

## Quality Enhancement Project Inkundla 11 September 2014

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### Focus Area 1: Enhancing academics as teacher

*Within the Western-Cape region the Cape Higher Education Consortium (CHEC) has explored the notion of graduate attributes, and we have incorporated it as a key driver in our new Teaching and Learning Strategy.*

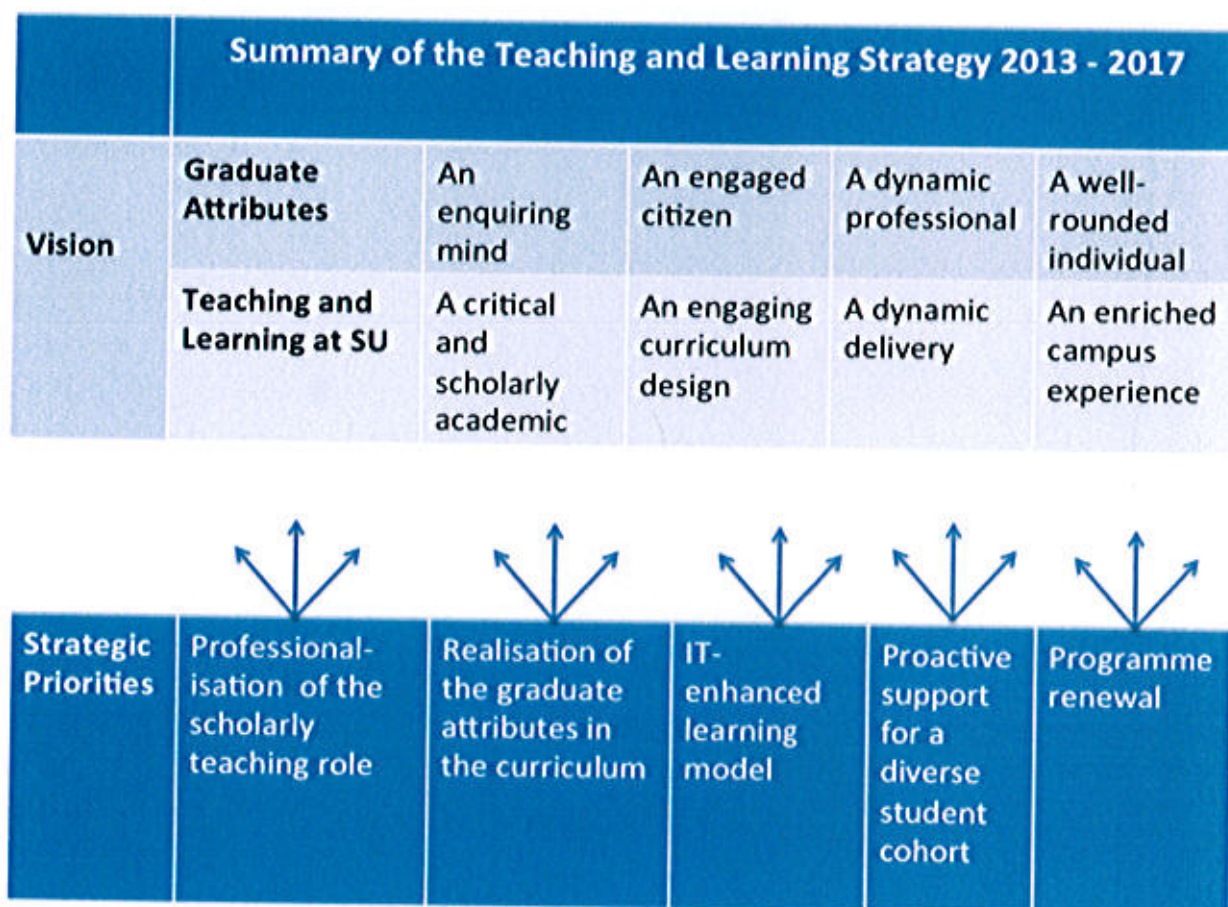


Diagram: Representation of the key elements in Stellenbosch University's Teaching and Learning Strategy

*Apart from the challenge to embed – and measure – the above in terms of our curricula, there are many activities (such as the PREDAC induction course for new academics, the annual Scholarship of Teaching and Learning conference, the monthly Auxin showcasing of innovative and reflective teaching practices, shortcourses (e.g. assessment, moderation, programme design), FIRLT proposals, writing retreats for research papers focusing on teaching and learning publications, etc.) aimed at the enhancement of academics as teachers at Stellenbosch University.*

*As part of our intent to professionalise the teaching role of academics, a Postgraduate Diploma in Higher Education Teaching and Learning has been introduced this year in collaboration with universities in the region; this year has seen the first intake of 38 students (lecturers at the regional universities) into the programme.*



## Quality Enhancement Project Inkundla 11 September 2014

**Institution name:** University of the Witwatersrand

**Representatives' names:** Prof Andrew Crouch (DVC Academic) & Prof Christine Woods (Director: Centre for Teaching, Learning & Development)

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### Focus Area 1: Enhancing academics as teacher

The example of staff support is from the Science Teaching and Learning Centre (STLC) which is housed in the Faculty of Science at the University

#### Support mechanisms for teaching effectiveness:

There are three academic advisors in the STLC which assist staff with teaching effectiveness in the Faculty. These include:

- Faculty Induction Programmes, "T&L course in Science" and Peer Reviews for academic staff

Block	Science Faculty Induction	3 day STLC course: 'T&L in Science'	Peer reviews
<u>1</u>	13	9	19
<u>2</u>	12		
<b>Semester 1 total</b>	<b>25</b>	<b>9</b>	<b>19</b>

The programmes offered by the STLC have shown a steady increase in attendance, shown in the table below:

Year	Induction	'T&L in Science' Course
<b>2011</b>	<b>11</b>	<b>10</b>
<b>2012</b>	<b>16</b>	<b>20</b>
<b>2013</b>	<b>26</b>	<b>17</b>
<b>2014 (Semester 1)</b>	<b>25</b>	<b>9</b>

Feedback from academic staff regarding the **Faculty Induction** is that it is very helpful and informative. The opportunity to spend time in a small group environment with the Dean, the HR manager and the Assistant Dean for Staff Development, who offer detailed information about their roles and the operation and function of the Faculty makes a big difference in their understanding of where and how to access assistance or information. During the induction, academic staff are also introduced to the teaching and learning policies of the university to give them a clear understanding of Wits procedures and expectations related to T&L.

The **three day course**, which is an intense programme which introduces lecturers to some of the theory of T&L and assessment is offered once per semester, usually in the study break between the teaching blocks. The intention of this course is to make lecturers aware of the theories underpinning learning, so that their pedagogic practice can shift from common sense practice to practice that is informed by theory and reflection.

**Peer reviews** are either at the request of the lecturer, usually in relation to an application for promotion, or in response to the probation programme recommendations, or when recommended by the HoS. Peer reviews are sometimes continuous over the study break so a total for the semester is given. Peer

reviews are powerful in their potential for development as guidance is specific to the individual, with continuous follow up and encouragement.

#### **Science Faculty Probation Programme**

Academic staff on probation are supported in their **development of teaching expertise** by the Faculty's Probation Programme. This programme has recently had supervision training added to the list of activities required in recognition of the strategic plan to increase the number of post graduate students. The programme includes the Faculty Induction, courses run by the STLC and CLTD, and one on one mentoring and coaching through peer reviews. The STLC is also involved in increasing teaching effectiveness through research focused on the Scholarship of Teaching and Learning. Several research projects are underway in which the Academic Advisors in the STLC are working in collaboration with academic staff in the various disciplines.

- **Teaching Portfolios and Teaching Awards**

Academic staff applying for promotion and those nominated for teaching awards approach the STLC for assistance in writing up their teaching portfolios. This process provides a valuable point of contact for discussion and reflection which contributes to teaching effectiveness.

- **Tutor Training and Mentoring Programme**

Phase	Attendance
1	75
2	31

The tutor training and mentoring programme for Post Graduate tutors in the Mathematical Sciences (excluding Statistics and Actuarial Science, which have their own tutor training programme) has resulted in tutors being trained by the STLC in pedagogical skills in order to better facilitate undergraduate students learning in mathematics in their tutorials. The programme has four phases, the first two of which were covered in Semester 1. The programme is being developed into a short course, which is in the process of being accredited for a certificate of competence at level 8.

We acknowledge Dr Ann Cameron from the STLC who provided the input for this example.



## Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Johannesburg

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### Focus Area 1: Enhancing academics as teachers

#### The UJ "Learning to be" teaching and learning strategy as overarching guiding document

The first UJ Teaching and Learning Strategy was approved by Senate at the end of 2008 and implemented from 2009. The Strategy was developed in a national higher education context where increasing weight was being placed on teaching and learning as core business of any university, and where institutions were being mandated to address the challenges raised by the unsatisfactory completion rates of students in post-school education. In this context UJ's Teaching and Learning Strategy was closely aligned with the Mission, Vision and Values of the University and signalled UJ's commitment to addressing, in a systematic and coherent manner, a range of matters associated with enhanced teaching and learning and the student experience. In addition, the Teaching and Learning Strategy introduced to the institution the conceptualisation of learning as becoming a practitioner of a knowledge and professional domain, which was encapsulated in the core notion of 'learning to be'. The 'learning to be' philosophy emphasised the need to provide opportunities for students *to learn the practices of the knowledge domain which includes the principles, dispositions, attributes, competencies, activities, skills, procedures and values of the knowledge domain. This type of learning also requires how best to utilize the conceptual frameworks to identify and solve problems (Amory et al, 2008:4)*<sup>1</sup>.

The value of continuous learning to meet the needs of a rapidly changing world is stressed. This applies to academic staff members, who have to address the challenge of meeting the needs of great complexity in the teaching-learning environment. The past few years have seen considerable energy invested in improving the student learning experience and student performance, through careful attention to student-focused pedagogies, close monitoring of success rates, and considered interventions where risks had been identified.

The 'learning-to-be philosophy' has especially served as a useful guide to framing academic staff development initiatives. The teaching and learning philosophy in combination with theories relating to teaching and learning in higher education offer exciting possibilities for staff to engage in curriculum reform and innovative pedagogy which integrates recent technologies for learning. This has contributed to holistic engagement with /interrogation of not just how we teach but also with:

- **what we teach** and why we make decisions to teach what we do (consideration of the disciplinary field, the profession and industry)
- **how we facilitate student access to disciplines** (epistemological access) and what some of the challenges are (including some of the psycho-social factors)
- **and how we assess students' engagement with disciplines**

An important role of Staff Development is to create enabling educational contexts which provide academic staff with opportunity to reflect critically on all aspects of teaching and learning and to develop a more theoretically nuanced view of teaching and learning in higher education. This has the added benefit of developing SoTL at UJ.

<sup>1</sup> Amory, A., Gravett, S., & Van der Westhuizen, D. (2008). Teaching and learning at the University of Johannesburg: a position paper. Retrieved from <https://152.106.6.200/handle/10210/4270>.

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Limpopo  
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### Focus Area 1: Enhancing academics as teacher

#### *The adoption of key policies relating to the advancement of the Scholarship of Teaching and Learning*

In 2013, the University approved the policy for the alternative promotion of academic staff. The policy is based on the staff's input and output activities regarding teaching and learning. This means academic staff's promotion is no longer dependant on research output only. In the same process, the University approved the Vice Chancellor's Teaching and Learning Excellence Awards with the same levels of acknowledgement as in Research Excellence Awards.

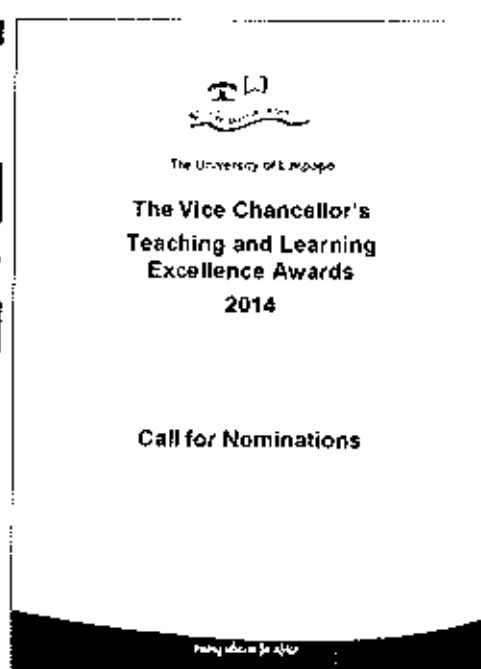
We know that these initiatives are successful because they have already resulted in the alignment of a number of activities with regard to the enhancement of Academics as teachers. The teaching and learning workshops starting with new staff induction, are aligned to the different requirements of the policies. Portfolios that lecturers are using for Awards are the same for developing own teaching and ultimately for submission of applications for promotion. Furthermore, the activities are aligned to the National Teaching and Learning Excellence Awards providing even more motivation for staff to participate in the development activities. In August, the University hosted Prof Geo Quinot (US) and Dr Hunadi Rakhudu (NWU), winners of 2012 National Teaching and Learning Excellence Awards. This consolidated the integration of campus initiatives with those at national level. Two such events are scheduled to take place every year.



**Invitation**  
2014  
2014-2015

**Date: 21 August 2014**  
**Venue: University of Limpopo, R40**  
**Time: 08h00**

**Finding solutions for Africa**



**The University of Limpopo**  
**The Vice Chancellor's**  
**Teaching and Learning**  
**Excellence Awards**  
**2014**

**Call for Nominations**

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Venda

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### Focus Area 1: Enhancing academics as teacher

This focus area relates broadly to Strategic Objective 2 (Quality teaching and learning and specifically to KPA 1 (Capacity Development of Academic staff) and KPA 3 (Academic support for students and staff.

A staff induction programme for new academics is in place. An evaluation is conducted at the end of the programme and according to evaluation feedback the programme has been found to be beneficial to by participants. This is followed up by a reflection session with new academics 6 months later. Comprehensive induction reports prepared for the Staff Development Committee are available.

The institution also runs a series of workshops on teaching and learning including assessment, curriculum development and teaching and learning strategies. These were attended by a total of 353 academics in 2013 alone, including most of the newly appointed academic staff.

The university has enrolled academics for the Postgraduate Diploma in Higher Education to enhance their teaching and learning competencies. 23 academics enrolled for the PGDip (Higher Education) at Rhodes University (RU) in 2013. In addition, 16 enrolled at RU, 11 at Stellenbosch University and 5 at UCT in 2014. While academics enrol for these learning programmes the challenge has been when they have to submit their portfolio of assessment. Most indicate that because of huge workloads they just cannot find enough time to do these portfolios.

The university has now requested the faculties to identify disciplinary experts who can come to the university to facilitate workshops on teaching and learning in the relevant disciplines. The workshops will be funded from the Teaching Development Grant. This is because it has been found through evaluation of workshops that not all academics benefit from the generic workshops conducted for everyone; hence the need to invite disciplinary experts. In addition, the university is currently conceptualising a Postgraduate Diploma in Higher Education to be offered in -house. This will greatly reduce the cost of sending academics to enrol at other universities.

The university is also piloting a programme "to develop the next generation of academics" through appointing 30 teaching assistants to be attached to senior academics in all faculties for a period of three years (until 2017). In 2013, for the first time the university introduced the Vice Chancellor's Excellence in Teaching Awards. In the past there have only been Excellence in Research Awards and it is hoped that this initiative will elevate the status of teaching in the university.

There is still a need to work on the institutional culture with regard to teaching and learning. In fact, a paradigm shift towards valuing teaching to the same extent as research, especially in terms of incentives and rewards provided, may be required. Currently, incentives for research outweigh incentives for teaching.

## **Quality Enhancement Project Inkundla 11 September 2014**

Institution name: **VAAL UNIVERSITY OF TECHNOLOGY**

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### **Focus Area 1: Enhancing academics as teacher**

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful.]

#### **CAPACITY BUILDING INITIATIVES FOR THE DEVELOPMENT OF ACADEMICS**

##### **1. Academic Induction Programme:**

Introducing newly appointed academics – pedagogical approach of the institution including social constructivism, student centred approach of teaching, VUT Teaching and Learning Model).

Members introduced to the VUT quality improvement system and model for continuous improvement e.g. PIRI process of continuous improvement, Quality Improvement Team approach and review mechanisms).

Newly appointed staff understands the institution's pedagogical and quality enhancement approach – evidence: staff satisfaction survey outcome and interviews, active participation of newly appointed staff in activities, ability to implement teaching model and to integrate concepts such as social constructivism in teaching, utilisation of review mechanisms and understanding of concepts as members of Quality Improvement Teams (QITs).

##### **2. Assessor Training Programme:**

Bi-annual training programmes offered to staff (voluntary) – train academic staff members as accredited assessors. Accreditation (SETDP Seta) – enhance quality of assessment practices/ continuous assessment, teaching and learning – evidence: outcome of student satisfaction surveys and focus group interviews, utilisation of different modes of assessment as teaching and learning mechanism.

##### **3. Curriculum Development Training Programme:**

Development of academics to fulfil role as curriculum developers – an ongoing training process, how to use a "Backward Design" process. Evidence: successful participation and contribution in the development of new programmes for the institutional PQM.

##### **4. Work Package**

Ensures academics are not overburdened in one aspect, workload schedules improve research activities, student-staff interactions and accessibility, assessment and teaching practices (outcome of student and staff satisfaction surveys)



## Quality Enhancement Project Inkundla 11 September 2014

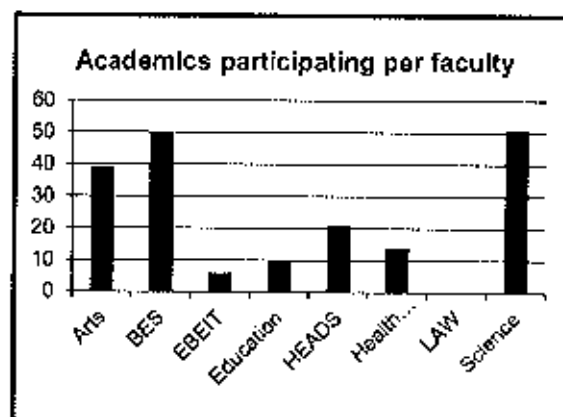
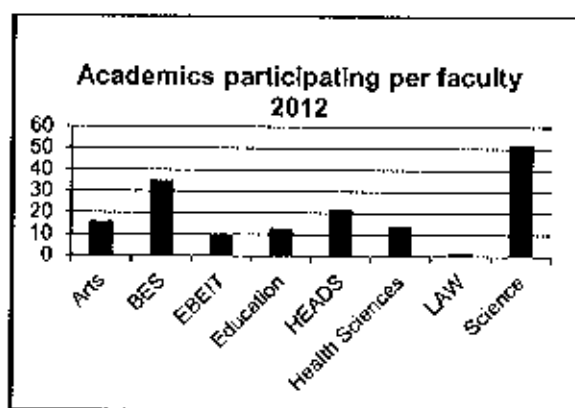
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### Focus Area 1: Enhancing academics as teacher

The Scholarship of Teaching and Learning Certificate (SoTLC) is a teaching development programme that provides NMMU academics with meaningful, collaborative learning opportunities for scholarly teaching and learning development. The purpose of the SoTLC<sup>1</sup> is to raise the level of professionalism in teaching at NMMU through enhancing the status of teaching, the development of teaching practices, promoting the construction of positive teaching identities and supporting innovation in all facets of teaching and learning. The programme is offered on all our campuses, depending on participant numbers registered for a specific topic. The programme comprises of 5 core topics<sup>2</sup> plus 4 electives<sup>3</sup> (for certification a minimum of 7 topics must be completed, which entail 5 core and 2 elective topics). A portfolio of evidence must be submitted to qualify for certification. Participants may register for individual topics but are encouraged to complete the full range of 7 – 9 with 5 core topics over 2 years for certification and to derive full benefit from the learning opportunities embedded in this framework. An important feature of the SoTLC is that it is presented in a blended way, that is, face-to-face sessions are combined with e-learning activities, which further familiarises participants with i-Learn (the university's Moodle-based learning management system).

The total number of academics participating in 2012 was 164 and 191 participated in 2013. The figure below provides a breakdown in the attendance rates per faculty.

Figure: SoTLC Attendance in 2012 and 2013



The impact of this programme is reflected in an 87% user satisfaction rating for the 2013 combined with positive qualitative feedback from participants. They found the programme so relevant & useful that they suggest it should be mandatory for all academics. Participants indicated they would recommend it to their colleagues as it gives them opportunity to reflect and improve their teaching practices in a scholarly way that benefits both academics & students. SoTLC provides opportunity for collegial interaction, exploring the complexity of teaching & constructing possible solutions to the challenges they face. The content of SoTLC topics was viewed as rich, grounded in theory & applicable in practice & course facilitation was found to be of a high standard.

**Challenges:** Scheduling of workshops clashes with lectures (recess periods? Scheduled into academic calendar); make space for teaching development in the workload model; greater focus on lecturers who teach first year modules; rethink George campus teaching development; offer some topics fully online (and draw on existing online teaching development modules).

<sup>1</sup> Parallel to the SoTLC there is a workshop on an introduction to T&L at NMMU. Attendance increased from 28 (2010) to 59 (2013).

<sup>2</sup> Core topics – Blended learning, Being a university teacher, Your students and language, Authentic assessment, the Teaching Portfolio

<sup>3</sup> Electives – Active & collaborative learning, SoTL, Developing responsive curricula, Teaching & assessing large classes



**Quality Enhancement Project Inkundla 11 September 2014**

**Institution name:** University of KwaZulu-Natal (UKZN)

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**Focus Area 1: Enhancing academics as teachers**

*What activities do you currently have in place related to this focus area that are successful? What evidence do you use to conclude that they are successful?*

**The University Education Induction Programme (UEIP)**

The University Education Induction Programme (UEIP) is a mandatory continuous professional development programme (80 hours duration) as part of the Integrated Talent Management Policy and Procedures implemented in 2012 to enhance the teaching and supervision competences of academics.

UEIP is compulsory for all new academic employees and those currently at lecturer level and below. Academics at senior lecturer level and above may be exempted on the basis of submitting a Teaching Portfolio evaluated at 'Strength' (as per Academic Promotion Policy and Academic Staff Promotion Procedures & Guidelines).

UEIP offers academics modules in 4 key areas:

1. Assessing Learning;
2. Designing and Evaluating Curricula;
3. Supervising Research;
4. Teaching and Learning

Each module is of 20 hour duration - <http://hes.ukzn.ac.za>. Attendance targets of 50 delegates per module have again been set for 2014, with thirteen modules being offered in total.

To ensure consistency in the quality of the UEIP programme, recipients of UKZN's distinguished teaching and research awards and other senior academic staff teach modules related to their areas of specialization. Furthermore, regular feedback from participants enables programme coordinators to align and re-design module content and pedagogies to ensure their relevance to delegates needs.

**Success Evidence:**

Success is measured by the number of academics who complete the programme. As at April 2014, 766 academics have attended modules; and 71 staff have completed all 4 modules in the UEIP.

The target is to have 95% of academics complete the UEIP or have a Teaching Portfolio assessed as "strength" by 2016.

## Quality Enhancement Project Inkundla, 11 September 2014

Institution name: Durban University of Technology

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### Focus Area 1: Enhancing academics as teachers

#### The Academic Induction Programme at DUT

The Academic Induction Programme is one of the programmes at DUT that provides professional development opportunities for newly appointed academic staff. The Programme is part of a suite of Induction Programmes for newly appointed staff at the DUT. Phase 1 (Institutional Orientation) and Phase 2 (Orientation to Higher Education) of the Induction Programme are coordinated by the Human Resource Department. These programmes are for all newly appointed academic and non-academic staff. CELT coordinates Phase 3 (The Academic Induction programme - Induction to Higher Education Practices) of the programme for academic staff.

The programme aims to introduce new staff to learning, teaching and assessment policies, approaches and practices in higher education and DUT specifically and is underpinned by a transformative philosophy that promotes critical reflection and encourages participants to research their own practice as university teachers.

The overarching theme of the programme is student centred learning, teaching and assessment. Participants are introduced to and encouraged to develop innovative, transformative and effective learning, teaching and assessment strategies that empower students to become active, responsible and critical students and citizens.

The programme is offered twice a year in both semesters. In each semester, the programme is structured as follows:

- A 3-day block workshop session held during the registration periods in January (semester1) and July (semester2)
- Weekly workshops for the rest of the semester (Feb to Jun) and (Aug to Dec), held on Thursdays, 1-4pm
- Participation in a Mentoring Programme

HoDs are requested to assist the newly appointed staff in finding a suitable mentor in the department/ faculty

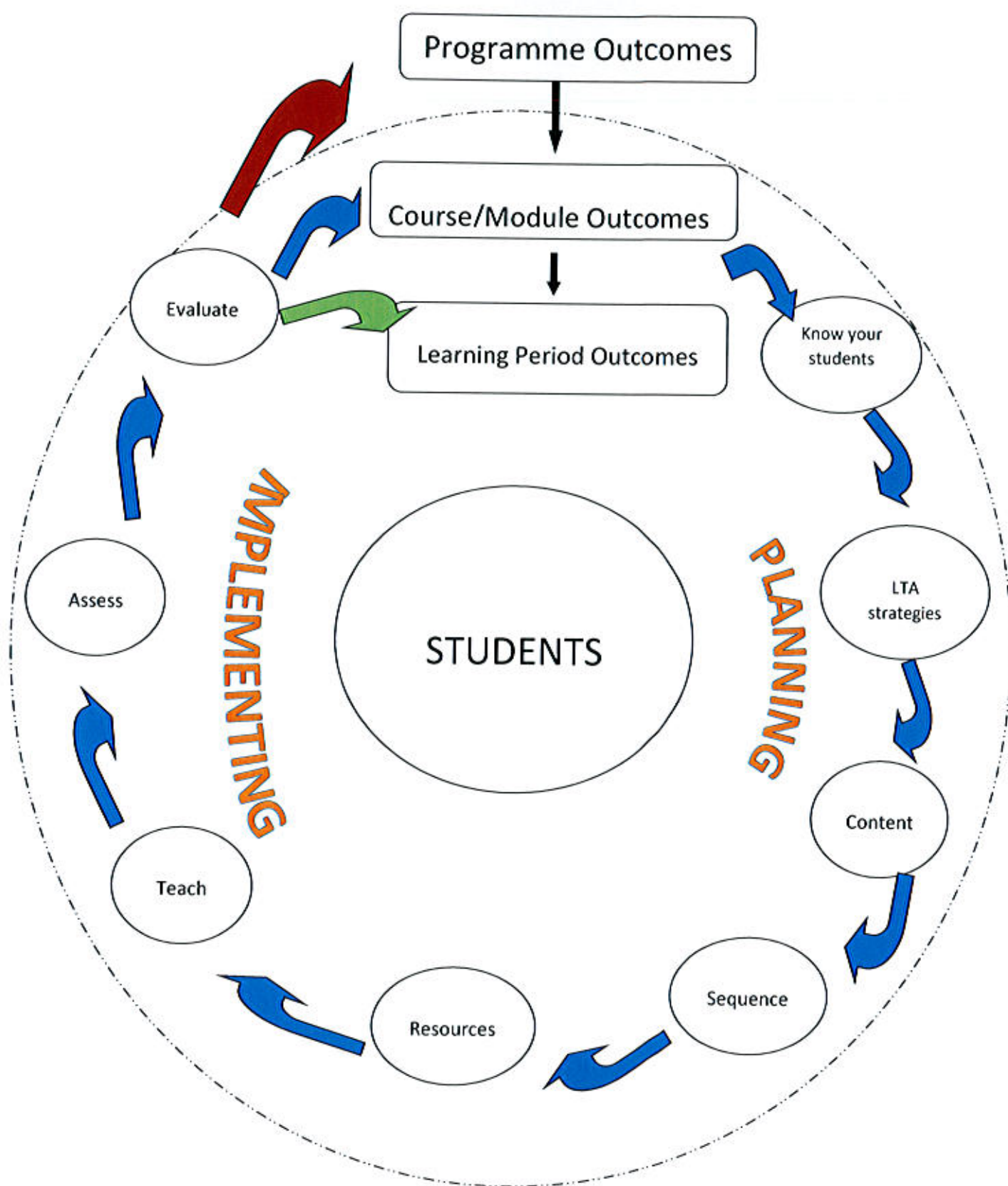
#### Statistics for the last 3 years reflecting the relative success of the project

	2011		2012		2013	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
No. attended	24	19	23	19	26	30
No. completed	12	13	7	11	21	21

1 resigned

1 resigned







## Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Zululand

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### Focus Area 1: Enhancing academics as teacher

#### Assessor/Moderator Training

##### Context

Although exact figures are not available, informal enquiries into the matter have revealed that while there have been numerous training workshops over the years, hardly any staff members at the University have any formal higher education teaching and learning training. There is undoubtedly a clear need for a comprehensive teaching and learning training programme for staff. Preliminary indications collected in 2012 were that academic staff members are interested skills development in this regard. The aim of this project is to devise a teaching and learning development programme for academic staff at the University, focusing in the first instance, on an accredited short course on assessment and moderation (in effect, the Assessor/Moderator training of the PGDHE programme), offered and facilitated by Rhodes University but conducted at the University.

##### Programme 2012-14

The main goal of the course is to provide the support for lecturers to refine their skills and knowledge and increase their overall competence in the assessment of students' learning. The course takes the form of an initial *five day interactive workshop* facilitated by a Rhodes University staff member. In order to be issued with a certificate, participants are required to produce an *assessment assignment*.

Since 2012 the course has been run four times, attracting 93 participants from 39 departments in the University's four Faculties with a few participants from support units. (The University has 373 academic staff members in 45 departments). Excluding those participants (20) who took part in the latest round (May 2014), the stats show that 37 out of the 73 (50%) have completed their assignments and been awarded their certificates of competence.







### Feedback

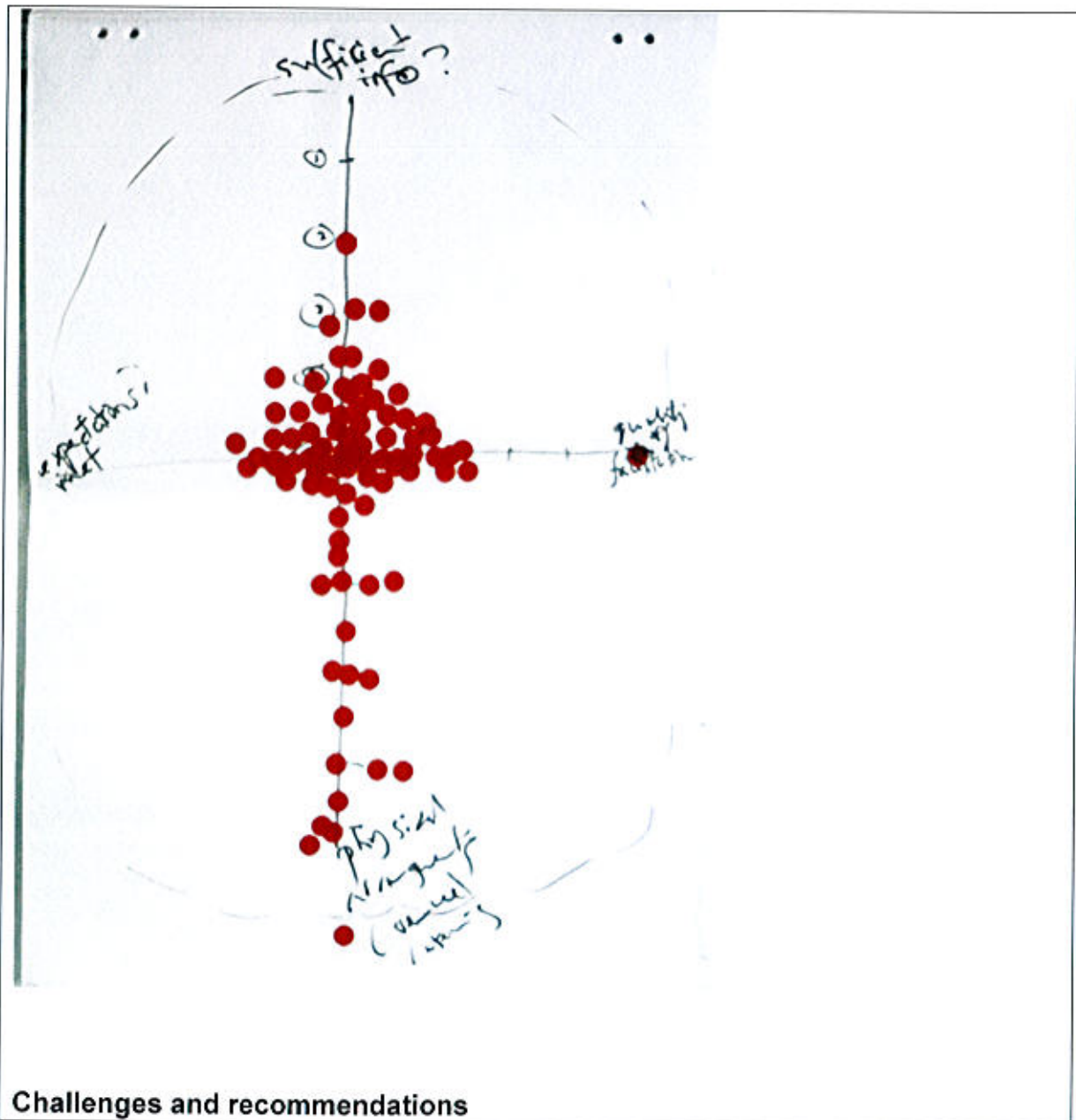
The vast majority of participants have been extremely positive about the course. Comments include the following:

1. [The need to] implement more peer assessment.
2. The greatest benefit of attending the course was regarding the importance of formative assessment and having specific assessment criteria. I would most certainly incorporate this in more detail into my study guide/ Course outline.
3. Improve my course outline where the criteria of assessment is going to be known by students



4. I liked the idea of specifying assessment criteria, assessment method and giving feedback to students as a way of improving their learning.
5. I have learnt new ways of giving a feedback to students. This is when I have to give frequent and criteria-based feedback
6. The excellence of engaging the students in the work by stimulating their response through formative assessment.
7. The necessity of having internal as well as external moderation for the improvement of my work or quality assurance purposes.
8. Learning the meta-language of assessment.

For a change, after one of the courses we used the 'dart board' method of getting a visual overview of participants' satisfaction with the main issues they identified themselves. Participants were issued with coloured stickers and invited to come forward and place a sticker on the dartboard to indicate their level of satisfaction.



- The Moderation component needs to be given more prominence. (The facilitators should take this comment back to the course designers).
- Not all academics that have enrolled for the PGDHE module in assessment and moderation completed the portfolio assessment. (The University could investigate ways of obliging participants to complete courses).
- Concerns have been expressed in certain quarters about the cost of the course (although other stakeholders regard the cost as very reasonable), and the inadvisability of using only one service provider. (This has to be balanced against the availability of other service providers).

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: Rhodes University

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### Focus Area 1: Enhancing academics as teachers:

Rhodes University has offered development opportunities to its staff in relation to their roles as academic teachers since the early 2000s. These opportunities include formal programmes such as the Post Graduate Diploma in Higher Education (PGDip), short courses (accredited via the institutional Short Course Policy) and more informal workshops and events. All staff development opportunities are provided by staff of the Centre for Higher Education Research, Teaching & Learning (CHERTL).

It is not compulsory for academic staff members to take up opportunities related to their development as teachers. However, in practice the take up of opportunities is high thanks to structures the University has put in place in relation to probation and personal promotion. All staff on probation (the probationary period is three years) are required to submit evidence of their capacity as teachers, in the form of a teaching portfolio, before their appointments are confirmed. Criteria have been developed against which this capacity must be demonstrated. Personal promotion procedures also include a set of criteria related to teaching and learning.

In order to meet the criteria for the confirmation of appointment, the great majority of staff enrol on courses provided by CHERTL. Since the early 2000s, approximately 180 members of staff have completed an Assessors' Course (of an average academic staff complement of 300, this represents about 60% of staff) and 74 (25% of academic staff) a PGDip. Nine members of staff have achieved a Master's in Education degree specialising in teaching in higher education.

RE-IMAGINING  
ACADEMIC STAFF  
DEVELOPMENT



Although learning for all credits is formally assessed following procedures laid down by the Faculty of Education, evidence of having met criteria related to teaching for probationary and personal promotions procedures is assessed by peers in faculties. This decision to place assessment of evidence in relation to teaching in the hands of peers rather than, say, in the hands of staff from CHERTL, means that teaching is treated in a similar fashion to research. Peer assessment not only means that evidence of teaching can be understood in context but also that understandings of assessment criteria and of the myriad ways these can be met are shared within faculties. This serves to disseminate good practice and promote 'talk' about teaching and

learning. Staff development opportunities at Rhodes University are thus 'embedded' in the formal structures of the University, which has been a key success factor in getting "buy in" to the programme.





## Quality Enhancement Project Inkundla 11 September 2014

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Focus Area 1: Enhancing academics as teachers

### ***Institutional award system for excellence in teaching and learning (ITEA)***

The system for Institutional Teaching Excellence Awards (ITEA) was introduced in 2007, and comprehensively reviewed in 2013. Over a period of a year, a limited number of teaching staff enrol in a process that consists of various methods of evaluation such as the compilation of a portfolio, peer evaluation, benchmarking and student evaluations. Recipients of the awards receive at least half their award as a payment into their research accounts, with the expectation that it will be used to further develop their professional competence as university lecturers by means of disciplinary research and, in some cases, the scholarship of teaching and learning. The award is considered an important criterion for promotion.

The revised system provides for different award categories according to the different levels of development amongst participating staff members:

- The *Emerging Teaching Excellence Award* recognises lecturers who display a long term vision for their professional and career development, through exceptional and proven achievement towards innovation in teaching and learning within their field.
- The *Teaching Excellence Award (TEA)* also honours exceptional and proven achievements in excellent and innovative teaching, while encouraging scholarly teaching that leads to contextualized teaching approaches and strategies that make learning accessible, applicable and valid to students in a specific discipline.
- The *Distinguished Teaching Excellence Award* recognises lecturers for leadership and achievements in the scholarship of teaching and learning, and endorses excellence by making the award as a commendation within the category of the TEA.

Evidence that this process is successful can be found in the success that NWU staff members achieve in the HELTASA national teaching excellence awards. Furthermore, the portfolios that the ITEA participants prepare demonstrate how successful performance in ITEA contributes to student success as measured by module pass rates and students' evaluations of lecturers and modules. Various ITEA award winners also take part in projects relating to the Scholarship of Teaching and Learning, and make presentations at the annual teaching and learning conference.

While ITEA has proven to be a successful process, it is seen as time consuming by the participants as well as the evaluators, which impacts on the number of staff who participate. In order to increase the participation, attention is being paid to application requirements within the revised policy that may restrict participation unnecessarily. In addition, pre-training will be made available to candidates so that they are prepared effectively for participation. As it stands, the training provided to candidates deals with the formal policy requirements, but not with the practical steps that they need to follow in order to be ready for participation.

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: Unisa

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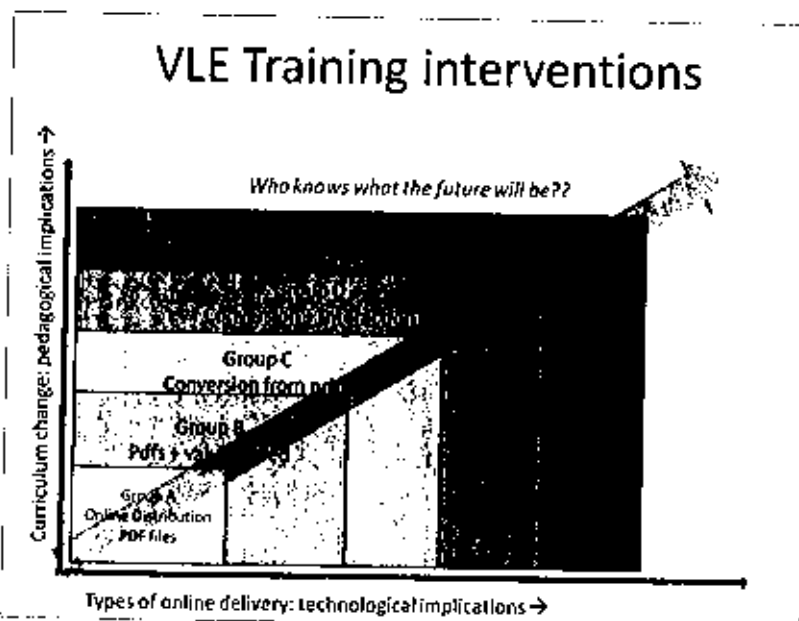
### Focus Area 1: Enhancing academics as teacher

#### Training of academic staff

A new Centre of Professional Development (CPD) was created in 2012 to coordinate the training of all teaching staff (full time academics and teaching associates such as tutors).

The university was at this stage embarking on a process to improve the delivery mode of its courses and learning programmes by increasingly making use of eLearning.

The CPD developed a phased-in approach to convert learning programmes and modules from predominantly print study materials through web-enabled and web-supported materials to full online modules. Figure 1 indicates the different categories developed by the CPD for conversion of modules from print to online.



The implementation of this process required the training of academic staff in online teaching and learning. The CPD implemented the Virtual Learning Environment training course modelled on the award winning course from the University of Leicester, United Kingdom.

A minimum of 800 academics per annum have been trained by the CPD during 2012 and 2013. The remaining staff will be trained in 2014.

The training intervention has enabled curriculum development of selected modules to be designed using principles of online learning. The success of the training initiative is evident in the introduction of online learning modules in 2013.

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: Mangosuthu University of Technology

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### Focus Area 1: Enhancing academics as teachers – Placing teaching and learning front and centre in MUT

**Implementing Bloom's Taxonomy** - One of the main successes in placing teaching and learning front and centre in MUT was the drive towards understanding and implementing Bloom's Taxonomy (original) in teaching and learning. One example of this is the application of Bloom's Taxonomy in summative assessment in the Department of Electrical Engineering as a response to ECSA's concern in 2011 about the actual level of cognitive skills of the students in relation to the high marks. The Department then decided that the cognitive levels must be reflected in (the teaching and) assessment whereby a gradual approach was followed to introduce higher levels of cognitive skills over the four semesters of the diploma programme.

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Marks total
S1	35	35	10	15	3	2	100
S2	30	30	15	15	5	5	100
S3	25	25	18	17	8	7	100
S4	20	20	20	20	10	10	100

Longitudinal research over the past 4 years since this was introduced in the Department shows that by giving more weight to the higher level of the Bloom's Taxonomy the quality of students' output can be improved through asking more challenging questions that require thinking as opposed to mere recall of factual knowledge. The downside to this is a drop in throughput. The backwash effect of introducing the taxonomy into assessment is that, in the Department of Electrical Engineering, re-alignment has taken place between classroom teaching and assessment. The challenge is to extend this approach, possibly using the revised Bloom's taxonomy, to MUT in its entirety.

**Professional Development** - Since the Teaching and Learning Development Centre (TLDC) was established with one TLDC unit specifically focusing on Professional Development, professional development has become part of MUT's institutional conversation in Departments, Faculties and Senate. Professional development activities take place on a continuing basis. To date about 100 academics have participated in professional development training through, departmental activities, short courses and seminars on pedagogical approaches, the use of blackboard to support teaching and learning, and various aspects of curriculum development.

In 2013 and 2014 annual teaching and learning colloquia were held on the themes Fostering Quality Teaching and Learning and on the Scholarship of Teaching and Learning. About 200 academics took part in each colloquium.

**Teaching Excellence Award** - Teaching excellence is recognised through the Vice-Chancellor's Teaching Excellence Award (gold, silver and bronze), which was awarded in 2014 for the first time. The aim of the award is to encourage excellence in teaching and acknowledge the central place of teaching in MUT. The teaching award is also placed on the employee's personal file. This initiative has sparked much discussion. The award is limited to three lecturers per faculty. Gold award winners may enter the National HELTASA Awards. One of the award winners has been shortlisted for one of HELTASA Awards.





## Quality Enhancement Project Inkundla 11 September 2014

Institution name: Mangosuthu University of Technology  
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### The QEP process at MUT

Although this is not strictly part of the brief for this gathering, the QEP process itself added much value to the actual tasks set by the Council on Higher Education.

After the formal endorsement and approval of the roll-out plan of the QEP at Mangosuthu University of Technology, four interdisciplinary task teams were formed of 20-25 members, who were to consider the four focus areas.

The members of the teams were selected because they are individuals ...

- 1) who are affected by or have a clear interest in the focus area;
- 2) who possess specific knowledge and/or experience related to the focus area;
- 3) who have the authority to take decisions; and
- 4) who have access to information or other resources.

This resulted in truly interdisciplinary teams comprising lecturers, planners, IT personnel, staff of the Registrar's office, Deans, Heads of Department, Students, Staff from Operations and Maintenance, Staff from the Department of Student Affairs, Institutional Planning, Human Resource Management, Finance, Teaching and Learning Centre, etc.



This provided valuable insights centring on the same issues but from different perspectives. Participants remarked that this was definitely an added bonus in the sense that this was one of the rare occasions when staff from so many disciplines did not act in silos but met to discuss common issues.

This may have contributed to the vigour with which the task teams and their sub-teams took on the tasks around the four focus areas from the first workshop onwards, and the manner in which they gave feedback in subsequent gatherings.





## Quality Enhancement Project Inkundla 11 September 2014

Institution name: Cape Peninsula University of Technology

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### Focus Area 1: Enhancing academics as teachers

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful.]



Prof Anthony Staak, the DVC (T&L), supports professional development and provides much of the funding (e.g., for the Curriculum Officers, Research and Innovation Fund for Teaching and Learning (RIFTAL), Language Development); his guidance and support is invaluable.



The Fundani CHED received a commendation in the HEQC 2010 Institutional audit. The following units support staff development: Academic Staff Development, Curriculum Development Unit, RPL Unit, Educational Technology Unit and the Language Unit. Fundani student learning staff work with academic staff to develop understandings around academic and professional literacies and mathematics support.



Formal and non-formal staff development programmes.



Initial lecturer training for new academic staff



Support for educational innovation and research leading to evidence-based practice.



The CHEC 'Quality Teaching in Higher Education' regional collaboration for staff development; sharing practice and expertise.



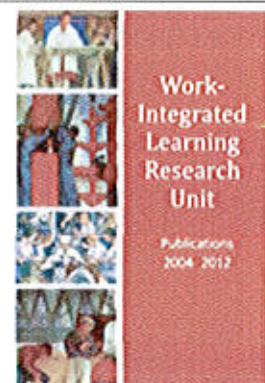
Language *indabas*: staff development for academic literacies, language & content integration and multilingualism in higher education (institutional and faculty language coordination).



Educational Technology, training support, and sharing of innovative practice.



National contribution and engagement around academic staff development (e.g., NRF, CHE, HELTASA collaborations).





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**FOCUS AREA1 : ENHANCING ACADEMICS AS TEACHERS**

- We selected successful activity from the professional development focus area: Licence to teach (we were waiting for more info on licence to teach)
- Licence to teach is an induction programme offered to all permanently employed academic staff.

**More information:**

The programme is offered twice a year to all newly appointed academic staff at TUT. A total number of 69 new academic staff attended the last three programmes that were offered (Jan 2013; July 2013 and Jan 2014). Open ended questionnaires are used at the end of each day to evaluate the programme. The feedback from the participants is very positive in general. Participants appreciate the fact that the programme is not merely *the sharing of theory but focus on the practical implement of theory as well as an opportunity for peer-review and self-reflection*. The programme is very well attended due to the fact that the successful completion of the programme is part of fulfilling the probation requirements as stipulated in the appointment letters of new staff.

**Licence to Teach Orientation Programme for newly permanently appointed lecturing staff**

The *Licence to Teach* programme is a compulsory orientation programme for newly appointed permanent lecturers. Successful completion of the programme in its entirety is one of lecturers' probation period requirements.

The programme is presented by the Directorate Curriculum Development and Support (CDS). The programme, stretching over six months, is aimed at giving new lecturers an overview of current trends in Higher Education in order to improve the quality of teaching, learning and assessment at Tshwane University of Technology. In addition, the programme introduces new lecturers to the particular teaching context of TUT. The programme is offered by means of a number of contact sessions (face-to-face and online) and facilitation via myTutor. It furthermore provides lecturers with an opportunity to demonstrate competence in a number of teaching related outcomes by presenting documentary evidence structured in a *Licence to Teach Portfolio of Evidence*, which consists of:

**Module 1: Teaching, facilitation and mediation**

*Assignment 1a: Class visit by Curriculum Development Practitioner*

*Assignment 1b: Class visit by Head of Department*

*Assignment 2a: Student evaluation*

*Assignment 2b: Reflection on student evaluation*

**Module 2: Teaching & learning material**

*Assignment 3: Develop a study guide*

**Module 3: Assessment**

*Assignment 4: Compile an assessment opportunity and memo/rubric*

**Conclusive Assignment**

*Assignment 5: Write a teaching philosophy*

**Why is the programme regarded as successful?** Impact studies have not been conducted and it is therefore difficult to ascertain the success and impact of the programme fully.



Below please find the feedback on the projects that we considered successful and worth sharing with the other HEIs.

The criteria that we used to select the successful initiatives are:

- The project should have direct link towards the enhancement of teaching and learning
- Link to improving student success
- Contribute towards the monitoring of student success in the university

Disclaimers:

- The selected projects are not 100% successful
- The impact on enhancing teaching and learning and students success was not yet established
- The projects achieved some degree of excellence.
- There is still room for improvement



## QUALITY ENHANCEMENT PROJECT

Institution Name: Central University of Technology

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### 1. FOCUS AREA 1: ENHANCING ACADEMICS AS TEACHERS (Successful activities/initiatives)

The following activities are currently in place to ensure the successful enhancement of academics as teachers at CUT:

#### Activities in place for the successful enhancement of academics as teachers

##### Academic staff development

- The compulsory attendance of modules in assessment and learning facilitation at the University of the Free State (UFS).
- The presentation of need-directed training/development activities according to an annual training programme.
- Staff study support to enhance employees' formal qualifications.
- Sufficient financial support to academic staff to attend need-directed training and development activities.
- Financial assistance through the Department of Higher Education and Training (DHET) Teaching Development (TD) grant.

##### Excellence awards

- The implementation of a Vice-Chancellor's Excellence Awards system, where academic staff can be nominated in the following categories:
  - Teaching awards;
  - Curriculum innovation;
  - Research and innovation awards; and
  - Community engagement.

##### Recruitment, hiring and retention of academics

- CUT's turnover rate for academics in 2013 was 2.5% of the entire staff complement and 5.5% of the academic staff complement. Academic employees are thus fairly stable, adding value year on year.
- During a recent climate survey conducted in 2013, academic employees answered mostly positively on aspects relating to the meaningfulness of their jobs; how challenging their work is; and the fact that they support the university's vision, mission and strategies.

##### Performance appraisal and promotion

- Compliance to the planning, review and final assessment phases of the institution's performance management system by faculties and support services sections.
- Attendance of performance awareness training sessions by employees on the utilisation of the IPerMS and SCubed systems.
- The alignment of IPerMS to Vision 2020 by incorporating CUT's strategic goals into the performance management system.
- Buy-in for the implementation of a performance appraisal system.

##### Student and peer evaluations of teaching and module content

- The availability of an online system for the evaluation of teaching and module content by students.
- The availability of a peer-evaluation system, where external and internal staff members can evaluate a lecturer in the class situation.



## Quality Enhancement Project Inkundla 11 September 2014

**Institution name:** University of Pretoria

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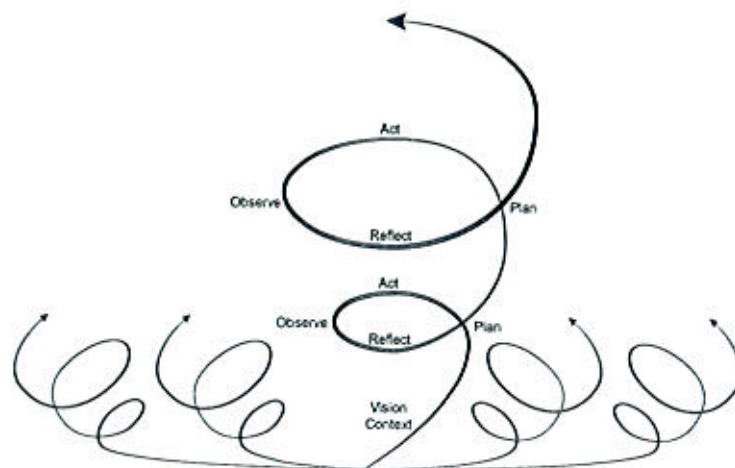
### Focus Area 1: Enhancing academics as teacher

Lecturers have the opportunity to complete a Postgraduate Certificate in Higher Education (PGCHE) offered by The Faculty of Education. Modules align with the roles of lecturers: facilitator of learning, curriculum developer, assessor, leader and scholar. The programme is the first of its kind at a national level to include a focus on entrepreneurship and community engagement.

Semester	Fundamental (year modules)	Core	Elective (choose 2)
1	Professional Development	Curriculum Development	
	Facilitating Learning	Assessment Practice	
		Educational Technology	
2	Professional Development	Community-based Learning	Research Supervision
	Facilitating Learning	Leadership and Management	Mentorship
			Electronic Learning
			Entrepreneurship Practice

The PGCHE is research-based, an intentional strategy to integrate teaching and research (the scholarship of teaching and learning). The alignment of the programme with the University's strategic vision of being research-intensive accounts partially for its success. The outcome is authentic assessment that comprises, *inter alia*, the writing of a journal article, a conference paper, a chapter of a book or a monograph, compiling portfolios and workplace assessment. Good learning practices such as action research, mentoring of new staff, peer observation and review are promoted. The uptake of this qualification is not extensive as lecturers are encouraged to obtain their doctorates first and workload often inhibits further formal studies. Nonetheless, in the past five years, more than 50 lecturers, including heads of department, from across all Faculties have graduated from the qualification (100% success rate). Evidence of innovative practices by PGCHE alumni are to be found in conference presentations, articles in educational and subject specific journals and teaching awards. In addition, principles of best practice are implemented by alumni at other public and private HEIs.

The programme models cooperative and constructivist learning principles through forming communities of scholarly practice (e.g. participatory action research groups). An asset-based approach is promoted in which the self is considered the most important asset in transforming practice. Innovation and transformation of practice require visionary and transformational educational leadership qualities – the aim of the programme.



PROFESSIONAL PRACTICE ACTION RESEARCH PROCESS



## Quality Enhancement Project Inkundla 11 September 2014

Institution name: **University of Fort Hare**

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### Focus Area 1: Enhancing academics as teacher

The University's approach of offering the PGDHET and introducing a clause in the institution's Promotions Policy that makes the assessment module a pre-requisite for promotion has been a success. Enrolments of this module are high and many staff members are enthused by it sufficiently to enrol for other modules or for the qualification as a whole. This year 35 staff members, or 12% of the teaching staff, have registered for the qualification.

In addition, the overwhelming majority of recipients of the Vice-Chancellor's Awards for Excellence in Teaching have been PGDHET graduates. The PGDHET has also been awarded a joint certificate of commendation in the National Annual Teaching Excellence Awards from the CHE and Higher Education Learning and Teaching Association of South Africa (HELTASA) in 2013.

The table below shows average pass rates obtained by level of study – the undergraduate rates are the ones pertinent here but the postgraduate ones have been left in for purposes of comparison. The pass rates for first year courses have held quite steady apart from a once-off drop in 2012 (the drop coincides with a year in which the university had to close for a while due to student unrest). At the other levels there has been a steady increase over the last five years. This would be supportive of an improvement in teaching.

	2009	2010	2011	2012	2013
UG year 1	76.30%	76.50%	76.60%	72.40%	76.80%
UG year 2	78.90%	80.00%	81.00%	79.70%	81.70%
UG year 3	84.30%	83.60%	85.50%	83.10%	87.40%
UG year 4	86.50%	87.90%	88.70%	88.60%	91.40%
Honours	90.10%	87.20%	87.40%	89.30%	88.00%
Masters*	68.60%	57.30%	72.40%	63.60%	69.60%

The professionalism leading from the PGDHET and its constituent courses/modules is reflected in students' opinions of what constitutes a good teacher (data from survey conducted as part of our institution's QEP report). The top items in the table below make up the bulk of the desirable attributes and a number of others are aspects of the major items. Student-lecturer relations scored 76% satisfaction in our Student Satisfaction survey for 2013



	Frequency	Percentage
Good explanations/ensures everyone is following/student participation	103	47.5%
Communication	29	13%
Knowledgeable and organised	36	17%
Punctual	11	5%
Respect and tolerance for students	6	3%
Availability and approachable	16	7%
Gives incentives	1	0.5%
Not racist or having favourites	5	2%
One who motivates	4	2%
Passion for subject matter	6	3%
	217	100%

Thus the PGDHET has proved to be a success in terms of enhancing academics as teachers.

## Quality Enhancement Project Inkundla 11 September 2014

Institution name: UNIVERSITY OF CAPE TOWN  
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### Focus Area 1: Enhancing academics as teachers

Based on discussions amongst peers across the university, we have identified examples of good practice in the faculties of Health Sciences, Commerce and Engineering and the Built Environment, focussed on rolling out sustained models of support for staff related to improving teaching and promoting the scholarship of teaching.

In the Faculty of Health Sciences there is a strong tradition of curriculum design teams working over several months or more to develop new, or refine existing, courses; and develop integrated, cross disciplinary teaching programmes. Several health sciences staff members have obtained postgraduate qualifications in CHED/UCT and elsewhere, and have become key resource people that the Education Development Unit (EDU) staff call upon to assist with running faculty-wide workshops, or contributing to short courses. More recently, the Postgraduate Diploma in Health Professional Education was developed and implemented by the EDU. A key indicator of success of these initiatives is that the quality of assessment has markedly changed from recall orientated exam assessments to ones requiring integration of knowledge analysis and synthesis. These changes are attributed largely to the growing professionalization of teaching in the Faculty.

The Faculty of Commerce established a Teaching and Learning Working Group in 2011, which has since been divided into various sub working groups engaging with the use of technology, the first year experience, best practice and mentorship, an early warning system and data collection and analysis. A needs analysis conducted in 2012 amongst the Commerce Heads of Department (HoDs), revealed the need for evaluation of lecturers in the class environment, coupled with a provision of good practical advice on how to improve teaching practice. As a result two kinds of staff development schemes have been initiated, Tag Teams and Mentorships. The idea of tag teams is that two staff members work together for a period of time observing one another's teaching and providing feedback. There have been eight tag teams to date. Currently there are eight academic staff members who are acting in the capacity of mentor, and eleven members of staff who are being mentored. The number of academic staff involved in the tag team and mentor initiatives shows that these have been welcomed in an environment often known to be competitive and isolated. The initiatives have opened up a space to engage with vulnerabilities around teaching and learning, as well as providing academic staff with an opportunity to have objective feedback about their teaching, leading to a consciousness of the importance of reflective practice and to shifts in teaching practice. Feedback from a lecturer in the College of Accounting provides evidence for this: "As a new academic, I saw my role as a lecturer and a tutor rather than as a 'teacher'. As a person who has never received formal training as a teacher (beyond the College of Accounting's Tutor Training), being a new lecturer is an awkward phase as one translates expertise into student learning. The mentoring initiative has opened a space for newer academic staff members to accelerate their growth as reflective practitioners. This resonates with the goals of the New Academic Practitioners Programme (NAPP)... Whilst the nature and quality of student evaluations is questionable, I have seen an obvious positive shift in both the qualitative commentary, and numerical results of my student evaluations. I believe this is a result of open doors, open discussion, constructive feedback and innovative thinking, all of which are part and parcel of the mentoring initiative."





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- Various activities have been identified as part of the strategy for the promotion of excellence in teaching and learning. This is supported by policies to promote Teaching and Learning. The activities contained in the strategy are funded by the Teaching Development Grant.
- Professional development of academic staff by means of workshops and funding of qualifications in higher education studies. Eighty nine(89) academic staff attended professional development workshops in 2012, seventy two (72) in 2013 and one hundred and twenty five (125) in 2014. Five (5) academic staff completed the Post Graduate Diploma in Higher Education and Training (PGDHET) in 2012, three (3) in 2013 and five (5) in 2014. Some faculties indicated that throughput rates and research output (e.g. conference proceedings and journal articles) improved after staff had improved their qualifications especially those that studied towards their Masters and Doctoral Degrees.
- There is a programme of the uptake of e-learning skills for the integration of technologies in learning and teaching. During 2012, 93 academics attended basic e-learning level; 45 academics attended intermediate level and 57 academics were mentored on the use of our learning management systems [Integration of multimedia materials in Blackboard (BB)]. In 2013, 39 academics attended the basic e-Learning level; 13 academics were mentored on the BB tools; 4 lecturers were trained in the integration of multimedia materials in BB; 17 lecturers were given lap tops; 1247 students were trained in BB. In 2014, 55 academic attended the basic e-learning workshop and 450 students have been trained in BB. The activity is deemed to have been successful, as staff are better capacitated to use technology and teaching tools in delivering their teaching, and students are given a wider and more flexible range of learning opportunities.
- Six Short Learning Programmes (SLPs) were approved in 2012 and they have been successfully implemented since 2013 with notable impact.
- Academic support was provided by CLTD and QMD where programme reviews did take place. While capacity still needs to be increased the immersion of academic departments and the support units, the process has raised the awareness of programme accreditation requirements.
- Analysis and review of the workload policy has enabled a more equitable workload distribution with the objective that staff will be able to develop capacity as teachers, with due acknowledgement that there are also other areas of equal importance, namely research and community engagement that staff have to contribute to.
- Training of lecturers on assessment and moderation as well as National Curriculum Statement (NCS) and Curriculum and Assessment Statement (CAPS). Some faculties indicated that throughput rates improved after staff had successfully completed the training on assessment and moderation.
- Encouraging and assisting staff to attain higher qualifications, especially Masters

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and Doctoral Degrees. Study subsidy on tertiary studies is available to all staff in terms of an approved Study Subsidy Policy.<sup>6</sup> Success is proven through completion of studies and there is no further subsidy for repeated courses.

- There is a once off lump sum payment in recognition of attainment higher qualification, in terms of an existing approved policy.<sup>7</sup>
- There were instances where academic staff were employed with M+4 level qualification. They have been placed at a level lower than the minimum grade of P8. Elevation to grade P8 is done on attainment of a Masters' degree, which is the minimum qualification for a lecturer.
- There is a single salary scale for WSU for each of the grades P5 to P17.<sup>8</sup> Benefits have also been harmonised, particularly as far as Medical Aid, Pension / Provident Fund and Group Life Insurance contributions are concerned. There are signed agreements to that effect.<sup>9</sup>
- Performance Contracts were being signed by executive management, but that has not been filtered down to lower levels. It is not clear that there has been any success or not in that regard.

**2.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?**

- The establishment of the CLTD to champion academic development was very successful in designing and implementing structures, systems and processes for academic staff development.<sup>10</sup> However, professionalization of teaching as a strategy to improve low throughput rates could not be enforced to all academic departments, despite breakthroughs in some areas. The measuring of teaching effectiveness has to date not been sufficiently acknowledged and, coupled with the absence of an institution wide Performance Management System has resulted in teaching effectiveness not being duly acknowledged as part of an annual performance review with linked to remuneration. Current review of WSU Appointments and Promotions Policy will address this area from 2015.
- Transforming curricula and enabling staff to adjust to the restructuring, inclusive of service learning, could not see much work post-merger. This was despite some pockets of excellence about service learning in particular as experienced at the Mthatha campus.
- The mainstreaming of Problem Based Learning, from the Faculty of Health Sciences flagship to other faculties, could not be sustained. Some work was done with partner universities from the Netherlands and Australia, including the development of a concept document.<sup>11</sup> However the whole exercise was constrained by the lack of curriculum development capacity at faculty level.

<sup>6</sup> WSU Study Subsidy Policy

<sup>7</sup> WSU Policy on Recognition of Higher Qualifications

<sup>8</sup> WSU Salary scales

<sup>9</sup> WSU Harmonization Agreement

<sup>10</sup> CHE Institutional Report to WSU

<sup>11</sup> Concept Document for Curriculum Reform



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Strategic Objective		Initiative / Activity / Process			
Performance of students	Compulsory class attendance <u>Focus Area 2</u>	Quality of tuition <u>Focus Area 1 and 2</u>	Academic admission criteria <u>Focus Area 2</u>	Establishment of the CTL <u>Focus Area 1 and 2</u>	
	Academic promotion policy <u>Focus Area 1</u>	Minimum research output requirements <u>Focus Area 1</u>	New system tenure <u>Focus Area 1</u>		
Academic distinction	New class of senior professors <u>Focus Area 1</u>	Academic clusters for research <u>Focus Area 1</u>	Research chairs <u>Focus Area 1</u>	Prestige scholars programme <u>Focus Area 2</u>	
Campus academic culture	Postgraduate school <u>Focus Area 2</u>	Repositioning student affairs <u>Focus Area 2</u>	Campus intellectual culture <u>Focus Area 2</u>		