a way to go to ensuring a student body that is demographically reflective of our country. CHERTL works directly with students in two ways: the three extended studies programmes and the writing intensive project.

### 3.1 ESU Programmes

#### 3.1.1 Science

A more-than full complement of fifty-three students were registered in the Science Extended Studies Programme (SESP) in 2017. Students completed three year-long courses in 2017: Computer Skills for Science (Lecturer, Mr Amon Magadza), Mathematical Foundations (Lecturer, Mr Edward Matabane) and Introduction to Science Concepts and Methods (Lecturers, Dr Karen Ellery and Mr Nkosinathi Madondo, and Tutor, Mr Melody Manyeruke). In the latter course, mainstream lecturers provided content input and ran practicals in their respective disciplines. Dr Jennifer Williams from Physics, Dr Rosa Klein from Chemistry, Ms Miriam Mattison from Human Kinetics and Ergonomics and Professor Steffen Büttner from Earth Sciences were the main contributors.

The augmenting teaching programme that was initiated in 2014 for selected first-year mainstream courses continued to provide support for ex-SESP students in 2017. With funding from the Teaching Development Grant Ms Aviwe Matiwane and Mr Lebona Nkahlle, both part-time PhD scholars, were employed in this capacity in the Life Sciences and Earth Sciences courses respectively. Ms Joyce Sewry and Ms Bertha Chitambo, two lecturers in the Chemistry Department, and Mr Edward Matabane in Mathematics, also ran additional augmentation sessions.

A total of 46 former SESP students graduated in 2017. Twenty-four achieved basic degrees, 16 honours degrees or postgraduate diplomas, and six masters degrees in science.

Despite teaching on what is a very busy programme, most staff are also upgrading their qualifications. Whilst Mr Magadza is busy completing his masters degree and both Mr Madondo and Mr Matabane are working on their PhD degrees, all three and Dr Ellery are also registered for courses or diplomas related to higher education.

#### 3.1.2 Commerce

The structure of the Commerce Extended Studies Programme (CESP) remained the same in 2017, building on the new curriculum implemented in 2013. Student numbers remained constant with 48 registered students.

In view of the good results obtained by the first year class, certain students were again allowed to register for Statistics 1D (officially a second year subject on the programme). 14 students registered and there was a 100% pass rate.

Theory of Finance (Foundation) was lectured by more than one lecturer from the Statistics Department in each semester during 2017. The intention was to again use a dedicated lecturer per semester in an effort to provide the students with some stability, but changes in the department meant that this was not possible. While students still seemed to struggle with this subject, they tended to perform better than in the previous year.

The augmented Computer Science 112 course, introduced in 2014, encountered a few hiccups this year, with some students having to register for the mainstream course because of timetable constraints. This will be looked at more closely next year. Our students really struggled with the course material this year and additional support was needed towards the end of the year.

The historic relationship between the CESP and Investec Bank continued with our orientation week 'meet and greet' as well as the annual dinner for first-year students. At the dinner, our new entrants were welcomed into the programme by senior peers and received motivational messages from the Dean of Commerce, Prof Dave Sewry and Mr Setlogane Manchidi, head of Corporate Social Development at Investec Bank. First year students who excelled in various subjects, as well as top-performers across their entire curriculum, received prizes. A group of CESP students attended the Investec Work-Readiness Programme in Sandton, Gauteng. This initiative has been running for a few years and participants benefit immensely by gaining a glimpse into practices of the corporate world. A new initiative was also introduced in 2017 called the Navigate Programme. While it also looked at preparing students for the workplace, its main focus was on recruiting students into Investec. A few of our students were also invited to attend this program.

### 3.1.3 Humanities

The structure of the Humanities Extended Studies Programme remained the same in 2017. There was a full component of 60 students in the programme. Gadra matric upgrade school is now our largest feeder school, with local Grahamstown schools following close behind. Increasingly, students request to be placed in the foundation programme, rather than be assigned to it.

Ms Reynolds was on extended sick leave for the first 3 terms and was sorely missed. She was replaced by Ms Sharon Gabie to teach the Anthropology ES classes and Ms Siphokazi Zama to teach the Journalism ES classes. Ms Gabie is a PhD candidate in Anthropology, and Ms Zama a masters candidate in Journalism and Media Studies. Their capable teaching and support of the students was much appreciated.

Students in the Humanities ES programme do two mainstream subjects (either Anthropology with Journalism and Media Studies or Sociology with Politics). In addition, they receive support in the form of 'augmenting' courses attached to their two mainstream subjects. They also do a credit called Academic and Computer Literacies, which is made up of Computer Literacy, Information Literacy (a short course run by

library staff) and Academic Literacy (in which students are assessed on a research project carried out in groups in the second semester).

#### 3.1.4 TAI Student Peer Mentoring Programme

The Trojan Academic Initiative (TAI) Student Peer Mentoring Programme partners each Extended Studies (ES) student with a former ES senior student in the same faculty. The programme aims to offer socio-emotional guidance to students as they adjust to the multiple demands of a new and often-challenging tertiary education environment. In so doing, it endeavours to enable the academic success of Rhodes University first year students. In 2017 the TAI Programme engaged with 55 senior student mentors who worked alongside almost 300 first year student mentees in four faculties, namely Commerce, Humanities, Science and Pharmacy. The programme involved nine mentors in Science, 53 first year ES Science mentees; 10 mentors in Commerce and 42 first year Commerce ES mentees; 12 Humanities mentors and 57 first year Humanities ES mentees; and 24 Pharmacy mentors and 155 first year Pharmacy 'mainstream' mentees.

### 3.2 Writing Intensive Project

The Writing Intensive Project (WIP), directed solely at undergraduate student development and support within disciplines, began in the Humanities Faculty in 2013 with funding from the Department of Higher Education through the Teaching Development Grant (TDG), and ended as a full-time project in December 2016. In April 2017, however, further funding to effect formal closure of the first funding cycle of the Project was released. This has allowed departments still in need of financial support for their writing interventions to continue as they were, until December 2017.

The WI Project has reflected a view of writing as a set of socially constructed practices, hence in the university, understood as differing between disciplines. The people best placed to identify, deconstruct and teach these discipline specific literacy practices, therefore, are the discipline-based academics themselves. It is from this premise that the WI Project has carried out its work over the past 5 years, doing so with academics who voluntarily engage with their own students' writing and reading needs, adapting and re-visioning existing courses and curricula in order to embed and integrate writing development into students' learning experiences.

Between 2013 and 2017, there has been discipline representation from 13 departments in the WI Project, with 11 of these coming from the Humanities Faculty, one from the Commerce Faculty, and one from the Science Faculty (Pharmacy). Departmental participation has varied from year to year with sustained individual and/or departmental participation always determined by the degree of support and commitment provided by key players in the intervention and/or at management level. However, an important realisation to emerge in the project in four departments was the need to 'intervene' at first year level, and across the entire year, rather than at any other year level. To this end,

Psychology 1, Linguistics 1, English 1 and Management 1 (Augmented Programme), are all now 'writing intensive', suggesting the growing awareness that the entry level of university is a critically important one.

Student-tutors have been key to the WI project and the primary recipients of the DoHET funding; without the additional hours they spent on responding to student writing, it is unlikely the project would have had the successes (and challenges) that it did. An important tangible, self-reported benefit of participating in the WI Project has come from interviews with tutors. Learning to become 'writing respondents' rather than just 'content tutors' has given them new insights into the 'how' and 'what' of writing within a university and discipline-specific contexts, and hence conscientised them to their own writing and helped them improve. This bodes well for enhanced postgraduate success.

## 4 Academic Staff Development at Rhodes

Academic staff development initiatives offered by CHERTL are underpinned by the belief that lecturers who are scholarly and critically reflexive will design courses and teach in ways that create conditions for student success. These initiatives contribute to encouraging academics to respond to calls for transformation and decolonisation of universities and curricula. CHERTL's work in this regard is diverse and includes formal courses and needs-driven initiatives designed to address particular demands. A few of these are outlined below.

### 4.1 Academic Orientation Programme

All academics new to Rhodes are strongly encouraged to attend the Academic Orientation Programme (AOP) which takes place each year towards the end of January. The programme is focused on 'Being an academic at Rhodes' in general and supporting spaces of teaching and learning in particular. The AOP is comprised of three parts. The first part is framed around the three core functions of the University: Teaching and learning, research and community engagement and draws heavily on expertise that exists in the University. The second part of the programme is aimed at people new to teaching (though it is open to anyone who would like to attend) and deals with the 'nuts and bolts' of teaching. Interactive workshop sessions are facilitated by CHERTL academics who focus on aspects of facilitating learning including presenting lectures and tutorials, using lecture facilities and assessment. The third part of the programme focuses on 'Digital Teaching and Learning' and introduces academics to the Learning Management System used at Rhodes, RUconnected, and to other technologies for teaching and learning. Although AOP is organised by CHERTL, presenters and facilitators also include university leadership, including the VC and DVCs and Deans, staff who have received awards for being distinguished in the areas of teaching, research and community engagement, as well as other academic staff from across the disciplinary spectrum. The Programme includes introductions to the library, the staff unions and a walking tour of the campus.



The Academic Orientation Programme (AOP) took place from 23 - 27 January and from 30 January to 1 February 2017. As in previous years the programme drew heavily on expertise that exists at Rhodes. The programme was coordinated by Dr Sue Southwood of CHERTL. Presenters and facilitators included Dr Sizwe Mabizela (VC), Dr Peter Clayton (DVC), Professor Chrissie Boughey (DVC, Academic and student affairs), Dr Jo-Anne Vorster (HOD – CHERTL), (CHERTL), Professor Lynn Quinn (CHERTL) Ms Noluxolo Nhlapo (Director: Equity & Institutional Culture), Mr Larshan Naicker, Ms Debbie Martindale and colleagues (Library), Ms Di Hornby (Director: Community Engagement), Professor Hugo Nel (Economics), Dr Sharli Paphitis (Community Engagement), Professor Jacqui Ackhurst (Psychology), Dr Gladman Thondhlana (Environmental Science), Dr Michelle Cocks (Anthropology), Ms Veliswa Mhlope (Communications), Dr Jennifer Williams (Physics), Ms Tanya Poole (Fine Art), Professor Adrienne Edkins (Biochem), Professor Catriona Macleod (Psychology), Professor Sioux McKenna (CHERTL), Dr Jacqui Marx, Dr Lindsay Kelland (AGCLE), Mr Michael Marangxa (Campus tour guide), the Deanery and NTEU.

Approximately 26 lecturers attended the Programme from the following departments: Accounting (1), Afrikaans (2), Economics (2), Computer Science (1), Education (4), Geology (1), Sociology (1), Student Affairs (1), Law (2), Chemistry (1), ISEA (1), Community Engagement (1), Fine Art (2), HKE (1), Pharmacy (2), Philosophy (1), PSAM (1) and Psychology (1).

In addition to the full Academic Orientation Programme at the beginning of the year, CHERTL offered a 'mini' Orientation Programme on 10 August, for lecturers who joined Rhodes after January 2017. A total of 5 lecturers new to Rhodes, from Fine Art, Pharmacy, Psychology, Zoology and the Law Clinic attended this session.

In addition to these CHERTL initiatives, Dr Sue Southwood and Dr Jo-Anne Vorster attended monthly induction meetings for new staff facilitated by Schalk van der Merwe and colleagues in Human Resources. This has been part of a strategy to align the orientation/induction activities for new staff at Rhodes.

## 4.2 Conversations About Teaching, Assessment and Learning (CATALyst) short course

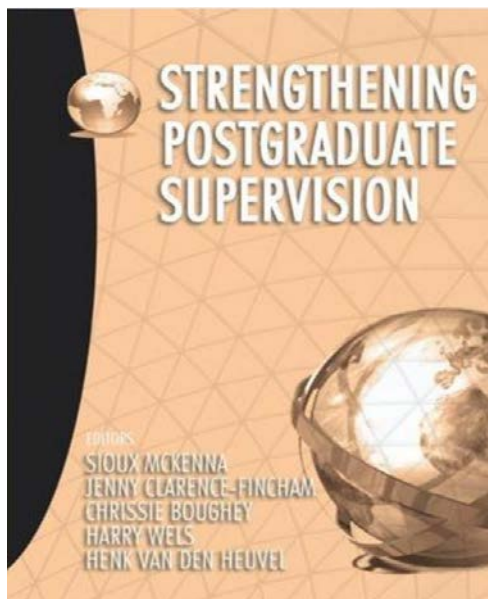
The CATALyst course is designed to support the enhancement of teaching, assessment and learning in higher education. The course encourages academic staff to critically examine the broader context of higher education and to find ways to respond to the calls for transformation and decolonisation that contribute to academic success for the majority of students. Although there is engagement with a range of teaching practices, the course focuses particularly on encouraging a principled approach to assessment. Assessment is deliberated as a process, not only of learning but also for learning. Assessment is worked with as a fundamental and integral aspect of teaching and learning towards transformation. The course is designed to provide a deliberative space in which academic practice and experience are drawn on as key resources in the development of

more effective teaching and learning practices across the disciplines. It is also designed to support lecturers in meeting the requirements of the Rhodes Policy on the Assessment of Student Learning.

Since 2004, all new members of the Rhodes University permanent academic staff have been required to show that they have met a set of outcomes related to the assessment of student learning during the three years of their probation. This requirement was introduced as a result of growing international and national understanding of the central role of assessment to student learning in higher education. The CATALyst course replaces what was originally called the Assessors' Course. The CATALyst course is offered each semester, in a block-teaching format, to assist academics in meeting these outcomes. The course is accredited as a module (Assessment of and for student learning) of the Postgraduate Diploma in Higher Education for lecturers offered by CHERTL.

The course was offered twice in 2017. The first iteration was facilitated by Dr Sue Southwood and Professor Lynn Quinn and was offered in the weekly sessions format. It was attended by seven academics from a range of departments. The second iteration was facilitated by Professor Lynn Quinn and Dr Jo-Anne Vorster. This time the course was offered in a week-long block teaching format in the August/September vacation. The thirteen academics who attended this week, were unanimous that the block format was better for them. In 2018 CHERTL is piloting offering all short courses and modules of the PGDip (HE) in this format.

### 4.3 Postgraduate Supervision



The Strengthening Postgraduate Supervision course was once again offered to Rhodes University staff and PhD scholars in 2017. Professors Jenny Clarence-Fincham and Murthee Maistry facilitated the course which is offered in a mix of face-to-face and online phases. This national course provides novice supervisors with structured support to take on the complex and demanding role of postgraduate supervision. The course combines discussions, case studies, research literature, video clips and various other resources and activities, to help the new supervisor engage with the practice and process of postgraduate supervision in a reflective and informed way. It is an accredited short course. [www.postgradsupervision.com](http://www.postgradsupervision.com).

This project, which was originally funded by the Dutch government and more lately through the Teaching Development Grant from the DHET, continues to be managed by CHERTL and has been offered over 50 times at 23 South African universities. In 2017, a

book developed from assignments produced for this course, was published by SUN Media. The book comprises 15 chapters written by 18 academics from 16 disciplines in 11 institutions.

#### 4.4 Writing in the university

This year for the first time, a short course entitled, 'Writing in the university: Ways of knowing, ways of doing' was offered to Rhodes academics during the September recess. This course was developed out of the experiences and learning derived from the 5-year span of the Writing Intensive Project (see 3.2 above). A great deal of interest was initially shown in this course, but no doubt due to mounting end of year pressures, 13 staff ultimately registered for it. Valuable and very positive evaluations from the course suggest that it will be well worth offering again in 2018.

#### 4.5 New Generation of Academics Programme (nGAP)

In 2017 Rhodes University welcomed four lecturers onto the New Generation of Academics Programme (nGAP). The 2017 intake marks Phase 2 of the DHET funded national initiative of the Staffing South Africa's Universities Framework (SSAUF). These four academic joined colleagues who were employed in Phase 1 of nGAP, bringing the total number of nGAP lecturers at Rhodes University to seven. Dr Amanda Hlengwa co-ordinates nGAP and in 2017 her focus was on ensuring that Phase 1 and Phase 2 lectures form a cohesive group. In addition, she facilitated developmental opportunities specifically identified by the group, including a writing retreat that enabled some of the lecturers to work on their PhD proposals and chapters. The writing retreat was also an excellent bonding experience for the seven nGAP lecturers.





Ms Desidre Coompasmay is a Chartered Accountant in the Accounting Department. She obtained her Bachelor of Commerce degree from Nelson Mandela University and her Certificate in the Theory of Accounting from the University of South Africa. Before joining Rhodes University, she worked for PricewaterhouseCoopers for five and a half years. Desidre's research interests include money laundering and cyber-crimes. She is currently pursuing a Masters degree focusing on fraud and risk management.

Mr Thoko Sipungu is an old Rhodian who obtained a Bachelor of Arts, Bachelor of Laws as well as a Masters in Sociology from Rhodes University. He joined the Public Service Accountability Monitor unit as a human settlements researcher before taking up his current position as a lecturer in the Department of Sociology. His research and teaching interests are in the sociology of men and masculinities, feminity/ies, sexuality/ies, identity, belonging and sociological theory. His PhD is on masculine embodiment and physical disability among Xhosa men in the Eastern Cape.

Mr Nkosikhona Sean Nkosi joined the Department of Education at Rhodes University after a stint at the University of the Witwatersrand, where he obtained his Masters of Education. His experience as an educator includes working as a writing centre consultant for the Wits School of Education and as curriculum advisor for the Institute of Digital Education Africa. His research interests are in the fields of spatiality, curriculum and pedagogy. He is pursuing his doctorate in which he is exploring existing and new social and special relationships amongst teachers and leaners across schools and communities.

Ms Sandile Phakathi holds a Masters degree in Agricultural Economics from the University of KwaZulu-Natal where she also held a Research Assistant position. Before joining Rhodes University she was an intern at the Department of Agriculture and Rural Development. Prior to that she worked at the SAPPI Forestry in the Department of Risk and Operations. Her doctoral research is focused on institutional innovations for improved water security among smallholder farmers. This focus combines her research interests in the economics of water use, agricultural development, institutional economics and environmental economics.

#### 4.6 Tenure and promotion

Support for academic staff completing probationary requirements and applying for promotion is provided through CHERTL's staff development activities. This includes the CATALyst course and the PGDip (HE). In addition, in April 2017 Professor Lynn Quinn offered a lunchtime "Portfolio Discussion" for all academic staff. Writing retreats (see 3.2 above), individual consultations with academics as well as feedback on portfolios were also provided for academic staff.

#### 4.7 Feedback on courses and teaching

In 2017 the online Feedback Assistant was used to elicit feedback from students on 49 courses by academics from the following departments: Anthropology (5), CSD (6), Chemistry (3), Economics (5), Environmental Science (2), Geography (4), Geology (4), ISEA (2), Law (2), Management (1), Maths (1), Music (1), Pharmacy (3), Psychology (4), Sociology (1).

In addition, CHERT staff conducted focus group interview with students from two different Journalism and Media Studies courses as well as IiNtetho zoBomi students in the Allan Gray Centre for Leadership and Ethics.

#### 4.8 Consultations, workshops and mentoring

CHERTL staff members have continued to offer workshops, consult with, and provide mentoring to individual lecturers and departments on request. Staff members offer consultations in areas such as curriculum development, assessment, evaluation of teaching and courses, peer evaluation and feedback on teaching (see above), use of ICTs in teaching and learning, coping with large classes and so on. In 2017 consultations took place with lecturers in the following departments: ISEA, Sociology, Zoology and Entomology, Biotechnology Innovations Centre, Education, Ichthyology and Fisheries Science, Music, Journalism and Law.

As part of responding to the feedback following the CHE review of the Rhodes LLB review, Prof Quinn offered a workshop to the staff of the Law Faculty on 26 October 2017. The objective of the workshop was for staff to critically reflect on taken-for-granted assessment methods and processes.

The Educational Technology unit staff consulted widely with lecturers and ran numerous workshops on integrating technology for teaching and learning in different departments. These workshops were requested by academics in the departments and aimed at enhancing understanding of learning design, as well as equipping staff with knowledge of specific software applications for enhancing teaching and learning. Workshops were also run for BEd Honours students and as part of the Postgraduate Orientation Programme.

## 4.9 Tutor Development Programme

CHERTL's Tutor Development Programme seeks to engage tutors in reflection, dialogue as well as informed and dynamic practice, toward the development of effective student learning in tutorials. In 2017 cross-faculty tutor sessions included examination of tutors' roles and responsibilities; expectations; communication; small group facilitation; assessment; diversity and feedback within contexts of teaching and learning. Participation in these fortnightly sessions was voluntary and saw tutors from a variety of Departments joining, including English, Art, Psychology, Management, Journalism and Media Studies, Chemistry and Information Systems. Group sizes varied from five, to twenty students per session. The programme also offered termly discussion sessions for tutor co-ordinators, with the aim of enabling colleagues to strengthen their work with tutors. Some tutor co-ordinators also availed themselves of the opportunity to engage in individual, context-specific sessions.

## 4.10 Service Learning

Dr Sharli Paphitis, based in Community Engagement (CE), continued to co-ordinate Service-Learning activities at Rhodes University. Service-Learning continues to grow across the university as both more departments are becoming interested in using this pedagogical approach, and as academics involved in service-learning become interested in improving their practice. The challenges of staff leaving and a lack of support for service-learning from departments beyond individual commitment to courses, a lack of funding (particularly in terms of transportation) and the lack of understanding of the role of community partners as teachers in service-learning continue to pose barriers to the overall development of SL at an institutional level. Some of these issues are to some extent being addressed through new engagement in the courses offered by CHERTL (and platforms such as the Academic Orientation Programme) where questions around partnership and assessment of service-learning are discussed. Similarly, new research work being conducted by the CE Office aims to promote more fruitful partnerships in existing SL courses.

Dr Paphitis facilitated a section dedicated to service-learning in the assessment module of the PGDip (HE) offered by CHERTL. The course covered: service-learning as a critical pedagogy, understanding service-learning, the transformative power of service-learning, factors making service-learning courses meaningful and effective, the role of critical reflection in service-learning, guided reflection strategies, and assessment of student learning through service.

The table below illustrates the number and duration of service-learning courses as well as the community partners attached to each course. A full description of each service-learning activity can be found in the Community Engagement annual report.

<b>Department</b>	<b>Year level</b>	<b>Community partner/s</b>	<b>Duration in 2017</b>
Rhodes Business School	Masters	Assumption Development Centre	Year-long engagement
HKE	Honours	Waainek	Year-long engagement
Chemistry	Honours	Kingswood and SDA school	Year-long engagement
Entomology	Honours	Amakala Foundation, PJ Olivier School, Oatlands Primary	Terms 3 and 4
Philosophy (IiNtetho zoBomi)	Undergraduate and Postgraduate	Four schools: Nombulelo, Ntsika, Archie Mbulelo, Mary Walters	Year-long engagement
Environmental Science	Honours	Amakala Foundation and Paterson High School	Year-long engagement
Psychology	Honours	Lebone Centre	Term 3

#### 4.11 Writing Retreats

We were fortunate to secure funding from the Teaching Development Grant (TDG) to organise three writing retreats. These retreats were for Rhodes University academic staff who were working on teaching and learning related writing projects, that is, teaching portfolios, Assessor/CATALyst course assignments or teaching and learning publications.

From 17 - 20 January, a group of nine academics participated in a writing retreat in Hogsback that was facilitated by Dr Sue Southwood (Coordinator) and Dr Melanie Skead. The daily programme consisted of collaborative writing sessions, workshops and individual writing in peaceful surroundings. Seasoned researchers and writers offered support for novice writers and a significant degree of peer sharing created a dynamic and motivational context.

In June a group of 18 academics from across the university spent four days (one day longer than last year in response to feedback) writing in the wonderful tranquil setting of The Edge Mountain Retreat at Hogsback. Academics from the following departments attended: Geology, Community Engagement, ESU, JMS, Mathematics, Politics (2), IS (2), ESU, ELRC, School of Languages, ISEA, Accounting, Geography, IT and Psychology. CHERTL staff, Prof Lynn Quinn and Dr Carol Thomson (along with a 'mobile library' of useful texts) accompanied the lecturers to offer them support for their writing as requested and to facilitate workshops and meetings as appropriate.

In November 12 academics from the following departments attended a writing retreat at Assegaa Trails: Community Engagement, ESU (2), Geology, Environmental Science, Geography, Education (2), Psychology, Physics and Politics. CHERTL staff, Drs Amanda Hlengwa and Jo-Anne Vorster facilitated the retreat.

All who attended the retreats felt they had made good progress with their individual writing projects. All participants appreciated the special time and space afforded on the retreat to devote to their writing as well as the engagement with colleagues.

#### 4.12 Teaching and Learning Resources

There are now five sets of case studies in the CHERTL collection of teaching resources. In 2016 we produced case studies of Rhodes lecturers' curriculum, assessment and evaluation practices as well as one on the use of technology for teaching and learning. Based on her work on the Writing Intensive Project (see 3.2 above), Dr Carol Thomson produced Integrating Writing Development in Curricula in 2017. All publications are available at <https://www.ru.ac.za/teachingandlearning/> and they have been shared with the Higher Education Learning and Teaching Association of Southern Africa for use by academic developers in their teaching in other South African universities.

#### 4.13 Curriculum Review

Despite years of curriculum review, it is clear that insufficient work has been done to ensure that curricula are relevant and responsive to their contexts. An institution-wide curriculum review under the leadership of the DVC: Academic and Student Affairs commenced in 2016. The process and structure will be driven by the DVC: Academic in conjunction with Deans and academics.



Professor Lynn Quinn & Dr Karen Ellery attended meetings of the Science Faculty Teaching and Learning Committee to contribute to curriculum review discussions. Dr Melanie Skead provided support to the Humanities Faculty, while Dr Amanda Hlengwa worked with the Faculty of Commerce and Dr Jo-Anne Vorster with lecturers from the Faculties of Education and Pharmacy.

#### 4.14 Vice-Chancellor's Distinguished Teaching awards

Dr Jo-Anne Vorster, Professor Lynn Quinn and the two VC Teaching Award Committees managed this process in 2016. This included calls for nominations, class visits to observe nominees' teaching, reading of portfolios and conducting interviews. Ms Joyce Sewry was the 2017 winner of the VC's Senior Distinguished Teaching Award. No award was made in the Distinguished Teaching Award category.

#### 4.15 Teaching and Learning Showcase

In October 2017 CHERTL again hosted a Teaching and Learning Showcase. Thirteen academics from twelve departments presented papers on a range of topics, including, problem solving, the use of digital technologies in teaching and learning, teaching for social justice, (de)coloniality, values in music, the role of love in teaching and learning, problem-based and peer-based teaching and learning. Presenters came from the following departments: Journalism and Media Studies (2), School of Languages (2), Physics (2), Pharmacy (2), Computer Science, Extended Studies Unit, and Music and Musicology.

## 5 Educational Technologies

The Educational Technology Unit fulfils various roles within CHERTL and the institution, including academic staff development, research, contributing to formal qualifications and management of technological resources. We acknowledge that technology is not neutral; that access to technology is not evenly distributed; and that technology can be used either to serve the interests of the status quo in higher education or to contribute to its transformation.

Staff in the Edtech Unit include two permanent staff: Mrs Nompilo Tshuma (who spent the first six months of the year on sabbatical) and Ms Renee Marx, and two teaching assistants: Ms Anelisiwe Tsotsi and Mr Ronald Mudzamba.

## 5.1 Learning and research technologies supported by Edtech

### 5.1.1 RUconnected

The institutional learning management system, RUconnected, continues to be the most widely used educational technology in the institution. A major version upgrade (from version 2.6.2 to 3.1) was performed in December 2017 after a one month user testing period. Version 3.1 (the latest Long Term Support release version) improves on a number of functions on RUconnected, including restoration of deleted course content, pinning forum posts, easier editing of sections, downloading selected assignments, bulk download of folder files, improving the search function, and many others. Our upgrade also includes a new customisable template (Adaptable) which allows for the customisation of colour, layout and content on individual course pages.

For most of the year there were issues with the external enrolment of students on RUconnected. This function allows RUconnected to connect with the Protea database and automatically enrol students on RUconnected based on their registration for particular courses. This issue was resolved in early 2018.

#### 5.1.1.1 RUflexive (ePortfolio)

The use of RUflexive has been limited to academic staff developing their teaching portfolios and informal use by students.

### 5.1.2 Turnitin

Turnitin has traditionally been used by undergraduate lecturers as a text-matching software to reduce the occurrence of plagiarism in undergraduate assignments. Most of these lecturers have successfully used it as a developmental tool to help students improve their writing. However, in the last year there has been an increasing number of postgraduate students using Turnitin for their chapter or thesis submissions, as well as for journal articles.

### 5.1.3 Camtasia Studio

Interest in the use of video in teaching and learning has risen significantly this year. All licenses were taken up well before the end of the year (and new ones had to be purchased) and numerous workshops and consultations involved various uses of Camtasia. Licenses were issued to staff in the following departments: CHERTL, History, Politics, Library, Accounting, Law, German Studies, Economics, Journalism and the ELRC.

#### 5.1.3.1 Recording of lectures

There were issues around recording and distribution of lectures particularly by students. The Teaching & Learning Committee appointed a sub-committee to look at the issue. They concluded that the recording or distribution of lectures by students cannot be controlled, and development of a protocol would only serve as a guideline for acceptable use.

#### 5.1.4 Web conferencing

MConf, a free web conferencing tool for higher education, was adopted in 2016. The application was available to Rhodes staff and students via a SAFIRE connection. SAFIRE is the South African Identity Federation which facilitates access to resources at other member educational institutions around the world. MConf is one of the resources that was provided as part of our SAFIRE membership. Unfortunately, we lost our SAFIRE membership in July 2017 and consequently, access to the resources available on SAFIRE (including MConf). We are currently exploring possible options for Web conferencing considering that at least five departments use it regularly to connect with their postgraduate students or to run online courses.

#### 5.1.5 NVivo

Forty-six licenses were issued to staff and postgraduate students in the following departments: Psychology, CHERTL, Community Engagement, Management, Environmental Science, Business School, Zoology & Entomology, IWR, Journalism, Political & International Studies, ELRC, the Library (for two postgraduate computers) and Anthropology.

While Edtech manages the allocation of licences for NVivo, they currently do not offer NVivo training for students or staff. Many thanks to Dr Jacqui Marx in the Psychology department who has been gracious enough to assist with this when the need arose.

#### 5.1.6 Evaluation Assistant

The Evaluation Assistant is a course evaluation software run through CHERTL. This software application will be gradually retired for a number of reasons, including software maintenance and upgrade costs, scanner maintenance costs and printing costs for the response sheets.

## 6 Contributions to the field

CHERTL staff are actively involved nationally in the fields of academic development and higher education studies through external examining, reviewing for journals, as well as contributing to the Higher Education Learning and Teaching Association of Southern Africa (HELTASA).

## 6.1 External examination

CHERTL staff are regularly asked to act as external examiners for postgraduate programmes and theses. In 2017, Professor Sioux McKenna examined Masters theses for UCT and UKZN and a PhD for DUT and reviewed Pre-Doc proposals for DUT; Professor Lynn Quinn and Dr Jo-Anne Vorster moderated masters coursework for UCT; Professor Quinn was the external moderator for the University of Johannesburg's short learning programme in Research Supervision and examined a PhD for UWC; Ms Judith Reynolds acted as external examiner for the Academic Literacy and Resource Management course at the College of the Transfiguration, Grahamstown and Ms Corinne Knowles was external examiner for UCT's Foundation Studies: DOH1010S Working with texts in the Humanities as well as a Masters for Wits.

## 6.2 Reviewing

Professor Mckenna reviewed scholarly articles for the following journals: Higher Education Research & Development, Studies in Higher Education, Higher Education, Higher Education Quarterly, Stellenbosch Papers in Linguistics, Education as Change, Journal of Student Affairs in Africa, International Journal of Qualitative Methodology, Innovations in Education and Teaching International, International Journal for Academic Development, Teaching in Higher Education, Reflective Practice, Educational Research for Social Change, Compare: Journal of Comparative and International Education and the Independent Journal of Teaching and Learning.

Professor McKenna also undertook an institutional audit of a university in Oman in 2017 as part of her role as an external reviewer for the Omani Academic Accreditation Authority.

Professor Quinn continued to act as associate editor for Higher Education Research & Development. She reviewed for Higher Education Research & Development, Studies in Higher Education, International Journal for Academic Development, South African Journal of Higher Education. In addition, Professor Quinn was invited to undertake a review of the Postgraduate Diploma in Education (Higher Education) offered by the University of the Witwatersrand (Wits) in February 2017. The focus was on the perceptions of the course from the first cohort to have completed the Diploma through Wits.

Dr Skead reviewed the proposed Postgraduate Diploma in Higher Education for the National University of Lesotho (May 2017) as well as the current PGDip (HE) for the University of Fort Hare (June 2017). She served on the external moderation panel for the Teaching Excellence Awards at the University of North-West in April 2017 and reviewed conference abstracts for the Society for Research into Higher Education (SRHE) in the United Kingdom.

Dr Vorster reviewed for the International Journals for Academic Development and Education as Change. She acted as external reviewer for a PhD proposal for Wits and

reviewed abstracts for the University College London's Connected Curriculum Conference.

### 6.3 Contributing to the development of Teaching and Learning Centres in Southern Africa

Following a visit by a team of four academic developers (led by the Director) from the Centre for Teaching and Learning (CTL) at the National University of Lesotho (NUL) during the first week of September 2016, Dr Melanie Skead continued in the role of supporting the Centre through ongoing consultation, review and presenting a public lecture at NUL on 6 February 2017. The lecture topic was Scholarship of Teaching and Learning in Higher Education. The lecture was attended by the NUL Vice Chancellor, Pro-Vice Chancellor and Registrar as well as 12 of 15 institutions of higher learning in Lesotho. The public lecture was also attended by a representative of the Lesotho Council on Higher Education Secretariat (CHE). The Director of the CTL provided a feedback report highlighting the impact of the lecture such as the need to rethink the university's academic development strategy, implementing a structured course such as the PGDip (HE) and requests from universities in Lesotho to offer workshops on teaching and assessment. The NUL CTL team conveyed that they were highly impressed by the calibre of CHERTL staff.

### 6.4 HELTASA

In her capacity as convenor of the Professional Development Special Interest Group (PD SIG) of the Higher Education Learning and Teaching Association of Southern Africa, Dr Vorster chaired the organising committee of the successful annual PD SIG Workshop held at Nelson Mandela University in August 2017. The 2017 PD SIG workshop was co-hosted by NMU and Rhodes University. Dr Vorster and Professor Quinn each facilitated a session at the SIG workshop. In addition, Professors Quinn and McKenna and Dr Vorster presented papers at the annual HELTASA conference held at the Durban University of Technology.

### 6.5 Short Courses and workshops for academic staff

Between January and November 2017, despite extremely limited capacity, the CHERTL staff members have facilitated no less than 22 short courses, which are now being co-ordinated by Professor Jenny Clarence-Fincham, a professional associate of CHERTL. This is a significant increase to the contribution to the professionalisation of academic staff nationally and one which we are hoping to extend even further in future. A contributing factor to the success of the courses in 2017 was a more settled period for the universities and fewer disruptions meant that they ran smoothly, and none needed to be cancelled as was the case last year.

The popular Assessment and Moderation course was successfully offered six times, once at Mangosutho University of Technology (MUT), once at the Universities of Limpopo, Venda and North West and twice at the University of Zululand. The Curriculum Development course took place three times, at the Universities of Pretoria and North West and at MUT. In addition, two Materials Development courses were offered at MUT and another which focused on the Evaluation of Teaching and Courses. An interesting new development this year was a request from the University of Zululand asking for an introductory course around understanding and responding to students' learning challenges. This was well received and will be included in CHERTL's suite of courses in 2018.

There continues to be a demand for our Writing for Publication course, particularly in universities where there is an increasing emphasis on publications. This was offered twice at Durban University of Technology and at Central University of Technology. Linked to this is a growing interest in the Qualitative Research Design course which was offered at the University Zululand.

The Strengthening Postgraduate Supervision continues to be extremely popular and now, because the DHET funding cycle has ended, it is offered exclusively by CHERTL. This year it was run five times, once at UNISA and the universities of Zululand and Walter Sisulu and twice at the Durban University of Technology. We have already had four further requests for the course to be run next year, two from UNISA and one from the University of Limpopo and the Cape Peninsula University of Technology.

In 2017, Professor McKenna also presented three national seminars to directors of research offices, directors of postgraduate studies centres, and other interested academics. These seminars comprised eight 'lessons' that have been learned from the offering of the SPS course over fifty times at twenty universities over the last five years. These seminars took place as follows: 27 March in Johannesburg, 3 April in Cape Town, and 4 April in Durban. The seminars were co-facilitated by Professors Chrissie Boughey, Jenny Clarence-Fincham and Harry Wels, from Vrije Universiteit in the Netherlands.

Other ad-hoc workshops were run on demand for various universities. These included workshops on predatory publications, the use of Turnitin, 'Introduction to the Scholarship of Teaching and Learning', and 'Introduction to doctorateness'.

Responses to all our offerings have been extremely positive this year. Evaluations reveal there is no doubt that the staff participants have gained in many ways from their participation and, importantly, simply being able to take a few days out from the pressure of their normal routine to begin to establish communities of practice which provide a context in which to reflect and to exchange successes, challenges and concerns.

## 7 Conclusion

During 2017 CHERTL staff contributed to the development of teaching and learning at Rhodes University through our various student and staff development programmes. We

contributed to the development of academics as teachers and academic developers? at a number of other universities in South Africa through offering short courses, workshops and seminars. Our research into various aspects of teaching and learning was published in journals, books, teaching resources, in the popular press and on-line and presented at conferences locally and abroad.

CHERTL staff contribute to the life of the Faculty of Education through membership of the Education Faculty Board, the Education Faculty Higher Degrees Committee and through participation in the Faculty doctoral programme and Research Design Courses. In addition, we fulfil our academic citizenship role through active engagement in University committees, task teams and institutional events.

In 2018 CHERTL, subject to adequate staffing, aims to continue contributing to the University and higher education development more broadly by strengthening our current offerings and responding to the needs of a changing university and higher education context in innovative ways.