



RHODES UNIVERSITY
Where leaders learn

QUALITY IMPROVEMENT PLAN

February 2009

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1. INTRODUCTION

The Higher Education Quality Committee's (HEQC's) institutional audit of Rhodes University took place in September 2005. Dr David Woods, who was appointed as Vice-Chancellor of the University in 1996, retired from his position on 31st May 2006. The need to develop a Quality Improvement Plan (QIP) in response to the Audit Report, which was received in January 2007, therefore coincided with Dr Woods' retirement and the appointment of a new Vice-Chancellor, Dr Saleem Badat, on 1st June 2006.

Given this change in leadership, a request was made to the HEQC for the QIP to be part of an overall process of institutional development, and for an extension on the time allowed to produce a QIP to be allowed because of this. As this QIP will show, the time since June 2006 has been characterised by rigorous self examination and debate and by some far-reaching changes in the way the University is managed and led. The QIP describes these processes and, in doing so, captures the institutional development which has occurred at Rhodes University from mid 2006 until early 2008. While the QIP focuses on quality management, the HEQC's definition of quality as fitness of purpose and fitness for purpose means that the QIP needs to be perceived as part of a wider Institutional Development Plan.

The development of the QIP began with an analysis of the Audit Report. The full text of the Report was scrutinised in order to identify all comments which might require action. This process amplified the recommendations made by the Audit Panel and ensured a more rigorous understanding of what needed to be done in order to improve quality in the context of the institutional development which was taking place. An action/strategy and a set of measurable outcomes for each of the resulting areas of recommendation were then developed. This process is captured in the document which appears as Appendix I to this QIP.

The QIP begins by providing an overview of structural changes which have taken place since the appointment of the new Vice-Chancellor. It then moves on to a discussion of each of the areas in which recommendations are made and a description of what has been done, or what is planned to be done, to address each of these recommendations.

2. AN OVERVIEW OF STRUCTURAL CHANGES

In November 2007, the Vice-Chancellor, who, by this time, had been in office for seventeen months, proposed the following structural changes at Rhodes University:

- The creation of two Deputy Vice-Chancellor posts in the areas of i) Research and Development and ii) Academic and Student Affairs. These two posts were to replace the single Vice-Principal post which had existed previously;
- The creation of a new post of Registrar: Finance and Operations to replace the post of Registrar: Finance. This post would take on operational issues which were previously an area of responsibility of the single Vice-Principal post.
- The transformation of the current Academic Development Centre into the Centre for Higher Education Research, Teaching & Learning;
- The screening of the Director of the Academic Development Centre for the post of Dean: Teaching & Learning;
- The creation of an Institutional Planning Unit incorporating the current Academic Planning and Quality Assurance Portfolio;

- A review, by the Registrar, of all Council and Senate Committees;
- The replacement of the joint Council and Senate Academic Planning and Staffing Committee by a joint Council and Senate Institutional Planning Committee;
- The creation of a Community Engagement Office, separate from the Centre for Social Development, and the upgrading of the post of Manager: Community Engagement to that of Director: Community Engagement.

The document prepared by the Vice-Chancellor in order to inform the University community about the proposed restructuring appears as Appendix II to this document.

To date, the following restructuring has taken place:

- Dr Peter Clayton (formerly of the Department of Computer Science at Rhodes University) has been appointed to the post of Deputy Vice-Chancellor: Research & Development. Dr Clayton took office on 1 April 2008. Dr Clayton's portfolio includes *inter alia* research, new academic-related development, internationalisation and the library. The job profile for Dr Clayton's position appears as Appendix III to this QIP.
- Dr Sizwe Mabizela (formerly of the Department of Mathematics at Rhodes University) has been appointed to the post of Deputy Vice-Chancellor: Academic & Student Affairs. Dr Mabizela took up his position on 1 May 2008. Dr Mabizela's portfolio will include *inter alia* student recruitment, admissions and financial aid, teaching and learning and quality assurance, student affairs and development and community engagement. The job profile for his position is included in Appendix III to this document.
- Mr Tony Long, former Registrar: Finance, was appointed to the post of Registrar: Finance & Operations until his early retirement on 28 February 2008. The portfolio for this position includes *inter alia* responsibility for finance, human resources (in conjunction with the Vice-Chancellor who is responsible for human resource issues related to academics), residential operations, estates and information and communication technologies. A successor to Mr Long, Mr Ross Marriner, has been appointed and will take office on 1 March 2009. The job profile for this post is also included as Appendix III.

The creation of these three posts, and appointments to them, reallocates management responsibility and considerably lightens the load previously borne by the Vice-Chancellor. This will allow the University to address its strategic priorities more effectively.

Other structural changes include:

- The screening and appointment of Professor Chrissie Boughey, former Director of the Academic Development Centre, to the post of Dean: Teaching and Learning. This change allows teaching and learning to be driven from within the senior management structures of the University;
- The creation of the new Centre for Higher Education Research, Teaching and Learning (CHERTL) out of the former Academic Development Centre. The new Centre has responsibility for:
 - Academic staff development
 - Student academic development in conjunction with academic departments
 - The promotion and assurance of quality in teaching and learning
 - Research on issues of learning and teaching and student development in higher education

- Research on higher education, including commissioned and contract research
- Postgraduate research and training programmes in the field of higher education
- Professional and continuing education in relation to teaching and learning in higher education;
- Consultation regarding the establishment of an Institutional Planning Unit has already begun and is expected to be concluded shortly. The Institutional Planning Unit is expected to have responsibility for
 - Provision of support for institutional development planning (including enrolment planning, academic planning and physical planning)
 - Monitoring of the achievement of goals and the implementation of institutional strategies and their impact and outcomes
 - Co-ordination of reviews of administrative sections and units
 - Co-ordination and conducting of research on defined institutional issues to inform policy- and decision-making;
- A new Institutional Planning and Review Framework has been developed. This appears as Appendix IV to this document;
- A Support Services Review Framework has been developed. This appears as Appendix V to this document. Reviews of Support Services have commenced;
- The joint Council and Senate Academic Planning & Staffing Committee has been replaced by a joint Council and Senate Institutional Planning Committee. The new Committee has a wider membership which includes the two DVCs and the Directors of Community Engagement and Communications and Development. The new Committee has responsibility for:
 - Enrolment planning, academic planning, physical planning and staffing matters;
 - Monitoring of the achievement of goals and the implementation of institutional strategies and their impact and outcomes;
 - Oversight of academic reviews and audits;
 - Oversight of reviews of administrative sections and units;
 - Identification of research on key institutional issues;
- The review of other Committees and the relationships between them has already begun;
- The mandate of the Equity Committee has been revised and its title changed to the 'Equity and Institutional Culture Committee'.
- The appointment of an incumbent to the post of Director, Community Engagement in January 2008. The incumbent then resigned in the second half of the year. During the period of appointment, considerable progress was made towards the development of an Institutional Community Engagement Framework however with the assistance of a specially appointed task team. The University is in the process of recruiting for this post once again.

In addition to these changes, others have also been made to the way the University is managed on a day-to-day basis. The old 'Wednesday' Senior Management structure cited in the Audit Report has now been replaced by a wider and more inclusive Senior Management

Forum (SMF), which meets once per month. Composition of the SMF now includes Deans as well as senior members of the administrative staff.

This QIP now addresses recommendations made by the HEQC Audit Panel in the context of these changes. Following the format of the Audit Report, the discussion will follow the main areas of

- Institutional Mission
- Institutional Planning, Resource Allocation and Quality Management
- General Arrangements for Teaching and Learning Quality
- Management of Research Quality
- Management of the Quality of Community Engagement

As already noted, the close analysis of the Audit Report referred to at the beginning of this QIP has allowed a more in-depth response to recommendations made in each area. The discussion therefore addresses improvement at a wider level than the recommendations themselves although improvements made in response to each recommendation are discussed independently.

3. RECOMMENDATIONS

3.1 VISION & MISSION

The appointment of the new Vice-Chancellor has offered a number of opportunities for the interrogation of the Vision and Mission Statement, of the strategies associated with achieving it and with the institutional culture which, as the HEQC Audit Report points out, is not always supportive of it. In July 2006, for example, the Vice-Chancellor called an Imbizo for which a number of ‘think pieces’ intended to stimulate debate and critical thinking were commissioned. A report on the Imbizo, which includes these ‘think pieces’, appears as Appendix VI to this document. Participation in the Imbizo was widened to include a much wider range of staff members than had previously been invited to the ‘Senior Management Bosberaads’ called by the former Vice-Chancellor on a biennial basis. Student leaders were also invited to participate. As the report shows, the aim of promoting critical debate was successful.

Following on the success of the institutional Imbizo, several other Imbizos have been held – an Equity Imbizo in July 2007 and a Gender Imbizo in November of the same year. The Equity Imbizo resulted in the development of an Equity Plan which is currently being debated within the University. The Proposed Equity Plan, which appears as Appendix VII addresses six areas of concern through the identification of specific strategies intended to effect change. Issues identified at the Gender Imbizo have been carried forward into the Equity Plan.

The debate initiated at the Imbizos has been fostered by the Vice-Chancellor in his reports to the Senate at each of its meetings, in his addresses to new staff and students, in his ‘Vice-Chancellor’s Forum’ sessions which begin each Faculty Board, through his chairing of various Committee meetings and by means of a number of documents (see, for example, a document entitled ‘Where leaders learn: Towards the greater realisation of the Rhodes University Vision’ which appears as Appendix VIII to this document).

In addition to debate fostered by the Imbizo, the request in 2008 by the Minister of Education that the University should make a submission to the Ministerial Committee on Higher Education Transformation has provided a valuable opportunity for debate on issues related to

social cohesion and the elimination of discrimination. A discussion document (Appendix XXII) was commissioned and placed on the institutional intranet for comment. As the comments which appear as an appendix to the document show, it has been very successful in promoting critical thought.

In 2007, the University also embarked on a 'Size & Shape' exercise intended to provide a trajectory for the institution for the next five to ten years and an enrolment planning exercise, initiated in 2006 in response to a request from the Minister of Education, which set enrolment targets until 2010. A document outlining decisions made in response to the Size & Shape exercise appears as Appendix IX. More detailed information about these two exercises will be provided in response to recommendations made by the HEQC in the area of 'Mission and Vision'. At this point, may it suffice to say that both exercises have allowed the University to achieve a much clearer understanding of where it is going in the next five to ten years.

The Audit Report makes five recommendations in the context of vision and mission. Each of these will now be addressed separately.

3.1.1 Recommendation 1

The HEQC recommends that, if Rhodes retains the notion of being a liberal arts university, the University consider the possibility of initiating an institution-wide debate about the liberal arts tradition in order to conceptualise its value and currency in South Africa and to address its compatibility with the University's claimed African identity. Such a debate may provide critical reference points for the discharge of the three core functions and for the conception of quality in those core functions.

As the HEQC's Audit Report rightly points out, many aspects of Rhodes University's organisation and focus reflect the liberal arts tradition. The heavy focus on the Humanities (evidenced in enrolment figures and the general size of the Faculty) along with the University's decision to continue with a general formative degree comprising two major subjects is consonant with the liberal arts tradition. At the same time, however, other aspects of the University's organisation and focus reflect a von Humboldtian model – for example, the organisation of disciplines in departments with academic leadership provided by professorial staff and the strong focus on research and postgraduate programmes.

The University prides its achievements in research. The appointment of the new DVC R&D, outlined earlier, will contribute to the University's potential to increase its research activity. The 'Size & Shape' and enrolment planning exercises noted above have also allowed the University to understand its own role in respect of research more clearly. The enrolment planning exercise, for example, resulted in a decision to try to increase postgraduate numbers so that the ratio of undergraduate to postgraduate students changes from 80:20 to 70:30. The 'Size & Shape' exercise then identified areas of proven excellence with capacity for an increase in postgraduate numbers as well as potential new areas for growth. The enrolment planning exercise also resulted in a commitment to the Minister to pursue a trajectory of enrolling a higher proportion of Science, Engineering and Technology (SET) enrolments. In the absence of suitable SET students, this commitment would not involve the University turning away good Humanities and Commerce students in order to pursue the trajectory. As a result of these two exercises, Rhodes University acknowledges the need to reconsider its claim to be a 'liberal arts' institution and will commit itself to a process of debate regarding the liberal arts tradition and its relevance to the institution.

3.1.2 Recommendation 2

The HEQC recommends that Rhodes give continuing attention to the development of a fuller conceptual framework for internationalisation, foster wide debate at the University on how internationalisation could be given expression in the different core functions, and how it could be made compatible with local and regional objectives and the African identity signalled in the institution's vision and mission.

Since the Audit Report was received, the International Office has been the subject of a review. The mandate given to the Review Panel was to:

- Review the strategic purpose of the International Office in relation to the vision and mission of the University and make recommendations regarding its appropriateness (with particular attention to the Office's role in the pursuit of the University's size and shape goals, and the recommendations of the HEQC Audit Report);
- Consider the extent to which the Office is meeting its goals as well as institutional goals;
- Consider the effectiveness of the management and reporting structures within the Office;
- Acknowledge areas of strength/good practice as well as areas requiring improvement;
- Consider the resources needed to maintain or enhance the Office's activities and meet institutional goals;
- Make recommendations regarding the equity profile of the Office;
- Make recommendations regarding the staff development needs of the Office.

Before the review process started, however, the International Office had already begun to respond to recommendations made in the HEQC's Audit Report by initiating plans to/for:

- Set up an African Initiatives Task Team. A Report on the African Initiatives project appears as Appendix X to this document;
- Create a database on existing African initiatives;
- Provide input into debates on the concepts of excellence and global leadership through internationalisation seminars;
- Develop a series of regular top lectures on international and African topics;
- Deans of Research and Internationalisation to articulate a clear understanding of the international dimension of research;
- Cooperate with the ADC to develop a clear understanding of the internationalisation of the curriculum.

The Review process therefore followed on this initiative. As the Report which appears as Appendix XI to this QIP shows, the Review of the International Office was rigorous and wide ranging. A number of recommendations were made as a result of the Review, some of which directly address the recommendation made by the HEQC. Many of these recommendations are directly related to the establishment of the post of DVC, Research & Development. Recommendations made by the Review panel most pertinent to the HEQC Audit Report and, thus, to this QIP are that:

- The new DVC Research & Development and the Internationalisation Committee should initiate a university-wide debate on the meaning and rationale for internationalisation, and

how it relates to the university's core functions. This debate should include a reconsideration of the 'cosmopolitanism' approach;

- Under the leadership of the new DVC, an attempt should be made to diversify international partners and students and that 'area specialists' should possibly be identified amongst existing University staff to help in this process. Current exchange agreements should be reviewed as part of this process;
- Academic linkages should be used to develop new academic programmes;
- A strategy should be developed to infuse international issues into the curricula of programmes in a research-led way;
- International students should be integrated, recognised and utilised more fully in the three core functions;
- A memorandum of understanding should be developed between the International Office and the Community Engagement Office/ Centre for Social Development;
- A set of target and performance indicators against which progress towards goals can be measured should be developed;
- Internationalisation should be an item in departmental reporting processes to review committees. The International Office should also report annually to the Senate.

A final recommendation of the Review panel was that a full-time director post should be created in the new office from the beginning of 2009. To date, recruitment for this position has not yet taken place and the appointment of the current part-time Dean: International Office has been extended until an incumbent for the post of Director, International Office has been found.

It is evident that improvement of quality in the area of internationalisation is closely related to the appointment of the new DVC: R&D who will provide key leadership in this area. As the new DVC: R&D only took up office on 1st April 2008, the effects of leadership in the area of internationalisation still need to become apparent.

Work on the infusion of internationalisation into the curriculum has already begun however as part of a wider project on infusion located within the new Centre for Higher Education Research, Learning and Teaching. This project aims to provide a theoretical framework for infusion of a number of issues through research which examines enabling and constraining conditions at disciplinary levels. The project will be referred to in the context of other recommendations made by the HEQC.

In the context of changes and developments outlined above and the HEQC's recommendation, Rhodes University commits itself to the following:

Deliverable 1

Revised Policy on Internationalisation and strategies for implementation

3.1.2 Recommendation 3

The HEQC recommends that, in order to accelerate improvement in its redress and equity profile, Rhodes develop a recruitment strategy that indicates firstly, institutional enrolment targets for African, Coloured and Indian students; secondly, the resources and mechanisms that will be put in place in order to achieve these targets, and thirdly, the support

mechanisms which the University will institute in order to facilitate the academic success of these students.

A number of key developments related to the restructuring process outlined in Section 2 above directly address this recommendation by the Audit Panel. The job profile for the post of DVC: Academic & Student Affairs (Appendix III), for example, identifies the following key area of responsibility:

- Ensuring the development and implementation of policies relating to student access, admissions and financial aid, teaching and learning, community engagement and student development.

The lack of an admissions policy has meant that the University has not been able to develop a set of strategies which would allow for improvements in its equity and redress profile. The creation of the new DVC post, and allocation of responsibility for the development and implementation of policies and strategies relating to admissions and recruitment, means that this issue will now be addressed. The recent Size and Shape exercise, referred to in Section 3.1.1 above will also facilitate the development of an admissions policy as it has allowed the University to develop clear recruitment targets for the period 2008 – 2010.

A second development related to this recommendation concerns the transformation of the Academic Development Centre into the Centre for Higher Education Research, Teaching and Learning and allocation of responsibility for the management of quality in teaching and learning to the new Centre. Related to this is the allocation of responsibility for student support and development to the new Centre *in conjunction with academic departments*.

Under the leadership of the new Centre and the Deans (including the new Dean: Teaching & Learning), the quality management of teaching and learning will seek to ensure that programmes offered at Rhodes University are fit for purpose. This will mean that admissions decisions will need to be aligned with learning support and development initiatives intended to ensure that all students have an equal chance of a successful graduation. As the Programme for the new Centre (which appears as Appendix XIV to this QIP) shows, quality management of teaching and learning will focus on the development of research-based projects. In the context of this recommendation, one such project might involve the scrutiny of learning materials across first year in order to evaluate the extent to which they do serve the learning needs of all learners. Learning support and development thus will not be adjunct to mainstream teaching but will rather be an integral part of it. This approach has been outlined in a published paper (Boughey, 2007¹).

Another development related to this recommendation concerns the reconceptualisation of the Dean of Students' post following a review which took place in 2006 and which coincided with the retirement of the, then, Dean of Students, Dr Moosa Motara. The 2006 review of the Dean of Students Division (see Appendix XII) recommended that the focus of the Dean of Students position should be on the creation of 'an environment that will encourage students to reach their full potential and that is supportive of students from a wide range of backgrounds' (p.3). To this end, it was decided to separate out responsibility for residence operations and to create a new post, Director of Residence Operations, in order to allow the new Dean to fulfil the role envisaged for her in the review report. Dr Vivian de Klerk was appointed to the post of Dean of Students at the end of 2006. The Dean of Students' Division was reviewed

¹ Boughey, C. (2007) 'Marrying equity and efficiency: the need for 'third generation' academic development. *Perspectives in Education*, 25(3):27-38.

once again as part of the 2007-2009 Administrative Review processes. As the Report on the Review (which appears as Appendix XIII to this QIP) shows, the new Dean has made enormous strides putting into place structures and mechanisms which will ensure that the environment is supportive of the integration of all students and, thus, of all students reaching their full potential.

A final development related to Recommendation 3 concerns the University's residence building programme. In the course of 2007, two more residences were constructed on the campus and an additional two were completed in 2009. This construction was intended to have the effect of limiting the number of first year students who were forced to find accommodation in the town because of a lack of residence place. An unprecedented and unexpected increase in enrolments at the beginning of the 2009 has, however, meant that first year students have once again been forced to seek accommodation in town. New protocols developed by the new Dean of Students related to the unannounced arrival of students at the beginning of each academic year and to room allocation have, however, served to ensure that the opportunity to experience the full benefits of residing on campus is extended as fairly as possible to all students.

In the context of the HEQC's recommendation, and of changes which have taken place since 2005, Rhodes University commits itself to the following:

Deliverable 2

Access & Admissions Policy and associated implementation strategies

3.1.3 Recommendation 4

The HEQC recommends that the University give urgent attention to the consolidation of the institution's emerging policies on staff equity. This would entail the development of an integrated equity plan that should include a comprehensive strategy focused on recruitment as well as on development programmes and support structures to achieve better and faster results in changing Rhodes' staff equity policy.

A new Director: Human Resources Division was appointed in the middle of 2006 following the retirement of the previous Director. In July 2007, and as already noted, an Equity Imbizo was held in order to address issues related to both student and staff equity. This was followed by a Gender Imbizo in November 2007, which also addressed both student and staff issues. As a result of both Imbizos, an Equity Plan was developed (see Appendix VII). The proposed plan was presented to the University Senate in March 2008 where it was agreed that it would be referred back to Faculties for further discussion. The Senate noted that the plan included procedural elements as well as core principles and delegated authority to the Deans to approve some of the procedural elements of the plan so that implementation could proceed. In the document, procedural elements approved by the Deans are marked ✓.

As perusal of the plan will show, some far reaching changes are proposed to the way recruitment and selection takes place. The plan also addresses issues such as the institutional culture, which has often been criticized as being unsupportive of some social groups.

As the University's Self Evaluation Report to the 2005 Audit Panel notes, an accelerated staff development plan aimed at black and women academics has been in place for some years now thanks to funding from the Mellon Foundation. A proposal submitted to Mellon in 2008 was successful in securing more funding and, as a result, the University will be recruiting more staff to take part in the programme from 2009 onwards. It is hoped that

further funding proposals will allow the number of posts available to be increased. A set of principles to guide appointments to these posts has been developed.

As a result of the need to develop principles to guide appointments to the Mellon posts, CHERTL has also been tasked with the development of a proposal which would allow members of designated groups who are already members of the University staff to be identified for a programme which will support them in their efforts to secure personal promotion.

In the context of the HEQC's recommendation and developments which have taken place since the 2005 Audit, Rhodes University commits itself to:

Deliverable 3

Finalisation of the Equity Plan

Deliverable 4

Proposal for the preparation of members of designated groups for personal promotion

3.1.4 Recommendation 5

The HEQC recommends that the University consider the development of a bold and transparent strategy to address negative aspects of its institutional culture. This needs to include an institution-wide implementation plan to transform relevant aspects of Rhodes' institutional culture and clear monitoring mechanisms to track progress.

The Equity and Gender Imbizos, noted earlier in this QIP, were held with the specific purpose of identifying negative aspects of the institutional culture. Strategies to address these negative aspects of the culture have now been developed as part of the Proposed Equity Plan (Appendix VII). These strategies include the formation of a working group on Institutional Equity: Working Environment, Organisational Culture and Communication. The proposed mandate for the working group is to 'change the white male dominated working environment and decision making structures to enhance dignity and the voice/presence of Blacks and Women and the Disabled and to strive for transformative rather than reproductive and acculturated approaches' to the culture of the University. Nine strategies have been developed as part of the mandate for the working group.

More recently, and as already noted, the request from the Minister of Education for all universities to consider issues related to social inclusion and discrimination has offered the University an additional opportunity to consider its institutional culture. As already noted in this QIP, a discussion document on 'Progress towards transformation and social cohesion and the elimination of discrimination at Rhodes University' (Appendix XXII) has been prepared and was placed on the institutional intranet. This document elicited comment at all levels and, as these comments show, has been successful in promoting critical thought around the issues it addresses.

The request from the Minister also needs to be considered in the context of a document entitled "'Where Leaders Learn": Towards the greater realisation of the Rhodes University vision' developed by the Vice-Chancellor which has already been noted in this QIP and which appears as Appendix VIII to this document. As a result of the request from the Minister and the Vice-Chancellor's document, a sum of R250,000 has been set aside for a project which will aim to infuse consideration of the meaning of 'leadership' in contemporary

South African society into the mainstream curriculum of the University. This project, which will be led by the DVC:A&SA will address institutional culture by offering alternative understandings of leadership to those which tend to dominate the University currently.

The new Dean of Students Office has also been active in its efforts to address issues related to institutional culture. A new Quality of Residence Life Survey was developed in 2007 and administered to all students in residence. The survey specifically explored students' perceptions of issues related to the institutional culture and results were disaggregated by race and gender. Insights derived from the survey are now being used to inform the work of the Office. The Dean's Office has also been highly instrumental in organising and promoting awareness of issues related to human rights and difference through formal events aimed at consciousness raising.

In the context of the HEQC's recommendation and developments which have taken place since the 2005 Audit, Rhodes University commits itself to:

Outcome 3

Finalisation of the Proposed Equity Plan

Outcome 5

Conceptualisation and implementation of the 'Where Leaders Learn' project

3.2 INSTITUTIONAL PLANNING, RESOURCE ALLOCATION AND QUALITY MANAGEMENT

3.2.1 Recommendation 6

The HEQC recommends that Rhodes engage with the issue of how, within a decentralised system of quality management, faculties and academic departments could actively engage with and give expression to the achievement of institutional level objectives, which pertain to the conception of quality both as fitness for and fitness of purpose.

The recent 'Size & Shape' and enrolment planning exercises have already been noted in this document (see 3.1.1) as responses to the need for long and more short term planning. The 'Size & Shape' exercise was initiated in order to provide a trajectory for the University for the next five to ten years and the enrolment planning exercise undertaken to establish enrolment figures for the years up to and including 2010. The 'Size & Shape' exercise involved every member of the academic staff in a bottom-up process involving submissions from departments which were then considered at faculty and institutional levels. 'Size & Shape' issues also drove an HoD Imbizo hosted by the Vice Chancellor in August 2007. As a result of the 'Size & Shape' and enrolment planning exercises, the University now has a strategic plan for the next five to ten years involving:

- An annual growth rate of between 2% - 3% up to a maximum of 6,500 by 2010;
- A shift from the current 80:20 undergraduate to postgraduate ratio to an ideal 70:30 ratio.

As already noted, however, an unexpected number of enrolments in 2009 means that the 2010 target has already been exceeded. This increase in enrolments can be attributed in part at least to the unexpected increase in the number of students eligible to enter higher education as a result of the introduction of the new National Senior Certificate which replaced the old Senior

Certificate in 2008. The University is now using pilots of the National Benchmark Tests, conducted in 2008 and 2009 with first time entering students, to revisit its entrance criteria and thus manage the 2010 intake in a more informed fashion.

As the 'Size & Shape' document (Appendix IX) also shows, issues related to physical, human resource and academic planning have been considered as part of the overall process. The inclusivity of the 'Size & Shape' exercise meant that the process of planning worked down to departmental levels. Departments were invited to develop and give voice to a vision for their own work whilst, at the same time, being made cognisant of the overall challenges facing the University.

The plan which has resulted from the 'Size & Shape' and enrolment planning exercises now has the potential to inform all activities at the University. The framework for the current review of Support Divisions, for example, notes that the overall aim of the exercise panels is to 'review the strategic purpose of each Division in relation to the vision and mission of the University, with particular reference to the Division's role in achieving the University's size and shape goals in the next few years'. The 2008 & 2009 budgeting processes also required consideration of 'Size and Shape' goals.

The development of a trajectory for the University for the next five to ten years along with the identification of enrolment targets up to and including 2010 now means that goals can be monitored and that the management of quality can be effected in relation to both the overall trajectory and specific targets. It is to this end that elements of the restructuring process described in Section 2 above also become relevant.

As already noted, the single Vice-Principal position has now been replaced by two DVC posts responsible for i) Research and Development and ii) Academic & Student Affairs. As the job profile for the post of DVC Academic and Student Affairs (Appendix III) shows, the post-holder is responsible for '[e]nsuring the formulation of policies and strategies related to learning and teaching, community engagement, and student development to help realize the University's core academic goals' and for '[e]nsuring the establishment of appropriate structures/infrastructure, systems and processes to drive and support academic excellence and the promotion of quality assurance'. The new DVC is therefore responsible for ensuring that faculties and departments do 'actively engage with and give expression to the achievement of institutional level objectives, which pertain to the conception of quality both as fitness for and fitness of purpose' as recommended by the HEQC.

The establishment of the new Institutional Planning Unit as a result of the overall restructuring processes proposed by the Vice-Chancellor (see Appendix II) also relates to this recommendation. Although the mandate for the Office has not yet been finalised, one of its most important functions is likely to be the development of a framework which will allow the University to manage its own goals as well as the provision of research which will allow progress against them to be monitored.

The transformation of the ADC to the new CHERTL noted in the introduction to this document also pertains to this recommendation. A proposed programme for the new CHERTL has been developed and is currently being considered by the Institutional Planning Committee. The programme, which appears as Appendix XIV to this document, proposes that one of the most immediate tasks of the new Dean: Teaching & Learning (who is also Director of CHERTL) should be the development of a new Quality Management Framework. This framework will ensure that the management of quality is conceptualised as incorporating consideration of institutional goals and the monitoring of progress towards them.

As also noted earlier in this document, the old ‘Senior Management’ team, which formerly met on Wednesday mornings, has now been replaced by a Senior Management Forum (SMF). A Deans’ Committee has also been formally established and meets once per quarter. In addition, the old Academic Planning and Staffing Committee (AP&SC) has been replaced by a new Institutional Planning Committee as part of the overall review of committee structures called for in the Vice-Chancellor’s plan for restructuring.

In short, then, great progress has been made towards the development of review and planning models which will ensure that Rhodes University is able to achieve the goals and objectives it has set for itself. The University nonetheless commits itself to the following:

Outcome 6

New Quality Management Framework and New Quality Management Policy

Outcome 7

Finalisation of the mandate of the Institutional Planning Unit

3.2.2 Recommendation 7

The HEQC recommends that Rhodes consider, within its framework of collegial governance, a re-conceptualisation of quality management to give greater weight to quality support, development and monitoring as tools for the achievement of institutional level objectives.

As already suggested, the job profile for the new DVC Academic & Student Affairs position encompasses an understanding of quality management which is considerably more comprehensive than the conceptualisation which formerly existed and which relied heavily on quality assurance. The idea that, for example, the new DVC is responsible for ‘[e]nsuring the formulation of policies and strategies related to learning and teaching, community engagement, and student development to help realize the University’s core academic goals’ is indicative of an understanding of quality management as a dynamic and strategic process.

Other changes which have resulted from the restructuring process outlined in Section 2 above also speak directly to the HEQC’s recommendation that quality management at Rhodes University should be reconceptualised. The mandate for the new CHERTL (see Appendix II), for example, includes responsibility for the ‘promotion and assurance of quality of teaching and learning’ under the leadership of the new Dean: Teaching and Learning. This responsibility is then also assigned to the Dean in her job profile (Appendix XV). As already noted, the proposed programme for the new CHERTL (Appendix XIV) then identifies the development of a new quality management framework as a priority. The inclusion of quality activities intended to promote and enhance quality is explicitly cited as part of this framework.

The roles and functions of the Quality Assurance Committees and Teaching and Learning Committees are also currently being reviewed as part of the overall review of committee structures. The new quality management framework will inform this review process. In the context of these changes, Rhodes University commits itself to:

Outcome 6

New Quality Management Framework

Outcome 8

3.2.3 Recommendation 8

The HEQC recommends that Rhodes consider the identification and use of a set of performance indicators which could reinforce the institution's planning and quality management functions, and explore the utilisation of suitable benchmarking tools in a formalised and regular manner to support decision making for academic planning and quality improvement.

The establishment of the new Institutional Planning Unit is key to the University's response to this recommendation. As already noted, it is envisaged that the new Office will be responsible for conducting research and for supplying information which will allow the University to i) set goals and ii) monitor progress against them. The proposed quality management framework will incorporate the work of this office and will thus allow for the close integration of quality management with planning and monitoring functions.

On a more practical level, and once the Unit has been established, it is envisaged that a new format for the annually revised Statistical Digest will be developed in order to allow a closer analysis of institutional data along the lines suggested in the Audit Report (p.73). Once the Office has been established, Rhodes University commits itself to:

Outcome 9

Development of a set of performance indicators and new national/international benchmarks

Outcome 10

Revised format for Statistical Digest

3.3 GENERAL ARRANGEMENTS FOR TEACHING & LEARNING QUALITY

3.3.1 Recommendation 9

The HEQC recommends that Rhodes review its current arrangements for monitoring the implementation of its teaching and learning policies to enable the institution to ensure that high quality teaching is consistently offered across all academic departments, and that appropriate developmental initiatives are in place where required. This should be done in a way which is consonant with the requirements of departmental autonomy and collegiality.

Once again, the process of restructuring instigated by the Vice-Chancellor speaks directly to this recommendation. Key to this process is the establishment of the post of Dean, Teaching and Learning which allows the former Director of the Academic Development Centre to engage with the Deans as a peer. While the Deans will continue to hold overall responsibility for the quality of teaching and learning in their faculties, the Dean, Teaching and Learning (who also functions as Director of CHERTL) will have the capacity to bring to their attention issues related to quality which have become evident as a result of the work of the Centre. This new arrangement offers the potential for the quality of teaching and learning to continue

to be managed in a collegial, but more effective, manner. The recent establishment of additional full-time Deanships in the faculties of Science and Commerce (in addition to the one which already existed in the Faculty of Humanities) will, moreover, allow Deans to focus on quality management issues at faculty level.

As also noted, the transformation of the ADC to the new CHERTL has been assisted by a review process involving the development of a self evaluation document and a proposed programme for the new Centre. As already noted, the proposed programme for CHERTL (Appendix XIV) identifies the development of a new Quality Management Framework for the University as a priority for the new Dean. This new quality management framework will encompass the implementation of existing policies as well as an approach to the development of quality through research based projects (as outlined in Boughey, 2007). Policies on teaching and learning will be revised as the new Quality Management Framework is developed.

In the context of these changes, Rhodes University further commits itself to:

Outcome 6

New Quality Management Framework and New Quality Management Policy

Outcome 11

Revised policies on teaching and learning

3.3.2 Recommendation 10

The HEQC recommends that Rhodes develop and implement appropriate mechanisms to monitor and assess the effectiveness of the Extended Studies Unit of the ADC and its programmes. In the design of such mechanisms, the institution should consider the need to document the ways in which extended programmes contribute to the throughput and success rates of different groups of students in different disciplines.

Until now, tracking of the progress of students admitted to Extended Programmes has been the responsibility of the former ADC (now CHERTL). This process has been conducted in a fairly informal manner with programme co-ordinators requesting information from the Data Management Unit. The establishment of the Institutional Planning Unit and the development of a new quality management framework will mean that the monitoring of Extended Programmes can be incorporated into an approach aimed at the ongoing development of quality which analyses the throughput and graduation rates of different cohorts of students. The development of systems to monitor the effectiveness of Extended Programmes will therefore form part of a more general institutional strategy which monitors the way all programmes contribute to the throughput and success rates of different groups of students.

Deans of Faculties with Extended Programmes have also agreed to the need for Extended Programmes to be reviewed in the course of 2009. These reviews will attempt to evaluate the extent to which the programmes are indeed fit for the purpose of widening access and contributing to success. Data on throughput and graduation rates will contribute to these review processes. Commitments to the following Outcomes, which also pertain to Recommendation 10, have already been made:

Outcome 6

New Quality Management Framework and New Quality Management Policy

Outcome 7

Finalisation of mandate for Institutional Planning Unit

Outcome 12

Report on review of extended programmes and implementation of review recommendations

3.3.3 Recommendation 11

The HEQC recommends that Rhodes explore an appropriate mechanism to monitor the effectiveness of its voluntarist approach to the evaluation of teaching and learning. This should entail the incorporation of student evaluations of course in the evaluation of teaching and learning as well as the development of appropriate mechanisms to monitor the extent of and frequency with which evaluation of courses and whole qualifications are being used to improve teaching and learning.

As the proposed new Quality Management Framework is developed, existing policies related to the quality management of teaching and learning will need to be revised. To this end, the CHERTL has already conducted a piece of research which examined the way feedback from students was being elicited at departmental levels. The aim of this research was to gain an overview of what was already being done and to advise the University of ways this could be improved. A report on this research appears as Appendix XVI. This research will be used to revise the current policy on the Evaluation of Teaching and Course Design. Other research will be used to inform the revision of other policies. Commitments to the following Outcomes, which also pertain to Recommendation 11, have already been made:

Outcome 6

New Quality Management Framework

Outcome 11

Revised policies on teaching and learning

3.3.4 Recommendation 12

The HEQC recommends that Rhodes review the identity, functions and resourcing of the Academic Development Centre. This should include a review of its relationship with the University's central academic planning structures and the senior leadership responsible for teaching and learning.

The transformation of the ADC into the new CHERTL has already been noted in this QIP. The transformation process began with the Vice-Chancellor's document on proposed restructuring (Appendix II) and was followed by a review of ADC/CHERTL itself which called for the production of a self evaluation document (Appendix XVII) and a proposed programme (Appendix XIV) for the new Centre. The Report on the Review of the ADC appears as Appendix XVIII to this document. At the same time, discussions over the mandate of the new Institutional Planning Unit (IPU) have been taking place and these have included

consideration of its relationship to the CHERTL. The establishment of the post of Dean: Teaching & Learning has also been noted earlier in this document. The Dean is also Director of CHERTL. The Dean sits on the new Institutional Planning Committee and is also a member of the Senior Management Forum. The Dean is also a member of the Dean's Committee which was established as a sub-committee of Senate and which is concerned with academic matters and policy. CHERTL is thus directly linked to the University's academic planning structures.

3.3.5 Recommendation 13

The HEQC recommends that Rhodes formalise its policy on external examinations and ensure that the systems needed to monitor and respond to external examiner reports are effective in achieving appropriate and consistent management of summative assessment at both undergraduate and postgraduate levels.

The Rhodes University Policy on External Examining was approved by Council on 15 December 2005 and appears as Appendix XIX to this document. The policy addresses external examining at both undergraduate and postgraduate levels and makes a distinction between three possible roles of an external examiner: expert advisor on curriculum design and mode of presentation, moderator of assessment and examiner of postgraduate theses. As scrutiny of the document will show, the policy describes procedures which must be followed by HoDs and Deans to ensure that departments and individuals respond to comments and recommendations made by external examiners in all three roles. More specifically, the policy requires Deans to report to the Academic Planning & Staffing Committee (AP&SC) on the examining which has taken place in their faculties at the beginning of each year. As the AP&SC has now been replaced by the Institutional Planning Committee, a decision will need to be made regarding the most appropriate route for this process of reporting. In the context of Recommendation 13, the following commitment remains to be made:

Outcome 13

Identification of a route for Dean's reporting on external examining

3.4 MANAGEMENT OF RESEARCH QUALITY

The appointment of Dr Peter Clayton as the new DVC Research & Development has already been noted earlier in this QIP. As Dr Clayton assumed office only on 1 April 2008, there has been little time for research-related developments.

It is important to note that the DVC R&D is an additional post. Although Dr Clayton will have overall management of the Research & Development Office, he will not be closely involved in the more day-to-day management of the research function at the University. This will mean that there is capacity to ensure that the research function at Rhodes University is provided with the strategic direction necessary to allow the University to meet its own goals and, thus, that the recommendations made in the Audit Report are addressed.

The recommendations in this section of the HEQC's Audit Report have also been addressed by the appointment of Dr Sizwe Mabizela as the new DVC Academic and Student Affairs and the allocation of responsibility for the development of access and admissions policies to this post. The transformation of the Academic Development Centre to the Centre for Higher Education Research, Teaching & Development also addresses recommendations in the area of the management of research quality.

3.4.1 Recommendation 14

The HEQC recommends that Rhodes consider the development of a strategy for the expansion of the research function that takes into account the research profile of the University, its projected activities, and institution level goals, such as contributing to the development of the Eastern Cape.

As the job profile for the post of DVC R&D (Appendix III) shows, the incumbent of the post is responsible *inter alia* for:

- Formulating research and development policies and strategies that help to realize the overall goals of the institution
- Nurturing the institution's research strengths and identifying and supporting the development of new research niches
- Enhancing and maintaining an institutional culture that promotes and supports research
- Ensuring the establishment of appropriate structures/infrastructure, systems, and processes to support the research and related development endeavours of the University.

Recommendation 14 will be directly addressed by the development of a Research Plan and associated implementation strategies. The plan will include:

- The identification of Institutional Signature Themes. The identification of these themes will be based on an analysis of their potential impact at local, national and international levels;
- Strategies for building relationships with funders and national facilities;
- Structures for the management of grants-based funding opportunities;
- An information support strategy for monitoring, managing and benchmarking research outputs;
- Mechanisms for the management of quality of research groupings (units, centres, institutes) formally attached to the University. These mechanisms will be informed by the overall Quality Management Framework which will be developed at an institutional level.

In the context of changes which have already taken place, Rhodes University makes a commitment to the following Outcome:

Outcome 14

Research Plan and associated implementation strategies
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3.4.2 Recommendation 15

The HEQC recommends that Rhodes consider the development of a comprehensive strategy to recruit new researchers and increase the number of research outputs. The strategy should take into account the urgent need to change the demographics of research production at the institution.

As the job profile for the post of DVC R&D also shows, the new post holder will be responsible for:

- Promoting broader research participation by the academic community
- Ensuring the positioning of Rhodes University as an employer able to attract aspiring and talented researchers
- Identifying key research staff who can enhance the institution's research culture and help realise the University's research goals and strategy and advising on the appropriate recruitment of such staff.

Addressing Recommendation 15 is thus a key responsibility for the new DVC and will involve:

- The development of a plan to nurture and support emerging researchers. This plan will address issues related to mentoring, supervision, funding and the provision of administrative support. The plan will also identify resource implications which will be fed into budgeting processes.

In the context of Recommendation 15, Rhodes University makes a commitment to the following Outcomes:

Outcome 15

Emerging Researchers Plan and associated implementation strategies

Outcome 14

Research Plan and associated implementation strategies

3.4.3 Recommendation 16

The HEQC recommends that the institution develop a recruitment strategy for postgraduate students that takes into account the disciplinary areas prioritised by the institution and the consequences this might have for Rhodes' identity as a liberal arts college, the unevenness in research production across departments, and the need to change the University's equity profile. Such a strategy will need to be regularly monitored and appropriately resourced.

The decision to explore further the University's understanding of itself as a liberal arts institution has already been noted (see Section 3.1.1). So too has the University's recent 'Size & Shape' and enrolment planning exercises which determined an overall growth rate of between 2%-3% and the goal of shifting the ratio of undergraduate to postgraduate students from 80:20 to 70:30 (Section 3.2.1). The 'Size & Shape' exercise provided for more detailed planning by identifying disciplinary areas where growth at postgraduate level was possible and desirable (see Appendix IX). The resource implications for growth in each of these areas were then considered. More focussed work still needs to be done in order to refine enrolment targets for each of the potential growth areas identified through the 'Size & Shape' exercise. This will be completed as part of a more long-term strategy and will be related to the development of performance indicators discussed in 3.2.3 above

The appointment of Dr Sizwe Mabizela as DVC Academic and Student Affairs has also been noted along with the identification of the need for the development of access and admissions policies as a key area of responsibility for his post. It is expected that the DVC A&SA will work closely with the DVC R&D in order to develop access and admissions policies for postgraduate education and in order to ensure that financial resources are available for postgraduate students to take up offers of postgraduate study. These policies will ensure that the University's equity profile is addressed.

In the context of changes which have already taken place, the following Outcomes aim to ensure that Recommendation 16 is addressed more fully:

Outcome 16

Focused enrolment targets in growth areas identified through 'Size & Shape' (linked to development of performance indicators)

Outcome 2

Access & Admissions Policy and associated implementation strategies

3.4.4 Recommendation 17

The HEQC recommends that the University consider the possibility of increasing its support for those activities of the Academic Development Centre which are focused on the development of generic skills and competencies of postgraduate students.

The transformation of the Academic Development Centre to the Centre for Higher Education Research, Teaching and Learning has been noted several times in this QIP. So too has the mandate for the new CHERTL to provide academic support and development to students in conjunction with academic departments. At postgraduate level, the Dean, Teaching and Learning and the DVC R&D are expected to begin discussing the way the new CHERTL can contribute to student development at postgraduate level shortly.

The following Outcome will aim to ensure that Recommendation 17 is addressed more fully:

Outcome 17

Memorandum between Research Office and CHERTL related to the development to postgraduate students

3.4.5 Recommendation 18

The HEQC recommends that the institution consider the possibility of making international examiners a requirement for PhDs, and create a procedure for appeals in the process of the examination of postgraduate degrees within the institution.

As the extract from the Higher Degrees Guide which appears as Appendix XX to this QIP shows, Rhodes University notes that two of the three examiners of doctoral degrees 'preferably and where appropriate . . . should be from outside South Africa or have demonstrated an international research standing'.

The new DVC R&D will develop a procedure for the appeals in the process of postgraduate degrees:

Outcome 18

Appeals procedure for postgraduate degrees

3.5 MANAGEMENT OF THE QUALITY OF COMMUNITY ENGAGEMENT

The establishment of the post of Director: Community Engagement and of an office of Community Engagement, which is separate from the Centre for Social Development, has already been noted earlier in this QIP. The decision to establish a separate office and to upgrade the post of Manager: Community Engagement to Director level was taken as a result of a review of Community Engagement which took place in 2007. The report of the review committee appears as Appendix XXI to this QIP.

3.5.1 Recommendation 19

The HEQC recommends that the University develop suitable mechanisms for the quality management of the community engagement core function, which takes into account the differences between community engagement, service learning and voluntarism. This should include the development of a closer interaction between the quality related arrangements and requirements for community engagement and those for the other two core functions.

In the course of 2008, a working group of key institutional stakeholders was established to assist the newly appointed Director of Community Engagement in developing a new Framework for Community Engagement at Rhodes University. As already noted, the University was faced with the unexpected resignation of the new Director late in 2008. Once the position has been refilled, the working group will continue with the Framework. This framework will distinguish between community engagement, service learning and voluntarism and will link to the new Quality Management Framework in order to ensure that suitable arrangements for the quality assurance of the community engagement function are developed and implemented. The following Outcomes will ensure that this recommendation is addressed more fully:

Outcome 19

Framework for Community Engagement

Outcome 7

New Quality Management Framework and New Quality Management Policy

4. CONCLUSION

While a great deal has already been done to take Rhodes University forward into the next decade, it is acknowledged that much still needs to be done. This QIP has outlined work which has already taken place and has identified tasks in each of the five areas of the HEQC's Audit Report which still need to be completed if quality management at Rhodes University is to be enhanced. A summary of Outcomes now follows:

No	Task
1	Revised International Policy and associated implementation strategies
2	Access & Admissions Policy and associated implementation strategies
3	Finalisation of the Proposed Equity Plan

4	Proposal for the preparation of members of designated groups for personal promotion
5	Conceptualisation and implementation of the 'Where Leaders Learn' project
6	New Quality Management Framework
7	Finalisation of the mandate for the Institutional Planning Unit
8	Review of roles of Quality Assurance & Teaching & Learning Committees
9	Development of a set of performance indicators
10	Revised format for Statistical Digest
11	Revised policies on teaching & learning
12	Review of Extended Programmes and implementation of review recommendations
13	Identification of a route for Deans' reporting on External Examining
14	Research Plan and associated implementation strategies
15	Emerging Researchers Plan and associated implementation strategies
16	Focused enrolment targets in growth areas identified through 'Size & Shape' (linked to development of performance indicators)
17	Memorandum between Research Office and CHERTL related to the development to postgraduate students
18	Appeals procedure for postgraduate degrees
19	Framework for Community Engagement

A summary of these Outcomes when mapped against the HEQC's recommendations now follows

AREA & RECOMMENDATION	OUTCOME No
Mission and Vision	
2	1
3	2
4	3
5	5
Institutional Planning	
6	6, 7
7	6, 8
8	9, 10
Teaching & Learning Quality	

9	6, 11
10	6,7,12
11	6, 11
13	12
Research Quality	
14	13
15	14, 13
16	15, 2
17	16
18	17
Community Engagement Quality	
19	18, 7

AUDIT REPORT ANALYSIS

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
1. CLARIFICATION OF MISSION & VALUES	1.1 Explore the way in which RU understands the concept of 'excellence'.	Institution wide debate prompted by 'think pieces'	Clarified understandings / amended vision & mission?
	1.2 Consider how/whether RU's claims to be working within a liberal arts tradition is appropriate in an African context. To what extent does/would this tradition need to be re-interpreted if it were deemed to be valid?	Institution wide debate prompted by 'think pieces' informed by the literature.	Enhanced understandings of the use of the term 'liberal arts tradition' Decision re what is worth retaining of concept Impact on management and timetable.
2. INTERNATIONALISATION	<p>2.1 Develop strategic view of where RU wants to go with drive for internationalisation. This would include considering how internationalisation can be made compatible with African & regional location of RU.</p> <p>2.2 Consider how this reconceptualised view of internationalisation could be realised within teaching, research and community engagement. This would involve evaluating the way teaching, research and community engagement currently realise the idea of being an 'internationalised' university.</p> <p>2.3 Consider resourcing and budget of international office</p>	Review of International Office	Revised International Policy & strategies for internationalisation.
3. STUDENT EQUITY	<p>Develop <i>targeted</i> recruitment strategy based on equity policy and incorporating equity targets</p> <p>Develop admissions policy based on potential</p> <p>Develop strong academic development programme</p> <p>Use funding strategically to achieve student equity</p> <p>Use residence system as part of integrated recruitment strategy. This would involve developing a policy for the redistribution of residence space based on Yr 1 students.</p> <p>Investigate prevalence and extent of issues relating to institutional culture on social integration of all students</p> <p>Devise innovative approaches to dealing with contradiction that student experience is equated with small student numbers yet equity requires growth</p>	<p>Relook at strategies for recruitment & admissions</p> <p>ADC Review for student development</p> <p>Budget processes</p>	<p>Revised policies & strategies</p> <p>'Third generation' AD programme??</p>

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
	Investigate the possibility of a study programme which engages with requirements of good citizenship and its implications for institutional culture		
4. STAFF EQUITY	<p>4.1 Translate Equity Policy into concerted recruitment plan</p> <p>4.2 Develop Recruitment & Selection for Academic Posts Policy so that it includes better provision for the use of search committees to identify equity candidates.</p> <p>4.3 Develop own internal programme to grow own timber</p> <p>4.4 Establish support structures which will allow staff to integrate and develop as staff members. These structures could include an institution wide mentoring programme.</p>	<p>Work on recruitment plan</p> <p>Examine possibility of own development programme</p> <p>Examine possibility of mentoring programme & support structures</p>	<p>Recruitment Plan</p> <p>Revised Recruitment Policy</p> <p>Funding & Structures for Dev. Prog.</p> <p>Funding & Structures for Mentoring Prog</p> <p>Funding for other support</p> <p>Establishment of programmes</p>
5. INSTITUTIONAL CULTURE	<p>5.1 Confront and try to better understand issues which emerged from previous investigations</p> <p>5.2 Develop interventions based on these understandings</p> <p>5.3 Draw attention to way in which cultural and political exclusivity of G'town is counter to addressing legacy of apartheid</p>	<p>Institution wide debate</p> <p>Gender Imbizo</p> <p>Research (Boughey & Strelitz, Quality of Res Life survey)</p>	<p>Making of unconscious conscious</p> <p>Building of sensitivity</p> <p>Input into GHT community</p> <p>Renamed buildings</p>
6. PLANNING AND RESOURCE ALLOCATION	<p>6.1 Develop strategic direction of institution more overtly and work this down to departmental levels so that it is realised into core functions of teaching, research & community engagement. The development of a strategic direction should include greater consideration of national imperatives</p> <p>6.2 Use Academic Reviews to develop institutional level analyses</p> <p>6.3 Ensure that planning and resource allocation at departmental levels in Academic Reviews articulates with strategic institutional planning</p> <p>6.4 Monitor the way institutional level goals (articulated in mission &</p>	<p>Reconsider review and planning models</p> <p>Integrate review and planning into budget processes</p> <p>Develop understanding of quality-related work as working towards institutional level goals</p>	<p>New Institutional Planning Office</p> <p>Restructuring of Institutional Management</p> <p>Reconceptualisation of 'quality assurance' at RU</p>

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
	vision and strategic plan) are achieved in between Reviews		
7. QUALITY MANAGEMENT	<p>7.1 Develop a more complex and multi-facted understanding of quality-related work which encompasses support, development and monitoring as well as assurance of quality.</p> <p>7.2 Develop performance indicators, targets and benchmarking tools in relation to strategic goals (e.g student equity)</p> <p>7.3 Ensure that quality management/enhancement at faculty & departmental levels is structured and works towards strategic goals</p> <p>7.4 Clarify lines of division between accountability and development in quality management of teaching</p> <p>7.5 Reconsider the role of Academic Reviews in quality management – are they focused on resourcing rather than on improvement?</p>	Reconsider current QA policy and practices	<p>New ‘model’ of QA Close integration of QA and Planning/Monitoring functions</p> <p>Performance indicators developed</p> <p>Progress against indicators monitored</p> <p>Revised format for Statistical Digest</p>
8. TEACHING & LEARNING	<p>8.1 Use teaching and learning to drive mission and vision, strategic goals and meet performance indicators and targets.</p> <p>8.2 HoDs to implement and monitor Teaching and Learning policies</p> <p>8.3 HoDs to implement Evaluation Policy in particular so as to ensure that it is an opportunity for innovation and improvement against strategic goals, performance indicators and targets</p> <p>8.4 Ensure that HoDs receive necessary admin support to allow them to fulfil intellectual and leadership roles</p> <p>8.5 Tutorial system to be evaluated according to Policy on Evaluation</p> <p>8.6 Curriculum development to be responsive to social and cultural capital students bring as demographics change</p> <p>8.7 Ensure that teaching enjoys same status as research in order to meet mission & vision and develop an area of strength and opportunity for innovation</p> <p>8.8 Look at impact of differential staff:student ratios on student experiences across campus</p>	<p>Involve HoDs in use of teaching to achieve overall institutional strategic goals</p> <p>Reconsider teaching in promotion procedures</p> <p>Institution/faculty level research on teaching & learning</p>	<p>Policies monitored</p> <p>Evaluation used more effectively</p> <p>More institutional research on teaching</p> <p>Research used to inform practice and achieve strategic goals</p>
9. IT	9.1 Consider access to ICTs as student demographics change	<p>Investigate computer literacy provision</p> <p>Investigate timetable changes</p>	<p>Course for entry level computer users</p> <p>Labs used more effectively</p> <p>Wireless provision?</p>

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
10. SHORT COURSES	10.1 Monitor short courses in terms of their comprehensiveness and responsiveness to societal and economic needs, attendance at all courses and cost-benefits for institution.	Examination of short courses in terms of overall curriculum responsiveness on part of RU Size & Shape debates Consideration of Mission & Vision in 1&2 above	Revise Short Course Policy and Management System
11. PROGRAMME REVIEW	11.1 Develop mechanisms to monitor teaching & learning beyond academic reviews. This should include curriculum review iro responsiveness 11.2 Implement institution level throughput studies to monitor effectiveness of teaching & learning 11.3 Make arrangements for evaluation of curricula more consistent across faculties 11.4 Monitor extent & frequency to which evaluation of teaching and courses and of whole qualifications are being used to improve teaching and learning 11.5 Evaluate whole programmes??	See 8,9 & 10 above Consider the construct of the 'programme' at RU Challenge 'Programme Route' discourse Institution level analysis by ADC	Evaluation as research across programmes Improved curriculum responsiveness Monitoring outside reviews Involvement of HoDs at institution level strategic planning Redraft of Policy
12. STAFF & STAFF DEVELOPMENT	12.1 Look at way difference in staff:student ratios across campus impacts on ability of staff to perform equally well across all aspects of the academic job description 12.2 Work on 'residual resistance' to development of a culture of professionalism in teaching (eg NLOC) 12.3 Consider how efforts to professionalise teaching can be extended to more established staff 12.4 Consider performance appraisals for academic staff? 12.5 Revise document on personal promotions to eliminate ambiguity and (by inference elsewhere) to acknowledge teaching on a par with research	Research into staff performance in context of student numbers Consider appraisal system	Revised personal promotions doc Appraisal system?
13. ADC	13.1 Review identity, function & resourcing of ADC 13.2 Review ADC relationship with central academic planning and senior leadership responsible for teaching and learning	ADC Review	Revised understanding of structure & function of ADC
14. ASSESSMENT	14.1 Ensure that External Examining Policy is monitored at faculty and	Develop strategies for	External Examination

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
	<p>departmental levels</p> <p>14.2 Ensure that appeals procedures are consistently available across all depts and faculties and are advertised to students</p> <p>14.3 Monitor frequency and results of appeals</p> <p>14.4 Implement Plagiarism Policy across all depts and faculties</p>	monitoring External Examining Policy	<p>Policy implemented evenly across all faculties</p> <p>Plagiarism Policy implemented evenly</p>
15. RES SYSTEM	<p>15.1 Develop sub wardens' ability to deal with psychological issues</p> <p>15.2 Senior management to listen to sub wardens more</p> <p>15.3 Examine reports of alienation reported by postgrad international students</p> <p>15.4 Include representation from students living in Grahamstown East on Oppidan Committee</p> <p>15.5 Ensure that students in Grahamstown East are provided with accommodation and support necessary for 'broadly equivalent educational experience'</p> <p>15.6 Develop demographic breakdown of responses to Residence Survey</p> <p>15.7 Gauge relative impact of abuse of alcohol, drugs, noise etc. on students' overall experience</p>	<p>Investigate possibility of evaluating and developing wardening staff</p> <p>Look at ways sub wardens link into management systems</p> <p>See 5, 12 above</p>	<p>Development programme for wardening staff</p> <p>Improved communication with sub wardens</p>
16. SUPPORT SERVICES	<p>16.1 Look at capacity in some support services – Careers Service, Counselling Unit</p> <p>16.2 Make all students more aware of range of services available to them</p>	<p>Support Services Reviews</p> <p>O Week handbooks, O Week talks</p>	<p>Adequate resourcing</p> <p>Improved communication</p>
17. RESEARCH	<p>17.1 Integrate research goals (increase in postgrad numbers, increased regional research focus, building international links) into research plan where strategies for attaining goals are identified along with resources needed. This especially important for regional research focus. Research plan should also take uneven nature of research outputs into account</p> <p>17.2 Examine ways identified areas of improvement in <i>Audit Portfolio</i> can be integrated into research plan.</p> <p>17.3 Consider how core of researchers and postgrad students who are more representative of demographics of country can be developed and work this into research plan.</p> <p>17.4 Undertake a conscious, planned recruitment effort at postgrad level rather than relying on <i>ad hoc</i> efforts of individuals and depts</p>	<p>Size & Shape</p>	<p>Research Plan</p> <p>Possible revised mission statement</p> <p>Revised understandings of liberal arts tradition</p> <p>Revised Internationalisation Policy</p> <p>Meta analysis of research report</p>

AREA	RECOMMENDATION	ACTION/STRATEGY	MEASURABLE OUTCOME
	17.5 Pay close attention to way peer review in small institution can contribute to self-referential system 17.6 Develop comprehensive strategy for recruitment of new researchers given demographics of current production 17.7 Examine alignment of research output in humanities with size of university and in terms of what research based teaching means. 17.8 Monitor low productivity of some depts 17.9 Provide support to HoDs in managing and developing research function 17.10 Develop ways of reporting on research which allow for meta-analyses 17.11 Consider development of new management information system for research		New Information Management System for research Research Development programmes (cf UCT) New Recruitment Policy & Strategy New understanding of 'research-based' teaching Staff appraisal system
18. Postgrad	18.1 Provide an analysis of postgrad enrolments by nationality 18.2 Develop recruitment strategy that fits in with vision of postgrad academic profile 18.3 Consider which investments are needed to maintain and develop postgrad entry 18.4 Consider whether enrolment is targeted at specific fields and resource appropriately 18.5 Monitor strategies for recruitment 18.6 Make international examiners compulsory for PhD theses 18.7 Consider increasing support for postgrad support activities run by ADC	See 5 above	New format for Statistical Digest New Recruitment Strategy & Admissions Policy 'Third Generation' AD
19. Community Engagement	19.1 Develop explicit strategy to implement quality management of community engagement initiatives (see how CE leads to attainment of vision & mission) 19.2 Identify mechanisms to be put in place to make monitoring of CE possible 19.3 Develop mechanisms for depts to think of CE more systematically and continuously 19.4 Develop impact evaluations	Community Engagement Review Development of new QA model New Programme Review models	QA in Comm Engagement restructured in terms of new model of QA Comm Engagement embedded in curriculum Embedding monitored and evaluated



RHODES UNIVERSITY

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CIRCULAR ON SENIOR ADMINISTRATION RESTRUCTURING

1 November 2007

Introduction

Following consultation with a range of colleagues and structures and the approval of the Senate, Council, and Institutional Forum of the University I wish to communicate details on the restructuring of the senior administration of the University.

Purpose

The overall purpose of the restructuring of the senior administration is to position Rhodes to more effectively pursue its goals and strategies related to its core activities of learning-teaching, research and community engagement.

Aims

The aims of the restructuring of the senior administration of the University are:

- To ensure that current academic strengths and character are maintained, that arising from the shape and size exercise the future trajectories of Rhodes in the areas of teaching and learning, research and community engagement are effectively realized, and that the University is well-positioned to meet new challenges and exploit local, national and international opportunities in these regards
- To ensure that there is an analytical research and institutional planning capability at Rhodes that gives attention to issues of effective institutional planning, co-ordination and monitoring and review in a way that facilitates medium- and long-term planning and ensures congruence between enrolment planning, academic planning, staffing, physical planning and the allocation of financial resources
- To ensure the more effective and efficient deployment of particular structures and personnel for optimizing the achievement of academic and other goals.

Framework

The restructuring of the senior administration of the University has been guided by:

- The goal of strengthening the effective participation of the academic leadership of faculties in policy- and decision-making and in the overall administration of the University
- The effective deployment of personnel in accordance with their expertise and capabilities and the needs of the institution
- Ideally no redundancy of personnel
- Minimal expenditure of financial resources
- Consultation with all relevant individuals and structures of the University

Restructuring

1. Senior Administration Portfolios

In the next decade Rhodes faces varied and myriad institutional challenges, related to its shape and size, infrastructure, the attraction, retention and reproduction of staff, the staff and student composition and so forth. All of these can and must be proactively and effectively addressed. In addition, there has to be an effective and strategic pursuit of defined goals related to shape and size (more postgraduate student enrolments, etc.) and exploitation of the local, national and international opportunities that exist for the further development and extension of learning and teaching and research and publication.

The current structure of a Vice-Chancellor and a single Vice-Principal means that two officials carry an extensive workload and must attend to a very diverse range of issues. The Vice-Chancellor especially finds himself becoming immersed in specific operational matters and details at the expense of being free to concentrate on strategic institutional issues, to provide strategic leadership, and to utilize his expertise in a way that benefits the institution to the greatest extent.

Senate, Council, and Institutional Forum of the University have approved the following:

1. The early retirement of the current Vice-Principal, Dr. Colin Johnson, who will leave the University on 9 December 2007
2. The creation of an additional post of Vice-Principal
3. The advertisement in the next week of two Vice-Principal posts that call for applicants who are able to provide leadership in the following areas:
 - Research and Development (research; new academic related development; internationalization, library)

- Academic and Student Affairs (Student recruitment, admissions and financial aid; teaching-learning and quality assurance; student affairs and development, community engagement)

The Vice-Chancellor will have the following responsibilities: Institutional planning and development; equity and institutional culture; academic human resources, and will have reporting to him: the Registrar, the Registrar: Finance and Operations (see below), the head of Institutional Research and Planning (see below), the Director: Communication and Development and the Human Resources Director (for academic matters)

4. The creation of the post Registrar: Finance and Operations, which extends the current post of Registrar: Finance to include the overall responsibilities of: Finance; Human Resources (academic HR shared with the Vice-Chancellor); Residential Operations, Estates and Information and Communication Technology
5. The appointment of the current Registrar: Finance to the post Registrar: Finance and Operations as from 10 December 2007 until his early retirement on 31 December 2008. This will allow for stability, the consolidation of the new structure and free the new VP's to focus on academic matters. The post of Registrar: Finance and Operations will be advertised in March 2008
6. The advertisement of the post of Director: Finances in the light of the resignation of Mr. Anton Vorster

2. Centre for Higher Education Learning, Teaching and Research

Senate, Council, and Institutional Forum of the University have also approved that the current Academic Development Centre (ADC) should become the Centre for Higher Education Research, Learning and Teaching with the following mandate:

- ✓ Academic staff development (current staff and potential new staff)
 - ✓ Student academic development in conjunction with academic departments
 - ✓ Promotion and assurance of teaching and learning quality
 - ✓ Research on issues of learning and teaching and student development in higher education
 - ✓ Research on higher education, including commissioned and contract research
 - ✓ Postgraduate research and training programmes in the field of higher education
 - ✓ Professional and continuing education and training related to higher education teaching and learning
- That the status of the head of the Centre for Higher Education Research, Learning, and Teaching should be that of Dean of Learning and Teaching
 - That the current Director of the ADC should be screened for the position of Dean of Learning and Teaching.

3. Institutional Research and Planning Unit

Senate, Council, and Institutional Forum of the University have further approved that an Institutional Research and Planning Unit should be established with the following mandate

- ✓ Support for institutional development planning (including enrolment planning, academic planning and physical planning)
 - ✓ Monitoring of the achievement of goals and implementation of institutional strategies and their impact and outcomes
 - ✓ Co-ordination of academic reviews and audits, including liaison with relevant national agencies
 - ✓ Co-ordination of reviews of administrative sections and units
 - ✓ Co-ordination and undertaking of research on defined institutional issues to inform policy- and decision-making
- There creation of the post of Head of Institutional Research and Planning
 - The relocation of the current institutional Data Management unit from the Finance division to the Institutional Research and Planning Unit
 - The current joint Council and Senate Academic Planning and Staffing Committee should be replaced by a joint Council and Senate Institutional Planning Committee with the responsibilities of
 - ✓ Enrolment planning, academic planning, physical planning and staffing matters
 - ✓ Monitoring of the achievement of goals and the implementation of institutional strategies and their impact and outcomes
 - ✓ Oversight of academic reviews and audits
 - ✓ Oversight of reviews of administrative sections and units
 - ✓ Identification of research on key institutional issues
 - The Institutional Planning Committee comprise of the members of the current Academic Planning and Staffing Committee and other relevant persons
 - The current Academic Planning and Quality Assurance portfolio should be should incorporated into the Institutional Research and Planning Unit.
1. The activity of academic planning should be incorporated within the proposed new Institutional Research and Planning Unit
 2. The activity of quality assurance related to teaching and learning should be located within the Centre for Higher Education Learning, Teaching and Research

3. Discussions should occur with the proposed members of the Institutional Planning and Research Unit regarding their titles, portfolios, duties, responsibilities and reporting lines.

4. Internationalization

Proposals regarding the appropriate structure for internationalization, including the current part-time post of Dean: Internationalization, and the International Office, should be tabled at Senate following the completion of the review of Internationalization.

5. Community Engagement

Senate, Council, and Institutional Forum of the University have approved that


- Community Engagement should be institutionalized as a separate Office
4. The current post of Manager: Community Engagement should be upgraded to that of Director: Community Engagement and be immediately advertised (the current Manager: Community Engagement will depart later in the year)
 5. The Director: Community Engagement should work closely with the Director: Centre for Social Development to advance the different forms of Rhodes' involvement with its defined communities.

6. Committees

Senate, Council, and Institutional Forum of the University have approved that the Registrar should undertake a critical review of current Council and Senate committees and advance proposals with respect to

- The merging of certain committees
- The restructuring of certain committees
- The disestablishment of certain committees
- The creation of new committees

While a measure of duplication is inevitable, and perhaps even necessary and healthy, attention needs to be given to the possible unnecessary duplication in the functions of committees.

 RHODES UNIVERSITY <i>Grahamstown • 6440 • South Africa</i>	Faculty/Division		Job Profile
	DATE PROFILE LAST UPDATED		

			NAME
JOB TITLE	Deputy Vice-Chancellor: Research and Development	INCUMBENT	Peter Clayton
DEPARTMENT/SECTION	Vice-Chancellorate		
JOB TYPE (ACADEMIC/SUPPORT)	Support	DIVISION HEAD	Vice-Chancellor

MAIN JOB OBJECTIVE/S

This post of Deputy Vice-Chancellor: Research and Development is part of the senior administration of Rhodes University which includes the Vice-Chancellor, the Deputy Vice-Chancellor: Academic and Student Affairs, the Registrar: Finance and Operations, the Registrar and the Deans. Guided by the vision and mission of Rhodes University, the senior administration provides leadership, undertakes strategic planning, and seeks to ensure the democratic, effective, efficient, and sustainable pursuit of the University's goals and its development as a centre of educational excellence. The Deputy Vice-Chancellor posts provide critical support to the Vice-Chancellor on academic and research matters.

The particular focus of this post is the research and development portfolio. The Deputy Vice-Chancellor: Research and Development has the executive responsibility for facilitating the achievement of the University's research and development goals, supporting the development of policies, driving the strategic research direction and related development of the University, and enhancing the overall research performance.

<i>DESCRIPTION OF KEY RESPONSIBILITY AREAS</i>	<i>STANDARD EXPECTED</i>
LEADERSHIP OF THE RESEARCH and DEVELOPMENT PORTFOLIO in the institution including: <ol style="list-style-type: none"> 1. Formulating of research and development policies and strategies that help to realize the overall goals of the institution 2. Nurturing the institution's research strengths and identifying and supporting the development of new research niches 3. Enhancing and maintaining an institutional culture that promotes and supports research 4. Ensuring the establishment of appropriate structures/infrastructure, systems, and processes to support the research and related development endeavours of the University 5. Ensuring the effective implementation of policies relating to research and related development, including the encouragement, promotion and recognition of research, research ethics and integrity, and research safety 6. Identifying new avenues of research funding and actively pursuing these including where feasible, commercialisation of research opportunities 7. Development of information systems and databases related to the effective monitoring and review of research performance 8. Development of external research partnerships 9. Management of research funding ensuring optimal efficiencies in the utilisation and distribution of funds 10. Promoting broader research participation by the academic community 11. Promoting research productive and maximising research income 12. Reporting on the utilisation of funds 13. Ensuring the positioning of Rhodes University as an educational institution of choice for students wishing to pursue post-graduate research 14. Ensuring the positioning of Rhodes University as an employer able to attract aspiring and talented researchers 15. Identification of key research staff who can enhance the institution's research culture and help realise the University's research goals and strategy and advising on the appropriate recruitment of such staff 16. Executive responsibility for the internationalisation of the University 17. Executive responsibility for the Rhodes University library system 18. Responsibility for areas that may be delegated after consultation by the Vice Chancellor 	<p>Innovation and creativity are demonstrated in this portfolio.</p> <p>Benchmarking is done to evaluate Rhodes' research strategies, programmes, structures, policies etc relative to other institutions (HE and research). The research and development strategy is aligned with the institutional strategy.</p> <p>The individual actively and effectively promotes a research agenda within the institution, providing sound advice on this agenda in order to inform institutional strategy. The individual is cognisant of the barriers to research and actively addresses these in collaboration with others.</p> <p>Appropriate structures, systems and processes are put in place to support the research strategy and these are monitored and evaluated for their effectiveness.</p> <p>A consultative and inclusive style is used in the development of strategies, policies, partnerships, funding etc but the individual is able to argue a different view on a principled basis. In the long-term the individual is able to build consensus and commitment to new directions in research.</p> <p>An understanding of, and a commitment to, the collegial ethos of the institution.</p> <p>Policies take cognisance of the current culture of the institution while also identifying and championing the need for change. Policies address risk management issues. Plans for implementation of policies are rigorous, consistent and adhered to.</p> <p>Operations within the research office support the research strategy.</p> <p>Individual is able to engage effectively with others outside of the institution including possible research partners, research funders, prospective staff. Provides a positive image of the institution.</p>

<p>AS A MEMBER OF SENIOR ADMINISTRATION, INSTITUTIONAL LEADERSHIP and MANAGEMENT RESPONSIBILITIES include:</p> <ol style="list-style-type: none"> 1. Partner with the senior administration in the formulation and implementation of the overall strategy of the University 2. Participation in key institutional policy- and decision-making bodies 3. Chairing of certain institutional committees and fora 4. Consideration and management of institutional reputation and risk 5. Representing the University on various international, national and regional committees and fora 6. Consideration of issues of institutional concern related to people issues, finances, and infrastructure 7. Supporting the transformation of the institution and where relevant, management of such transformation processes 	<p>Given a sophisticated understanding of the complex and demanding social, political and fiscal environment (globally, nationally and locally) that the University operates in and trends in Higher Education (nationally and globally), the individual is able to:</p> <ul style="list-style-type: none"> ▪ provide an insightful analysis of the external environment and its impact on Rhodes University ▪ actively demonstrate leadership on the policy issues required to meet the challenges of this environment ▪ build consensus and commitment to new directions outside and within the institution ▪ accurately and sensitively represent Rhodes University's needs and interests to external stakeholders ▪ successfully lead and manage change.
<p>PEOPLE MANAGEMENT OF the Divisional Heads of the functional areas of internationalisation and library</p> <p>This includes the:</p> <ul style="list-style-type: none"> ▪ Selection of these staff ▪ Induction, training and development of these staff ▪ Motivation and recognition of these staff ▪ Providing leadership as regards the implementation of institutional strategy and the particular strategies of the portfolio of this DVC ▪ Managing of performance including disciplining of those who are not performing ▪ Ensuring that Divisional heads are providing the necessary leadership and management in the establishment of structures, systems and processes that support the strategic direction of the institution and which are efficient and effective. ▪ Ensuring appropriate risk management. 	<p>People management is effective in ensuring that Division Heads are managing their Divisions in such a way as to support the overall strategy of the University and the particular operational strategies of this DVC portfolio. There is an appropriate emphasis on efficiency and effectiveness.</p> <p>Where problems exist, these are dealt with timeously with due concern to the need to have a well-functioning division and institution.</p> <p>Institutional policies are adhered to e.g. HR, finance and action is taken to ensure that such adherence is consistent throughout the Divisions reporting to this post.</p>
<p>MANAGEMENT OF THE RESEARCH AND DEVELOPMENT OFFICE/DIVISION including:</p> <ol style="list-style-type: none"> 1. Motivating for appropriate resourcing of the Division (staff, budget, facilities, equipment etc) within the structures of the institution and ensuring efficient use of resources. 2. Organising of the activities and services of the Division in terms of resourcing provided by the institution. 3. Ensuring the provision of a quality service by the Division including the evaluation of the services of the Division. 4. Ensuring that there are appropriate structures and processes in place to provide the necessary service and that there is co-ordination and integration between the different structures/processes/sections. 5. Ensuring that appropriate targets/goals are set for the work of the various sections. 6. Monitoring of performance of the sections against these targets. 7. Performance management of the immediate managers including the: <ul style="list-style-type: none"> ▪ Selection of these staff ▪ Induction and training of these staff ▪ Motivation and recognition of staff ▪ Managing of performance including disciplining of non-performing staff 	<p>Evaluation of resource requirements is accurate and resources are well-utilised.</p> <p>Service delivery is realistic in terms of resources provided and compares favourably to similar institutions with similar resources. Service provided by the Division meets accepted standards which are benchmarked with similar institutions.</p> <p>Structures and processes are sufficient to provide the expected, negotiated services and are efficient and effective in doing so and compare favourably with similar institutions.</p> <p>Realistic (in terms of staffing and resources and nature of institution) targets and goals are set to ensure service delivery as well as ongoing continuous improvement. Regular monitoring takes place as required to ensure consistent service delivery.</p> <p>The various sections run efficiently and effectively. Appropriate systems and processes for the management of this office/division exist. Staff execute their job responsibilities to the required standard.</p> <p>Where problems exist, these are dealt with timeously with due concern to the need to have a well-functioning division. Goals set within the sections are achieved within the time frames negotiated.</p> <p>Institutional policies are adhered to e.g. HR, finance and action is taken to ensure that such adherence is consistent throughout the Division.</p>
<p>In the absence of the Vice-Chancellor, this individual may be called upon to be deputised.</p>	

JOB REQUIREMENTS

• EDUCATION AND EXPERIENCE

Given that the individual needs a sophisticated understanding of the social, political, and economic challenges in the Higher Education (HE) environment, must possess the knowledge and expertise that enjoys the respect of academic colleagues and needs to shape and drive the research agenda in the institution, a PhD degree is required.

In addition, the individual needs at least 10 years relevant experience in Higher Education institutions where such experience includes:

- Operating at a senior level in a complex organisation with evidence of providing leadership in such settings
- Active participation in key policy- and decision-making fora
- Championing and managing transformation, preferably at the organizational/institutional level
- Providing academic leadership either at the departmental, Faculty or institutional level
- Significant personal success as a researcher with evidence of research productivity and recognition as well as a track record of raising research funds
- Track record of developing research capabilities in other academics and/or students with a post-graduate supervisory record
- Track record of establishing structures, systems and/or processes to support research at the departmental, Faculty or institutional level
- Effective management of resources at either the departmental, Faculty or institutional level

• COMPETENCIES – I.E. KNOWLEDGE, SKILLS AND ATTRIBUTES

The job incumbent is expected to demonstrate the following competencies:

1. Leadership competencies:

- Understanding of the social, political, economic challenges facing HE institutions today, at the global and national levels and the implications of this for an institution such as Rhodes University
- Understanding of the challenges and opportunities in pursuing a research agenda in a HE institution and the implications of this for an institution such as Rhodes University
- Ability to inspire and encourage colleagues
- Ability to think creatively and innovatively particularly as regards research responsibilities of this post
- An entrepreneurial flair with strong negotiating skills
- People management skills with a consultative and inclusive style, able to build consensus and commitment to new initiatives
- Ability to develop, articulate and implement strategic goals
- Ability to represent the University and act as an ambassador for the institution
- Collegial awareness

2. Personal attributes:

- Personal credibility and an ability to engender respect and instill confidence in people at different levels within the institution
- Unquestionable personal integrity with a keen sense of fairness, able to balance the competing demands within a HE institution with staff, student, client/customer expectations and institutional resources
- Commitment to transparent management
- High level of personal responsibility and corporate obligation with a results focus and a strong sense of accountability
- High level of professionalism and conduct that will enhance the reputation of the University
- Personal flexibility: willing to consider alternative perspectives and ideas but with an ability to make difficult decisions independently
- Excellent communication and interpersonal skills with an ability to relate to staff at different occupational levels as well as from different cultures and backgrounds
- Champions diversity: culturally aware and sensitive, fosters an attitude of appreciating diversity
- Actively seeks feedback, able to withstand criticism and use constructive criticism to improve

ORGANISATION STRUCTURE

Appendix 1 shows the reporting structures linked to this post.

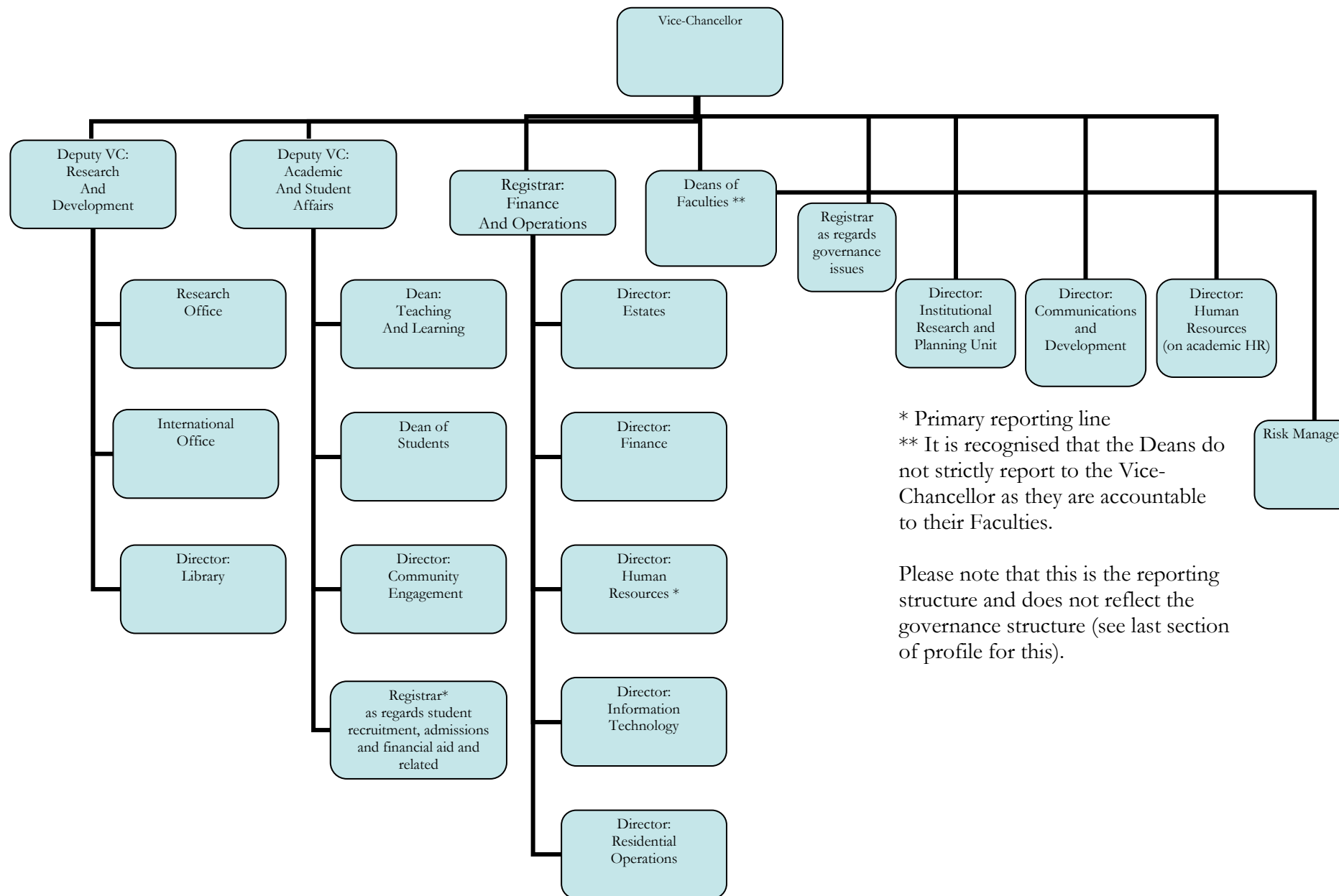
The governance structure, a Senior Management Forum (name to still be confirmed), will undertake the roles of agenda-setting, collective strategic thinking and leadership on key academic, institutional development and financial issues, policy development and finalization of mandates and planning of implementation of Senate and Council decisions be established and that it should comprise of:


- ✓ Vice-Chancellor
- ✓ Deputy-Vice Chancellors (2)
- ✓ Dean of Humanities (elected, full-time)
- ✓ Deans of Science (elected, full-time)
- ✓ Dean of Commerce (elected, full-time)
- ✓ Dean of Education (elected, part-time)
- ✓ Dean of Pharmacy (elected, part-time)
- ✓ Dean of Law (elected, part-time)
- ✓ Dean: Teaching and Learning
- ✓ Dean: Students
- ✓ Registrar
- ✓ Registrar: Finance and Operations

[Senior administrative managers - as required, and by invitation].

PROFILE PREPARED BY: Sarah Fischer (HR Director), October 2007 with input from the Vice-Chancellor and Professor Kaye, Head of Chemistry.

Appendix 1: Rhodes University Senior Management Reporting Structure



 RHODES UNIVERSITY <i>Grahamstown • 6440 • South Africa</i>	Faculty/Division		Job Profile
	DATE PROFILE LAST UPDATED		

			NAME
JOB TITLE	Deputy Vice-Chancellor: Academic and Student Affairs	INCUMBENT	Sizwe Mabizela
DEPARTMENT/SECTION	Vice-Chancellorate		
JOB TYPE (ACADEMIC/SUPPORT)	Support	DIVISION HEAD	Vice-Chancellor

MAIN JOB OBJECTIVE/S

This post of Deputy Vice-Chancellor: Academic and Student Affairs is part of the senior administration of Rhodes University which includes the Vice-Chancellor, the Deputy Vice-Chancellor: Research and Development, the Registrar: Finance and Operations, the Registrar and the Deans. Guided by the vision and mission of Rhodes University, the senior administration provides leadership, undertakes strategic planning, and seeks to ensure the democratic, effective, efficient, and sustainable pursuit of the University's goals and its development as a centre of educational excellence. The Deputy Vice-Chancellor posts provide critical support to the Vice-Chancellor on academic matters.

The particular focus of this post is the academic and student affairs portfolio. The Deputy Vice-Chancellor: Academic and Student Affairs has the executive responsibility for facilitating the achievement of the University's learning and teaching and community engagement goals, supporting the development of policies, driving the strategic academic development of the University, and maintaining and enhancing the University's excellence in academic and student affairs.

DESCRIPTION OF KEY RESPONSIBILITY AREAS	STANDARD EXPECTED
<p>LEADERSHIP OF THE ACADEMIC AND STUDENT AFFAIRS PORTFOLIO in the institution including:</p> <ol style="list-style-type: none"> Ensuring the formulation of policies and strategies related to learning and teaching, community engagement, and student development to help realize the University's core academic goals Ensuring the nurturing of the institution's teaching and learning strengths and identifying and supporting the development of new academic programmes Ensuring the maintenance and enhancement of an institutional culture that promotes and supports teaching and learning, quality promotion, community engagement, and the provision of a good / high quality educative experience for students Ensuring the provision of an environment for students where there are opportunities for leadership and where they can enjoy quality of life within a culture that is tolerant of diversity Ensuring the establishment of appropriate structures/infrastructure, systems and processes to drive and support academic excellence and the promotion of quality assurance Ensuring the development and implementation of policies relating to student access, admissions and financial aid, teaching and learning, community engagement and student development Development of information systems and databases related to the effective monitoring and review of academic performance Development of external partnerships that support the academic goals of the institution Ensuring the positioning of Rhodes University as an educational institution of choice for students Ensuring the positioning of Rhodes University as an employer able to attract talented academics Identifying of key academics that can support the institution's realization of its academic goals and advising on the appropriate recruitment of such staff Responsibility for areas that may be delegated after consultation by the Vice Chancellor 	<p>Innovation and creativity are demonstrated in this portfolio.</p> <p>Benchmarking is done to evaluate Rhodes' academic strategies, programmes, structures, policies etc relative to other institutions (HE and research). The teaching and learning, community engagement, access and admissions strategies are aligned with the institutional strategy.</p> <p>The individual actively and effectively promotes the academic endeavour within the institution, providing sound advice on the areas of responsibility in order to inform institutional strategy. The individual is cognisant of the barriers to effective access and admissions, teaching and learning and community engagement and actively addresses these in collaboration with others.</p> <p>Appropriate structures, systems and processes are put in place to support the academic strategy and these are monitored and evaluated for their effectiveness.</p> <p>A consultative and inclusive style is used in the development of strategies, policies, partnerships, funding etc but the individual is able to argue a different view on a principled basis. In the long-term the individual is able to build consensus and commitment to new directions in access and admissions,</p> <p>Policies take cognisance of the current culture of the institution while also identifying and championing the need for change. Policies address risk management issues. Plans for implementation of policies are rigorous, consistent and adhered to.</p> <p>Individual is able to engage effectively with others outside of the institution, promoting a positive image of the institution.</p>

<p>AS A MEMBER OF SENIOR ADMINISTRATION, INSTITUTIONAL LEADERSHIP and MANAGEMENT RESPONSIBILITIES include:</p> <ol style="list-style-type: none"> 8. Partnership with the senior administration in the formulation and implementation of the overall strategy of the University 9. Participation in key institutional policy- and decision-making bodies 10. Chairing of certain institutional committees and fora 11. Consideration and management of institutional reputation and risk 12. Representing the University on various international, national and regional committees and fora 13. Consideration and championing of issues of institutional concern related to people issues, finances, infrastructure and community matters 14. Championing of and support for the Vice-Chancellor in transforming of the institution and where relevant, managing such transformation processes. 	<p>Given a sophisticated understanding of the complex and demanding social, political and fiscal environment (globally, nationally and locally) that the University operates in and trends in Higher Education (nationally and globally), the individual is able to:</p> <ul style="list-style-type: none"> ▪ provide an insightful analysis of the external environment and its impact on Rhodes University ▪ actively demonstrate leadership on the policy issues required to meet the challenges of this environment ▪ build consensus and commitment to new directions outside and within the institution ▪ accurately and sensitively represent Rhodes University's needs and interests to external stakeholders ▪ Successfully lead and manage change.
<p>PEOPLE MANAGEMENT OF the:</p> <ol style="list-style-type: none"> a. Dean of Teaching and Learning b. Registrar, with respect to student access, admissions and financial aid c. Dean of Students d. Director of Community Engagement <p>This includes the:</p> <ul style="list-style-type: none"> ▪ Involvement in the selection of these staff ▪ Induction, training and development of these staff ▪ Motivation and recognition of these staff ▪ Managing of performance including disciplining of non-performing staff ▪ Ensuring that Divisional heads are providing the necessary leadership and management in the establishment of structures, systems and processes that support the strategic direction of the institution and which are efficient and effective ▪ Ensuring appropriate risk management 	<p>People management is effective in ensuring that Division Heads are managing their Divisions in such a way as to support the overall strategy of the University and the particular operational strategies of this DVC portfolio. There is an appropriate emphasis on efficiency and effectiveness.</p> <p>Where problems exist, these are dealt with timeously with due concern to the need to have a well-functioning division and institution.</p> <p>Institutional policies are adhered to e.g. HR, finance and action is taken to ensure that such adherence is consistent throughout the Divisions reporting to this post.</p>
<p>In the absence of the Vice-Chancellor, this individual may be called upon to be deputised.</p>	

JOB REQUIREMENTS

• EDUCATION AND EXPERIENCE

Given that the individual needs a sophisticated understanding of the social, political, and economic challenges in the Higher Education (HE) environment, the person must possess the knowledge and expertise that enjoys the respect of academic colleagues and needs to shape and drive the learning and teaching, student development and community engagement agendas in the institution, a PhD degree is strongly preferred.

At least 10 years relevant experience in Higher Education institutions where such experience includes:

- Operating in a complex organisation with evidence of providing leadership in such settings
- Active participation in key decision-making fora
- Championing and managing transformation, preferably at the organizational/institutional level
- Providing academic leadership either at the departmental, Faculty or institutional level
- Personal success as an academic
- Track record of establishing structures, systems and/or processes to support teaching and learning and/or student development and well-being at the departmental, Faculty or institutional level
- Management of resources at either the departmental, Faculty or institutional level
- Exposure to academic and student matters in particular the challenges facing HE institutions today

• COMPETENCIES – I.E. KNOWLEDGE, SKILLS AND ATTRIBUTES

The job incumbent is expected to demonstrate the following competencies:

1. Leadership competencies:

- Understanding of the social, political, economic challenges facing HE institutions today, at the global and national levels and the implications of this for an institution such as Rhodes University
- Understanding of the challenges and opportunities in pursuing a teaching and learning agenda in a HE institution and the implications of this for an institution such as Rhodes University
- Understanding of the challenges facing students in HE institutions today and the implications of this for an institution such as Rhodes University
- Ability to think creatively and innovatively particularly as regards the following areas: nature of the student body at RU and

how best to facilitate access of such students, the academic project and how best to facilitate this, the student experience at Rhodes and how best to facilitate this

- People management skills with a consultative and inclusive style, able to building consensus and commitment to new initiatives
- Ability to inspire and encourage colleagues
- Collegial awareness
- Ability to develop, articulate and implement strategic goals
- Ability to represent the University and act as an ambassador for the institution

2. Personal attributes:

- Personal credibility and an ability to engender respect and instill confidence in people at different levels within the institution
- Unquestionable personal integrity with a keen sense of fairness, able to balance the competing demands within a HE institution with staff, student, client/customer expectations and institutional resources
- Commitment to transparent management
- Commitment to being accessible to students in particular supporting the development of structures of strong student leadership
- High level of personal responsibility and corporate obligation with a results focus and a strong sense of accountability
- High level of professionalism and conduct that will enhance the reputation of the University
- Personal Flexibility: willing to consider alternative perspectives and ideas but with an ability to make difficult decisions independently
- Excellent communication and interpersonal skills with an ability to relate to staff at different occupational levels as well as from different cultures and backgrounds
- Champions diversity: culturally aware and sensitive, fosters an attitude of appreciating diversity in others
- Actively seeks feedback, able to withstand criticism and use constructive criticism to improve

ORGANISATION STRUCTURE

Appendix 1 shows the reporting structures linked to this post.

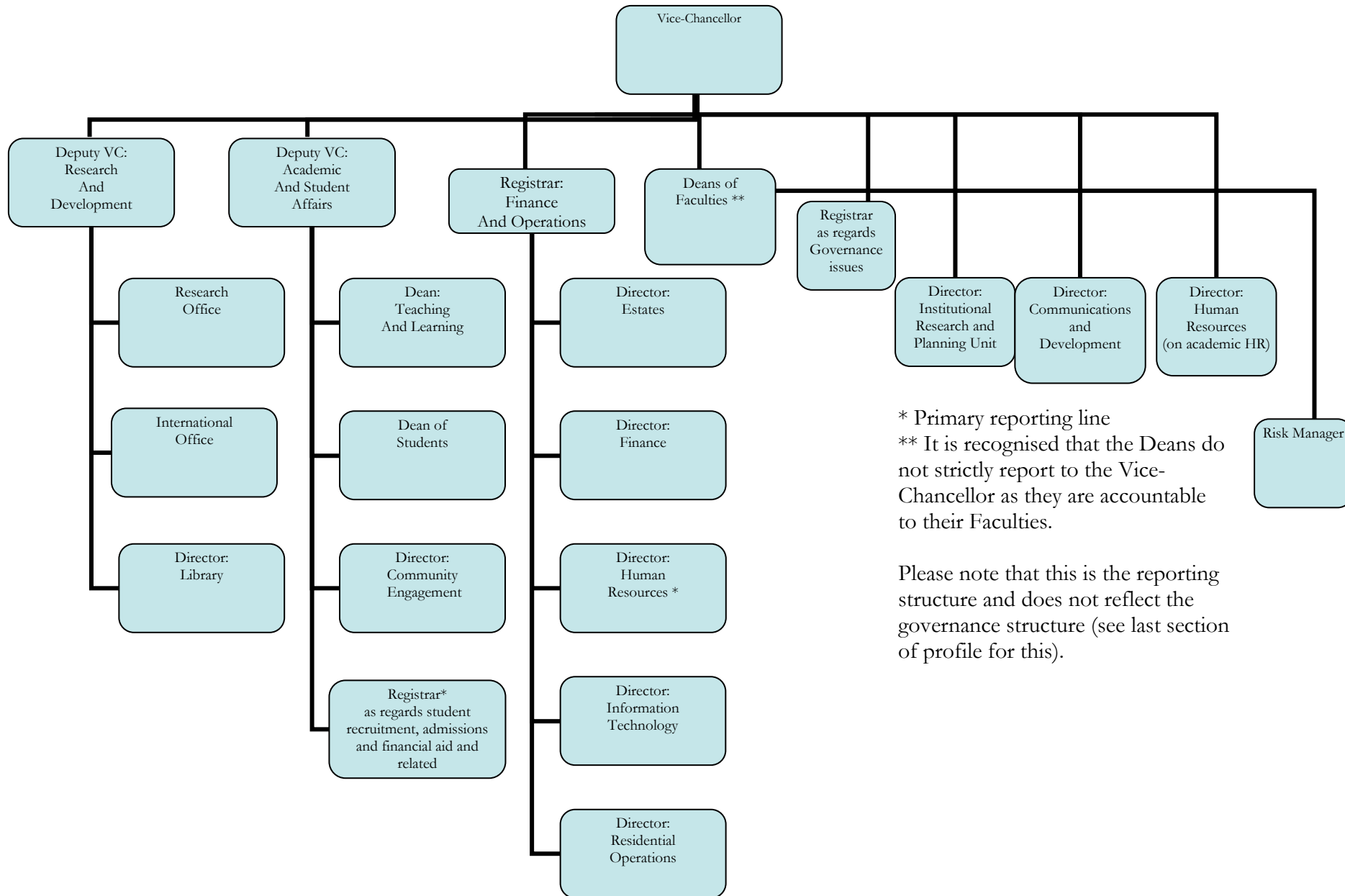
The governance structure, a Senior Management Forum (name to still be confirmed), will undertake the roles of agenda-setting, collective strategic thinking and leadership on key academic, institutional development and financial issues, policy development and finalization of mandates and planning of implementation of Senate and Council decisions be established and that it should comprise of:


- ✓ Vice-Chancellor
- ✓ Deputy-Vice Chancellors (2)
- ✓ Dean of Humanities (elected, full-time)
- ✓ Deans of Science (elected, full-time)
- ✓ Dean of Commerce (elected, full-time)
- ✓ Dean of Education (elected, part-time)
- ✓ Dean of Pharmacy (elected, part-time)
- ✓ Dean of Law (elected, part-time)
- ✓ Dean: Teaching and Learning
- ✓ Dean: Students
- ✓ Registrar
- ✓ Registrar: Finance and Operations

[Senior administrative managers - as required, and by invitation].

PROFILE PREPARED BY: Sarah Fischer (HR Director), October 2007 with input from the Vice-Chancellor and Director of the ADC and the Dean of Students.

Appendix 1: Rhodes University Senior Management Reporting Structure



 RHODES UNIVERSITY <i>Grahamstown • 6140 • South Africa</i>	Faculty/Division		Job Profile
	DATE PROFILE LAST UPDATED	December 2007	

			NAME
JOB TITLE	Registrar: Finance and Operations	3.6 INCUMBENT	Mr Tony Long
DEPARTMENT/SECTION	Vice-Chancellorate		
JOB TYPE (ACADEMIC/SUPPORT)	Support	DIVISION HEAD	Vice-Chancellor

MAIN JOB OBJECTIVE/S

This post of Registrar: Finance and Operations is part of senior administration structure of Rhodes University which includes the Vice-Chancellor, the Deputy Vice-Chancellor: Academic and Student Affairs, the DVC: Research & Development and the Deans. Guided by the vision and mission of Rhodes University, the senior administration provides leadership, undertakes strategic planning, and seeks to ensure the democratic, effective, efficient, and sustainable pursuit of the University's goals and its development as a centre of educational excellence. The Deputy Vice-Chancellor posts provide critical support to the Vice-Chancellor on academic matters and the Registrar: Finance & Operations performs this function for administrative and other support activities.

The particular focus of this post is the providing of leadership and managing the majority of the support service portfolios. The Registrar: Finance and Operations has the executive responsibility for ensuring the effective and efficient provision of services in support of the academic project.

DESCRIPTION OF KEY RESPONSIBILITY AREAS	STANDARD EXPECTED
<p>LEADERSHIP OF THE PROVISION OF SUPPORT SERVICES in the institution including:</p> <ol style="list-style-type: none"> 31. Formulation of an integrated strategy for support services that meets the overall strategy of the institution 32. Ensuring the maintenance and enhancement of an institutional culture amongst support services that promotes and supports the overall strategy and culture of the institution 33. Ensuring the establishment and maintenance of appropriate structures/infrastructure, systems and processes to drive and support the academic project 34. Ensuring the development and implementation of policies relating to support services 35. Ensuring the income streams of the institution are monitored for improvements in the collection quantum 36. Identifying new avenues of institutional funding and actively pursuing these including where feasible, commercialisation of support services 37. Identifying areas of cost which through efficiencies may be reduced 38. Ensuring the positioning of Rhodes University as an attractive employer to support staff 39. Collaborating with the DVC Academic and Student affairs in providing leadership and innovative thinking with respect to the institution's ability to increase the financial aid available to students from indigent backgrounds. 	<p>Innovation and creativity are demonstrated in this portfolio.</p> <p>Benchmarking is done to evaluate Rhodes' support services' strategies, programmes, structures, policies etc relative to other institutions (HE and research). Strategies developed in these support services are aligned with the institutional strategy.</p> <p>The individual provides sound advice on the ability of support services to support institutional strategy and the implications of institutional strategy for support services. The individual is cognisant of the barriers within support services to institutional effectiveness and efficiency and actively addresses these in collaboration with others. The individual is able to identify opportunities to enhance support services in support of institutional efficiency and effectiveness.</p> <p>Appropriate structures, systems and processes are put in place to monitor and evaluate the effectiveness of support services.</p> <p>A consultative and inclusive style is used in the development of strategies, policies, etc but the individual is able to argue a different view on a principled basis. In the long-term the individual is able to build consensus and commitment to new directions.</p> <p>Policies take cognisance of the current culture of the institution while also identifying and championing the need for change. Policies address risk management issues. Plans for implementation of policies are rigorous, consistent and adhered to.</p> <p>Individual is able to engage effectively with others outside of the institution including government. Provides a positive image of the institution.</p>

<p>AS A MEMBER OF TOP MANAGEMENT, INSTITUTIONAL LEADERSHIP and MANAGEMENT RESPONSIBILITIES include:</p> <ol style="list-style-type: none"> 15. Partner with top management in the formulation and implementation of the overall strategy of the University 16. Participation in key institutional decision-making bodies 17. Chairperson of certain institutional committees and fora 18. Consideration and management of institutional reputation and risk 19. Consideration and championing of issues of institutional concern not limited to people issues, finances, infrastructure, community 20. Championing and support of the Vice-Chancellor in transformation of the institution and where relevant, strategically driving of such transformation processes and initiatives within the academic and student areas 	<p>Given a sophisticated understanding of the complex and demanding social, political and fiscal environment (globally, nationally and locally) that the University operates in and trends in Higher Education (nationally and globally), the individual is able to:</p> <ul style="list-style-type: none"> ▪ provide an insightful analysis of the external environment and its impact on Rhodes University ▪ actively demonstrate leadership on the policy issues required to meet the challenges of this environment ▪ build consensus and commitment to new directions outside and within the institution ▪ accurately and sensitively represent Rhodes University's needs and interests to external stakeholders ▪ successfully lead and manage change.
<p>PEOPLE MANAGEMENT OF the following Divisional Heads:</p> <ul style="list-style-type: none"> ▪ Estates ▪ Finance ▪ Human Resources ▪ Information Technology ▪ Residential Operations <p>This includes the:</p> <ul style="list-style-type: none"> ▪ Selection of these staff ▪ Induction, training and development of these staff ▪ Motivation and recognition of these staff ▪ Managing of performance including disciplining of those who are not performing ▪ Ensuring that Divisional heads are providing the necessary leadership and management in the establishment of structures, systems and processes that support the strategic direction of the institution and which are efficient and effective ▪ Ensuring appropriate risk management 	<p>People management is effective in ensuring that Division Heads are managing their Divisions in such a way as to support the overall strategy of the University and the particular operational strategies of this portfolio. There is an appropriate emphasis on efficiency and effectiveness.</p> <p>Where problems exist, these are dealt with timeously with due concern to the need to have a well-functioning division and institution.</p> <p>Institutional policies are adhered to e.g. HR, finance and action is taken to ensure that such adherence is consistent throughout the Divisions reporting to this post.</p>

JOB REQUIREMENTS

EDUCATION AND EXPERIENCE

The individual is expected to have at least a Masters degree, preferably in commercial areas or alternately a professional qualification in commerce, for example C.A.

At least 10 years relevant experience at the senior management level where such experience includes:

- Operating in a complex organisation
- Successful determination and implementation of strategy
- Track record of successful management of large scale financial resources
- Track record of successful people management
- Track record of initiating and successfully managing change
- Active participation in key decision-making fora

• COMPETENCIES – I.E. KNOWLEDGE, SKILLS AND ATTRIBUTES

The job incumbent is expected to demonstrate the following competencies:

1. Leadership competencies:

- Understanding of the social, political and economic environments in South Africa
- Ability to think creatively and innovatively particularly as regards the provision of support services
- People management skills with a consultative and inclusive style, able to build consensus and commitment to new initiatives
- Ability to develop, articulate and implement strategic goals
- Ability to represent the University and act as an ambassador for the institution

Once on the job:

- Understanding of the social, political, economic challenges facing HE institutions today, at the global and national levels and the implications of this for an institution such as Rhodes University
- Understanding of the challenges and opportunities in pursuing a teaching, learning, research and community engagement agenda in a HE institution and the implications of this for an institution such as Rhodes University
- Understanding of the challenges facing students in HE institutions today and the implications of this for an institution such as Rhodes University

2. Personal attributes:

- Personal credibility and an ability to engender respect and instill confidence in people at different levels within the institution
- Unquestionable personal integrity with a keen sense of fairness, able to balance the competing demands within a HE institution with staff, student, client/customer expectations and institutional resources
- Commitment to transparent management
- High level of personal responsibility and corporate obligation with a results focus and a strong sense of accountability
- High level of professionalism and conduct that will enhance the reputation of the University
- Personal Flexibility: willing to consider alternative perspectives and ideas but with an ability to make difficult decisions independently
- Excellent communication and interpersonal skills with an ability to relate to staff at different occupational levels as well as from different cultures and backgrounds
- Champions diversity: culturally aware and sensitive, fosters an attitude of appreciating diversity in others
- Actively seeks feedback, able to withstand criticism and use constructive criticism to improve

3. Management competencies:

- High level of financial and people management skills
- Sound policy development and implementation skills
- High level problem solving skills
- Change management skills
- Excellent organizational and planning skills

ORGANISATION STRUCTURE

- ***SHOW THE ORGANOGRAM/STRUCTURE FOR THE DEPARTMENT OR ATTACH THE STRUCTURE***

See attachment

PROFILE PREPARED BY: HR and Registrar: Finance & Operations**PROFILE SIGNED OFF BY:** Registrar: Finance and Operations

INITIALS AND SURNAME: _____

SIGNATURE: _____

Date: _____

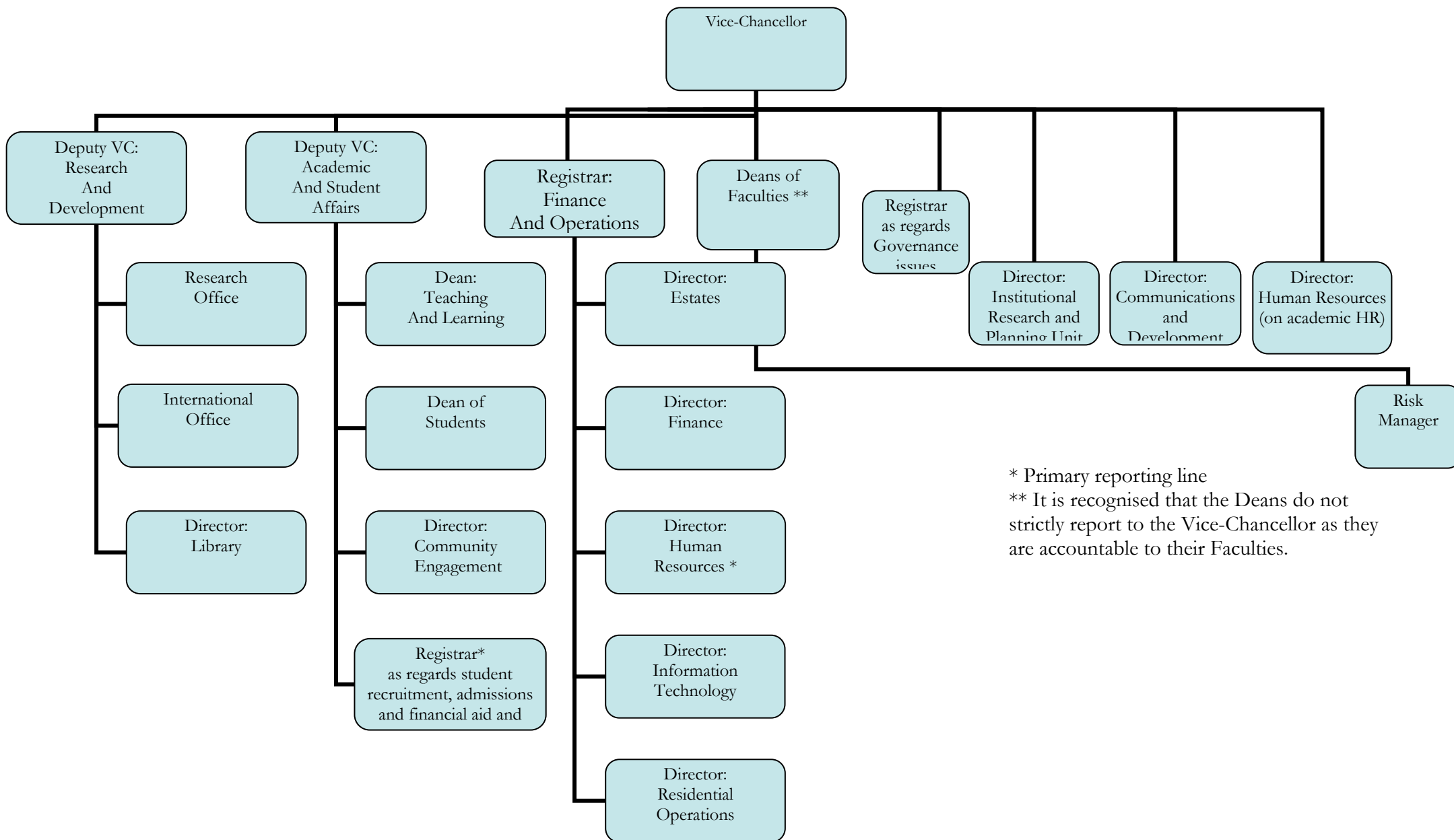
PROFILE APPROVED BY: Vice-Chancellor

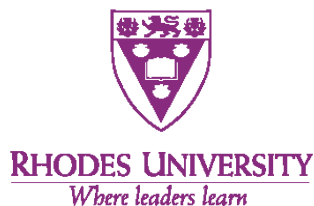
INITIALS AND SURNAME: _____

SIGNATURE: _____

Date: _____

Rhodes University Senior Management Reporting Structure





INSTITUTIONAL PLANNING AND REVIEW FRAMEWORK

Approved by Council, June 2007, revised May 2008

1. Purpose

The purpose of this document is to provide a conceptual framework for planning and review at Rhodes University. It is intended to describe the institution's approach to accountability, improvement and resource allocation and to align internal processes with the University's overall vision and goals.

The planning and review framework of the University is designed to:

- Record achievements and best practice and monitor the implementation of recommendations by looking backwards;
- Promote effective, well co-ordinated planning and budgeting by looking forwards;
- Ensure the fair, appropriate and sustainable allocation of resources;
- Ensure that the University discharges its responsibilities in a timely and proper manner
- Align internal processes with institutional goals and external accountabilities

2. Institutional Mission

Rhodes University aims to:

- Produce outstanding, internationally recognised graduates who are innovative, analytical, articulate, and adaptable and who have sound moral values and a sense of civic responsibility
- Provide an attractive, safe and well-equipped environment that is conducive to good scholarship and collegiality and which encourages students to reach their full potential
- Contribute to the advancement of scholarship internationally and to the development of the Eastern Cape and South Africa
- Affirm its African identity, reject all forms of unfair discrimination and create an institutional culture which is inclusive and enriching for staff, students and the wider community
- Advance the economic, social, educational and cultural well-being of the institution and its wider community

3. Planning and Review Principles

Rhodes University accepts it has a statutory accountability to the national Department of Education to report annually on its institutional plans, and to the Higher Education Quality Committee to ensure an appropriate quality management system is in place. The University accepts it also has accountability responsibilities to students, staff, parents, funders and partners. In meeting these obligations the following principles apply:

- Planning and review processes must allow the University to anticipate and respond to the rapidly changing environment in which it operates
- Planning and review processes should provide opportunities for the participation of students, academic and general staff and the broader community
- Planning and review outcomes must be sharp, focused and concise
- High standards in teaching and learning, research and scholarship are expected
- The University's reputation and the value of its qualifications must be maintained and enhanced
- Fairness, transparency and accountability in academic and administrative policies and procedures should be practiced
- A commitment to academic freedom, intellectual vigour and the highest ethical standards is expected
- Each member of the University community should clearly understand the rights, responsibilities and obligations associated with their role
- Each member of the University community is expected to accept shared responsibility for planning and quality assurance
- Accurate and appropriate information should be available from a centralised database in a timely and predictable form
- Formal reporting requirements should be coordinated to avoid duplication and overlap

4. Planning, Resource Allocation and Quality Management

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. Institutional reviews are used as an opportunity for staff, students and other members of the University community to reflect on the past and participate in planning the University's future.

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.

The University's institutional plan, which incorporates student enrolment planning, financial, physical and human resource planning, is revised annually in line with the budget process and is based on the outcomes of institutional reviews.

The Institutional Planning Committee is the main operational committee responsible for planning and resource allocation. It is a joint committee of Senate and Council and is tasked with ensuring 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.

The Institutional Planning Committee is also responsible for preparing the annually revised enrolment plans required by the Department of Education.

Composition of the Institutional Planning Committee:

Vice-Chancellor (Chair)

Deputy Vice-Chancellor, Research and Development

Deputy Vice-Chancellor, Academic and student Affairs

Registrar

Registrar, Finance and Operations
 Deans of the Faculties
 Deputy Dean of Humanities
 Dean: International Office
 Dean of Students
 Dean, Teaching and Learning
 Director, Academic Planning and Quality Assurance
 Director, Communications and Development
 Director, Community Engagement
 Director, Human Resources
 Data Manager
 4 Council representatives
 2 SRC representatives
 NTESU representative (observer status)
 In attendance: Assistant, Institutional Planning Unit

5. Provision of Appropriate Data

A Digest of Statistics is published annually which provides statistical information 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 planning and management, and strategic decisions are based on informed qualitative judgements rather than simply quantitative data. Any additional data required is provided as necessary by the University's Data Management Unit. In addition, a 'dashboard of performance indicators' is provided bi-annually to Council members to enable them to monitor and evaluate progress made in achieving institutional goals, and to benchmark Rhodes University within the national higher education context.

6. The Review Process

Reviews of academic departments, support services and research institutes are held as appropriate but generally in 3 to 6 year cycles. Reviews can be institution-wide, including for instance all academic departments or all support staff in academic departments, or they can be ad hoc, responding to circumstances specific to a particular unit. The review model normally used is the following:

- i. A proposal is made to the Institutional Planning Committee that a review of a unit or group of units should be conducted.
- ii. The review exercise is coordinated by the Institutional Planning Unit.
- iii. Terms of reference² are developed in consultation with the unit/s to be reviewed.

² Terms of reference must, at a minimum, include:

- The composition of the review panel
- The scope and objectives of the review
- Anticipated outcomes
- A timeframe

- iv. Relevant statistical data is provided according to the terms of reference.
- v. A self-evaluation is conducted and a report produced by the unit/s.
- vi. The unit's self-evaluation report is placed on the intranet and comments invited from the University community
- vii. A panel of peers, which may or may not include external advisors, considers the report and normally interviews members of the unit/s as well as other relevant people as indicated in the terms of reference.
- viii. Review panels should comprise approximately 10-15 members and should include all academic deans (or their representatives) as well as the Director of the Human Resources Division.
- ix. A report is produced by the Chair of the review panel (or the designated secretariat) and once approved by the review panel, is sent for comment to the Head of the unit being reviewed.
- x. The review report is then submitted to the Institutional Planning Committee for consideration, accompanied by any written response from the Head of the unit concerned, and from there to Senate and Council.
- xi. Should the review report contain resource implications, it will also be sent to the Finance and General Purposes Committee for comment.
- xii. Once a review report has been approved by Council, relevant recommendations will be included in the next budget cycle.
- xiii. University-approved review reports will be available on the intranet to all members of the University community.

7. Implementation

Institutional plans and supporting operational plans are implemented through a variety of structures such as faculties, schools, departments, centres, the committee system, and support services. Many of these planning activities will necessarily cut across organisational boundaries and may require new ways of thinking and doing.

Recommendations arising from review exercises must

- Assign responsibility for implementation to individuals or institutional committees (where accountability lies with more than one person, it is expected that the tasks will be accomplished in a collegial manner);
- be concise, realistic and implementable;
- aim to produce outcomes which can be evaluated through demonstrable measures of achievement;
- take into account resources available and indicate resources required to achieve the desired outcomes
- have the support and commitment of the University community and other affected groups
- indicate how implementation will be monitored

8. Issues/Functions Based Plans

There are a number of areas where the University will develop specific plans relating to a particular function or issue. These University-wide plans may expand on issues already identified in the institutional/academic plan or they may focus on activities or functions that need to be co-ordinated across the University such as:

- Student enrolments/ size and shape
- Research
- Equity

- Staff remuneration
- Physical planning

Etc. These plans must arise out of and be solidly grounded in the University's institutional goals and values.

9. Faculty and Unit Strategic Plans

Faculties and units develop their own mission, goals and strategies within the framework of the University's institutional goals and values. Institutional consideration and alignment of such activities takes place during the review process.

10. University Budget Process

The University Budget gives practical expression to overall planning decisions of the University. The vision and values of the University and the strategies necessary to achieve these are articulated in the priorities of the resource allocations. The effective use of scarce resources necessitates hard decision-making and prioritising.

The University's budget process gets underway in the second half of the year when a widely representative committee meets to consider budget principles, proposals and requests. Deans, students, staff unions, support staff and members of the Finance Division are included in this working group. After approximately 3 meetings and wider discussions with affected applicants, recommendations regarding resource allocations are made to Council which considers the proposals and finalises the budget in December each year.

11. Institutional Audits and Programme Reviews

All South African higher education institutions are required to undergo regular external audits and programme reviews - which are undertaken according to a national framework and criteria - by the Higher Education Quality Committee (HEQC) of the Council on Higher Education. Following Rhodes University's policy to find efficiencies and avoid duplication, planning and review processes are combined wherever possible so that planning processes simultaneously collect and analyse information needed to facilitate quality assurance.

A joint committee of Senate and Council, the Quality Assurance Committee, is tasked with ensuring that the University is prepared to face institutional audits and visits from course/programme accreditation teams. Review reports for external bodies are based as far as possible on the institutional review system, minimising the need for additional and potentially uncoordinated self-evaluation exercises.

12. Planning and Review Units

Three main types of units for planning and review are identified:

1. Academic departments and/or faculties
2. Research institutes
3. Support services

Different planning and review methodologies may apply to different types of units. It is recognised that some units are engaged in both academic activities and support services, such as the Centre for Higher Education Research, Teaching and Learning, and appropriate methodologies should be used to reflect this. Guidelines are available for the generic formulation of terms of reference, and a Support Services Review Framework has been developed for the 2007-2009 review cycle.

12.1 Academic Departments (34)

Accounting
 Anthropology
 Botany
 Chemistry
 Computer Science
 Drama
 Economics
 Education (Faculty)
 English
 Eng Lang & Ling
 Env Science
 Fine Art
 Geography
 Geology
 History
 Human Kinetics

Ichthyology
 Info Systems
 Journalism (School)
 Law (Faculty)
 Management
 Mathematics
 Music
 Pharmacy (Faculty)
 Philosophy
 Physics
 Politics
 Psychology
 RIBS
 School of Lang
 Sociology
 Statistics
 Zoology

12.2 Research Institutes (16)

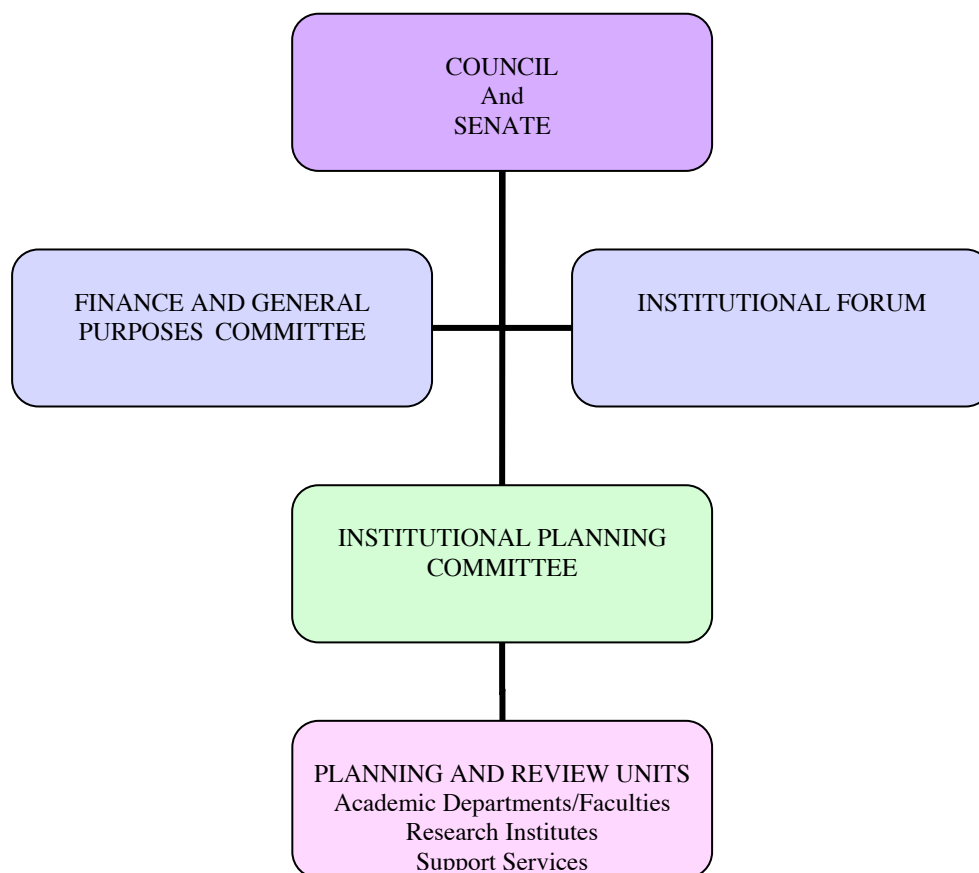
Biopharmaceutics Research Unit (BRI)
 Catchment Research Group, Geography
 Centre for Applied Social Research and Action (CASRA)
 Centre for Social Development (CSD)
 Dictionary Unit for South African English (DSAE)
 Electron Microscopy Unit (EMU)
 Environmental Biotechnology Research Unit (EBRU)
 Environmental Education and Sustainability Unit (EESU)
 Hermann Ohlthaver Institute for Aeronomy (HOIA)
 Institute for the Study of English in Africa (ISEA)
 Institute for Water Research (IWR)
 Institute of Social and Economic Research (ISER)
 International Library of African Music (ILAM)
 Public Service Accountability Monitor (PSAM)
 Sol Plaatje Media Leadership Institute, Journalism
 Southern Oceans Group (SOG)

12.3 Support Services (14)

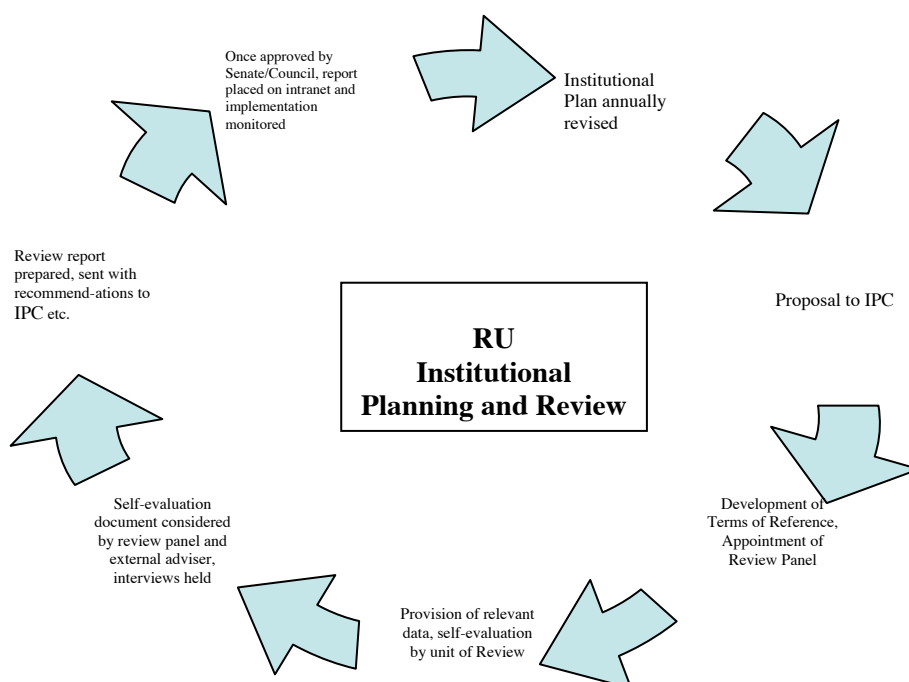
Academic Development Centre (to become a Centre for Higher Education Research, Teaching and Learning)
 Communications and Development Division
 Community Engagement Office
 Dean of Students' Division
 Estates Division
 Finance Division
 Human Resources Division
 Information Technology Division
 International Office
 Library
 Registrar's Division

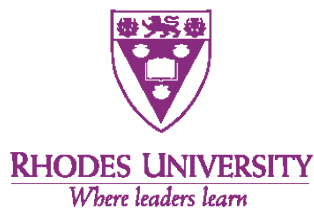
Research Office
Residential Operations Division
Vice-Chancellorate, including the Institutional Planning Unit

13. Diagrammatic Representation of Planning and Review Reporting Structures at Rhodes University



14. RU Institutional Planning and Review Cycle





FRAMEWORK FOR REVIEWS OF SUPPORT SERVICES

2007-2009

1. Context

In its Mission Statement, the University commits itself to “strive for excellence and promote quality assurance in all its activities”. In support of this commitment and as part of the University’s quality management system, regular reviews of academic and administrative departments and divisions are undertaken. Academic reviews were conducted in 1997, 2000 and 2005, and administrative/support services were reviewed in 1998 and 2002. Appendix A outlines the University’s institutional planning and review framework.

2. Objectives of Review

The main aims of the exercise are to

- review the strategic purpose of each Division in relation to the vision and mission of the University, with particular reference to the Division’s role in achieving the University’s size and shape goals in the next few years
- consider the extent to which the Division has met its goals to date
- consider the resources needed to maintain or enhance the Division’s activities
- consider the equity profile and staff development needs of each Division
- ensure a process is in place for the fair consideration and allocation of resources to the various support services

The review is an opportunity for the Divisions to reflect on their current operations and identify the needs they have in terms of resources (people, skills, equipment, money, time), systems and processes and together with the review committee look at a way forward.

In addition, the review is seen as an opportunity to integrate, where appropriate, the national Batho Pele principles governing service delivery in State-funded organisations, which aim to enhance the quality and accessibility of government services by improving efficiency and accountability to the recipients of public goods and services. The principles are summarised as follows:

1. Regularly consult with customers
2. Set service standards
3. Increase access to services
4. Ensure higher levels of courtesy
5. Provide more and better information about services
6. Increase openness and transparency about services
7. Remedy failures and mistakes
8. Give the best possible value for money.

3. **Process**

The process followed is that each Division prepares its own terms of reference within the established framework, which are considered by the University's Senior Management Forum (VC, DVC's, Registrars and Deans). Once the terms of reference have been approved, the Division undertakes a self-evaluation with the purpose of identifying strengths and planning for areas that need development over the next 5 years. A Review Committee then considers the self-evaluation report and conducts interviews as required, and the report is also sent to an external adviser for comment. A document summarising the review and making recommendations is then discussed with the Head of the Division concerned before being submitted, together with any written comments from the Head of the Division, to the Institutional Planning Committee for consideration, followed by Senate, F&GP and Council.

The self-evaluation report of each Division will be placed on the University's intranet and members of the Rhodes community will be invited to contribute their views regarding support services in writing to the relevant Review Committee. Two or three appropriate 'customer'/user representatives for each Division may be invited to attend the relevant meeting and participate in the discussion.

Note: Resource allocations will continue to be considered as part of the institutional budgeting process e.g. recommendations for additional staffing should be submitted to the annual staffing committee meeting in August of each year. Capital equipment, IT needs, space and other physical resource recommendations should be considered by the relevant committee and the committee's recommendation will be submitted to the budget process in due course.

4. **Review Data**

A statistical profile of each Division, including financial and demographic information, is available in the University's annually revised Digest of Statistics and additional information will be provided to Divisions by the Data Management Unit on request. The support service concerned is encouraged to provide additional data relevant to the review, in particular evidence to support conclusions reached in the self-evaluation as well as benchmarking information and indicators used by the Division to measure performance.

5. **Terms of Reference**

A Terms of Reference Template is attached as Appendix C. Generic review objectives are listed but additional objectives may be added in accordance with the nature and focus of each division's activities. While the overall aim of the exercise must be at the forefront, i.e. to examine the strategy, structures and systems of the division in realizing the objectives of the University, other areas of particular relevance to each

division should be included. For example, the International Office may wish to be reviewed in relation to the University's Internationalisation Policy.

The terms of reference must also propose:

- i) The composition of the Review Committee, including suggestions on how external input could be achieved and who is best placed to provide such input (this input could be from a person or people external to the Division and/or external to the University). The number of people on each Review Committee should not exceed fifteen, and must include all academic deans (or their representatives) as well as the Director of the Human Resources Division.
- ii) A timeframe for the review exercise.

Further details regarding the Review Committee's role and composition are to be found in Appendix C.

6. Self-Evaluation Report

The self-evaluation report must aim for brevity whilst still providing the necessary information. A concise report (not more than 20 pages) is preferred. The Division may provide supporting documentation, which the review committee can consult should it wish to do so. At a minimum, the self-evaluation report must comment on:

- **Staff profile** in terms of race & gender, years of experience and service, commitment to the Division and organisation.
- **Skills needed** to be effective and efficient compared to the existing skills available. Where there is a gap between skills needed and those available, the implications for staff development need to be assessed.
- The **management of the Division** inter alia: style of management, shared values of the Division, methods of managing (delegating, supporting, developing, managing performance) of staff, ensuring adherence to policy, communication within the Division, extent and nature of disciplinary action within the Division, management of change.
- **Working relationships** and communication with other administrative divisions and academic departments.
- **Comment on the resources** (staff, equipment, time) needed to realize the strategy of the Division.
- An analysis of **barriers** (internal and external) to maximizing the effectiveness and efficiency of the Division

7. Divisions/Units to be Reviewed

Academic Development Centre/Centre for Higher Education Research,
Teaching & Learning
Communications and Development Division
Research Office
Dean of Students' Office
Estates Division

Finance Division
 Human Resources Division
 Information Technology Division
 International Office
 Library
 Registrar's Division
 Residential Operations Division
 Vice-Chancellorate, including the Institutional Planning Unit

8. Timeframes

In previous review exercises, all departments/divisions have been reviewed simultaneously and an overall 'state of the nation' report produced at the end of the process. However, this review of support services will take place as each unit finalises its terms of reference, moving towards a 'rolling review' system whereby each unit is reviewed at least once every five years. Ideally, the review of all support services should be concluded by mid 2009.

The timeframe from the finalisation of the terms of reference to the production of a review report should take approximately 3 months. A typical timeline for a review would be as follows:

Week 1:	Submission of terms of reference to the Institutional Planning Unit
Week 2:	Feedback from VC/Institutional Planning Unit
Week 3:	ToR considered by Senior Management Forum
Week 4:	Self-evaluation conducted by Division (approximately 1 month)
Week 8:	Self-evaluation report submitted, circulated to review committee and placed on intranet
Week 10:	Review Committee meets and schedules interviews if required
Week 12:	Review Committee prepares preliminary report and discusses it with the Head of the Division who is invited to provide a written response
Week 13:	Response and Review Report are considered by the Institutional Planning Committee
Week 14:	Recommendations considered by Senate and Council

A report structure guideline for review panels is attached as Appendix D.

Scheduled meeting dates for the various committee structures are available in the University Calendar and should be consulted when a division is planning its review timeframe. Special meetings of key committees, such as the Senior Management Forum and the Institutional Planning Committee may be called to consider review reports.



REVIEWS OF SUPPORT SERVICES 2007-2009

TERMS OF REFERENCE TEMPLATE

Note: This document should be read in conjunction with the University's Institutional Planning and Review Framework, as well as the Support Services Review Framework.

DIVISION: _____

1. Context

[A brief paragraph describing the Division being reviewed]

2. Objectives of the Review

The main aim of the review of the Division is to

- Review the strategic purpose of the Division in relation to the vision and mission of the University and make recommendations regarding its appropriateness (with particular attention to the Division's role in the pursuit of the University's size and shape goals)
- Consider the extent to which the Division has met its goals as well as institutional goals
- Consider the effectiveness of the management and reporting structures within the Division
- Acknowledge areas of strength/good practice as well as areas requiring improvement
- Consider the resources needed to maintain or enhance the Division's activities and meet institutional goals
- Make recommendations regarding the equity profile of the Division

- Make recommendations regarding the staff development needs of the Division
-
- *[Divisions and/or snr admin management/Deans Forum to add additional objectives if desired]*

3. Review Committee

The Review Committee's role will be similar to that of an external quality agency such as the HEQC i.e. to validate the claims made in the self-evaluation report and assess the effectiveness of the Division. The Review Committee will also be required to make recommendations regarding resource allocation and management structures. Members will be expected to read the documentation provided thoroughly, to attend approximately 3 meetings and to provide input to the final review report. The Review Committee should comprise approximately 10-15 members and should include:

- All academic deans or their representatives
- One member of the Senior Administrative Management Team
- The Director of Human Resources or her nominee
- One representative of key constituencies/users of the services provided
- Student representation where appropriate i.e. Dean of Students Division, Residential Operations, Library Services, International Office, Registrar's Division
- One external 'voice' (this could be a paper-based/email input, or as a member of the Review Committee)

In addition, a Review Officer will attend all reviews and act as the coordinator and secretariat for the review exercise. A chair will be appointed by the Vice-Chancellor from the members of the Committee³. The Review Committee will be expected to conduct interviews as appropriate but will be required to interview the head of the Division as well as the person to whom the head of the Division reports⁴.

Suggested names and positions of potential *internal* members of the Review Committee:

3.1	3.6
3.2	3.7
3.3	3.8
3.4	3.9
3.5	3.10

Suggested names and backgrounds of potential *external* contributors:

3.11
3.12
3.13

4. Timeframes

³ In the case of the review of the Vice-Chancellorate, the chair of the Review Committee would be appointed by the Deans Committee

⁴ In the case of the Vice-Chancellorate this would be the Chair of Council

As indicated in the Support Services Review Framework, the review of all support services should be concluded by mid 2009.

TERMS OF REFERENCE	SELF-EVALUATION	REVIEW	REPORT	IMPLEMENTATION
[e.g. June 2007]	[e.g. July 2007]	[e.g. 6-8 Aug 2007]	[e.g. Sept 2007]	[e.g. January 2008]

RHODES UNIVERSITY

SUPPORT SERVICES REVIEWS 2007-2009:

REVIEW PANEL REPORT OUTLINE GUIDELINE

DIVISION: _____

- A. Purpose of the Review
- B. Review Committee
- C. Process of the Review
- D. Context/Background
- E. Implementation of Previous Review Recommendations
- F. Management Structure and Reporting Relationships
- G. Relations with Faculties and with other Service Divisions
- H. Departmental Libraries
- I. Relations with the Grahamstown Community
- J. Equity and Staff Development
- K. Conclusion
- L. Summary of Commendations and Recommendations
- M. Possible Appendices
 - 1. Staff Demographics 2008
 - 2. Current Organogram
 - 3. Proposed Organogram



RHODES UNIVERSITY

2006 IMBIZO

This document is intended to record the aims and outcomes of the 2006 imbizo, but is not yet finalised. It contains the 8 'think pieces' around which the discussions centred. Submissions from chairs and/or discussants, where provided, are also included and the document will be revised as additional material is received. A summary of the discussions, highlighting themes and identifying areas for further debate and action, will be added in due course.

Following the arrival of the new Vice-Chancellor, Dr Saleem Badat in June 2006, an institutional *Imbizo* was held at Mpekwani Beach Resort from 21-23 July 2006. The purpose of the imbizo was to provide a forum for critically discussing the core values, purposes, goals and strategic directions of Rhodes University, or aspects of these.

It was also conceptualised as an opportunity for the new Vice-Chancellor to hear the views of, and engage with, key constituencies on these issues. The imbizo was intended as an agenda-setting forum for *setting into motion* initiatives rather than as a substantive policy or decision-making event.

The specific aims of the Imbizo were

- To achieve and/or develop consensus on the *values* and *purposes* of Rhodes University
- To achieve and/or develop consensus on the *goals* and *strategic* directions of Rhodes University
- To identify approaches, mechanisms and strategies for advancing the *realization* of the university's vision, mission, goals and strategic directions in the short-, medium- and long-term
- To propose the ways in which an *institutional democratic consensus*, to the extent that it is required, can be built around the values and purposes and goals and strategic directions of Rhodes University
- To identify the implications, if any, of the above for current policy- and decision-making and information sharing structures and processes

In accordance with the above aims, the objects of the imbizo were

- To discuss the University's vision and mission statement and especially those aspects that are identified as requiring attention
- To discuss the University's goals and strategic directions and in particular those aspects that are identified as requiring attention

- To locate the discussions within a consideration of the external environment in which Rhodes operates
- To conduct the discussions in the context of the University's strengths and weaknesses, and challenges and opportunities, including the commendations and recommendations of HEQC audit report
- To, where possible, relate discussions to the outcomes of and developments since the 2004 bosberaad.

Participants

- Chancellor
- Vice-Chancellor
- Vice-Principal
- Council members
- Board of Governors
- Deans
- Academic services senior management
- Academic and researchers
- Community engagement staff
- Student leadership
- Administrative services senior management
- Union leaders

Sessions / Themes

1. Higher education in the second decade of democracy: Critical issues and Challenges

Chair: Jakes Gerwel

Presenter: Saleem Badat

Discussant: Paul Maylam

2. Values, purposes and identity: Rhodes' vision and mission

Chair: Jimi Adesina

Presenter: Carla Tsampiras

Discussant: Rob Midgley

3. Shape and size of Rhodes

Chair: Pat Terry

Presenter: Fred Hendricks

Discussants: Steve Fourie/Tony Long

4. Sustaining and enhancing excellence! Where leaders learn?

Chair: Larry Strelitz

Presenter: Peter Vale

Discussant: Viv de Klerk

5. Recruitment and access and support and success

Chair: Sizwe Mabizela

Presenter: Chrissie Boughey

Discussant: George Euvrard

6. Community engagement

Chair: Colin Johnson

Presenter: Guy Berger

Discussant: Ingrid Andersen

7. Institutional environment and culture: A people-centred institution / A home for all

Chair: Darleen Miller

Presenter: Thabisi Hoeane

Discussant: Sarah Fisher

8. Institutional planning, policy and decision-making structures and processes

Chair: Sandy Stephenson

Presenter: Arthur Webb

Discussant: Perry Kaye

RU IMBIZO 2006:

THINKPIECE SUBMISSIONS

1. Higher Education in the Second Decade of Democracy: Critical Issues and Challenges. The Imbizo

Chair: Jakes Gerwel

Presenter: Saleem Badat

Discussant: Paul Maylam

**SOUTH AFRICAN HIGHER EDUCATION CHANGE:
CONTEXT, ACHIEVEMENTS, AND
CRITICAL ISSUES AND CHALLENGES**

Saleem Badat

Rhodes University Imbizo

**Mpkweni
21-23 July 2006**

‘Stagnant universities are expensive and ineffectual monuments to a *status quo* which is more likely to be a *status quo ante*, yesterday’s world preserved in aspic’ (Ralf Dahrendorf, 2000:106-7)

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2. New HE landscape
3. Student enrolments and equity
4. Internationalisation
5. Core activities
6. Quality assurance regime
7. New funding framework and student support

5.

6. CRITICAL ISSUES AND CHALLENGES

1. Multiple and competing demands
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3. Social equity
4. Excellence and quality
5. Internationalization

6. Institutional missions and orientations
7. Responsiveness
8. Paradoxes, choices and trade-offs
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10. Freedom and responsibility
11. Institutional analytical and planning capabilities
12. Adequate higher education funding
13. Better maintaining the current and reproducing the next generation of academics
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INTRODUCTION

This paper

- Briefly sketches the internal and external contexts of higher education (HE) change
- Sets out some of the key achievements in HE since 1994
- Identifies and discusses the critical issues and challenges that HE is likely to confront in the coming years.

CONTEXT

Context, the late Philip Abrams writes

is not a matter of noting the way in which the past provides a background to the present; it is a matter of treating what people do in the present as a struggle to create a future out of the past, of seeing that the past is not just the womb of the present but the only raw material out of which the present can be constructed (Abrams, 1982:8).

The nature of the inherited and contemporary South African context is a complex issue. I can only allude to certain aspects that are especially relevant to our concerns.

1. The national policy goal of the transformation of HE occurs within the context of an overall challenge for South Africa that is well captured by the Economic Commission for Latin America and the Caribbean:

Environmentally sustainable growth with equity, in a democracy, is not only desirable but possible. Indeed, just as social equity cannot be attained in the absence of strong, sustained growth, such growth likewise calls for a reasonable degree of social and political stability, and this in turn means meeting certain minimum requisites of equity. It is clear from this interdependence between growth and equity that it is necessary to advance towards these two objectives simultaneously rather than sequentially, and this represents an unprecedented challenge (1992:1).

In the case of South Africa, this already unprecedented challenge is further intensified in that growth and equity must not only be pursued simultaneously, they must also be advanced within a democratic framework and the consolidation of a fledgling democracy - a triple challenge.

For good political and social reasons it is not an option to postpone one or other elements of the triple challenge or to tackle them in sequence. They have to be confronted, by and large, simultaneously.

The Education White Paper 3 of 1997, *A Programme for the Transformation of Higher Education*, captures the challenges confronting South Africa well:

(T)he South African economy is confronted with the formidable challenge of integrating itself into the competitive arena of international production and finance....

Simultaneously, the nation is confronted with the challenge of reconstructing domestic social and economic relations to eradicate and redress the inequitable patterns of ownership, wealth and social and economic practices that were shaped by segregation and apartheid (emphasis added).

2. South Africa's HE and social transformation efforts occur in an epoch of globalisation and a global economy in which economic growth is increasingly dependent on knowledge and information. Globalisation impacts in various ways on HE directly, and also indirectly through its effects on the economic and political spheres. There is considerable debate on the opportunities and threats of globalisation and increasing integration into the global economy. There is especially strong debate on whether neo-liberalism, as the dominant ideology of globalisation, can enable South Africa to achieve 'political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity' (*Education White Paper 3*, 1997).

Globalisation

knowledge and personpower that will enable South Africa to engage proactively, critically and creatively with globalisation and participate in a highly competitive global economy.

3. There is, of course, much debate and contestation on the pace and nature of change since 1994.

Some social actors that are disappointed with the nature and pace of change over the past ten years argue that government thinking and policies are characterised by a conservative 'neo-liberalism'. Other actors maintain that governments' political and economic thinking continues to be characterised essentially by unwavering adherence to the radical goals of the Freedom Charter and of the 1994 reconstruction and development programme.

It is debatable whether the current situation is characterised by either an entirely neo-liberal inspired reform process and hegemonic neo-liberalism, or a wholly revolutionary sweeping displacement of old social structures and arrangements and the dawn of an entirely new social order. Instead, there is a mixed picture and fluid situation characterised by contesting social forces with competing goals, strategies and policy agendas, by attempts to resolve profound economic and social paradoxes in differing ways, by continuities, discontinuities and ambiguities in policy and practice, and by differing trajectories and trends. The post-apartheid South African social order is not yet indelibly defined and continues to be uncertain. However, the trajectory, nature and pace of change in the political economy, of course, have major implications for HE institutions and the HE transformation agenda

4. The apartheid legacy imposes extremely onerous conditions on the process of HE transformation. The challenges have to be met without becoming paralysed by the legacy of the past.

Despite opposition at various times and in different forms from some historically white institutions and the historically black institutions, both are products of apartheid planning and were functionally differentiated to serve the development and reproduction of the apartheid order. This racially structured differentiation was accompanied by a set of conditions, pertaining to funding, geographical location, staff qualifications, student quality and so forth which further disadvantaged the historically black institutions with respect even to the narrow range of teaching and research functions they were shaped to carry out.

Hence, all institutions need to be liberated from such a past to enable them to meet new societal goals. Planning must take cognisance of the institutional inequities and the distortions of the past, but it is vital to look to the future. A key challenge for all the public HE institutions is to become recognised as *South African* institutions, to be embraced as such, transformed as necessary and put to work for and on behalf of all South Africans.

5. We inherited a HE 'system' profoundly shaped by social, political and economic inequalities of a class, race, gender, institutional and spatial nature, and in which research and teaching were extensively shaped by the socio-economic and political priorities of the apartheid separate development programme. The apartheid legacy continues to manifest itself in various arenas of HE and its institutions and constitutes the immediate context of change.

In congruence with constitutional imperatives, government since 1994 has committed itself to transforming HE. Not surprisingly, the past 12 years have seen an extensive array of initiatives - a radical re-definition of HE values, purposes, goals and policies; the elaboration of a comprehensive transformation agenda; legislative change, new regulatory frameworks; policy formation, adoption, implementation and review in a large number of domains; institutional reconfiguration and restructuring; and the creation of new institutional structures to steer HE. Government has insisted that

- HE must become more socially equitable internally and must promote social equity more generally by providing opportunity for social advancement through equity of access and opportunity.
- HE must address and be responsive to the development needs of a democratic South Africa. These needs are crystallised in the Reconstruction and Development Programme of 1994 as a fourfold commitment. First is 'meeting basic needs of people. Second is 'developing our human resources'. Third is 'building the economy', and finally is the task of 'democratising the state and society'.

6. A final dimension of our context is the increasing trans-nationalisation of HE, as well as its growing marketisation and commodification. Business in seeking new sources of profit sees HE as a multi-billion dollar industry. This is well-illustrated by the World Trade Organisation's (WTO) definition, with the support of various developed countries, of HE as a service like any other service, such as the sale and purchase of insurance policies or McDonald burgers, and by the incorporation of HE into the General Agreement on Trade and Services (GATS).

8. ACHIEVEMENTS

During the past 12 years there have been a number of achievements.

1. Transformation agenda and policy framework

9. We have purposefully and creatively defined a comprehensive transformation agenda and policy framework for HE that puts us on the road to overcoming our apartheid past and creating a HE system that is more suited to the needs of a socially equitable and developing democracy.

2. New HE landscape

The foundations have been laid for a new HE landscape constituted by a single, co-ordinated and differentiated system of HE encompassing universities, universities of technology (technikons), special-focus and comprehensive institutions, contact and distance institutions and various kinds of colleges. Within this, private HE institutions have become a feature of the HE landscape, subject to more or less the same governance, qualification and quality assurance regulatory framework as public institutions.

3. Student enrolments and equity

Student enrolments have grown from 473 000 in 1993 to some 744 489 in 2004. The participation rate is nearing the medium-term National Plan target of 20%.

The extent and pace of the deracialisation of the student body and of many institutions must be a source of pride and celebrated. Whereas African students constituted 40% (191 000) of the student body in 1999, in 2004 they made up 61% (453 640) of overall enrolments.

There has also been commendable progress in terms of gender equity. Whereas women students made up 43% (202 000 out of 473 000) of enrolments in 1993, by 2004 women constituted 54.2% (403 462 out of 744 489) of the student body.

In relation to the benchmarks of the National Plan, there have also been positive shifts in enrolments by field of study and qualification level.

4. Internationalization

There has been a welcome internationalisation of the HE student body, overall and especially at some institutions. Foreign student enrolments increased from 14 124 in 1995 to 51 224 in 2005, constituting about 7% of the total student body.

Students from the South African Development Community bloc increased from 7 497 in 1995 to 35 725 in 2005. Students from other African countries increased from 1 769 in 1995 to 7 586 in 2005. Students from the rest of the world totalled 7 913 in 2005.

5. Core activities

Turning to the core activities of HE – teaching-learning, research and community engagement:

- In a number of areas of learning and teaching, institutions offer academic programmes that produce high quality graduates with knowledge, competencies and skills to practice occupations and professions locally and anywhere in the world.
- Various areas of research are characterised by excellence and the generation of high quality fundamental and applied knowledge for scientific publishing in local and international publications, for economic and social development and innovation, and for public policy.
- In a variety of areas, there are also important and innovative community engagement initiatives that link academics and students and communities.

There have been efforts on the part of various institutions to be more responsive to economic, social and educational challenges and to build a greater outward focus, including a greater internationalisation of activities.

6. Quality assurance regime

A national QA framework and infrastructure has been established and policies, mechanisms and initiatives with respect to institutional audit, programme accreditation and quality promotion and capacity development have been implemented since 2004. These developments have significantly raised the profile of quality issues across the sector, and have linked notions of quality in the delivery of teaching and learning, research and community engagement, to the goals and purposes of HE transformation. There has also been a concomitant emerging institutionalisation of quality management within HE institutions.

7. New funding framework and student support

A new goal-oriented, performance-related' funding framework has been instituted. Furthermore, the National Student Financial Aid Scheme (NSFAS) has been successfully established and expanded as a means of effecting social redress for poor students. The number and average amount of NSFAS awards have increased steadily over the past decade, while NSFAS funding as a percentage of overall government appropriations for HE has settled at around 6%.

Overall, to the extent that key actors address the critical issues and challenges that are discussed below, South African HE shows great promise with respect to knowledge production and dissemination, to contributing to social equity, economic growth, social development and democracy in South Africa, and to the economic and social development needs of the Southern African region and the African continent.

10. CRITICAL ISSUES AND CHALLENGES

1. Multiple and competing demands

HE institutions are buffeted by the cross-currents of the state, the market and civil society. A common experience of institutions is 'demand overload', meaning that institutions

- Must cope with a vast array of varied, differing and specific goals and imperatives, expectations and demands numerous national policy initiatives, market pressures, public expectations and institutional stakeholder demands
- Must do this with difficulty in securing and retaining specialist personpower, which is increasingly attracted to the better remuneration offered by the public and private sectors
- Must do this without any significant increase in public finance, with limited scope for increased finance from tuition income, and with various difficulties raised by income from other sources, and
- Must remain faithful to the ‘public good’ ideals of HE.

It will be vital for universities to address and mediate this ‘demand overload’ in principled, strategic and innovative ways. On the one hand we must recognise the legitimacy of certain claims on the University and consider these as part of policy- and decision-making. On the other hand we must refute, through the force of argument and persuasion, and using different mechanisms, other claims that could undermine our core identity and purposes and have the danger of reducing us to something other than a university.

2. Innovation in and transformation of core activities

Any serious institutional transformation agenda, if it is to ensure the integrity of the university, advance equity of opportunity, and contribute to economic and social development must have at its heart innovation, renewal and transformation in teaching and learning and of the curriculum, in research and the production of knowledge, and in community engagement.

It is also curriculum, teaching and learning, together with the adequate public funding of HE, that are the cornerstones of the improvement of the overall efficiency of HE in terms of the reduction of drop out rates and the enhancement of throughput and graduation rates. However, how these rates are calculated, a common approach to their calculation, and what are appropriate efficiency benchmarks, will need to be agreed.

Universities must be committed to strive to

- Provide environments and cultures that are safe, secure and respectful, are intellectually nurturing, promote higher learning, and embrace students as partners (not ‘clients’ and ‘customers’) in this learning
- Provide for the varied learning needs of an increasingly diverse student body through innovative, carefully designed and implemented teaching, learning and research programmes, and through excellent teaching, mentoring and academic development initiatives so that their graduates can succeed as professionals and intellectuals and can contribute to the development challenges and needs of our society
- Look outwards and to build strong collaboration with the private and public sectors and to innovate mechanisms towards these ends, so that they can respond effectively to the changing high level personpower (knowledge, competencies, skills and attitudes) and knowledge requirements of the private and public sectors.

This looking outwards must include, in the context of our legacy and society, a robust interface with the social development challenges that we face and with the social institutions that operate in this domain. Such collaboration is a necessary condition for providing timely and useful information for the construction of qualifications (different degrees, diplomas and certificates) and academic programmes that are congruent with the needs of our economy and society. At the same time, especial consideration must also be given to how the boundaries

between universities and private and public sector institutions can become more permeable in the interests of a greater cross-flow of academics, scientists, students, and knowledge and information.

Of course, each university must also cultivate an environment and nurture a culture that facilitates the production of knowledge through different kinds of research and scholarship, and must undertake community engagement in a way that both draws on its teaching-learning programmes and research and knowledge production and, in turn, also enhances these core activities.

3. Social equity

In the context of our legacy it is imperative that social equity is a substantive dimension of HE change.

For much of its history progressive politics in South Africa has advanced a *politics of equal recognition*, whether in relation to ‘race’, gender, ethnicity or disability. The Freedom Charter statement that ‘South Africa belongs to all’, its declaration that ‘All National Groups Shall have Equal Rights!’, and various other declarations are all manifestations of this commitment to a politics of equal recognition. With the advent of democracy this politics of equal recognition has necessarily translated into a Constitution and Bill of Rights that seeks to guarantee equality in various spheres of society.

Nonetheless, a politics of equal recognition cannot be blind to the effects of the legacies of colonialism and apartheid. Nor can it blithely proceed from a notion that the advent of democracy is in itself a sufficient condition for the erasure and elimination of the structural conditions, policies and practices that have for decades grounded and sustained inequalities in all domains of our social life.

It is precisely this recognition that gives salience to the ideas of social equity, social justice and redress, that treats them as social imperatives, and that makes them fundamental and necessary dimensions of HE transformation and social transformation in general.

Given our legacy, social equity will remain a pressing imperative for many years to come. All HE institutions are challenged to become more socially equitable internally and to promote social equity more generally by providing opportunity for social advancement through equity of access, opportunity and outcomes. The equity challenge is, of course, as much in the areas of academic and administrative personnel as it is in the domain of students.

Equity of opportunity and outcomes for black and women South African students, and students with special needs, crucially depend on high quality and appropriate learning and teaching strategies and techniques, curriculum innovation, appropriate induction and support, and effective academic mentoring.

4. Excellence and quality

If overall or in parts of the HE system the quality of teaching and learning provision, of graduates and research and knowledge production is of concern, any serious HE change and transformation agenda cannot but prioritise quality as a key policy driver. The building of environments and cultures in which students can, through academic support, excellent teaching

and mentoring and other initiatives, genuinely have every chance of succeeding and graduating with the relevant knowledge, competencies, skills and attributes that are required for any occupation and profession, to be life-long learners and to function as critical, culturally enriched and tolerant citizens must be a critical policy goal.

Too often, poor quality is justified in terms of providing access and opportunities to traditionally disadvantaged social groups. This is, of course, a cynical and distorted notion of equity, which does not in any substantive and meaningful way erode the domination of high-level occupations and knowledge production by particular social groups. Without the provision of high quality learning and research programmes, institutions do not in any substantive and meaningful way contribute to the production of graduates that can contribute to the economic and social development of our societies and to the public good. There may indeed be private benefits for individuals but no or little public benefits for society.

'Quality' and 'standards' are, of course, not timeless and invariant. It is unwise and inappropriate to conceive of quality as being attached to a single, a-historical and therefore universal model of a HE institution. Quality and standards are historically specific and must be related to the objectives of HE institutions and to educational and broader social purposes. A differentiated system in which institutions have different objectives and which caters for different social and educational purposes will necessarily have a variety of standards requirements which are appropriate to specified objectives and purposes.

In some quarters, it is contended that the imperatives of increased participation in HE, equity and redress must necessarily compromise excellence and result in the reduction of the quality of provision, qualifications and graduates. These are certainly risks, but such outcomes are not pre-ordained. There may be an intractable tension between the simultaneous pursuit of equity and quality, but there is no inevitable conflict between quality and equity. The imperative of social equity does not mean any inevitable diminution of quality and the compromise of standards, appropriately defined.

Social equity with quality and quality with social equity must be the uncompromising pursuit of every HE institution. Without quality, social equity is meaningless. So-called quality to the exclusion of social equity means that we preclude the possibility of social advancement through equity of opportunity in HE, that we reproduce the occupation and social structure of our apartheid past, and we compromise the substance of our democracy.

High quality and excellence is ultimately the responsibility of and can only be ensured by an institution. However, for good reasons there is scepticism about leaving these entirely to institutional endeavours alone. The building of high quality academic programmes and institutions will require a principled partnership between institutions, key stakeholders and external quality assurance agencies. A robust culture of intra-institutional self-regulation and quality promotion, with quality concerns becoming institutionalised within institutional academic and financial planning and decision-making, is the key to the success of quality assurance.

5. Internationalization

Internationalization of South African HE - whether through international student enrolments, employment of international staff, bilateral and multilateral partnerships around curriculum and knowledge development, student and staff exchanges, and the sharing of knowledge and

expertise - is vitally important for the dynamism, vibrancy and development of our institutions, staff and students.

During the past decade there has been a significant increase in international student enrolments at some of our institutions. Whereas in 1995 there were 14 124 international students, today the figure is 46 687. Whatever may be the financial benefits of international students and other activities for our institutions, and indeed for our country, this cannot be principal reason for internationalization, especially in so far as Southern African and other African countries are concerned. Given our history, we have an obligation to contribute to HE institution-building in other African countries and to their research and high-level personpower needs. This, however, raises interesting curriculum, organisational and other challenges for our institutions if we are make a meaningful contribution.

Our international activities should not, however, become the object of trade agreements through GATS and the WTO. They have been occurring for a long time outside of GATS and the WTO and must continue in the spirit of internationalism. Our own government's decision, as a developing country, to extend public subsidies for all undergraduate students from SADC countries and for all postgraduate students irrespective of country of origin is a major financial commitment and an exemplary instance of the practice of internationalism.

6. Institutional missions and orientations

Given the diversity of defined HE social purposes and goals, and the varied knowledge and diverse graduate needs of our Southern African and wider African economies and societies, no single institution can address the full range of social purposes, goals and needs. At the same time government is strongly committed, as a matter of substantive policy, to a differentiated and diverse HE system. Institutions are therefore obliged to make choices regarding their missions and orientations.

These choices include:

- With respect to teaching-learning the options of or balance between levels of provision (undergraduate and postgraduate), breadth of qualifications and programmes, the nature of programmes (the mix between general formative, vocational, professional, etc.), the mode of provision (correspondence, distance, e-learning, contact. Etc.), and the scope of provision (local, regional, national, international)
- With respect to knowledge production, the choices include the options of or balance between different kinds of scholarship (of discovery, integration, etc.) and the nature of research (fundamental, applied, strategic, developmental)
- With respect to community engagement, relations with different kinds of communities (mining, manufacturing, agriculture, commerce, government, non-governmental organisations, social movements), which operate in different spaces (national, provincial, regional, local), and have different requirements (research, teaching).

7. Responsiveness

A much expressed and emphasised goal is making HE institutions more responsive to the needs of economy. Government, the public service and the private sector increasingly question the contribution of institutions to economic development needs and complain about

the quality of recruits from universities, the nature and appropriateness of their qualifications and training, and the international competitiveness of graduates.

It is not disputed that in many cases there is urgent need for extensive restructuring of qualifications and programmes to make curricula more congruent with the knowledge and skills needs of a changing economy, the labour market and the world of work. It is also not disputed that there is great need to forge HE-industry partnerships and to become clearer about employers' needs (though in many cases, they themselves are not entirely clear about short and long term workplace needs).

The contribution of HE to the needs of the economy must be built. But it must be posed whether this means that HE qualifications and programmes should be focused on a narrow skilling and excessive vocationalism. In terms of a HE response to labour market needs, it is also not a simple matter to establish what are the knowledge, skills, competencies, capacities and attitudes required by the economy and society generally and by its different constituent parts specifically.

It cannot also be assumed that if a country produces superb high quality graduates, especially, in the natural science, technology, engineering and other key fields, that this will kick-start and have a profound effect on the economy. The formation of personpower through HE is a *necessary condition* but it is not a *sufficient condition* for economic growth and development, and global competitiveness and innovation. It also depends on whether there is a receptive institutional economic environment outside of HE - in particular, investment capital, venture capital and the openness and receptivity of the business sector and enterprises - that can put our high level graduates to work.

Finally, great care must be taken that institutions and academics do not allow the demand for 'responsiveness' to be 'thinned' down to purely market and economic responsiveness (Singh, 2001). Today, 'the traditional knowledge responsibilities of universities (research as the production of new knowledge, teaching as the dissemination of knowledge, and community service as the applied use of knowledge for social development) are increasingly being located within the demands of economic productivity' (ibid.). The danger, of course, is that the 'the notion of responsiveness (could become) emptied of most of its content except for that which advances individual, organisational or national economic competitiveness' (ibid.)

In the face of this, it is imperative to advance, especially in developing countries where HE change may be part of a larger process of democratic reconstruction and development, a more extensive, 'thick', complex and multi-faceted notion of HE responsiveness that incorporates its wider social roles and other crucial social purposes. In this regard, a key goal must be to develop the high level and varied intellectual and conceptual knowledge, abilities and skills to meet the local, regional, national and international requirements of a developing democracy. These capabilities cannot be confined to simply economic goals but must address the needs of social, intellectual and cultural development. This includes intellectual and conceptual knowledge and skills at the levels of knowledge production and dissemination as well as ongoing development of professionals at different levels, for different economic and social sectors, in different fields and disciplines and through different educational and pedagogic modes.

8. Paradoxes, choices and trade-offs

A number of the defined principles, purposes and goals of HE, and/or strategies related to goals, exist in a relationship of intractable tension in so far as government or institutions are for good political or social reasons obliged to pursue them *simultaneously*.

For example, to the extent that one seeks to pursue both social equity and redress *and* quality in HE *simultaneously*, this establishes difficult political and social dilemmas and choices and decisions, and raises the question of trade-offs between principles, goals and strategies.

An exclusive concentration on social equity can lead to the privileging of equity/redress at the expense of quality, which could result in the goal of producing high quality graduates with the requisite knowledge, competencies and skills being compromised. Conversely, an exclusive focus on quality and 'standards' can result in social equity being retarded or delayed, with no or limited erosion of the inequitable racial and gender character of the high-level occupational structure and the social structure.

It is clear that no institution can escape the paradoxes and intractable tensions of our social milieu but must boldly confront and creatively mediate these paradoxes and intractable tensions.

The need for institutions to pursue a number of goals and strategies that are in tension with one another *simultaneously* means having to confront difficult social dilemmas and having to make unenviable choices and decisions. It also means that there can be great difficulties in establishing priorities and in prioritising.

When confronted with an intractable tension between dearly held goals and values - such as equity/redress and quality, or social equity and institutional equity - various 'simplifying manoeuvres' are possible (Morrow, 1997). In the particular conditions of contemporary South Africa, these simplifying manoeuvres are not wholly open to us. An alternate path is to accept that for good political and social reasons, goals and strategies that may be in tension may have to be pursued simultaneously. Paradoxes must be creatively addressed and policies and strategies devised that can satisfy multiple imperatives, can *balance* competing goals, and can enable the pursuit of equally desirable goals.

Trade-off's are inevitable. They should be made deliberately with respect to their implications for vision and goals, and made consciously and transparently. The trade-offs and choices that are made should also be communicated in ways that build understanding and secure support from important constituencies.

Allied to the need to make difficult choices, it is also vital to establish priorities with respect to institutional transformation goals, the domains of transformation, and the like. This is more easily asserted than accomplished in practice. Yet a rational mode of prioritising, for the establishment of first order, second order and third order priorities, and for determining what changes are essential concurrently, what changes can be sequential and so forth, is crucial if the institutional transformation agenda is not to be compromised and undermined.

9. Democratic consensus

The making of choices and decisions, including conscious trade-offs, should be simultaneously an exercise in forging through participatory and democratic processes an institutional democratic consensus on the fundamental values, purposes, orientation and goals of a

university. This process must include all the key stakeholders, and must also embrace students as genuine partners (and *not* reduce them to ‘customers’ and ‘clients’).

However, consensus on values and goals is no guarantee of development and the success of change. It is increasingly clear that equally important is the necessity to forge consensus on the actual policies, strategies, instruments and procedures for change. Put in another way, while the goals of institutional change may not be in issue, the policies, strategies, instruments, form, pace and timeframes for achieving goals or the application of agreed on strategies could be sources of conflict and even resistance. In this context it becomes incumbent that interactions between stakeholders are based on integrity, honesty, rationality and the pursuit of the common good, rather than on purely narrow self-interests.

It is also clear that a democratic consensus is not a once-off activity but one that has to be renewed from time to time.

10. Freedom and responsibility

C Wright Mills (1959) writes in his classic, *The Sociological Imagination*, that

Freedom is not merely the chance to do as one pleases; neither is it merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them - and then, the opportunity to choose. That is why freedom cannot exist without an enlarged role of human reason in human affairs. ... (T)he social task of reason is to formulate choices, to enlarge the scope of human decisions in the making of history. The future of human affairs is not merely some set of variables to be predicted. The future is what is to be decided - within the limits, to be sure, of historical possibility. But this possibility is not fixed, in our time the limits seem very broad indeed.

Beyond this, the problem of freedom is ... how decisions about the future of human affairs are to be made and who is to make them. Organisationally, it is the problem of a just machinery of decision. Morally, it is the problem of political responsibility. Intellectually, it is the problem of what are now the possible futures of human affairs (1959:174).

Mills wonderfully captures especially significant challenges. In a nutshell, how are we to ‘formulate the available choices’, how are we ‘to argue over them’, and how are we to innovate the ‘just machinery’ that provides the ‘opportunity to choose’ and to make decisions. This also poses the question of how are we to build an institutional culture and configure internal governance in a way that holds fast to the values of institutional autonomy, academic freedom, academic self-rule and democracy, that concomitantly addresses the requirements for public accountability, efficiency and effectiveness, and that avoids an ideology and culture of ‘managerialism’ (while acknowledging that effective management is indispensable).

11. Institutional analytical and planning capabilities

In the face of the myriad challenges that face all HE institutions, an effective institutional capability for rigorously analysing the social context and for monitoring, evaluating and interpreting dynamics, trajectories and trends is increasingly vital for institutional development. The capabilities to read the nature of policies and policy signals, and to fathom the trajectories of policies are vital if institutions are not to be purely determined by context, but are to pro-actively engage and modify their context.

The political terrain, economic conditions, macro-economic policy, the high-level knowledge and skills requirements of the labour market, budgets for HE, including student financial aid, secondary school outputs, and the policy milieu all warrant close analysis for they impact on and shape institutional decision-making and planning.

It should also be clear that an institutional capability for planning, which is, of course, itself vitally dependent on effective institutional research capability, is important.

In the current climate, planning is a necessary condition for addressing the myriad demands on institutions, for maximising on strengths and exploiting the available opportunities, for overcoming weaknesses and minimising constraints, and for dynamic and sustainable institutional development. All areas of institutional life and activities including, fundamentally, academic provision, require periodic review, deliberation and conscious decision-making.

Planning for greater efficiency and effectiveness in relation to institutional activities is not in competition with autonomy, academic freedom, democracy, equity and quality. There can be and must be imaginative institutional innovation of structures, mechanisms and processes that balance in creative ways the values that are fundamental to HE institutions.

As much as planning is necessary, planning must accord to departments and academics and researchers substantial freedom with regard to teaching and research matters. Planning must also avoid generating an institutional culture of dull, plodding conformity that stifles imagination, creativity and innovation. There must be space for academic and research programmes with different purposes, methodologies, pedagogies and modes of delivery, and that respond in distinct ways to our varied and changing intellectual, social, and economic needs.

12. Adequate higher education funding

It is indisputable that there are currently inefficiencies in HE and that these must be vigorously addressed as they waste valuable public finances. Yet it is equally clear that the quantum of public funding for HE is inadequate in the face of the legacy of past inequities and the new demands on and expectations of HE.

At least six areas of HE are in need of urgent additional funding:

- The current subsidy, which is inadequate for the effective discharge of defined social purposes
- The current investment in the National Student Financial Aid Scheme, which is inadequate to fully provide access and equity of opportunity to eligible and talented students from working class and rural poor families and from even lower middle class families, must be increased
- Academic development initiatives to support students to succeed
- Curriculum innovation, renewal and transformation to enhance the capabilities of institutions to meet the manpower needs of the economy and society
- The better remuneration of the current generation of academics and the production of the next generation of academics and researchers
- Capital infrastructure, facilities and equipment.

Universities must energetically make the case for and also pursue, on its own and in alliance with other HE institutions, the adequate funding of itself and other institutions.

13. Better maintaining the current and reproducing the next generation of academics

An issue that merits especial attention is the better maintenance of the current generation of academics, and ensuring the reproduction (and transformation of the social composition) of the next generation of scholars and researchers.

From one angle, that of employment equity and the current social composition of our academic labour force, we have a serious and immediate ‘crisis’. The roots of this crisis are well known.

From another angle - that of the age profile of our academic labour force, the remuneration of academics, the pull of the public (government, public enterprises and science councils) and private sectors that offer considerably better remuneration, the opportunity costs for first generation black graduates in terms of family expectations and deferred income, competition from other knowledge producing institutions, and the emigration of experienced and emerging scholars - the crisis is growing and could become grave. It is clear that if this problem is not to become dire and seriously debilitate our institutions, action is required immediately.

We can also pose whether we are nurturing the next generation of critical scholars – the historians, sociologists, philosophers, educators and other scientists that are passionately committed to both justice, and honest, critical and independent scholarship, and who must be the critical voices and public intellectuals of our society.

14. State-University Relations

The successful transformation of HE institutions (more equitable, higher quality, more effective and efficient, and more sustainable) cannot be left to the ‘market’, and will not be the result of market forces or of the individual and collective efforts of HE institutions alone. The state has an indispensable role to play in the successful transformation of HE and HE institutions. This role requires effective steering and thoughtful supervision (rather than interference); appropriate modes of regulation; creating an enabling HE policy framework, appropriate policies, including the predictability, continuity and consistency of policy, and adequate public funding.

State involvement must be predicated on a fundamental commitment and respectful adherence to the principles of institutional autonomy and academic freedom, as necessary conditions for optimising the contribution of institutions to economic and social development and a substantive democracy. This is notwithstanding the necessity equally for public accountability on the part of institutions. Further, it is crucial for state officials (and regulatory agencies) to comprehend the limits of state and agency action in HE change and transformation. This is particularly the case in far-reaching goals such as creating ‘a single national co-ordinated system’ of HE.

Even if there were to be highly professional, effective steering of HE by the Education Ministry, institutions will also be conditioned by the market, civil society, social forces internal

to institutions, not to mention quality assurance regulatory agencies and other state departments. This will be especially the case where public subsidies to HE institutions are declining and new sources of revenue have to be found.

At the same time, and while hugely important, an enabling HE policy framework on its own is not enough. HE transformation must be supported and reinforced by simultaneous changes outside of HE, through facilitative economic and social policy frameworks. Otherwise, inadequately supportive macro-economic policy and fiscal environment and financial constraints will undermine change in HE.

15. Realistic expectations

- 11.
12. It may be that too much is expected of HE institutions!

If there are discourses that conceive of the role of HE as essentially an instrument of social reproduction and the conservation of social relations, institutions and practices, there are equally discourses that accord HE an almost determining and autonomous role in social change and conceive of it a powerful instrument of social change.

In practice, as a result of their context and internal values and conditions, HE institutions could play highly contradictory roles - they could contribute in ways that are simultaneously transformative, reformist and conservative. That is to say, they could, simultaneously, reproduce, maintain and conserve, undermine and erode, and transform social relations, institutions, policies and practices.

For example, under certain circumstances an institution may play an important role in the erosion of racism, racialism and racial prejudice and in the dissemination of anti-racist ideas and thinking, and the building of a non-racial culture. Concomitantly, it could play no or little role in the undermining of patriarchy, sexism and sexist practices. Indeed, it may even contribute to reinforcing patriarchy, sexism and sexist practices through its own institutional culture and practices.

Manuel Castells view on universities is suggestive in this regard. He states that universities perform four major functions (2001: 206-212): Historically, they have played a major role as ideological apparatuses. As such, they are subject to 'the conflicts and contradictions of society and therefore they will tend to express – and even to amplify – the ideological struggles present in all societies'. Second, universities have always been mechanisms to select dominant elites. Third, universities play a role in the generation of new knowledge. Castells notes, however, that this 'remains a statistical exception among universities, even in the United States where only about 200 of the 3500 universities and colleges can be considered as knowledge producers at various levels'. Finally, the professional university focuses on training the bureaucracy.

Castells argues that the balance between these functions changes. Because 'universities are social systems and historically produced institutions, all their functions take place simultaneously within the same structure, although with different emphases. It is not

possible to have a pure or quasi-pure model of universities' (2001: 211). His conclusion is pertinent:

The real issue is to create institutions solid enough and dynamic enough to stand the tensions that will necessarily trigger the simultaneous performance of somewhat contradictory functions (2001: 212).

16. Transformation and development

We should be cautious to not conflate transformation and development, or to assume that the latter is a necessarily concomitant or corollary of the former. While it is the general intention that transformation should serve intellectual, cultural, social and economic development, such an outcome should not be automatically assumed. Instead transformation and development must be consciously and purposively linked in any programme of institutional change. Otherwise there is the danger that we may transform without necessarily developing. Not all instances of what are described as 'transformation' are necessarily *also* development or lay the basis for development. Transformation, to be meaningful, must be simultaneously *development* or must lay the basis for development.

Transformation and development are much more than about changing demographics, numbers and proportions, and pursuing and achieving 'race', gender and disability equity goals, important as these are. They are, fundamentally, about

- Being open to rethinking, and changing, how we *think* – about ourselves and others; about what we deem 'natural' and 'self-evident'; about what are and are not necessary conditions and dimensions of academic excellence; about curriculum, pedagogy, and learning-teaching and research; about institutional structures and processes of decision making; about management, administration and planning. about our institution and society; and about our challenges, possibilities and constraints
- Embracing certain changes because they are moral, ethical and constitutional imperatives and create the possibilities for the development of social groups and individuals whose talents and potential are all too often wasted and unrealised
- Grasping that such changes create possibilities and opportunities for our own development as professionals, citizens and people, as well as for institutional and social development
- A commitment to build in a context of our fractured past and the fissures of our society new and different kinds of social relationships
- The courage to act and do things in new and different ways

17. Institutional change

Each HE institution is unique in terms of character, qualities, strengths and shortcomings. There can be no stock or of-the-shelf interventions for undertaking and realizing institutional changes and development in accordance with institutional vision, values and goals. What is required is imaginative and effective institutional leadership and the identification, designing, managing, and implementing of change in a way that is faithful to vision, values, and social and educational goals, but also takes serious account of inherited and given conditions. It is vision, goals and constitutional and social imperatives, as well as institutional conditions that must determine the scope, nature, trajectory and pace of change.

In undertaking institutional change, two dangers must be avoided. One is a concern only with inherited and given conditions. Here the results could be paralysis, tardiness or an extremely slow pace of change, in which unacceptable vested interests predominate and there is essentially the maintenance of the status quo or superficial changes, which are bound to be unacceptable to significant constituencies.

The other danger is an exclusive concern with vision, goals and social imperatives. Here a voluntarism could arise that seeks far-reaching institutional changes immediately or extremely rapidly. The consequences could be a serious debilitation of the institution, the changes not being sustainable, and an erosion of an institution's academic excellence and strengths. A deliberate, bold and resolute and yet sober path has to be navigated, with continuities and discontinuities as appropriate to given and changing institutional conditions.

Inspiring, conceptualising, managing, communicating and implementing change is a demanding undertaking, whose complexity and enormity may not always be fully understood at the beginning. It requires sober, careful, detailed and realistic planning, that gives attention to strategies, structures and instruments, available financial resources, sources of expert personpower, time frames, and so on.

At the same time that change is being undertaken in certain areas, various other areas of institutional activity have to continue to be steered, supported and maintained. In short, institutional restructuring, the introduction of other institutional innovations and institutional maintenance have to be managed simultaneously (not consecutively). If not managed effectively and efficiently, parts and areas of the institution that are functioning relatively well could also become dysfunctional and create new problems.

CONCLUSION

We live in a changing society, in which the need for fundamental change is widely accepted, if not always necessarily the goals, strategies and pace of change. It is expected of HE institutions to change and to also contribute to social change. However, as we undertake change and seek to contribute to change we need to continuously pose and answer a fundamental question: *What are the purposes of higher education?*

In answering this question we should avoid ahistorical, immutable and essentialist conceptions of the university. Certainly, there are core purposes and roles that define the university - advancing knowledge and understanding through various kinds of scholarship, and producing graduates, including the next generations of intellectuals and scholars, through high quality teaching, learning and research programmes, and community engagement.

However, universities exist under historical structures and conjunctures, which condition how they undertake their purposes and roles and how they interact with their polities, economies and societies. In South Africa, the purposes must necessarily intersect and effectively engage with the economic and social challenges of the local, national, Southern African and African

contexts - the imperative of economic growth and development; the ability to compete globally; job creation and the reduction of poverty; the effective delivery of social services; the threat of HIV/AIDS; and also the imperatives of equity and redress; social justice; the building of a substantive democracy, including a culture of human rights and a vibrant civil society; and a culture of vigorous and critical intellectual public discourse.

This requires academics and HE institutions to become powerhouses of knowledge production and knowledge dissemination, and of the formation of new generations of thinkers and actors. The particular contribution of any institution will necessarily be the product of the complex intersection of institutional history and biography, institutional choices and decisions regarding purposes, goals and strategies, social structure and conjuncture, national policy goals and imperatives, the market, state steering and the nature and extent of public support. Whatever the contribution of an institution, it must be testimony to and also strengthen our case for the pivotal and vital role of HE in society.

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2. Values, purposes and identity: Rhodes' vision and mission

Chair: Jimi Adesina

Presenter: Carla Tsampiras

Discussant: Rob Midgley

Values, Purposes and Identity: Rhodes' Vision and Mission, or: Can You Have Integrity in a Corporate, Lobotomised World?

By

Carla Tsampiras

Introduction

This 'think piece' does not attempt to answer all the questions set out under the 'possible issues for discussion', but rather draws on some of them, and seeks to encourage open discussion and frank, critical reflection. To this end, it is a provocative document that seeks to provide food for thought for the immediate duration of the session, with sufficient left-overs to take away. It begins by commenting on vision and mission statements generally, and then focuses attention on some areas requiring clarity within Rhodes' vision and mission statement. Thereafter it seeks to grapple with the contradictions between what is said on paper and the ways in which we have dealt with certain issues on campus as a Rhodes community. The piece urges a critical engagement with what we commit ourselves to, and how we realise that commitment consistently and with integrity. Essentially it questions the point of having a vision and mission statement if we cannot define our values, purposes and identity clearly; and if we are unable to engage honestly and openly with some of the key issues affecting the various Rhodes communities.

Dealing with institutional identity requires the same, often difficult, interrogation needed when grappling with individual identity. Much like the complexity of identity politics, it is a process that should never be complete and should always acknowledge that there are a myriad of experiences of, and perspectives on identity. To begin this discussion we need to understand that there are "parallel Rhodes" that exist within different spheres. For different Rhodes communities these spheres may seldom intersect, and frequently an individual's lived experience bears no relation to the vision and mission presented in the official documents, media and marketing of the university (further examples will be given during the presentation).

Unless we deal openly with the difficulties of being a university in a consumerist, lobotomised, corporate world⁵; on a multifaceted continent; in a complex region; in an increasingly schizophrenic country; in one of the poorest provinces; in a fraught municipality; in a divided city; we succeed only in producing pointless pieces of paper filled with hollow platitudes and meaningless phrases to which no one is accountable.

⁵ I.G. Baatjes notes 'Neoliberal education policy operates from the premise that education is primarily a sub-sector of the economy' - see 'Neoliberal Fatalism and the Corporatisation of Higher Education in South Africa' in *Quarterly Review of Education and Training in South Africa*, 12, 1, March 2005, p. 26

13. Vision and Mission Statements – A Case of Marketing Over Merchandise?

14.

We might well spend time discussing whether there is any point at all in having vision and mission statements if they serve no greater function than supporting a ‘brand’ and meeting the requirements of external auditors. Often mission statements are good examples of spin that allow for sound bite declarations of intent that are never actively pursued. In short, they are nothing more than marketing over merchandise – or, articulated differently, a nice collection of empty phrases (jargon?) hauled out at appropriate moments to show apparently engaged thought and comprehensive planning driven by pleasant sounding, conscience-appeasing ‘principles’.

It is when the actions of an institution or its constituent communities reveal massive disjunctures, or outright hypocrisy, when compared to the stated intentions that the document loses credibility, respect and integrity. It stops being a vision that might one day be realised, or even a credible reflection of the actual desires of the people it represents, and instead becomes a mockery of any good intentions, useful only as ammunition for satire and cynicism.

15. Clearly Locating the Vision Statement

Vision and mission statements are problematic and fraught documents – they demand that a multitude of complicated issues be reduced to a handy one-page document that captures the ‘essence’ of an institution. They are statements that require continual review, debate, acceptance and re-acceptance. It is also often easier to criticise them than to write them, let alone get consensus on which word ‘exactly’ captures what is meant – but that should not stop us from proving how ‘innovative, analytical, articulate ... and adaptable’ we are.

If the formal document itself does not provide the space for complex discussions or clear definitions then we need supporting texts to explain clearly exactly what is meant. Without this there is a danger that the document becomes shallow. To guard against this we need to provide guidelines and a variety of spaces where these issues are addressed, discussed and continually criticised, reflected upon, and engaged with, thereby ensuring the document’s necessary evolution. The problem with some of the terminology and statements in Rhodes’ vision and mission statement is that they are open to a multitude of interpretations and need refining to ensure clarity of intent and meaning.

The opening line notes that ‘Rhodes University’s vision is to be an outstanding internationally-respected academic institution’ – outstanding in what sense, in what way, by whose standards? What exactly do we want to be respected for, and whose respect are we trying to earn? Do we want to be respected for never having any bad press, having an aesthetically pleasing campus, providing a good finishing school for

privileged students - or for being a self-critical institution, with an aesthetically pleasing (and environmentally friendly) campus that provides opportunities for students from a variety of backgrounds?

We ‘proudly affirm [our] African identity’ – and from an historical perspective. The appearance of that kind of terminology in a formal university document is an indicator of the steps we have taken in determining our identity and is an important locator. But are we saying there is only one ‘African identity’? If so, what is it, and what does accepting it mean? Do we want to claim the whole of the African continent as influential in the creation of our identity? By what right can we do that – C.J. Rhodes had a dream about an empire that reached from Cape to Cairo; and we have community members from a vast array of African countries, but is that enough? Robert Mugabe proudly claims not only an African identity, but a loudly ‘anti-colonial one’ – but I’m not sure I want my university to share his created African identity. Or maybe we are referring to the African identity of womyn on the African continent who face high levels of domestic abuse and violence to their bodies – at least if we claimed that one it would have more commonality.

Which of the multiple African identities are we claiming – the ones that advocate revised aspects of *ubuntu* and engaged community involvement, or the ones that require Mercedes Benzs’, unquestioning loyalty and a lack of intellectual engagement as their markers? Does this ‘African identity’ interrogate how gender, class, sexuality, race and history influence access to the benefits associated with it?

We state our commitment to democratic ideals, but which ones exactly? Does our definition include transparency, accountability and easy access to basic information about the various wage scales on campus? We refer too to ‘sound moral values and social responsibility’. We have made strides in our social responsibility initiatives, but we can do more. We need to be clear that social responsibility is everyone’s responsibility – not because it makes for good photo opportunities, or because it bolsters your CV, but because we have an obligation to do it.

A word of caution about ‘sound moral values’ - I went to an apartheid government high school where we spent a lot of time being told about ‘sound morals’. George Bush also likes using ‘moral’ discourses when setting his agendas – is this what we are talking about? Do we mean morals or are we talking about ethics, guiding principles and values? Identity politics is difficult - so we need to start working more seriously on it and recognise that it changes continually.

16. What is Missing from the Mission Statement?

Our mission statement makes commitments to graduates and the development of the Eastern Cape, but again we have no clear idea about what that means. What sort of development do we want in the Eastern Cape, or more specifically Grahamstown – another Coega, or a regional centre for recycling and renewable energy initiatives?

How are we going to encourage the graduates described in our wish list and turn *Googlers* into thinking graduates? We might want to start by shifting our focus to some of the discussions and situations that are currently only in our peripheral vision. So we might want to start trying to understand the pressures that lead to so many attempted suicides on our campus, or begin to determine how we address the eating disorders that are prevalent in our residences.

For the sake of students and staff we should interrogate why it is that we still have no full-time person whose sole task it is to set in place a comprehensive anti-harassment plan and strategy, one that will move us out of the time warp we seem to be stuck in and ensure that we always have up-to-date information to base our responses on. A plan that will also ensure training, workshops, discussions, awareness-raising forums and practical help are readily available. This might help us answer questions about whether our staff and students have an understanding of the difference between sex and gender; speculate on why there are no men's groups on campus discussing constructions of masculinity and its effect on men of all ages; and understand where we have gone wrong in dealing with safety on campus and violence against womyn.

The same concerns are relevant when discussing sexism, racism, homophobia, discussions about belief systems, and responses to HIV and AIDS. Cases of HIV and AIDS have been recorded in this country since the end of 1981, we have had 25 years to respond, to engage, to research, to influence – why have we only started reviewing our policy in the last two years? Our students and staff are HIV positive, and survivors of rape and abuse, they are burying family members or dying themselves, they do not know how to support a rape survivor, and some do not want to live in residences with HIV positive people. What needs to happen for us to take this seriously? How do we ensure that issues key to our mission statement's success are constantly discussed and not dependent solely on the energies and inclinations of individuals? If we are committed to human rights then we need to step up to the crease and keep batting for the full innings. We need to learn from our past responses so that we can be better prepared for the next set of difficult issues we have to face.

We also have to encourage people to raise the next set of difficult questions that need to go on the agenda and use these opportunities to think about the broader issues. So next time I raise a question about how we choose who sponsors our Centenary mugs, I would like it to act as a catalyst to stimulate debate about ethical investments, fair trade policies, labour rights, corporate responsibility or the effects of corporatisation on human and civil rights, rather than get told my well referenced, logical argument is emotional.

The mission statement has some well articulated undertakings that we should be striving for and need to consider extending (our 'safe and nurturing support system' should apply to both staff and students). If we are going to examine the pressures faced by the institution and the students, then we also need to examine more closely the pressures our staff face.

While this subject is on the agenda for this weekend, we do need to recognise that it is going to be difficult to 'attract and retain staff of the highest calibre' when wages make it difficult for staff (particularly single, young academics and administrative staff) to even purchase a starter house or flat, or deal with the rising cost of living and the expense of family, children and funerals. Telling people that they can always find work elsewhere is not the solution, this needs to be discussed in the wider context of appropriate salaries and the status of tertiary institutions and their employees generally. If we fail to discuss these issues how will we encourage our bright and gifted students to stay on and become post-graduates and academics when they can go to Jozi and earn three times as much with half the qualifications? Do we really have to encourage academics who want to be academics and not consultants, to go and do consultancy work? Why can we not just encourage them

to be academics? How do we address an increasing trend in which students regard themselves as ‘clients’ and us as ‘service providers’ who must deliver a guaranteed ‘outcome’? Are we surprised at this when the academic profession is devalued, and degrees are only useful to help ensure a better paying job?

Finally, what exactly is this ‘excellence’ we keep wanting to promote and strive for? Excellent by whose standards, and in reference to what specifically?

17. Accountability, integrity and equal application

It is commendable that we should be committed to specific things, including academic freedom, rigorous scholarship and social responsibility, and that we should list a series of undertakings to help us meet those commitments. But how do we show this commitment, when do we need to show this commitment by, and who do we hold accountable if it turns out we are not so committed after all? How would we even know if we are more or less committed than last year?

In some areas we have begun to assess our ‘targets’ and we have dedicated staff members working on collating data and trying to create ‘snapshots’ of staff and student concerns. While we want to avoid the situation where we expend vast amounts of energy and effort collecting one-off information, we need to ensure that there are sufficient resources and planning cycles to consistently collect information and actively use it in our planning.

We have made great strides in writing policy documents for an array of things, but policy documents, like mission statements, can end up being a collection of dry documents if we do not empower people to use them, take them seriously or keep them in mind during our discussions and future planning. Writing policies is the easier part of the process, implementing and interrogating them is the harder part. Now is the time to start joining the dots and asking the relevant questions: why, for instance, do we have an environmental policy, but no full-time environmental officer whose sole job is to fully integrate the efforts that are being made by committed individuals across the campus? Is it good enough to say that we ‘undertake’ to do all these things – is writing a policy a sufficient undertaking?

To succeed in meeting current and new visions of what we could be, we need to ensure that our decision-making structures, undertakings and strategies are transparent. We need to hold ourselves and everyone around us accountable to the commitments we make; and we need to ensure that there is a universality of implementation and adherence to the things we have decided are important. If we decide that addressing gender issues on campus is important then everyone needs to address this, not just those who are interested, and not just when it becomes a problem. If we combine our energies and co-ordinate our inputs we could have collective responses that contribute to the larger ideals without overburdening already busy people.

18. Combating Shallow Use and Moving Towards Integrity

Addressing the gap between the vision we might have and its practical implementation is difficult, but not impossible. Noam Chomsky comments, 'Assume the worst and it will surely arrive: commit oneself to the struggle for freedom and justice, and its cause may be advanced.'⁶

Necessary conditions and strategies that will combat the shallow use of a vision and mission statement and allow us to regain some integrity will need a massive intellectual and practical exercise that calls on us, as individuals and as staff, to look anew at things we speak about glibly. It also means that we have to recognise the worlds outside our own sense of safety and comfort and be prepared to confront them.

That means that sexism, racism, homophobia and classism need to be seriously acknowledged as real aspects of life at Rhodes University. When there are problems we need to address them, not pretend that they do not exist, not be driven by concerns about our image, not hope that if we wait long enough everything will quieten down, or people will forget, or the staff and students who raise issues will leave. We need to tackle problems head-on, provide sufficient resources to ensure a holistic response, and facilitate a shared commitment to continually responding in a systematic and integrated way.

It also means we need to link our teaching and research to discussing, interrogating and resolving these issues. We need our management style and our strategic planning to incorporate responses to these concerns, and we need these concerns to be central to all staff – not just those who believe in the fight for social justice, in all its forms.

We need to provide spaces for informed discussion - not merely those moments where you 'just' have to explain the importance of gender sensitive language, but ones that probe deeper. Spaces in which the inter-connectedness between language, objectification, social structures, mental health issues, rape and the inability of people to reach their full potential as human beings is understood, or at least fully debated, by the Rhodes community.

The intricacies and practicalities of achieving these high ideals and standards are partly what this *Imbizo* is about, but are beyond the scope of this piece. However, if we decide that it is worth having a vision and mission statement then we have intrinsically committed ourselves to addressing the difficult questions and looking for creative solutions.

It would appear that other universities have already begun addressing these concerns and we can certainly take note of their comments. The University of Vermont's (UVM) website notes that, 'While it's true that the world changes with time, it does not of itself get better. The University of Vermont instils a combination of idealism and pragmatism necessary to have a positive impact on the world.'⁷ Perhaps this is something our 'leaders' can 'learn' – how to recognise the global crisis and do something positive about it – or at least one small bit of it?

⁶ Noam Chomsky *Detering Democracy* (London, 1992) p. 64.

⁷ University of Vermont website at: http://www.uvm.edu/about_uvm

Presenting a lecture at Princeton entitled 'How Can Values Be Taught in the University?', Toni Morrison⁸ commented:

We teach values by having them. Whether or not we drive or seduce or persuade others to share them, whether or not we are indifferent to or accommodating to the ethics of others, whether we are amused by the concept of value being teachable, whether we are open to being argued into supporting values contrary to those we have held - all of these possibilities and strategies matter.

The innate feature of the university is that not only does it examine, it also produces power-laden and value-ridden discourse. Much scholarship is often, even habitually, entangled in or regulated by ideology. Since, as humanists we know that that is the case, acknowledgment is preferable to the mask of disinterest. In any case, it becomes incumbent upon us as citizen/scholars in the university to accept the consequences of our own value-redolent roles. Like it or not, we are paradigms of our own values, advertisements of our own ethics - especially noticeable when we presume to foster ethics-free, value-lite education. Now the question of how to teach values becomes less fraught. How do we treat each other? The members of our own profession? How do we respond to professional and political cunning, to raw and ruthless ambition, to the plight of those outside our walls? What are we personally willing to sacrifice, give up for the "public good"? What gestures of reparation are we personally willing to make? What risky, unfashionable research are we willing to undertake?

So, can you have integrity in a corporate, lobotomised world? Yes, but its hard work, you never get it 100 per cent right, and you do need to talk about difficult issues. Do we need a vision and mission statement? Only if we ensure that it is not a piece of 'purple wash', and only if there is genuine commitment to its aims. Can we make it a 'lived' and living document? Only if we have honesty, transparency, accountability and joined up thinking in all our dealings, actions and strategies. Is it worth it? Only if we change our agendas, personal and institutional, to reflect the issues we face in all their myriad complexities. Why do we need to do it? Because, as Morrison notes:

... If the university does not take seriously and rigorously its role as guardian of wider civic freedoms, as interrogator of more and more complex ethical problems, as servant and preserver of deeper democratic practices, then some other regime... will do it for us, in spite of us, and without us.⁹

How do we do it? By starting to talk and listen.

⁸ Extract from 'How Can Values Be Taught In the University?' A paper delivered by Toni Morrison at the Center for Human Values, Princeton University, April 27, 2000, available at <http://www.umich.edu/~mqr/morrison.htm>

⁹ Morrison, 'How Can Values Be Taught...'

3. Shape and Size of Rhodes

Chair: Pat Terry

Presenter: Fred Hendricks

Discussants: Steve Fourie/Tony Long

SIZE AND SHAPE MATTER(S)

Notes for the Rhodes University Imbizo, 22 July 2006ⁱ

Fred Hendricks

Introduction

Rhodes is the smallest university in South Africaⁱⁱ. The recent changes in the landscape of higher education through mergers, combinations and incorporations have had the effect of creating a number of truly gigantic institutions in the tertiary sector. In contrast, this process of restructuring has had the opposite consequence for Rhodes. By losing its East London branch, it became a small single-campus university based in a town of rural Eastern Cape. The size, shape and location of Rhodes University have given it a range of extremely important advantages over the larger urban-based universities. In particular, the size of the university has made it possible to maintain very favourable staff-student ratios, to offer a personalised experience of teaching and learning, mainly through the use of the tutorial system and consequently to maintain consistently high pass rates. Very much about what makes Rhodes the university that it has become is related to its size and concomitantly to its shape. Yet, its size and shape also hold some serious threats to the long term health of the university. We are now in danger of being so small as to be utterly irrelevant in the tertiary sector and unconnected with our immediate environment. Thus, we have a dual challenge. We must ensure that our graduates can hold their own anywhere in the world and we must also ensure that we draw students from Joza, Tantji and Fingo Village.

These notes are designed to provoke discussion on the size and the shape of Rhodes university. It does this by: (i) briefly outlining the current state of its student enrolment planning, (ii) providing details on the relative sizes of faculties and their respective staff/student ratios, (iii) examining the basic demographic trends amongst staff and student, (iv) presenting some figures on the salary budgets for academic versus administrative staff and (v) suggesting a few points for discussion on the way forward.

Size and shape

While we are undoubtedly very small compared to other universities in the country, we have pretended for far too long to have controlled the growth in our student numbers. We need to dispense with this pretence because the difference between our planned growth and our actual growth is staggering. Between 2000 and 2005, our student enrolment grew by 35% from 4 642 students to a total of 6 282 while the planned growth for this period was just 2% per annum or 10% in total over five years (Student Enrolment Plan 2006 – 2010). Our FTEs as well grew by 30% during this period (Statistical Digest, 2005). The hard evidence shows that we have grown quite

dramatically over the past decade, certainly far more than our projected plans. In effect, the growth has been ad hoc and unplanned. In my opinion, this is not a desirable state of affairs. We have left far too much up to chance and we have been fortunate that things have worked out quite well for us.

I'm proposing that we do things differently. Firstly, I think we should embrace growth as a necessity and plan accordingly. Instead of continuing to make plans which we do not implement or have any hope of implementing in any systematic manner, we should be planning our growth. The crucial question then becomes at what rate and where we should be growing and not whether we should be growing or not. Of course, we cannot merely approach growth as an open-ended question. We also need to consider how much and where we can grow and still maintain the niche of a particular educative experience. This is a highly complex question, because it involves making projections about the future of the institution and anticipating the possible areas for its growth. It also implies managing growth as a function of student demand for particular courses while simultaneously ensuring that we have a balanced spread of offerings in the less popular disciplines. This in itself is extremely difficult because students are admitted to particular degree qualifications and they have a free choice of courses once they have been accepted. Setting targets for growth under these circumstances is clearly a hazardous exercise, but I don't think we can avoid it if our starting point is to genuinely operate on the basis of controlled and planned growth. There are many advantages to planning. Currently, we operate on the basis of reacting to pressure once it is upon us. We build extra lecture theatres only when students are compelled to sit in the aisles and we build extra residences when we don't have sufficient beds to cope with the growth in student numbers. If we plan effectively, we can avoid these problems, because our plans will allow us to anticipate a whole range of consequences.

Even though, we planned for a 10% growth over five years, we have actually grown by 35% over this period, or at more than 6% per annum (between 2000 and 2004). Although these figures are distorted by the massive rise and fall of students in the Education Faculty, it still does not detract from the fact that our growth has been far more than we had envisaged in our plans.

If we project a growth rate of 5% per year over the next ten years, we will end up in year ten with 9 746 students (see appendix 2). In national terms today, this would be regarded as a small university and there is no doubt in my mind that our niche of smallness can be sustained at this level of growth when we compare ourselves to our direct competitors. Broadly, there are two ways in which we could approach our niche of smallness – in an insular manner by looking at Rhodes only and nothing else, or in relation to other universities nationally. My preference is for the latter approach because it is clear to me that a niche is never constant. Instead, it changes with a changing environment. Of course this does not mean that you can ignore the very real local constraints to growth, but it does mean that these may be viewed as challenges to be overcome rather than as immutable hindrances. While it is imperative to assess the implications of various rates of growth in our student population on our pass rates, our research output, our equity profile, our salary levels and so on, we must also recognise that it is impossible to do all of this with any degree of precision.

The concepts of size and shape are very closely connected. They directly correlate with each other because as an institution grows in size, there are necessarily changes that occur in its shapeⁱⁱⁱ, defined in these notes to mean:

- (i) the relative sizes of the faculties,
- (ii) the relative proportion of undergraduate and postgraduate students,
- (iii) the staff-student ratio,
- (iv) the demographics of staff and students,
- (v) the relative proportion of administrative and academic staff
- (vi) the institutional position and role of institutes and centres at Rhodes

In short, the shape of the university entails what its priorities are, what it is known for and what it looks like. Our primary concerns must revolve around those features of the university that require change in order for us to realise the overall agreed upon vision of Rhodes. The faculty trends in student numbers from 2000 to 2004 have been as follows:

STUDENT NUMBERS BY FACULTY

FACULTY	2000	2004	INC/DEC	%GROW	%TOTAL 2004
COMMERCE	1208	1356	+144	+12	22
EDUCATION	387	1216	+829	+214	20
HUMANITIES	1741	2137	+396	+23	35
LAW	107	180	+73	+68	3
PHARMACY	271	329	+58	+21	5
SCIENCE	949	948	-1	-	15
TOTAL	4663	6166	+1503	+32	100

(Source: Statistical Digest, 2005)

Brief comment on student enrolment in faculties

Growth is an uneven process responding to a variety of internal and external factors. The unevenness is reflected by faculty but also between departments.

1. Numbers have remained stable in the Commerce Faculty with a 20/80 split between postgraduate and undergraduate students.
2. Student numbers in the Faculty of Education have dropped by about 50% from 2005 to 2006 making planning a very difficult exercise. Besides the many certificate courses (ACE), as far as degrees offerings are concerned the faculty is entirely a postgraduate facility.
3. The Humanities Faculty remains the largest at Rhodes with a 20/80 split between postgraduate and undergraduate students.
4. Law has grown quite considerably over this period, but it remains the smallest faculty concentrating on LLB students who are graduates.
5. Despite being under strain from external sources, the Pharmacy Faculty has shown consistent growth. It has a 25/75 split between postgraduate and undergraduate students.
6. The student numbers in Science have decreased slightly during this period. The faculty has the largest proportion of research students at Rhodes with a

40/60 split between postgraduate and undergraduate students. The student enrolment of some departments has remained almost exactly the same for over 40 years while the new subjects like Biochemistry, Information Systems, Environmental Science and Ichthyology are responsible for nearly all the growth (see Appendix 3).

7. The national Department of Education expects us to have the following ratio of enrolments between faculties;
 40 Humanities, (including Education and Law),
 30 Science (including Pharmacy) and
 30 Commerce.
 Our current ratio stands at :57 Humanities, 21 Science and 22 Commerce (see Appendix 3).

Staff-student ratios

The increase in staff numbers has not kept pace with the increase in student enrolments between 2000 and 2004. While there was 30% growth in FTEs, there was only an 8% growth in SCUs. This is reflected in an overall increase in staff-student ratios from 13,3 in 2000 to 15,3 in 2004. Faculties have widely divergent FTE/SCU ratios. Science has the best ratio at 10,1/1, followed by Pharmacy at 11,3/1, then Humanities at 16,2/1, Education with 24/1, Commerce with 24,6/1 and Law with 30/1 (Statistical Digest, 2005, figures are for 2004). These overall ratios hide the differences between different departments within these faculties, but these notes will not delve into this level of detail. It is clearly important in the discussion, but space prevents a detailed analysis of departmental differentiation. (see the Statistical Digest for these departmental details)

Demographic issues

While there have been some dramatic changes in the student population at Rhodes, the situation amongst staff remains largely pale and male. The demographic profile varies considerably from faculty to faculty as the tables below attest:

Student Demographics by Faculty, 2004

FACULTY	BLACK			WHITE		
	M	F	TOTAL	M	F	TOTAL
COMMERCE	394	345	739	385	232	617
EDUCATION	386	725	1111	39	66	105
HUMANITIES	241	451	692	484	961	1445
LAW	41	65	106	38	36	74
PHARMACY	76	179	255	13	61	74
SCIENCE	205	155	360	360	228	586
TOTALS	1343	1920	3263	1319	1584	2975

(Source: Statistical Digest, 2005)

It is interesting to note that the single largest category of students at Rhodes is White females in the Humanities Faculty. Does this lend credence to our identity as a liberal arts finishing school? Do we want to retain or change this identity? Females altogether outnumber males 2:1 in Humanities and 3 to 1 in Pharmacy. While Whites outnumber blacks by 2 to 1 in the Humanities, in Education, blacks outnumber whites by 10 to 1 (the staff profile is exactly the opposite). Pharmacy, Law, Education and Commerce have black majorities while Science and Humanities have White majorities.

The table below reveals an 85/15 split in favour of White staff which is clearly not sustainable and definitely not desirable in terms of our own vision and mission. This is major challenge for the University. The progress in transforming the demographic profile to allow for greater equity amongst staff has been dismally slow. There are good reasons for this, but something different needs to be done about this problem. It certainly requires a more urgent approach because our current equity policy is inappropriate and ineffectual in dealing with the situation.

Academic Staff Demographics by Faculty, 2005

FACULTY	BLACK			WHITE		
	M	F	TOTAL	M	F	TOTAL
COMMERCE	6	6	12	24	7	31
EDUCATION	1	0	1	8	7	15
HUMANITIES	7	9	16	61	40	101
LAW	2	0	2	5	5	10
PHARMACY	2	3	5	7	4	11
SCIENCE	5	3	8	63	18	81
TOTALS	23	21	44	168	81	249
%	8	7	15	57	28	85

(Statistics provided by Ettienne Ferreira)

An interesting comparison is the number of professors in each faculty relative to the student numbers:

Professors per faculty by student enrolment

FACULTY	STUDENT %	PROFESSOR %
COMMERCE	22	6
EDUCATION	20	3
HUMANITIES	35	30
LAW	3	5
PHARMACY	5	5
SCIENCE	15	47

(Table drawn from the Rhodes University Calender, 2006)

This table reveals much about the shape of the university. The Science Faculty dominates the professoriate. This is an accurate reflection of its superior research output and post-graduate student throughput. If we are truly serious about developing the Humanities and other faculties at Rhodes, then this situation requires our attention.

The Administrative/academic split

The nature of the relationship between the academic and administrative staff and the relative weights of budgetary expenditure on salaries for these are crucial features of the shape of any university. There has been a great deal of discussion in the tertiary sector both in South Africa and globally on the creeping managerialism in universities. Rhodes University embodies a curious mixture of decentralised decision-making over academic matters and highly centralised decision-making over other issues, such as the budget. In so far as the budget determines a great deal of what happens at a university, we may want to look at how these decisions are taken. The mixture of centralisation and decentralisation in decision-making is inevitable in large institutions, we need to decide whether the balance between these is appropriate for our needs and whether the levels at which various decisions are made are suitable. I have not been in a position to make any systematic comparison with that of other universities, but I nevertheless think it is interesting to provide the budget breakdown for academic and administrative staff salaries for 2005 for Rhodes University:

Teaching and research		R111 000 000
Central Administration	R25 000 000	
Library	R 6 000 000	
IT	R 5 000 000	
Estates	R11 000 000	
Total Admin. salaries		R 47 000 000
Total Income		R250 000 000
(Statistics provided by Tony Long, they exclude the residences)		

According to these figures we have a 29/71 breakdown in favour of academic staff. It would appear that we are administratively very lean but I don't have any figures for proper comparison.

Institutes and centres

The research institutes, centres and units play a central role in the university. Yet, we do not have a co-ordinated university manner of dealing with these and benefiting from their presence at Rhodes. There are many opportunities for co-operation in research and postgraduate supervision between these institutes and academic faculties which have not been fruitfully exploited. My impression is that the affiliated research bodies have, in the main, been created out of individual entrepreneurship and while we must encourage this creativity, we should also be thinking about how we, as a university, should be engaging them about utilising their intellectual resources in a more directly beneficial manner because they offer a critical connection beyond the borders of the university (see also the suggestion on the spatial area occupied by the university). In this respect, I would like to propose, that the academic deans, together with the Dean of Research, should convene meetings with the institutes within their broad faculty areas with a view to exploring possible cooperative ventures in teaching, research and community outreach.

The way forward

These are suggestions for discussion on what needs to be done to ensure that our size and shape contribute to rather than hinder the realisation of the aims of the Rhodes vision and mission. I obviously recognise that we have to navigate very carefully between the demands for change and the exigencies of continuity, but these suggestions are put forward with an emphasis on the former rather than latter. We need to consider very seriously what it is that we can do differently to make the quantum leap from being a very good university to an excellent university firmly rooted in its local environment. This is the challenge for all of us. Our excellence is hollow if we do not simultaneously manage to address the many local educational problems. We cannot continue to ignore these in the hope that somehow they'll be dealt with by the schools on their own. This is the environment that we have to contend with, it is our environment and we cannot cocoon ourselves from it.

1. Student Access

It is absolutely vital that we expand our Extended Studies Programmes to provide the possibility of access to Rhodes for students from the former DET schools. The number of students currently registered in these programmes is woefully inadequate to deal with the immensity of the problem on our doorstep in Grahamstown, but also further in the rural hinterland of the Eastern Cape. To this end, I believe that there should be an extended studies programme in all faculties with the exception of Education. We must also think about re-conceptualising the manner in which these programmes operate so that the students are more readily integrated into the mainstream academic programmes.

Our Communications and Development Division must be enlisted to raise the necessary funds in order to provide financial assistance for these students. I would like to put forward the following targets for these programmes in the different faculties over the next five years:

Humanities, 200 students

Science (including Pharmacy), 150 students

Commerce, 100 students

Law, 30 students

There are many other issues related to student access which I believe will be covered elsewhere in the imbizo, but I would like to mention two issues which are important in respect of the shape of the university.

Firstly, there should be more direct academic involvement in our recruitment strategy which is critical to the success of any notion of planned growth. While recruiting students to the expanded extended studies programmes, we must also aggressively seek out the good students in the Eastern Cape, both those that have succeeded despite the odds of poor schooling and those at the better public and private schools in the province. It seems to me that not enough has been done in this area. We are clearly the best university in the Eastern Cape yet, the best students in the province are not coming to Rhodes. Granted, my evidence in this

respect is anecdotal, but there is so much of it, that I'm convinced that we need to do something about how we get students here. In the main, we need to consider how to deepen our relations with our current feeder schools but also develop new linkages and networks, especially in the Eastern Cape.

Secondly, I think we should limit the number of foreign students to 20% of our overall enrolment.

2. Faculties

I think we should consider the following:

- (a) incorporating the Pharmacy Faculty into the Science Faculty, perhaps as a school. This will have a positive effect on student demographics in the faculty, but will also allow for greater synergies between these cognate fields by linking the science faculty to one of the national development priorities, viz, health sciences.
- (b) moving the Legal Theory students from the Humanities Faculty to the Law Faculty. This will have a major impact on the student numbers within Law and it will change the shape of the university by correspondingly reducing the number of students in the Humanities Faculty. It will allow the Law Faculty to offer a BA (Law) and then a post-graduate LLB degree. All these students, are, in any case, taught in the Law Faculty and we can do this without prohibiting Humanities students from taking courses in Legal Theory. We could also consider insisting that the Law students do additional law credits in their undergraduate years to obtain their BA (Law), without encroaching on the undergraduate LLB.

We need to consider the viability of a faculty of merely 180 students (150 in 2006). Is a faculty the appropriate institutional structure? Moving Legal Theory students into Law will create a more even shape to the university, so that one faculty is not so very small within a small university. There are some physical constraints to this envisaged growth, like lecture venues within the Law Faculty and space in the Law Clinic, but these are not insurmountable problems.

Many students who do Legal Theory come to Rhodes to follow a Law degree and many of them feel cheated when they end up in the Humanities Faculty. The proper place for them is the Law Faculty. Of course, we will have to work out the details of what non-law courses they'll be compelled to do. Other universities split their students into those wanting to follow Law with Commerce and those wanting to do Law with Humanities. It should be reasonably easy for us to do this.

- (c) offering an undergraduate BEd in the Education Faculty. There is an urgent national need to produce teachers for our schools. About 18 000 are leaving the profession and yet only 6 000 qualify annually (figures provided by George Eurvard). Our Education Faculty is heavily biased towards post-graduate studies, yet this is not where the most pressing demand for teaching exists. Offering an undergraduate BEd, which we already have on our books, will allow the faculty to "come into line with Rhodes as a whole" since this is an "obvious area

to grow” (Hennie van der Mescht). We could also consider allowing students in other faculties to take courses in Education, 1, 2 etc.

- (d) increasing our Commerce postgraduate intake in a planned manner to cater for the enormous demand in these areas.
- (e) discussing the feasibility of introducing a course in Actuarial Science.
- (f) establishing a school of graduate studies in the humanities to enhance the research output of the faculty. Quite a bit has already been done to build this school from the bottom up, but there is still much that needs to be done.
- (g) introducing a degree in the performing arts. We have three distinctive arts offerings in Humanities, viz, Music, Fine Art and Art History and Drama, yet we only offer a qualification in the BMus and the BFA. It seems to me that there is a clear need for us to introduce a BPA degree (B. Performing Arts). We will need to think very carefully about how to differentiate such a degree offering, say from the BA with Drama as a major.
- (h) introducing a generic course (across all faculties) in Happiness and Wellness. This is not a joke. In my one and a half years as dean I have come across a large number of students with serious counselling needs or requiring even more serious psychological intervention because they are simply not coping. Many of our students are experiencing psychological and other crises and as a university, we have a responsibility to respond to these student needs in a rational and considered manner. Our Counselling Centre is doing an excellent job (note how the number of student visits they’ve received has increased over the past year alone), but I think there should also be an academic response to the problem. The course should not be seen as a panacea for all ills, but there is no doubt in my mind that it will contribute towards an understanding of the variety of student problems in the modern world.
- (i) thinking creatively about new faculties, projects, centres and so on beyond what already exists. While the province is clearly in dire need of an engineering faculty, there seems little possibility of actually putting an idea like this into effect at Rhodes under the current environment. On the other hand, a School of Veterinary Science within the Science Faculty will go a long way towards addressing some of the challenges facing science at Rhodes. In the Eastern Cape context, for example, such a school could concentrate on game farming more than livestock farming. We should also be thinking about how may capitalise on our rural location. In this respect I think there may be a powerful argument for an over-arching Centre for Rural Studies which caters for both Agricultural Economics and Management as well as Rural Development and Local Government. We already have a great deal of expertise in these areas across a wide range of disciplines and faculties. The PPE degree seems to have run aground on technical constraints like the timetable, but there may be other ways of resuscitating the idea, perhaps at an honours level, especially if it leads to capturing the huge demand for an Honours degree in Economics. There are many other curricular ideas which we should be considering to strengthen our current suite of courses. For example, in Languages,

should we perhaps be thinking of offering a course in Arabic? Then there is the widespread expertise that we currently have in Environmental Studies – the following departments offer courses on the Environment – History, Law, Sociology, Education, Anthropology and, of course, Environmental Science. There is a great deal of room for co-operation between these departments to offer a truly revolutionary course on the Environment and to open up prospects for real inter-faculty and inter-departmental exchanges. We should perhaps have a committee that looks specifically at innovation in the institution. Generating ideas for renewal in the curriculum is crucial to our long term growth as an institution (not only in student enrolments, but our growth more generally). We may want to think about how we should be encouraging and institutionalising this creativity.

- (j) integrating the university more fully into Grahamstown. The shape of the university is also spatially determined. We are currently situated in one physical space, yet there are many buildings all over the town which are under-utilised, or simply unutilised. Like other University town worldwide we should be spreading into the town in positive ways, so that faculties, departments and residences may be conceived beyond the borders of the campus. In a word, we need to break down the spatial apartheid between the town and the university.

Appendix 1

World Ranking of the top African Universities

Rank	University	Country	World Rank
1	University of Cape Town	South Africa	398
2	Universiteit Stellenbosch	South Africa	566
3	Universiteit van Pretoria - University of Pretoria	South Africa	718
4	University of the Witwatersrand	South Africa	720
5	Rhodes University	South Africa	738
6	University of South Africa	South Africa	1,449
7	University of the Western Cape	South Africa	1,553
8	American University in Cairo	Egypt	1,826
9	Noordwes Universiteit - North West University	South Africa	1,857
10	University of KwaZulu-Natal	South Africa	2,214
11	University of Johannesburg	South Africa	2,323
12	University of the Free State	South Africa	2,369
13	Université de La Reunion	France	2,387
14	Nelson Mandela Metropolitan University	South Africa	2,542
15	University of Dar Es Salaam	Tanzania	2,819
16	University of Zimbabwe	Zimbabwe	3,072
17	Al Akhawayn University in Ifrane	Morocco	3,174
18	Cape Technikon	South Africa	3,414
19	University of Mauritius	Mauritius	3,682
20	University of Zululand	South Africa	3,724

(Source: <http://www.socialcapitalgateway.org/eng-rankingafrica.htm>)

Appendix 2

Growth projections, 2004 starting point

Growth Rate	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10									
2%	6282	126	6408	128	6536	131	6667	133	6800	136	6936	139	7075	142	7217	144	7361	147	7508
2.50%	6282	157	6439	161	6600	165	6765	169	6934	173	7107	178	7285	182	7467	187	7654	191	7845
3%	6282	188	6470	194	6664	200	6864	206	7070	212	7282	218	7500	225	7725	232	7957	239	8196
3.50%	6282	220	6502	228	6730	236	6966	244	7210	252	7462	261	7723	270	7993	280	8273	290	8563
4%	6282	251	6533	261	6794	272	7066	283	7349	294	7643	306	7949	318	8267	331	8598	344	8942
4.50%	6282	283	6565	295	6860	309	7169	323	7492	337	7829	352	8181	368	8549	385	8934	402	9336
5%	6282	314	6596	330	6926	346	7272	364	7636	382	8018	401	8419	421	8840	442	9282	464	9746
5.50%	6282	346	6628	365	6993	385	7378	406	7784	428	8212	452	8664	477	9141	503	9644	530	10174
6%	6282	377	6659	400	7059	424	7483	449	7932	476	8408	504	8912	535	9447	567	10014	601	10615

2006 starting point

Growth Rate	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10									
2%	5800	116	5916	118	6034	121	6155	123	6278	126	6404	128	6532	131	6663	133	6796	136	6932
2.50%	5800	145	5945	149	6094	152	6246	156	6402	160	6562	164	6726	168	6894	172	7066	177	7243
3%	5800	174	5974	179	6153	185	6338	190	6528	196	6724	202	6926	208	7134	214	7348	220	7568
3.50%	5800	203	6003	210	6213	217	6430	225	6655	233	6888	241	7129	250	7379	258	7637	267	7904
4%	5800	232	6032	241	6273	251	6524	261	6785	271	7056	282	7338	294	7632	305	7937	317	8254
4.50%	5800	261	6061	273	6334	285	6619	298	6917	311	7228	325	7553	340	7893	355	8248	371	8619
5%	5800	290	6090	305	6395	320	6715	336	7051	353	7404	370	7774	389	8163	408	8571	429	9000
5.50%	5800	319	6119	337	6456	355	6811	375	7186	395	7581	417	7998	440	8438	464	8902	490	9392
6%	5800	348	6148	369	6517	391	6908	414	7322	439	7761	466	8227	494	8721	523	9244	555	9799

(Tables provided by Sizwe Mabizela)

Appendix 3

2004 data

Headcounts	Black		White			Black	White	Male	Female
	Total	M	F	M	F				
Commerce	1356	394	345	385	232	739	617	779	577
Education	1216	386	725	39	66	1111	105	425	791
Humanities	2137	241	451	484	961	692	1445	725	1412
Law	180	41	65	38	36	106	74	79	101
Pharmacy	329	76	179	13	61	255	74	89	240
Science	948	205	155	360	228	360	588	565	383
Total	6166	1343	1920	1319	1584	3263	2903	2662	3504
Sci+Pharm	1277	281	334	373	289	615	662	654	623

% of faculty	Black		White			Black	White	Male	Female
	Total	M	F	M	F				
Commerce	100	29.1	25.4	28.4	17.1	54.5	45.5	57.4	42.6
Education	100	31.7	59.6	3.2	5.4	91.4	8.6	35.0	65.0
Humanities	100	11.3	21.1	22.6	45.0	32.4	67.6	33.9	66.1
Law	100	22.8	36.1	21.1	20.0	58.9	41.1	43.9	56.1
Pharmacy	100	23.1	54.4	4.0	18.5	77.5	22.5	27.1	72.9
Science	100	21.6	16.4	38.0	24.1	38.0	62.0	59.6	40.4
Total	100	21.8	31.1	21.4	25.7	52.9	47.1	43.2	56.8
Sci+Pharm	100	22.0	26.2	29.2	22.6	48.2	51.8	51.2	48.8

% of University	Black		White			Black	White	Male	Female
	Total	M	F	M	F				
Commerce	22.0	6.4	5.6	6.2	3.8	12.0	10.0	12.6	9.4
Education	19.7	6.3	11.8	0.6	1.1	18.0	1.7	6.9	12.8
Humanities	34.7	3.9	7.3	7.8	15.6	11.2	23.4	11.8	22.9
Law	2.9	0.7	1.1	0.6	0.6	1.7	1.2	1.3	1.6
Pharmacy	5.3	1.2	2.9	0.2	1.0	4.1	1.2	1.4	3.9
Science	15.4	3.3	2.5	5.8	3.7	5.8	9.5	9.2	6.2
Total	100.0	21.8	31.1	21.4	25.7	52.9	47.1	43.2	56.8
Sci+Pharm	20.7	4.6	5.4	6.0	4.7	10.0	10.7	10.6	10.1

(Tables provided by Pat Terry)

I wish to acknowledge and thank all those colleagues who read and commented on an earlier version of these notes.

¹ The numbers in 2003 were as follows (in thousands): CPUT 26,1; Cape Town 20,5; Central 10,2; Durban Institute 21,1; Fort Hare 8,4; Free State 23,4; Johannesburg 43; KZN 43,2; Limpopo 14,7; Mangosutho 8; Nelson Mandela 27,3; North West 37; Pretoria 44,9; Rhodes 5,5; South Africa 209,3; Stellenbosch 21,4; Tshwane 59,8; Vall 15,9; Venda 9,5; Walter Sisulu 20,6; Western Cape 14,9; Wits 24,2 and Zululand 9,2. (Department of Education, National Enrolment Plan Report)

¹ The well-known Marxist evolutionary biologist, Steven Jay Gould, ends his prize-winning essay on Size and Shape in the following way, "I once overheard a children's conversation in a New York playground. Two young girls were discussing the size of dogs. One asked: "Can a dog be as large as an elephant?" Her friend responded: "No, if it were as big as an elephant, it would look like an elephant." I wonder if she realized how truly she spoke" (Steven Jay Gould, Size and Shape, the immutable laws of design set limits on all organisms, *Natural History*, 1974).

Size and shape cont.

Discussion of Fred Hendrick's paper by Steve Fourie

Fred has provided an insightful and interesting paper. I fully agree with his linking of growth and equity as well as his insistence that we engage with our environment.

I had intended to comment on a whole range of points he has made but we are running out of time so to allow time for discussion I will confine my comments to a number of what I consider to be the more important points.

Firstly, I want to take issue with Fred's comments that our growth has been ad hoc and unplanned. It appears so if the Education numbers are taken into account (because they fluctuate widely) but if they are excluded the growth over the last four years is 2.5% per annum and this is not far over our targets. Also, the real determinant of the growth possible is the capacity of the residences. For a number of years now we have been able to accurately control our growth so as to fill the residence but without the "res crises" of the past. And, finally, when it became apparent through the CHE audit that we needed to limit the number of first year students in digs we were able to bring the number down by 50% in just one year. These factors suggest, in my view, that we have been very successful in controlling our growth.

Secondly, I want to consider whether or not we should embrace growth as a necessity. My answer is that maybe we are going to be forced to but I hope that we will grow as little as possible. There are two possible reasons for having to grow. The first is the financial argument that Tony has just put to us and the second is the request from the DoE that we extend our activities so as to contribute to the efficiency of the HE system, given our success as measured by undergraduate success rates and the like.

If we have to grow must we not take into account that there must surely be a point where we begin to lose some of our distinctive features? There are some examples of how this is already happening. Parents, we said, were part of the Rhodes community and we included them in the opening ceremony at registration time but now there is no venue in Grahamstown large enough to accommodate the ceremony. The garden party and ball were integral to the inclusive celebratory nature of graduation but now the earliest ceremony is in nearly two days before these events and some students cannot stay that long. Maybe these are trivial examples but what of the adverse changes to the staff/student ratio or to the percentage of undergraduates in residence?

If we are going to grow we should stop the catch-up situation and do an audit of what accommodation (residence and academic), staff and other resources are needed to provide for the current situation before we contemplate further growth. We should also define our niche, notwithstanding Fred's "A niche is never constant", so that we can determine when and how future growth could damage our niche. And finally, to reinforce Fred's point, we must accept that enrolment planning is a very blunt instrument so we will always have to make allowance for unintended forms of growth.

Thirdly, I want to comment on student access. To my way of thinking we should aim to make Rhodes an institution known for its high academic achievement. I leave it to the academics present to work out what “high academic achievement” means in relation to the academic enterprise, including things like curriculum design, but when it comes to student access I think it means that we should admit only students who have either demonstrated their high academic achievement through their school results or whom we have identified as having high academic potential through the AARP tests, for instance. We are oversubscribed so we should keep raising the bar to ensure that we take the best students available.

At the same time we must give attention to equity matters but it is at this point that I wish to differ with Fred by suggesting that rather than grow our Extended Studies Programmes in the manner he suggests, we should discontinue them as a matter of urgency. The Extended Studies Programmes are not a suitable vehicle for address the equity imperative because they are failing.

Consider the drop out rate for the 2000 and 2001 cohorts of students admitted to these programmes.

Started in 2000	51	
Dropped out	31	61%
Started in 2001	56	
Dropped out	32	57%

In detail:

2000

BAF

Total	18
DROPPED OUT	10
OBTAINED IN 4 YRS	4
OBTAINED IN 5 YRS	2
OBTAINED IN 6 YRS	2

BCOMF

Total	21
DROPPED OUT	14
OBTAINED IN 4 YRS	3
OBTAINED IN 5 YRS	3
OBTAINED IN 6 YRS	1

BSCF

Total	12
DROPPED OUT	7
OBTAINED IN 4 YRS	3
OBTAINED IN 6 YRS	2

2001

BAF

Total	15
DROPPED OUT	6
OBTAINED IN 4 YRS	7
OBTAINED IN 5 YRS	2

BCOMF

Total	26
DROPPED OUT	16
OBTAINED IN 4 YRS	2
OBTAINED IN 5 YRS	7
STILL IN SYSTEM	1

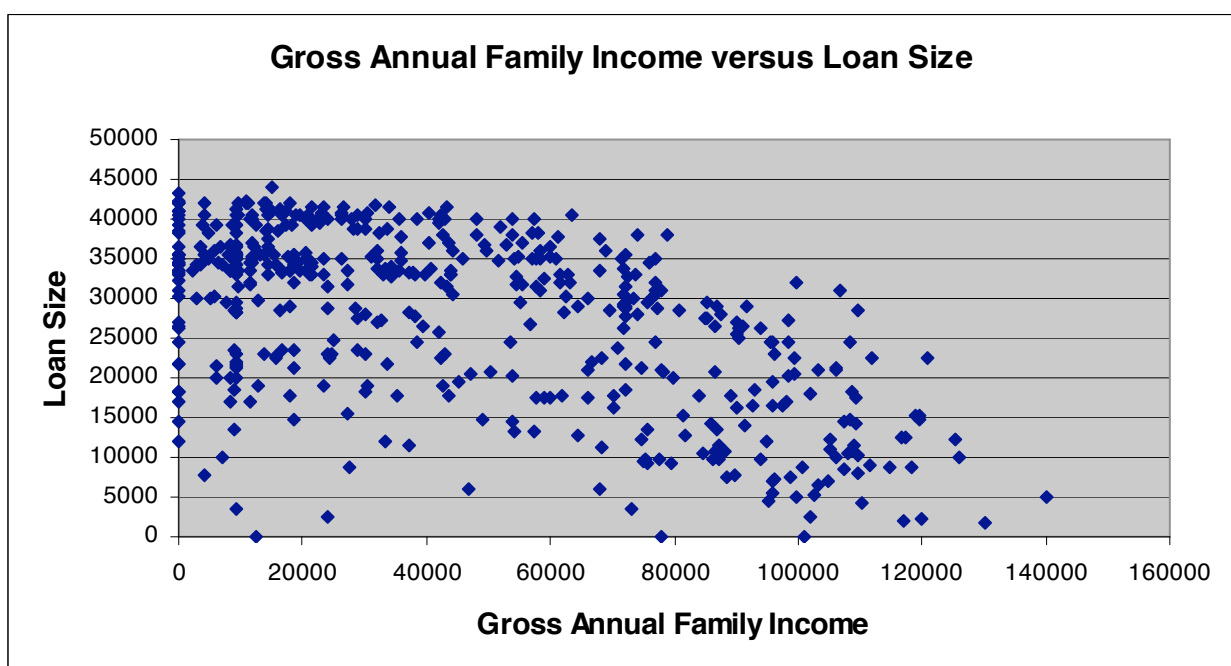
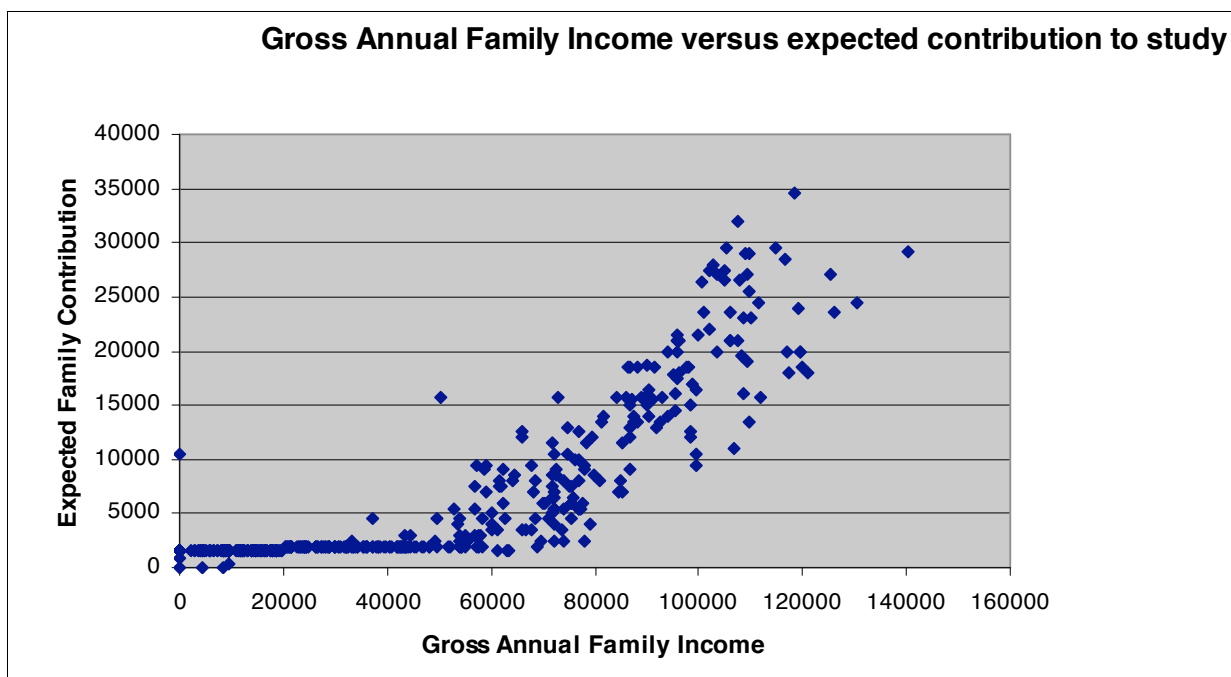
BSCF

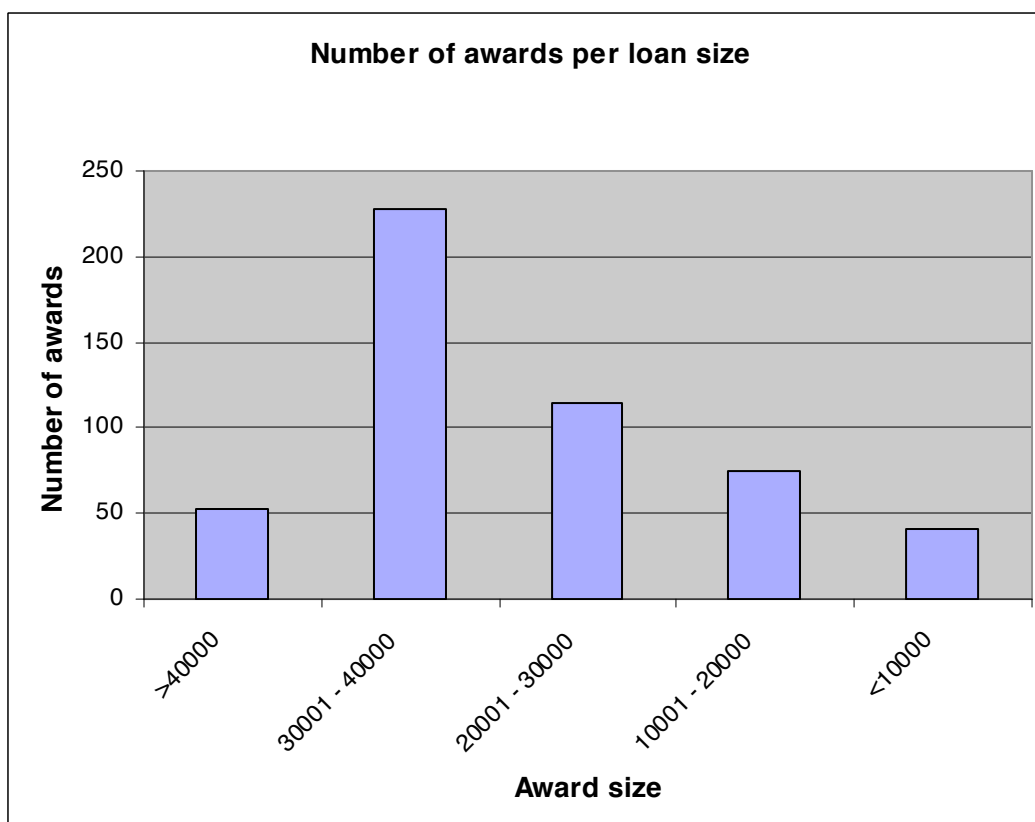
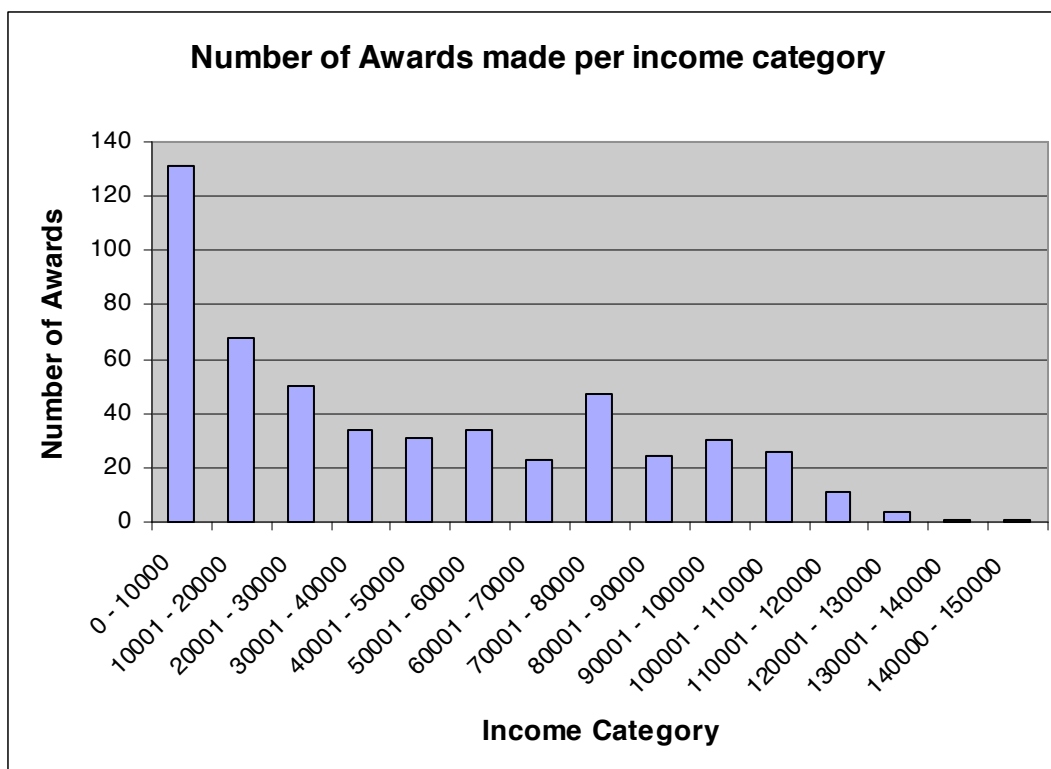
Total	15
DROPPED OUT	10
OBTAINED IN 4 YRS	5

This sort of drop out rate has consequences for the University (pass rates, etc) but the consequences for the students are far worse. Of the students who were registered in 2000 (registered, not just starting in that year as in the stats above) 41 have dropped out and now have massive debts: together they owe R 1 258 710; the largest single debt is R 100 405 and the average debt is R 35 963. To my mind it is immoral to allow this state of affairs.

If the extended studies programmes are discontinued how would we meet our equity goals? My answer is that there are many academically strong Black students out there who would come to Rhodes if they could afford to. It comes down to a question of financial aid.

The charts which follow demonstrate that our financial aid packages are effective at the lower end of the gross family income scale but not the levels from about R 60 000 and above and then we do not normally award aid to families that have a gross income of more than R 120 000. The result is that Rhodes is unaffordable for most families with a gross family income in the range of about R 60 000 to R 180 000. If we could offer a realistic financial aid package to students in this category we would attract significant numbers of the Black emerging middle class, among others.





A final comment on Fred's paper is that he is correct that we are administratively very lean. So lean, I believe that in some areas we are simply understaffed and expect too much from our administrative staff by expecting them to work large amounts of overtime and even weekends in order to meet deadlines such as registration and graduation.

4. Sustaining and enhancing excellence! Where leaders learn?

Chair: Larry Strelitz

Presenter: Peter Vale

Discussant: Viv de Klerk

Introductory comments from the chair

Larry Strelitz

In this session, we've been asked to examine, across a range of spheres, the substance of Rhodes University's commitment to excellence and the production of 'leaders'. Both Professors Vale and De Klerk will discuss practical initiatives towards achieving these ends and given this, I thought I would use my short introduction to this session to begin the task of problematising exactly what it is we mean when we refer to 'excellence' and 'leadership'. It is not my intention to come up with a final 'position', but rather to suggest some of the issues we should keep in mind in framing our discussion.

The Oxford English Dictionary defines a 'leader' as a person or a thing that is the most successful or advanced in a particular area while 'excellence' refers to the quality of excelling or of possessing good qualities to high degree.

While dictionary definitions are a useful starting point, as Prof De Klerk could tell us, they say little about the social production of meaning. Words and terms are multi-accentual in that they take on their fuller meanings or inflections from the contexts – social, political, historical and so on – in which they are used and from the social accents and structural positions of those who use them. Given this, it seems to me that if we are to fully engage with the questions that have been set for this session, we have to locate the meanings (and implications) these terms have for Rhodes university within the particularities of our social and historical moment. Thus, while it is beyond the scope of this session, I would argue then that we will at some point need to answer two inter-related questions: What are some of the features of this 'moment' (both globally and locally) and how do they impact on how we understand university 'excellence' and the production of leaders at Rhodes university?

That we need to link the questions of excellence and context in discussions of African universities is also argued by Mahmood Mamdani. Writing in 1993 on African universities he noted:

In our single-minded pursuit to create centres of learning and research of international standing, we had nurtured researchers and educators who had little capacity to work in surrounding communities but who could move to any institution in any industrialised country, and serve any privileged community around the globe with comparative ease. In our *failure to contextualise standards and excellence to the needs of our own people, to ground the very process and agenda of learning and research in our conditions*, we ended up creating an intelligentsia with little stamina for the very process of development whose vanguard we claimed to be...*none questioned the very nature of the*

institutions we had created and sustained. (quoted in Crossman 2004: 321)

The need to “question the very nature of the institutions we ha[ve] created and to contextualise “standards of excellence to the needs of our own people” is a theme that runs through a paper written Prof Astrid von Kotze, from the University of Kwazulu-Natal, titled ‘Between Excellence and Engagement: Towards a ‘truly African University’. She writes:

[A]ll knowledge is constructed in the context of varying relations of power and privilege. Our universities have been attempts to reproduce European institutions in order to reproduce European culture, social structures, beliefs and values. We have operated as poor copies of Oxbridge and Harvard, and, by maintaining the superiority of western knowledge discourses, we have failed to concede that such knowledge is only partial. (2006: 5)

Further on she asks: “Is there any such thing as an African university? Or are we talking of European cultural institutions in Africa? What for example can be said of the criterion of ‘excellence’? To what extent does such a criterion itself facilitate progressive alienation from the African in us?” (2006: 5)

There is obviously a relationship between local and global conditions and the need to understand the implications of this is one of the foci of the recently published two volume *African Universities in the Twenty-first Century* edited by Zeleza and Olukoshi. With specific reference to African universities, they write in their Introduction to the first volume:

Powerful internal and external forces that are as much pedagogical and paradigmatic as they are pecuniary, demographic and socio-political are reconfiguring all aspects of university life constituted around the triple mission of teaching, research, and service. Struggles of various kinds and intensities are being waged within and outside the university system on the contemporary interpretation and operationalisation of its mission. (2004: 1)

Amongst the internal and external forces pointed to by the authors are the rewards offered for the acquisition of education; popular perceptions of the role, place and relevance of the university in personal and societal progress; the accelerated pace of globalisation; the weakened capacity of the state in most African countries and the resultant rise of private tertiary institutions; and the systematic brain drain from many African countries. These trends have impacted on curriculum development: the authors point to, in the face of a rapidly globalising and technologically intensive world, the collapse of traditional disciplinary boundaries and the development of new interdisciplinary research agendas that require new organisational forms of knowledge production, dissemination, and consumption. In summary, they write:

The contexts and content of the challenges redefining the university and securing its place of course differ between countries, but they all reflect the decomposition of the old social contract between the university, the state, and society in which higher education was valued as a public and intellectual good which, moreover, dovetailed into visions of nation-building and national development. As market

imperatives and ideology have gained or are struggling to gain supremacy universities are increasingly valorised or find themselves compelled to seek valorisation for their private and vocational good. (2004: 3)

Given the current hegemony of the ideology of the market pointed to above, has tertiary education become, as Bill Reading claims in *The University in Ruins*, simply “another consumer durable” and is its accountability to society becoming “solely a matter of services rendered for a fee” (quoted in von Kotze 2006: 2). Furthermore, can we agree with him when he writes that in these changed conditions we should now understand the “University of Excellence” as,

a bureaucratic system whose internal regulation is entirely self-interested without regard to wider ideological imperatives [and] we must analyse the University as a bureaucratic system rather than as the ideological apparatus that the left has traditionally considered it. (quoted in von Kotze 2006: 3)

Let’s not forget that it was not that long ago that our own Chancellor, then UWC Vice-Chancellor, was quoted in the media on the ideological nature of South African tertiary education (unfortunately I don’t have the original reference):

[T]he dominant ideology of UWC will be that of the radical, democratic left which has so far been under-represented at South African universities. The dominant ideology of ‘white’ Afrikaans universities is Afrikaner nationalism and that of ‘white’ English universities is bourgeois, individualist liberalism.

If Reading and Gerwel are correct in their analyses, what implications does this have for the way we address the issues of ‘excellence’ and ‘leadership’ at Rhodes University, a traditionally white English institution. Are we becoming, in von Kotze’s words, “the breeders and guardians of the global culture of predatory capitalism, privilege and increasing inequality” (2006: 3) and if we are, is this something we wish to address as an institution? Part of the reputation of my own department no doubt rests on the ability of our (white) graduates to find work in the UK or Europe and in fact this is where many of them end up.

So how should we proceed in creating a university of excellence and producing leaders? There are no easy answers. For example, while von Kotze’s argues for a “de-colonised African perspective” (2006: 2) to inform curriculum development, other writers such as Teboho Mojo (in the first volume of *African Universities in the Twenty-first Century*) argues for the need for us to graduate students who can participate in the global knowledge-based economies. A confluence of interests between the global and the local also informs ‘Renewing the African University’, a document which outlines a 10-year partnership programme between the Association of Commonwealth Universities, the South African Association of Vice-Chancellors and the Association of African Universities. It proposes to strengthen African universities by bringing to these institutions international scholars to teach for short periods”. It also stresses the need to establish collaborations “between universities in Africa with universities in the developed countries of the Commonwealth”.

How we locate ourselves then in relation to the local and the global then has implications for curriculum, learning, teaching, research, community outreach, internationalisation initiatives, and in general, the creation of an institution of excellence.

References:

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von Kotze, A. (2006). “Between Excellence and Engagement: Towards a ‘Truly African University’”. Retrieved July 14 from the World Wide Web: <http://ingedej.ukzn.ac.za/include/getdoc.php?id=41&article=16&mode=pdf>

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4. (Continued) Sustaining and Enhancing Excellence! Where Leaders Learn?:

Peter Vale

“My daughter has returned from a year at Rhodes University – transformed.”

The following paragraphs are inspired a glowing letter that appeared in the Cape Times dated 26 November, 2002.

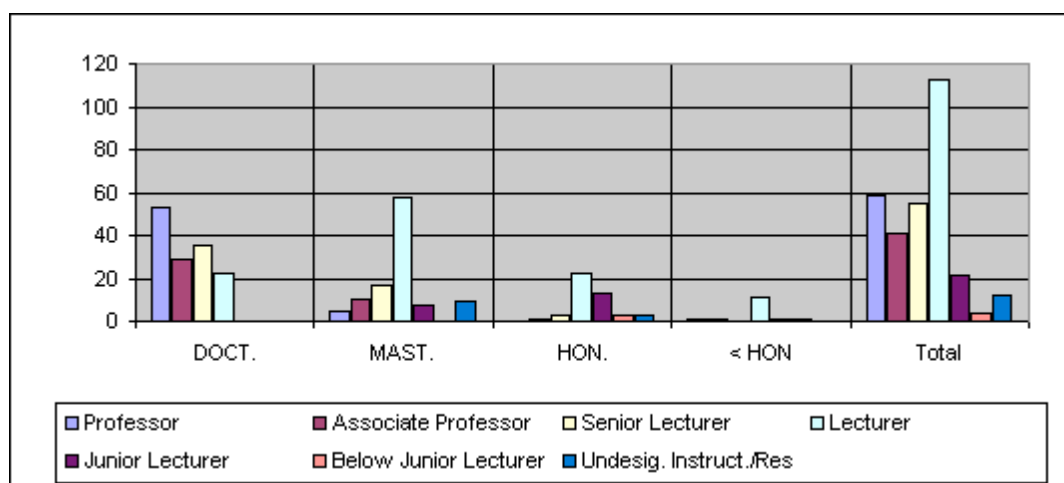
Headlines are important of course but those involved in intellectual work know that beneath them lies the graft of scholarship. This raises a point which should be tackled head-on: as Gareth Cornwall has recently suggested “excellence is an entirely non-referential and therefore empty concept, acquiring meaning only in relation to some further context or purpose”. (Cornwall, 2006) Readings (1996) embellishes the point arguing that: “Excellence is invoked ... as always, to say precisely nothing at all: it deflects attention from the questions of what quality and pertinence might be, who actually are the judges of a relevant or a good University, and by what authority they become those judges.” As a result, these paragraphs eschew use of the notion: instead, they insert professionalism, competence and internationally-competitive in the place of the empty idea called “excellence”

Qualifications for the task at hand

One place to begin is with our own qualifications – or at least the qualifications of our staff. The following tables set out the profile of these in 2004.

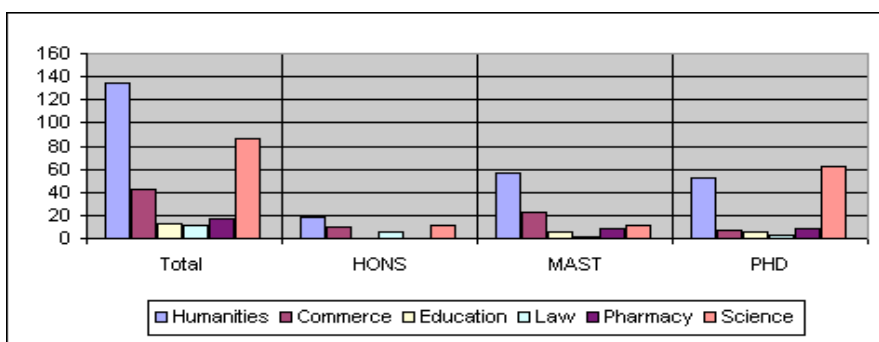
HIGHEST QUALIFICATION OF ACADEMIC STAFF 2004

ACADEMIC RANK	DOCT.	%	MAST.	%	HON.	%	< HON	%	Total
Professor	53	90%	5	8%	0	0%	1	2%	59
Associate Professor	29	71%	10	24%	1	2%	1	2%	41
Senior Lecturer	35	64%	17	31%	3	5%	0	0%	55
Lecturer	22	19%	58	51%	22	19%	11	10%	113
Junior Lecturer	0	0%	7	33%	13	62%	1	5%	21
Below Junior Lecturer	0	0%	0	0%	3	75%	1	25%	4
Undesig. Instruct./Res	0	0%	9	75%	3	25%	0	0%	12
TOTAL	139	46%	106	35%	45	15%	15	5%	305



ACADEMIC STAFF QUALIFICATIONS BY FACULTY 2004

	Tot al	HON S	MAS T	PHD	%P HD
Humanities	134	19	56	53	40%
Commerce	43	10	22	7	16%
Education	13	0	6	5	38%
Law	12	5	2	3	25%
Pharmacy	17	0	8	8	47%
Science	86	11	12	63	73%
TOTAL	305	45	106	139	46%



If we want to be internationally-recognised, we must accept that these figures are not good. Certainly in the Humanities this can – and must – be improved. How are we to do this and, at the same time, balance other priorities especially in the areas of redress? The most obvious way is to aim to hire only PhDs: some departments have gotten there. (In Politics, for example, we had a full-house of PhDs for two years, 2004 and 2005. One of our staff left but we have hired somebody who is on-course to complete this year.) A way to do this is to set targets: so, Humanities should aim for a 10 percent growth in PhDs every year for five. Can the university “buy-out” a set number of academics each year in order to provide them the space to complete the PhD? It is very difficult to develop and present lectures AND work on a PhD.

In some faculties, Commerce for instance, this is very, very difficult but PhDs are crucial if we are to remain an intellectually vibrant institution which produces good graduates and solid research.

Research and nurturing it

Research output at Rhodes is good but not great. Boosting this needs to become a priority. The appointment of a full-time Dean – and the establishment of his office – can only be a beginning. So what’s next? First, our colleagues in WASA have certainly taught us – and the rest of South Africa – something about collaboration and

the importance of “community” in the research process. Here is a relatively painless suggestion: the organisation of a “Writing School” for academic who are not yet published. This exercise needs to be a caring and nurturing exercise preferably away from the campus over a vacation: it must however be well-directed and the mentors must be carefully chosen. Second, abandon the “cookie-cutter” approach to research – it is different in Sciences and the Humanities. Perhaps the best example of this is that post-Docs in Science and those in the Humanities have operated in totally different way. In the former they have added to existing “groups” in the latter they’ve become nice add-ons. So, accept that the approach to both streams needs to be differently organised and governed.

Thirdly, adopt mixed-basket approach to rewarding research. Have two listings of journals: on one, LIST A, place a selected number of world-class journals: not more than thirty from the Sciences and thirty from the Humanities. The other, LIST B, is the rest, roughly 13 000. Be plain about the differentiated approach: if an author publishes in the “A” list, they get the full R80 000 in their research account; if they publish in “B”, the amount goes into the JRC pool. The cash incentive would push folk towards the best journals and those that fail would eventually find their way down the food-chain. Fourthly, encourage but don’t foist upon researchers the idea of “areas of concentration” or “strategic areas” of research. The best way to do this would be with mild inducements like getting outside folk to visit Rhodes to conduct cross-disciplinary seminars or workshops.

This highlights the importance of inter-disciplinary research and teaching. Significant changes in (what is called) knowledge-production point to the obvious limitations of tight intellectual specialisations. Breaking into this pattern of our work is very difficult. Incentives will surely help but, more importantly, perhaps, is the creation of the spaces to explore beyond our comfort-zones. So, is it possible to create a series university/faculty-driven initiatives which sponsor seminars or workshops which have trans-disciplinarity at their very centre. This will also help to foster something that, if we are honest, Rhodes lacks: a vibrant and energetic intellectual culture. Some of this work is already underway. For instance, in September this year, the annual teach-in of the Politics Department is focussing on Climate Change. The department is co-operating with the Academy of Sciences, the Royal Society and SciFest and have approached at least three other teaching departments. Breaking the intellectual silos between the disciplines can only be affected by catalytic cross-disciplinary interventions of this kind and they will certainly be more effective if they are supported by money.

It is only possible to do this if public space is opened for intellectual exchange: to be frank, there is precious little such space at Rhodes. To do this will require a regular, sustained and, yes, managed process where academics can meet socially to swop ideas. The Senior Common Room once did this but its days are numbered. Can a Post-graduate Club generate as much passion and intellectual energy as those decade’s long argument over The Times Crossword in the Senior Common Room?

The NRF-rating system has presented individuals and institutions with many dilemmas. Accepting, however, that the system is now part of the landscape, Rhodes should seek to favourably position itself within this environment. Here, two strategies offer themselves: first, identify four academics on the staff who are considered close

to the “A”-rating. Immediately free them of administrative and (most) teaching responsibilities and, within reason of course, provide them the wherewithal to get the top rating within a two years cycle. Secondly, identify or recruit four or five “near-As” and bring them into the Rhodes system. Of course, there are risks here but, with the correct kind of support, and the promise of an intellectually vigorous environment, they’ll stay. Under the old assumption that a rising tide lifts all boats, this investment will raise the overall academic output of the entire institution.

Curricula

We need to review the curricula across the entire university. This review must aim to exclude areas in which different departments are teaching the same thing; it must also focus on the core needs of the graduates. Both in terms of intellectual competencies and skills but also in terms of what we understand are the important life-skills of our graduate. While the former are for negotiation, the latter – numeracy, writing and presentation skills – are not. And critical thinking, as the satisfied parent insists, cannot be excluded.

Let us reinforce this a tad: the drift towards instrumental uses of knowledge is a feature of our times. If we are to retain our standing as a university, Rhodes must guard against this: ceaseless in its enquiry Rhodes must follow Rosa Luxemburg (1870-1919) lead when she wrote this line “But this much I know, that is our duty, if we desire to teach truth, to teach it wholly or not at all to teach it clearly and bluntly, unenigmatically, unreservedly, inspired with the full confidence of in its powers” book, believing, as Albert Einstein (1878-1955) did, that “the search for truth is more precious than its possession.”

In some places in the institution we face particular challenges to this critical project. Take Economics and the overwhelming dominance of econometrics within an essentially social science. It may be necessary to purposefully move direction towards the kind of interesting and compelling socially-activist economics with which our Centenary Honorary Graduate, Amartya Sen, presents and which won him the Nobel Prize.

Internationalisation.

We seem to be following, or rather playing off, northern-based institutions. Instead, Rhodes must lead by developing a strongly net-worked group of southern-based institutions that share our vision of interrogative and competitive scholarship. Put differently, Rhodes needs to become part of a hub of southern-based universities which are directed at fostering alternative and engaged epistemologies in a time of intellectual turmoil.

Escaping the Post-graduate trap.

A core moment in the development of an intellectual profile is the fifth year of study: the Masters degree. This is a decisive moment when, if a student stays this long, the career pressures are at their greatest. To be first-rate, Rhodes must intervene at this moment and point their offerings in two, quite distinct, directions.

On the one hand, the drift towards the professional (or the ‘Applied’) MA seems unavoidable. With its roots in the hundred-odd year old MBA, this degree has flourished becoming an essential ticket for professions like Psychology. However, in many cases (in SA and beyond these borders) this qualification has ended up as a kind of academic Wal-Mart: popular, profitable but pretty worthless: a cash-cow, in effect. As we continue to offer this qualification, we must build into it generic competencies which will distinguish our graduates from those of “Wal-Mart University”. These skills must be in communication, in writing, in statistics, and in overall professionalism. Through these Rhodes will stand out from the crowd. A “Professional Masters” from Rhodes must get the reputation as the quickest and shortest route to a job!

As we do this, our intellectual interest must be caught by the immense opportunities offered by the traditional “research” Masters which grow the successor generation of scholars. These must be re-imagined and crafted in innovative ways. Generically, we must (re)turn to the idea of the MPhil – a research Masters. In some cases, it may prove to be a useful way-station to the PhD: offering weaker students the space to grow their research and writing skills. (This is a dangerous in terms of the overall thrust of these remarks because it can detract from the search for intellectual quality.) For stronger students, the MPhil will represent a nominal moment en route to the PhD. We must however reconfigure our assessment of the examination and so insist that thesis be accompanied by two published papers. This would also make significant difference to our publication rate.

In both cases, however, it too must impart generic skills: research, writing, and asking the hard questions that lead to new understandings.

So, what of “**Where Leaders Learn**”?

This is an important statement, make no bones about it, despite the newly-introduced question mark. Were this not so, why would the Eastern Cape have cribbed from us with the headline: “We are taking giant strides in the Eastern Cape, where leaders grow’ as part of their marketing strategy? This is where Rhodes, and a Rhodes education, adds something to the intellectual or academic project. We do offer this already and I do not think that the claims on “leadership-training” claimed in our Audit Portfolio last year are misdirected.

Of course, leadership means different things to different people. The business community believe that “leadership” can be taught through imbibing business skills; the military by crafting the correct line of command; a politician by pursuit of a ideology. The true test of the kind of leadership a university should impart brings us back to the headline and the father’s explanation to The Cape Times.

“In just one year she has matured into a person who analyses, questions, thinks critically and philosophises. She gets excited about ideas and thoughts represented in great literary and philosophical works...The most important thing our universities can teach young people today is to be critical thinkers and that the preservation of certain institutions, such as democracy, depend on this...Technocrats won’t solve today’s global problems..”

Here follow four suggestions that might well add to our social and intellectual capital in the spirit of “where leaders learn”: each is focussed at a different moment in the academic ladder.

Develop a first-year introductory course which is compulsory for each first year student. It is to be taken in the first Semester and grows organically out of the annual Orientation programme. The aim is to integrate every student into the life and practice of the university and to give them an all-round understanding of three broad areas of scholarship: Science, the Humanities and Commerce. It might be focussed round “Africa” as was once mooted but, more readily and immediately, it could take as its organising centre, the Eastern Cape encompassing its peopling, its politics, its ecology, its economy, say. Since we presently take 1 500-odd first years, it will not be easy to do this and, surely, it will be costly because it will be people-intensive. However, it will provide the space to assess students overall.

At the Hons level, the university should offer students additional skills and competencies. These should be offered extramurally and will involve preparing them for the world of work. So, writing might be stressed; as would preparing a CV; and presentation skills. Importantly, too, this is a time when critical thinking skills should be honed. But there may be something else here. Perhaps, Rhodes could enhance the undergraduate qualifications that students from other universities have received by offering an extended Hons Degree which will run over two years. Here, students could reinforce their theoretical base and, as an example, improve their “bench skills”.

For staff the university should create an institution called “The Rhodes College”. This would be a prestigious body and would be analogous to the entirely honorific “Fellow of the University” at UCT. Criteria for membership would have to be determined by the university but to be “Called to the Rhodes College” would mean recognition of a distinguished contribution to the university. Perhaps only five a year would be called at an induction dinner could be hosted by the VC.

Select one area of “advanced study” which would position us nationally and internationally. Because it seems to be becoming an area of strength, we should choose Higher Education. In partnerships perhaps Rhodes should initiate a “Senior Executive Program in Higher Education”. Entrance will be open to senior managers in the sector and, on special appeal, to less-senior managers who have the potential to lead at the highest level. In this it would resemble a kind of “Salzburg Seminar” but by invitation only. The course will aim to improve understanding of HE in the country (and its role), the place of policy and its implementation, and ethics that underpin HE both in South Africa and throughout the world. Leadership, management and interpretative skills will also be included in the curricula. By launching this Rhodes University will position itself at the apex of the debate on HE in South Africa. This project, and the prestigious Fellowships it offers, might be called for David Randle Woods.

Finally, we need to answer this hard question: if Rhodes grows will it be able to initiate, offer and sustain any of the ideas in this document or will we become another “Wal-Mart University”.

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Sustaining and enhancing excellence! Where leaders learn? (continued)

Discussant: Viv de Klerk

Some ideas in response to Peter Vale's presentation

What is excellence?

Peter says no to use of the word 'excellence' ... I say yes. Quality and standards are contextually specific, and the concept of excellence needs teasing out and interpreted in context, I agree: "Excellent" is a relative concept, context dependent – but so too are any evaluative words, just like *good*, *bad* or *indifferent*. Even *professionalism*, *competence* and *competitiveness* are concepts which are relative to levels of professionalism and competitiveness out there. The measures are inevitably subjective and reflect judgements.

Oxford English Dictionary definition: "The possession chiefly of good qualities in an eminent or unusual degree; surpassing merit, skill, virtue, worth, etc.; dignity, eminence". Good and worthy goals, I'd say. So, since our context is Higher Education, we need to decide on what type of focus we aspire to, local or global, and everything else should follow in terms of curriculum, research etc. We need to decide which judgements will carry weight: those of our local, African peers, our students or our peers world-wide. What is our market-place? And what are we measuring? In Larry Strelitz's introduction to this section of our discussion, on page 44 he cites Reading's view that "we must analyse a university as a bureaucratic system rather than as [an] ideological apparatus". But why can Rhodes University not be both? An efficient system which supports our own ideological imperatives. We simply must decide what those imperatives are. And then we want people out there to admire the high quality of what we do and what we produce. We need unashamedly to encourage and reward outstanding achievements – both among our students and our staff.

Keeping these unresolved questions at the back of our minds, let's explore **excellence** in terms of academic staff and students. (And I would like to acknowledge before I do this, that the efficient and reliable administrative support we all enjoy at Rhodes is a very necessary preliminary condition for striving for academic excellence – and to say how much I personally appreciate this fact). Staff first – because they are the core: we need to treat them well, nurture them and reward them, since they will drive whatever the students do and achieve.

The staff:

- a. *First and foremost: Resources*: if, as I argue, staff are the powerhouse of the intellectual spirit of the university, they need an up-to-date computer and a printer each – and this is not negotiable! No standing in line and begging. This is an essential vote of confidence in them
- b. *More Phds* says Peter. Well yes, but there are a few caveats: you also need Indians, and we must remember that not all phd'd staff are excellent; Buying out the under-qualified sounds like a time-bomb waiting to explode, and might cause huge insecurity and stress, so I believe that the carrot is much better than the stick: we need to build in greater rewards and incentives for our staff to excel. Keep in mind that academics, by their very nature, are competitive A-type personalities, perfectionists, somewhat intelligent (!) – and they thrive on recognition of achievement. And also

monetary rewards. Firstly I'd like to propose a handsome cash rebate for any staff member who manages to complete a Phd while teaching. But we need **more**: If you already have a phd at 30, and you are a senior lecturer, the chances are you will be an associate professor and a full professor within 10 years. And then? What's next? Nothing much, actually, for the next 25 years. We need to devise imaginative ways in which high achievers can continue to strive to the next level. Possibly based on publications or on NRF ratings – Senior Professors? Distinguished Professors? Why not?

- c. *Payment*: I agree with Peter that this is becoming increasingly urgent. Some believe strongly that our ethos of research for the sake of research is the best way forward, and these are noble aims, and there are good arguments to support them. But who is propounding these views? Those with high salaries, and strings of publications. 'What about the workers' with lesser incomes? When do we hear their voices? I know many of them who think differently, and I support Peter's view that some personal reward scheme is overdue – carefully controlled in terms of more for the prestigious approved journals. BUT we need to guard against...
- d. *Quantity versus quality*: true recognition and excellence comes from publication in prestigious journals and from full-length monographs – the broad overviews, the scholarly explorations in depth which are lasting and probably reach a wider readership. Why should Rhodes staff aim for this at the moment? For the personal prestige that results. Is that enough?
- e. *NRF ratings*: these are increasingly an unavoidable external measure of excellence which Rhodes staff, especially in Humanities, are avoiding for various complex reasons, including mistrust and vulnerability. And part of the reason is that it seems that they need not bother: There is no visible push from Rhodes' side to get an NRF rating and minimal recognition for them if they get a rating. In Humanities, 8 of the 53 (=15%) staff with Phd's have a rating (only 2 of these are B's). At Rhodes as whole, there are 47 rated staff out of 139 with Phds = 33%. Why so few? We need to engage with the NRF process, take ownership – make it work. Peers are the ones who are the judges – and if we as staff get involved in the process, we will be better able to self-regulate our peers.
- f. *Cross disciplinary cooperation* is also a good idea in cognate disciplines, but don't force it: it may well lead to superficiality, and lack of depth in terms of area of specialisation. But collaboration and joint publication with fellow colleagues, especially young initiates (who may lack confidence) in the same discipline can and does work – share the pain and the pleasure, double the skills and knowledge and resources. We need more of that.

The Students: WHERE LEADERS LEARN? (note the question mark – we must not be complacent) **Our degree certificate is our authentication of the high standards we claim to maintain.** What does it certify they know or can do? Are we satisfied with its value?

Starting with undergraduate students....

- a. *The way we assess excellence*: We are experiencing dramatic changes in knowledge culture: we live in an open-book society, where retention and memorisation of facts are becoming less and less important – knowing

where to access and evaluate information and what to do with it is far more important. Skills in selecting relevant information and dealing with it intelligently and critically are what graduates need after they leave. Do we examine in that way? In all Faculties?

- b. *Reading:* We often claim (at least in the Humanities Faculty) that our students ‘read’ for a degree, but it is becoming evident that many of the new generation of students have not developed the habit of reading, and they rather spend hours of their time engaging with electronic media and ‘multi-tasking’. What effect is this having on the ability to engage in depth with texts? And how is this affecting linguistic ability?
- c. The most visible part of our students’ competence when they enter the working world is their *linguistic competence* – but some of our graduates are little short of shocking in their writing and oral presentation. When we give them a degree, we guarantee basic skills. We’d better sit up and start ensuring they have them – before honours level.
- d. Peter argues for a *compulsory course on Africa or the Eastern Cape* (who would teach and assess it, and how would we guard against superficiality?) Certainly if we want to be an excellent African university, we want students really to understand the issues and problems confronting South Africans - but we actually have a microcosm of these issues here in Grahamstown. If you ask students, you will find that, for those how do it, one of the most lasting aspects of their experience at Rhodes is their community involvement. So why not build more of Grahamstown into our curriculum? Language, literacy, economics, geography, history, politics – it’s all there. And make it a requirement, that extra dimension which only our students have.

Moving to post-graduate students

- e. *Intellectual debate:* James Christie, one of our more distinguished alumni who participated in the Centenary Debate, referred in his contribution to the social and intellectual trends at Rhodes in the early 60s and 70s, when there was lively debate between students and staff. As he put it: “atheist philosophy students doggedly argued with scandalised theologians, prim physicists would look askance at poets and painters, and left-wing politics students would find themselves in fierce debate with conservative geology students. Zoology students would defend Darwinism against fundamentalists. To the amazement of everyone, there are actually maths students sharing mathematical jokes and amidst all this intellectual excitement, a coterie of students of the Beaux Arts looked down on the rest of the campus as philistines. Rhodes was an incredible and intellectually explosive 24-hour university.” (<http://www.ru.ac.za/> accessed 10/7/07) Let’s strive to achieve that again. Devise measures to engage students and staff. It used to happen in the senior common room (SCR), but then departments opened private tearooms. We could make it happen again. Perhaps, as Peter suggests, we could set up a *prestigious body* recognising excellence, and include staff and students (phd’s only?), and make the SCR a ‘special’ place, where arranged events and seminars take place. Departments could take turns monthly to talk about their research. If we offered sandwiches for tea as well ... we might get staff and students talking again.

- f. Peter's suggestion of a *writing school* is also a good one, but I wonder who these wonderful self-sacrificing mentors are who will find the thought of offering their services in going through rough drafts with fellow academics irresistible. Maybe they'll do it for their own post-grad students, but not for others, unless there is some incentive. Joint publication maybe?
- g. And I agree that the question of the *coursework masters* must be resolved, and we must tackle the *overlap* that exists across some of these courses. There is definitely room for a single course in research methodology for humanities students, and sharing it would free up considerable time for the teaching staff.
- h. We also need incentives for attracting post-grad students. One idea of such an incentive would be to *waive the tuition fees* for MA and/or Phd students on condition that they publish one paper within a certain time-frame: this would be a win-win situation. Scholarships will be worth that much more if such a bonus were included.
- i. And one final word about the qualification on which we pride ourselves the most: *the Phd, and the way it is examined*. Currently we have what we think is a rigorous system of 3 external examiners, but often some (or all) of these examiners do a pretty poor job – they can be worryingly superficial, and sometimes one even wonders whether the full thesis was read. If we aspire to international standards, let's look closely at what the competition is doing. How about a *viva* with a local panel and at least one external examiner present? This would mean a fairer, more rewarding, experience for the student, a greater sense of engagement with academics – and initiation into the intellectual debate I was referring to earlier. And hopefully we would move closer to excellence as well.

5. Recruitment and Access and Support and Success

Chair: Sizwe Mabizela

Presenter: Chrissie Boughey

Discussant: George Euvrard

RECRUITMENT & ACCESS, SUPPORT & SUCCESS

Chrissie Boughey

Introduction

Discussions around the issue of access tend to centre on the question ‘Access to whom?’ This critical thought piece seeks to introduce a new perspective by beginning the discussion with the question ‘Access to what?’

The second part of the piece then goes on to use the theoretical framework introduced in response to this question to answer questions about the way in which support for success can be provided.

Access

Universities have long been linked to professional development with disciplines such as law and theology preparing students for the workplace. This link between the academy and the world of work has become more apparent in recent years, however, because of the changing nature of the means of production in the face of globalization. Since the late 1980s, South Africa has been influenced by what is termed the ‘high skills thesis’ or the idea that economic prosperity is linked to the development of a high level of skill in the work force (Kraak, 2001). In some nations, the perceived link between the need for ‘knowledge workers’ and economic prosperity has resulted in attempts to provide access to higher education to as many as 50% of school leavers. The development of high skills is not only perceived to lead to prosperity at a national level but also to impact directly on the life of those who engage with it in economic terms – an argument which has been used in Britain to support the introduction of a substantial ‘top-up’ to tuition fees to be paid by students. One of the results of the high skills thesis is that higher education becomes a commodity – an economic good which needs to be accessed if material prosperity is to be attained.

Although it might not be articulated in these terms, there is no doubt that the link between higher education and economic prosperity is evident amongst the student population in South Africa. I would argue that the majority of students at Rhodes are pursuing a higher education because they, or their parents, believe that a degree will provide them with better employment prospects and, thus, more access to material wealth. The rural, working class students who comprised the majority of the student body at a historically black university where I taught were able to articulate the link more boldly. For these students, a degree meant access to a car, a cell phone and accounts at clothing stores – material goods which had long been denied to them.

As Coffield and Williamson (1997) point out, however, increases in the participation rate in higher education in a developed country such as the United Kingdom have not brought the benefits of full employment and the enrichment of society in ways envisaged by discourses promoting the high skills thesis. Rather, the massification of higher education has resulted in social polarisation characterised by increased competition between occupational and social groups. Graduates who have attended the upper tier of the hierarchy of universities which has emerged in the United Kingdom monopolise the best jobs. The rest are pushed into short term contract employment with less favourable pay conditions. Traditionally, Rhodes has located itself in the upper tier of South African universities. If Coffield & Williamson's research has anything to tell us, then it would appear that access to Rhodes involves access to some of the best employment prospects in the country (although it would appear that we have no evidence that this is the case for graduates from all social groups). The social polarization noted in the United Kingdom in relation to graduates of universities on the lower tiers of the higher education structure, on the other hand, is evident in the existence, in South Africa, of an unemployed black graduates' association. The first point to be made about access to Rhodes, then, is that it is about access to a material good and, in a country like South Africa, inevitably involves issues of redistribution and social justice.

Coffield and Williamson's research (*ibid*) prompts further exploration of the question 'Access to what?', however. In South Africa, what Morphet (1995) terms the 'critical' discourse' in Academic Development, has long conceptualized access to higher education using the concepts drawn from social practice theory (see, for example, Gee, 1990). Social practice theory acknowledges the existence of 'communities of practice' – groups of individuals who think, act, speak, read and write in similar ways. The similarities in these ways of thinking, acting, speaking, reading and writing stem from sets of shared values and attitudes – in other words, the communities of practice also *believe* in similar ways. In academic communities, these values and attitudes relate to what can count as knowledge and how that knowledge can be discovered or constructed. It is possible to identify a broader academic community and within this, more focused communities related to ontological and disciplinary differences (see, for example, Lea & Street, 1999). A university is thus not a neutral, a-social, a-cultural entity but is rather an 'elevated' (in the sense that it holds social status and is powerful because of this) discourse community founded on a set of shared values and attitudes. Gaining access to and being successful in higher education thus centres on gaining access to this community.

Key to these understandings is the idea of a distinction between what Gee (*ibid*) terms primary and secondary 'Discourses'¹⁰. The primary Discourse is an individual's home community. Learning to act, speak and think within this community of practice 'comes for free' since a child is socialized into it from birth. The secondary Discourse (and for most children this relates to school-based communities of practice) is acquired later through formal education. For some, the primary or home Discourse shares values and attitudes and, thus, ways of thinking, speaking and behaving, with other 'elevated' Discourses including school-based ones. Some children, therefore,

¹⁰ Gee capitalizes the word 'Discourse' to distinguish the meaning he attributes to it from other meanings more commonly used.

have a head start on others when it comes to schooling and higher education since they have been exposed to the values and attitudes, and the practices which stem from those values and attitudes, which characterize education-based discourses. Children whose home based Discourses differ substantially from more 'elevated' secondary Discourses thus have to 'catch up' with their more privileged peers as they engage with education. The idea that school can provide the processes of socialization necessary for individuals to master the secondary 'elevated' Discourses which they will need to enter and succeed in higher education is then complicated by a number of factors including the amount of exposure to the secondary Discourse provided by the school, the quality of that exposure, the 'strength' of the home or primary Discourse in limiting or curtailing that exposure and, more importantly, the fact that school based Discourses themselves differ substantially from academic discourses.

The implications of social practice theories for access to higher education are profound. Social practice theories, for example, are able to provide a more nuanced and complex explanation for the fact that participation rates for working class students in higher education are lower than those for students from other social classes than Marxist 'correspondence theories' (see, for example, Bowles & Gintis, 1976). In the context of the new global economy and the need for so called 'knowledge workers', they suggest that access to higher education impacts not only on the kind and level of work which might be available to individuals but whether that individual might ever find work. More specifically, they show how higher education as a 'commodity' or 'economic good' can be withheld from groups of individuals with the result that access to material prosperity is simply re-shuffled amongst groups who already enjoy some measure of it. The ability of universities to contribute to social and economic change and, more importantly, to a more equitable social system, is therefore called into question unless an institution can take conscious steps to intervene in the social processes which construct access to it.

Implications

For South African universities, social practice theories are particularly pertinent given the history of our country. Differences in the schooling available to different groups of individuals are not merely due to the availability of resources but to profound differences in the values and attitudes which underpin school-based teaching and learning practices. If knowledge, for example, is constructed as uncontested fact then this value underpins the way individuals engage with text, with the way that they learn, the way that they read, the way that they write and the way that they engage with issues in the street. Other values impact on the extent to which individuals are even prepared to engage with text or whether they choose to set it aside in favour of oral modes of communication (see, for example, Heath, 1984). This means that 'academic' learning, speaking, reading and writing is not a matter of 'skill' or proficiency in English but is rather an issue of identity and social background. The extent to which exposure to other teaching and learning practices in some schools can impact on the way individuals from communities with very different values and attitudes towards knowledge, the way it can be constructed and the way it can be engaged with is also called into question. To use yet another economic metaphor, will attendance at a former 'Model C' school for six hours per day necessarily allow the child of a domestic worker to acquire the cultural and social capital (Bourdieu, 2002) s/he needs to access and succeed in higher education?

At a broader level, social practice theories also challenge the idea that higher education is about the education of ‘bright young minds’, an inherently liberal understanding which allows a university to exonerate itself from blame in relation to issues of access. A braver position would be to acknowledge that universities privilege those who already have social and cultural capital which is akin to that valued by the institution itself and that failure to gain access is not necessarily an issue of intelligence, motivation or some other attribute inherent to the individual but is rather related to the way society is structured.

For Rhodes University, the implications of social practice theories can be stated more practically as a series of questions:

1. Although the demographics of the student population might have changed over the last ten years in terms of race, is the University continuing only to provide access to privileged social groups – i.e to groups with social and cultural capital which most closely matches those of its own discourse community?
2. If this is the case, what contribution is the University making to social change in broader terms and, given the high skills thesis and the position of Rhodes as a ‘top tier’ university, in terms of the redistribution of wealth?
3. Rhodes has afforded considerable pride to itself on having the best undergraduate success rates in the country. Given the theoretical position outlined above, is this pride justified?
4. Currently, the University uses its three Extended Programmes to provide an additional access route to students who do not meet its minimum entrance requirements. Access to these programmes is limited to students who have attended former DET schools. To what extent should these programmes be opened up to students with different educational and social histories?
5. The Extended Programmes have been funded by means of a R6 million grant from the Department of Education to cover the triennium 2004/5/6. When the grant was awarded, posts which had previously been devoted to access (such as the English Language for Academic Purposes post and Commerce Foundation Programme Co-ordinator post) and which had previously been funded by the University were shifted onto the grant. The University therefore shed costs in relation to issues of access. It is unlikely that the University will succeed in gaining even 50% of the funding it received for the 2004/5/6 triennium in new round of funding to be initiated in the second part of this year. A commitment has been made to provide a minimum top-up to available funds to allow the Extended Programmes to continue for the next three years. To what extent is this sufficient if the University is serious about contributing to social change particularly in the Eastern Cape?
6. It is possible that more working class students ‘on the margins’ of the mainstream could be admitted to the University if appropriate forms of support were provided to them and if mainstream staff made the commitment to widening access. To

what extent would the University be prepared to commit itself to and, importantly, fund such initiatives?

Support for access and success

The field of Academic Development (AD) has long been concerned with the provision of support to students. In the early days of the AD movement in South Africa, this support was located ‘outside the mainstream’ and largely took the form of additional tutorials and courses. The literature generated in the field of AD is unequivocally damning of these early initiatives noting not only the resentment felt by students who were forced to attend extra classes and tutorials but also the flaws in their theoretical underpinnings (Boughey, 2005). By the early 1990s, therefore, the field was arguing for a model of student support which was ‘infused’ into the mainstream through curriculum development and teaching pedagogy. For a number of reasons, the so called ‘infusion model’ was not taken up in any significant way in spite and, arguably because of the resentment felt at the intrusion of AD into the mainstream, AD units were closed down at many institutions when finances became tight in the late 1990s.

By the early 2000s, changes and policy initiatives at a national level meant that the field of AD came to be reconceptualised in those institutions where units had managed to survive. The need for curriculum development as institutions moved from disciplinary based offerings into programmes along with the need to assure quality in teaching and learning meant that those who had developed expertise working with students increasingly came to be called upon to work at institutional levels. This was certainly the case at Rhodes. Although the need to work within frameworks related to quality assurance and institutional efficiency might have seemed different to the old equity framings which had long characterised AD work, to all intents and purposes the ends were the same. By working with concepts such as ‘quality’ in teaching and learning, AD has been able, in some institutions, to contribute to the development of curricula and teaching approaches which are conducive to the provision of what Morrow (1994) terms the provision of ‘epistemological access’ – access to the values and attitudes which, according to social practice theories, underpin academic ‘ways of being’. Again, this has been the case at Rhodes, albeit in a limited way.

In more practical terms, then, what might the provision of ‘epistemological’ access to the university involve at an institution like Rhodes?

1. Rhodes had an Academic Support Programme for many years which offered additional tutorials, additional classes and school based initiatives. That the Programme was reviewed and nearly closed down in 1996 is testament the fact that it was less than successful in meeting the perceived needs of the institution. What this piece is *not* proposing, therefore, is a return to ‘old’ models of adjunct student support although this is not to say that some carefully planned and managed direct support (in the form of, for example, a writing responding programme which is integrated into the mainstream or a mentoring programme) should not be provided.
2. In the last six years or so, the University has placed emphasis on the enhancement of teaching and the development of curricula although arguably this has occurred within a ‘quality assurance’ framework. If we are to make more efforts to admit

students who are ‘on the margins’ of mainstream life, then this emphasis has to continue. The framing however, would shift to one of ‘quality for equity/access’ – in other words our efforts at assuring quality would be directed at ensuring that our teaching and curriculum design were enabling the University to meet its goals of contributing to social justice. Teaching and curriculum design would thus have a *strategic goal* rather than a more general goal of simply being ‘excellent’.

In many respects, some of this work has already been achieved. The Rhodes Policy on the Assessment of Student Learning, for example, states that:

The assessment of student learning is key to quality in that it ensures that the standards of qualifications awarded by a university are achieved. In the face of cultural, social and linguistic diversity, however, assessment has the potential both to challenge and maintain social structures. A university therefore has the responsibility to ensure that its assessment is valid and consistent, that its assessment practices are transparent and that its assessors are accountable for the judgments they make.

In order to implement the policy, the University requires all new staff to complete an Assessor’s Qualification before being awarded tenure and the assessor courses which prepare staff for the qualification focus on the extent to which assessment can be *fair* to all students. What we do not have, however, is any analysis of the way assessments impact on different groups of students (other than very broad comparisons of the pass rates of different social groups). If the University were to admit more students from different social backgrounds, then this kind of analysis, this kind of quality assurance, would be one way of ensuring that we were using our teaching (and assessment is an integral part of teaching) to allow us to reach our strategic goal without lowering standards.

3. While the University has already initiated steps which could allow us to widen access, more would need to be done. It would be possible, for example, to examine learning materials at first year level with the intention of ensuring that they provide the best possible support for students deemed to be ‘at risk’. Many departments and individuals produce learning materials either in the form of course guides, handouts or web based materials. These are of varying quality, however, and a project which aimed to enhance their quality across the board could contribute to the strategic goal of increasing ‘epistemological access’ to marginalized groups. The key to this sort of initiative would be to ensure that it was not conducted in a way which was threatening to individuals and to departments and which was perceived to impact on academic freedom. In order for this to happen, institutional leaders would need to promote ‘buy in’ to the idea of widening access and of taking steps to ensure that success is achieved once access had been given at all levels.

Conclusion

In many respects the widening of access and the assurance of success has the potential to impact deeply on institutional culture not least because, for many, increased diversity in the student body would call into question the very nature of the institution of the university. I believe, however, that the social practice theories used in this

thought piece to interrogate the issue of access allow us to identify more clearly what the nature of that institution is. A university is an institution which is essentially sustained by values and attitudes to what can constitute knowledge. Those values and attitudes allow us to make judgments about what is good and what is not good, what is excellent and what is not excellent in the realm of knowledge creation. Dominant values and attitudes can allow some knowledge forms to be shunned - an argument proposed, for example, by those interested in indigenous knowledge forms and experienced by those who have to defend methodological approaches other than positivism in doctoral theses. Sustaining the university therefore also concerns challenging dominant values and attitudes in order to ensure the continuance of the 'knowledge project'.

Teaching at university should not merely be about 'passing on' or 'communicating' knowledge to our students (although this certainly seems to be the dominant and, I would argue, 'unconscious' discourse in many teaching portfolios) but rather involves teaching them to how to contribute to the construction of that knowledge. Given the points made earlier in this thought piece, the provision of access to the values and attitudes which sustain knowledge creation is therefore not only about widening access but also about sustaining the institution of the university itself and, as such, should be embraced rather than shunned.

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6. Community Engagement

Chair: Colin Johnson

Presenter: Guy Berger

Discussant: Ingrid Andersen

Some thoughts on Community Engagement at Rhodes.

Guy Berger¹¹

1. Introduction and background:

Post-apartheid, our institutions of higher learning have been urged, if not required, to become more accountable to South African society. They are increasingly assessed in terms of what contribution they make to broadly-conceived transformation of society (fitness of purpose), and this impact is measured in relation to costs (the quality of contribution measured in terms of value for taxpayers' money: i.e. fitness for purpose) (CHE, 2006a:147). It is within this context that the HEQC since 1997 has been arguing that universities need to accept their social responsibility, and that this should be expressed through commitment to community service. In other words, it is not enough for a university to contribute to society indirectly (by production of graduates and research). There also needs to be a more immediate and direct input. The "vertical" as it were should be complemented by the "horizontal". The HEQC has argued therefore that community service should be included in the mission statements of South African universities. In turn, it argues, there must also then be a policy to actualise this function.

A meeting of Vice Chancellors in 2000 took the issue further. The thinking emerging there was that education for market place (i.e. servicing South Africa industry) should be balanced with education for good citizenship, and that community service should be seen in this light.¹² As such, for the VC's then, community service is expressly not a purely philanthropic exercise. In effect, it is a means to a learning outcome.

Significantly, the VCs also said that community service should not be an addition to teaching and research. It should be integral to these functions. This particular theme has been pursued in two interesting publications released by CHE in June this year (CHE 2006a; 2006b)¹³. Other developments in the area include the Department of Education producing a draft policy on community service in 2002. In short, there is a

¹¹ Most of the information in this paper is drawn from CHE (2006a; 2006b – see note 3 below). Thanks also to the following people for stimulating ideas: Di Hornby, Rod Amner, Louisa Clayton, Peter Clayton, Ingrid Andersen.

¹² Interestingly, however, it seems that there is a sense that good citizenship is not about encouraging *voluntary* community service amongst students; instead it is primarily to do with the creation of *compulsory* components in the curriculum. Students in this mode have to do it to earn their degrees, rather than as caring citizenry.

¹³ CHE. 2006a. Service-Learning in the Curriculum. A Resource for Higher Education Institutions. Higher Education Quality Committee. Council on Higher Education: Pretoria.
CHE. 2006b. A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning. Higher Education Quality Committee. Council on Higher Education: Pretoria

substantial history to the issue of community service, and significant thinking done around it. But there is a question. Some two years ago, Dr Badat himself struck a note of caution at a strategic planning meeting attended by many of the people who will be at this imbizo. He distinguished between government's symbolic and substantive policy thrusts, and explicitly noted that there were no state resources being committed to promote community service. In a word, state money was only going to teaching and research. The question this poses is: *how seriously is community service to be taken - is it then only of symbolic value?*

2. Clarifying definitions

Although terms are often used interchangeably, there are meaningful distinctions between Community Service, Service Learning, and Community Engagement.

- **Community engagement** is a precondition for **service**, and also the modus through which service is operationalised. Not all community engagement, of course, is about service. But the key thrust is that universities are not cloistered ivory towers, but actively interacting with their external environments.
- **Community service** can take many forms – just one of which includes students in service learning. For some reason, however, the HEQC books (2006a; 2006) concentrate on the latter. *Question: what other forms of community service exist, and thus what other kinds of societal contributions can be made through varying forms of community engagement? Is one kind (eg. student involvement via curriculum) more congruent with university functions than another?*
- **Service learning** is “a pedagogy that integrates service with learning”, according the CHE (2006a).

What is conspicuously absent in the CHE books is any definition of “community”. In practice, the organisation concretises the community as the entity that can be accessed via partnerships with civil society's organised groupings (most probably, NGOs). This raises several questions:

- *Can community service also be service to state structures (municipal, provincial, national)?*
- *Can it be service to industry bodies?*
- *Can it include the role of critique, rather than construction/development?*

Also critical to confront is the matter of contradictions and conflicts “in the community”. Years ago, a Rhodes VC apparently told a lecturer to stop me doing voluntary work at the Black Sash. Today, would a university realistically associate with striking security guards? What about helping organise low-paid domestic workers employed by academics? Is the assumption that only social-work style causes “count”? Would promoting traditional leaders or polygamists be fair community service? *In short, can “service” be a “controversial” contribution to society?*

3. Trade-offs and/or integrations

According to CHE, community engagement is “the combination and integration of teaching and learning (i.e. service learning), professional community service by academic staff and participatory action research applied *simultaneously* to identified community development priorities” (2006a:11, my emphasis). The idea here is that,

instead of three separate silos, community engagement (and service) can be integrated into – “mainstreamed” as it were – teaching/learning and research. The question here is: *Can and should this all be done simultaneously? Isn't it better practice to prioritise primary and secondary functionalities?*

In fact, the CHE itself draws attention to how these roles can sometimes pull in opposite directions: vide its expression, Service \leftarrow Goal \rightarrow Learning. The question here is: *Is an emphasis on one end of the continuum (learning) not at the expense of the other (service)?* This translates into the challenge as to who controls the learning environment: teachers, learners, community, and with what rationale? The same kind of tension exists between traditional university activities in the form of Learning \leftarrow Outcome \rightarrow Research; this can just as easily be replicated when Community Service is put at the centre of the expression. How this translates more concretely is in the actual form of engagement: different models (eg. participatory research vs consultancy design vs internships) lend themselves to different emphases on different points of the spectrum. In other words, *how does simultaneity of purpose reconcile with diversity of purpose?*

4. Whose point of view?

The 2000 meeting of Vice Chancellors in effect stressed the benefit to universities of community service: the function produced rounded graduates who would also be good citizens. Of course, there is also a more corporate and symbolic spin-off in the sense of propaganda. But the issue here is to understand community service beyond cynicism and political point-scoring. Much as the dominant stress is on fitting community service into the institutional imperatives of the university, so that it enriches teaching/learning and research, we will surely lose our humanity if we lose sight of the values of charity and solidarity. In my experience, people at Rhodes who do community service do not see it as PR, nor as investment in political stability or a means to change the intake demographics so Rhodes can play the numbers game. Instead, they do it mainly because they care deeply about problems outside the campus. This is not an argument for community service being deliberately confined to student and staff voluntarism. Given that graduates are going to earn good salaries thanks to taxpayer support of their learning, it is probably appropriate that they be required to pay something back (or is that pay-in-advance?). For this to happen, community service has to be in the compulsory curriculum. However, *is it realistic to argue that the point of view on community service needs to go beyond the self-interests of the students and the institution?*

Not forgetting the point above, the logic of a win-win situation – meeting real interests of all participants in community service – has powerful appeal, and it hints at sustainability. It is of course true that even reluctant student participants, dragooned in community service for their course work, benefit enormously from it. Di Hornby argues accordingly that students should not be deprived of the experience (personal communication). But this does raise an issue, as signalled in the formula: Community \leftarrow Beneficiary \rightarrow Students (CHE, 2006a). The issue is – in which direction does a particular intervention lean? The CHE urges that cognisance be taken of the needs of staff, students and the community. In turn, they wisely counsel that this requires explicit agendas and outcomes for learning on the one hand, and for service on the other. Even so, the question is: *how can an intervention be designed and implemented for maximum transparency and symmetry of benefit?*

This raises another issue. The paradigm of community “service” is typically based on a polarity of active “developers” and passive “developees”. It is an intervention by the “haves” to help the “have nots”. There is some reality to this (distasteful) picture in that we are dealing with differentials in power and privilege, and a divide of givers and receivers. But to stick with this perspective is to miss the alternative paradigm of **partners**. In this regard, the CHE proposes: “Service learning involves a form of knowledge production that presents the academy with an opportunity to break its myopic preoccupation with academic forms of learning by validating experiential, indigenous, tacit and pre-theoretical knowledge endemic to the non-academic world.” (2006a: 94). Their point: The different knowledges that each partner brings allows new knowledge to emerge. A partnership, as distinct from a paternalism, thus entails recognising reciprocal contributions (as well as benefits). What this means is that much as students need to be organised for, and assessed on, their learning achieved via community service, so too is it important that there be impact assessment of the service itself. There need to be two sides to coin. All this is easier said than done, of course, and it remains a question: *how can we deal with the paternalism-partnership tension, and how do we valorise and assess the contributions of the parties involved?*

5. Partnerships:

Talk of partnerships, according to the CHE, means establishing formal arrangements between the community, the service provider (eg. NGO) and the Higher Education Institution. For some reason, they neglect to mention the importance of students signing up to such a contract. But they do draw attention to an important issue: the need for risk management in these relationships (eg. the safety of students). What this points to is the need for university facilities to be mobilised so as to help standardise, co-ordinate and monitor this whole dimension. *Is there a champion to do this?*

6. Resources:

The CHE (2006b) says that good practice in community service would mean that programme or course’s resource allocation will reflect a commitment to service learning. It adds that this must be “realistic” in terms of staff time, skill and funding. It also states that service learning should be afforded “due recognition”. This was prefigured by the VCs’ meeting in 2000, which said that community service should be “promoted and rewarded” (CHE 2006a). The question is, recalling also the remarks by Dr Badat noted earlier, *what resourcing and what material or status recognition is to be mobilised (and at the expense of what else) for any of this to seriously happen?*

7. The future of community service at Rhodes:

I’m informed we have some 32 projects, involving numerous students on campus – mainly as volunteers rather than as part of their courses. So we have some community service here, although possibly fragmented and below the radar. Naturally, some vocationally-oriented disciplines lend themselves more easily to community service, but apparently even physics departments in some campuses find ways to contribute. *What’s the character of what we at Rhodes are doing and not doing?*

Tim Stanton, regarded as an expert in community service, states that in 1999 he found high interest amongst academics and the community at the time, but “few had more than a passing acquaintance with an active pedagogy that integrates community service with academic studies”. Since then, he claims, there has been a quiet

revolution. Question: *at Rhodes? Do we have the data?* The CHE records that there more than 200 accredited courses have been developed across 39 disciplines. Question: *Isn't this really quite miniscule for the country as a whole?*

The arguable truth of the matter is that community service is, and has been, a cinderella in much academic work. CHE describes a process for changing this. It starts with denial on campus, goes onto acceptance/resistance, and is followed by understanding. Finally there is implementation and then the ultimate stage of institutionalisation (2006a:143). The all-encompassing aspect of such a process is highlighted by CHE (2006b), which says that good practice guidelines would require indicators of service learning at *all* levels of the university. This would start with acknowledgement in the institution's vision and mission statement, and should also be present in each faculty's vision and mission as well as in faculty teaching-learning-research statements. It should further also be evident at the levels of programmes, qualifications, courses and modules. (Whew!). The engine of such a cycle may be leadership, but even with this, the uncomfortable question is: *Doesn't the complexity and lack of resourcing work against turning the academic "oiltanker" around?*

An alternative to this ambitious (unrealistic?) vision is to start from the assumption that community service, whether service learning or in other forms, is unlikely to become mainstreamed – at least in the medium-term. Therefore, a "compromise" option is to concentrate limited time and resources on those staff/students who are interested in making it central to their core business, and in the areas of their interest. The scale may be small, but focused investment could deepen its effectiveness. The downside is that even then, the results may be too tiny and/or fragmented to make significant impact – a far cry from the total strategy and holistic intervention required for extensive social change. To concretise with an example: a degree of co-ordination may be possible as regards Rhodes working with high schools in Grahamstown, but there are limits in bringing other academic players into the loop – for a range of reasons, not least being that for some community engagement is in other spheres (eg. the Raphael centre). *Question then: shoot for the whole, or narrow the target?*

8. Conclusion:

The difficulty with promoting community service in contemporary SA is that it goes against wider social trends. Notwithstanding government appeals for volunteerism and community spirit, there is in practice a current of individual enrichment, commercialised exchange and wasteful military spending, all of which colours the ethos of social life. A university, in this light, can do little more than service the wider social order and deliver on student pressure for a passport to the top.

The same realpolitik *raison'être* of a university also applies notwithstanding pretensions of aloofness. Of course, there are those blinkered academics who will deny this to be the actual role of the university, believing that the institution is mainly dedicated to the narrow pursuit of knowledge. For them, the university serves no-one, and certainly a function like community service is certainly extrinsic. This view is, of course, ahistorical. These various perspectives and their manifestations exist in practice; all will change over time.

Looking ahead, we need then to acknowledge the existence of three social roles: community service, serving the social order, and aspirations to the ivory tower. The

broad tensions between these frame the more specific ones raised in this paper. There is no magic resolution of any of these. Rather they should be embraced for what they are: highly interesting features of our landscape. When they pull in different directions – such as when service makes demands on teaching/learning and research, when different kinds of service jockey with each other for priority, when students, staff, NGOs, community members have to deal with differential benefit – all this is a source of creative energy. And it may be, that despite the lack of resourcing for community engagement, such energy can find a way forward to deepen this important function for our campus – and for society.

Discussant response to Imbizo think piece on Community Engagement:

Ingrid Andersen

Thank you, Guy, for your incisive comments about the current state of Community Engagement within South African Higher Education and the dynamics that are driving its implementation. You have captured the tensions and challenges of Community Engagement.

We heard earlier that an Imbizo is about consensus-building. In this discussion, I will be coming from a developmental paradigm. The core of good development process involves periods of growth interspersed with essential phases of assessment and reflection in order to ascertain how appropriate one's approach and actions are – in order to judge the need for change, if any. Development practitioners begin relationship building with community participants by undertaking a joint assessment of needs and assets in their context. Let's begin by looking at what we have at Rhodes and where things stand at present.

The process of institutionalising Community Engagement at Rhodes over the past few years has been a relatively rapid process, moving towards the end at somewhat of a breakneck speed. If we are honest with ourselves, two major driving factors in the initial creation of a centralised, co-ordinated Community Engagement function at this University were the looming HEQC audit – that is the Community Engagement agenda driven by the CHE referred to earlier by Guy - as well as the pressure of overseas funders.

Over the decades, many individuals and departments at Rhodes University have been significantly involved with the community in Grahamstown, but until just over a year ago, there was no single co-ordinated University Community Engagement function. The establishment in 2003 of a Community Engagement Senate Sub-Committee placed a new emphasis on Community Engagement. Since then, the Committee has ensured that an audit of Rhodes' Community Engagement activities was undertaken, published in the 'Community Engagement Review' last year and made available on a website. A Vision and Mission statement and Community Engagement Policy have been established. To a great degree, these remain words on websites with little resources and intentionality to implement them. As Carla so aptly put it earlier: a transformation of mindset is needed.

In order to co-ordinate and enhance the many and varied Community Engagement activities effectively, the Community Engagement function has been centralised within the Centre for Social Development at Rhodes, which this year celebrates 25 years of service to the community. The office is staffed by myself and Helen Hayes, who runs the Student Volunteer Programme, and, more recently, Lara van Lelyveld, who is assisting Helen on a temporary basis.

At Rhodes University, there is a large number of staff and students who work at many levels and in many ways with communities in the Eastern Cape and elsewhere... Formalised programmes involve applied research, advocacy and practical interventions that benefit the community around issues of education, the environment, development, poverty and the use of resources. Other interventions deal directly with

government at all levels of policy formulation and support the work of NGOs and other community organisations. The University also provides considerable resources at grass-roots level to the people of the Eastern Cape, developing their communities in terms of physical infrastructure. To give you an idea of the size of this outreach, these initiatives outnumber of students involved in the Student Volunteer Programme.

Rhodes is also involved in Education at all levels in the schooling system: ranging from teacher support and curriculum development; computer system creation, tutoring, workshops and assistance with school equipment to one-on-one interaction with the learners themselves in all fields of study. More recently, a focussed plan of action by the University aimed at building capacity in East Grahamstown schools in a multi-faceted manner has been initiated.

If Rhodes University is the place where Leaders Learn, then some of the most important lessons in which students learn to become responsible, well-rounded graduate citizens are found within the Student Volunteer Programme. We have currently well over 250 students that assist 20 NGOs and other organisations in Grahamstown. Students and organisations sign MOAs and all 250 students are transported to and from projects by Rhodes Trip in order to ensure sound risk management. The programme is very popular and is growing. Viv spoke glowingly about this earlier.

Guy spoke of service learning. There are currently eight departments which have implemented structured service learning programmes at Rhodes. Recently a Service Learning subcommittee of the Teaching and Learning Committee was established, and three academics have been trained in Service Learning with the CHE. A new elective Service Learning module is planned for the Post Graduate Diploma in Higher Education. Plans are well underway to create a service learning academic position within the ADC to provide support, training and resources for academics who wish to run service learning programmes. Rhodes University is also exploring furthering Service Learning on an international level through Edutourism initiatives.

The Community Engagement office is working with HR to create recognition for Community Engagement activity, including Service Learning activity, within the academic advancement process. A proposal will be put before Senate for a VC's award for Community Engagement along similar lines to the awards for Teaching and Learning and for Research. This is what we have at Rhodes right now, but the potential for creative and dynamic Community Engagement is very exciting – Community Engagement that meets the real needs of society – amongst them issues of social justice, sound governance and access to good education.

One of the key principles of good community development practice is patient, consultative, organic growth. This cannot be overemphasised. Development is not delivered or given by a practitioner. It comes out of a reciprocal sustainable partnership sensitive to power dynamics. The best examples of Community Engagement activities at Rhodes University are undertaken in this spirit – consultative, considered development that is driven by the partnership itself and the needs that are identified in that process, not by outside interests or agendas. It is a process that cannot be rushed. Rhodes University has a huge advantage in having its Community Engagement office situated at the Centre for Social

Development, which is rooted in 25 years of community work and has vast resources and experience. We are in the process of setting up guidelines for good Community Engagement practice at Rhodes, drawing on both academic theory and the wisdom of experienced community development practitioners. A growing network of HEI CE practitioners such as myself is contributing towards this publication which will be available nationwide.

As far as assessment and reflection in a development process of growth go, this Imbizo could not come at a more pivotal time for Community Engagement. This is an ideal opportunity for us to stop and to consult with the University community, or those members that are present here. Let's put aside the fact that we have successful Community Engagement - a fact which is rapidly being recognised by other HEIs who come to Rhodes for advice. But for the sake of integrity and honest reflection, let's ask the hard, possibly controversial questions:

- **What is the place of Community Engagement in Higher Education?** Should we do Community Engagement at Rhodes University?
- **If we do participate in Community Engagement, we need to be clear as to the reasons we do so.** Guy has pointed out that despite government pressure for HEIs to be active agents of change in a transforming society, there is no state money put at our disposal to do this. HEIs are burdened by growing, multiple demands with no increase of resources to meet these demands. Should we engage with the community because the CHE has decided this is the way forward? We spoke earlier about principles of freedom and choice. Is compliance reactive, a surrender of institutional independence and academic freedom or is this a choice we make consciously as this Educational Institution in this context and at this time? Should we do it for the way in which it can enhance teaching and learning and research? Or do we do Community Engagement for the moral imperative of being human? The moral imperative of being an integral part of a community? As an institution dare we assume that we may stand aloof from our surroundings in hygienic halls of academic thought?
- **We are a Higher Education Institution in the business of teaching and learning and research.** If we do engage with the community at all, would it not detract from our core business? What are the implications for our management and governance structures of engaging with the community? In a meeting I had with Wits recently, it was stated that Wits is moving away from the much-vaunted 3 pillars to embedding Community Engagement into every aspect of teaching and learning and research, thus having only two pillars. Is this actually possible? How do we operate within the tension between service on one end of the spectrum and teaching-learning and research on the other? Can this be resolved by a process of primary and secondary prioritisation? Can we believe that this University can play a small but vital part in assisting to transform its community through engagement, no matter how limited, and through changing the ethos of future leaders through intellectual and experiential processes while still maintaining its identity as a higher education institution?

- **If we do Community Engagement, how should it be done?** Those of us who come from a community development background have watched with increasing concern as HEIs nationwide leap to implement Community Engagement and Service Learning activities, often in a highhanded, colonialist manner. The story of the ‘Emperor’s New Clothes’ comes to mind. Often there is little consultation with community leaders or organisations in doing so. Engagement with the community should be governed by sound community development practice and should be bound by a code of ethics. There is a very real possibility that Community Engagement can occur in a way that burdens the community and can be shallow and meaningless. Instead of the universities forming reciprocal partnerships, community service providers and NGOs can become imposed upon and **exploited as co-educators** in service learning programmes that do not address real or identified community needs and that are created merely to “enhance teaching and learning”. Having the CSD designated as the Community Engagement arm of the university goes a good way to prevent the possibility that community service is handed down from on high as philanthropic goodwill to passive disadvantaged recipients. In a truly reciprocal partnership, the University stands to learn as much as it shares of its teaching and learning resources.
- Guy mentioned that according to the CHE, **service learning** should be evident in all levels of teaching in each and every department and likened implementing this to turning an oil tanker. Indeed. The question is whether this is our choice, or should we continue as we are in providing encouragement, training and resources to those academics who wish to explore Service Learning?
- In good academic practice, we **define our terms**. Rhodes has so far used the CHE definitions for Community Engagement and service learning. Do we wish to continue to do so? Guy has pointed out that there is no definition of community in CHE documents. In the Rhodes Community Engagement policy, we have stated that for Rhodes, the term “community” refers to an area wider than merely the disadvantaged sector of Grahamstown and extends to the Eastern Cape, South Africa and indeed into the international arena... Do we wish to continue in this way, or should we, as Guy has mooted, focus on fewer goals? If we engage with the Community, with which unique expressions should we choose to respond the identified needs of our context? Saleem has indicated his desire for the University to focus in two key areas of engagement within our immediate community.

True community development can involve the risk that through reflection and community consultation, one may have to face a decision that all that has been patiently built needs to be broken down and rebuilt to make it better, to allow a process of greater development. We’ve asked some key questions. Now I wish to throw this discussion open. In developmental consultation. In Imbizo. Thank you.

**7. Institutional Environment and Culture: A People-centred Institution /
A Home for All**

Chair: Darleen Miller

Presenter: Thabisi Hoeane

Discussant: Sarah Fisher

Institutional Environment and Culture: Is Rhodes University a People-Centred Institution and A Home for All?

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Preamble:

This think piece engages issues related to the institutions' mores and is ultimately reducible to whether Rhodes is a *people* centred institution and a *home* for all. The importance of this issue is evident in its inclusion in this Imbizo- asserting the realisation that it has to be addressed.

It approaches the task by noting that policies have been developed, inquiries made and action taken in the past to address these issues. However, the challenge is to continuously engage the debate, as environment and culture are dynamic concepts that are underpinned by ever changing circumstances.

In its exposition, it adopts the following structure: it defines the central concepts of

***people* and *home* ; outlines the indicators that are often used to judge the realisation of an accommodative environment ; tables the pertinent challenges faced by each group within the institution and ends by presenting two factors that are considered to position Rhodes in a favourable position to address these issues.**

A. Central Concepts

People: There are three categories within the institution that are embraced by the term *people*.

- a) *Academics*: responsible for teaching, learning and research.
- b) *Administrative Staff*- responsible for ensuring the effective functioning of the institution (senior, middle and support staff at the lower levels of the institutions' administrative ladder)

- c) *Students* – the recipients of learning and knowledge.

Home: the habitat within which the above groups exist and this is linked to how they are satisfactorily accommodated within it and thus feel a sense of identity with the institution.

B. Indicators

These are the factors that are used to assess to what extent the institution is a home for all. (These intersect, overlap and influence how the groups identified above are accommodated).

Identity: racial identities form the basis of developing the debate. The following are used (black, white, Indian, coloured). This is not to assert their assumed or innate credibility as they are in themselves contested concepts and need further consideration. Thus, they are referred to as a point of departure because they are conventionally used to address these issues. Most importantly, the institution should envision their utility against its stated intention to affirm its identity as *African*. Concretely what does Rhodes' *African* identity embody and signify? Is it in conflict or harmonious with racial categories?

19. **Gender:** This concept embraces both categories of female and male. This is deliberate as the need to address issues related to sexual characteristics and how they are considered within the institution should be broadly based. The focus is to come to an understanding on how gender relations within the institutions' environment are managed and dealt with.

Disability- both that may arise from natural conditions (e.g. being born blind, mute and deaf) or from societal problems (e.g. physically deformed from any injury). These have been overshadowed by indices such as identity and gender. A striking feature of Rhodes is the lack of services to cater for disabled people within the institution whether academics, administrative staff or students.

Social Class /Position: - an overlooked aspect when issues of institutional culture are considered. They are important as they cut across race, gender and disability.

C. The Challenges

1. Academics

a). Representativity

Racial composition of academic staff. There is a need to focus on the acceleration of efforts to attract and retain black, Indian and coloured staff to meet the demands of the country's demographic realities. The main challenge is how to realise the affirmation of the vision that Rhodes is an *African* institution by concretely and substantively defining this label.

Thus an *African* focus should be articulated with the sub-identities of black, white, coloured and Indian. Basically, does the institution understand African identity exclusively in terms of race (black) or does the institution strive for an inclusive interpretation that embodies and cuts across racial classifications?

Xenophobia- With the increasing number of staff and students from outside South Africa, especially from countries on the continent how serious are the issues of xenophobia within the institution? This essentially refers to the nature of the interaction between all South Africans without reference to race, and foreigners.

Gender- The focus should be on the increase, not only the number of women staff members, but widening their racial profile to factor in black, white, Indian and coloured women. The underlying challenge is also to consider the alienation (perceived and real) of males- especially white males. Are they being rendered obsolete (*endangered species?*) in these efforts to change the gender profile of the university?

In sum, how does the institution handle its gender balance: does it seek to do so from an oppositional standpoint of viewing the issue as females versus males or is it inclined to a realisation that both sexes have a stake in fashioning an inclusive environment for both sexes?

Age profile- The imperative is to bring into the system young academics to cater for an ageing academic staff cohort. Developing a young cohort of academics taking into account indicators of race, gender and social status.

b). Attraction/Retention of Staff

Competition from other institutions- Given Rhodes' geographical (rural) location it faces intense competition from more urban located institutions around the country. The issue is usually posited as largely based on salary packages (relevant), but needs comprehensive shift of focus to other attendant matters that address the ability of the institution to attract and retrain staff. That is, those factors that contribute to ensuring the overall financial security and satisfaction of staff (availability of residential accommodation, the quality of services within the broader Grahamstown community- e.g. health facilities).

Young Academics-Need to enhance the value inherent in an academic career for potential young academics- once again cutting across the indices mentioned above. Dedicated staff development programmes that are focused not only on *training* but *retaining* graduates of such programmes within the institution. The current environment is inclined to training these individuals for other institutions and sectors

within society-in itself a significant contribution- but the aim should be to attract them to stay within the institution.

2. Administrative Staff

Lower Ranking Staff- are they mere appendages or critical support structure within the institution? To what extent are they included in critical conversations around the future direction of the institution? (*Quite significantly they are glaring in their absence from this gathering*)

They are often regarded as being invisible and their contribution is not sufficiently appreciated meaning that the concept of Rhodes as being a home for them is diminished.

Senior and Middle Management – imperative to break through the binary division that they have different interests from all other stakeholders within the institution i.e. the perception that they are *gate-keepers* of resisting change.

It is critical that they be brought on board and breaks this wall. E.g. Efforts around transformation of university are overly one sided (flowing upwards). The view is that academics, students and lower management have something to say to middle and senior management, instead of concerted efforts to include them as participants in shaping and taking the institution forward.

Communication- *The information/ basis that motivates critical decisions that affect staff is not communicated adequately. Consequently staff feels alienated in that they do not know how senior management decisions that affect them are arrived at. The issue is inaccessibility of data that informs decisions, not a call to be included in the micro-management of the institution- which would impede the ability of senior management to take decisions This is usually glaring with regard to salary issues, especially issues such as increments. For example, why are academic staff accorded higher percentage increases than other staff? (this engenders tensions between different categories of staff). From year to year, what concretely determines the percentage increases awarded? Being in the dark about how such decisions are arrived at alienates staff from their environment.*

3. Students

Facilities- support structures (e.g. accommodation) continue to be a big problem- especially for immature/new students.

Diversity- Not only racial but should take into account gender and socio-economic status. How does the institution shed its elitist image of accommodating largely middle to upper class (white, black) students? . There is a dire need to focus on diversifying student population to cater for all income groups. Efforts should not only be aimed towards opening space for disadvantaged black students, but those from

poor backgrounds across socio-economic classes. Other racial groups (whites, coloured and Indians) from poor backgrounds – how can they be accommodated?

In addressing the above, priority should be local (Grahamstown), Provincial (Eastern Cape), National (South Africa) International (Africa) and the rest of the world.

4. Factors in Rhodes Favour

These are two factors that position Rhodes within the environment of South Africa's changing higher education landscape and transformation of society in general in a very favourable position to substantially and successfully navigate these challenges.

a). Rhodes as an “Unaffected” Institution

Rhodes has not been affected by or touched by the national imperatives to transform the higher education landscape in South Africa (save for losing the EL campus). From this standpoint it was recognised that as an institution it was already established and did not need any further fundamental transformation/change except to steer its direction into being a truly *South African/ African* institution.

In this regard, together with institutions such as UCT, Witwatersrand, and Stellenbosch, Rhodes does not face the serious problems that attend such processes such as the rationalisation of staff and refashioning different and competing institutional environments and cultures. Such institutions face a double challenge to deliver on their core mandates of learning, teaching and research as well as managing and dealing with these new and unique challenges.

Rhodes is therefore fortunate and it is only faced with the question how the institution utilises this opportunity. This development is ironic in that is double edged- it can either be considered as an opportunity to change or lead to stagnation. It can either lead to complacency in the sense that nothing needs to be done or that it can be seen as an opportunity to self transform without outside pressures. The former can be self-defeating as in the future the institution will come under tremendous pressure to indicate how it has used the opportunity to transform given that it was not under pressure.

The latter affords the institution space to fully take advantage to manage its own process of change, at its own pace, self-defining its vision. If this opportunity is not seized to pro-actively deal with the challenges that the institution faces, the consequences can only be grave. It is with this angle in mind that the institution should approach how it has to respond to the challenges facing it.

b). The Institutions' Size-

Given its relatively small size, Rhodes is in an advantageous situation meaning that its process of change can be managed without dealing with the debilitating, acrimonious and contentious arguments that attend change in other South African institutions of higher learning. The institution is not beholden to intensely competing and fundamentally ingrained interests that influence how these institutions transform.

In addition, Rhodes both provincially and nationally occupies a very influential position. Provincially as a premier institution of higher learning, it is positioned to be a critical voice in debates on how to deal with problems that face the province. I.e. the voice of the institution cannot be ignored. For example, within its locality, as the largest employer Rhodes has the chance to be an influential player in how and ultimately the provinces develop.

8. Institutional Planning, Policy and Decision-making Structures and Processes

Chair: Sandy Stephenson

Presenter: Arthur Webb

Discussant: Ric Bernard

Institutional policy, planning and decision-making structures and processes

Arthur Webb

The success of planning and decision making structures and processes is usually measured in terms of the achievement of the ends to which they serve as means and the efficiency with which this is done. Efficiency in this sense is usually measured in terms of costs, whether social or economic, institutional or individual, associated with the person-power involved in the process. Efficiency in this context can become a tricky issue, as the pursuit of efficiency may impact detrimentally in the eyes of many on the current ethos of the institution. In approaching this task I have decided to consider a range of issues relating to querying whether existing Rhodes structures and processes are successful? The efficiency of the system is perhaps more difficult to gauge, and is a consideration only once the relative success of the current system is agreed upon.

It seems to me that policy structures are now in place in a good many areas but that the planning and decision-making implications around these policies remain vague and are dealt with on an ad hoc basis. Similarly, do the mechanisms exist, or does anyone have the responsibility, for assessing the 'success' of particular policies? For example, how do we measure if the policies aimed at assuring quality in teaching are actually achieving that goal? Nor is it clear that the range of policies is exhausted in key strategic areas, or that a critical review has been undertaken of what the criteria are for calling a formal policy into existence. One of the areas in which we continue to ignore a pressing reality is in the area of 'Africanisation'. Of course before any policy decision can take place it is essential that a vision of what will constitute our Africanisation needs to be threshed out. A good point of departure in this regard is to explore the concept of the idea of the university in an Africa context and how this differs from the current reality. It is only when this goal has been identified and embraced that progress towards it is likely to be achieved via the constitution of planning and decision-making structures and processes.

1) The one glaring area where questions can be asked of the relative efficiency of the system is in the committee structure of the institution. The current Rhodes Calendar lists just over 200 committee meetings covering Council, Senate, Faculty and related committees during 2006. Given that most committees meet quarterly, this suggests there are in excess of 50 different committees in operation in the University. Nor are all committee meetings listed in the Calendar. It does, however, beg the question of whether they are all necessary and whether the person-power involved in them serves to optimal advantage, either in terms of intellectual input, or the best use of the time of the individuals involved? Do we, at the outset, need to agree to a reduction in the number of committees and their meetings, or should a possible culling of committees be part of a wider exercise reviewing operational planning

generally? Would the smooth operation of the system be negatively or positively impacted by such a decision and how would it change the ethos of Rhodes?

2) There is a belief at Rhodes that institutional policy, planning and decision-making occurs within the wider context of a “collegial system”. One of the points made by the HEQC audit is that any collegial system of governance is likely to be a casualty to growth. In our response, and possibly reflecting a cherished and long held view, it is pointed out that the system continues to work and serve Rhodes well. On the other hand no clear definition was offered by the HEQC, or supplied in the response. What do we mean by a collegial system of governance at Rhodes and how stable is it? Similarly, is it efficient? If we define the term to reflect the broader scope for interaction between colleagues, i.e. a “Body of colleagues with common functions and privileges” (as per ‘College’ in the *Concise Oxford Dictionary*) we may well recognise its applicability. If we take it to mean that there is greater opportunity for all academic staff to have input into the decision making process at a Faculty level, well and good. But how well does collegiality carry into governance? Senate already carries matters by majority vote rather than consensus. If collegiality is to be preserved and strengthened in the face of incremental growth what steps need to be taken? Could the university afford the possible cumbersome nature of the system, particularly in the context of the high marginal costs we carry as the smallest HEI in the system? Does ‘collegiality’ in the 21st century call for greater ‘democratisation’, at least as far as academic staff is concerned? Can we use collegiality to strengthen our ‘African identity’ – however we may define this term? What are the limitations of collegiality when it comes to ‘thinking out of the box’?

3) A feature of the dramatic reforms instituted in the tertiary education sectors of several countries after 1980 was the separation of institutional leadership from academic leadership and the weakening of the latter’s involvement in key decision making. To some degree the same trend is being imposed on the South African university sector by government inspired reform. How has and will this impact on leadership and decision making at Rhodes and its collegial system? Of particular importance is the impact it is likely to exercise on strategic decision making. A personal observation of the functions of Senate over the past few years is that fewer and fewer strategic decisions are being made by this body. Has strategic planning increasingly been taken out of the hands of academics and is this an inevitable or acceptable trend, particularly in a supposedly collegial environment? An emerging consensus is that as universities grow they assume more of the traits of a business and need to be managed and led accordingly by a professional executive management cohort. To what extent can the making of strategic decisions remain a collegial process, even in an ‘incrementally’ growing institution? Is the decentralisation of key decision making counter-intuitive? In a university context can/should strategic planning be as much a bottom up as a top down process? How would faculty and student input be built into the process? Would this be too cumbersome and time consuming? In recent years the existing functions of the Institutional Forum have all but fallen into abeyance. Is there a possible role for it to emerge as the University’s ‘think tank’ on strategic matters?

4) There appears to be a concern among academics of the potential for a burgeoning managerial stratum at Rhodes. I suspect this is associated with the supposed threat this could pose to the ‘collegial system’. Is this a real threat or is it

possible for senior managers to operate within the collegial context? At what levels in the institution does collegiality switch in/out: is it essentially an academic construct? Is it possible to have a 'collegial management system' that extends below the academic strata to cater for service staff in a more democratic process? How does this tie into the matter of an institutional-level analytical and planning capability? Is there a need for the expansion of the Academic Planning and Quality Assurance Office to emphasise the two components of the office?

5) Perhaps inevitably many of the decisions taken by Rhodes University in the past decade have been in response to dictates from the Department of Education. This has certainly been true with respect to policy formulation but has it not also subtly influenced University planning at other levels as well? Possibly as a consequence a view has developed that too much decision making has been reactive rather than proactive. How has this impacted on the strategic planning of the University? Did we, consciously or otherwise, hold off key decision making in anticipation of the next policy dictate from Pretoria and are we still stuck in this mode of thinking? Do we need to take ownership of the decision making process again?

6) Emerging from the previous point is the general perception that Rhodes has been governed by crisis rather than strategic management for much of the past decade. If the loss of East London campus was inevitable, the impact of growth on the Grahamstown campus in residence construction and subsequent lecture venue building appears to have been largely reactive rather than proactive. Similarly, the need for library space appears to have caught us with our trousers down, again. Is this view, or reality, simply a reflection of a lack of communication structures to feed critical information requiring strategic decision making to the right structures? And if so, what are the Rhodes structures for strategic planning? How well are these known? Does the university really have the structures for such planning and the implementation of its wider vision, let alone physical needs? Is decision making too diffused into the committee system to be really effective for strategic planning?

7) At the level of policy construction and implementation why has the embracing of policy been so luke-warm at Rhodes? Does this reflect a lack of understanding of the process, a lack of consultation and a lack of ownership? A personal observation here is that the institutionalisation and formalisation of policy making has encountered strong resistance at two levels. The required flood of policy documents has been all but overwhelming to the average academic, no matter how conscientious or otherwise they might be to embrace them. Furthermore, there is a strong sense of questioning the need for the formalisation of policy catering for accepted norms and practices already built into the 'institutional fabric'. If this view is accepted it leads to a further question as to whether 'policy fatigue' is now clouding decision making on strategic planning issues? What has gone wrong/right in terms of our approach to planning – has there been sufficient buy-in, in comment and participation in the policy building exercise of the past few years?

8) The committee structure appears to be an effective one for the creation of policy. How effective is it for its implementation? Within a collegial system it is assumed that the implementation of universally agreed policy will be undertaken as a matter of integrity by individual colleagues. It becomes difficult, however, to hold

them to this, especially when policy documents are lengthy and convoluted and the import for the individual academic or staff member is not clearly pointed out.

9) One of the strongest points made by the Dennison piece in the *Natal Witness* that circulated widely on campus earlier this year is the warning that to tamper with the power of Senate is to undermine the academic process. Are our Senate meetings becoming a 'rubber stamp', with most of the important academic decisions taken either in Senate Executive, or in sub-committees on which senator representation has been diluted? Has decision making at this level become too decentralised? Are all these sub-committees really required and should their deliberations rather be happening in Senate? If this system of sub-committees enhances collegiality, is it not simultaneously detracting from the capacity of senators to participate effectively in strategic decision making?

10a) Are deans and faculties doing their jobs at a strategic level? Although we have the triennial academic departmental review process that provides good oversight of the global university academic picture, is there not scope for more effective strategic decision making on academic matters at the faculty level, i.e. determining faculty priorities for the next cycle on staff and capital equipment allocation between departments, student recruitment, etc, rather than allowing this to be determined at AP&SC level with Deans being the final arbiters?

b) Are there within faculties the mechanisms for long-term academic planning? The system of external examiners offers a reflection on course content. Beyond this, however, there is little scope for improvement of academic inputs beyond the will of individual academics and department heads. Is this an issue, particularly in an age where inter-disciplinary developments are perhaps as important as specific discipline based research? Should what is taught and offered at Faculty level remain entirely the preserve of discipline based thinkers and how well does the present faculty structure provide the necessary flexibility for new developments? Some departments have industry 'advisory boards' serving this role. Although not appropriate for many departments, should equivalent alternatives be explored? How responsive should we be to market forces? How does this relate to the matters of 'leadership training' and 'excellence'?

c) Is there a stronger need for student participation on faculty boards? What form would this take? Are students 'consumers' and at what level of their academic careers do they become capable of effective decision making on course content? Does the 'class rep' system need to be strengthened or re-invigorated?

11) As consumers of services provided by the university, do students have sufficient say in the provision of facilities? Students already have, via SRC, representation on several key committees affecting the academic process. How do we provide for them to have a greater say in the provision of services? Are Hall Committees the answer to issues such as safety? Does the Hall Committee system prevent the student body speaking with one voice on key residential issues? Would it be fair to expect a greater involvement from the student body? What form could this take? What leadership growing potential are we missing out on for students to take a greater participatory role in their every-day lives on campus?

12) At the outset of the 21st century and embracing our new democracy is there sufficient cognisance taken in our policy planning for embracing the concept of an

African identity? At one level the system of collegiality appears to lend itself to the concept of 'ubuntu' but are we doing enough to meld the strengths of the Eurocentric vision and reality of the University into an African setting in such a way that the institution becomes an acceptable environment for all who study and share in it? What structures need change or revision to cater for this?

13) Over the past few years Rhodes has dabbled with the notion of supporting patented invention enterprises, such as the meadery. In part we are following the international trend towards the 'entrepreneurial university', which, in addition to its intellectual merits has the prospect of generating a third stream of income. Besides the larger issues of affordability, viability, etc of getting patent companies up and running, I believe this raises issues around planning and decision making structures. Do the needs for quick decision making, secrecy, etc. mean that this process should fall outside the academic domain? Are current structures and processes adequate to plan for and embrace such developments? How can these be improved without having necessarily to curb entrepreneurial flair?

RHODES UNIVERSITY

PROPOSED EQUITY PLAN

1. Background work to this:

1. Equity workshop dealing with both student and staff equity issues was held on the 5th of June 2007. A minute on this workshop was drawn up by Mrs Fischer and presented to the Equity Committee at its meeting on in July 2007. This draft document has been included in Appendix 1 in order to not lose the richness and debate that took place. Not all of these ideas have been incorporated into the proposed Equity Plan but they can be addressed in due course;
2. At this meeting, a task team comprising of Ms Armstrong, Dr Johnson and Prof Ruiters was asked to revise the document. This revision however has focused more on employment equity issues. It is advised that the new DVC: Academic and Student Affairs be tasked with more fully exploring the student equity issues;
3. This draft document was subsequently presented at the Employment Equity Meeting in December 2007 and it was agreed that Professor Ruiters and Mrs Fischer would do the final revisions before tabling it before the Equity Committee at its February 2008 meeting. It must be noted that this Equity Plan takes further the recommendations that emerged from the Equity workshop/Imbizo in June 2007;
4. This draft document was presented at Senate in March 2008. It was agreed that the document would be referred back to Faculties for further discussion and input. It was noted at Senate that this plan included procedural elements as well as core principles. With regard to the latter, some of these principles proposed are not consistent with current policy (e.g. recruitment and selection policies). Clearly these would need to be revised in line should certain proposals be accepted; and
5. Senate also delegated authority to the Deans to approve some of the procedural elements of the proposed plan so that implementation could proceed. These aspects are indicated with a ✓ in the document. The Deans have however indicated that even though these aspects of the Plan have been approved, they would welcome Faculty input and feedback on these matters;

2. Executive summary

The 2004 Rhodes University Equity Policy as it concerns employment equity does yet not adequately or energetically enough embrace all the directives of the Employment Equity Act. Currently 84% of all professional staff are White staff which does not compare favourably with other HE institutions. The Rhodes University Equity policy does not provide sufficient rigour about procedures to operationalise our policy. While progress has been made, concern is expressed that this is not at the rate that it should be and that there is room for improvement. The challenge is to remain vigilant, improve procedures and monitor on an ongoing basis what is happening with regards to employment equity. Issues of student access, through-put and institutional culture, although identified as important in the Equity Plan, have not been adequately addressed.

This plan includes a brief account of current context, policy weaknesses, as well as suggestions about principles and procedures for equity. It also suggests how we should divide up and delegate tasks, time frames and specific resources needed to produce a tight plan and achieve objectives. Six working groups (WG's) have been recommended. Principles and procedures will have to be approved by the University.

3. Introduction to the Policy and Plan

Employment Equity

In mid-2006 Rhodes University appointed a new Vice-Chancellor (VC). The new VC noted “We have inherited a higher education ‘system’ profoundly shaped by social, political and economic inequalities of class, race, gender, institutional and spatial nature...in which research and teaching were extensively shaped by the socio-economic and political priorities of the apartheid separate development programme” (VC, Imbizo Thinkpiece, 2006, p. 6). The general context at RU as elsewhere may be described as “above all, the persistence of the racial division of labour that characterized apartheid—(which) continues into the present” (cited in Eddie Webster and Rachmat Omar, 2003). Furthermore, the current VC’s vision of a good university is one that “provides an environment that is safe, respectful and intellectually nurturing, providing for varied learning needs and diverse student body and social

equity” . “Social equity” argued the new VC, would be “an imperative for years to come”. Equity, he argued would “advance certain groups in access, opportunity and outcomes... It would be responsive to needs of democratic South Africa, the RDP etc...”. The VC’s emphasis on “profound” and long-term effects of apartheid bear repeating since any corrective action has to be equally profound. Apartheid was not simply a set of laws which needed to be repealed; it was a geographical-ecological and social project which systematically oppressed Blacks¹⁴ in all spheres of life. South Africa is a country still marked by inequality, of race, class, gender and disability.

In 2007, the RU leadership and the broad university community noted the urgent need to progress from in-depth policy reviews, Imbizos and workshops to implement-able action frameworks and stronger policy. Any Action Plan has to comply with Equity legislation, human rights laws and RU’s vision and targets, and preferably exceed legal requirements by addressing both obvious and less tangible forms of sexism and racism and other forms of prejudice and discrimination. Recognising that RU has a long way to go, it is important that an Equity Action Plan with clear mandates is finalised and then implemented. It is recognised that while more analysis of new and emerging blockages to progress is required, there is also a need to act now while acknowledging ‘competing and multiple demands’ (VC) and the difficult external climate (e.g. scarce skills and financial shortages) in which higher education institutions operate.

Since 1999 RU has submitted annual Equity Reports to the Dept of Labour (the 2006 and 2007 reports are available at: <http://www.ru.ac.za/administrative/hr/Equity/Equity.htm>). In 1999, RU undertook analysis of its employment practices to identify barriers to equity. In 2003 discussion groups were held with Black staff to ascertain barriers regarding institutional culture issues (this can be found at: http://www.ru.ac.za/administrative/hr/Equity/Institutional_Culture.htm). In 2005, 2004 and 2006, however, there were no systematic attempts made to understand staff experiences and to identify barriers to equity. This was addressed in part by the Equity Workshop in June 2007 and the Gender Imbizo in November 2007.

Based on recent trends and current data from the 2007 Statistical Digest (table G8), RU remains a highly unequal workplace. Based on the 2006 figures:

- In the Professor and Associate Professor rank, there were 21 White females and only 2 Black females (less than 10% of females in this group); and
- There were 84 White males in the Professor and Associate Professor rank and only 5 Black males in this category (only 6% of the total number of males in this group).

Based on statistics in the RU Department of Labour Equity Reports (October 2005, 2006 and 2007) and keeping in mind the classification of what constitutes a designated group member¹⁵, in the last three years, the number of Black professional¹⁶ staff has not shown any growth and in fact has decreased (See Appendix 2). The impact of removing Black foreign nationals as a designated group can be seen in the number of African staff in the professional grouping that dropped from 12% in 2005 to 8% in 2006. There has been a pleasing increase of African professionals from this 8% in 2006 to 11% in 2007. In other words, currently 84% of all professional staff are White staff which does not compare favourably with other HE institutions (See Appendix 2 for further information). Of the 16% Black staff, there were 5 (6%) Professors and no Associate Professors (out of a total of 79 Professors and Associate Professors – 6%), 5 (15%) Senior Lecturers out of a total number of senior lecturers of 34 (15%) and 18 (20%) Lecturers out of 89 and 3 (30%) Junior Lecturers. This indicates that Black staff are located at lower levels.

From these Equity Reports for the period October 2005, 2006 and 2007, in the clerical area, the number of females has increased marginally to 88% and not decreased to reach the numerical goal of 75%. The number of Black staff in this category has only increased by 2% in this period. Appendix 2 has further details.

¹⁴ Please note that the term Blacks is used to refer inclusively to Africans, Coloureds and Indians: terms used by the Employment Equity legislation.

¹⁵ As from 2006, Black foreign nationals were no longer included in the employment equity statistics.

¹⁶ This is the category used by the Employment Equity Report and includes academic staff. It also includes other professional staff e.g. library staff. Academics constitute 90% of this grouping.

In the period October 2005, 2006 and 2007, in the category of managers and legislators, the number of Black staff has increased from 13% to 22% and the number of women by 2%. Appendix 2 has further details. Here the overall targets for Black and women staff have been met.

For the same period, at the unskilled occupational level, traditionally preserved for blacks we see a homogenous group of almost 100% black. To be precise, in 2006, there were only 3 white unskilled males at RU. This portrays the institution in particularly undesirable ways to the staff, its students and the community.

Of concern is the low participation rate of Black academic staff in the personal promotion process. In the last two years, no Black academic has been successfully promoted. While attempts are made to enhance the diversity of the composition of the Personal Promotions Committee and there is difficulty in doing so, this profile remains problematic. This has contributed to Black academic staffs' perceptions of limited opportunities for recognition and advancement within the institution.

While personal promotion is not available for support staff, there has been promotion of staff into vacant positions through the recruitment and selection process. In the equity period of 1 September 2006 to 31 August 2007, in the 4 vacant posts that existed at the senior and top management level, 1 Black person was employed, 2 White females and 1 White Male.

The 2004 Rhodes University Equity Policy as regards employment equity does yet not adequately embrace the directives of the Employment Equity Act. This Act stresses two aspects:

- 1) Defence of human rights i.e. prohibitions on discrimination against designated groups. "Prevention of unfairness" relates to "race, gender, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth.
- 2) *Active* promotion of equity through "preferential" treatment and redress.

According to the Employment Equity Act, 55 of 1998, (Summary)

- a. Affirmative action measures are "measures intended to ensure that *suitably qualified* employees from designated groups ... are *equitably represented in all occupational categories and levels of the workforce*".
- b. Such measures must include: "*identification and elimination of barriers* with an adverse impact on designated groups;
 - measures which promote *diversity*;
 - making reasonable accommodation for people from designated groups;
 - retention, development and training of designated groups (including skills development); and
 - *preferential treatment* and *numerical goals* to ensure *equitable representation*. This excludes quotas."

While we have identified several barriers and set numerical goals, and we have attempted development and training of designate groups (e.g. Mellon Accelerated programme and internship programme for support staff), the RU policy of "best contribution" does not rigorously embrace the active preferential element directives as stated in the Employment Equity Act. While the Employment Equity Act does promote fair discrimination, the view it advocates does NOT mean treating everyone equally. Rhodes University needs to consider different ways to ensure preference to ensure adequate representation. It requires an "unpacking" of terms such as suitably qualified, preferential treatment, reasonable accommodation.

Annual Employment Equity Reports to the Department of Labour require an ongoing analysis of barriers to employment equity and we are required to show what is being done to address these. Concern is expressed that there has been insufficient identification of the multiple forms of discrimination (race, gender, class, disability) experienced and procedures are weak. The kinds of incidents that arose in 2006 and 2007 regarding allegations between staff and students give some indication of the issues that need more systematic identification.

3.2 Student Equity

In terms of the student demographics, the 2007 Statistical Digest referring to 2006 figures indicates that Black foreign national and South African students compromised 51%. Once foreign nationals are excluded, the student profile was 31% Black South Africans, arguably the worst in SA. (table C10 and C1).

Amongst post-graduates *including* foreign nationals, 47% were Black and 53% were White. There were slight decreases in the number of undergraduate Indian and Black students.

The gender composition shows that in 2006 58% of students were female with this percentage varying between 57% and 62% in the different race groups.

The June 2007 Equity Imbizo document also raised some challenges related to institutional culture, student access, financial aid etc.

4. **Main features and elements of RU Equity Plan**

Given these statistics, what can be done in the short, medium and long terms and what is do-able given the current labour pool? What should be done to increase the number of Black South Africans at Rhodes University? What are we aiming for and what is required of us minimally by law? What commitments have been made to the Department of Education as regard the targets for student recruitment and throughput?

The following constitutes the starting points for an Equity Plan.

- 1) It is understood that equity is aimed at Black South Africans, women and the disabled (“designated groups”). The preamble to the Act states that the purpose of the Employment Equity Act is to redress the effects of “apartheid and other discriminatory laws and practices,” which caused “disparities in employment, occupation and income within the national labour market”.
- 2) Equity has to operate consistently in *all* fields of University life and has to be *seen* to be operating. A phased-plan with numerical targets addressing major obstacles and processes in three major in areas of equity: employment equity, academic equity, institutional culture, is proposed.
- 3) Equity is an institutional issue that must be championed by all:
 - 3.1 Leadership in ensuring adequate resources and signifying the importance of equity;
 - 3.2 Senior management in terms of developing appropriate policies and strategies to meet targets set, for driving change in processes and procedures and ensuring alignment of faculty/divisional plans with institutional goals and targets,
 - 3.3 Middle management in terms of ensuring implementation at the departmental and divisional level; and
 - 3.4 And other levels of staff in terms of recognising the need for, enabling and supporting change in institutional culture.

Consistent with this, each faculty and department needs to conduct its own equity assessment and based on the latter, have its own plans and targets ensuring alignment with the overall university mission and equity targets. Senior managers are responsible for consulting and communicating the Equity policy, setting appropriate staffing strategies and communicating these to the staff. The plan must guide and in turn be guided by the staff recruitment and appointment process. In terms of the employment equity agenda, this can be facilitated by the HR Division and in terms of the student equity agenda, this can be facilitated by the Deputy Vice-Chancellor: Academic and Student Affairs.

- 4) Faculties and Departments can be proactive and some form of recognition needs to be accorded to departments for work and effort in the equity arena. For example, for promotion criteria to professor, should include consideration of how the individual has contributed towards transformation imperatives. This should constitute one of the leadership criteria for appointment to the post of professor. (This is already built into the selection criteria for support staff management posts).

- 5) A transparent six-monthly reporting system is needed with regular communication of results, backlogs and achievements. Council, Senate, the Institutional Planning Committee and faculties (and an appropriate forum for support staff senior management) will receive regular reports on the implementation of the employment equity plan in addition to Departmental and RU website postings. Regular updates on progress made, difficulties experienced etc should be actively communicated to staff.
- 6) The most recent RU report to the Dept of Labour lists several obstacles to Equity at Rhodes. These plus the 2007 Equity Workshop as well as the Gender Imbizo in 2007 also need to inform the themes for workgroups.

In identifying the areas that need to be addressed, strategies for immediate implementation are identified. While these are acknowledged as open to improvement and refining, they do signal a commitment to addressing concerns. The Working Groups can in their deliberations further reflect on the proposals and suggest alternatives to be implemented at a later date. However, the concern is that further delays may take place through working groups meeting and making proposals which are then only implemented in due course. Already, it has been 8 months since the Equity Workshop in June 2007. For this reason, immediate strategies are proposed and constitute part of this recommendation.

RU also needs to be aware that redress and affirmative action can produce a backlash, result in dysfunctional workplaces, be tokenistic and bureaucratic leading to new forms of black inferiority occurring (she got the job because she is female, black etc). If a university is not expanding, has low staff turnover and has financial constraints, equity might be harder to realise. The entire equity “plan” has to be navigated through consultations at every step, recognising that not everyone will be always agree. A good policy can always be rendered meaningless. We need to be aware of the dangers of making a policy, but not monitoring its implementation.

5. Immediate Steps and Mandates for 6 Proposed Working groups

Six different working groups are proposed to deal with various themes. The work of these groups will be to identify the barriers to equity, to recommend the necessary strategies as well as to monitor the implementation of the strategies proposed below.

The composition of these working groups has not been proposed. Rather, what has been indicated is who needs to take responsibility for particular strategies and recommendations of the involvement of other staff. The composition of the overarching working groups will in all likelihood been drawn from those involved in the specific strategies. The Senior Management Forum will be asked to consider the proposed composition of these groups. The unions need to be involved in these working groups and may also be involved in the groups dealing with specific strategies.

5.1 WG: Theme 1. Institutional Equity: Working environment, organisational culture and communication:

The aim is to change the white male dominated working environment and decision-making structures to enhance dignity and voice/presence of Blacks and Women and the Disabled and to strive for transformative rather than reproductive and acculturated approaches.

✓¹⁷Strategy 1: Equitable representation means ensuring that all university committees and activities are representative. In this context, representation should also include individuals from different ranks/levels in the institution as well as from different age groups. While committees will not yet achieve mirror representation (see Appendix 3 for definition) given that RU has so few Black academic staff, a critical mass approach is needed to ensure significant and effective Black/Female presence.

The proposal is that:

- (a) All committees should at their last meeting of the year make recommendations to the Nominations Committee as regards representation on the Committee and how to achieve a greater diversity of individuals on the Committee;
- (b) What has been done in this regard, should be reflected in the committee minute.

¹⁷ Please remember that this refers to the procedural elements approved by the Deans.

(Responsibility: Secretariat and Chairs of Committees)

- (c) The Senate and Council Nominations Committee should ensure wider representation on committees when allocating/identifying committee members. This Committee is asked to formalise a process of nomination that attends to issues of diversity. Consideration should also be given to whether there is a limit to the years served by a representative on a particular committee.

Strategy 2: The development of a communication strategy, signage, new symbols to change the “feel” of RU. There is a need to change the image of the University as perceived by Black South Africans at Rhodes and also not directly linked to Rhodes University.

The proposal is that this should be investigated by the working group and will include: VC (or his designate) and EC, and Director: Community Engagement, Director: Communications and Development, Chair of Rhodes University Naming Committee, Unions, Gender Imbizo Forum plus interested individuals (e.g. Prof Kashula, Dr Steenveldt)¹⁸

✓Strategy 3: Create awareness of equity issues through awareness programmes. All senior managers/HoDs/Managers should engage in regular updates on Equity law, issues, practices and strategies. The university led by the Equity and Institutional Culture Committee should encourage public debates on gender discrimination, racism etc. The proposal is that this is implemented with immediate effect as already the Employment Equity Committee has asked Professor Ruiters and Ms Larissa Klazinga to make a proposal in this regard to the Equity Committee at its February 2008 meeting. This will include creating awareness amongst students. Already the Dean of Students Office and SRC is running a set of awareness weeks around issues of diversity e.g. Gender Awareness Week, Anti-Harassment Week etc.

Responsibility: HR, Gender Imbizo Group, Unions, Politics dept, ADC, Senior Management Forum, Institutional Planning Committee, and ISER.

✓Strategy 4: Programmes run by the HRD Office for support staff such as the workshop on diversity awareness and diversity management need to be intensified and extended.

Responsibility: HRD Office

✓Strategy 5: A specific set of interventions aimed at staff at all levels (including Wardens) to create awareness of equity and diversity issues and the management thereof.

It is common that once Blacks and women are appointed they are then made to suffer a “backlash”. For example the attitude from a colleague might be sniggering ... ‘we know you got the job because of affirmative action’. All members of staff should be strongly encouraged to attend such workshops.

Responsibility: Director: Human Resources, Dean of Students, Hall Warden Representatives, Senior Management Representatives and HRD Manager.

✓Strategy 6: Establishment of a process to deal with complaints of prejudice (outside the current grievance procedure). This needs to be pursued with immediate effect. Already the Employment Equity Committee has identified a task group for this purpose consisting of the Director: HR (*Convenor*), Ms G Armstrong, Ms C Avery, Mr G Barker, Mr Dlali, Ms S Driver, Ms L Klazinga, Ms C Knowles, Ms J Owen. , The process will deal with staff as well as student complaints.

Strategy 7: Orientation of new staff and students regarding RU’s values and expectations regarding dignified behaviour and the rights of others. This can be incorporated into existing orientation programmes.

Responsibility: HR Division for staff, Dean of Students for students

✓Strategy 8: Ensure continued and consistent implementation of Language Policy.

There has been some progress in this regard e.g. the establishment of isiXhosa courses by the School of Languages.

Responsibility: DVCs, HoDs and managers

¹⁸ Please note that these and other working groups can co-opt further members. In addition, the two unions will be invited to participate in the various appropriate working groups.

✓ Strategy 9: With immediate effect, Heads of Departments should make sure that staff are aware of developments with regards to policy initiatives and new procedures at RU etc. For new staff, Heads of Departments should ensure that they are attending the Lecturer's Orientation Programme.

Responsibility: HoDs

5.2 *WG Theme 2. Employment Equity: Targets, Recruitment and selection appointment and offer procedures, personal promotion, retention, professional development.*

This WG is to consider modifying existing principles and procedures and guidelines regarding employment processes.

Strategy 1: With immediate effect, candidates from designated groups are short-listed on the basis of meeting minimum requirements where the Selection Committee has given serious consideration to the individual's ability to develop the relevant competencies to do the job within a reasonable period of time. Lack of relevant experience is not a criterion for excluding a designated individual. This strategy is already contained within the Recruitment and Selection Policy for Support Staff Posts but Chairs need to ensure that this is being implemented for support staff as well as for academic posts.

Responsibility: HR and Chairs of Selection Committees

Strategy 2: Consistent with section 20 of the Employment Act, with immediate effect, qualifying applicants from designated groups in occupational categories and levels where representation targets are not yet achieved, should receive **definite preference** over White Male applicants. Subject to the demographic profile of the particular department where the vacancy exists, the order of preference should usually be Disabled, Black South African female, Black South African male, White Female, White Male and then Foreign African Nationals¹⁹.

Responsibility: HR and Chairs of Selection Committees

Strategy 3: With immediate effect and until targets are met, the appointment of non-designated persons and foreign nationals must be regarded as exceptional and recommendations for appointments would have to be extensively justified. The justification shall be considered by the VC, relevant Dean and HR Director who if not satisfied, shall request a meeting with the Selection Committee. Alternatively, an oversight and/or standing committee should be used to approve/veto all non-equity appointments and to assess whether the Employment Equity Policy and Procedures have been appropriately and fairly applied. There is a concern however that this particular strategy will delay the appointment of staff. Irrespective of the particular strategy, this more strident approach to preference should be reviewed only once equity targets are reached and then carefully monitored on an annual basis.

Responsibility: HR and Chairs of Selection Committees

Strategy 4: A non-designated candidate who is overqualified for a job should **not** be considered and should not be short-listed for posts. The minimum specifications for posts should be made clear to each selection committee and should be strongly linked to the candidate's potential.

Responsibility: HR and Chairs of Selection Committees

Strategy 5: Consideration of extra incentives for certain black/female/disabled appointees, e.g. additional housing allowance, cheap accommodation not normally offered in order to attract members from designated groups.

It is recommended that the Working Group make a proposal in this regard.

✓ Strategy 6: With immediate effect, each Selection Committee at its first and subsequent meetings should be appraised of the demographic profile of staff within the department where the vacancy exists.

Responsibility: HoDs/Managers where vacancy occurs and HR

✓ Strategy 7: With immediate effect, Chairperson on the Committee should take responsibility for ensuring full understanding of employment equity requirements and vigilance by the Committee of these. HR should provide guidance in this regard.

Responsibility: HR and Chairs of Selection Committees

¹⁹ Subject to work permits.

✓ Strategy 8: With immediate effect, use of a checklist by the Chairperson of Selection Committee to ensure adherence to policy requirements. In line with the above, the minutes for appointment needs to reflect this.
Responsibility: HR Division to include checklist with documentation and Chair to complete.

Strategy 9: In line with the recommendations above, more committed targets need to be set. For example, currently the selection target is that designated members are appointed in at least 45% of all professional posts. This needs to take into account however the turnover and retention of these staff.
Responsibility: Employment Equity Committee and HR Director

Strategy 10: Equity targets should be set at the departmental and Faculty levels recognising that departmental targets will differ depending on currently demographic, turnover rates, retirements etc.
Responsibility: Deans of Faculties, Heads of Divisions, HoDs/Managers

✓ Strategy 11: Continue with accelerated development programmes and internship programmes.
The Mellon Foundation has agreed to further funding for additional equity academic posts (15 posts phased in over a period of 3 years, 2009 to 2011). These will be only for Black members of designated groups and will be ideally linked to upcoming/potential vacancies.

The Support Staff Internship Programme will continue and consideration should be given to its expansion into the artisan (this is starting in 2008) and technical areas.
Responsibility: ADC and HR

Strategy 13: Consideration of equity requirements in the personal promotion process.
Within the review of the personal promotion taking place, consideration should be given to how equity and diversity issues affect personal promotion decisions, (e.g. women having children and having time off to raise children, individuals from a HBU where there was a lack of post-graduate students). This should be formalised.
Responsibility: HR Director

✓ Strategy 14: With immediate effect, Heads of Departments/Managers and/or designate to ensure that a proper departmental induction process takes place for a new staff member.
Responsibility: HoDs/Managers, HR to provide a template of issues to be considered.

Strategy 15: A mentoring programme for all new staff should be investigated to allow for more appointments from designated groups on the basis of potential to develop the competencies for the job in a reasonable period as well as to support all staff.
Responsibility: CHERTL for academic staff and HRD Office for support staff

Strategy 16: An effective strategy should be devised on how to support academic staff from designated groups, in particular women, to complete a further qualification. A plan to mainstream the current programme initiated by WASA should be formalised.
Responsibility: DVC – Research and Development.

5.3 WG Theme 3. Disability support, HIV/Aids.

This WG will be responsible for looking at how to strengthen its policies and plans with HIV/AIDS and disability.

✓ Strategy 1: Ensure sustainability of HIV/Aids task team work after completion of current project. Application for staffing and resources would be through normal processes. There needs to be follow up on gap analysis as identified in the needs analysis recently completed by RU. Responsibility: HIV Task team

✓ Strategy 2: Ensure implementation of Staff Disability Policy and Student Disability Policy
The responsible parties should ensure that these are being implemented.
Responsibility: Dean of Students and HR Director

✓ Strategy 3: Ensure implementation of Ill-health Policy

This is currently going through the various approval processes.

Responsibility: HR Director

5.4 *WG Theme 4. Gender advocacy, support and equity:*

While all women suffer under patriarchy, they suffer in different ways depending on their race, class, sexual orientation, religion and ethnicity. It is not enough to have women represented on structures, what is needed are women who are able to provide a critical perspective on issues. The WG has to consider how RU can raise resources and put its own resources into an effective campaign and support system for women. A permanent gender focus needs to be maintained in all committees to ensure the issue is not ghettoised or made a responsibility of volunteers, WASA for example. There is a need integrate WASA's work into University institutions.

✓ Strategy 1: A focused gender policy and programme should be formalised.

Responsibility: VC, HR Director, Gender Imbizo Group, WASA and other co-opted staff

✓ Strategy 2: Explore issues of maternity and paternity leave.

This will include benchmarking what RU is doing versus other employers.

Responsibility: HR Director

✓ Strategy 3: Change of hours and times at the Day Care Centre

The HR Director has already tasked the Parent's Committee of the Day Care Centre to look at how to accommodate longer hours (currently the Centre is open 8h100 to 17h00) as well as to be open the entire year except for the shut-down period (currently the Centre closes for 1 week in July and 4 weeks over December)

Responsibility; HR Director

Strategy 4: Explore the limitations of age criteria for certain awards e.g. VC research award and how this in particular adversely impacts women

This was raised in the Employment Equity Committee and Equity and Institutional Culture Committee. It was recommended that the DVCs address this.

Responsibility: DVCs

✓ Strategy 5: Follow-up on other work from Gender Imbizo

Responsibility: Formalisation on how this will be taken forward. Currently the task-team who organised the Imbizo is doing this.

5.5 *WG Theme 5. Internal equity related to remuneration and conditions of service*

✓ This issue is already under investigation through the Staff Remuneration Task Team.

5.6 *WG Theme 6. Student profile, Student life, Student support*

This area of the Equity Plan needs more work by those more knowledgeable in this area. The following are regarded as starting points in this regard.

Strategy 1: Formal programmes (including monitoring and communication thereof) need to be identified and implemented in order to improve the demographic targets of the University.

Responsibility: DVC – Academic and Student Affairs

Strategy 2: Review Extended Studies programme and look at other academic support programmes required by students e.g. Writing Centre.

Responsibility: CHERTL

Strategy 3: Curriculum diversity and learning and teaching in a diverse student body

RU needs to explore what is meant by its commitment to an African identity (as articulated in the Vision Statement), the implications of this for its academic programmes, curricula and teaching and learning strategies.

Responsibility: HoDs and CHERTL

Appendix 1: Equity Imbizo (June 2007) summary

Please note that the core of this document was drafted during the discussions at the Equity Imbizo. Delegates at the Imbizo had “access” to the document in that it was written and displayed via the data projector during the proceedings of the Imbizo. The purpose of the document is to provide others with access to the discussions at the Imbizo. The measurable outcomes have been added by the Director of HR as not all of these could be addressed in the Imbizo due to time constraints.

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
<p>CONCEPTUALISATION OF EQUITY AND EQUITY GOALS IN ACADEMIC ARENA:</p> <p>CLARITY REGARDING EQUITY IN THE ACADEMIC ARENA:</p> <ol style="list-style-type: none"> 1. WHAT IS MEANT BY EQUITY? REFERRING TO RACE, GENDER, CLASS, DISABILITY? DOES THIS INCLUDE INTERNATIONAL STUDENTS, REFUGEES? 2. WHAT IS THE AIM OF EQUITY? (REDRESS/FAIRNESS/ACCESS) WHAT IS THE INSTITUTION TRYING TO ACHIEVE AND WHY? HOW DOES THIS FIT INTO THE VISION AND MISSION OF THE UNIVERSITY? 3. WHAT ARE THE DIMENSIONS OF THE PROBLEM? 	<p>Disability policy but need to follow up on implementation.</p>	<p>Debate needed at the Faculty level.</p> <p>Debate should allow for clear understanding of the nature of the problem relative to what the institution wishes to achieve.</p> <p>Should also be encouraged at departmental level.</p> <p>Task team to determine the way forward based on these debates.</p> <p>Need follow-up on current policies e.g. Disability policy</p>	<p>Strategic document that states the institution's position/decision as regards:</p> <ol style="list-style-type: none"> 1. Aim of equity (linked to role in HE and positioning of institution). 2. Equity or redress: how will these be managed. 3. Dimensions of equity 4. The issue of class 5. Status of foreign nationals 6. Which kind of students will be sought? 7. Strategies & targets (not only for Black students) linked to this, short-term and long-term <p>Operationalised at the Faculty level. Follow-up and monitoring at the Faculty level.</p> <p>Comment provided to the Equity Committee on an annual basis of implementation of Disability Policy by Registrar's Division and Dean of Students.</p>

AREA/RECOMMENDATIONS	CURRENT STATUS	ACTION/STRATEGY	MEASURABLE OUTCOME
<p>ACCESS OF STUDENTS:</p> <p>ACCESS SHOULD BE DEFINED IN TERMS OF EQUITY GOALS INTERALIA:</p> <ol style="list-style-type: none"> 1. NEED CLARITY REGARDING WHAT IS CURRENTLY DONE AND THE SUCCESS THEREOF. 2. NEED TO EXPLORE STRATEGIES TO ALLOW ACCESS TO THOSE WHO ARE EXCEPTIONAL BUT ARE NOT GETTING ACCESS FOR A VARIETY OF REASONS. 3. NEED TO TRACK SUCCESS OF STRATEGIES 	<p>Recruitment plan: Tracking ‘hinterland’ former schools, approached individuals within schools about coming to RU. Recruitment officer dedicated to recruit from EC. Bring students to Grahamstown. Waive the application fee. Fill in form while at RU. Give answer on same day. Recruiting takes place through visibility of academics and programmes.</p>	<p>Relook strategies for access on the basis of potential of students.</p> <p>Debate at the Faculty level.</p> <p>Research needed on what is being done elsewhere.</p>	<p>Document on what currently exists i.t.o recruitment of students.</p> <p>Discussion paper on how to augment current strategies, alternative strategies for finding talent proposed.</p> <p>Differentiated strategy for different groups.</p> <p>Target document of what the University is aiming for.</p> <p>Linked to this, identification of strategies to reach this and annual reporting to the Equity Committee of success thereof.</p>

<p>RE-CONSIDERATION OF FINANCIAL AID INTERALIA:</p> <ol style="list-style-type: none"> 1. CONSIDER FINANCIAL AID TO THOSE WHO CURRENTLY DON’T QUALIFY BUT WHOSE PARENTS ARE NOT AFFLUENT ENOUGH TO PAY ALL FEES. <p>NEED TO OVERCOME THE SILENCE AROUND TALKING ABOUT MONEY AND MONEY DIFFICULTIES.</p>	<p>Work study programme already exists.</p> <p>Graduate assistant bursaries (post-graduate).</p> <p>Tutoring.</p>	<p>Re-look financial packages particularly in terms of giving more students access to RU.</p> <p>Explore work study programme for students to complement financial packages. Student get loan as well as work study package. Also adds to CV.</p> <p>Need to foster a culture where students with money difficulties feel</p>	<p>Revised financial aid strategy (targeted approach to be followed).</p> <p>Clearer document that states what is available to students in terms of work on campus.</p> <p>Graduate assistant bursary scheme: clarification of how this works.</p> <p>Posters re financial issues: where to go for assistance. Making it conscious that having money problems is OK. People need to know where to go. Strategy to make the academic department the place where these</p>
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		free to come forward.	financial issues are first raised and discussed.
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AREA	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
MONITORING STUDENT EQUITY ISSUES INTERALIA: 1. NEED TO TRACK SUCCESS RATES FOR BLACK SOUTH AFRICANS. 2. IDENTIFICATION OF EQUITY STATS NEEDED IN LINE WITH EQUITY GOALS.	Track success rates of Black students.	Provision of relevant statistics. Need to establish exactly what should be tracked in order to look at equity (in line with point 1 as regards aim of equity).	Identification of statistics needed to track equity. Systems set up to produce reports on these statistics. Bi-annual statistics provided by Registrar's Division to the Deans and Faculties. Consideration of the statistics by the T&L Committee on an annual basis.

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
ESTABLISH SUCCESS OF PARTICULAR STUDENTS AT RHODES INTERALIA: 1. EXTENDED STUDIES PROGRAMMES: 1.1 NEED TO CLARIFY SUCCESS OF THIS STRATEGY. 1.2 NEED TO ENSURE THAT STUDENT'S SUCCESS IS NOT UNDERMINED THROUGH NOT BEING PLACED IN RESIDENCE. 2. POST-GRADUATE STUDENTS 2.1 CONSIDERATION OF THE KIND OF STUDENTS THAT SHOULD BE ACCEPTED	Tracking of statistics of the ESU programme has been done since 2004. Tracking before then problematic.	Discussion on support needed for these students. Explore proposal that ESU students must be in residence system. Explore possibility of a Writing Centre including writing programmes for PhD	Annual document on the success of ESU programme. Strategy document on support that is provided on support needed. Plan as regards helping students in terms of support (res, studying areas).

2.2.PHD AND MASTERS: WRITING THE THESIS IN ENGLISH IS A BARRIER.

and Masters' students.

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
<p>T& L: IF GOING TO WIDEN ACCESS, NEED TO CHANGE PRACTICE AND CULTURE.</p> <p>NEED CLARITY AS REGARDS WHAT STRATEGIES SHOULD BE PURSUED.</p> <p>NEED TO EXPLORE ISSUES OF DIVERSITY IN THE CURRIUCLUM E.G. WHERE ARE THE TEXT BOOKS FROM THAT THE STUDENTS READ? ARE TEXTS FROM AFRICA THERE?</p>	<p>In 2007, biggest African Philosophical conference being held.</p> <p>African book week in Library, based on 100 best books on African continent.</p>	<p>Facilitate the exploration and possible use of alternative modes of assessment to accommodate the diversity of learners.</p> <p>Explore the provision of extra tuition: academics are unable to do this time-wise.</p> <p>Explore mainstream teachers involvement in ESU.</p> <p>Explore role of e-learning in dealing with diversity of learners.</p> <p>Facilitate implementation of Language Policy as regards its role in T&L.</p>	<p>Revision of assessment policy and practice.</p> <p>Revision of strategy for student support system.</p> <p>Sequence of presentations by African leaders, philosophers etc.</p> <p>Ask Departments to comment on diversity of texts used in curriculum and diversity of assessment modes.</p> <p>Curriculum includes issues of diversity: gender issues, race issues etc.</p> <p>Library holdings – special fund to buy books published by Africans. Start debate around this</p> <p>ADC being asked to assist departments in being reflexive about diversity in curriculum.</p>

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/STRATEGY	MEASURABLE OUTCOME
FUNDING FOR RESEARCH: FOREIGN NATIONALS AND OUTSTANDING WHITE MALE: NATIONAL ISSUE IN TERMS OF ALLOCATION OF OTHER FUNDS. FUNDING SHOULD BE TARGETED AT REDRESS, NOT SIMPLY BECAUSE EQUITY CANDIDATES.		Scholarships for study: explore if possible to target African Foreign Nationals to boost nos?	Championing at national level.

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/STRATEGY	MEASURABLE OUTCOME
STUDENT CULTURE: NEED TO: 1. ESTABLISH DIFFERENT STUDENTS' EXPERIENCES AT RU AND IN PARTICULAR FEELINGS OF ALIENATION? AVOID ASSUMPTIONS. 2. A STRATEGY TO TACKLE ALIENATION	<p>ISB survey that RU going to be participating in.</p> <p>Res of life survey: analysing by demographics</p> <p>International Office does an exit interview with those foreign nationals leaving: no report of alienation.</p> <p>International Office did survey on experience at RU: way above international benchmark, UCT.</p>	<p>Need to establish the experiences of different groups at RU.</p> <p>Debates need to be formally opened up regarding these issues.</p> <p>Need to encourage self-reflection.</p> <p>Institution need to send clear message: 1. Penalties for those who are racist: are we prepared to implement harsh penalties. 2. People in authority stand up: unacceptable – more of this needs to happen at RU.</p> <p>Need to seek strategies that encourage dialogue rather than violence.</p>	<p>ISB survey, res of life survey with a firm action plan emanating from this.</p> <p>Structured/formal framework to share about experiences at RU to create awareness: Diversity workshops/conversations, sensitivity workshops: needs to not only be in the residence but also in the classroom. Not just for students but also for staff. These need to be sensitive to how students are constructing their identity.</p> <p>House Committees are trained to understand and talk about differences.</p> <p>Needs to be ongoing during the year – not just for 1st years and not just at the beginning of the year.</p> <p>Authority challenge those that are racist,</p>

			<p>sexist etc. Effective mechanisms to deal with allegations of racism/prejudice.</p> <p>Implementation of Language Policy and annual reporting thereon to the Equity Committee.</p> <p>Openness to review culturally offensive or undermining practices and language and changing of these at all levels of the institution.</p>
<p>3. ACKNOWLEDGE XHOSA AND OTHER LANGUAGES</p>	<p>Language policy (not just English and Xhosa but also Afrikaans): working group driving this to look at signage.</p> <p>(Translation of staff policies into Xhosa).</p>	<p>Explore practices and language that positions being African as not being normal.</p>	
<p>4. FOSTER EDUCATION REGARDING ISSUES OF CULTURE AND GENDER THAT IMPACT THE SOCIAL ARENA OF UNIVERSITY. AT DEEP LEVELS OF UNIVERSITY.</p>			
<p>5. UNDERSTAND DIFFERENT GROUP'S EXPERIENCES WITHIN THE RESIDENCE SYSTEM AND IN PARTICULAR FEELINGS OF ALIENATION?</p>		<p>Explore actively recruiting for S/W positions, helping Black RSA students prepare for interview (so that they know what to expect).</p>	<p>Review of wardening system to identify strengths and identify areas for improvement including looking at possible authoritarianism of Wardening structure and the discipline issues from a culturally diverse perspective.</p>
<p>6. ENSURE ACCEPTABLE PROPORTIONS OF BLACK SOUTH AFRICAN TO FOREIGN NATIONAL S AMONGST SUB-WARDENS.</p>		<p>Explore possibility of colleagues nominating sub-wardens, helping to identify students.</p>	<p>Strategy to increase number of Black RSA sub-wardens.</p> <p>Review of R&S processes for Sub-</p>

<p>7. RECOGNISE THE INFORMAL LEADERSHIP POSITIONS IN TOWN E.G. CHURCH, INVOLVEMENT IN NGO'S, SERVICE ORGANISATIONS. NOT EVIDENT IN TERMS OF FORMAL LEADERSHIP POSITIONS.</p>	<p>Sports Council is looking at removing barriers to access e.g. cliques in certain clubs, taking sport too seriously (only those participating competitively).</p> <p>Sports Council will fund individuals who do not have fees to join.</p> <p>Inter-res programme (this includes Oppidans) is vibrant and even over-subscribed, House Committees select teams: keep out competitive sports.</p> <p>Private company providing this.</p> <p>Use of sport to allow for alcohol free participation.</p> <p>Sports Council adopted a guideline as regards use of club funds on the use of alcohol and amount of alcohol at club functions per person. Chairs and Exes of these clubs are responsible for distribution of this alcohol. Sports Officers enforce this.</p> <p>Tackled in O-Week (success thereof).</p>	<p>wardens and Wardens.</p> <p>Review of stats of levels of participation and fees charged by societies.</p> <p>Strategy to try and address any need for diversity at RU in sports.</p> <p>Oppidan strategy.</p> <p>Alcohol policy.</p> <p>Dealt with as part of framework to sensitise students to issues of diversity.</p> <p>Use (or not) of slogan is formalised and concepts of leadership understood and operationalised throughout the University in terms of the student</p>	<p>wardens and Wardens.</p> <p>Review of stats of levels of participation and fees charged by societies.</p> <p>Strategy to try and address any need for diversity at RU in sports.</p> <p>Oppidan strategy.</p> <p>Alcohol policy.</p> <p>Dealt with as part of framework to sensitise students to issues of diversity.</p> <p>Use (or not) of slogan is formalised and concepts of leadership understood and operationalised throughout the University in terms of the student</p>
<p>8. EXPLORE SLOGAN OF "WHERE LEADERS LEARN" AND HOW THIS IS</p>		<p>Explore whether slogan is experienced as alienating. Explore what is</p>	

<p>EXPERIENCED/ PERCEIVED BY STUDENTS.</p> <p>9. TRANSPORT FOR OPPIDANS</p> <p>10. ATTITUDE OF STUDENTS TOWARDS ALCOHOL USAGE AND LECTURE ATTENDANCE. CULTURE ALIENTATING FOR THOSE WHO DO NOT PARTICIPATE.</p> <p>12. SEXUAL ORIENTATION: STUDENTS FEELING ALIENATED BECAUSE THEY ARE NOT GAY.</p>		<p>understood by leadership.</p> <p>Explore transport availability to all students.</p> <p>Look at research on women and drinking culture: becoming status symbol to “drink like men”.</p> <p>House Comms set the tone e.g no drinking at RU during Orientation Week.</p>	<p>experience.</p> <p>Alcohol policy</p>
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AREA/RECOMMENDATION	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
<p>MENTORING AND DEVELOPMENT OF STAFF REGARDING RESEARCH.</p> <p>1. ENCOURAGE PUBLISHNG WITH EACH OTHER. PARTNER MORE ESTABLISHED RESEARCHERS WORKING WITH STUDENTS.</p> <p>2. MENTORING STAFF ON CAREERS.</p>	<p>ADC took people away for writing retreat: 2 papers out of this already.</p> <p>Prof Hendricks and Duncans looking at this. Looking at using expertise that exists: novices and to do this, not generalists.</p>	<p>Explore inter-disciplinary writing week-ends.</p> <p>Explore the feasibility of departments having workshops early in the year for post-grads: what it means to be a post-graduate student, proposal writing</p>	<p>Framework to facilitate greater of collaboration in Humanities, develop writing skills.</p> <p>Increase publication rate in Humanities.</p> <p>Plan for post-graduate students as regards “orientation to post- graduate studies”.</p>

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/STRATEGY	MEASURABLE OUTCOME
<p>ATTRACTING AND RETENTION OF STAFF TO RU.</p> <p>EXPLORE THAT MOST INSTITUTIONS GIVE MONEY TO STAFF FOR RESEARCH: SEEN TO BE PART OF PACKAGE.</p>		<p>Look at strategies pursued in other African countries. These have been operational for a period of time: problems and successes. Explore information from the academic remuneration reference group. Look at this relative to other strategies to attract and retain.</p>	<p>Information document on current funding structure for research and what a pay for unit document would look like.</p>

AREA/RECOMMENDATION	CURRENT STATUS	ACTION/STRATEGY	MEASURABLE OUTCOME
<p>EQUITY FOR RESEARCH = EQUAL ACCESS TO SUCCESS. GET THE MONEY BUT DON'T GET THE TIME. STRUGGLE TO MAKE A CASE FOR TIME. EQUIPMENT FAVOURS BIG ESTABLISHED POSTS: DIFFICULT IN SMALL NUMBER OF STUDENTS. OFTEN NEED TO BUY OUT TEACHING TIME, CAN'T OVERBURDEN OTHER STAFF.</p>	<p>WASA HAS TIME RELIEF PROGRAMME: RU MONEY MATCHED BY WASA. FUND 3 TO 4 STAFF MEMBERS P.A. NEED TO INSTITUTIONALISE: OTHER STAFF/HOD NEED TO BE ACCEPTING OF THIS BUYING OUT OF TIME. BECOMES POLITICALLY ACCEPTABLE IN RU.</p> <p>STAFF ARE GIVEN ACADEMIC LEAVE BY RU.</p>	<p>Explore how to institutionalise WASA programme in the long-run. Facilitate acceptance of buying out of time.</p> <p>Explore with HoDs scheduling teaching in the year so as to maximise time off for research.</p> <p>Explore with HoDs given less teaching loads to academics still trying to complete a further degree.</p>	<p>Formal strategies to facilitate staff having more time for research and completion of degrees.</p>

<p>5 . ESTABLISH WHETHER EXPERIENCE AT RU IS A VERY GENDERED ONE. THIS NEEDS TO BE UNDERSTOOD.</p> <p>RHODES CRECHE – PROVIDING PROPER CHILD CARE FACILITIES WHICH CLOSES AT 5PM. IF UNIVERSITY EXPECTS STAFF TO WORK LONGER HOURS, THEN FACILITIES NEED TO CATER FOR THIS.</p> <p>6. ESTABLISH EFFECIVE MECHANISMS TO DEAL WITH HARASSMENT AND GRIEVANCES RELATED TO PREJUDICE</p>	<p>Anti-Harassment Policy</p>	<p>Gender Imbizo planned for 2007.</p> <p>Explore provision of better facilities as regards child care.</p> <p>Adaptation of grievance procedures to deal with issues of racism and sexism.</p> <p>Talk to people who have had these experiences and ask them how to deal with this.</p>	<p>Gender Imbizo with firm plans for addressing gender issues.</p> <p>Altered crèche hours for staff.</p> <p>Implementation of Anti-Harassment Policy.</p> <p>Strategy to deal with process of raising complaints of prejudice.</p> <p>Regular departmental discussions: kinds of languages that are problematic as regards racism, sexism. (sensitivity sessions).</p>
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AREA/RECOMMENDATION	CURRENT STATUS	ACTION/ STRATEGY	MEASURABLE OUTCOME
<p>RECRUITMENT AND RETAINING OF PEOPLE FROM DESIGNATED GROUPS FOR POSTS:</p> <p>CONCERNS WERE:</p> <p>1. NEED TO ENSURE SUFFICIENT DIVERSITY OF COMMITTEES.</p> <p>2. DIFFICULTY IN KEEPING PEOPLE DUE TO SALARIES</p> <p>3. CONCERN WITH THE USE OF THE TERM “BEST CONTRIBUTION”. NEED TO REVIST THIS.</p>		<p>Need to ensure diversity of selection committees.</p> <p>Explore this issue in the academic remuneration reference group.</p> <p>Explore how potential will be considered in the selection</p>	<p>Revisit composition of Selection committees.</p> <p>Identifying members of support staff who could be prepared for academic track.</p> <p>Finalise R&S policy for academics and in particular</p>

<p>4. REVISITING ISSUE OF RETIREMENT AGE AT 65: LOOK TO CREATING MORE SPACE IN INSTITUTION.</p>		<p>process.</p> <p>Explore whether some can be encouraged to retire earlier or Top researchers: move into research to create space for new lecturers.</p> <p>EXPLORE ESTABLISHMENT OF CENTRAL DATABASE IN ALL DISCIPLINES OF TALENTED INDIVIDUALS. COULD HELP TO MAKE SEARCH PROCESS MORE VIABLE.</p>	<p>conceptualisation of “best contribution”.</p> <p>Use search committee more aggressively. Stats kept of this.</p>
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Appendix 2: Employment Equity Statistics

RHODES UNIVERSITY

Professionals (90% of whom are academics) as
at 31 August of each year

Year	Male			
	African	Coloured	Indian	White
2004	17	4	6	177
% of total	5%	1%	2%	52%
2005	20	3	6	172
% of total	6%	1%	2%	50%
2006	10	4	6	167
% of total	3%	1%	2%	52%
2007	18	2	7	166
% of total	5%	1%	2%	51%

Female			
African	Coloured	Indian	White
20	7	3	107
6%	2%	1%	31%
21	7	2	112
6%	2%	1%	33%
15	5	1	114
5%	2%	0%	35%
19	4	2	110
6%	1%	1%	34%

Gender Total	
Male	Female
204	137
60%	40%
201	142
59%	41%
187	135
58%	42%
193	135
59%	41%

Race Total				Main
African	Coloured	Indian	White	Total
37	11	9	284	341
11%	3%	3%	83%	
41	10	8	284	343
12%	3%	2%	83%	
25	9	7	281	322
8%	3%	2%	87%	For. nat 35
37	6	9	276	328
11%	2%	3%	84%	For nat 16

Target	7%	1%	2%	42%		9%	1%	1%	36%		52%	48%		16%	2%	4%	78%
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Please note:

1. While these figures have been tracked since 2000, until and including 2003, these figures included staff on the East London campus. For this reason, they have been excluded.
2. Figures since 2006 do not include foreign nationals as they are no longer regarded as designated groups as per the amendments to the Employment Equity Act.
3. Target is for achievement as at 31 August 2008. Please note that these targets were set in 2000 and therefore reflect the higher staff numbers which included the East London campus.

Clerical staff as at 31 August of each year

Year	Male				Female				Gender Total		Race Total				Main Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	African	Coloured	Indian	White	TOTALS
2004	13	8	0	9	24	17	2	136	30	179	37	25	2	145	209
% of total	6%	4%	0%	4%	11%	8%	1%	65%	14%	86%	18%	12%	1%	69%	
2005	10	8	1	9	22	15	2	142	28	181	32	23	3	151	209
% of total	5%	4%	0%	4%	11%	7%	1%	68%	13%	87%	15%	11%	1%	72%	
2006	10	8	1	8	21	21	4	140	27	186	31	29	5	148	213
% of total	5%	4%	0%	4%	10%	10%	2%	66%	13%	87%	15%	14%	2%	69%	For Nat 1
2007	11	7	1	6	24	24	4	135	25	187	35	31	5	141	212
% of total	5%	3%	0%	3%	11%	11%	2%	64%	12%	88%	17%	15%	2%	67%	For Nat 1
Target	13%	6%	2%	3%	22%	10%	3%	40%	25%	75%	35%	16%	5%	43%	

Please note:

1. While these figures have been tracked since 2000, until and including 2003, these figures included staff on the East London campus. For this reason, they have been excluded.
2. Figures since 2006 do not include foreign nationals as they are no longer regarded as designated groups as per the amendments to the Employment Equity Act.
3. Target is for achievement as at 31 August 2008. Please note that these targets were set in 2000 and therefore reflect the higher staff numbers which included the East London campus.

**Legislators, senior officials and managers as at
31 August of each year**

Year	Male				Female				Gender Total		Race Total				Main Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	African	Coloured	Indian	White	
2004	2	1	1	24	0	0	1	9	28	10	2	1	2	33	38
% of total	5%	3%	3%	63%	0%	0%	3%	24%	74%	26%	5%	3%	5%	87%	
2005	2	2	1	24	0	1	1	8	29	10	2	3	2	32	39
% of total	5%	5%	3%	62%	0%	3%	3%	21%	74%	26%	5%	8%	5%	82%	
2006	2	3	1	19	0	1	1	8	25	10	2	4	2	27	36
% of total	6%	8%	3%	53%	0%	3%	3%	22%	69%	28%	6%	11%	6%	75%	For 1 Nat
2007	2	3	1	20	1	1	1	11	26	14	3	4	2	31	42
% of total	5%	7%	2%	48%	2%	2%	2%	26%	62%	33%	7%	10%	5%	74%	For 2 Nat
Target	5%	3%	3%	58%	5%	3%	3%	23%	68%	33%	10%	5%	5%	80%	

Please note:

1. While these figures have been tracked since 2000, until and including 2003, these figures included staff on the East London campus. For this reason, they have been excluded.
2. Figures since 2006 do not include foreign nationals as they are no longer regarded as designated groups as per the amendments to the Employment Equity Act.
3. Target is for achievement as at 31 August 2008. Please note that these targets were set in 2000 and therefore reflect the higher staff numbers which included the East London campus.

Table 1 from the Digest of Statistics – G8 (supplied by Natalie Ripley, November 2007)

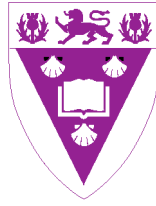
Instruction and Research Staff (excluding foreign nationals)

		2005				2006			
		Indian	African	Coloured	White	Indian	African	Coloured	White
Prof		2	3	2	40	2	3	0	41
Assoc Prof		0	0	0	33	0	0	0	33
Sen Lecturer		1	2	2	35	1	2	2	34
Lecturer		1	12	3	89	3	13	2	89
Junior Lecturer		1	3	1	8	0	2	1	9
Teaching Assistant		0	0	0	1	0	0	0	1
Other		0	0	0	3	0	0	2	5
Total		5	20	8	209	6	20	7	212

Appendix 3: Types of affirmative action/representation to be considered at Rhodes University:

1) **Mirror representation** (numbers in proportion to the population at large eg 85% of jobs/ student places seats reserved for blacks on all bodies and in staff profile because black make up 85% of the population. Women make up half the general population so 50% applies. This might not be feasible or possible for black representation in the short term, but might be applied to women who make up more than 50% of RU students.

2) **Critical mass or threshold representation** (representation is set at a level deemed “sufficient to feel the oppressed groups group’s presence”. This is less a numbers game but based on voice and politics. It might be feasible for RU in the short term and might be considered “equitable” as a transitional arrangement as long as clear steps are taken to move towards an ideal “mirror” representation. The key point about “threshold representation” is that this must be negotiated with the designated groups.



RHODES UNIVERSITY
Where leaders learn

***‘WHERE LEADERS LEARN’:
TOWARDS THE GREATER
REALIZATION OF THE
RHODES UNIVERSITY VISION***

January 2007

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Introduction

The Rhodes University slogan is '*Where Leaders Learn*'. This slogan wonderfully and pithily encapsulates a compelling vision that deserves to be pursued to the best ability of a University that has a proud tradition of academic excellence, and is determined to be a great African university at the forefront of the production and dissemination of knowledge and high quality graduates that make a powerful contribution to the economic and social development challenges of South Africa and the African continent.

Yet, there is little clarity of thinking regarding the slogan. This much has become clear enough during the past months of my tenure as Vice Chancellor, when I have engaged with diverse constituencies and individuals on their conceptual understandings of the slogan and also their views on its practical implications.

In its quest to be an outstanding undergraduate university and excellent postgraduate institution, that is also simultaneously distinctive, the slogan '*Where Leaders Learn*' holds great promise as animating *leitmotif* of Rhodes. It would, therefore, be unfortunate if the slogan was to become trite, another stock in trade supposedly self-evident wisdom of the University.

To unlock the great promise of the slogan a conceptual critique of contemporary understandings of the slogan is necessary, as is an explication of the slogan in a way that allows it to guide and shape concrete practices.

Mixed (and dubious) understandings

One interpretation has been that the slogan captures the nature of the students to whom Rhodes University either provides access or to whom it seeks to limit access. At work here is the notion that the requirement of a minimum of 35 Swedish points to enter Rhodes, and possessing these points, is of itself a definition of a 'leader'. Leaders learn at Rhodes because the University only selects the 'cream of the crop', who by virtue of their secondary school results, are already leaders. Such an understanding is tautological, begs many questions and is of dubious value.

Another interpretation has been that the slogan seeks to point to the graduates of Rhodes who have gone on to occupy positions of leadership, achieve fame, accumulate wealth, and exercise influence in the polity, economy and society. Certainly, this is true of some, perhaps even many Rhodes graduates. However, there is nothing unique in this regard about Rhodes. The universities of Cape Town, Stellenbosch and Witwatersrand to name just a few, and increasingly historically black universities like Western Cape and Fort Hare, can all also point to the successes of their graduates in many walks of life. The truth is (as was noted at the recent Imbizo) that not all Rhodes students are outstanding, and some also display values and attitudes (as the work of Louise Vincent and some recent incidents demonstrate) that are disturbing, if not alarming. A reference, therefore, to the example of Rhodes graduates is not wholly persuasive and also does not mark out Rhodes as distinctive.

A further interpretation has been that Rhodes University provides its students with a wide variety of opportunities to acquire leadership skills and practice leadership. In this regard, reference is made to the opportunities to participate in the governance and management

structures of the University, to be sub-wardens in the residences, tutors in academic programmes, run an independent Student Representative Council, head numerous clubs and societies, and so forth. In addition, it is argued, that favourable teacher: student ratios mean that there is considerably more contact between students and academics and this permits leadership traits to be diffused to students. Yet, the reality is that much of this is also true of other universities, and again Rhodes is not unique in this regard. The smallness of the university may make Rhodes distinctive, but is this in itself a sufficient condition of it being an institution ‘where leaders learn’?

Of course, it could be argued that being an institution ‘where leaders learn’ does not require Rhodes to be distinctive from other universities in any or all regards. This is true – yet it is distinctive in ways that are not fully appreciated and harnessed, especially in terms of imaginatively giving effect to realizing Rhodes University as an institution ‘where leaders (indeed) learn’.

Moving forward

How do we move forward?

First, and foremost, we must explicate the meanings we wish to confer on ‘leaders’ and, by association, ‘leadership’.

Second, on the basis of the meanings we give to these concepts, we must define what it would be valuable for our students to ‘learn’ in terms of knowledge, competencies, skills, values, and attitudes while they are at Rhodes, and why.

Third, we must address how we can develop the qualities that we consider to be characteristic of ‘leaders’ and ‘leadership’.

Finally, we must, in the context of the academics, expertise, infrastructure and financial resources that are available to us, or can be mobilised, design and implement a programme that can substantively realize the vision of Rhodes University being an institution ‘*Where Leader Learn*’.

It has been argued that for Rhodes University to be an institution ‘where leaders learn’ it does not have to be distinctive from other universities in any or all regards. Nonetheless it is, distinctive in many respects, and it makes eminent sense to harness this distinctiveness in the cause of being an institution ‘where leaders learn’. This is important in the context of national policy which is committed to a higher education that is comprised of differentiated and diverse institutions.

1. Rhodes is a small university of 6 000 students with an annual intake of only some 1 300 undergraduate students.
2. Rhodes has the best undergraduate pass rates in South Africa, the best graduation rates, excellent postgraduate success, and the best research output per academic.
3. Students enjoy the flexibility to construct their undergraduate degrees in ways and to extents that are not available to students at other universities.
4. The teacher: student ratio overall is about the best in the country and very favourable in all faculties and disciplines relative to other South African universities

5. Some 25% of our students, the highest proportion of any South African university, are from the rest of Africa and other parts of the world. They enrich our educational and cultural life and enable us to contribute to developing the intellectual and professional cadres of the African renaissance.
6. Almost 50% of our students, and most first-year students, live on campus in relatively safe and secure residences, supported by wardens, many of whom are academics, and sub-wardens. The rest of our students live within a few km radius of the university.
7. We have committed academics, many of whom excel in teaching and are dedicated to developing a critical student intellect, understanding of the context and challenges of our South African and African contexts, and values that are congruent with our constitutional democracy.
8. We have increasing numbers of academics from the rest of Africa, which is a source of vitality. They enhance the quality of our academic programmes, challenge us to think more critically about our curricula, connect us to knowledge and expertise networks on the rest of the continent, and help us to overcome our decades of isolation from the rest of Africa.
9. We have a developing culture of student volunteerism that is very ably harnessed by a dedicated community engagement office.
10. The small town of some 70 000 (?) in which Rhodes is located is a fertile environment for developing awareness and understanding of economic and social challenges and leadership. Grahamstown is a veritable microcosm of the social and economic structure of South Africa and Africa, of the historical past and its legacies, of contemporary conditions and their challenges, and of the challenges of underdevelopment and development, locally, nationally, and globally.

Many of the above features make Rhodes University distinctive from other South African universities. Yet, Rhodes has the potential to harness these features to become distinctive from other universities in one further and especially significant respect, a possibility that is closed to other universities because of their much larger sizes overall, their much larger proportion of oppidani students who are also scattered over greater distances from the university, and especially their significantly larger first year undergraduate intakes.

This is a commitment to the pursuit of a 'liberal education'. The Roman Stoic philosopher Seneca, with whom the concept of a 'liberal education' is associated, considered 'liberal education' to be one that 'liberates the students mind, encourages him or her to take charge of his or her own thinking, leading the Socratic examined life and becoming a reflective critic of traditional practices' (Nussbaum, 2006:4).

A liberal education, Martha Nussbaum argues, is intimately connected to the idea of democratic citizenship, and to the cultivation of humanity. 'Three capacities, above all, are essential to the cultivation of humanity' she suggests (ibid, 2006:5).

'First is the capacity for critical examination of oneself and one's traditions – for living what, following Socrates, we may call the "examined life"....Training this capacity requires developing the capacity to reason logically, to test what one reads or says for consistency of reasoning, correctness of fact, and accuracy of judgement' (ibid, 2006:5).

The 'cultivation of humanity', according to Nussbaum, also requires students to see themselves 'as human beings bound to all other human beings by ties of recognition and concern' – which necessitates knowledge and understanding of different cultures and 'of differences of gender, race, and sexuality' (Nussbaum, 2006:6).

Third, it is, however, more than ‘factual knowledge’ that is required. Also necessary is ‘the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the emotions and wishes and desires that someone so placed might have’ (ibid, 2006:6-7).

In short, what Nussbaum is pointing to is the ‘cultivation of sympathy’. As Rabindranath Tagore, the Indian poet and educator put it: ‘We may become powerful by knowledge, but we attain fullness by sympathy’ (cited by Nussbaum, 2006:7).

In the context of the challenges of the South Africa, Africa and world that we live in the immense value of the liberal education described should be obvious. Pursued with imagination and connected to the idea ‘Where Leaders Learn’, it can help us to produce leaders of the kind that our country and continent cry out for, and personify the dictum of the Jewish sage Hillel: ‘If I am not for myself, who will be? But if I am only for myself, what am I? If not now, when?’

One way to proceed is to give serious consideration to developing a teaching-learning module that new undergraduate students take in the first year, which provides an introduction to thinking philosophically, historically, sociologically, scientifically and ethically; and introduces students to important philosophical, historical, sociological, legal/constitutional, natural scientific and environmental, development and ethical issues in contemporary South Africa and Africa.

Such a module should be taught by the most outstanding and passionate scholars from across the university’s disciplines and departments/institutes, be accompanied by select especially developed texts, and by complementary innovative multi-media materials that can extend and deepen learning on the part of students. It should include a leadership component geared towards developing leadership attributes and skills, for which purposes the residences can be put to good use and students could also spend time off-campus at a local game/nature reserve.

Such a curriculum initiative would help give substance to Rhodes’ commitment to providing a formative education, and to producing ‘balanced and adaptable’ graduates, and ‘to develop shared values that embrace basic human and civil rights’.

Of course, such a curriculum initiative, while academically exciting and with the potential of generating great rewarding in terms of the kinds of graduates that are produced, will require both intellectual leadership as well as financial investment. Funds will be required to enable an academic and support team to be put to work on rigorously conceptualising and designing a curriculum, producing high quality texts and complementary multi-media materials, devising a leadership component, and planning the effective implementation of the module.

It can be anticipated that there may be immediate objections that such a module would be ‘impossible’ to accommodate given the existing infrastructure of lecture theatres and seminar rooms, the current pressures on the timetable, the demands that would be made on academics, ‘resistance’ on the part of student’s, ‘where will the money come from’, and so forth. None of these are denied or unimportant considerations. All these would need to be duly considered. Nonetheless, to begin with it is the idea or its possible variants and its value that must occupy centre stage rather than objections that are of a technical or resource nature.

RU SIZE AND SHAPE DELIBERATIONS:

SUMMARY OF DECISIONS AND COST ESTIMATES AS AT 19 MAY 2008

Note: this document attempts to capture the ideas, proposals and recommendations emerging out of the size and shape debates which have taken place at various levels of the University over the past year. Sources of information are: AP&SC minutes of 2007, IPC minutes of 2008, Faculty size and shape submissions and Deans' summaries, VC's report 'Rhodes: 2007/2008 and Beyond' (for Rhodos special edition, June 2008), as well as Senior Management Forum and Senior Administrative Management minutes of 2008. Support service reviews are still underway and recommendations / resource allocations will be incorporated as each review is finalised. All relevant size and shape documentation is available at <http://www.scifac.ru.ac.za/misc/sizeandshape/> .

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
COMMERCE FACULTY	1. Explore potential NRF Research chairs niche areas 2. Extra admin assistance to all depts. 3. Increase SA and GAB funds	-Yes		
Accounting	1. Increase numbers in PGDipAcc and PGDipTax 2. SL to continue offering MTax	-Yes -Yes		R330 000
Economics	1. Increase M Fin Markets and Economics hons no's 2. Maintain increase in U/G no's	-Yes -Yes	-Dependent on filling staff vacancies -Additional tutors and tut venues required	
IS	1. Increase undergrad no's 2. Extra lab space	-Yes		
Management	1. SL for taught Masters in International Leadership 2. Extra office space	-No		
RIBS	1. 1 Associate Professor/SL 2. More space – 4 offices and extra tutorial space	-Yes -Pending	-Wider review of RIBS strategic plan underway	Self-funded from student fees
EDUCATION FACULTY	1. New ACE: School Leadership 2. Additional new ACE's in EMS and Arts & Culture 3. Introduce B Ed Foundation and Intermediate Phases	-Yes -Pending -Pending	-Approved AP&SC 17 Aug 07 -Proposals awaited -business plan awaited	External bursaries

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	4. Increase PGCE no's (senior and primary school) 5. Increase PGDHE no's 6. Increase M Ed and PhD no's in CHERTL 7. Introduce coursework Master's in HE (CHERTL) 8. Establish Professional Development Centre for ACE's and short courses	-Yes -Yes -Yes -Yes -Yes	Are state bursaries sustainable? RU niche in EC? -possible national offering -dependent on resources -proposal required -Donor money provided. Review PDC after 3 years	avail, staff costs?
HUMANITIES FACULTY	1. Faculty Officer 2. Centre for the Study of Democracy	-Pending -Pending	-Poss upgrade of admin asst. Tied to outcome of Science Faculty discussion -Possible partnership with UJ	
Anthropology	1. SL for Heritage Archeology 2. 2 SL for coursework MA and/or MSoc Sci in Integrated Development / Development Studies	-No -Pending	-Introduce as 3 rd yr option -Coordinate with Socio dept	Seed money Seed money
Drama	1. Continuation of Ubom and First Physical Theatre companies – annual budgetary support 2. Explore Drama Extended Studies Programme	-Yes	-Included in 2008 budget -Suggested AP&SC, Aug 07	Possible under-writing
English				
Eng Lang & Ling				
Fine Art	1. SL for coursework MA in Art Museum and Curatorial Studies 2. SL/L for coursework MA in New Media and Digital Arts	-No -In principle	-Explore in future -Final approval delegated by AP&SC to Director HR and Acting Dean of Humanities, mid-2007	
History	1. Conversion of 3 yr contract SL post to permanent 2. Postgrad programme in Memory Studies	-Yes -Pending	-Detailed proposal required	
Journalism	1. SL in Documentary Studies	-Pending	-Await outcome of Centre	Seed money

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	2. Establish Centre for Documentary Studies 3. Increase numbers in PGDipJourn 4. Chair in African Economics Journalism 5. Chair of Media and Mobile Communications	-Pending -No -Yes -Yes	appl. -Detailed proposal required -Rather increase Hons no's -Approved Senate 2007...? -Approved IPC 25 Feb 2008	SA Reserve Bank MTN funded
Music	1. Offer Extended Studies Programme in Music 2. 2 posts in Music Technology	-Pending -No	-Appr in principle Aug 07, viability study required -Mellon proposal. Re-consider once new HoD apptd	DoE funding received in 2007
Philosophy				
Politics	1. 1 SL	-Yes?	-Approved ?	Already in budget?
Psychology	1. Newly approved coursework masters in organisational psychology 'on ice' due to key staff member resignation 2. Partnership between Psychology Clinic and local schools	-Noted -Pending	-Revival depends on appt of appropriate replacement -Proposal in collaboration with Community Engagement Office required	Seed money
School of Lang	1. Establishment of Confucius Institute 2. Introduction of short courses and/or Chinese/Mandarin 1 from 2009, potential major from 2011 3. Convert contract L post in isiXhosa to permanent	-Yes -Yes -Pending	-Approved AP&SC May 07 – review after 5 years -Agreed in 2008 MoU. DoE accreditation not required until 3 rd year -Full post-SANTED budget projections required	External funding Underwrite external funding
Sociology	1. SL or Associate Prof to re-introduce coursework Master's in Development Studies + R68 000 p.a. 2. Review of Department	-Pending -Underway	-(see Anthro) Full proposal required	
ILAM	1. Completion of Digitization Project 2. Annual budgetary support	-Yes -Yes	-Donor funded -Amount?	
ISEA	1. SL for new MA in Writing (coursework and full	- In	-pending DoE accreditation	

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	thesis)	principle		
ISER	1. Establishment of a unit and programme on pro-poor social policy	-Pending	-detailed proposal required	Seed money?
LAW FACULTY	1. 2 SL 2. Increase LLB no's from 150 to 240 over the next 10 years 3. Incorporate the cost of running the Gtn Office of the Legal Aid Clinic into the annual budget 4. Establish a Centre for African Child Forensic Studies 5. Coursework Master's in Child Forensic Studies 6. Additional office space 7. Additional lecturing space	-Yes -Yes -Yes -Pending -Yes -Yes -Pending	-Already in 2008 budget -new staff applications to be made as and when required -Estimated costs provided -Detailed proposal required -Pending DoE and HEQC approval -Already in 2008 budget -Expand moot room vs build additional 200 seater for general use?	
PHARMACY FACULTY	1. Increase undergraduate enrolments 2. Revision of B Pharm curriculum 3. Increase postgrad, especially PharmD numbers 4. Possible associated research institute in Pharmacy Practice 5. Introduce clinical training for undergrads	-Yes -External requirement -Yes -? -?	-Up to limits of current staff and infrastructure -impact on other science depts needs careful attention -Not discussed -Not discussed, part-time staff implications	
SCIENCE FACULTY	1. Full-time Faculty Officer/Administrator 2. Increase undergrad no's by 10% 3. Reconsider ext studies programme effectiveness	-Yes -Yes -Yes	-assume grade 10 -in depts. with capacity -DVC A&SA, Science Dean and CHERTL	R193 000 Recruitment and bursary costs

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	4. Increase postgrad bursary funding 5. Increased funding for postdoctoral fellows 6. Trial statistical support system for postgrads and staff 7. Establish Molecular Resource Centre 8. Office space for Dean and any support staff 9. New Biological Sciences Building	-Yes -Yes -In principle -In principle -Yes -In principle	-self-funding after 2 years -self-funding after 2 years -seed money for investigation -detailed proposal required -in Botany building -possible DoE capex appl.	R25000 per student R100000 per p/doc R25000 R50 million...??
Biochem, M&B	1. Postgrad programme in Bioinformatics 2. Decision re offering of coursework Master's in Environmental Biotechnology 3. Resource allocation to microbiology vs biotechnology 4. Probable NRF Chair	-pending -pending -pending	-detailed proposal required -outcome of EBRU review awaited -discussions to be held between DVC R&D and Dept -2009/10	
Botany	1. Honours in Plant-Insect Interactions, with Zoo & Ento 2. Honours in Biodiversity and Conservation with Env Science 3. Extension of Herbarium	-on hold -Yes -In principle	-Offered from 2008. DoE/HEQC recognition required -only if external funding avail.	
Chemistry	1. NRF Chair appointed (Nyokong)	-Yes	-consider knock-on costs	Chair NRF funded
Computer Science	1. New 2 nd yr course in simulation and game development. Dean recommended 3 rd year 2. Postgraduate Research Centre	-In principle -pending	-faculty agreed to introduce as 3 rd yr course from 2009 -previously approved, funds raised but now in limbo. Further discussion required	
Env Science	1. SL 2. Joint honours with Botany (Biodiversity and Conservation) – see Botany	-Yes	-granted in 2007	
Geography	1. Honours in Geographical Information Systems	-In principle	-detailed proposal required	
Geology	1. Honours in Paleobiology/Biogeology	-In principle	-potential link to NRF chair, detailed proposal required	
HKE	1. Honours in Biokinetics	-Yes	-detailed proposal required	

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	2. Postgrad Diploma in Ergonomics	-No	-focus on incr hons no's	
Ichthyology	1. In-service training in Aquaculture, Fisheries and Aquatic Resource Management Review of Fish Farm underway	-Yes	-all externally funded -outcome awaited	
Maths				
Physics	1. Increase Master's no's		-external bursaries available for black South Africans	
Statistics	1. SL 2. Statistical support system for all postgrads and staff	-Yes -Yes	-granted in 2007 -included under faculty needs	
Zoo & Ento	1. NRF Chair in Marine Science (McQuaid) 2. Growth in Marine Biology – possible Centre for Marine Studies 3. Growth in Applied and Agricultural Entomology	-Yes -In principle -In principle	-consider cost implications -linked to NRF chair, space issues, further details required -staff and infrastructure constraints	State funded
EBRU	1. Review underway	-Yes	-review panel and process to be finalised, dovetail with review of Biotechnology?	
IWR/CEWQ	1. Review requested	-Yes	-terms of reference required	
SUPPORT SERVICES				
ADC/CHERTL	1. Appointment of Prof Boughey as Dean, Teaching and Learning. 2. Establishment of Centre for Higher Education Research, Teaching and Learning	-Yes -Yes	-Done, and review of ADC/CHERTL underway -Underway	
C&D			-Review nearly finalised	
CE	1. Manager position upgraded to Director, CE	-Yes	-Done, Dr Nduna appt (Review of CE completed in 2007)	

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
	2. Office space	-Yes	-provided in re-located CSD building	
Dean of Students			-Review nearly finalised	
Estates				
Finance	1. Position of Registrar, Finance reconceptualised to incorporate Operations.	-Yes	-Done	
HR				
Intl Office			-Review nearly finalised	
IT			-Review terms of reference awaited	
Library			-Review terms of reference nearly finalised	
Registrar's Div				
Research Office	1. Restructured due to appointment of DVC, Research and Development		-Staff implications/proposals awaited	
Res Ops			-Review underway, due to be completed Sept 2008	
Vice-Chancellorate	1. Appointment of two Deputy Vice-Chancellors: DVC Academic and Student Affairs, and DVC Research and Development 2. Restructuring of Academic Planning and QA Office to Institutional Planning Unit 3. Academic Planning and Staffing Committee re-mandated as Institutional Planning Committee	-Yes -Yes -Yes	-Done, April/May 2008 -Unit staffing and mandate still to be confirmed -Yes, done from 1 Jan 2008	

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
OTHER INSTITUTIONAL				
Student Enrolment Plan	1. Aim for 6500 students by 2010		-Annual monitoring system to be developed	
Institutional Infrastructure	1. Library Project 2. 2 new residences on-stream in 2008, 2 in 2009 3. Building of additional residences 4. Campus Development Plan	-Yes -Yes -Pending -Pending	-R50 million provided by DoE -R30 million provided by DoE -Aim to provide all first-years with res offers by 2010 -DVC R&D and Registrar F&O to draft	R97,5 million
Staff Salaries			-Academic remuneration task team report finalised -Support staff remuneration task team underway	R7 million for academic increases
Staff Accommodation			-Task team report finalised	
Equity and institutional culture	1. Equity Imbizo 2. Gender Imbizo 3. Equity committee re-mandated as Equity and Institutional Culture committee 4. Equity policy and plan revised 5. Response to Ministerial committee 6. Student recruitment, admissions and financial aid issues 7. Accelerated development programme for academic staff from disadvantaged backgrounds 8. Internships for admin staff from disadvantaged backgrounds 9. Diversity (international, cultural, social, gender etc) as well as leadership issues to be incorporated into curricula 10. Dean of Students' Division advocacy efforts	-Yes -Yes -Yes -Yes	-held July 2007 -held Nov 2007 -Done -Faculty input awaited -Sub-cte to be formed -To be explored by DVC A&SA -CHERTL to develop proposal -Ongoing -DVC A&SA and Dean T&L to drive -Ongoing	250 000 seed money Mellon funding

AREA	PROPOSAL	DECISION	COMMENTS	ANTICIPATED COSTS
Extended Studies Programme	1. Reporting structures and conditions of service to be re-considered 2. Effectiveness of Extended Studies Programmes to be reviewed	-Yes -Yes	-CHERTL review panel / IPC and HR -Deans and CHERTL	
HEQC Audit Improvement Plan	1. To be incorporated into Institutional Development Plan	-Yes	-First draft produced, May 2008	
Governance	1. Council workshop 2. Institutional Committee structures and relationships to be revisited 3. Dashboard of institutional indicators to be developed	-Yes -Yes -Yes	- New Council appointed Mid-2008 -proposals from Registrar awaited -Institutional Planning Unit to draft	
Management	1. New management system established: Senior Management Forum, Senior Admin Management and Joint meetings 2. Risk management system to be developed	-Yes -Yes	-Mandates formulated and brief minutes of meetings now kept -May 2008 workshop	
TOTAL				

African Initiatives at Rhodes

*A report prepared by the International Office for the
Internationalisation Committee of Senate*

**Marius Vermaak
Dean: International Office
May 2008**

Summary & Recommendations

1. The strategic questions regarding African initiatives (Section 1) should be developed and refined, in the first instance by the Internationalisation Committee, in order to serve as a framework for a university-wide discussion of the issues.
2. The aim of this process of discussion and consultation should be a strategic plan for interaction with institutions in the rest of Africa, a plan that should be incorporated in the next version of the Internationalisation Policy.
3. The International Office should continue building useful data bases on both the resources available for African initiatives (Section 2) and the initiatives at Rhodes (Section 3).
4. Rhodes University should play a leading role in encouraging cooperation and the sharing of information about interaction with the rest of Africa *among* South African universities (Section 4).
5. Rhodes University should encourage and support research into interaction with the rest of Africa.

Background

This document aims to offer the framework for a discussion of one of the objectives stated in the Rhodes University Internationalisation Policy, namely, that “special attention is paid to developing relations with institutions in Africa ...” Work on the document started in 2006. Since then the International Office has been reviewed and recommendation 8.1 of the Review Report requires the IO to “initiate a university-wide debate on the meaning and rationale for internationalisation ...” I hope that this report will serve as a useful tool in an important theme of that debate: the complex issue of the relation between internationalisation and Africanisation – whether, why and how Rhodes University can and should interact with institutions in the rest of Africa, and what the transformational implications for Rhodes will be.

I hope that the discussion lead to the formulation of a strategic approach to our African relationships and initiatives.

The document comes in four sections.

Section 1 has the form of a “think piece” that can serve as the stimulus for a series of seminars, and perhaps, eventually, an *imbizo*.

Section 2 offers an annotated overview of potential sources of funding for initiatives.

Section 3 is a data base of completed, current and potential initiatives.

And Section 4 is a report on the *Colloquium on African Initiatives* organised and hosted by the IO in November 2007.

I would like to stress that *all* these sections are “works in progress”, drafts in need of better articulation, and addition and deletion. The document forms part of a more complete record that will be available on the IO website.

I would like to thank the following individuals: Professor Chris de Wet, Anthropology, for his unstinting help in formulating the issues in Section 1; Ms. Shiloh Marsh, who worked in the IO during 2007, for preparing Section 2; Dr Christof Pauw, from the International Office at the University of Stellenbosch, for his generous advice; the Project People for doing the slog work on the data base; Dr Zhao Xiaogeng, Computer Science, for building a superb and user-friendly web platform for the data base; and the presenters and participants at *Colloquium*. A special word of thanks should also go to the members of the informal task team who assisted throughout the process: Dr. Alfredo Terzoli (Computer Science), Dr. Makaiko Chithambo (Physics & Electronics), Dr. Noel Pearse (RIBS), and Ms. Shirley Kabwato (Cory Library & WASA). I am proud that so many persons, from varied backgrounds, have been and are helping in this important project.

Section 1: African Initiatives – The Questions

This section aims to raise some of the questions that should guide the development of a strategic vision and plan for our interaction with institutions, organisations and communities in the rest of Africa. These questions obviously do not exhaust the set of potential questions, nor are they themselves beyond challenge (are they the right questions?).

The section should be read as an *invitation* to strategic thinking.

The section is partly based on Professor De Wet's presentation at the *Colloquium*, which incorporated the experience of attending two workshops: *Research Partnerships and Collaborations for Development: Strengthening Structures of Reciprocity and Responsibility* (Cape Town, October 2007, Organised by Institute for Developing Nations, Emory University); and *The Study of Africa in the Post Colony* (Centre for Africa Studies, University of the Free State, November 2007).

1. What does the term “initiatives” cover?

Here are some suggestions:

- Research and teaching collaborations between individuals
- Research and teaching networks
- The development of Rhodes curricula that emphasise an African view and prioritise African problems and issues
- Formal cooperation and exchange agreements between institutions
- A student (undergraduate and postgraduate) recruitment drive
- The facilitation of short study visits between Rhodes and institutions in the rest of Africa
- Activities and events on campus

2. What does “collaboration” mean?

Is collaboration different from individuals from various institutions working together on a project? Or from focused networks on e.g. development, or HIV/AIDS, or water?

Does collaboration require institutional commitment and formal agreements? Should collaboration be stimulated from the top, or should it be allowed to develop from the bottom?

What are the implications for curriculum and staffing?

A suggestion is that collaboration would be integral to the way an institution sees itself, and would not be limited to the life of specific projects.

3. Why do we need or what is the point of African initiatives, networks and collaboration?

Does this require a debate about identity? What kind of institution is Rhodes? What kind of institution should Rhodes aspire to be? What kind of institution can Rhodes, realistically, be?

Identity can be established along different inter-locking dimensions:

- What model of university?
 - The constitutive model of a community of scholars
 - The instrumental model of an instrument for national purposes
 - The market model of a service enterprise
- What tradition?
 - The standard Western tradition
 - A developing/to be developed African tradition (do we understand “African” in a thin sense as “continental”, or in a thick “ideological” sense)
- What is the university’s standing in the world?
 - World-class (what does that mean? Included in one of the influential university world-ranking tables?)
 - Valuable in its regional or national context

4. Is collaboration/networking between African institutions different from that between ‘northern’ and African institutions? If so, how is it different?

Issues of

- Dominant partners
- Resource and institutional differentiation
- Epistemic dominance
- ‘Research assistants and theorists’
- Who drives the agenda
- Who gets the degrees, publications, etc.
- Intellectual ‘terms of trade’

In what way would intra-African, or ‘South-South’ collaboration be different?

5. What general goals are we seeking to achieve in inter African collaboration?

What are the problems we are seeking to overcome via collaboration?

What are the strengths we are seeking to enhance via collaboration?

How is collaboration designed to overcome specific problems, enhance specific strengths?

Is it necessary for partners to be pursuing common goals and to hold common values for collaboration to succeed?

6. What specific aims are we looking to achieve via collaboration?

Again, different partners may be looking to achieve different things:

- Research
- Publications
- Institutional development
- Cultural development
- Curriculum development
- Mobility
- Resources
- Preparing the next academic generation

7. What are some of the problems confronting collaboration?

- Differential positions of partners in relation to institutional support base, salaries, research resources, access to visa for travel between countries
- Differences in academic training- both in levels and in curriculum
- Language differences across different regions of Africa
- Transport and travel, accommodation logistics.
- Are we all coming into the exercise with common values? Do not assume that all collaboration is altruistic.
- Are we all coming into the exercise with the same expectations of the process?
- Political instability, safety and security

Many tertiary educational problems arise from factors at the national level. We are looking to cooperation at the international level to address these problems for us – is this looking for the answers in the wrong place?

8. How do we achieve wider linkages between collaboration and networking, and

- Curriculum design- both at national and at transnational level?
- Civil society?
- Continental level associations, such as CODESRIA and OSSREA?
- The private sector and industry

9. How do we see the relationship between networks and collaboration?

If networks are associations of individuals and collaboration is more about formalised, enduring interaction between institutions – how do we see the

relationship between research networks, research collaboration and associations, such as CODESRIA and OSSREA, etc?

10. How do we see the relationship between intra-African, broader South- South and North-South collaboration and networks?

Is there anything about the way we might see anything in any of these regional ways of organising/ producing knowledge that is mutually exclusive, clearly superior, self evidently important?

11. How should Rhodes proceed?

- Should this be a top-down or bottom-up strategic approach, or both?
- Does some form of consensus need to be achieved in answering the questions, before more co-ordinated action is undertaken?
- What role should the Deans play in developing Faculty initiatives? What of Heads of Departments?
- Should particular (kinds of) initiatives/countries/regions be prioritised and, if so, on what basis?
- Should Internationalisation/ Africanisation form part of the formal review process of Departments, Institutes, etc; and if so, what form should this take? What criteria should be used?

Let us be clear about what we understand by African collaboration and networking, what its problems and potentials are, why we need it, and where it fits into the broader vision for the future of Rhodes University.

Section 2: African Initiatives – The Resources

The resources are arranged in two groups: Africa and North-South. Every entry attempts to capture the central purpose of the entity, discuss the resources on offer, and to give useful links and contact details.

In this version of the document we give, due to space constraints, only one example entry, that for the AAU. The full overview will be available on the web.

The list of entries covers:

Africa

1. Association of African Universities (AAU)
2. African Union (AU)
3. Council for Development of Social Science Research in Africa (CODESRIA)
4. New Partnership for Africa's Development (NEPAD)
5. *Journal of Higher Education in Africa* (JHEA)
6. International Council for Science – Africa (ICSU - Africa)
7. Department of Science and Technology (DST) – International Cooperation and Resources: Africa
8. Southern African Development Community (SADC)
9. African Development Bank (AfDB)
10. Association for the Development of Education in Africa (ADEA)
11. AAU and ADEA Working Group on Higher Education (WGHE)
12. Centre for Higher Education Transformation (CHET)
13. Forum for African Women Educationalists (FAWE)
14. The Southern Africa Nordic Centre (SANORD)

North-South

15. French Institute of South Africa (IFAS)
16. Boston College Center for International Higher Education (CIHE)
17. International Network for Higher Education in Africa (ADHEA)
18. German Academic Exchange Service (DAAD)
19. Business Unity South Africa (BUSA)
20. Norwegian Council on Africa: Index on Africa
21. Millennium Development Goals (MDG)
22. The Rockefeller Foundation (Partnership for Higher Education in Africa)
23. The Carnegie Foundation (International Development Program)
24. The Ford Foundation
25. Education for All (EFA)
26. Association of Commonwealth Universities (ACU)
27. Development partnerships in Higher Education (DelpHE)
28. EDULINK
29. United Nations Foundation (UN Foundation)

30. The Institute of Development and Education for Africa (IDEA)
 31. United Nations Educational, Scientific and Cultural Organisation (UNESCO)
 32. World Bank
 33. UK Government Department for International Development – Southern Africa (DFID-SA)
-

ASSOCIATION OF AFRICAN UNIVERSITIES (AAU)

The AAU does not seem to be very useful terms of funding new initiatives as it provides grants to individuals, and funds staff exchanges that are already being run by the AAU. It provides programmes in which institutions and individuals may take part. It provides some resources for information about higher education in Africa and networks/databases related to research.

LINK

<http://www.aau.org>

ABOUT

The Association of African Universities (AAU) is the apex organization and forum for consultation, exchange of information and co-operation among institutions of higher education in Africa. It represents the voice of higher education in Africa on regional and international bodies and supports networking by institutions of higher education in teaching, research, information exchange and dissemination.

With an initial membership of 34, the Association now has 199 members drawn from 45 African countries, cutting across the language and other divides.

PROJECTS/PROGRAMMES/SERVICES

In pursuit of these objectives, the AAU runs the following programmes and services: Study Programme on Higher Education Management in Africa; International Fellowships Programme (West Africa Region); Staff Exchange; AAI/AAU First Data Western Union Fellowship; Association for the Development of Education in Africa's Working Group on Higher Education (ADEA/WGHE); and the Roster of African Professionals (ROAP).

Subject to funding, the following programmes and services will be restarted: Higher Education Leadership Development Workshops (formerly Senior University Management Workshops (SUMA)); Networks for Regional Cooperation in Graduate Training and Research; and Database of African Theses and Dissertations (DATAD).

In response to very great demand, programmes have been developed in the following areas: African Universities Responding to HIV/AIDS; Coordination of Information and Communications Technology Initiatives; and Developing Quality Assurance Systems in African Universities.

<http://www.aau.org/programmes/index.htm> (description of programmes)

POLICY/STATEMENTS/ETC

Core Programme 2005-2009: <http://www.aau.org/coreprog/0509/CP2005-09.pdf>

FUNDING

Staff exchange carried out through the AAU

Small grants for dissertations and theses – for individual students

PARTNERS/LINKS

Partner Organisation: Working Group on Higher Education (WGHE)

Links to NEPAD, Ford Foundation

Financial support from the AU, Ford Foundation, Rockefeller Foundation, Swedish Agency for Research Cooperation with Developing Countries (SIDA/SAREC), the Government of the Netherlands, International Development Research Centre (IDRC) of Canada.

RESOURCES

Higher Education Policy, Vol.8, No.1, March 1995; Higher Education, Vol.36, Nos. 1 & 2, 1998 (results of the work done under the Study Programme on Higher Education Management in Africa)

AAU Newsletter

AAU Research Paper Series

Study Programme Research Database listing the researchers, abstracts, topics, institutions and contact addresses, has been developed to facilitate contact and networking among higher education researchers and stakeholders (contact research@aau.org)

DATAD (Database of African Theses and Dissertations) OnLine - the abstracts database with founding records from the pioneering institutions was launched on 30th April 2003

(<http://www.aau.org/datad/database>)

Roster of African Professionals (ROAP)

Section 3: African Initiatives – The Data Base

Planning without information is bound to fail. The development of a reliable database of completed, current and potential African initiatives that can serve as an analytical tool is, therefore, a crucial component of any future strategy.

I believe that the data base that is now available should be seen as a good *beginning*. The International Office should publicize this facility and expand and refine it.

The final (slightly edited) report by the Project People (below) sets out the process of designing the data base and gathering the information.

The reader can find the data base by going to its provisional website at:

<http://www.cs.ru.ac.za/research/apd/>

Eventually the data base will be housed on the International Office website.

The following inferences can be drawn from the, no doubt incomplete, information that we now have: (1) that Rhodes has a disappointingly small number of initiatives in the rest of Africa; (2) that these initiatives have a very small impact; (3) that most of these initiatives are themselves small and dependent on individuals; and (4) that initiatives are developed in isolation and with no structured vision. Given the opportunities and the wide array of resources (see Section 2) planning, support and coordination can have a significant impact on the number, size and quality of our interactions with the rest of Africa.



THE PROJECT PEOPLE

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AFRICAN INITIATIVES DATABASE PROJECT

SUBMITTED TO

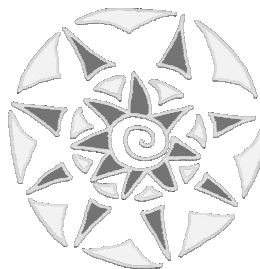
PROF. MARIUS VERMAAK

DEAN: INTERNATIONAL OFFICE,

CHAIRPERSON TASK TEAM ON AFRICAN INITIATIVES

OCTOBER 2007

RESEARCH AND REPORT WRITING: CATHY GORHAM & MARY HUMPHREYS



20.	AFRICAN INITIATIVES DATABASE	2007
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1. Method
 2. Results and Discussion
 3. Limitations and Recommendations
 4. Conclusion
 5. Appendix
- Database: Suggested fields

1. Method

A briefing meeting was held on August 3rd between the Dean: International Office, Professor Vermaak, and the Project People. Consequent to this meeting, the focus of the project was defined as follows:

21.

22. *Focus*

The focus of the Database Project was to build a comprehensive database which provides a survey of all activities undertaken by staff, affiliated Centres and associates of the University, with respect to academic research and teaching which fosters links with other African countries. In addition to the database, a brief analysis of the information gathered was required to obtain a basic profile of the kinds of projects in operation. For example, the countries involved, challenges and potential opportunities, and other relevant information that may contribute to strategic thinking around issues.

The Database Project proceeded according to the following steps:

Process

1. *Development of a template: As per database.*

2. *Identification of whom to interview:* Letters were distributed to relevant Deans and Heads of Department requesting their cooperation. In addition, based on information provided from the International Office, the Project People contacted academic and research staff.

There were a number of individuals who have been previously identified as involved in projects operational in Africa who were not able to participate in this survey. Please see Appendix IV for a list of these members of staff.

3. *Design of interview schedule:* Please see Appendix I.

4. *Data collection:* The collection of data was dominantly conducted through e-mail correspondence. In three cases interviews were conducted.

5. *Data analysis:* An overview of trends is reported below. Emerging points of interest relevant to the concerns of the International Office are provided below. Due to the small sample, definitive conclusions cannot be drawn. However, preliminary findings are of value in terms of directing future strategic thinking.

6. *Presentation:* A brief presentation was given to members of the African Initiatives Task Team on the 5th October. The purpose of this was to ensure that the final product met requirement. It was decided that a summary database be created for distribution to a wider audience.

7. *Development of the database:* Please see Database.

Throughout the above process the Project People worked cooperatively with the International Office. The International Office was responsible for initial communications with the Rhodes community, introducing the purpose of the Project and calling for an initial response. The Project People followed up from this point. Throughout the process confidentiality was respected by the Project People. The Project People also provided up-dates and endeavoured to communicate regularly on how the project was proceeding.

2. Results and Discussion

23. *Data Collection*

The collection of data from academic and research staff at the University proved difficult as many individuals were not able to respond to the template or make contact with the Project People. Based on direct comments from some members of staff this was largely due to:

- a) There was not enough time to fill in the template or provide information;
- b) Some persons believed that supplying information to the University would do little to change their work or projects. An individual commented that after due

- consideration, they had decided not to participate in the survey as 'the University was always requesting information that was of no benefit to the individual';
- c) A third possible reason for the poor response was suggested by some of the members of the Task Team. It was indicated that some members of staff at the University may either not recognize their projects as operational in Africa or involving other African countries as the dominant collaboration may be with a country on another continent. It is also possible that the discourse and perceptions around projects in Africa may impact on members of staff undervaluing projects and therefore underreporting;
 - d) A final reason for non-participation may be that staff who had been listed as being involved in an African initiative were involved in projects that were not in fact relevant to the database. For example, some members of staff supervise masters or doctoral candidates who originate from African countries.

Despite the above, a few staff members were eager to meet with interviewers to ensure that information detailing their project is thoroughly recorded in the database. Other staff members, although initially reluctant, once interviewed became interested and detailed their projects with enthusiasm. The qualitative energy and commitment evident in the interview process has been lost due to the quantitative nature of the database.

Ultimately, although the International Office contacted Departmental Heads and relevant Deans and the Project People contacted 46 individuals as identified by the International Office, only 20 individuals responded. Of these, four reported that no relevant projects were in operation. One project's details are still outstanding as the individual concerned has been away. Another project has not been able to provide sufficient information for entry to the database. Therefore, information concerning a total of 17 projects (collected from 14 individuals) has been collected.

Capturing information

The capture of information in a way that maintained the value and energy of a project, was also a concern. In some cases the richness of ideas or the potential of a project to develop was not given due credit due to the need to record information in a more quantitatively structured format.

Emerging themes

Projects are operational in a total of seven countries outside South Africa. One of the projects operates in various countries. Please see the map below for an indication of geographical location:



Projects are largely based within departments at the University. One exception is the Computer Science projects which operate from the Telkom Centre of Excellence. While most projects were described as collaborative, colleagues at the University were often not involved. Staff members tend to operate in isolation from the University environment. On average, about 14 members of staff are involved in 12 initiatives. The situation with students is similar. Of 12 projects, 11 students are described as involved. The total participation which includes the University, Africa and International participants is higher at between two and three participants per project. Collaborations tended to be with an outside funder or organisation.

Initiatives tended to focus on research and capacity building. Activities to achieve objectives were dominantly research followed by some teaching and supervision. Travel occurs on average once a year lasting a few days to two weeks. The dominant form of communication is e-mail.

Projects appear in the main to be well resourced and most projects describe the challenges as few. Even language does not present a challenge with only four projects referring to the use of a language other than English. Funding, while cited as a challenge, is often available. However, staff reported that greater sums were required for projects to achieve their goals. The greatest challenge reported is working within a third world context. For example, unreliable e-mail services, corrupt airport officials, unreliable power, a shortage of staff or staff overload and so on.

The impact of the majority of the projects is research output. All operational projects produce regular publications and reports which serve to boost the profile of the University. Projects also served to attract doctoral candidates to the University. Additional impact includes the capacity building and development. Beneficiaries across the board tended to be other academic staff and, in some cases, students.

24. *The Faculty of Humanities and the Faculty of Science*

Of the data collected, 10 initiatives were placed within the Science Faculty and five within the Faculty of Arts. Individuals from the following departments reported on projects: Fine Art, Political Studies; Philosophy, and Physics and Electronics, Zoology, Geology, Computer Science. Key differences were found between projects conducted within the Humanities and Science Faculties. Most notably, the Arts focused the development of new initiatives and publicising or making accessible African research. The Sciences tended to focus on research process for publication purposes and on capacity building.

Few large budgets were reported, however, budgets within the Sciences tended to be larger than those found within the Arts which tended to be micro, if a budget existed at all. Further, the Sciences appeared to be far better resources than the Humanities. Within the Humanities Faculty resources such as a shared vision and commitment were cited. The difference in access to resources may be explained in part by the indication that Science Faculty projects were often initiated from outside the University while Humanities related projects were most often initiated through the identification of research needs or doctoral theses. In addition, it is of interest that within the Sciences, central figures tended to be more senior members of staff (professors) while within the Humanities, the range of staff was more diverse ranging from lectures to a professor. Individuals from the Science Faculty tended to describe their projects as collaborative in nature, while within the Humanities, persons described themselves as leaders or organisers of projects.

The Humanities Faculty featured in Zambia and Senegal while the Sciences had a broader representation and conducted similar projects in more than one African country.

Individuals from both Faculties reported that a lack of funding and the high cost of conducting projects were challenges. Science Faculty persons also reported time constraints and general 'overload' as challenges.

3. Limitations and Recommendations

Questions as to the definition of what is 'international' and how does one conceptualise Africa as a continent shared by South Africa and as international? How is the reintegration of South Africa into the continent and President Mbeki's 'African Renaissance' understood in these contexts? Although researchers attempted to bypass these issues by developing a flexible tool for gathering data, questions such as these have underpinned this survey and answers given by different individuals based on their particular positioning may have impacted on the data collection processes to a greater degree than originally recognised.

As discussed above, the quantitative nature of a database has not allowed space for the individuality of projects and their possible impact to emerge.

An additional limitation of the survey is that budget details are not clear. While some project leaders have stated amounts funded others have indicated whether funding is small, medium or large. This has made it difficult to conclude what funding has been made available for African Initiatives.

Although most projects are determined by research needs and capacity development, it was suggested that the University be cautious about adopting what may be viewed as a patronising stance or approach to Africa. The recognition that Africa can also contribute knowledge and development should not be overlooked or misjudged.

In broad terms, the process seemed to have been regarded as bureaucratic for which potential benefits could not be envisaged. It is crucial that academic staff be made aware of the potential benefits of sharing information such as the potential support, publicity, acknowledgement, increased funding and so on. This would surely lead to an increase in the willingness on academic staff to participate in such surveys. This may not only serve to encourage academics to participate but to initiative new projects.

As noted by the Dean, this survey has formed an important starting point for investigating African Initiatives at the University. Although small, the database can continue to expand to capture additional projects and initiatives operational at the University.

4. Conclusion

In conclusion, it is hoped that the Report and information contained in the Database will be of value to the International Office and the African Initiatives Task Team.

For the future development of the University, initiatives with other African Countries are well worth consideration.

Appendix I

International Office Database Project

Database title: Database of African Projects

1. Title
2. Department
3. Contact person at Rhodes University
4. Extension number/phone number
5. E-mail

Project description

6. Individual/organisation/committee
7. Leader
8. Focus
9. Cluster
10. Objectives/activities
11. Teaching/supervision/research/consulting/mixed (specify mix)
12. Country
13. Locality
14. Languages other than English
15. Budget range – micro (less than R20 000) /small (less than R100 000) /medium (less than R500 000)/ large
16. Funding/income sources – fees/RU/SA government/donor-SA corporate/donor-international corporate/donor-international government/donor international-foundation

Project implementation

17. Dates start/end
18. Status
19. Initial impetus
20. Individual/partnerships/collaboration
21. Number of participants – Rhodes University

22. Number of student participants – Rhodes University
 23. Number of participants – Africa
 24. Number of student participants – Africa
 25. Number of participants – international
 26. Number of student participants – international
 27. Number of participants – total
 28. Number of student participants – total
 29. Travel – frequency/duration
 30. Communication – method
 31. Challenges
 32. Obstacles
 33. Resources
- Project results
34. Impact
 35. Beneficiaries
 36. Reports/publications/publicity
 37. New links
 38. New projects

Section 4: African Initiatives – The wider South African and research context

The *African Initiatives Colloquium* was the first event of its kind, and brought together people from the leading SA universities (Wits, Stellenbosch, Pretoria, Rhodes), important organisations focussed on internationalisation (IEASA and the AAU), and government (the DST and NRF). The programme (below) shows this clearly. Presentations and the rapporteur's report will be available later on the Internationalisation Office website. Three lessons can be drawn from this event: (1) that there is great interest in articulating the parameters of interaction with the rest of Africa on the [part of both government and universities; (2) that there is an urgent need for data on such interactions and for research into the nature and impact initiatives; and (3) that Rhodes has the opportunity (having taken the initiative) to play a leading role in developing a South African, rather than an individual, approach to interaction with Africa.

African Initiatives
Tuesday 13 November
Rhodes University, Grahamstown
A colloquium organised and hosted by
the International Office, Rhodes University
Venue: St. Peter's

08h30–10h00:

Welcome & Opening

Ms. Fazela **Haniff** (Director, International Office, Wits, & President of IEASA): *Development of Africans by African Institutions*

Mr. Setsipane **Mokoduwe** (Deputy Director, Africa Cooperation, Department of Science & Technology): *Enhancing Cooperation on STI in Africa. Why?*

Dr Christof **Pauw** (African Initiatives, International Office, Stellenbosch):
Higher Education (and) Development Initiatives from Inside and Outside Africa
TEA

10h30-12h00:

Professor Aki **Sawyerr** (Secretary-General, AAU): *The Role of the AAU in Developing Cooperation in Africa*
 Professor Chris **De Wet** (Anthropology, Rhodes): *Developing African Research Collaboration and Networks*
 Ms. Riana **Coetsee** (Coordinator, International Research Funds, Stellenbosch): *Funding Opportunities and Funding Priorities for Collaboration within Africa*

SHORT BREAK

12h15-13h15:

Professor Heila **Lotz-Sisitka** (Environmental Education, Rhodes University):
Case Study # 1: An Environmental Education Network
 Mr. Norman **Taku** (Assistant Director, Centre for Human Rights, Pretoria):
Case Study #2: An African Master's Programme in Human Rights
The Project People (Grahamstown): *Developing a Data Base of African Initiatives for Rhodes*

LUNCH

Presentations should not exceed 20 minutes.

Participants are invited to lunch, which will be served in St.Peter's.

Participants:

Coetsee	mjc@sun.ac.za
De Wet	c.dewet@ru.ac.za
Haniff	Fazela.Haniff@wits.ac.za
Lotz-Sisitka	h.lotz-sisitka@ru.ac.za
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Project People	projectpeople@mailbox.co.za
Sawyerr	asawyerr@campus.aau.org

RHODES UNIVERSITY

SUPPORT SERVICES REVIEW 2007 - 2009

REPORT ON THE INTERNATIONAL OFFICE

1. REVIEW PANEL

The panel comprised: Ms Ingrid Andersen, Prof Greg Blatch, Prof Chris De Wet, Dr Stephen Fourie, Prof Fred Hendricks (Chair), Mr Chris Kabwato, Dr Roshen Kishun (external comment), Prof Lynette Louw, Mr Ricci Pillay (SRC President) Adv Les Roberts, Ms Sue Robertson, Ms Sandy Stephenson, Prof Rod Walker, Dr Di Wilmot, Prof Louise Vincent. In addition, Professors Viv de Klerk (Dean of Students), Russell Kaschula (School of Languages) and Sizwe Mabizela (Mathematics) and Dr Tony Fluxman (Political and International Studies) were asked to comment on the Review Panel's draft report.

2. TERMS OF REFERENCE

The review panel was requested to consider the following generic set of issues:

- Review the strategic purpose of the International Office in relation to the vision and mission of the University and make recommendations regarding its appropriateness (with particular attention to the Office's role in the pursuit of the University's size and shape goals, and the recommendations of the HEQC audit report).
- Consider the extent to which the Office is meeting its goals as well as institutional goals
- Consider the effectiveness of the management and reporting structures within the Office
- Acknowledge areas of strength/good practice as well as areas requiring improvement
- Consider the resources needed to maintain or enhance the Office's activities and meet institutional goals
- Make recommendations regarding the equity profile of the Office.
- Make recommendations regarding the staff development needs of the Office

3. PROCESS

The panel reviewed the Self-Evaluation Report, which is essentially a statement of plans for the future of the International Office. In drawing up the Self-Evaluation Report, Prof Vermaak had been asked to propose a future direction for the Office. The panel felt that it would be impossible to satisfy the terms of reference without more detailed information on the current activities of the Office. In order to fill these gaps, the panel asked Prof Vermaak to respond to a set of questions drawn from a reading of the Self-Evaluation Report. Prof Vermaak also completed a wide-ranging questionnaire on the concept and practice of internationalisation elsewhere and at Rhodes. Members of the university community generally and the Internationalisation Committee specifically were invited to read the International Office's self evaluation report and provide input on the review process. No formal responses were received.

The panel interviewed the Vice-Chancellor, Dr Badat, on 25 October 2007 and Prof Vermaak on 7 November 2007. It subsequently met on 22 November to decide on an appropriate format for the report. It was agreed that Sandy Stephenson and Fred Hendricks should collate the various submissions from panel members and produce a draft report by the middle of January 2008. This report was circulated to panel members for comment prior to a meeting of the Panel to finalise the report before being considered by the Academic Planning and Staffing Committee, Senate and Council.

The following documents were consulted during the review:

- Minutes of the Rhodes University Internationalisation Committee, 2003 – 2007
- Internationalisation Quality Review Report, 2001
- Rhodes University Internationalisation Policy, 2005
- Results of the internal survey on staff perceptions of internationalisation, 2005
- HEQC Audit Report on Rhodes University, 2006
- Results of the International Student Barometer surveys, 2006 and 2007
- Report of the External Advisor, Dr Roshen Kishun, 2007

A large number of articles and monographs on the concept and practice of internationalisation in South Africa and elsewhere were perused, and copies of these reference documents are available on request. Finally, the panel examined a wide range of policy statements and strategies for the internationalisation of higher education from various universities worldwide.

4. CONTEXT/BACKGROUND

The International Office at Rhodes was established through a series of steps:

Following the recommendations of the Internationalisation Quality Review (IQR) in 2001²⁰, Senate decided in 2002 to establish a sub-committee of the Quality Assurance Committee with the brief of developing a policy on internationalisation and specifically to propose an institutional structure to accommodate internationalisation objectives. An Internationalisation Committee was formed in 2004 to report directly to Senate, and a part-time Dean of the International Office was appointed in 2004 to report directly to the Vice-Chancellor. Senate adopted the Rhodes University Internationalisation Policy in 2005.

Senate decided in 2005 to charge international students a levy in addition to their tuition and other fees and to use a portion of this money to fund the International office. Since then the office has had an annual budget.

These changes took place within a particular national and international context. While internationalisation emerged as a distinctive trend in global education in the 1980's it only took root in South Africa in the late 1990's. There was a flurry of policy changes in South African education following the first democratic elections in 1994. Yet, no national policy on the internationalisation of Higher Education was developed. There are good reasons for this. Confronted by a deeply divided education sector at all levels, it was clear that an emphasis on internationalisation would further entrench rather than diminish apartheid inherited inequalities. The Minister of Education made this point forcefully, "It is important that we remain vigilant to ensure that increased trade in education does not undermine our national efforts to transform higher education and in particular to strengthen the public sector so that it can participate effectively in an increasingly globalising environment. Trade consideration cannot be allowed to undermine the public good agenda for higher education". In line with this warning, there has been a concerted effort to avert the liberalising effects of the General Agreement on Trade and Services (GATS) on the higher education sector from the Department of Education and other statutory bodies such as the CHE and HESA.

South Africa's democratisation had a dramatic effect on cross border student mobility. In 1992 there were about 4 600 international students. Today there are 53 000 (Rouhani, 2007:472). There are many other indicators of the rapid changes in the internationalisation of education in South Africa since 1994 in respect of a large increase in signed memoranda of agreements for exchanges of both academics and students between South African universities and those in Europe, North America and Australia and the introduction of International Offices at various universities across the country. The establishment in 1997 of the International Education Association of South Africa (IEASA) placed the concept of internationalisation firmly on the higher education agenda in South Africa. IEASA has championed the cause of internationalisation and its CEO,

²⁰ See annexure 1 for a summary of the recommendations made by the IQR Panel following the 2001 review.
International Office Review Report - 5th draft, 20 February 2008

Roshen Kishun, kindly provided external comment on Rhodes University's international Office's self-evaluation report.

5. RECOMMENDATIONS OF PREVIOUS REVIEWS

As the previous review of support services was undertaken in 2002 and the International Office was only established in 2004, this is the first formal review of the International Office.

According to the International Office's self-evaluation report of 2007, it has done, is doing or plans to do the following in response to the recommendations contained in the HEQC's audit report of 2006²¹:

- Set up an African Initiatives Task Team
- Create a database on existing African initiatives
- Provide input into debates on the concepts of excellence and global leadership through internationalisation seminars
- Develop a series of regular top lectures on international and African topics
- Deans of Research and Internationalisation to articulate a clear understanding of the international dimension of research
- Cooperate with the ADC to develop a clear understanding of the internationalisation of the curriculum.

6. MISSION AND STRATEGIC DIRECTION

6.1 The Concept and Purpose of Internationalisation

Internationalisation of higher education is a contested concept. There is no single definition which satisfies its multiple meanings and which incorporates its diverse approaches. The more generic definitions are less relevant and useful and the more specific definitions encompass only portions of a complex reality. The many efforts to develop a generally accepted definition of internationalisation have had the effect of simply producing more definitions. A central part of the definitional problem relates to ideological differences in respect of global politics and society and the role of higher education. The approaches to internationalisation are polarised by different views on the purpose of higher education as a public good or as a commodity for exchange on the open market. There is huge chasm between the learning experience as a value in itself and the consumption of education as a commodity, but between these opposing views lies a wide range of combinations and permutations.

The definitional problems are also compounded by the very many aspects considered to be part and parcel of the internationalisation of higher education. This relates to a set of activities involving students and staff in cross-border mobility as well processes designed to integrate an international dimension into education. While the former is relatively easy to accomplish, the latter relies on an ongoing engagement with staff and students about the worth of appreciating the necessity for the internationalisation of teaching. This does not simply mean that there should be a hint of international content in the curricula, but that teaching should be informed by an understanding of the local within the context of the global and how the two intersect with each other. Internationalising the curriculum is a complex process, yet on the other hand good research is intrinsically international because it necessarily involves peer acknowledgement of a researcher's scholarship irrespective of national boundaries.

Internationalisation of higher education is often discussed in relation to and as part of the process of globalisation. A common refrain in the literature is that globalisation has had the effect of changing the manner

²¹ "The HEQC recommends that the University consider the development of a fuller conceptual framework for internationalisation, and foster wide debate at the University on how internationalisation relates to the different core functions and how it could be made compatible with local and regional objectives and the African identity signalled in the institution's mission and vision." *HEQC Audit Report, March 2006, p18.*

in which universities operate but there is very little specific evidence provided in support of this connection. While the concept of globalisation also provokes a great deal of controversy, it is generally accepted that the world is now much more inter-connected and changing very rapidly. The revolution in communications technology lies at the heart of this change. In as much as these changes are global, they also deepen extant inequalities and entrench digital divides within and between countries. There are special challenges (and opportunities) facing universities in the south, like Rhodes, in their efforts to ensure greater degrees of internationalisation in their programmes of teaching, research and community engagement.

Internationalisation should also be differentiated from the more dated concept of international education. In the light of the imprecision in respect of the concept of internationalisation of higher education it is important to ensure that as a university we have a broad agreement on how we are employing this concept and in what context we see it developing because the implementation of a coherent policy relies very heavily on such a common understanding. It is also especially important to have a very clear notion of where we place internationalisation on the list of priorities for Rhodes University in a context of increasing competition for scarce resources.

6.2 Rhodes University's Policy and Practice of Internationalisation

The International Office has achieved a great deal in a relatively short period of time and on limited resources. The Panel agrees with the Dean, International Office, that a broad range of services, projects and opportunities have been created under pressure, many from scratch and with little guidance. It is further acknowledged that the Dean was appointed to the position on a part-time basis and he is commended on his successful leadership of the International Office.

Currently, Rhodes University employs an adapted version of Jane Knight's (2004) well-known definition of internationalisation as, "...the process of developing, implementing and integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education" (Rhodes Internationalisation Policy, 2005). This is an updated and expanded version of her earlier institutional-based definition to ensure that internationalisation is understood at national and sectoral levels as well.

The International Office proposes the concept of *cosmopolitanism* as its organising principle. Defined as "the education of global citizens and the ideal of global citizenship", this idealistic universalism constrains a consideration of the structures of inequality governing the world of tertiary education. Moreover, this concept conceals a distinctly northern and western bias in the practices and activities of the Office, a bias which is closely tied to the University's origins and history, and which was inherited rather than introduced by the International Office.

The Rhodes Internationalisation Policy explicitly mentions as one of its main objectives that, "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". A further objective in this respect states, "In the development of its *academic programmes*, in the review of curricula and in the assessment of courses offered, Rhodes will endeavour to follow international best practice while at the same time ensuring that teaching methods and courses are relevant to the African context". The panel notes a disconnect between policy and practice however, as although Africa is the only region singled out in the policy, the Dean of the International Office has visited only one African country to date (Botswana in August 2007) while he has visited eighteen other countries between June 2004 and September 2007²².

In order to address the discrepancies between policy and practice, the idea of cosmopolitanism should be reconsidered in a manner which takes the policy objectives into account, and the rationale for visiting other

²² The International Office points out, however, that several of the visits to these other-than-African countries were necessary to explore funding prospects to facilitate African initiatives. Details of the countries visited and the motivation and/or intended outcome of each visit are available in Appendix 3.

countries should be explicitly weighed against the intentions of the University's Internationalisation policy. A clear strategy on how to ensure a balance between the priorities of the African higher education environment and the purpose of internationalisation in line with the Rhodes University vision of "...being an outstanding internationally respected institution which proudly affirms its African identity" should be developed and implemented.

Following the findings of the International Quality Review Report (2001), that Rhodes University "...has adopted a reputational approach to internationalisation" the HEQC Audit Report on Rhodes University (2005) found that we employed a "...narrow understanding of internationalisation" and it consequently recommended that we should, "...consider conducting a broad and well-informed debate on the meanings and implications of internationalisation in each core function, and whether the current practices are adequate to the institutional intent". While it is clear that international reputation and recognition are vital for any higher education institution there is still a need for the university to take stock of its approach to internationalisation and to chart a way forward that is consistent with its vision and mission and appropriate to its environment.

The Self-Evaluation Report suggests a movement from tactics to strategy without a clear articulation of the strategic purpose for internationalisation at Rhodes University. The rationale remains opaque and there is clearly a need for a wider yet more focused debate.

6.3 Management and Reporting Structures

Rhodes University is the smallest University in South Africa. In line with this size, we have a very small International Office with a part-time Dean (reporting to the Vice-Chancellor), an office administrator and an office assistant as the current staffing complement. In terms of the new executive structure adopted by Senate and Council in 2007, Internationalisation falls under the purview of the new Deputy Vice-Chancellor for Research and Development. This elevates the importance of internationalisation to an executive level but it also has a major impact on the nature of the International Office under the new circumstances. It is envisaged that this new DVC will not simply occupy yet another rung on the bureaucratic ladder. Instead, s/he will be an active executive responsible for driving internationalisation and developing its academic rather than administrative content. In the interests of avoiding a top-heavy structure it is not considered desirable to have yet another executive position within the International Office itself.

The Review panel was concerned that the International Office was perceived as a 'silo' situated alongside of and operating independently of faculty and other university structures. The panel is aware of the fact that the part-time nature of the leadership of the International Office has limited the extent to which all constituents of the University could be informed as to the activities of the office. In addition, the visibility of the work of the Internationalisation Committee is limited by the fact that this committee reports directly to Senate without specific Faculty connections or involvement.

6.4 Equity Profile and Staff Development Needs

The International Office currently comprises one white male and two white females. As it is a small staff complement and any new appointments will be subject to the University's Equity Policy, no specific recommendations are made in this regard. Current staff have been widely praised for their expertise and efficiency and no specific staff development needs were raised by the Office or recommended by the Panel.

6.5 International Office Budget and Funding

Current structure (per annum)

- Dean's allowance: R84 000
- Office administrator: R192 000
- Part-time assistant: R50 000

Total: R326 000

Note that current costs of staff are an estimate, as staff may be carried against posts in other offices. It should also be noted that the current cost of the Dean's allowance is unrealistic: the Dean informed the panel that his duties as Dean take up approximately half of his time. However, the Panel envisages that in the new structure, the DVC: Research and Development would be spending approximately half his/her time on internationalisation matters.

The activities of the International Office (excluding salaries) have hitherto been funded by allocating part (about 20%) of the income from the international surcharge. It is questionable whether it would be morally justifiable and/or acceptable to international students who pay the levy to use it to cover the full funding of the proposals for the International Office. The affected foreign students could well argue that although they receive some benefits from the International Office, the full range of activities conducted by the office goes well beyond those benefits. It is therefore recommended that a broader rationale for charging an international levy is provided, one which is not so closely tied to the funding of the International Office.

Accordingly, it is considered more prudent to fund the International Office in its entirety as a cost centre in the central budget. In other words, the international levy would be added to the University's general income and a comprehensive budget would be prepared and negotiated as part of the annual institutional budget process. If the International Office can successfully expand its activities, it would presumably improve the operations and prestige of the university to the extent that some, if not all, of the additional cost of the office would be covered by increased income resulting from such improvement.

The International Office budget for the years 2005 to 2008 and the budget proposed by the International Office for 2009 are attached in Appendix 5.

Proposed structure for 2009²³

- Director/Manager R350 000
- Project Officer: R200 000
- Office assistant : R100 000

Total employee cost: R650 000

(at present levels: increases for inflation and other adjustments to be provided for).

The increase to the central budget in staff costs from 2007 to 2009 would therefore be in the region of R320 000.

6.6 Realising the Goals of the International Office

The Rhodes Internationalisation Policy (2005) outlines as its first objective that

- 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*.

The Panel is fully supportive of this objective and it believes that efforts at genuine internationalisation are best served by ensuring that the academic programmes in teaching, research and community engagement are of the highest standard. The planned interaction with the ADC/Centre for Higher Education Research, Teaching and

²³ The Human Resources division has provided cost-to-employer estimates for these positions. The mid-point of the range for each is taken for the purposes of this review.

Learning should be a priority for the International Office, with a particular focus on conceptualising and implementing an internationalised curriculum.

The Policy further outlines the following actions and processes for the International Office:

- Serve as a contact and support point for international students (especially study abroad and exchange students) staff and visitors.

This seems to be working very well indeed, as indicated in external surveys conducted by the International Student Barometer in 2006 and 2007 (results available at <http://www.ru.ac.za/international/>), as well as letters received from international visitors. However, there is a significant imbalance between these exchanges - we receive far more students from abroad than we have the capacity to send to partner institutions²⁴ – and there is an acknowledged lack of appropriate accommodation for international students and staff. The Panel recommends that this unequal balance is addressed and that additional accommodation is sought. The possibility of using a greater portion of the international student levy to fund such exchanges should be investigated.

- Support Rhodes University students and staff who travel and study abroad in the interests of internationalisation.

The students on exchanges from Rhodes are very happy with the service they have received from the International office. However, staff going abroad appear to be funded on an ad hoc basis rather than as part of an overall plan or strategy. The Panel recommends that a framework and criteria for obtaining support for staff on international visits or exchanges are developed and widely communicated. The Dean's plan to hold briefing and debriefing sessions for outgoing students and staff is encouraged.

- Develop international opportunities, links and exchanges for Rhodes university staff and students.

The University must decide how many of these exchanges it can reasonably afford to service with efficiency. It does not make much sense to develop exchange after exchange if we don't have the capacity to ensure that these can function in a manner which is beneficial to the university. The Panel recommends that all the existing exchange relations are reviewed and assessed against the policy of internationalisation and the overall mission and vision of the university. All new exchanges must be subjected to a thorough examination of their sustainability and their relevance to the goals of Rhodes International.

- Liaise with international offices at other South African universities.

The current dean is abreast of national developments in the field.

- Undertake research on the process of internationalisation at Rhodes University.

Some research has been commissioned by the International Office (Snowball and Antrobus, 2006), but further research should be undertaken and opportunities for postgraduate work explored.

- Participate in the activities of organisations of international higher education, both local and elsewhere.

²⁴ This situation is not unique to South Africa: As reported in the Australian (August 8 2007), "Universities say Australian students are missing out on great opportunities that would help to prepare them for the increasingly global job market. Thousands of students from overseas are keen to study on exchange in Australia, but few institutions here can reciprocate the demand....Cost has been identified by universities as one of the key reasons preventing students from heading overseas for a semester, along with lack of credit transfers and language issues."

The current dean participates in these activities.

6.7 Intra-institutional Linkages

The International Office needs to be clearly linked up institutionally to different kinds of bodies within Rhodes. The Self-Evaluation Report provides details on the relations and interactions between the Office and other Committees, Structures, Divisions and Centres at Rhodes. Besides reporting directly to the new DVC: Research and Development, the Office should also be closely linked to faculties and to administrative support services, especially the Dean of Students' Office, the Registrar's Division, and the Community Engagement Office (see section 7.3 for more detail).

The modalities of such institutional linkages would obviously vary in each instance, depending on the kind of coordination, service and reporting required, but the main coordinating body should be the Internationalisation Committee.

6.8 Quality Assurance Mechanisms

It is important to regularly evaluate the structures and functioning of Internationalisation. In terms of the current Rhodes University policy it is the responsibility of the Internationalisation Committee to reconsider the effectiveness of the *policy* every five years. The efficacy of the structures and resources (i.e. Rhodes International) available to achieve the *aims* of the policy should continue to be reviewed by the Institutional Planning Committee as part of the regular review of support services.

To facilitate such reviews, key performance indicators (KPIs) should be decided upon, and benchmarked against international standards set by other equivalent university-based international offices. Important KPIs may include:

Types of international connections:

- a) research collaboration
- b) staff exchanges
- c) student exchanges
- d) joint courses
- e) visiting academics
- f) collaboration around curriculum development

Then consider how Rhodes has each of these connections by region:

- a) Africa
- b) Europe-Americas
- c) Asia
- d) Latin America
- e) Oceania

Then consider these connections in terms of:

- a) duration of type of collaboration
- b) numbers of staff or students from each side involved
- c) outputs resulting
- d) finances involved
- e) relative contribution, cost by each party
- f) capacity building issues
- g) Equality of the partnerships

Then, to assure quality, the KPIs in the matrix that has developed above should be compared with those from university based international offices in each of the five regions listed above taking into account factors such as

size, context etc. These KPIs can then be evaluated and assessed as part of an annual review similar to the current practices of academic departmental reviews. Furthermore, the review process should continue to include a report from an external advisor with experience in internationalisation. The whole process could be triangulated with the academic departmental reviews, which could be required to involve an analysis of internationalisation activities, including a comment of the nature of their interactions with the International Office.

7. SWOT ANALYSIS AND RECOMMENDATIONS

7.1 Strengths and Achievements

- Accomplished a great deal on limited resources and in a relatively short timeframe
- More systematic approach established
- Developed a policy on internationalisation
- Database established and statistics regularly recorded and reported
- Efficient management of the office
- Increased visibility of the office
- Financial and logistical support provided to a significant number of students, societies, staff members and academic departments (see Appendix 2 for details)
- Effective interventions to secure accommodation for short-term exchange students and international visitors
- Hosting the All African Students Conference at Rhodes in June 2008
- Many high-profile global contacts established
- African Initiatives task team established
- Enhanced international recognition and reputation
- Excellent short-term exchange programme
- Regular surveys undertaken
- Attractive website
- Good relationship between SRC/societies and International Office
- Participation in local edutourism initiative
- Introduction of the international surcharge which enabled the University to expand its internationalisation services and opportunities to all students and staff
- Introduction of self-funding short-term 'international schools'
- Introduction of 'internationalisation @ home' programme
- International Film festival established
- Regular public lectures held
- African book week initiated
- International students very happy with RU experience (ISB surveys 2006 & 2007)

7.2 Opportunities

- SA government continues to subsidise international students to the same extent as local students
- RU able to cross-subsidise within international activities
- RU provides a safe and financially attractive environment for international students, staff and funders (high quality, modest levy, low fees)
- Internationalisation Committee already established as a Senate sub-committee
- Diversification of international partners and students
- Possible appointment of 'area specialists'
- Postgraduate international students have much to offer – not fully appreciated or utilised
- Linkages with neighbouring countries e.g. Botswana
- Linkages with more fully-funded partners such as Linnaeus Palmer
- Develop new academic offerings through international linkages e.g. transport logistics

- Attract international students from SADC countries without capacity to RU flagship programmes e.g. Mauritian students to Pharmacy
- Explore international postgraduate projects
- Opportunities for internal research into internationalisation e.g. sub-cultures on campus
- Grahamstown hosts the annual national arts festival – a major drawcard for the international summer school
- RU is in a similar time zone to potential African and European Union partners – aids on-line linkage options
- Residence system caters for a diversity of international needs
- RU has the highest proportion of international students of any SA university
- RU staff very supportive of the concept of internationalisation (84% of 2005 survey participants)

7.3 Areas for Improvement²⁵

ISSUE	RECOMMENDATION	TIME FRAME
<ul style="list-style-type: none"> - Lack of a shared understanding of the concept of internationalisation - Strategic purpose not clearly defined - Ad hoc individual staff initiatives without co-ordination or framework - Weak African connections - Lack of funding and reciprocal commitment to African linkages from potential partners - Imbalance in composition of international students (55% Zimbabwean - need to diversify) 	<p>The DVC: Research and Development should, in conjunction with the current Dean of the International Office and the Internationalisation Committee, initiate a university-wide debate on the meaning of and rationale for internationalisation at Rhodes University. Such a debate should result in</p> <ul style="list-style-type: none"> • A shared understanding of Rhodes University's concept of Africanisation, internationalisation and cosmopolitanism • A revised internationalisation policy if necessary • A framework and criteria for supporting staff going abroad • A review of established links with international partners • The inclusion of new partners, particularly on the African continent • Targets for the ideal proportion of international students (and staff?), for outgoing exchanges, and for links with specific countries • A strategy for achieving the targets and goals <p>In addition, and in line with the suggestion from the external reviewer, Dr Roshen Kishun, it is recommended that the International Office be renamed 'Rhodes International' from 1 January 2009, indicating a more inclusive approach rather than mainly administrative.</p>	2008-2009
<ul style="list-style-type: none"> - Understaffed at the operational level 	<p>Since the portfolio of the new DVC for Research and Development includes internationalisation, the panel</p>	2009

²⁵ It must be noted that many of the weaknesses and threats identified in this report are not the fault of, and in some cases, are beyond the control of, the International Office and/or the University.

	<p>recommends that the International Office/Rhodes International is led by a full-time Director/Manager from 1 January 2009, who reports directly to the DVC. It is further recommended that the position should be externally advertised in mid-2008.</p> <p>As an interim measure the panel proposed that for 2008 the office continue with a part-time Dean on a contract extended for one year. This would give the university time to decide finally on the most appropriate title and status of the Head, after the new Deputy Vice-Chancellors are in position. The panel also decided to recommend that assistance be provided to the office for 2008 in the form of an upgrade of the present part-time office assistant post to a full-time post. This recommendation (part-time to full-time) was not supported by the Deans committee in December 2007 and has not been implemented, but it remains a recommendation of the Panel.</p> <p>The Panel envisages that the full complement of the office from 2009 would be:</p> <p>1 full-time Director appointed on a five year contract OR a full-time permanent Manager, reporting to the DVC Research and Development 1 full-time permanent Administrator/ Project Officer 1 full-time permanent Assistant</p> <p>In the longer term, the possibility of appointing part-time 'area specialists' from amongst existing academic staff should be investigated.</p>	2008
-Slow progress in ensuring an international dimension in teaching and research	Initiate discussion around internationalisation of the curriculum and develop a strategy to achieve an internationalised curriculum.	2008
-Inadequate support for academics and researchers to develop staff exchanges or set up international networks	Allocate funding to support staff exchanges and networks	2008/9
	Develop new academic offerings through international linkages.	2009/2010
<p>- 'Silo' structure and operation of International Office</p> <p>- Lack of structured engagement with academics and faculties</p> <p>- Inadequate engagement with the Dean of Students' Office regarding strategy</p>	<p>Besides reporting directly to the new DVC: Research and Development, the Office should also be closely linked to</p> <ul style="list-style-type: none"> Support services within the university, such as the Registrar's Division, Institutional Planning Unit, Communications and Development, Estates (for arrangement of accommodation and transport), Finance, the Research Office, Residential Operations and the Careers Centre. 	2008

<p>and services</p> <ul style="list-style-type: none"> - Ad hoc relationship with Community Engagement office - Little involvement with Dean of Research's Office involving international mobility, research and networks 	<ul style="list-style-type: none"> • The Dean of Students' Office, as well as representation on the Student Services Council • Deans, through the Deans' Committee and faculties. • Research Institutes and Units (this could also be via Faculties, unless not appropriate in particular cases), and this would include the Centre for Social Development, which is centrally involved in the handling of exchange students. • The Community Engagement Office: Careful attention should be given to the relationship between Rhodes International and the Community Engagement Office, which has been largely reactive to date. Rhodes International should take note of the experience of the CE Office which states that 'While a few of the international students have had commitment and enthusiasm, most do not move beyond an often paternalistic, philanthropic involvement with the community. The present ad hoc placement of international students in community projects falls thus largely short of its potential'. (Ingrid Andersen, Community Engagement Manager, Nov 2007). Ms Andersen suggests that strategy and training are required to move international student voluntarism beyond philanthropy and tourism. The Panel recommends that the CE Office is included in Rhodes International's short- and long-term planning, that CE is represented on the Internationalisation Committee, and that RI is represented on the CE committee. <p>The Review panel further recommends that the composition of the Internationalisation Committee be amended to include a representative of each of the Faculty Boards as well as the role-players listed above. The role of the representatives would be to provide input from the Faculty Boards and Departments to the Internationalisation Committee and to ensure that Faculty Boards are aware of Internationalisation initiatives at Rhodes University. The panel also recommends that Internationalisation becomes a standing item on the agenda of all Faculty Boards to ensure that feedback from the Internationalisation Committee is disseminated at</p>	<p>2008</p>
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	Faculty Board Meetings. The DVC:Research and Development should attend Faculty meetings at least once per semester to answer questions on the activities of the International Office. A reporting system should be devolved to a departmental level, with HODs reporting on internationalisation as part of their cyclical review process. The International Office should compile and make available an Annual Report to Senate.	
- Imbalance between funding source for the office and the nature of activities	It is recommended that the International Office/Rhodes International is funded in its entirety as a cost centre in the central budget. In other words, the international levy would be added to the University's general income and a comprehensive budget would be prepared and negotiated as part of the annual institutional budget process.	2009
- regular queries from students regarding the rationale for the levy, and what the funds are used for	A broader rationale for charging an international levy should be developed, one which is not so closely tied to the funding of the International Office	2008
	The issue of differentiated levies should be further investigated, especially regarding short term incoming study abroad students and degree-seeking international students from outside Africa.	2008
	The annual contribution of R50 000 from the International Office to the CSD's Student Volunteer Programme is recognised and supported.	
	The Office's annual report should include a financial statement of income and expenditure.	
- Minimal focus on current full-degree international students at Rhodes	Survey the needs of these students and evaluate whether the provision of any additional service is viable	2008
- Lack of focus on current academic offerings internationally i.e. Namibia	Set up a meeting with the Education Faculty	
- Postgraduate mid-career international students not given adequate recognition or status	Survey Oakdene House residents regarding ideas for adequate recognition and involvement.	
- Imbalance between incoming and outgoing student exchanges (83 incoming vs 14 outgoing in 2007)	Investigate additional funding opportunities for outgoing students.	
- Of those outgoing	Consider reserving 80% of the places for SA	

<p>students, too many are international (approx 40%), rather than South African students</p> <ul style="list-style-type: none"> - Inadequate briefing and debriefing of outgoing exchange students - Shortage of accommodation for incoming exchange students - Possibility of government subsidy for undergraduate international students being withdrawn - Increasing difficulties / bureaucracy in obtaining study permits for incoming and outgoing students - Stricter medical aid requirements - Lack of work opportunities for international students - RU courses not all semesterised and course descriptions and credits not internationally recognisable 	<p>students.</p> <p>Implement additional sessions as indicated in self-evaluation report</p> <p>Explore options and make proposals to the relevant committee/s.</p> <p>Monitor and lobby at the national level if the issue arises again.</p> <p>Monitor and seek out best practice examples from other higher education institutions.</p> <p>Monitor and provide information to applicants timeously.</p> <p>Together with the Dean of Students, explore options for the local employment of South African and international students – and prepare a leaflet for students.</p> <p>Make proposals via faculties in conjunction with the Registrar's Division</p>	
<ul style="list-style-type: none"> - Inadequate promotional materials - Inadequate internal communication regarding activities and opportunities -RU website requires major overhaul - International image of SA as having a high crime rate 	<p>Liaise with the Communications and Development Division to develop additional materials</p> <p>Pay special attention to the information provided and image portrayed to international internet visitors</p>	
<ul style="list-style-type: none"> - Difficulties appointing and retaining international staff (Home Affairs) - Inadequate 	<p>Set up meetings with Home Affairs Officials, and VC/DVC R&D to pursue the matter at the HESA level.</p> <p>Investigate accommodation options with the Director</p>	

accommodation for incoming international staff	of Estates, and develop proposals for consideration by the relevant committee.	
- Local xenophobia	Hold workshops, continue with the internationalisation @ home programme.	
- Cost of sending students and staff on international exchanges	Include increased amount for this purpose in annual budget.	
- Inadequate national broadband provision	Monitor and participate in internal discussions regarding alternatives.	

8. SUMMARY OF MAIN RECOMMENDATIONS

- 8.1 Initiate a university-wide debate on the meaning and rationale for internationalisation, and how it relates to the university's core functions, including a reconsideration of the 'cosmopolitanism' approach. [DVC, Internationalisation Committee]
- 8.2 Develop targets and performance indicators against which progress towards goals can be measured, and which can be used as benchmarks. [DVC and RI Director/Manager]
- 8.3 Rename the International Office as Rhodes International.
- 8.4 Appoint a full-time 5 year contract Director or a full-time permanent Manager from 1 January 2009. [HR Director]
- 8.5 Convert the part-time temporary Assistant post to full-time, permanent from 1 January 2009. [HR Director]
- 8.6 Fund RI in its entirety, including staff salaries, from the University's central budget. [Finance Director]
- 8.7 Revisit the international students' levy in terms of the amount charged and differential application. [DVC, Finance Director]
- 8.8 Develop a rationale for the existence of a levy and acceptable answers as to what the levy is used for. [DVC, Finance Director]
- 8.9 Address the imbalance between incoming and outgoing short-term exchange students, and investigate using a greater portion of the levy to fund outgoing students. [Dean/Director/Manager RI]
- 8.10 Investigate additional and appropriate accommodation for international students and visiting staff. [Dean/Director/Manager in conjunction with Estates Director and Dean of Students]
- 8.11 Diversify international partners and students to a greater extent. [DVC]
- 8.12 Investigate possibility of appointing 'area specialists'. [DVC, Dean]
- 8.13 Integrate, recognise and utilise full-degree international students more. [DVC, research office]
- 8.14 Develop new academic offerings through international linkages. [DVC, CHERTL]

- 8.15 Commission more research into internationalisation processes and issues. [DVC]
- 8.16 Initiate discussion around internationalisation of the curriculum and develop a strategy to achieve an internationalised curriculum. [CHERTL]
- 8.17 Develop a framework and criteria for supporting staff going abroad. [DVC, Faculty Deans, Director/Manager]
- 8.18 Hold briefing and debriefing sessions for incoming and outgoing staff and students (where not already in place). [Director/Manager]
- 8.19 Review current exchange agreements against the university's internationalisation policy and goals, and ensure all new proposals are assessed in terms of their sustainability and relevance to institutional goals. [DVC, Director/Manager, Registrar]
- 8.20 Develop a memorandum of understanding with the Community Engagement Office and the Centre for Social Development. [DVC, Director/Manager, Directors of CE and CSD]
- 8.21 Revise the composition of the Internationalisation Committee. [Registrar]
- 8.22 Place internationalisation as a standing item on faculty agendas as well as on the Student Services Council agenda. [Faculty Deans, Registrar]
- 8.23 Develop key performance indicators in relation to the policy and aims of Rhodes International, and benchmark against best practice internationally. [Director/Manager, Institutional Planning Unit]
- 8.24 Include departmental reporting on internationalisation in cyclical academic review processes. [Institutional Planning Unit, CHERTL]
- 8.25 Prepare an annual report on Rhodes International for Senate. [DVC, Director/Manager]

9. ANNEXURES

- 9.1 Internationalisation Quality Review Recommendations (summary)
- 9.2 Staff and internationalisation activities supported 2004-2007
- 9.3 Countries visited and motivation for / intended outcomes of visits, 2004-2007
- 9.4 International Office Organogram 2007 and Proposed International Office Organogram 2009
- 9.5 International Office Budget 2005-2008 and Proposed RI Budget 2009

RHODES UNIVERSITY

REPORT

REVIEW THE NATURE OF THE POST OF DEAN OF STUDENTS AND THE STRUCTURE OF THE DEAN OF STUDENTS' DIVISION

5 May 2006



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

REPORT

REVIEW THE NATURE OF THE POST OF DEAN OF STUDENTS AND THE STRUCTURE OF THE DEAN OF STUDENTS' DIVISION

25. preliminaries

This committee was convened by the Vice-Chancellor, Dr David Woods on 26 January 2006.

The report begins by detailing the terms of reference and the composition of the committee as prescribed by the Vice-Chancellor. The committee's general recommendations are then detailed including a brief discussion about the title of the Dean Students. The roles and responsibilities of the Dean of Students and the Division are then detailed. A responsibility organizational chart is provided graphically illustrating the core responsibility areas. Other recommendations are then listed. Finally the names of people interviewed or who made submissions and the research undertaken by the committee is provided.

This report should be read in conjunction with the Job Profile document.

Terms of Reference

The terms of reference of the committee were:

- 1) To review the nature and requirements of the post of Dean of Students taking into account the student nurturing aspects and the housekeeping and catering roles.
- 2) To draw up a job profile, further particulars and draft the advertisement of the post of Dean of Students.
- 3) To review the structure of the Dean of Students' Division and make proposals which would enhance the operation of the Division and its interaction and relationship with other Divisions. In carrying out this task the committee should take into account activities at present undertaken by other Divisions which could be more appropriately housed within the Dean of Students' Division and vice versa.
- 4) To make any other recommendations which the committee considers would enhance and enrich the student experience and foster the all-round development of students.

Membership of the Committee

The following people were asked by the Vice-Chancellor to serve on the Committee (member's constituencies are indicated in parentheses after each member):

Mr HA Long (Chair & Registrar(Finance))
 Mrs PK Callaghan (Hall Warden Representative)
 Prof VA de Klerk (Senate member & Hall Fellow)
 Ms B Green (SRC President)
 Dr LJ Heath (Head – Counselling Centre)
 Mr JB McNeill (Hall Warden Representative)
 Mr T Moyo (Postgraduate student (and former SRC President))

26. recommendations

The Dean of Students is a vitally important position at Rhodes in light of the University's explicit commitment in its Vision and Mission Statement "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", and in light of the university's commitment to transformation. For this reason, the committee recommends that the Dean of Students remains part of the senior management team, and that s/he reports directly to the Vice-Chancellor.

In view of the changing student demographic profile the committee believes that the Dean of Students should proactively engage in the issues around both equity and transformation and should have a good understanding of and be sympathetic and responsive to such matters.

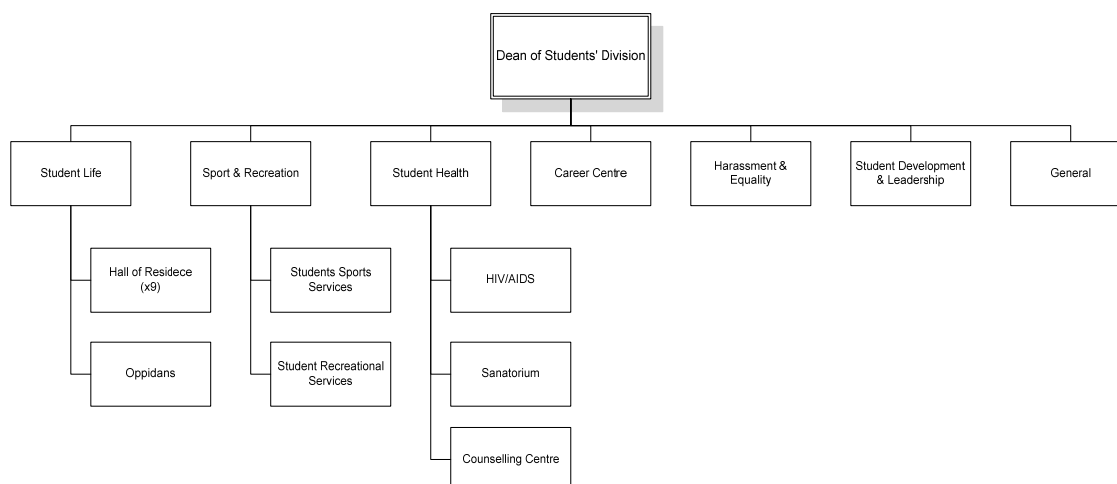
The core focus of the job should be a nurturing one, aimed at creating an environment that will encourage students to reach their full potential and that is supportive of students from a wide range of different backgrounds. In general, the Dean of Students should be an advocate of students' interests and rights, acting as an ombudsman where necessary to ensure that their welfare remains a priority, and that all students are encouraged to develop to their full potential while they are at Rhodes.

The committee believes that the roles and responsibilities of the Dean of Students should be homogeneous and logically related. For this reason, we recommend that the more operational, business related functions of the Dean of Students (namely Catering Services, Housekeeping Services, Janitorial Services, Conference Office, and Transit Housing) be transferred out of the Division.

TITLE of Dean of Students

A number of alternative titles were considered including 'Dean of Students', 'Director of Student Support Services', 'Director of Student Affairs', etc. The committee recommends that the title 'Dean of Students' be retained as this emphasises the student focus of the position while at the same time confirming the academic standing of the position.

SUGGESTED RESPONSIBILITY ORGANIZATIONAL Chart of the Dean of Students' Division



The organizational chart above illustrates graphically the key responsibility areas of the Dean of Students' Division. The Division's seven key responsibility areas are described below.

Roles and Responsibilities of THE dean of students

The Dean of Students should be responsible for:

- 1) **Student Life.** A significant proportion of Rhodes students live in the university residences, and the Dean of Students should therefore play an active role in the appointment of wardens and liaise closely with them in ensuring that students are provided with a safe and pleasant living environment.

The Dean of Students should also work closely with the Oppidan Warden, and explore opportunities for further enhancing the experiences of oppidans, such as the provision of meals on campus, and assistance in securing suitable off-campus accommodation.

The incumbent should also liaise closely with the Registrar's Division (in terms of recruitment and residence placement), the Dean of Internationalization, Campus Security, and with those involved in providing transport (both daily and emergency transport), in order to enhance students' experience of life at Rhodes.

- 2) **Student Health.**

Student Health Services (including Counselling and Sanatorium Services) should be expanded to deal with and provide effective support for physically disabled students and the area of HIV/AIDS and should be located in the Dean of Students' division.

- 3) **Sport and Recreation.** The Sports Council regulates the activities of students who participate in competitive sports codes. This area of responsibility is and should remain with the Dean of Students. The area of student recreation other than competitive sports codes also needs to be fostered and students should be encouraged to participate in these activities.

Activities such as non-competitive games, social functions and the like should be initiated or expanded and participation encouraged.

- 4) **Career Centre.** The Career Centre should be moved back to the Dean of Students' Division. The Dean of Students should foster a collaborative relationship with Head Careers Centre in addressing matters relating to the Career Centre. Such matters include, (but are not limited to) career development, student orientation (including Orientation Week), student vacation placement and graduate placement. In particular, the Dean of Students should have a holistic view of student career development in the longer term.
- 5) **Equity and Harassment.** In line with the University's objective of working towards transformation, the Dean of Students must work towards achieving a student culture that is tolerant, and which embraces diversity by ensuring that there are high levels of awareness regarding issues such as racism, sexism and xenophobia and that there are effective mechanisms to deal with harassment of any kind.
- 6) **Student Development and Leadership.** The Dean of Students should have a strong and holistic view of student development and student leadership development. A proactive approach is required in engaging with these matters. Currently identified by the committee as requiring the Dean of Students' urgent attention include:
 - A proactive approach in dealing with substance abuse.
 - Transformation within the student body.
 - The creation and maintenance and nurturing of a truly representative, South African ethos within the University for the students.
 - Liaison with the SRC on student issues and student governance and involvement in and fostering of student societies. In particular, the committee believes the Dean of Students should be re-established as the University Administration's main point of liaison with the SRC.
 - The development of leadership and leadership opportunities within the student body.
 - Academic mentoring amongst the students.
 - Student discipline. The committee is of the opinion that the Dean of Students should not be responsible for the "bookkeeping" aspects of student discipline. However, the policies and management of restorative discipline programmes should be the Dean of Students' responsibility.
 - Liaison with the Dean: Internationalization will be required in addressing any challenges relating to internationalization.
 - The Dean of Students should liaise with the Centre for Social Development on matters relating to their student-driven community outreach programmes.

(The points noted above do not reflect a preferred priority.)

- 7) **General.** The Dean of Students also has a number of other general responsibilities such as strategic planning, the oversight of policies concerning students, postgraduate liaison, liaison with the Registrar's Division regarding student recruiting and professional development (including research and conferences) of staff within the Division.

Qualities and Values of A dean of students

The qualities and values of the Dean of Students have been detailed in the Job Profile document.

OTHER RECOMMENDATIONS

The committee further recommends that:

- 1) The 'operational' sections of the Dean of Students' Division be relocated to report to the Registrar (Finance); these sections include: Catering Services, Housekeeping Services, Janitorial Services, the Conference Office, and Transit Housing.
- 2) Residence allocations, student recruiting and financial aid administration should remain in the Registrar's Division.
- 3) The administration of and record-keeping of student discipline should be transferred to the Registrar's Division. This would include ensuring student fines are paid and community service (at the Proctor level) is completed by the due date.
- 4) The Campus Protection Unit should remain in the Estates Division.
- 5) The Student volunteer program should remain in the Centre for Social Development.
- 6) Internationalization should remain the responsibility of the Dean: Internationalization.
- 7) Postgraduate issues should remain the responsibility of the Dean of Research.
- 8) The Dean of Students reports directly to the Vice-Chancellor in view of transformation imperatives and the critical importance of student service and facility provision.
- 9) The Dean of Students remain part of the senior management team.
- 10) The Dean of Students should chair the following committees:
 - a) Board of Residences (including the Executive)
 - b) Student Services Council
- 11) The SRC should liaise directly with the Dean of Students.
- 12) The Dean of Students' Division should be physically located in an area easily accessible to students; the Student Union Building was considered a suitable location.
- 13) The Dean of Student's post be advertised and an appointment made as soon as possible. The current incumbent, Dr M Motara is due to retire at the end on June. In the period between his retirement and the arrival of the new Dean of Students it is suggested that the Vice-Principal take over responsibility of managing the Dean of Students' Division.
- 14) The "operational" functions of the Dean of Students' Division (namely, the Catering Services, Housekeeping Services, Janitorial Services, Conference Office, and Transit Housing) should be transferred to the management of the Registrar (Finance). If this recommendation is accepted the Assistant Dean of Students should be approached to head up this area, reporting to the Registrar(Finance). Clearly the title will need to be changed. "Director: Operations" is used for the purposes of this document. This

transfer should take place on 1 July 2006. The Assistant Dean of Students may need to provide support to the Vice-Principal in the inter-regnum.

- 15) It is important for the University to set up a search committee which actively tries to identify suitable candidates for the Dean of Students position. The search committee should consider the changing demographics of the student body and equity imperatives when identifying suitable candidates.
- 16) The Vice-Chancellor should note that the committee has differed on whether the incumbent should be appointed on contract terms or to a tenured post.
- 17) The Dean of Students should continue to reside on Campus.

List of people interviewed by the Committee

The committee met seven times (8 March, 13 March, 30 March, 30 March, 3 April, 18 April, 24 April and 4 May 2006). Fifteen people were identified and invited to be meet with the committee to make a verbal submission to the committee. The names of people interviewed (shown in alphabetical order) are listed below with roles indicated in parentheses.

Mr T Amos (Chartered Human Resources Practitioner)
 Ms G Armstrong and Mr J Landman (NTESU)
 Mr G Barker (University Investigating Officer)
 Ms S Fischer (Director Designate Human Resources)
 Dr S Fourie (Registrar)
 Dr C Johnson (Vice-Principal)
 Dr I L'Ange (Assistant Dean of Students)
 Dr M Motara (Dean of Students)
 Mr B Smith (Director, Human Resources)
 Prof P Terry (Dean of Science)
 Ms J Tyson (Manager, Housekeeping)
 Mr A Vorster (Director of Finance)
 Mr M Wetmore (Head, Careers Centre)
 Dr D Woods (Vice-Chancellor)

List of written submissions made to the committee

Two general constituencies were identified by the committee, namely the wardens and staff working in the Dean of Students' Division. Both constituencies were invited via e-mail to make written submissions to the committee and four written submissions were received (the position/constituency of the person making the submission is indicated in parentheses after the name):

Mr R Benyon (Warden)
 Mrs R Parker (St Marys Hall)
 Ms A Jere (Oriol Hall)
 Mrs J Pillay (Manager of Catering Services)

Other research undertaken by the committee

Mr HA Long and Ms B Green held discussions with the Dean of Students (or equivalent) and student leadership of the University of Cape Town, University of Western Cape and Stellenbosch University regarding how these institutions provide student services.

At the request of the committee, individual members of the committee also held formal and informal interviews with: Wardens within Allan Webb Hall, Prof J Adesina (Hall Warden) and Ms C Tsampiras (TAC). In addition the SRC held an open student forum during which this matter was raised.

27. Conclusion

The office of the Dean of Students should support the vision and mission of the university by ensuring the efficient running of programmes and services designed to encourage the development of well-rounded, successful students, and by providing opportunities for them to become active participants and leaders in campus life, both inside and outside the classroom. The Dean should foster an environment in which differences among students are understood, respected and valued, taking into account the necessary balance between students' rights and responsibilities.

Mr HA Long

COMMITTEE CHAIR

5 May 2006

Dean of Students' Division

Review Report

11 June 2008

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Dean of Students' Division

Review Report

11 June 2008

A. Purpose of the Review

All reviews of Support Services (2007 – 2009) had the following general mandate:

1. Review the strategic purpose of the Division in relation to the vision and mission of the University and make recommendations regarding the appropriateness (with particular attention to the Division's role in pursuit of the University's Size & Shape goals, and the HEQC audit report).
2. Consider the extent to which the Division is meeting its goals as well as institutional goals.
3. Consider the effectiveness of the management and reporting structures with the Division.
4. Acknowledge areas of strength/good practice as well as areas requiring improvement.
5. Consider the resources needed to maintain or enhance the Division's activities and meet institutional goals.
6. Make recommendations regarding the equity profile of the Division.
7. Make recommendations regarding the staff development needs of the Division.

B. Review Committee

Chair:	Prof G Euvrard (Education)
DVC (Academic & Student Affairs):	Dr S Mabizela
Commerce:	Mr J McNeill
Humanities:	Mr J Knoetze
Law:	Ms S Driver
Pharmacy:	Ms C Oltmann
Science:	Prof P Terry
CHERTL:	Prof C Boughey
HR:	Ms S Fischer
Senior Administrative Management:	Dr S Fourie
Residential Operations:	Dr I L'Ange
SRC:	Mr X Nyali
PGSLC:	Mr R Brimcombe
Review Co-ordinator:	Ms S Stephenson

External comment: Ms N Jappie (Director, Student Services, DUT)

C. Process of the Review

There have been five major parts to the process:

1. *Document analyses* – relevant documents were distributed, studied and discussed (Appendix 1). This included the report of the external reviewer.
2. *Email correspondence* – especially between the Chair, the Review Coordinator and members of the Committee. University staff and students were also invited to make input into the Review but none did.
3. *Meetings* – one to discuss mandate and plan process, two for interviews, one to plan Report, and one to meet with Dean of Students to discuss an Interim Report draft.
4. *Interviews* – input from relevant members of the University (Appendix 2).
5. *Individual ‘homework’* – members thinking and writing on their own and feeding into the process via email and meetings.

D. Context/Background

The seeds of the office of Dean of Students at Rhodes University were sown in 1955 when Prof Hugh Chapman was tasked with overseeing the needs of students. It has remained an integral part of Rhodes and gives explicit substance to the part of the University’s Mission which aims 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” (Vision and Mission, 2001).

This is the third review of the Dean of Students’ Division in the past six years. The Division was reviewed in 2002 as part of the university-wide review of administrative divisions (report available at <http://www.ru.ac.za/adminreview02>). The recommendations of that review are summarised as follows:

- To refocus the work of the division, utilise the Hall Wardens more effectively, and delegate operational and disciplinary matters to line managers
- To create a clerical position to assist the Conference Officer
- To foster a more caring approach to student concerns, including the ‘front-ofhouse’ service available to students
- To clarify the roles and responsibilities of Hall Wardens, highlighting their nurturing and supporting role
- To retain the Sanatorium, Counselling and Career Centre and Financial Aid Office as reporting to the Registrar’s Division
- To improve communication channels between the Dean of Students’ Office and the Registrar’s Division, and better utilise the existing formal structures
- To request the Estates Division to attend to transport facilities concerns

- To build residence maintenance schedules into the Estates Division's Integrated Development Plan
- To upgrade Hall kitchen facilities

Pending the retirement of Dr Moosa Motara as Dean of Students in May 2006, there was a further review to consider the future nature of the post and the structure of the Division. The Report of 5 May 2006 recommended *inter alia* that:

1. The Dean of Students remain part of the senior management team, and report directly to the Vice-Chancellor.
2. The Dean of Students proactively engage in the issues around both equity and transformation.
3. The core focus be a nurturing one, aimed at creating an environment that will encourage students to reach their full potential.
4. The Dean of Students be an advocate of students' interests and rights, acting as an ombudsman where necessary.
5. The more operational, business related functions (Catering Services, Housekeeping Services, etc) be transferred out of the Division.

These recommendations - with the exception of the Dean of Students reporting to the Vice-Chancellor - were subsequently implemented although, as a result of restructuring, as of May 2008 the Dean of Students reports to the Deputy Vice-Chancellor: Academic and Student Affairs.

Dr Vivian de Klerk, previously Head of the Department of English Language and Linguistics, took over as Dean of Students in December 2006.

E. Introduction

The Dean of Students' Division has a key role to play in the University. That the staff take this responsibility seriously is evidenced by the remarkable passion, thought and sheer hard graft that they put into their work. Their commitment and effort has raised the profile of the Division appreciably in the past year, and they are positioning themselves to have a growing impact on the quality of students' lives and upon the institutional culture of the University. The Review Committee warmly commends them for this. This Report, however, must succinctly focus on some of the bigger issues and unfortunately cannot comment on all their work nor address all their concerns. At the same time, the Committee strongly felt that if this Report is to have more than a summative purpose and value, there must be some form of developmental process built into the Review.

Recommendation 1: *That the Dean of Students' Division present a Progress Report to the Institutional Planning Committee in July 2009, focusing on the recommendations contained in this Review.*

F. Conceptualisation of the Role of the Dean of Students' Division

Commendation: *The Division has a clearly laid out vision and mission statement (Appendix 3), and the Dean has a clear understanding of how each part is operationalised. All this relates appropriately to the vision and mission of the University.*

Comments: The Self-Evaluation Report, however, doesn't do justice to the Dean's astute understanding of the **role of the Division** in relation to its vision and mission, to the University's vision and mission, and to the previous Review. While the DoS Office might see itself as a 'doing' office rather than a 'theorising' office, it mustn't underplay the importance of – and its capacity for – such 'theorising' in planning, implementation and reflection/evaluation. There is a clear focus, for example, on transformation but this concept and its meaning and potential needs to be unpacked in workshops in each constituent section of the Division. During the interview process there were different understandings of the challenges and dynamics of transformation. Pressure of delivery and chronic staff turnover problems, however, have not allowed sufficient attention to this yet. We fully support the Dean's desire to have the time and a more stable staff complement to initiate such exercises.

Recommendation 2: *That, when the conditions are right within the next year, the Division workshop their roles in the University, developing a clear understanding of exactly what phrases like 'We care', 'Where Leaders Learn', 'A home for all', 'transformation', a 'Rhodes graduate' etc mean particularly to them and their section, and the subsequent strategic planning needed.*

G. Structure of the Dean of Students' Division

Arising out of discussions with the Dean, the following structure of the Division has emerged.

Dean of Students' Office

Home life	Health & Wellness	Sport & Recreation	Leadership & Personal Development	Transformation & Culture	Representation & Ombudsman
Residences Oppidanis	Counselling Sports Admin Sanatorium HIV/AIDS	Residences Sports Admin SRC Societies Facilities	Residences Sports Admin SRC Careers Societies	O-Week Awareness weeks SRC Policy development	Committees Harassment intervention

Commendation: *The Division's commitment to the well-being of students manifests itself both in its involvement in so many aspects of student life, and in the enthusiastic spirit in which this is done. Staff are continually evaluating these services and acting on feedback from students.*

Comments: Ultimately almost every part of the University could be related to students' well-being in some way, but clearly it is inappropriate for the Division to oversee or even be

involved in every aspect. The Review Committee was concerned with what appears to be an over-involvement of the Dean in **University committees**, but was somewhat placated by the argument that direct involvement in strategic areas of the University is important if the Division is to implement its mission, and that the load will be better spread once the DoS Office is better staffed.

Recommendation 3: *That the DoS Office monitors its involvement in University committees, noting carefully the different kinds of involvement needed, ranging from active input and voting power to mere passive reception of information that could be gained in other ways. The Progress Report must motivate the need for ongoing involvement in each University committee.*

There seems to be an uncomfortable relationship between the **DoS Office and Residential Operations** in terms of reporting lines and who has final say, especially over certain budgetary issues. However, the Review Committee is of the opinion that the current reporting structure of separating these two sections should remain. There will always be some unavoidable and perhaps necessary tensions between these two offices but the Committee feels that these could be better managed and that a carefully facilitated process involving the two sections could yield a constructive way forward.

Recommendation 4: *That HR facilitate a discussion between the Dean of Students and the Director of Residential Operations that leads to an MoU on reciprocal expectations regarding input into, and authority for, final decision-making.*

The **Careers Centre** put forward a strong argument for being considered as an integral part of the *academic* endeavour of the University, and questioned its placement in the DoS Division, asking that it report rather to the DVC: Academic and Student Affairs. While being open to this argument, and to the possibility that the Careers Centre fall under the Dean of Teaching & Learning, the Committee did not feel that it had the expertise and experience to make a decision on this. However, a decision should be made before the appointment of a new Head of the Careers Centre.

Recommendation 5: *That the Dean of Students, HR and the Dean of Teaching & Learning carefully consider the argument that career development is part of the academic endeavour and that perhaps it should report to the Dean of Teaching and Learning rather than the Dean of Students, and that the job description for the new Head be amended accordingly.*

Because of the Division's concern for student safety and security, consideration was given to whether the **Campus Protection Unit** should be part of the Division. The Committee concluded that while it is important that the Division have a close working relationship with the CPU, there were a number of good reasons - operational issues relating to buildings, campus security out of term-time, staff security, etc - for the CPU to continue reporting to the Estates Division.

H. Dean of Students' Office

***Commendation:** Despite consisting of only two members of staff, the Office is being extremely productive and is having a significant impact on student life in the University and transforming institutional culture. This is also being done in a participative management style that is highly appreciated by staff and students.*

Comments:

This current staff of a Dean and a Student Services Officer will soon be supplemented by a Deputy-Dean, and this should help ease the workload. Ironically, a Deputy-Dean will probably generate more work and need **administrative support**, so it is likely that an administrative assistant will be needed. The Committee was sympathetic to this but it would ultimately need to be argued in relation to the new Office structure and an application made to the University staffing committee in due course.

I. Dean of Students' Division Responsibilities

Comments:

It was beyond this Review's capability to conduct a rigorous micro-review of each of the various bodies of the Division. The section below consists of 'overview' comments which might well need more careful research and consultation. However, apparent turmoil in bodies such as Sports Administration suggests that **'smaller' reviews** of these bodies need to be considered.

***Recommendation 6:** That the Dean of Students considers the need for reviews of the various bodies in the Division, and undertakes those most necessary.*

1. Home Life

***Commendation:** Numerous policies and practices highlight the attention that is being given to the home life of students, and especially to the University residences. The new Oppidani structures are still finding their feet, but initial progress is positive.*

Comments:

The Division is giving substance to the HEQC recommendation that the **residence system** play a major role in supporting the shift in Rhodes' student equity profile by providing a nurturing environment for those students who are more vulnerable both socially and academically. However, the Committee shares the Dean's deep concern that the **Wardening system** is at risk. Thirteen resignations in 2007 and insufficient applications for Wardening positions, suggest significant problems in attracting and retaining staff.

***Recommendation 7:** That the Dean, in collaboration with HR, institutes an urgent review of Wardening in the University's residential system, with particular attention to attraction and retention of staff, and submits a report to the Board of Residences by March 2009.*

2. Health and Wellness, Sport and Recreation

Commendation: *The Division is offering services out of proportion to their resources. This is due to the professional commitment of staff, sustained by the support and encouragement of the Dean.*

Comments:

Once again, **staffing challenges** come to the fore. The Counselling Centre is struggling to attract staff, Sports Administration has experienced leadership vacancies, and a new-look Sanatorium is and will be demanding more than can automatically be expected of the traditional nursing sister. The SRC is also struggling with a recent rapid support staff turnover.

Sports Administration is also trying to cope with minimal and ageing equipment and facilities which will continue to hamper its development. Repeated calls were made by interviewees for urgent attention to this, including a strong plea for the provision of **a large indoor multi-purpose facility**.

Recommendation 8: *That HR, in collaboration with the Dean, explores the staffing challenges in these support units and makes recommendations to the Support Staffing Committee in 2009 on how these can be addressed.*

Recommendation 9: *That the University give serious consideration to the state of sports facilities and to the creation of a large indoor multi-purpose facility.*

3. Leadership and Personal Development, Transformation and Student Culture

Commendation: *The Division's understanding of student development and 'transformation' is a broad holistic one which includes issues as diverse as racism and the abuse of alcohol. Events such as the Rhodes Truth Commission and the DoS Alcohol-Free Challenge are excellent examples of this. Numerous documents, policies and practices provide ample evidence of the Division's commitment to developing students in their personal and social lives.*

Comments:

However, as mentioned earlier under the 'Conceptualisation' heading, greater **theorising and strategising** would give the Division a better understanding of what terms such as 'leadership' and 'transformation' mean in both the general and the particular case.

The Committee also wondered about the interplay between the **academic endeavour** of the University and the goals of the Division. The HEQC Audit Panel claimed to find little evidence of "purposeful, programmatic efforts to integrate students' intellectual and social lives", despite the University referring to this in its Audit Report. Is the Division's responsibility only that of creating the enabling conditions for the students' academic development, or could/should the Division be playing a more active role in this regard?

The fledgling peer support activities of Commerce students in the residences suggest interesting possibilities. Similarly, could/should academics be more involved in the Division's activities and goals?

Recommendation 10: *That the Dean of Students, the academic deans and the Dean of Teaching & Learning meet regularly, both formally and informally, to share thoughts and consider possible strategies for creating greater synergy between their work.*

4. Representation and Ombudsman

Commendation: *The attitudes and actions of the Division give the strong impression that it is firmly on the side of the students. This is absolutely appropriate, and even though Division staff will (rightly) not always get their way, they are encouraged to continue being an active advocate of students' interests and rights.*

Comments:

Although the Division is a necessary and powerful voice for **student rights and benefits**, there are many other legitimate voices involved in University matters and decisions. This means that while the Division can and should be involved and have an input in many University arenas and committees, it is not always appropriate for them to have the final say.

J. Equity and Staff Development

Commendation: *The Dean of Students' Division has launched and/or assisted the SRC with an impressive array of programmes to heighten awareness of social issues e.g. Human Rights Week, HIV/AIDS, Pride Week, Rape/Men as Partners not Perpetrators.*

Comments

While it is clear that the Division is concerned with transformation issues (in particular awareness and conscientising amongst students of social issues), there was little in the report that referred to the challenge of **transformation/equity amongst staff**. Reference was made to this in respect of future staffing in the DoS Office, but there was no mention of the equity profile of Wardens, Sub-Wardens, and other staff within the Division, challenges (if any) raised by the equity profile, what is being done to address the profile nor what initiatives are being taken to promote equity amongst staff. During the course of interviews with staff, it became clear that there was not a common understanding of the challenge of transformation and equity within the various sections. This is of concern given the importance of role-modelling for students and having a diversity of staff that mirrors the diversity of students.

It was encouraging to note the reference to **staff development** taking place in the Sanatorium and Counselling Centre. Once the staffing situation has settled, the Division is encouraged to explore the synergies between staff development and equity plans.

Recommendation 11: *That the Dean of Students' Division explore issues of staff equity, challenges faced and, in collaboration with HR, institute initiatives to address staff equity. This is likely to have a strong staff development focus.*

K. In closing

The Dean of Students' Division deserves recognition, affirmation and support. They are doing an excellent job with minimal resources and stressful challenges. There is, however, a real danger of being caught on a treadmill of urgent action and reaction which is neither sustainable nor optimally effective if it is not accompanied by careful 'big picture' reflection and strategising – and University attention to staffing needs.

L. Summary of Recommendations

1. That the Dean of Students' Division present a Progress Report to the Institutional Planning Committee in July 2009, focusing on the recommendations contained in this Review.
2. That, when the conditions are right within the next year, the Division workshop their roles in the University, developing a clear understanding of exactly what phrases like 'We care', 'Where Leaders Learn', 'A home for all', 'transformation', a 'Rhodes graduate' etc mean particularly to them and their section, and the subsequent strategic planning needed.
3. That the DoS Office monitors its involvement in University committees, noting carefully the different kinds of involvement needed, ranging from active input and voting power to mere passive reception of information that could be gained in other ways. The Progress Report must motivate the need for ongoing involvement in each University committee.
4. That HR facilitate a discussion between the Dean of Students and the Director of Residential Operations that leads to an MoU on reciprocal expectations regarding input into, and authority for, final decision-making.
5. That the Dean of Students, HR and the Dean of Teaching & Learning carefully consider the argument that career development is part of the academic endeavour and that perhaps it should report to the Dean of Teaching and Learning rather than the Dean of Students, and that the job description for the new Head be amended accordingly.
6. That the Dean of Students considers the need for reviews of the various bodies in the Division, and implements those most necessary.
7. That the Dean, in collaboration with HR, institutes an urgent review of Wardening in the University's residential system, with particular attention to attraction and retention of staff, and submits a report to the Board of Residences by March 2009.
8. That HR, in collaboration with the Dean, explores the staffing challenges in the various support units and makes recommendations on how these can be addressed.

9. That the University give serious consideration to the state of sports facilities and to the creation of a large indoor multi-purpose facility.
10. That the Dean of Students, the academic deans and the Dean of Teaching & Learning meet regularly, both formally and informally, to share thoughts and consider possible strategies for creating greater synergy between their work.
11. That the Dean of Students' Division explore issues of staff equity, challenges faced and, in collaboration with HR, institute initiatives to address staff equity. This is likely to have a strong staff development focus.

Appendix 1

Reference Documents

1. Dean of Students' Division Review Report (2002)
2. Dean of Students' Division Review Report (May 2006)
3. Framework for Reviews of Support Services 2007 – 2009
4. Institutional Planning and Review Framework (June 2007, revised March 2008)
5. DoS Division Self-Evaluation (28 September 2007)
6. Updated DoS Division submission (28 February 2008)
7. External Assessor's Report
8. HEQC Audit Report on Rhodes University (2006)

Appendix 2

List of Interviewees

1. Dr Viv de Klerk Dean of Students
2. Dr Saleem Badat Vice-Chancellor
3. Ms Larissa Klazinga Student Services Officer
4. Dr Iain L'Ange Director of Residential Operations
5. Ms Albertina Jere Lady Warden
6. Dr Brendan Wilhelmi Gentleman Warden
7. Mr Tony Long Registrar: Finance and Operations
8. Dr Charles Young Head, Counselling Centre
9. Mr Mervyn Wetmore Head, Careers Centre
10. Ms Janet Kelly Sports Administration
11. Mr Gordon Barker Oppidan Hall Warden
12. Sr Jeanne Shaw Sister-in-Charge, Sanatorium
13. Mr Dave Charteris Head, Campus Protection Unit

Appendix 3

VISION & MISSION OF DEAN OF STUDENTS' DIVISION (2007)

In support of the vision and mission of Rhodes University, we aim

- **to provide a caring and nurturing environment**
 - which fosters academic success and personal growth;
 - free from discrimination, intimidation or harassment;
 - which is clean, safe and secure;
 - in which there is respect for and safety of personal property;
 - and in which the rules are fair and just, and sufficient to maintain an orderly environment conducive to learning, research and community life.
- **and to create opportunities for students**
 - to develop their leadership potential;
 - to get involved in extramural activities;
 - to engage with members of the wider Grahamstown community.
- **and to build young graduates**
 - who embrace diversity and value tolerance and mutual respect;
 - who act responsibly, mindful of the rights of others;
 - who are confident that they will receive help and support while at Rhodes;
 - who receive due recognition for achievements and contributions;
 - who accept their responsibility to the wider community, both locally and nationally;
 - who will value their life-long partnership with Rhodes after they have left.
- **staffed by people who are**
 - dedicated and committed to their own integrated involvement in serving and supporting students;
 - committed to establishing an environment on campus which is conducive to academic study, research and personal growth;
 - provided with appropriate skills and training;
 - supported by a responsive, empathetic, efficient and effective management and administrative services.



RHODES UNIVERSITY
Where leaders learn

A

Proposed Programme

for the

Centre for Higher Education Research,

Teaching & Learning

1. Introduction

This programme for the Centre for Higher Education Research, Teaching & Learning (CHERTL) is based on an analysis of the current work of the Academic Development Centre (ADC) submitted to the Institutional Planning Committee (IPC) and the proposal for the new Centre developed by the Vice Chancellor. In his proposal, the Vice Chancellor argues that the new Centre should have responsibility for:

- Academic staff development
- Student development in conjunction with academic departments
- Promotion and assurance of quality
- Research on issues of learning and teaching and student development in higher education
- Research on higher education, including commissioned research
- Postgraduate research and training programmes in the field of higher education.

This document outlining a programme for the new Centre discusses functions of the new Centre under the following areas: institutional development, postgraduate programmes, research and student development. A summary of proposals is developed at the end of the document along with a timeline for implementation. The programme summary also details resource implications.

2. INSTITUTIONAL DEVELOPMENT

The ADC has functioned as a resource for institutional development in relation to teaching and learning since 1999. Elements of this role are discussed separately.

2.1 Academic staff development

2.1.1 Consultancy

Academic staff development is addressed through formal programmes (discussed in 3 below) and consultancy. Consultancy addresses issues such as:

- curriculum development,
- assessment of student learning,
- evaluation of teaching and course design,
- the use of Information & Communication Technologies (ICTs) in teaching and learning.

As Appendix I shows, consultations have increased steadily over the years with a marked increase overall from 2002, the first year this kind of data was kept by ADC. Variations in the different categories could be due to contextual factors – the rise in the number of assessment consultations, for example, could be attributed to the focus given to assessment in departments given that new staff members are now required to complete the Assessor Qualification. **A continuation of the consultancy function in its current form is proposed as part of the new CHERTL programme.**

Of particular significance in the context of the proposal that the consultancy function be retained, however, is the increase in consultations regarding the use of ICTs in teaching and learning from the 11 reported in the 2003 ADC Annual Report to 69 in the 2006 Annual Report. The increase in the use in ICTs is also reflected in login figures for RUConnected (formerly Moodle) captured during a four week period in September/October 2007 (Appendix II). In this period, the minimum number of logins on any given day was 103 (15th September 2007) whilst the maximum was 2047 (25th September 2007).

Learning support and development offered via RUConnected requires consultancy to i) design the learning space ii) evaluate students' use of the space in the context of the course and iii) administrative support as problems arise. This last function has been met in recent years by the use of leave replacement and other money to appoint student assistants who can help with technical tasks. Currently, however, only one staff member, Markus Mostert, is qualified and able to provide expert support to academic staff on the use of ICTs in teaching and learning. The ADC self evaluation document makes a case for the use of ICTs to be considered seriously at the University if contemporary learning needs are to be met and argues for the need for a review of ICTs at Rhodes.

In this context, it is proposed that the capacity of the consultancy function for the use of ICTs in teaching and learning is increased from 2009 onwards. This will entail the appointment of an additional staff member at lecturer level.

2.1.2 Lecturers' Orientation Programme

The ADC runs the annual Lecturers' Orientation Programme (LOP) as part of its staff development function. Currently LOP is offered during the mornings of a week early in February and draws heavily on expertise which exists in the entire academic staff and not only on that which exists in the ADC. It would be possible, particularly if support from the office of the DVC Research & Development is secured, to extend the programme so that it involves fortnightly sessions offered over an entire semester. In this sort of format, the programme would function as a more effective introduction to academic practice and could include a more in-depth introduction to issues related to research. Many young members of staff, for example, are not familiar with processes related to getting a JRC grant, choosing a conference to attend or publishing on their work. If developed in sufficient depth, the programme could capture many of the aspects of programmes such as UCT's *Emerging Researcher Programme* and could dovetail with any new initiatives intended to develop research capacity which stem from the office of the new DVC R&D. The LOP could be open to all staff and not only staff joining the University in 2009.

It is therefore proposed that an extended Lecturers' Orientation Programme, which will include an introduction to research, should form part of the new CHERTL programme. This will require support from the DVC R&D.

2.1.3 Research Development

The Centre has expertise which could assist the new Deputy Vice Chancellor Research & Development in the development of postgraduate education and in the promotion of research. A draft outline for a programme intended to develop capacity to supervise at postgraduate level has already been discussed with the current Dean of Research, for example. The programme would aim to draw on capacity of successful supervisors in the entire University who would then share their knowledge and expertise with others and would run over a semester. Staff members could register for the entire programme or attend individual sessions.

It is proposed that a programme to develop supervisory capacity should be offered with the support of the new DVC R&D.

The Centre also has considerable expertise in the development of writing and already contributes to this function at postgraduate level by offering sessions on writing at departmental level. Ideally, these sessions should be directed at supervisors and students since supervisors can be highly instrumental in developing their students' ability to write. Other possibilities for the development of writing at postgraduate level also present themselves. It would be possible, for example, to set up Writing Responding initiatives at faculty level and writing support groups for postgraduate students.

It is proposed that the Centre should be involved with the development of students' writing at postgraduate level in conjunction with supervisors.

In addition, the Centre has also had great success in supporting its own students, who are members of the academic staff, to publish on their work in teaching and learning by means of a Writing Retreat run in 2007. A plan to run a similar retreat in the Humanities Faculty was submitted to the Dean of Research but funding was not forthcoming.

It is proposed that the Centre consult with the DVC R&D regarding the role it can play in the development of writing for publication. These discussions should focus on the role the Centre can play in running Writing Retreats at faculty level.

2.2 Quality management of teaching and learning

2.2.1 Developing a quality framework

ADC has provided extensive support for the quality assurance of teaching and learning in the last nine years. This has involved:

- policy development and revision,
- monitoring of policy via the Teaching and Learning Committee,
- monitoring of the curricula of short course applications (see 2.5 below).

The HEQC's Audit Report is critical of heavy emphasis on quality assurance at the expense of quality promotion and development and recommends that the quality assurance system be revised to place more emphasis on these areas of work. The revision of the quality assurance system will form part of the Quality Improvement Plan which will be submitted to the HEQC in mid 1998.

It is likely that a good deal of the Dean's time will be occupied with issues related to quality management in the future. She will be involved in the development of a new quality management system for teaching and learning, in the redrafting of the policy on Quality Assurance and in developing projects intended to develop quality. Given this situation, it will be necessary to relieve her of some of the day to day management tasks in CHERTL. The job profile for the Dean of Teaching and Learning position identifies a number of 'managers' of different areas within the Centre. Given that the Centre only has a staff complement only of six including the Dean²⁶, this would not be a desirable arrangement as nearly all staff members would effectively become managers. What is required, however, is support for the Dean in the overall management of the Centre through the development of one other senior post within the Centre.

It is proposed that some seniority be accorded to a current member of staff so that the Dean can be relieved of some management and leadership of the Centre.

It is proposed that this arrangement could be modelled on the current arrangement in the Faculty of Education which has both a Dean and a Head of Department. As the new Centre grows, consideration could be given to the creation of other senior posts within its management structures.

2.2.2 Development and promotion of quality

In the context of the development of a more inclusive approach to quality management, the new Centre will need to involve itself in quality promotion and development in the future. This will best be achieved through research based projects which look at specific areas of teaching and learning with a view to evaluating their effectiveness in allowing the University to attain goals it has identified for itself.

In conjunction with Faculty Deans, it is therefore proposed that the Centre develop research-based projects which will ensure that teaching and learning is used to as a tool which allows the University to realise its goals.

If the use of research-based work to promote quality is to be taken seriously, funding has to be available for it. Funding requirements will go beyond usual research costs in that they could involve, for example, the need to 'buy out' staff in faculties to work on focused areas related to teaching and learning. If the recommendations of a Working Group on Teaching Development Grants²⁷ are accepted by the Minister, funding which will allow this kind of work to be conducted will be available from 2011 onwards. This funding from the Department of Education will not impact on funding the University has previously received as subsidy. The Teaching Development Grant, which could be as much as R4m per annum, therefore has the potential of benefiting the University enormously. There is, however, a gap between now and 2011 when a Teaching Development Grant will probably become available.

²⁶ In addition to six permanent staff members, the Centre also has a Mellon lecturer and a researcher on a 17 month contract funded by HEAIDS.

²⁷ The Dean has been a member of this Group.

It is therefore proposed that the University considers making an annual allocation to CHERTL to fund research based projects intended to promote and develop quality in teaching and learning from 2009 onwards.

2.3 Administration and support for the Mellon Accelerated Programme

ADC took over the Mellon Accelerated Programme following the 2003 Review. Work in this area involves:

- management of the budget,
- training of mentors,
- monitoring of mentors and Mellon lecturer relationships,
- monitoring of the progress of Mellon lecturers by means of biannual reports,
- Fundraising through proposal preparation.

A proposal submitted to Mellon for the continuation of the programme from 2009 onwards has recently been successful. In addition, another proposal, submitted to Carnegie, also seeks funding for similar posts.

There is potential for more work on the development of young academics given the availability of funding for collaboration with universities in the rest of Africa. This would involve appointing individuals from institutions in the rest of Africa on terms similar to those applied to Mellon appointments. The individual would be located within an academic department and would be mentored by a more senior person within that department and would receive support and development from CHERTL for teaching. At the end of the appointment, the individual would return home to her/his institution either with a PhD or having made substantial progress towards one and with the benefit of an induction into academic life²⁸. Clearly funding proposals would need to identify *all* costs associated with this sort of initiative since the University would not benefit from the individual joining its staff²⁹. This sort of initiative would, however, contribute to postgraduate enrolments and to the reputation of the University on the African continent and elsewhere. Capacity would need to be created in CHERTL via funding proposals to run the initiative.

Yet another possibility for an accelerated programme type initiative exists in the lack of expertise in teaching and learning in Africa. The Centre already has a Mellon appointment and this means that the incumbent of the post is being inducted into the sort of work done by other members of staff as she works towards her PhD. It would be possible to offer similar opportunities to other candidates from South Africa and the rest of Africa if funding were available. Two proposals, to Carnegie and DAAD, make requests for funding for such an initiative.

It is therefore proposed that the Centre continues its work with Mellon-type appointments and seeks to extend this work by seeking funding for similar appointments intended to develop expertise in teaching and learning throughout Africa.

²⁸ A proposal for this sort of work has been prepared for submission to DAAD.

²⁹ A funding proposal has already been submitted to the Carnegie Foundation for this sort of work. A second proposal is also being prepared for DAAD.

2.4 Service Learning

Thanks to the work of the previous Community Engagement Manager, Ms Ingrid Andersen, there has been an enormous increase in interest for service learning within the University. This is likely to increase with the appointment of Dr Joyce Nduna and the development of a community engagement framework. Support for curriculum development in service learning has always been provided by the Centre. In 2006, the appointment of Ms Mandy Hlengwa as Mellon lecturer has meant that the Centre has been able to develop this area of its work thanks to Ms Hlengwa's specialist interest in the area. Ms Hlengwa's appointment in the Mellon funded post comes to an end in March 2010. There is therefore a need to secure her appointment beyond this point in time.

It is proposed that the Centre continues to develop its capacity to work in the area of service learning and that, dependent on the growth of service learning within the institution, that a request is made for Ms Hlengwa's post to be made permanent in the 2009 applications for additional posts for 2010. FTEs accruing from the Centre's postgraduate programmes (see 3.2 below) will be used as motivation for the post.

2.5 Short Courses

The Centre has provided a service monitoring the curricula of short courses to the Directorate of Academic Planning and Quality Assurance for some years now. This work used to be charged at an hourly rate. Since June 2007, however, this work has been performed without charge following an agreement, on the part of the University, to guarantee a shortfall in a post if TAI funding dries up. This agreement is detailed in the ADC Self Evaluation Report.

Opportunities exist for other work with short courses which could be funded from their income. A proposal being developed for the South African Parliament, for example, includes the cost of the development of a curriculum framework and learning materials by Centre staff. Given expertise which exists within the Centre, this is relatively undemanding work which could be performed either by i) contracting materials developers external to the University whose work is then quality assured by Centre staff or ii) allowing Centre staff to take on some of this work in their private capacity provided permission is obtained from the Vice Chancellor.

It is therefore proposed that the Centre should offer a service for the development of curricula frameworks and learning materials (both in hard copy and online) to departments and individuals running short courses.

3. POSTGRADUATE PROGRAMMES

3.1 Programme planning

The ADC runs postgraduate programmes leading to the Postgraduate Diploma in Higher Education (PGDHE), Master of Education (MEd) and Doctor of Philosophy

(PhD). In addition it offers and assessor qualification via the University's Short Course Policy. Each of these programmes will be discussed separately.

3.1.1 Postgraduate Diploma in Higher Education

The programme leading to the PGDHE was fully accredited in 2003. Since this time, more than 50 graduations have resulted. Figures for the years 2005 & 2006 appear as Appendix II. Data for 2004 are incomplete and are not yet available for 2007 (2008 graduation). The CHERTL programme, we would argue, is the most coherently theorised programme for academic staff development in South Africa and has an excellent reputation nationally.

Until now the PGDHE programme has mostly been available to Rhodes University staff members only with the exception of a 'block format' programme for one intake from the Independent Institute of Education – the overarching body for private providers such as Rosebank College and Varsity College. Participants in the 'block' programme came onto campus for one week three times per year during the two year programme. Between these teaching blocks, their learning was supported using RUConnected. Evaluation of the block programme showed that it was highly effective.

Considerable opportunities exist for expansion of the programme. From 2010 onwards, for example, an amount of R300 million per year will be injected into the South African higher education system in the form of Teaching Development Grants and this is likely to result in an increased demand for programmes such as the PGDHE. Clearly, the Centre needs to position itself so that it is ready to respond to this demand. In conversation, Dr Lis Lange of the Higher Education Quality Committee has indicated that the HEQC would be prepared to consider a proposal from CHERTL which would allow the PGDHE to be offered nationally. It is also possible that the ETDP SETA might be interested in funding participation in the programme particularly given the fact that they have recently awarded a contract for Assessor Training to the University. Other external funders, such as the Kresge Foundation, have also indicated an interest in contributing to the development of South African academic staff as educators. In practical terms, offering the PGDHE more widely would require the services of more staff.

It is therefore proposed that a request for funding for the PGDHE to be offered more widely in block format should be developed.

The proposal would include a request for funding for assessor training (see 3.2 below).

3.1.2 Assessor Training

For some years now, one module of the PGDHE programme has been used within the University to train assessors. This shortened programme is accredited using the University's Short Course Policy. The Assessor Training Programme has proved to be very popular with other institutions partly because Rhodes University is the only provider offering a specialised course in the assessment of student learning in *higher education*. Although a number of private providers offer assessor training, this does

not take into account the complexity of learning in higher education and trainers do not have experience of assessment at this level. In 2007, at the instigation of the University of the Witwatersrand which had made a request to the then ADC for assessor training, the ETDP SETA awarded a contract to the University for the training of 50 assessors in the Gauteng region. CHERTL is aware that institutions in other regions (particularly private providers of higher education) are making similar requests to the SETA.

The injection of Teaching Development Grants into the higher education system in 2010 is also likely to have an effect on requests for assessor training.

Until now ADC staff members have conducted assessor training at other institutions by applying for permission to do private work. Clearly the potential for the scale of training to increase requires a different strategy to be developed.

In 2008, the Dean of Teaching and Learning has been contracted to conduct a piece of research involving a meta-analysis of teaching and learning at the six research intensive universities.

It is proposed that funding for this research should be used to employ an additional CHERTL staff member to work on assessor training on a short term contract basis.

A suitable person has been identified for this work. This will be a stop-gap measure only.

It is therefore proposed that the proposal for the provision of the PGDHE programme at a national level should also include provision for assessor training.

The proposal would request funding for an additional staff member who would be available both to teach on the PGDHE and to run Assessor Courses.

3.1.3 Master's Programmes

The Centre currently offers a programme leading to the degree of Master of Education (General Education Theory and Practice) through the University's Department of Education. While the MEd (GETP) is a convenient way for the Centre to be able to work at Master's level, a more appropriate qualification would be Master of Education (in Higher Education) which would be registered with 180 credits at level 9 of the new Higher Education Qualifications Framework. The framework will only come into operation on 1 January 2009.

It is proposed that the Centre should submit an application for accreditation of a new programme leading to the degree of MEd (in Higher Education) in the course of 2009.

Opportunities exist for one other master's programme. The national Department of Education has been awarding Foundation Programme Grants for some years now. In the last round of funding, a sum of R100 million per year was set aside for staff

development purposes following recognition of the lack of capacity to work at foundation level at a national level. As well as receiving a portion of this funding for the development of its own staff in the Extended Studies Unit, the Centre was also successful in securing funding of R150 000 to run a National Foundation Studies Seminar at the end of the first semester of 2008. The seminar will be run over a five day period and will aim to provide participants with an introduction to some of the more substantial theory which informs good practice at foundation level. Another invitation to submit applications for more capacity building funding has just been received. The Centre will submit an application for a second Foundation Studies Seminar to be run at the beginning of 2009. These two seminars will offer an opportunity to gauge interest in work at this level while offering no financial risk to the University.

It is proposed that the two seminars be used to explore the possibility of developing a fully fledged programme leading to a Master in Education (Foundation Studies) qualification within the next three to five years.

3.1.4 Doctoral Programmes

The ADC has been highly successful in offering doctoral supervision. Since 2004, a total of nine PhD graduations have been achieved even though supervision capacity has been limited to one person. The award of a doctoral degree to Dr Quinn in 2007 has meant that supervisory capacity has increased. This is expected to increase still further in the course of 2008 as Ms Vorster completes her thesis. Initially both Dr Quinn and Ms Vorster will take on co-supervision.

The success achieved at doctoral level is partly a result of synergies which have been achieved with the Department of Education. Doctoral candidates are asked to attend the Department's Research Methods Course which generally runs twice per year and in addition they are encouraged to take part in 'PhD Weeks' run by Professors Lotz and O'Donohue. ADC staff members have contributed to the Research Methods Course and PhD weeks whenever possible.

The availability of supervisory capacity within CHERTL and the reputation of Rhodes University means that there is considerable scope for increasing enrolments at doctoral level particularly when the lack of capacity within the rest of the country, and indeed the rest of Africa, is considered. An increase in PhD enrolments would, moreover, be in line with the South African National Research Foundation's (NRF's) 2015 Strategic Plan which aims to increase the number of PhD graduates in all fields from 1 200 per year to 6 000 per year in 2020.

An increase in PhD enrolments could be achieved if the Centre was able to offer i) bursaries for prospective candidates ii) a more specialised structured programme. Although the programme within the Department of Education offers many advantages to candidates with an interest in higher education, it is not specialised. A series of PhD weeks with a special focus on issues related to higher education would therefore be advantageous. An increase in PhD enrolments and the development of a PhD programme would require additional capacity to supervise research and develop and administer the programme.

It is therefore proposed that funding be sought to further work at doctoral level. This funding would seek i) bursaries for prospective candidates from throughout Africa and ii) a contract post for a PhD co-ordinator position for a period of five years.

3.2 FTEs

The Academic Development Centre was established in 1999 as a resource for institutional development as a result of a review conducted in 1998. When this shift occurred, the Centre offered no postgraduate programmes and all posts were funded by the University as part of its commitment to institutional development. Since 1999, the Centre has developed the postgraduate programmes described above even though the staff complement has not increased. No FTEs are taken into account in determining the size of the current staff complement therefore.

The part of the proposed programme for the Centre related to postgraduate programmes relies heavily on external funding being secured. Given that FTEs from the Centre's work have not been taken into account in its current staffing and, given that it is likely that FTEs will increase if the proposed increase in postgraduate enrolments achieved, the University is asked to consider the role played by the Centre in postgraduate teaching in requests for staffing. In particular, it is asked to consider the need to offer Ms Hlengwa a permanent post in 2010 in this context. By 2010, Ms Hlengwa will be well on the way to completing her doctoral degree (completion is expected at the end of 2010). Although her special interest is in the relationship between universities and society, by 2010 she will be ready to play an integral role to most work in the Centre.

Funding proposals for postgraduate programmes will request that a post of PhD co-ordinator and PGDHE/assessor qualification lecturer be funded for an initial period of five years. This means that, if the proposals are successful, the two externally funded posts would last from 2009 until the end of 2013. At the end of this period, the University would be asked to consider a request that it should take over both posts depending on the success of the programmes and the income they have generated and are likely to generate.

4. RESEARCH

The contract awarded to the Dean by the HEQC to conduct a meta analysis of teaching and learning at the six research intensive universities has already been noted in this document. In addition, the HEQC has afforded the Centre an opportunity to write a proposal for three year's worth of research into teaching and learning at systems level. It has been agreed that this proposal will be ready by the middle of 2008. This offer of a contract of this nature offers the Centre an opportunity to build a niche for itself and a specialised research programme which coheres with other work in postgraduate programmes.

It is therefore proposed that the Centre should build a specialised research programme around its contract research and its work at postgraduate level.

Capacity to conduct research of this nature within the Centre is limited and individuals will need to be contracted to carry out the work. Work done by the Centre at PGDHE and Master's levels has resulted in many members of the Rhodes academic staff developing expertise in issues related to teaching and learning.

Wherever possible it is proposed that members of the Rhodes academic staff be invited to do some of the research work on a consultancy basis so that as many financial and other benefits accrue to the University as possible.

5. STUDENT DEVELOPMENT

Extended Programmes

Currently all the work in the area of student development takes the form of Extended Programmes. Extended Programmes are housed in faculties although foundational elements offered at first year level are provided under the auspices of an Extended Studies Unit (ESU). The Director, ADC has always had overall responsibility for the leadership and management of the ESU particularly in relation to fundraising. The ADC Self Evaluation Report asks for a review of all programmes. A major consideration of this review would include the extent to which departments should take responsibility for learning in the foundation phase.

It is proposed that the ESU should be located within the new Centre for Higher Education Research, Teaching and Learning pending a review of the programmes.

Considerable uncertainty exists in the ESU over the future of the programmes. Only three of the ten posts in the ESU are permanent. Other staff members work on contracts which will expire at the end of 2010. The fact that the majority of staff members work on contract impacts on their professional lives in all sorts of ways. There is, for example, uncertainty about the possibility of securing academic leave in the context of at least three staff members wanting to pursue work at doctoral level.

It is therefore proposed that the University consider the future of the Extended Programmes overall and, if a commitment to their continuation is secured, that permanent work be offered to all ESU staff members currently on contract.

Student support and development at undergraduate level

Historically student support and development was offered outside mainstream teaching in a fashion described in the literature on academic development as 'adjunct' and '*ad hoc*' (see Boughey, 2005 for examples). This sort of approach has been challenged at both theoretical and practical levels (see Boughey, *ibid*) and most academic development practitioners would now argue for support and development to take place within mainstream teaching. In the context of quality management, this means that student support and development forms part of ensuring that a programme is fit for its purpose. If students need support and development, then the programme overall needs to provide it.

It is proposed that student support and development should be located within an overall quality management framework.

Student support and development at postgraduate level

For some years now, complaints have been made about the need to provide support and development for postgraduate students. Many of these complaints relate to the need for writing development. As already noted in 2.1.3 above the Centre has considerable expertise in writing development. It would be possible to offer support for the development of writing at postgraduate level in conjunction with supervisors. This support would involve a postgraduate support programme involving offering of responses to drafts of writing in conjunction with workshops and other initiatives. For this to occur, a writing co-ordinator would need to be employed on an hourly basis.

It is proposed that the DVC R&D explore the possibility of setting up a writing development programme at postgraduate level in conjunction with the Centre.

6. SPACE

The Centre's current space allocation is document in the appendices of the ADC Self Evaluation Report submitted to the Institutional Planning Committee recently. Suffice to say that there is a critical shortage of space to the extent that the incumbent of a post by HEAIDS has only been provided with an office thanks to the generosity of the Department of Accounting. There is potential for additional offices on the floor beneath the Centre. Room 401 was formerly used by the Centre as an office but was traded for Room 402, a teaching space, at the end of 2005. Since that time, it has been used as office space by the Department of Geography and is now occupied by Emeritus Professor Colin Lewis. If this room were re-allocated to the Centre it would prove a valuable resource. Two other rooms on the same level are occupied by Ms Ivy deVos and Mrs Este Coetzee of the Extended Studies Unit. In 2006, members of the Extended Studies Unit, who had previously occupied Room 402 (now used as a teaching space) as an open plan office, were re-located to offices vacated by the Department of Journalism in the Box Theatre Building. Mrs Coetzee expressed a preference to remain in her current office at this time. This means that Mrs Coetzee and Ms deVos are separated from the rest of the Unit. If they could be persuaded to move to alternative accommodation closer to their colleagues, this would provide the Centre with two additional offices.

Another alternative would be to section off part of Room 402 to provide two additional offices. This would not be ideal as it would reduce the space available for teaching (which is, however, problematic anyway given the location of a pillar in the centre of the room) and there would be problems related to sound when teaching is taking place.

In conclusion then, and this matter cannot be over-emphasised, there is an urgent need for more space within the Centre if the proposed programme is to go ahead.

7. REFERENCES

Boughey, C. 2005. *Lessons learned from Academic Development movement in South African higher education and their relevance for student support initiatives in the FET college sector*. Human Sciences Research Council: Cape Town

8. PROGRAMME SUMMARY

Area	Proposal	Resources Required	Source of Resources	Time Frame
1. INSTITUTIONAL DEVELOPMENT				
1.1 Academic Staff Development				
1.1.1 Consultancy	<ol style="list-style-type: none"> Continuation of consultancy function for curriculum development, evaluation, assessment of student learning Increase capacity to consult in ICTs in teaching & learning 	<ol style="list-style-type: none"> None Additional staff member at lecturer level 	<ol style="list-style-type: none"> Rhodes University 	<ol style="list-style-type: none"> 2008 applications for additional posts
1.1.2 Lecturers' Orientation Programme	<ul style="list-style-type: none"> Extend the programme to include an introduction to research 	<ul style="list-style-type: none"> Endorsement from DVC R&D 	<ul style="list-style-type: none"> DVC R&D 	<ul style="list-style-type: none"> 2009 onwards
1.1.3 Research Development	<ul style="list-style-type: none"> Supervisor Development Programme Development of writing for publication via faculty writing retreats 	<ul style="list-style-type: none"> Running costs Retreat costs 	<ul style="list-style-type: none"> DVC R&D DVC R&D 	<ul style="list-style-type: none"> Second semester 2008 Second semester 2008?
1.2. Quality management of teaching & learning				
1.2.1 Development of quality framework	<ul style="list-style-type: none"> Creation of an additional senior post in CHERTL 	<ul style="list-style-type: none"> Notch increase/allowance 	<ul style="list-style-type: none"> Rhodes University 	<ul style="list-style-type: none"> As soon as possible
1.2.2. Development and promotion of quality	<ul style="list-style-type: none"> Development of projects intended to promote and develop quality 	<ul style="list-style-type: none"> Project funding 	<ul style="list-style-type: none"> Rhodes University (via Teaching Development Grants from 2011 onwards) 	Submission for funding to DVC Academic & Student Affairs for 2008 projects. Submission for funding in budget process for 2009 & 2010 projects.

1.3. Accelerated Programme				
1.3.1 Mellon Accelerated Programme	<ul style="list-style-type: none"> Continue to provide support and development for current Mellon programme Develop an accelerated programme for the rest of Africa 	<ul style="list-style-type: none"> None Additional part time admin post 	<ul style="list-style-type: none"> External funder 	<ul style="list-style-type: none"> New funding for Mellon lecturers available from 2009 onwards 2009 onwards
1.4 Service Learning				
	<ul style="list-style-type: none"> Continue to develop capacity to support service learning 	<ul style="list-style-type: none"> Permanent position offered to current incumbent of Mellon post in April 2010. 	<ul style="list-style-type: none"> Rhodes University on the basis of FTEs generated within the Centre 	<ul style="list-style-type: none"> April 2010 onwards
1.5 Short Courses				
	<ul style="list-style-type: none"> Continue to contribute to quality assurance of curriculum development Provide service for materials development 	<ul style="list-style-type: none"> None provided number of short courses does not increase dramatically Contract materials developers 	<ul style="list-style-type: none"> Short course business plans 	<ul style="list-style-type: none"> 2008 onwards
2. POSTGRADUATE PROGRAMMES				
2.1 PGDHE	<ul style="list-style-type: none"> PGDHE to be offered more widely in block format 	<ul style="list-style-type: none"> Additional staff member (50/50 with assessor training initially) 	<ul style="list-style-type: none"> Proposal to be submitted to HEQC & ETDP SETA and other funders 	<ul style="list-style-type: none"> Develop proposals in 2008. 2009 start up?
2.2 Assessor Training	<ul style="list-style-type: none"> Capitalise on success of current assessor training so that it is offered more widely 	<ul style="list-style-type: none"> Use research earnings to employ additional staff member for duration of 2008 Additional staff member (50/50 with PGDHE initially) 	<ul style="list-style-type: none"> Research earnings Proposal to be submitted to HEQC & ETDP SETA and other funders 	<ul style="list-style-type: none"> ASAP Develop proposals in 2008. 2009 start up?
2.3 M.Ed	<ul style="list-style-type: none"> Seek accreditation for MEd (Higher Education) Explore possibility of MEd (Foundation Studies) 	<ul style="list-style-type: none"> None None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> 2009 2008 onwards

2.4 Doctoral Programmes	<ul style="list-style-type: none"> • Increase in size of doctoral programme • Development of structured PhD Weeks 	<ul style="list-style-type: none"> • PhD Coordinator • PhD Coordinator 	<ul style="list-style-type: none"> • Funding applications Rhodes University once programme has become viable 	<ul style="list-style-type: none"> • Develop proposal in 2008. 2009 start up?
3. RESEARCH				
3.1 Contract research	<ul style="list-style-type: none"> • Develop contract research capacity via HEQC opportunity • Wherever possible, employ Rhodes staff to conduct this research on a consultancy basis 	<ul style="list-style-type: none"> • Researchers on contract 	<ul style="list-style-type: none"> • Research funding 	<ul style="list-style-type: none"> • 2008 for 2009 start up
4. STUDENT DEVELOPMENT				
4.1 ESU	<ul style="list-style-type: none"> • ESU to be an integral part of CHERTL with Dean providing overall leadership • Consider future of Extended Programmes with a view to making ESU contract posts made permanent 	<ul style="list-style-type: none"> • Continued funding from DoE • Commitment from RU regardless of DoE funding 	<ul style="list-style-type: none"> • DoE • Rhodes University 	<ul style="list-style-type: none"> • 2010 onwards • 2009 onwards
4.2 Undergraduate student support & development	<ul style="list-style-type: none"> • Conceptualised as part of quality management 	<ul style="list-style-type: none"> • None to CHERTL 		<ul style="list-style-type: none"> • 2008 onwards
4.2 Postgraduate student support & development	<ul style="list-style-type: none"> • Postgrad writing programme in conjunction with supervisors 	<ul style="list-style-type: none"> • Hourly pay for writing support co-ordinator 	<ul style="list-style-type: none"> • Rhodes University 	<ul style="list-style-type: none"> • 2009 onwards

9. TIMELINE


9.1 Posts

POSTS	2008	2009	2010	2011
	<ul style="list-style-type: none"> Contract post for assessor training (CHERTL funds) 	<ul style="list-style-type: none"> Lecturer post for ICTs in T&L (RU) PhD Co-ordinator (external funding) Lecturer post for PGDHE/Assessor Training (external funding) 	<ul style="list-style-type: none"> Permanent post for Ms Hlengwa (RU) 	<ul style="list-style-type: none"> Permanent posts for ESU staff members?

9.2 New Activities

Activities	2008	2009	2010	2011
1. Institutional Development	<ul style="list-style-type: none"> • Supervisor Development Programme 	<ul style="list-style-type: none"> • Extended LOP • Increase capacity to consult in ICTs in T&L 		
	<ul style="list-style-type: none"> • Faculty Writing Retreat 	⇒	⇒	⇒
	<ul style="list-style-type: none"> • Develop quality management projects 	⇒	⇒	⇒
		<ul style="list-style-type: none"> • Extended Mellon Programme • Additional Mellon type programmes 	⇒	⇒
	<ul style="list-style-type: none"> • Increase capacity to support service learning 	⇒	⇒	⇒
	<ul style="list-style-type: none"> • Provide service for materials development in short courses 	⇒	⇒	⇒

2. Postgrad Programmes		<ul style="list-style-type: none"> • PGDHE in block format • Assessor training • PhD Programme • Seek Accreditation for M.Ed (Higher Ed) 	<p>⇒</p> <p>⇒</p> <p>⇒</p> <ul style="list-style-type: none"> • M.Ed (Higher Ed) • Seek accreditation for M.Ed (Foundation Studies)??? 	<p>⇒</p> <p>⇒</p> <p>⇒</p> <p>⇒</p> <ul style="list-style-type: none"> • M.Ed (Foundation Studies)???
3. Research	<ul style="list-style-type: none"> • Meta-analysis of teaching & learning • Develop HEQC proposal 	<ul style="list-style-type: none"> • Develop research niche and programme 	<p>⇒</p>	<p>⇒</p>
4. Student Development	<ul style="list-style-type: none"> • Include student development in quality management framework • Review of Extended Programmes • Develop postgrad writing programme 	<ul style="list-style-type: none"> • Research-based project work aimed at making programmes fit for purpose • Seek funding for next triennium? <p>⇒</p>	<p>⇒</p> <p>⇒</p>	<p>⇒</p> <p>⇒</p>

 RHODES UNIVERSITY <i>Grahamstown • 6140 • South Africa</i>	Faculty/Division		Job Profile No
	DATE PROFILE WAS LAST REVIEWED	March 2008	

			NAME
JOB TITLE	Dean of Teaching and Learning	INCUMBENT	
DEPARTMENT/SECTION	Centre for Higher Education Research, Teaching and Learning,	REPORTING TO	Deputy Vice-Chancellor: Academic and Student Affairs
JOB TYPE (ACADEMIC/SUPPORT)	Academic		Centre for Higher Education Research, Teaching and Learning,

MAIN JOB OBJECTIVE/S
<p>The primary purpose of this job is to drive the teaching and learning strategies and related strategies (e.g. professional development of academic staff, quality assurance, research into teaching and learning) of the University. This person is responsible for advising the top management and institution on the strategic direction of the institution as regards teaching and learning matters.</p> <p>The secondary purpose of this job is to drive research on higher education, including commissioned research and where this is not in conflict with the primary purpose, to maximise income generation through such research.</p>

DESCRIPTION OF KEY RESPONSIBILITY AREAS	STANDARD EXPECTED
<p>LEADERSHIP AND MANAGEMENT OF THE FOLLOWING AREAS</p> <ol style="list-style-type: none"> 1. Student learning and development 2. Promotion and assurance of quality 3. Academic staff development (current staff and potential new staff) 4. Research including post-graduate research and training programmes in the field of higher education <p>In terms of the above areas, such leadership and management includes:</p> <ol style="list-style-type: none"> 40. Developing and implementing of policies; 41. Identifying and supporting the institution's main strengths; 42. Identifying and addressing the institution's main weaknesses; 43. Driving the maintenance and enhancement of an institutional culture that promotes and supports these areas; 44. Establishing appropriate structures/infrastructure, systems and processes to drive and support the culture, policies and strategies identified; 45. Developing of primarily internal partnerships but also where viable, external partnerships to support the work of the Centre; 46. Promoting of research on higher education at the post-graduate level, developing a viable group of students conducting this research; 47. Identifying areas of research on higher education practices including learning, teaching, student development, professional development and quality assurance at Rhodes University in order to inform policies, strategies, structures, systems and processes; 48. Conducting research into higher education for other external institutions and organisations. 	<p>Benchmarking is done to evaluate Rhodes' teaching and learning, professional development, quality assurance strategies, programmes, structures, policies etc relative to other HE institutions. The strategies are aligned with the institutional strategy.</p> <p>The individual provides sound advice on the areas of responsibility in order to inform institutional strategy. The individual is cognisant of the barriers to effective teaching and learning, professional development and quality assurance and actively addresses these in collaboration with others, implementing strategies to overcome or minimise these barriers.</p> <p>Appropriate structures, systems and processes are put in place to support the teaching and learning, professional development and quality assurance strategy and these are monitored and evaluated for their effectiveness.</p> <p>A consultative and inclusive style is used in the development of strategies, policies, partnerships, funding etc but the individual is able to argue a different view on a principled basis. In the long-term the individual is able to build consensus and commitment to new directions in teaching and learning, professional development, and quality assurance.</p> <p>Policies take cognisance of the current culture of the institution while also identifying and championing the need for change. Policies address risk management issues. Plans for implementation of policies are rigorous, consistent and adhered to.</p> <p>Research areas identified support the work being done institutionally and where feasible, post-graduate research is aligned with this. Calibre of research into higher education attracts other institutions/organisations allowing for the commissioning of research.</p>

<p>AS A MEMBER OF SENIOR MANAGEMENT, INSTITUTIONAL LEADERSHIP and MANAGEMENT RESPONSIBILITIES include:</p> <ol style="list-style-type: none"> 21. Advise top management as regards the teaching and learning imperatives that should inform the overall strategy of the University 22. Participation in key institutional decision-making bodies 23. Advising of the management of institutional reputation and risk as regards teaching and learning 24. Spokesperson and institutional representative on teaching and learning matters at certain international, national and regional committees and fora 25. Management of transformation of the institution in the teaching and learning arena 	<p>Given a sophisticated understanding of the complexities of teaching and learning (globally, nationally and locally) that the University operates in and trends in Higher Education (nationally and globally), the individual is able to:</p> <ul style="list-style-type: none"> ▪ provide an insightful and accurate analysis of the such complexities and their impact on Rhodes University ▪ actively demonstrate leadership on the teaching and learning policy issues required to meet the challenges ▪ build consensus and commitment to new directions regarding teaching and learning within the institution ▪ accurately and sensitively represent Rhodes University's teaching and learning needs and interests to external stakeholders ▪ successfully manage change.
<p>MANAGEMENT OF THE CENTRE including:</p> <ol style="list-style-type: none"> 8. Motivating for appropriate resourcing of the Centre (staff, budget, facilities, equipment etc) within the structures of the institution and ensuring efficient use of resources. 9. Organising of the activities and services of the Division in terms of resourcing provided by the institution. 10. Ensuring the provision of a quality service by the Division including the evaluation of the services of the Division. 11. Ensuring that there are appropriate structures and processes in place to provide the necessary service and there is co-ordination and integration of the different structures/processes/sections. 12. Ensuring that appropriate targets/goals are set for the staff of the Centre 13. Performance management of staff reporting into this post including the: <ul style="list-style-type: none"> ▪ Selection of these staff ▪ Induction and training of these staff ▪ Motivation and recognition of staff ▪ Managing of performance including those staff who are not performing 	<p>Evaluation of resource requirements is accurate and resources are well-utilised.</p> <p>Service delivery is realistic in terms of resources provided and compares favourably to similar institutions with similar resources. Service provided by the Division meets accepted standards which are benchmarked with similar institutions.</p> <p>Structures and processes are sufficient to provide the expected, negotiated services and are efficient and effective in doing so and compare favourably with similar institutions.</p> <p>Realistic (in terms of staffing and resources and nature of institution) targets and goals are set to ensure service delivery as well as ongoing continuous improvement. Regular monitoring takes place as required to ensure consistent service delivery.</p> <p>The various sections run efficiently and effectively. Appropriate systems and processes exist. Staff execute their job responsibilities to the required standard. Where problems exist, these are dealt with timeously with due concern to the need to have a well-functioning division. Goals set within the sections are achieved within the time frames negotiated.</p> <p>Institutional policies are adhered to e.g. HR, finance and action is taken to ensure that such adherence is consistent throughout the Division.</p>

DIRECT CONTACTS OF THE JOBHOLDER (INTERNAL AND EXTERNAL)

INTERNAL CONTACT:

TYPE OF CONTACT	DAILY/MONTHLY ANNUAL	PURPOSE OF CONTACT
Vice-Chancellor and Deputy Vice-Chancellor: Academic and Student Affairs	Daily to weekly	Strategic and operational matters related to this portfolio
Deans of Faculties	Weekly to monthly or as required	Strategic and operational matters related to this portfolio
Academic Heads of Departments	Weekly to monthly or as required	To build consensus and commitment to teaching and learning and professional development strategies
Senior administrative Directors e.g. HR Director, Registrar, Director of Finance	Monthly or as required	Support as regards the management of the Centre

EXTERNAL CONTACT:

TYPE OF CONTACT	DAILY/MONTHLY ANNUAL	PURPOSE OF CONTACT
HEQC, CHE or other such HE institutions concerned with teaching and learning, quality assurance and professional development	Monthly to annual or as required	Representing the institution's interests and needs, understanding external requirements
Similar counterparts at other HE institutions	Annually	In order to benchmark activities

JOB REQUIREMENTS

• EDUCATION AND EXPERIENCE

Candidates must have a PhD degree, preferably in Education.

At least 10 years relevant experience in Higher Education institutions where such experience includes:

- Involved in the development of policy in at least teaching and learning but preferably also academic professional development, and quality assurance , preferably in a leadership position
- Track record in implementing policy in at least the teaching and learning arena but preferably also academic professional development, and quality assurance
- Experience in the management of change around new policy and/or practice in at least the teaching and learning arena but preferably also academic professional development and quality assurance
- Providing academic leadership either at the departmental, Faculty or institutional level
- Personal success as an academic including a sound research and teaching track record
- Experience in supervising post-graduate research
- Management of resources at either the departmental, Faculty or institutional level

• COMPETENCIES – I.E. KNOWLEDGE, SKILLS AND ATTRIBUTES

1. Professional competencies:

- Excellent understanding of the teaching and learning, quality assurance, professional development and student development challenges facing HE institutions today, at the global and national levels and the implications of this for an institution such as Rhodes University
- Excellent understanding of the challenges facing students in HE institutions today and the implications of this for an institution such as Rhodes University
- Expert knowledge of teaching and learning, quality assurance, staff professional development and student development with an ability to identify what is required at Rhodes University
- Ability to teach and supervise research

2. Leadership and management competencies:

- People management skills with a consultative and inclusive style, able to building consensus and commitment to new initiatives
- Ability to develop, articulate and implement strategic goals in the relevant areas of the portfolio
- Change management skills
- Ability to plan and organize the staff and resources in support of the direction and strategy of the Centre

3. Personal attributes:

- Personal credibility and an ability to engender respect and instill confidence in people at different levels within the institution
- Unquestionable personal integrity
- Commitment to transparent management
- High level of personal responsibility and corporate obligation with a results focus and a strong sense of accountability
- High level of professionalism and conduct that will enhance the reputation of the Centre
- Personal Flexibility: willing to consider alternative perspectives and ideas but with an ability to make difficult decisions independently
- Excellent communication and interpersonal skills with an ability to relate to academic staff as well as those from different cultures and backgrounds
- Actively seeks feedback, able to withstand criticism and use constructive criticism to improve

ORGANISATION STRUCTURE

• SHOW THE ORGANOGRAM/STRUCTURE FOR THE DEPARMENT OR ATTACH THE STRUCTURE

**Deputy Vice-Chancellor: Academic and
Student Affairs**

**Dean: Teaching and Learning and Head of Centre for Higher
Education Research, Teaching and Learning.**

<ul style="list-style-type: none"> • MANAGEMENT/SUPERVISORY DUTIES <p>There are management responsibilities linked to this post.</p>
<ul style="list-style-type: none"> • TYPICAL DEVELOPMENT PATH <p>What is the typical development path for a person entering this position and where is their next career move likely to be? Individuals moving into this position would typically come from amongst the staff in the Centre. From this post of Dean, an individual could to the Deputy Vice-Chancellor post.</p>

FUNCTIONAL RESPONSIBILITIES (only if applicable)
<ul style="list-style-type: none"> • PROJECT MANAGEMENT RESPONSIBILITY <p>Limited but could be introduced through commissioned research.</p>
<ul style="list-style-type: none"> • PROCESS MANAGEMENT RESPONSIBILITY <p>This individual is responsible for the following processes:</p> <p>Student Development</p> <p>Academic staff development</p> <p>Teaching and Learning</p> <p>Quality Assurance</p> <p>Research into Higher Education</p>
<ul style="list-style-type: none"> • COST/FINANCIAL CONTROL <p>(i) Is the jobholder responsible for any aspect of cost control or for materials, stock or equipment?</p> <p>If yes, what is the monetary value and to what extent is the person accountable or responsible?</p> <p>An internal budget is allocated to the Centre for its work. This amounts to...</p> <p>In addition, the Centre commissions research.</p> <p>(ii) Does the jobholder have a direct responsibility for controlling operational costs or expenses? If so, what is the annual budget (ignoring direct and indirect remuneration costs)?</p> <p>Yes – as above.</p>
<ul style="list-style-type: none"> • LEVEL OF RESPONSIBILITY <p>Who must authorize, review or clear decisions taken with regard to the jobholder's functions?</p> <p>Deputy Vice-Chancellor: Academic and Student Affairs</p> <p>What percentage of tasks can be carried out without supervisory input and/ or control?</p> <p>90%+</p> <p>What critical decisions are the jobholder normally authorized and empowered to make?</p> <p>This individual is authorized to determine:</p> <ol style="list-style-type: none"> 1. How best to organize the activities of the Centre in line with its strategic direction. 2. The direction of post-graduate students doing research into higher education and the acceptance of such students 3. Which commissioned research will be taken on

4. Practices needed to support policies

- **PLANNING**

(i) What is the longest (macro) period that the jobholder has to plan ahead?

5 years

(ii) Typically how long are the micro phases/time periods that the macro planning is divided into?

6-12 months

PROFILE PREPARED BY: Sarah Fischer, October 2007