EuropeAid/132633/C/SER/multi BENEFICIARIES 2013
LOT 9: CULTURE, EDUCATION, EMPLOYMENT AND SOCIAL

Improving the Effectiveness of University Teaching Through Assessment and Accreditation of Academics as Teachers

Specific contract 2016/380-249

Workshop Report

National Workshop on Improving the Effectiveness of University Teaching

24 to 26 May 2017

Protea Hotel Marine, Port Elizabeth, South Africa

Prepared by

Christine Woods

Bastian Baumann

This project is funded by the European Union

A project implemented by GFA Consulting Group GmbH in collaboration with CEI / ÖSB / HDC

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CTL	Centre for Teaching and Learning
DHET	Department of Higher Education and Training
DST	Department of Science and Technology
DUT	Durban University of Technology
DVC	Deputy Vice Chancellor
EU	European Union
FAIMER	Foundation for Advancement of Medical Education and Research
HE	Higher Education
HEA	Higher Education Academy
HEA-UK	Higher Education Academy – United Kingdom
HEI	Higher Education Institution
HELM	Higher Education Leadership and Management
HELTASA	Higher Education Learning and Teaching Association of Southern Africa
HPCSA	Health Professions Council of South Africa
HPE	Health Professions Education
HSE	Health Science Education
ICED	International Consortium for Educational Development
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SA	South Africa
SA-EU	South Africa – European Union
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SU	Stellenbosch University
T&L	Teaching and learning
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UP	University of Pretoria
USAf	Universities South Africa
UL	University of Limpopo
UU	Utrech University
UWC	University of Western Cape
VUT	Vaal University of Technology
WHO	World Health Organisation
WSU	Walter Sisulu University
UTQ	University Teaching Qualification

FOREWORD

For the past four years both the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE) have been engaged in efforts to improve university teaching, the DHET through the Teaching Development Grants (TDGs) and the CHE through the Quality Enhancement Project (QEP). This is because effective university teaching is key to the success of the majority of students.

Over the past twenty years, the number of university students in South Africa has doubled as access has increased, but this has not been accompanied by a concomitant increase in student success. For the 2010 entering cohort of students (excluding UNISA), only 30% completed 3-year degrees in 3 years and 59% in six years[1]. As has happened globally, increasing access results in a more diverse student population. In South Africa, with its high proportion of people living in poverty and its history of structural inequality, the majority of today's students are the first generation in their families to attend university. These factors, combined with the high cost of university and the growing requirement, here and abroad, for universities to be accountable for outcomes, particularly the number and quality of graduates, require universities to look critically at what they do with and for their students to help them succeed.

The starting point must be what happens in class. And the main determinant of what happens in class is the academic staff member. Historically, teaching was regarded as a central aspect of the work of an academic. In recent years, however, the focus at many universities has been on research, with its perceived status and real rewards, and which has often been positioned as competing with teaching for academics' time and attention and university resources. But South Africa cannot afford to neglect university teaching – the cost in terms of students' future is too high.

In many countries, notably Europe, there is a recognition that a certain level of knowledge, skill and competence in university teaching are essential for every academic. A number of countries require new academics to acquire some formal certification or demonstrate competence in university teaching before tenure is granted. Participation in continuous professional development related to university teaching is also increasingly expected of academics.

In the past four years, partly through the TDGs and the QEP, the level of awareness of the importance of good teaching in South African universities has increased. All universities now have a formal centre or unit to support teaching and learning. More and more universities are offering induction into teaching programmes for new academics and are including teaching quality in performance appraisals and promotions criteria. This is a good start. It is time now for a national conversation on how to draw together the good work that is being done at individual universities and by bodies such as the Higher Education Teaching and Learning Association of Southern Africa (HELTASA) to support, promote and celebrate good university teaching across the higher education system. This workshop marks the beginning of the conversation. As stated in the programme,

> *The overall purpose of the national dialogue is to explore how to create structural, systemic means to improve the quality of university teaching in order to improve student success. Nationally agreed-upon measures are needed for recognising quality teaching, together with opportunities for professional development.*

[1] Council on Higher Education (2017). VitalStats. Public Higher Education 2015. Pretoria: CHE.

The workshop programme, developed by the Project Steering Committee, was structured in the form of a journey, during which participants, invited from all universities, held focused discussions in pre-arranged small groups, guided by questions selected by members of the steering committee, who also acted as small group facilitators. The steering committee met several times during the workshop to provide feedback on the discussions to the Chief Facilitator, Dr Chrissie Boughey, who presented an analysis of the feedback at several points in the programme. Presentations relevant to stages of the journey were given by Dr Riekjie de Jong (Netherlands), Prof Thomas Olsson (Sweden), Dr Alison Robinson-Canham (United Kingdom), Prof Ahmed Bawa (USAf) and Prof Dianne Manning (University of Pretoria). Six short presentations were also given on various initiatives taking place in South Africa that are relevant to the workshop topic. The journey included sessions on what academics need in order to provide high quality teaching, structural barriers to good university teaching, becoming a university teacher, growing as a university teacher, an example of a national system to support and accredit academics as teachers and contemplating a national initiative.

There are many people who contributed to this workshop who we wish to thank. First, thanks go to the EU-South Africa Dialogue Facility, and especially Jozet Muller, which funded this initiative and provided us with support throughout the planning and implementation of the project. Thanks to Ron Major for the logistical support, Heather Erasmus for the detailed records, and Christine Woods and Sebastian Baumann for producing this document and the resource document on professional development in Europe and South Africa. Thank you to all of the presenters who gave of their time to share their experiences with us. We are also grateful for the insights, commitment and contributions of time and wisdom of the steering committee:

Kasturi Behari-Leak (representing HELTASA)

Chrissie Boughey (representing Universities South Africa)

Mandisa Cakwe (DHET)

Alan Cliff (UCT)

Rubby Dunpath (University of KwaZulu Natal)

Brenda Leibowitz (University of Johannesburg)

Kibbie Naidoo (University of Johannesburg)

Alison Robinson-Canham (UK Higher Education Academy)

Noluthando Toni (University of Fort Hare)

At the final session of the workshop, participants discussed a draft document prepared during the workshop entitled *Towards a National Framework for Strengthening University Teaching in South Africa*. This document will now form the starting point for taking the conversation forward and developing plans and actions to improve university teaching in South Africa. We look forward to continuing our collaboration with institutions and professional organisations.

Prof Diane Grayson (CHE) and Dr Whitfield Green (DHET)

Co-project leaders

0 INTRODUCTION

This workshop report documents the proceedings of the National Workshop on Improving the Effectiveness of University Teaching held on 24 – 26 May 2017 in Port Elizabeth, South Africa. The workshop was funded by the Trade Development Corporation Agreement Facility, locally branded as the Dialogue Facility which supports strengthening relations and policy engagement between South Africa (SA) and the European Union (EU).

The purpose of the workshop was to initiate a national dialogue with experts and key roleplayers in Higher Education in SA and the EU, including the Higher Education Academy in the United Kingdom, representatives from the Department of Higher Education and Training, and the Council on Higher Education, and representatives from all the SA universities. The purpose being to explore how to develop a South African system to strengthen and improve the quality of university teaching in order to improve student success.

The overarching theme of the workshop focused on what does South Africa need of its university teachers, and what supporting mechanisms do university teachers need to fullfil their role? The workshop programme focused on key sub-themes:

- National and international initiatives to enhance the quality, effectiveness and status of university teachers and teaching;
- Structural bariers to good university teaching;
- Becoming a university teaching;
- Developing a holistic academic identity;
- Growing as a university teacher; and
- Contemplating a national initiative.

The workshop report includes the contributing presentations of national and international experts, questions, comments and points of discussion, including the chief facilitator's consolidated input from the small group discussion and will serve as a record for concrete actions going forward..

1 DAY 1

Welcome and Opening (Chair: Dr Whitty Green, Department of Higher Education and Training)

Dr Green welcomed all the participants (see Appendix 1 for List of Workshop Participants) to the National Workshop on Improving the effectiveness of University Teaching (see Appendix 2 for Workshop Programme) convened jointly by the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE) with the support of The Dialogue Facility under the South Africa-European Union (SA-EU) Strategic Partnership. He expressed appreciation for the excellent representation from all but one of the SA universities and extended a warm welcome to the international guests, namely, Prof Riekje de Jong from The Netherlands, Prof Thomas Olsson from Sweden and Dr Alison Robinson-Canham from the United Kingdom.

Dr Green confirmed the importance of the national workshop in the form of a national dialogue to engage in conversations about issues related to teaching at universities with a view to moving the Higher Education (HE) system forward whilst building on gains already made collectively and collaboratively. He set the tone for the workshop by stressing the importance of these deliberations and urged that they should move beyond the problems related to teaching at universities and should rather explore possibilities to reimagine an

environment in which teaching is valued for the important role it must play in the different university settings.

1.1 Ms Mandisa Cakwe (Director, Teaching and Learning Development in Universities, Department of Higher Education and Training)

Ms Cakwe welcomed the delegates and reiterated that this workshop presented an opportunity for participants to engage in a dialogue (a conversation, an exchange of opinions and sharing of ideas) and to take lessons learnt and proposed solutions back to their respective institutions as part of an agenda to advance the conversation about the development of university teachers. She confirmed that academic staff development is one of DHET's major focus areas in supporting universities. Ms Cakwe said that she is responsible for the programme called 'Staffing South Africa's Universities Framework', which started in 2015. This workshop would provide input to DHET on whether the programme was sufficient to realise the effectiveness of university teachers.

1.2 Prof Diane Grayson (Director, Institutional Audits, Council on Higher Education)

Prof Grayson welcomed all the participants and stated that this workshop was a culmination of five years' work at the CHE with the university sector. She reported that in 2012 the CHE gave her the mandate to work with all the universities on how to improve teaching and learning (T&L) in the HE sector. The Quality Enhancement Project (QEP), with which all the universities have been engaged for the last three years, started in 2014. One of the focus areas of the QEP was how to enhance academics as teachers, raise the status and quality of university teaching and ensure that all students receive quality university teaching to help them to succeed, not only as students, but also in their later lives.

Prof Grayson commented that the job of an academic is to be a good teacher and a good researcher, but that teaching has often been viewed as the 'poor cousin' to research. This needed to change. She said that universities have an obligation to students to provide good quality and effective teaching and to recognise and reward staff accordingly.

SESSION 1: Setting the Scence (Chair: Prof Diane Grayson, Council on Higher Education)

Prof Grayson referred to the overall structure of the workshop and explained that participants had been deliberately allocated to groups seated at different tables and that members of the workshop organising committee would facilitate the small group discussion. Prof Grayson pointed out that Dr Chrissie Boughey (Rhodes University (RU)), the chief facilitator, would collate and record the group discussions and give feedback to the entire group at specific points in the programme. Prof Grayson noted that the workshop proceedings would comprise a record of the small group discussion, feedback from the chief facilitator, formal presentations, as well as questions, responses and comments in plenary, that would be a record and basis for concrete actions going forward.

Small Group Discussion

Each group was asked to discuss the following question:

What do academics in South Africa need to provide high quality teaching for students?

- For themselves
- For their colleagues
- For the institution
- From whom, with what resources?

See Appendix 3 for detailed notes from the small group discussion. The notes from the different groups were synthesised and analysed by Dr Boughey and presented to the entire group prior to Session 5 on Day 2.

SESSION 2: National initiatives to enhance quality, effectiveness and status of university teachers and teaching (Chair: Ms Kibashini Naidoo, University of Johannesburg)

Panel Presentations / Discussion

2.1 Teaching Advancement at Universities Fellowships Programme (Prof Brenda Liebowitz, University of Johannesburg)

In Prof Leibowitz's presentation (see Appendix 4) she mentioned that the Teaching Advancement at Universities (TAU) Fellowships Programme was conceptualised from the onset to support the enhancement of T&L. She pointed out that the aims of the programme were to:

- contribute towards the quality enhancement of T&L in HE in SA by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders, change agents and mentors in their fields
- enhance the status and stature of teaching and popularise the understanding of teaching excellence in varied institutional and disciplinary settings.

Prof Leibowitz explained that the TAU Fellowships Programme is a Higher Education Learning and Teaching Association of Southern Africa (HELTASA) project born out of an evaluation of the national teaching excellence awards, which found that the awards remained in an exclusive form, reached too few people each year and left many disappointed. A more democratic system was needed and the DHET Collaborative Teaching Development Grant (TDG) presented the ideal opportunity to fund such an initiative. The TAU Fellowship Programme was set up by a group of HELTASA members in collaboration with the CHE.

Prof Leibowitz said that the first phase of the programme (2015-2016) involved a management team, eleven advisors drawn from institutions across the country and 50 academics from 21 Higher Education Institutions (HEIs). She refered to the prerequisites and structure of the TAU Fellowship Programme and said that each participant was required to produce final outputs in the form of posters and reports, and received a Fellowship certificate on completion. Outcomes included attendance at the International Consortium for Educational Development (ICED)/HELTASA Conference in 2016, prestigious international trips, spontaneous significant collaborations, a published article and the formation of the TAU Alumni network. She noted that feedback from programme participants was very positive and that the opportunity to talk with colleagues from other institutions was regarded as one of the greatest benefits of having been part of the programme.

Prof Leibowitz indicated that DHET funding had been made available for the second phase of the programme (2018-2019) that will involve participation from all the HEIs and comprise four contact sessions and participants will have to facilitate a seminar at their home institution. She said that letters will soon be sent to Deputy Vice Chancellors (DVCs), copied to Directors of Centres for Teaching and Learning (CTLs), advising them of TAU Phase Two. Each institution would be permitted to submit the names of four candidates (in order of priority) to the selection committee.

Prof Leibowitz pointed out that TAU's major challenges (financial and institutional sustainability) could be addressed through ring-fenced funding. The other challenges concerning institutional parity, institutional support and maintenance of the TAU Alumni

network would require other interventions. Prof Leibowitz expressed the view that TAU could contribute to improving the effectiveness of university teaching at a systemic level through developing a shared understanding of teaching excellence, Scholarship of T&L (SoTL) and participants serving as change agents.

2.2 The Council on Higher Education (CHE) and Higher Education Learning and Teaching Association of Southern Africa (HELTASA) National Excellence in Teaching and Learning Awards (Ms Jean Farmer, Stellenbosch University)

Ms Farmer's explained in her presentation (see Appendix 5) that the annual CHE-HELTASA awards, awarded at the National HELTASA conference, were aimed at promoting quality T&L at SA public HEIs. She noted that a review of the awards (2009-2011) commissioned by the CHE identified that the awards positively impacted the professional lives of recipients, however, the criteria failed to take into account the various HEI contexts with most applicants received from white females which reflected the inequities in HE in SA. When considering the recommendations of the review, Ms Farmer said the HELTASA committee had decided to promote debate within the HE sector and to consider the different institutional challenges, professional circumstances and what it would take to build capacity through funding and collaboration between various institutions. The aims and criteria of the awards were then amended to nationally support excellence in T&L in HE, to generate a cadre of academics who were able to provide inspiration and leadership in teaching in their disciplines, institutions and regions, and to generate debate and public awareness about what constitutes teaching excellence. Ms Farmer noted that these changes had brought about an increase in the number of Black, Indian and Coloured applicants and mixed-race teams during the period 2013-2016 even though most of the applicants came from Previously Advantaged Universities (PAUs).

Ms Farmer cautioned that whilst the awards increased recognition of teaching as a scholarly exercise she quoted Behari-Leak & McKenna 2017 saying that 'excellence' should take into account how institutions "explicitly attend to the ways in which universities contribute to broad goals of transformation and inclusivity". She further cautioned that ascribing excellence in a country where educational inequity remains a reality and applying generic standards in vastly differing contexts, remains a challenge. Ms Farmer proposed that the TAU Fellowship Programme was one project that attempted to address some of these challenges.

2.3 Cape Higher Education Consortium (CHEC) Quality Teaching in Higher Education courses - Facilitating short courses across institutional boundaries (Prof Vivienne Bozalek, University of the Western Cape)

Prof Bozalek noted in her presentation (see Appendix 6) that the Cape Higher Education Consortium (CHEC) is a regional initiative and umbrella body for the four HEIs in the Western Cape, namely, The University of the Western Cape (UWC), Cape Peninsula University of Technology (CPUT), University of Cape Town (UCT) and Stellenbosch University (SU). These institutions had facilitated courses and attempted to get senior management on board to promote T&L, and had developed a regional Post-graduate Diploma in Higher Education in T&L (PGDipHE:T&L). Prof Bozalek explained that CHEC offered short courses for full- and part-time lecturers in the Western Cape region using a blended learning approach. These courses included T&L in HE, Recognition of Prior Learning in HE, Multimodal Pedagogies and Post-Qualitative Scholarship in HE T&L, and Assessment in HE. She said that the entire programme is currently undergoing an external review.

Prof Bozalek mentioned that the initiative stemmed from a consciousness of the inequities across institutions and the disciplinary, faculty and institutional silos that existed. The idea was to create a space where participants would be free to share ideas and experiences

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The starting point must be what happens in class. And the main determinant of what happens in class is the academic staff member. Historically, teaching was regarded as a central aspect of the work of an academic. In recent years, however, the focus at many universities has been on research, with its perceived status and real rewards, which has often been positioned as competing with teaching for academics' time and attention and university resources. But South Africa cannot afford to neglect university teaching – the cost in terms of students' future is too high.

In many countries, notably in Europe, there is a recognition that a certain level of knowledge, skill and competence in university teaching are essential for every academic. A number of countries require new academics to acquire some formal certification or demonstrate competence in university teaching before tenure is granted. Participation in continuous professional development related to university teaching is also increasingly expected of academics.

In the past four years, partly through the TDGs and the QEP, the level of awareness of the importance of good teaching in South African universities has increased. All universities now have a formal centre or unit to support teaching and learning. More and more universities are offering induction into teaching programmes for new academics and are including teaching quality in performance appraisals and promotions criteria. This is a good start. It is time now for a national conversation on how to draw together the good work that is being done at individual universities and by bodies such as the Higher Education Teaching and Learning Association of Southern Africa (HELTASA) to support, promote and celebrate good university teaching across the higher education system. This workshop marks the beginning of the conversation. As stated in the programme,

> *The overall purpose of the national dialogue is to explore how to create structural, systemic means to improve the quality of university teaching in order to improve student success. Nationally agreed-upon measures are needed for recognising quality teaching, together with opportunities for professional development.*

[1] Council on Higher Education (2017). VitalStats. Public Higher Education 2015. Pretoria: CHE.

The workshop programme, developed by the Project Steering Committee, was structured in the form of a journey, during which participants, invited from all universities, held focused discussions in pre-arranged small groups, guided by questions selected by members of the steering committee, who also acted as small group facilitators. The steering committee met several times during the workshop to provide feedback on the discussions to the Chief Facilitator, Dr Chrissie Boughey, who presented an analysis of the feedback at several points in the programme. Presentations relevant to stages of the journey were given by Dr Riekjie de Jong (Netherlands), Prof Thomas Olsson (Sweden), Dr Alison Robinson-Canham (United Kingdom), Prof Ahmed Bawa (USAf) and Prof Dianne Manning (University of Pretoria). Six short presentations were also given on various initiatives taking place in South Africa that are relevant to the workshop topic. The journey included sessions on what academics need in order to provide high quality teaching, structural barriers to good university teaching, becoming a university teacher, growing as a university teacher, an example of a national system to support and accredit academics as teachers and contemplating a national initiative.

There are many people who contributed to this workshop who we wish to thank. First, thanks go to the EU-South Africa Dialogue Facility which funded this initiative and provided us with support throughout the planning and implementation of the project, and especially to Jozet Muller. Thanks to Ron Major for the logistical support, Heather Erasmus for the detailed records, and Christine Woods and Sebastian Baumann for producing this document and the resource document on professional development in Europe and South Africa. Thank you to all of the presenters who gave of their time to share their experiences with us. We are also grateful for the insights, commitment and contributions of time and wisdom from the steering committee:

Kasturi Behari-Leak (representing HELTASA)

Chrissie Boughey (representing Universities South Africa)

Mandisa Cakwe (DHET)

Alan Cliff (UCT)

Rubby Dunpath (University of KwaZulu Natal)

Brenda Leibowitz (University of Johannesburg)

Kibbie Naidoo (University of Johannesburg)

Alison Robinson-Canham (UK Higher Education Academy)

Noluthando Toni (University of Fort Hare)

At the final session of the workshop, participants discussed a draft document prepared during the workshop entitled *Towards a National Framework for Strengthening University Teaching in South Africa*. This document will now form the starting point for taking the conversation forward and developing plans and actions to improve university teaching in South Africa. We look forward to continuing our collaboration with institutions and professional organisations.

Prof Diane Grayson (CHE) and Dr Whitfield Green (DHET)

Co-project leaders

1 Introduction

This workshop report documents the proceedings of the National Workshop on Improving the Effectiveness of University Teaching held on 24 – 26 May 2017 in Port Elizabeth, South Africa. The workshop was funded by the Trade Development Corporation Agreement Facility, locally branded as the Dialogue Facility, which supports strengthening relations and policy engagement between South Africa (SA) and the European Union (EU).

The purpose of the workshop was to initiate a national dialogue with experts and key roleplayers in Higher Education in SA and the EU, including the Higher Education Academy in the United Kingdom, representatives from the Department of Higher Education and Training, the Council on Higher Education and representatives from all the SA universities. The intent was to explore how to develop a South African system to strengthen and improve the quality of university teaching in order to improve student success.

The overarching theme of the workshop focused on what does South Africa need from its university teachers, and what supporting mechanisms do university teachers need to fullfil their role? The workshop programme focused on key sub-themes:

- National and international initiatives to enhance the quality, effectiveness and status of university teachers and teaching;
- Structural bariers to good university teaching;
- Becoming a university teacher;
- Developing a holistic academic identity;
- Growing as a university teacher; and
- Contemplating a national initiative.

The workshop report includes the contributing presentations of national and international experts, questions, comments and points of discussion, including the chief facilitator's consolidated input from the small group discussion, and will serve as a record for concrete actions going forward.

2 DAY 1

Welcome and Opening (Chair: Dr Whitty Green, Department of Higher Education and Training)

Dr Green welcomed all the participants (see Appendix 1 for List of Workshop Participants) to the National Workshop on Improving the Effectiveness of University Teaching (see Appendix 2 for Workshop Programme) convened jointly by the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE) with the support of The Dialogue Facility under the South Africa-European Union (SA-EU) Strategic Partnership. He expressed appreciation for the excellent representation from all but one of the SA universities and extended a warm welcome to the international guests, namely, Prof Riekje de Jong from The Netherlands, Prof Thomas Olsson from Sweden and Dr Alison Robinson-Canham from the United Kingdom.

Dr Green confirmed the importance of the national workshop in the form of a national dialogue to engage in conversations about issues related to teaching at universities with a view to moving the Higher Education (HE) system forward whilst building on gains already made collectively and collaboratively. He set the tone for the workshop by stressing the importance of these deliberations and urged that they should move beyond the problems related to teaching at universities and should rather explore possibilities to reimagine an environment in which teaching is valued for the important role it must play in the different university settings.

1.1 Ms Mandisa Cakwe (Director, Teaching and Learning Development in Universities, Department of Higher Education and Training)

Ms Cakwe welcomed the delegates and reiterated that this workshop presented an opportunity for participants to engage in a dialogue (a conversation, an exchange of opinions and sharing of ideas) and to take lessons learnt and proposed solutions back to their respective institutions as part of an agenda to advance the conversation about the development of university teachers. She confirmed that academic staff development is one of DHET's major focus areas in supporting universities. Ms Cakwe said that she is responsible for the programme called 'Staffing South Africa's Universities Framework', which started in 2015. This workshop would provide input to DHET on whether the programme was sufficient to realise the effectiveness of university teachers.

1.2 Prof Diane Grayson (Director, Institutional Audits, Council on Higher Education)

Prof Grayson welcomed all the participants and stated that this workshop was a culmination of five years' work at the CHE with the university sector. She reported that in 2012 the CHE gave her the mandate to work with all the universities on how to improve teaching and learning (T&L) in the HE sector. The Quality Enhancement Project (QEP), with which all the universities have been engaged for the last three years, started in 2014. One of the focus areas of the QEP was how to enhance academics as teachers, raise the status and quality of university teaching and ensure that all students receive quality university teaching to help them to succeed, not only as students, but also in their later lives.

Prof Grayson commented that the job of an academic is to be a good teacher and a good researcher, but that teaching has often been viewed as the 'poor cousin' to research. This needs to change. She said that universities have an obligation to students to provide good quality and effective teaching and to recognise and reward staff accordingly.

SESSION 1: Setting the Scene (Chair: Prof Diane Grayson, Council on Higher Education)

Prof Grayson referred to the overall structure of the workshop and explained that participants had been deliberately allocated to groups seated at different tables and that members of the workshop organising committee would facilitate the small group discussion. Prof Grayson pointed out that Dr Chrissie Boughey (Rhodes University (RU)), the chief facilitator, would collate and record the group discussions and give feedback to the entire group at specific points in the programme. Prof Grayson noted that the workshop proceedings would comprise a record of the small group discussion, feedback from the chief facilitator, formal presentations as well as questions, responses and comments in plenary that would be a record and basis for concrete actions going forward.

Small Group Discussion

Each group was asked to discuss the following question:

What do academics in South Africa need to provide high quality teaching for students?

- For themselves
- For their colleagues
- For the institution
- From whom, with what resources?

See Appendix 3 for detailed notes from the small group discussion. The notes from the different groups were synthesised and analysed by Dr Boughey and presented to the entire group prior to Session 5 on Day 2.

SESSION 2: National Initiatives to Enhance Quality, Effectiveness and Status of University Teachers and Teaching (Chair: Ms Kibashini Naidoo, University of Johannesburg)

Panel Presentations / Discussion

2.1 Teaching Advancement at Universities Fellowships Programme (Prof Brenda Liebowitz, University of Johannesburg)

In Prof Leibowitz's presentation (see Appendix 4) she mentioned that the Teaching Advancement at Universities (TAU) Fellowships Programme was conceptualised from the onset to support the enhancement of T&L. She pointed out that the aims of the programme were to:

- contribute towards the quality enhancement of T&L in HE in SA by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders, change agents and mentors in their fields
- enhance the status and stature of teaching and popularise the understanding of teaching excellence in varied institutional and disciplinary settings.

Prof Leibowitz explained that the TAU Fellowships Programme is a Higher Education Learning and Teaching Association of Southern Africa (HELTASA) project born out of an evaluation of the national teaching excellence awards which found that the awards remained in an exclusive form, reached too few people each year and left many disappointed. A more democratic system was needed and the DHET Collaborative Teaching Development Grant (TDG) presented the ideal opportunity to fund such an initiative. The TAU Fellowship Programme was set up by a group of HELTASA members in collaboration with the CHE.

Prof Leibowitz said that the first phase of the programme (2015-2016) involved a management team, eleven advisors drawn from institutions across the country and 50 academics from 21 Higher Education Institutions (HEIs). She referred to the prerequisites and structure of the TAU Fellowship Programme and said that each participant was required to produce final outputs in the form of posters and reports and received a Fellowship certificate on completion. Outcomes included attendance at the International Consortium for Educational Development (ICED)/HELTASA Conference in 2016, prestigious international trips, spontaneous significant collaborations, a published article and the formation of the TAU Alumni network. She noted that feedback from programme participants was very positive and that the opportunity to talk with colleagues from other institutions was regarded as one of the greatest benefits of having been part of the programme.

Prof Leibowitz indicated that DHET funding had been made available for the second phase of the programme (2018-2019) that will involve participation from all the HEIs and comprise four contact sessions and participants will have to facilitate a seminar at their home institution. She said that letters will soon be sent to Deputy Vice Chancellors (DVCs), copied to Directors of Centres for Teaching and Learning (CTLs), advising them of TAU Phase Two. Each institution would be permitted to submit the names of four candidates (in order of priority) to the selection committee.

Prof Leibowitz pointed out that TAU's major challenges (financial and institutional sustainability) could be addressed through ring-fenced funding. The other challenges concerning institutional parity, institutional support and maintenance of the TAU Alumni network would require other interventions. Prof Leibowitz expressed the view that TAU could contribute to improving the effectiveness of university teaching at a systemic level by developing a shared understanding of teaching excellence, Scholarship of T&L (SoTL) and participants serving as change agents.

2.2 The Council on Higher Education (CHE) and Higher Education Learning and Teaching Association of Southern Africa (HELTASA) National Excellence in Teaching and Learning Awards (Ms Jean Farmer, Stellenbosch University)

Ms Farmer's explained in her presentation (see Appendix 5) that the annual CHE-HELTASA awards, awarded at the National HELTASA conference, were aimed at promoting quality T&L at SA public HEIs. She noted that a review of the awards (2009-2011), commissioned by the CHE, identified that the awards positively impacted the professional lives of recipients, however, the criteria failed to take into account the various HEI contexts with most applications received from white females which reflected the inequities in HE in SA. When considering the recommendations of the review, Ms Farmer said the HELTASA committee had decided to promote debate within the HE sector and to consider the different institutional challenges, professional circumstances and what it would take to build capacity through funding and collaboration between various institutions. The aims and criteria of the awards were then amended to nationally support excellence in T&L in HE, to generate a cadre of academics who were able to provide inspiration and leadership in teaching in their disciplines, institutions and regions, and to generate debate and public awareness about what constitutes teaching excellence. Ms Farmer noted that these changes had brought about an increase in the number of Black, Indian and Coloured applicants and mixed-race teams during the period 2013-2016 even though most of the applicants came from Previously Advantaged Universities (PAUs).

Ms Farmer cautioned that whilst the awards increased recognition of teaching as a scholarly exercise, she quoted Behari-Leak & McKenna 2017 saying that 'excellence' should take into account how institutions "explicitly attend to the ways in which universities contribute to broad goals of transformation and inclusivity". She further cautioned that ascribing excellence in a country where educational inequity remains a reality and applying generic standards in vastly differing contexts, remains a challenge. Ms Farmer proposed that the TAU Fellowship Programme was one project that attempted to address some of these challenges.

2.3 Cape Higher Education Consortium (CHEC) Quality Teaching in Higher Education Courses - Facilitating Short Courses Across Institutional Boundaries (Prof Vivienne Bozalek, University of the Western Cape)

Prof Bozalek noted in her presentation (see Appendix 6) that the Cape Higher Education Consortium (CHEC) is a regional initiative and umbrella body for the four HEIs in the Western Cape, namely, The University of the Western Cape (UWC), Cape Peninsula University of Technology (CPUT), University of Cape Town (UCT) and Stellenbosch University (SU). These institutions had facilitated courses and attempted to get senior management on board to promote T&L and had developed a regional Post-graduate Diploma in Higher Education in T&L (PGDipHE:T&L). Prof Bozalek explained that CHEC offered short courses for full- and part-time lecturers in the Western Cape region using a blended learning approach. These courses included T&L in HE, Recognition of Prior Learning in HE, Multimodal Pedagogies and Post-Qualitative Scholarship in HE T&L, and Assessment in HE. She said that the entire programme is currently undergoing an external review.

Prof Bozalek mentioned that the initiative stemmed from a consciousness of the inequities across institutions and the disciplinary, faculty and institutional silos that existed. The idea was to create a space where participants would be free to share ideas and experiences with peers and facilitators from other HEIs whilst the facilitators also had the opportunity to engage with each other, particularly in relation to designing courses. The aim was to produce a practice-based model where participants focussed on their own practice and looked at affordances of pedagogical tools. She noted that groups of 20 to 25 participants from different disciplines were selected for these courses and participants developed case

studies in their institutions using cloud-based tools, received feedback from their facilitators, as well as their peers, and reflected on their own practice.

Prof Bozalek reported that the response to the course design had been positive and collaboration across institutions was regarded as an effective and enjoyable way of engaging with peers and academics. She noted that whilst intellectual tensions were evident at times, it is essential to encourage collegiality, expansive knowledge sharing, develop policies that encouraged inter-institutional collaboration and foster cultures that valued and recognised innovative T&L. Prof Bozalek concluded by pointing out that funding to evaluate and reward inter-institutional educational initiatives that enhance thoughtful and informed pedagogical practices (including SoTL) ought to be encouraged.

Questions, Comments and Points of Discussion

Dr Green (DHET) suggested that participants should engage with the question of whether an initiative such as TAU Fellowship Programme should be institutionalised in the system, and if so, how?

Dr Machika (Vaal University of Technology (VUT)) asked how the impact of these programmes in terms of enhancing T&L could be measured at an institutional level.

Prof Bozalek (UWC) indicated that the impact is not only about the number of people who attend the CHEC courses, but also about the evaluation process and how the T&L specialists in the faculties who are involved in the courses are developed. She noted that the teaching practices changed during the courses and the differences, in terms of participation from among the institutions, were interesting to observe.

Prof Liebowitz (University of Johannesburg (UJ)) added that some institutions use the CHE-HELTASA awards criteria for their own institutional teaching excellence awards. Impact is cumulative and should be measured over a number of years. She added that the TAU Fellowship Programme and the PGDipHE:T&L are both currently being externally evaluated.

Dr Green (DHET) suggested that the three initiatives could be better leveraged in the national context by identifying the intersections and links between them.

Dr Cliff (UCT) commented that the national initiatives enable the networking process, capitalising on joint experiences and resources that exist in the sector, however, the longer-term impact at institutional level is under-explored and requires the communication process to continue in a conscious and explicit way.

Dr Toni (University of Fort Hare (UFH)) commented that those participants who took up the TAU Fellowship Programme won the Vice Chancellor's excellence awards. These participants appreciated the TAU journey and felt the need to share their experiences.

Dr Masha (University of Limpopo (UL)) commented that UL uses these national initiatives as a resource for development and invites recipients of the national teaching awards to share their experiences with their academics.

Dr Green (DHET) pointed out that the draft internationalisation policy proposed joint degrees between South African and international universities and that it is also important to support joint degrees within SA.

2.4 HELTASA Professional Development Special Interest Group (Dr Jo-Anne Vorster, Rhodes University)

In her presentation (see Appendix 7), Dr Vorster mentioned that the Professional Development Special Interest Group (PDSIG) is a network of academics and academic developers that created spaces and opportunities for professional development across HEIs in SA. She said that at least one annual workshop is held each year, organised by the PDSIG committee and attended by between 30 and 60 participants from across the HE sector. Members of the PDSIG share knowledge, strategies and challenges in relation to the professional development of academics focusing on the teaching role. In addition, PDSIG explores the enhancement of the knowledge and practices of academic developers.

Dr Vorster noted that PDSIG members share knowledge and practices about professional development initiatives through a range of formal and informal academic development programmes including workshops, short courses, Post-graduate Diplomas (PGDips), mentoring academics, supporting the New Generation of Academics Programme (nGAP), SoTL and further developing Post-graduate supervision.

Dr Vorster said that attendance at the annual workshop provides PDSIG members access to a community of practice concerned with the development of academics as teachers, and opportunities to learn from each other by sharing ideas, practices, resources and challenges in the field of academic staff development. In addition, the PDSIG grappled with a number of current issues, such as the calls for the decolonisation of HE and the on-going professional development of academic developers.

Dr Vorster noted that there is a need for academic developers across the country to work together to address systemic problems facing the HE sector and for the SIG to facilitate collaborative research opportunities. Other challenges facing the PDSIG include limited time to engage as professional development practitioners, limited opportunities to share successful practices and the lack of online space for knowledge and practice sharing. Dr Vorster further noted that it is important to structure engagement across the various SIGs so that they can work together towards a common vision of improving T&L across the HE sector.

2.5 The University Capacity Development Programme incorporating the Staffing South Africa's Universities' Framework Programme (Ms Mandisa Cakwe, Department of Higher Education and Training)

In Ms Cakwe's presentation (see Appendix 8) she noted that the DHET allocates funds to universities through a number of earmarked grants with the TDG and Research Development Grant (RDG) focusing mainly on the development of staff in South African universities. These grants, together with programmes implemented by universities using their own funds, contributed to some progress towards a successful and transformed HE system. Ms Cakwe noted that data over a six-year period showed concerning trends in throughput rates, calling for a focus on staff development, not only for personal growth, but also to improve the student throughput rate.

Ms Cakwe said that broad consultation with the HE sector highlighted the overlaps between the two grants and the inability of universities to fully utilise DHET funds, which led to the consolidation of the two grants into one new earmarked grant, the University Capacity Development Programme (UCDP). The UCDP will focus on three elements: student support, staff development and curriculum or programme development. The staff development component of the UCDP will be implemented through the Staffing South Africa's Universities' Framework (SSAUF) Programme that was approved by the Minister in 2015 and subsequently implemented by universities. The SSAUF programme comprises the following core sub-programmes:

- Nurturing Emerging Scholars programme, focussing on senior undergraduate and Honours students, to commence in 2018
- nGAP programme, focussing on new, young academics for employment in the system coupled with structured development, that was already in the third phase
- Existing Academics Capacity Enhancement programme, focussing on the development of academics already in the system in a structured manner to ensure impact
- Higher Education Leadership and Management programme, focussing on senior academics, and administrative, management and support staff.

Two development programmes were attached to the SSAUF:

- Supplementary Staff programme, looking at (temporary) employment of retired academics or experts in industry to assist universities in terms of teaching and research support for academic staff
- SSAUF Development programme, which cuts across the core programmes and supports teaching as well as research development needs in each programme.

Ms Cakwe said that opportunities for collaboration through the UCDP will be presented to universities through projects aligned to one or more of the focus areas that will address issues of national interest and strategic importance which will benefit the HE system in its entirety. She indicated that the DHET will provide seed funding allocated to components of the UCDP to universities to implement projects with 70% of the funds allocated to staff development with universities expected to leverage additional resources.

Ms Cakwe informed participants that the DHET would meet with university representatives during July 2017 to present their draft capacity development plans (including staff /academic development programmes) and would hold a workshop to discuss the finalisation of these plans to be submitted to the DHET by 31 August 2017.

Questions, Comments and Points of Discussion

Dr Green (DHET) explained that collaborative projects in the UCDP had a different nature to those in the TDGs. They focussed on areas where there is national agreement and work with national collectives on these particular areas. Ideas for projects originated from events such as the National Workshop to Improve the Effectiveness of University Teaching and would be taken forward through a collaborative grant.

2.6 The Quality Enhancement Project (Prof Diane Grayson, Council on Higher Education)

Prof Grayson's presentation (see Appendix 9) started with her explaining that the aim of the QEP was to work with all the HEIs nationally to improve student success. She said that the QEP's operational definition of student success is "The enhancement of student learning with a view to producing an increased number of graduates with attributes that are personally, professionally and socially valuable".

Prof Grayson indicated that the purpose of the QEP was to engage simultaneously with the entire sector in order to move institutions forward through enhancement of the quality of undergraduate provision and the quality of graduates and, in terms of promoting collaboration across the HE sector, to share resources and work on common challenges. She said that activities include a QEP DVCs (T&L and Academic) forum that meets twice a year, sector wide capacity building initiatives, workshops and forums, institutional reports and student success committees at institutional level.

Prof Grayson said that the QEP was designed to incorporate institutionally based and nationally coordinated activities, including collaboration among institutions and gathering information from the individual level and disseminating it. The intention was to bring about

institutional and systemic enhancements to promote student success by improving T&L, which would involve moving away from working in silos to working collaboratively. The process involved requesting institutional baseline submissions on selected focus areas, content analysis, feedback and group interactions which culminated in institutional reports on improvements made and improvements in progress or planned.

Prof Grayson noted that together with two peer reviewers she had visited 22 institutions during 2016 to discuss the enhancement journey. She noted that key institutional enablers for student success in the QEP focus areas are:

- A system to ensure and assure quality teaching
- A university-wide strategy and framework to guide student support and development efforts
- Alignment of the campus master plan to the teaching and learning strategy
- A coherent, data-informed, student-centred approach to managing student enrolment from recruitment to graduation.

Prof Grayson mentioned that the QEP Phase Two was delayed until the beginning of 2017 at the request of the DVCs and shortened to a one-year process, which is currently underway. She said that there is agreement with the DVCs that curriculum will be the only focus area with the following sub-themes:

- Curriculum renewal and transformation
- Diversity and inclusivity
- Curriculum development capacity and quality
- Participation in curriculum design and development.

Prof Grayson indicated that institutional submissions are due by the end November 2017.

Prof Grayson concluded that the QEP process helped identify promising practices that have shown to be successful in a particular context and that core elements needed to be decontextualised and/or re-contextualised for new contexts. She noted that the expected outcomes of the QEP that would raise the bar for what is expected of institutions in promoting students' success are:

- Benchmarks and codes of good practice for quality undergraduate provision
- Policy recommendations
- Tools and resources for improving student success
- Research
- Communities of practice.

Questions, Comments and Points of Discussion

An unidentified participant remarked that given the successes and achievements made through QEP, it is unfortunate that the CHE is moving back to institutional audits.

Prof Dzvimbo (VUT) raised the issue of the role of language in improving student success. He said the notion of language is the key impediment to student success and throughput and that language is at the centre of the decolonial epistemic, particularly in terms of the curriculum. A critical point is how the notion of indigenous languages in the curriculum and the HE sector can be accentuated.

Prof Grayson (CHE) indicated that this discussion is ongoing, but in terms of the QEP and in the area of student support and development, several institutions developed very interesting innovations related to promoting multilingualism. These would be brought out when developing the codes of good practice and could come up in Phase Two of the QEP as part of the curriculum focus area. She noted that Universities South Africa (USAf) has a

project on the use of indigenous languages at universities and a group with representation from all universities has made good progress towards addressing this complex issue.

Dr Green (DHET) mentioned that a ministerial task team investigated the issue of language in HE with the report being finalised as a language in HE policy and implications to be taken forward through various mechanisms including the UCDP.

Dr Boughey (RU) pointed out that there is a huge body of scholarship on language in this country that goes back to the 1980s. Much of it problematises common sense assumptions about the nature of language, and its role in T&L. This scholarship cannot be ignored going forward.

Prof Ngwenya (Durban University of Technology (DUT)) commented that basic language proficiency forms the basis for academic literacy and that the English language must be mastered in order to access academic literacy. Students have not been given the grounding they needed in language proficiency at school level and therefore cannot access knowledge at university.

Prof Pillay (University of KwaZulu-Natal (UKZN)) observed that, given the presentations on national initiatives in Session 2 of the workshop programme, very little had been done to address the needs identified by HEIs.

Dr Masha (UL) suggested it was necessary to revisit the whole concept of being a 'teacher'. He said that no one person had sufficient capacity to embody an entire discipline and that there was a need to orientate students because their expectations are not do-able by an individual. He said that the various programmes and national initiatives ought to help refine the concept of 'teacher' and 'teaching' given the variations and nuances of these concepts in terms of different disciplines.

Mr Dwayi (Walter Sisulu University (WSU)) raised the point that the voice of professional bodies ought to be accommodated in the conversation about what is regarded as a 'university teacher' in the disciplinary context.

Session 3: Structural barriers to Good Teaching (Chair: Prof Brenda Liebowitz, University of Johannesburg)

Building the Effectiveness of Teaching at our Universities - Building Caring Institutions (Prof Ahmed Bawa, Universities South Africa)

Prof Bawa started his presentation (see Appendix 10) by saying that there is a genuine need to consider the bigger picture about how young people are introduced to the world of academia and how their academic enterprise contributes to a broader picture. He said it is important to think about teaching not as the teaching enterprise but as dependent on recasting the university as a place that is good for students. Prof Bawa noted that the role of academics in working with young people is dependent on the physical and social environments in which this takes place and that these environments must be regarded as just as important as what goes on in the classroom.

Prof Bawa stressed that universities are social institutions and should not be thought of as elitist and/or not representing the developmental state and/or not meeting students' needs, as is often assumed. He reiterated that there is a 'legitimacy gap' in this regard. He said that universities exist within contexts which are simultaneously intensely local and intensely global, involved in the knowledge industry and critical to knowledge dissemination and complex social spaces which intersect with other social spaces. Furthermore, the teaching enterprise is at the heart of what it means to be at university.

Prof Bawa mentioned that HE serves numerous purposes including creating active citizens, meeting the needs of the economy, producing new knowledge, generating social mobility, nation building and building new cohorts of intellectuals. He said that universities expect

young graduates to engage in critical thinking, problem solving, ethical reasoning, effective communication and innovation, however, that there are a number of challenges in making this a reality, such as underfunding and its impact on teaching, language usage (and the future of indigenous languages) and a fractured schooling system. He stressed that due to the particular circumstances in SA, it is necessary to create meshes between society and universities, students and universities, staff and universities and students and curriculum and that students must take ownership of their universities.

Prof Bawa described universities as complex, multi-layered institutions where changes made in one part of the university may have very dramatic outcomes in another part of the university. He stressed that systemic approaches must be adopted when designing interventions and that one of the powerful mechanisms to address complexity is the use of 'nudges' rather than 'harsh blows'.

Prof Bawa said that 'deliberate design' that takes all aspects of complexity into account is lacking in SA. He urged that 'deliberate design' at institutional level should take on a strong social justice agenda and socio-political rubric. The university must be designed around the students. Too many universities work on the notion of the archetypal student, but they should fully understand who their students are, what they come with, their strengths and weaknesses and their socioeconomic condition. In addition, 'deliberate design' must focus on, *inter alia,* the second curriculum (life outside the classroom and off campus), staff development (not a panacea for incompetence), big data, analytics, technology enhanced learning and creating learning ecosystems. He concluded by saying that administrative systems must be user-friendly and assist students and that administrative pressures on lecturers and underfunding of teaching ought to be taken into consideration.

Questions, Comments and Points of Discussion

Ms Behari-Leak (UCT) commented that Prof Bawa's presentation reminded participants of the importance of students. She said that the effectiveness of teachers cannot be discussed without considering who the students are and that teaching is a social space, and not only about the epistemic project and knowledge dissemination. She noted that the #FeesMustFall protests had raised important issues about teaching and teachers and that this information needs to feed into staff development and professional development programmes. She further noted that silos must be broken and conversations held about the real challenges students have and how programmes can respond to these challenges. Finally, she pointed out that the systemic challenges in HE cannot be ignored and that it is essential to think eco-systemically in terms of solutions, as suggested by Prof Bawa.

In response, Prof Bawa mentioned that apart from the basic data on students, ethnographic studies are needed in order to better understand our students so as to design institutions to meet their needs. He said that transformation is an ideal opportunity to redesign universities but has not been successful in doing so. It remains a challenge to redesign not only the infrastructure but the people, the philosophy, the paradigms and the systems.

An unidentified participant noted that Prof Bawa's 'nudge' metaphor assumes that people have the predisposition and tolerance for 'nudging', which the speaker thought was unlikely at this stage. He said that staff development may be considered by some as having those 'nudge' components hence finding these more palatable than more militant changes. He questioned whether 'nudging' should continue in a climate where there is structural stress that signals that 'nudging' is not appropriate.

Prof Bawa responded that sometimes a more gentle approach was helpful, particularly for complex systems when attitudes are wrong.

Another unidentified participant mentioned that the 'missing link' in all the interventions provided for university students is support for learners before they go to university. She

questioned whether there is a possibility for those in the HE sector to have conversations with colleagues in the basic education sector to engage in efforts to bridge the glaring gaps.

Prof Bawa responded that engagement with the schooling sector is critically important and the focus of a big national project. Nevertheless, there is no reason why universities (instead of Education Faculties only) should not engage with schools directly. He cited an example where DUT initiated a process to create an education precinct involving several high schools and primary schools together with the DUT and Technical and Vocational Education and Training (TVET) college campuses.

Dr Masha (UL) commented that the problem with the universities and the knowledge management system was that they are inward-looking and sustained themselves only. He questioned whether the university of today is an honest reflection of how knowledge issues should be dealt with.

Prof Bawa responded that it was important to talk more about the knowledge project of universities. He said that one should ask what the basis is from which the SA HE system enters the global knowledge system? He noted that while some areas are unaffected by the local context, there is a whole lot of knowledge about the local contexts that can be generated and put into the global terrain on local terms. This, he said, is decolonisation.

SESSION 4: Becoming a University Teacher (Chair: Ms Kasturi Behari-Leak, University of Cape Town)

4.1 A Dutch Approach to Promoting University Teaching Quality (Dr Riekje de Jong, Utrecht University, The Netherlands)

Dr de Jong provided a presentation (see Appendix 11) that introduced and explained the Dutch approach to the promotion of pedagogical competences for university teachers. In the presentation, she outlined that in the Netherlands a framework had been established on the basis of a mutual agreement in relation to a University Teaching Qualification (UTQ) which defines the approach. Prior to this agreement between universities, research competency was the only requirement for appointment at a university. The UTQ is implemented in all research universities, however, not consistently in the Polytechnic sector, and the agreement is meant to ensure the quality of the UTQ regulations of each university.

Dr de Jong gave a historic overview of the development of the UTQ, based on the experience at her university, which pioneered the initiative. In 1996, Utrecht University identified the need to improve the quality of teaching. A specific qualification for teachers and an accompanying career structure were introduced; a model then followed by other Dutch universities. In 2006, teacher trainers in charge of staff and educational development formed a working group with the aim to reach consensus on the content of a competence profile framework for staff development and a teaching qualification programme. Their proposals were rejected because they failed to offer a better option than what was already being offered in universities. Subsequently, a meta-framework focussing on generic principles for a university teaching qualification was developed. The concept was presented to the Association of Dutch Universities but only after pressure from students and the ministry of education to regulate a teaching qualification in tertiary education; it led to the signing of a mutual agreement on UTQ in 2008 by all Dutch universities. The agreement sought a better balance between research and education by introducing a mandatory teaching qualification for newly appointed academic staff at all universities in The Netherlands.

Signing of the mutual agreement using common meta-criteria allowed universities to achieve them using different approaches. These criteria include that:

- The UTQ system is embedded in universities' strategic policy regarding education and staff
- UTQ competences are clearly defined
- Infrastructure is available to support university staff in developing their teaching and also for the teaching qualification
- A clear assessment procedure, focussing only on the teaching qualification, is in place.

An external audit of six universities that was conducted in 2010 found that the mutual agreement had a very positive impact on the quality of teaching at the universities. Reflections on the impact of the agreement and subsequent activities found that universities have taken responsibility for developing their staff and improving their teaching, that there is recognition of teaching as a second 'discipline' of lecturers and that sustainable staff development programmes are in place in all the universities. The implementation of the UTQ proved to be effective and successful because it became an integral part of strategic education policy, facilitating innovation. Various other positive impacts have been identified at institutional level. Institutions also assumed greater responsibility for the quality of education instead of the individual.

Questions, Comments and Points of Discussion

Dr de Jong explained that teachers who have been teaching for more than ten years were convinced to be part of the UTQ programme after realising that the qualification is valued in their institution. They did, however, reject the idea of being taught how to teach, but were challenged to undergo a portfolio assessment. She went on to say that globally, universities tend to concentrate more on research than on teaching. In SA, it is essential to publish substantially in order to become a full Professor. In The Netherlands, the UTQ is connected to the level of Assistant Professor and a senior teaching qualification is connected to the level of Associate Professor and full Professor.

4.2 Becoming a University Teacher - National Systems for Initial Development of University Teachers (Prof Thomas Olsson, Faculty of Engineering, Lund University, Sweden)

Prof Olsson presented developments in Sweden (see Appendix 12) using specific examples from the University of Lund and its Faculty of Engineering. About ten years ago, the Swedish umbrella organisation of universities recommended that every teacher appointed in a permanent position in Sweden should have completed at least a ten-week teacher training course. Most Swedish HEIs follow this recommendation by requiring attendance of between five and ten weeks of teacher training courses. However, a focus is also placed on continuous professional development.

Raising the importance of institutional responsibility for teaching quality required a culture shift, according to Prof Olsson. He explained the rationale of SoTL which should aim at providing systematic observations and analyses of teaching and student learning. An embedded SoTL strategy with a focus on developing a culture of quality teaching implies that teacher training courses are part of a wider framework that includes several educational development measures, namely:

- Policy statements addressing SoTL as offering guidance on all levels and the learning perspective to all teaching
- An academic development unit providing expertise but acting independently
- Educational research focussing on research and development of T&L in HE
- Embedding pedagogical courses into the quality assurance system
- A reward system.

In the early-stage in teacher training courses, PhD students or new lecturers present a scholarly group project whereas in advanced courses the focus is on individual projects in relation to their teaching and learning. The model to improve pedagogical competences focuses on teaching practice and enhancing student learning through teaching skills. Pedagogical courses for teachers include:

- Overview courses on T&L (introduction to T&L in HE and pedagogical inspiration course)
- Practical courses in communicating science, lecturing and supervision
- Individual advanced courses.

Academic development at the Faculty of Engineering of Lund University is addressed through an integrated academic development programme, engineering education as a research subject, pedagogical courses using a scholarly framework and scholarly peer reviewed projects. The research is done at different levels and for different purposes, sometimes based on teachers' own scholarly work and presented at campus conferences and published in the faculty newsletter.

Questions, Comments and Points of Discussion

Prof Olsson stressed that people engaged in pedagogical courses should not claim to be better teachers or know more about teaching than other academics. He further pointed out that it is crucial that in order to prevent teachers from being overwhelmed in terms of the multiple demands on their time, sufficient time should be allocated by management for these purposes.

3 DAY 2

Feedback by Dr Chrissie Boughey, Chief Facilitator, Rhodes University (Chair: Dr Alan Cliff, University of Cape Town)

Dr Boughey presented her insights into and analysis of what she considered had emerged from the small group discussion on setting the scene in Session 1 on Day 1. She identified a number of pertinent issues which she highlighted as follows in her feedback (see Appendix 13).

What does high quality teaching actually mean and what is effectiveness in teaching in South Africa?

Dr Boughey said that this was not self-evident particularly when drawing on the social justice agenda. She noted that for many years the whole system had been captured by efficiency and effectiveness and by the performance data. However, when looking at the throughput and graduation rates, the numbers are people. What about them? Who are they? What does this mean to them? When thinking about high quality teaching and effectiveness, it is also necessary to consider what they mean in the SA context, and particularly what does high quality and effective teaching mean for students? Drawing on the protests over the last two years, Dr Boughey said that the students are saying they do not want to be the people envisaged by academics, the HE sector and the system. This has to be taken into account and questions about the nature of high quality teaching must be asked.

Dr Boughey noted that SoTL is clearly highly valued and that some observations from the group discussions pointed to constructs and claims that could be challenged using the very scholarship that is being produced in this country and others. For instance, how scholarly are we and how rigorous are we in our claims about the value of SoTL, and particularly, how seriously are we engaging with SoTL in a 'decolonising context'? How sustainable are

the claims we make when we look really hard at the evidence? Dr Boughey noted that when considering SoTL, models of learning and what it takes to be successful, then the performance data in SA shows that large groups of students – black working-class students – are unsuccessful. What is being said about them when looking at the claims? We claim to value the scholarship; however, the question is, do we as a group have to be more scholarly and more rigorous about improving the effectiveness of university teaching?

Capacity and Collaboration

Dr Boughey noted that much was said about capacity and collaboration, and the need for capacity building across the system. Clearly, there have been greater strides in some places than in others. The question is how to coordinate and build that collaboration whilst ensuring scholarly rigour? She said that collaboration has to be built into the framework to develop teacher effectiveness, however, to do this we must also focus on capacity building and scholarly rigour that recognises our context.

Initiatives Already in Place

Presentations from SA colleagues demonstrated high quality, rigorously conceptualised initiatives that are already in place and much has been done with comparatively few resources according to Dr Boughey. She noted that presentations from European colleagues identified processes in their countries that are already, in some contexts, being practiced in SA and we need to value what has been done.

Dr Boughey noted that the DHET's capacity development grant is an enormous enabler and we must ensure that it is used in the best possible way to build the framework for improving teacher effectiveness. The challenge is how to identify what is happening in South Africa and to develop this into coherent policy and a supporting framework whilst ensuring that it is supported by the capacity development grant. Research forms part of the initiative to improve the effectiveness of university teaching and the need for it to be ongoing is very important. All the information about what exactly is happening in the system must be consolidated and incorporated into the framework.

Cultural and Social Issues

Numerous cultural issues emerged in the group discussions and would have to be included in the improving university teaching development initiative according to Dr Boughey. The framework for enhancing the effectiveness of university teaching will be a structure that to a certain extent will determine who gets access to what, and we will have to consider how the framework could work with culture.

Dr Boughey noted that group discussions also identified numerous social issues. Managing the multiple pressures on an academic's career, including finding time for own development, would have to be addressed in the framework. Using the capacity development grant to provide relief from these pressures would also have to be considered.

Culture

Dr Boughey said that there had been an enormous emphasis on formal courses and noted that a formal course alone is not the answer. She referred to Kasturi Behari-Leak's article, recently published in *Teaching in HE*, that explores this issue and seriously problematises the constraints on learning in a formal course. Dr Boughey asked, how do we address dominant discourses in departments and faculties, such as the need to have exams in the traditional format? Alternative assessment formats have received positive feedback and are supported by policy, yet it is difficult to convince faculty colleagues and parents that exams are unnecessary. In addition, student responses need to be managed.

Institutional Autonomy and Academic Freedom

Dr Boughey asked, how can a framework work with institutional autonomy and academic freedom? Teaching is often constructed as a very private space and one of the challenges is to open it up so that it becomes much like research, putting the teaching practice out for peer review.

Questions, Comments and Points of Discussion

Prof Quinn (RU) suggested that the continuum in staff development (T&L on one end and SoTL at the other end) should be considered. It was not appropriate to push everyone towards SoTL, particularly in the SA context, where most academics' core identity and core business is their discipline with only a few academics wanting to go into SoTL. She noted that Stellenbosch University had done a lot of work around this issue and could share some insights.

An unidentified participant said that the balance between SoTL and the discipline is critical. She noted that the complexity of challenges facing universities was identified during the Day 1 discussions and that an added challenge was that the academic career is no longer attractive with many universities struggling to fill positions. She further noted that the nGAP is a small effort that will only make a contribution in the long-term.

On the matter of institutional autonomy and academic freedom, Ms Farmer (SU) questioned whether it was justifiable that institutions that got the same amount of funding from DHET as other institutions did not do anything to improve HE.

Dr Green (DHET) said his understanding is that the DHET has very little control over how institutions use block grants allocated to them and noted that the effective use of earmarked grants can be controlled because they are linked directly to specific objectives.

Prof Liebowitz (UJ) mentioned that a substantial amount of research has been done on the relationship between formal and informal T&L courses.

Ms Behari-Leak (UCT) commented that the cultural domain needs to be unpacked in building a framework. She noted that if culture means values, beliefs, attitudes, it would be interesting to see the spectrum of values, beliefs, attitudes of the workshop participants (based on their diversity) in relation to academic development or T&L. She said that universities have been drawing on scholarship for 20 years and have not yet been able to look critically at some of those frameworks. She further noted that some academic developers believe that they have to support students to develop ways to access knowledge and the decolonisation debate is bringing into question *what* knowledge, *whose* knowledge and *in whose* interest? Ms Behari-Leak said that the source of the knowledge has been taken as the assumed best practice and that HE has an opportunity to look at some of the tropes that it has reproduced or inherited and how they relate to and what sense they make in the current context. She noted that the chance to really effect change in HE will be lost if the choice is merely to reproduce the tropes. She concluded by saying that student-centredness cannot be taken for granted - it is necessary to ask who the student is and how the examples through the disciplines enable students to see themselves in the curriculum?

Dr Boughey (RU) added that it was also a challenge to acknowledge that teaching itself, the way we teach and the way we expect students to learn, is not indigenous. She said that the pedagogy itself needs to be subjected to decolonisation interrogation.

Session 5: Developing a Holistic Academic Identity (Chair: Dr Rubby Dunpath, University of KwaZulu-Natal)

Small Group Discussion

Dr Dunpath asked the small groups to discuss the following topic: How can academics' identities as discipline specialists and university teachers be integrated? The key questions that formed the basis of the discussions were:

- Are the differences in academic and disciplinary identities 'real' or 'imagined'?
- What is a disciplinary specialist? What is a good teacher?
- Reflecting on your own identities, where do your loyalties reside? Are your obligations to your disciplines or to your teaching?
- How do you manage both those 'hats' in the context of interdisciplinarity?
- How much autonomy do you have in re-shaping your identity in a particular discipline?

See Appendix 14 for detailed notes from the small group discussion which were synthesised and analysed by Dr Boughey and presented in her feedback prior to Session 7 on Day 2.

Plenary Address: Integrating Professional Identity and the Teaching Role: The Health Sciences Experience (Prof Diane Manning, Faculty of Health Sciences, University of Pretoria)

Prof Manning started her presentation (see Appendix 15) by describing the local and international communities of Health Science Education (HSE). She noted that this space is driven by three key role-players: health sector (provincial departments of health that employ many of those teaching); tertiary education (basic science educators and other professionals employed by the universities); and the professional bodies (accrediting authorities largely populated by the health professions who are also teachers who determine the content and the process to a large extent). Prof Manning also noted that *what* is taught and *how* it is taught is shaped by social context, such as the burden of disease, health presentations in communities and the facilities in the health system to provide the health care system with the professionals it needs. International influences, particularly from education, have a profound effect on *how* health care professionals develop.

Prof Manning explained that the Health Professions Council of South Africa (HPCSA) comprises 12 different boards with each responsible for up to 10 or 12 different professional registered disciplines. She noted that there are also the South African Nursing Council and the South African Pharmacy Council which have their own agendas and that the professional environment has many influences: teachers, scholars and clinicians are health professions educators, each with different roles and opportunities, and responding to different groups, with some intersections.

Prof Manning pointed out that Health Professions Education (HPE) is being professionalised by instituting Masters degrees in HPE in many countries throughout the world, including South Africa. She mentioned the Foundation for Advancement of Medical Education and Research (FAIMER) which is an international organisation that is dedicated to creating an environment in which health care professionals can teach in a way that better meets the needs of their communities. She also mentioned that the Sub-Saharan Africa FAIMER Regional Institute (SAFRI) is based in South Africa. Prof Manning said that the South African Association of Health Educationalists (SAAHE), the local organisation, holds an annual conference and has regional groups. She added that important work is published in the DHET accredited African Journal of Health Professions Education (AJHPE). In addition, several other bodies act on the periphery and have a direct stake in the quality of

the graduates and the quality of teaching and have ongoing discussion and input into the development of HPE in South Africa.

Prof Manning mentioned that SAFRI is producing a very strong community of practice of health professions educators in South Africa. She explained that the model used in all the FAIMER Institutes focus on an education intervention project. In that process, Fellows learn not only teaching methods, pedagogy and assessment but a range of skills that include research methods, leadership, project management and collaboration. Prof Manning cited statistics that show that SAFRI trains about 16 Fellows every year and that about 140 (69 representing 13 South African universities) have completed the process thus far. She added that South Africa has degrees and Post-graduate qualifications in HPE, and several universities have developed centres or units with dedicated people focusing on HPE.

Prof Manning pointed out that HPE had shifted over the years from an ad hoc apprenticeship model with a scientific curriculum to problem-based learning with a focus on students and more recently to a systems-based model. She explained that this model is driving graduates to become responsive to local needs and has a patient-centred focus. She referred to the Lancet Paper (2010) which documents the shift in HPE from informative to formative to transformative whereas the World Health Organisation (WHO) refers to the quality, quantity and the relevance of what is taught in HPE. She noted that the graduate is no longer thought of as the clinical expert but as having many other attributes such as leader, manager, community developer, communicator, collaborator and professional which requires teachers to be able to teach these skills and the faculty development that assists people to move in this direction. Prof Manning noted that trends in HPE research had moved from problem-based learning to inter-professional learning, competence and simulation and that international accreditation is driving a large amount of what is happening across the world in HPE.

Finally, Prof Manning spoke about developing the identity of health science educators and cited Wenger (1998) who refers to a variety of aspects relating to identity: community membership, creating a learning trajectory, a nexus of multi-membership and the relationship between local and global that impact on the way in which health professionals are developing. Prof Manning noted that this author refers to Communities of Practice (COPs) as people who work together in a field that they are interested in and learn together, either formally or informally. She noted that some of the enablers for COPs to be effective are leadership, mentorship, champions (people who drive things informally), incentives/recognition/rewards, collaborations and resources. Prof Manning concluded by saying that South Africa is not merely a recipient of international developments in HPE but very much part of (and contributing to) the HPE community internationally.

Questions, Comments and Points of Discussion

Dr Dunpath (UKZN) said that this was a pristine example of an initiative that spans the local and the global and that there is synergy and resonance across the sector. He pointed out that sectoral development was the catalyst and the driver, and that this was raised in the Day 1 discussions.

Prof Pillay (UKZN) mentioned that he got the impression from Prof Manning's presentation that the profession takes ownership of HSE and HPE. He said that this was lacking in the other sectors and professions in South African universities and that there was a reluctance and resistance to education coming from outside the sector. He noted that the Health Sciences was a model for other sectors and professions to follow, and raised the question about the autonomy in the discipline to determine one's identity.

Prof Manning responded by saying that her identity was that of a health professions education expert and that academic identities are fluid and do change.

Prof Liebowtiz (UJ) asked what steps the South African Health Science and professions educationists took to enhance teaching of health professionals.

Prof Manning indicated that the shift in what is needed for an adequate health professional was initially driven by changes internationally which required the educationalists at all universities in South Africa to think about the education discourse - what students needed to be taught, how to engage with students, and the assessment processes. At a national level, the South African Association for Medical Education (SAME) started driving this agenda and the HPCSA provided a strong directive about what had to be done. The centres for education that were being established at universities emphasised that message. She noted that using SAFRI as an informal qualification, drawing in people from around the country and from different disciplines to work together, has been a very powerful tool to enhance HPE. This community has given people credibility and a voice to speak authoritatively.

Prof Mntal (Sefako Makgatho Health Sciences University) asked Prof Manning if she was of the view that the initiative taken by the health professions plays a pivotal role in shaping and improving the product of a health professional.

Prof Manning indicated that this aspect has not been properly researched. A lot of work still had to be done. Faculty development was needed in order to meet the new demands of the 21st century and that these issues will be addressed in a SAFRI collaborative research project.

Prof Ngwenya (DUT) acknowledged that the centres in Health Sciences at universities take responsibility for their own development in the area of teaching, however, believed that the centres still need some guidance from the central academic development units who have people with the requisite expertise.

Prof Manning responded that the centres for promoting the quality of education play a very important role in contributing to the quality of teaching at a generic level and that they are part of the broader Health Sciences community. The faculty based education units concentrate on the specific skills needed in the profession (using a range of assessment tools and teaching opportunities) and were an extension of the role played by the central unit, rather than a replacement.

Dr Green (DHET) asked what role the T&L centres/academic development units in universities have to play as brokers to link into the capacity that exists in the national and regional networks?

Prof Manning indicated that the centres play the role of broker between the faculty and the central unit.

Session 6: Growing as a University Teacher (Chair: Dr noluthando Ntoni, University of Fort Hare)

6.1 Senior (University) Teaching Qualification in The Netherlands - How to Deal With the Need to Regulate and to Trust the Quality of STQ and Be Flexible (Dr Riekje de Jong, Utrecht University, The Netherlands)

Dr de Jong followed up on her earlier presentation by referring in this presentation (see Appendix 16) to further details about the UTQ and provided detailed information on the Senior (University) Teaching Qualification (STQ). She outlined that the STQ comprises three key elements:

- The qualification must be part of the university's educational strategy and integrated in the HR policy
- The standards must be clear and facilities for the lecturers to develop their teaching must be provided

- The qualification must be assessed by portfolios.

Dr de Jong noted that the STQ deals with curriculum, developing modules of the curriculum and other tasks in the programme and in education. Teachers who develop their senior qualification often are intrinsically motivated, valued as excellent lecturers, have responsibilities at the programme level and are informal leaders. She further noted that the STQ is based on reflection of the teacher's own teaching practice in the framework of a research project using educational theory, publishing articles and presenting papers. The extended STQ profile is similar to the UTQ profile, requiring broader experience in teaching methods, coaching of colleagues, curriculum development and a focus on education. Assessment is more holistic than that of the UTQ, with the project being central, and includes peer discussions aimed at identifying achievements and impact in relation to Continuing Professional Development (CPD).

Research conducted by Dr de Jong and a colleague posed a research question about how the development of a STQ in Dutch universities related to key elements of the UTQ and whether a mutual agreement between universities would support the process of CPD and rewarding the quality of teaching in career planning. Coordinators of the educational development centres of universities were interviewed and documents were analysed. It was found that 11 of the 14 research universities have the STQ as part of their strategic educational policy and have standards in place. Facilities for lecturers to develop the STQ were made available in 8 of the universities. The study concluded that the development of the STQ was related to strategic policy, that standards and assessment as well as facilities were in place at universities and that the STQ was part of CPD.

6.2 Growing as a University Teacher: Approaches to Continuing Professional Development (Prof Thomas Olsson, Lund University, Sweden)

Prof Olsson made a second presentation (see Appendix 17) that outlined how CPD can be used for the improvement of pedagogical competences. He explained that CPD for academic teachers focuses on scholarly professional development through:

- Scholarly courses in T&L with assessment through scholarly projects
- Local arenas in the form of campus, university-wide and national conferences, journals
- Teaching portfolios
- Reward systems for teaching excellence
- Peer review
- Institutional support at all levels.

A reward system, which Prof Olsson identified as the crucial component for the success of CPD, known as the Pedagogical Academy is used in the Faculty of Engineering at Lund University. It recognises teaching excellence based on a teaching portfolio that is exposed to peer review. There are monetary incentives for individuals and departments.

Prof Olsson noted that the teaching portfolio is a key document for CPD. It is a description and analysis of the actual teaching practice of an individual, supported by evidence of that practice. It is necessary for the portfolio to be about the individual teacher's teaching and the students' learning, and not about the teacher's knowledge of teaching and student learning in general. Discipline content knowledge, pedagogical content knowledge, as well as curricular knowledge are emphasised in the portfolio.

Prof Olsson pointed out that CPD should be designed to ensure that:

- Individual teachers improve their understanding of teaching and student learning
- Individual teachers are able to choose wisely among available teaching methods and adapt them to specific teaching situations
- Colleagues sharing the same culture talk more to each other about teaching
- Conversations are informed by systematic observations and educational theory

- Teachers share authentic experiences of teaching across the organisational context
- Activities are being recognised and rewarded.

Prof Olsson concluded by saying that a further key factor is to hold scholarly conversations about T&L as these have a great impact on the quality of teaching.

6.3 Growing as a University Teacher: Reflections on Continuing Professional Development (Dr Alison Robinson-Canham, Higher Education Academy, United Kingdom)

Dr Robinson-Canham started her presentation (see Appendix 18) by quoting Henry Ford: "If you always do what you've always done, you'll always get what you always got". The statement also holds true in the context of university teaching. She used a montage of photographs to illustrate her personal approach to continuing her learning rooted in the social theory of learning.

She outlined that professional bodies, such as the one she works for, position CPD as doing something that is for the public good, protecting end-users, ensuring that staff have the skills they need and about economic and business development. This leads to an enhancement of the reputation of the profession and the practitioners, through formal recognition and registration. Responsibility to deliver CPD is at the level of the individual teacher, the HEIs and the professional body.

Dr Robinson-Canham said that the Higher Education Academy's (HEAs) Professional Standards Framework (PSF) was developed in the United Kingdom (UK) through wide consultation with practitioners across the HE sector. The PSF has three pillars: core knowledge, areas of activity and professional values which are central to the PSF namely:

- Respect individual learners and diverse learning communities
- Promote participation in higher education and equality of opportunity for learners
- Use evidence informed approaches and the outcomes from research, scholarship and continuing professional development
- Acknowledge the wider context in which higher education operates recognising the implications for professional practice.

Dr Robinson-Canham noted that although the professional community of educators is global it can be contextualised wherever and however it is experienced. Yet, there are some common core principles of CPD to ensure its success, namely that CPD needs to be:

- Flexible to the needs of the individual
- Without barriers
- Evidence informed and evidence generating
- Professional in a specific context.

Questions, Comments and Points of Discussion

An unidentified speaker commented that enhancement is not and should not be an imposition. It should be a necessity and a given. He noted that a number of institutions already have a general programme in place for the professionalisation of teaching in HE. The foundations of T&L could be incorporated into such a programme so that a new lecturer is given instruction on how T&L should take place.

Prof Olsson (Lund University (LU)) disagreed that newcomers to teaching should receive instruction on how teaching should be performed. There is not one way to teach and there are many ways of teaching. The teaching practice is dependent on many things, such as students and the discipline. Teachers should be able to argue and reflect on how they teach and relate this to the literature.

Dr Robinson-Canham's (Higher Education Academy, United Kingdom (HEA-UK)) experience of academics in the UK was that they do not like to be told what they think they

know how to do. The point is to engage them in a conversation about what they think they are there to do focussing on what it really means to be a teacher and an educator. If people are engaged in this discussion as the precursor, tips and tricks become less important. She noted that in the UK it was found that until someone has been exposed to the reality of the classroom, they find it difficult to engage with some of the material on the taught programmes. At most universities, it is a condition of probation to go through one of the programmes before appointment to an academic position is confirmed. This can take up to two to three years. If teachers are going to be the best they can be, they will ultimately always need to be comfortable with uncertainty. Mentoring is absolutely essential.

Dr de Jong (Utrecht University (UU)) commented that there are different routes to CPD. A very important element is reflection on practice and developing oneself. Most of the courses for teaching in Dutch universities are voluntary. Teachers who participate in the courses say that it is rewarding and empowering to discover that they are unconsciously doing the right things already. Teachers must have the opportunity to develop themselves.

Feedback by Dr Chrissie Boughey, Chief Facilitator, Rhodes University (Chair: Dr Alan Cliff, University of Cape Town)

Dr Boughey presented feedback from the small group discussion on the topic of developing a holistic academic identity (see Appendix 19) which took place in Session 5 on Day 2. She highlighted several issues in her presentation as follows:

Identity

Dr Boughey said that much of the discussion on identity revolved around the following questions:

- What is the significance of the academic/disciplinary identity in teaching in higher education?
- What is the significance of the discipline itself?
- Disciplines 'discipline' us to think and behave in certain ways and there are constraints on our thinking.

Disciplines and Curricula

Dr Boughey noted that the issues identified below are complex, however, the overarching thought is the relationship of the discipline to the curriculum, the role of academics in developing curricula and redesigning curricula in HE.

- The concept of curriculum encompasses the what, the how and the who of teaching and who is being taught and not so much about who teaches.
- The curriculum functions as a structure to determine who gets access to knowledge and knowledge making resources.
- In HE as opposed to in schooling, the academics (teachers) are responsible for curriculum development although it is context dependent. In some institutions, there is a stronger history of curricula being determined somewhere else. There is also the impact of professional bodies on curriculum. There is more freedom in HE for academics to work with the curriculum, working with the what, the how and who (is being taught).
- Do we need to nurture the disciplinary identity in order to ensure that curricula are up to date? Do you need to be at the cutting edge of your discipline in order to work with curriculum development?
- Is 'up to date' the same as 'relevant' and what does this mean for 'disciplining' in contexts of globalisation and decolonisation?

Disciplines and Pedagogy

Dr Boughey posed the following questions in her feedback:

- To what extent is pedagogy related to discipline? How much of pedagogy is generic and how much is context bound and that context is constrained and affected by the discipline? For example, is teaching Mathematics the same as teaching Anthropology?
- What about applied knowledge and applied disciplines? Is pedagogy not only related to discipline but also to knowledge kinds and ultimately to institutional type?

Disciplines and Research

The following challenges arose concerning disciplines and research according to Dr Boughey:

- Are we fooling ourselves when we talk about the research/teaching dichotomy?
- In South Africa at least, very few academics actually produce research even in the so-called research-intensive universities. Why is this?
- What does this mean for teaching if we acknowledge the importance of knowledge in the curriculum?
- What does it mean for the claims that research distracts people from teaching?
- Questions need to be asked about the development of academics in all spheres, not just in teaching.

Identity and Institutions

Dr Boughey asked to what extent are identities institutionally constructed? How much is who you can be determined by where you work? There are clear differences in the way institutions construct their academics. Some constructed them as trustworthy and argumentative and some managed them very carefully. This means that to raise the status of teaching you must deal with institutional cultures and structures.

Professionalism and Professional Standards

Dr Boughey noted that the following questions needed to be posed:

- Are opportunities to be a professional equally available to all in South Africa?
- To what extent do other roles we play in our life close off the opportunity to be professional and develop and academic identity?
- In a country where disparities have been constructed historically, is professionalism equally available to everyone?

Dr Boughey concluded by stating that our history continues to construct us. She noted that there are huge disparities in South Africa and they impacted on where you can be and who you can be. How would a framework incorporating professional standards take account of all of this?

Questions, Comments and Points of Discussion

Ms Farmer (SU) wanted to understand why, if T&L research is to be built, there is not more collaboration especially in research intensive institutions. She asked what kind of researchers would be developed if more collaboration does not take place? People are expected to assimilate the culture of an institution or a westernised model of academia rather than building a new culture - a culture of belonging that collaboration would bring. The lack of collaboration is not only due to the remote location of some of the institutions. Some institutions fail to attend regional collaboration programmes and do not want to learn from the other institutions.

Prof Quinn (RU) mentioned that another tendency was for people struggling to do research in their disciplines to latch onto SoTL because they think it is an easy option and often discover this is not the case. Care should be taken not to sell SoTL to the extent that it will enhance their CVs in a short time. As a teacher in HE, one must always have disciplinary knowledge.

Prof Dzvimbo (VUT) supported Dr Boughey's point that identities are continually being constructed and the process for that construction limits the involvement of academics in discipline related research. The manner in which our institutions are preparing students at Masters and Doctoral levels, especially in the tradition of focussing on research, is part of the problem. The notion of a taught Masters and a taught PhD needs to be re-examined and could be part of the answer. The issue of the lack of depth and breadth in a particular discipline must be interrogated as it impacts negatively on academics and their role as teachers. This discussion is taking place in many institutions.

Prof Liebowitz (UJ) was of the view that while many people might not be doing research, they are using it as a reason why they are too busy to attend to enhancing their teaching. This was because management at universities were pushing for valorising research over teaching. Academic developers have been responsible for maintaining the dichotomy because they are unhappy about the status of teaching. It is important to think about academics as scholars and everything they do, whether teaching or research, has to be scholarly.

Dr Machika (VUT) posed the question that if research is prioritised ahead of T&L (but only a few academics are doing research) and if academics develop T&L and SoTL for their personal benefit, was developing professional standards and a framework with rewards the only way forward?

Dr Boughey was of the view that the way forward was to look in context at what individuals specifically need to develop, who they are, where they come from and what they have experienced as part of their own education.

Dr Cliff (UCT) added that it was important to understand more deeply why academics express such contradictions in their identity and what other forces are operating in and at institutional level that encourage people to present these contradictions in their identities.

Prof Pillay (UKZN) commented that the obligations of institutions should also be looked at. Universities are performing sub-optimally. They appoint people with big ideas that fail to deliver on their Key Performance Areas (KPAs). Why is it that only a small percentage of academics are publishing and this trend is allowed to continue? Universities need to be accountable and provide an enabling environment. Much can be done to improve the situation.

Session 7: Contemplating a National Initiative (Chair: Prof Diane Grayson, Council on Higher Education)

Small Group Discussion

Each small group was asked to discuss two points in relation to contemplating a national initiative (see Appendix 20 for detailed small group discussion notes) and feedback was provided by Dr Boughey prior to Session 8 on Day 3. The two points for discussion were as follows:

- The ways in which a national initiative could contribute to the following identified areas of need:
  - Building system capacity to enable quality teaching across the sector
  - Ensuring quality teaching
  - Raising the status of university teaching

- Providing a growth trajectory for university teachers across the career continuum.
- What such a national initiative would entail.

Facilitated whole group discussion

Ideas and suggestions about a national initiative to improve the effectiveness of university teaching raised in the group discussions were as follows:

- Twinning as a scheme with centralised funding: Twinning weak institutions with stronger institutions and in the process providing for academics who are strong in certain areas to spend time at institutions that are weaker in those areas, similar to the Higher Education Leadership and Management (HELM) initiative, which focuses on cooperation. Twinning could be extended to clustering, possibly regional clustering, where host institutions that have successful programmes broaden these to other institutions in the region. The ultimate objective would be that each institution in the cluster develops capacity. Twinning could focus around disciplinary sharing and teaching in the disciplines, but also around academic development and sharing a pool of expertise. RU's PGDip on Academic Development was an example of an area that could be consolidated. The conversation around Academic Developers who do not have academic status should also be revisited.
- The establishment of T&L Research Chairs, possibly in each region of the country.
- A clearing house (a centre to support work to be done and share ideas around a topic, for example PGDips) that could be attached to a university with a strong Academic Development Centre. There could be a few clearing houses that work together. This is linked with the idea of Fellows who could be resources working in a centre for a year or two, sharing information and returning to their institutions. The clearing house could be for CPD programmes that take place in each of the institutions and would have a strong, dynamic link with HELTASA, CHE and DHET.
- HELTASA, as one of the resources, could be capacitated to be the developmental body. Funding could be made available for HELTASA to be able to put some of the good ideas it has developed over the years into practice and particularly to work on collaborative projects across the sector.
- The initiative should provide access to additional resources by employing retired academics (teachers and researchers) in a national scheme accessible to institutions, particularly in the areas of science, engineering and technology where there is a dearth of appropriately experienced resources.
- A HE Academy that provides benefits such as a coherent focus on the professionalisation of teaching in the country and a coherent funding model that would support the academy and its members. A HE Academy could contribute to notions of promotion, but this would have to go hand-in-hand with serious conversations about teaching being on par with research as a scholarly activity.
- The initiative should enable a QEP - type process in institutions in relation to improving the effectiveness of university teaching (but with a more rapid turnaround time than the QEP) and a strong focus on T&L and the academic project through conversations (rather than audits).
- The initiative should not only be funded by the DHET but also by the Department of Science and Technology (DST) and the National Research Foundation (NRF) as this would bring in a different kind of credibility and conversation.

Other points raised in discussion were:

- It is necessary to have a genuine, national conversation across every institution about good teaching (the notion of appreciative enquiry), its value, its meaning, its impact and using that as a positive constructive framework for engaging conversations about good teaching. These conversations would need to be resourced.

- It is important to look at what already exists and what has been done so far in relation to questions of good teaching and system-wide support to capitalise on what is already in place and improve coherence at a national level.
- Concern was expressed that this country could not cope with a national compliance system or national standards because of the huge disparities within the system. There is a risk that a national system of accreditation would be a regulatory mechanism viewed with a huge amount of suspicion about who controls the notion of effective teaching. QEP - type initiatives could be viewed as surveillance.
- The idea of a national initiative could give the wrong message to the sector. However, some key elements, while being contextual (such as a development plan), will be common to all universities and could form a national framework.
- Dr Masha (UL) used Zulu dancing as a metaphor to explain the 'national' in relation to 'decolonisation' in an African cultural context. The essence of his message was that there needs to be a way to help each institution to be the best that it can and wants to be and not necessarily what others consider to be the best. He said that although ways of operating with the sector as a whole were important, attention must be paid to individual institutions and what it means for them to be their best. There is an obligation to help one another and give each one a turn to be the focus of all our energies.

The following points were raised in relation to a national approach to teaching competency:

- One national set of criteria that applies to all would not be ideal because there are different types of universities (traditional, comprehensive and universities of technology) and universities have different kinds of students and different needs within the universities.
- A set of minimum standards (with a level of aggregation) might offer flexibility to accommodate the diversity of universities.
- Codes of practice responsive to context rather than professional standards could be shared more commonly across the system.
- A set of principles/guidelines should be offered rather than overly prescriptive criteria.
- A professional development pathway could be conceived starting with an induction programme, such as the UKZN model which is mandatory for new academics, then provide a career trajectory by using initial modules as credits for a PGDip which may lead to Masters and PhD qualifications. Each institution could develop the professional development pathway that meets its own specific needs.
- Instead of a national initiative that filters down the system, the starting point should be the students and the needs they have. This in turn will talk to the needs that teachers have to respond to, how they need to be equipped and how this translates to teacher development.
- Institutions need to be encouraged to improve the effectiveness of teaching and buy-in from them was crucial to the success of any such initiative. Institutions could be funded for the measures they take to improve teaching in the same way as funding is received for research output.
- While each institution is diverse and has specific needs, it is also necessary to have a firmer, national approach if the quality of teaching is to be improved across the sector.

4 DAY 3

Feedback by Dr Chrissie Boughey, Chief Facilitator, Rhodes University (Chair: Mrs Mandisa Cakwe, DHET)

Dr Boughey provided feedback (see Appendix 21) on the small group discussion on contemplating a national initiative held in Session 7 on Day 2.

Dr Boughey noted that rich ideas and suggestions about activities and (possible) structures came out of the discussions. She pointed out that as the framework is developed, it is necessary to conceptualise roles for the different players (individuals, universities, DHET and CHE) and bring this together in a coherent scheme for the way they would work together to drive professional development and T&L in this country.

Dr Boughey identified bigger questions to consider as the framework is developed, namely:

- What can the CHE do and what is its role in the framework? Could it set criteria and monitor through quality review?
- What is the role of the DHET? Is it only to fund the framework or could it be something more?
- What is the role of the institutions and what do they do once the framework is in place? Do they have to develop and implement policies? Do they have to develop structures, such as Deputy Dean T&L structure or CTL? Where is professional staff development located? Will they need to co-fund an initiative? Will they need to work collaboratively and, if so, what will it take to do this?
- What is the role of individuals? How much freedom will individuals have to come up with initiatives? Will they run initiatives?

Dr Boughey pointed out that based on the input from the small groups and their facilitators, there was strong agreement around the following:

- The need to acknowledge the work that has already been done and what we already have, and build on it.
  - Is the principle 'Build on what we have'?
  - If so, how do we integrate this within the 'structure' of the framework outlined earlier?
- The need to accommodate diversity in the system.
  - If so, how do we begin to build definitions/understandings of 'quality teaching/effective teaching' in different contexts that are often differently resourced and maintained?

Dr Boughey said that the other ideas that came out of the discussions were:

- A strong sense of institutional autonomy.
  - If so, how do you ensure that institutions do what they need to do (go back to framework structure)?
- There is a need for criteria or indicators of performance (for individuals/institutions/both?).
  - If so, how are these incorporated into the framework, and how do they work as organisers?
- The need to encompass decolonisation.
  - What would decolonised teaching look like? What would this mean for the sort of theories we draw on? What would 'decolonised' staff development look like?
- The need for rewards and recognition.
  - What would these look like and how would they cater to diversity?
- The need to consider structures such as deputy deans as key agents working with T&L at faculty level and liaising with a CTL.
  - How to capacitate those people and put criteria in place for their development?
  - Is there a role for programme coordinators and how could such structures be built into the framework?

Questions, Comments and Points of Discussion

Prof Pillay (UKZN) commented that the huge discrepancies in how teaching is practiced within institutions was the biggest challenge and had to be taken into account in developing a framework.

Dr Boughey pointed out that the framework would have to capture structures, such as the faculties, and the Deans as key agents in the faculties.

Dr Cliff (UCT) suggested that the idea of 'national' initiative needs serious consideration. The challenge is to ensure that the initiative is truly national and inclusive.

Prof Dzvimbo (VUT) made a passionate plea that the issue of language as a major barrier to accessing knowledge must be at the centre of the decolonial epistemic.

Dr Boughey added that if decolonised teaching was going to be encompassed in the framework, it would be necessary engage with the notion of language, how it functions to allow us to make meaning of experience and interrogate how language works as a phenomenon.

Session 8: Example of a National System for Assessing, Supporting and Accrediting Academics as Teachers (Chair: Prof Brenda Liebowitz, University of Johannesburg)

Plenary Address: Narratives of Transformation (Dr Alison Robinson-Canham, Higher Education Academy, United Kingdom)

Dr Robinson-Canham in her second presentation (see Appendix 22) gave an overview of the UK example about a national system to assess and support pedagogical competences of university teachers. She started with a historic overview and explained that in the late 1990s the importance of T&L gained significant momentum. Before 1999, very few of the HEIs in the UK had formal programmes for staff development for early career lecturers. In 1999, the Institute for Learning and Teaching in Higher Education was established to provide professional recognition for T&L practice in the UK. The National Teaching Fellowship Scheme was launched together with the Learning and Teaching Subject Network which later became the HEA. In 2006 the UK PSF was launched. Currently, more than 88,000 individuals, which is more than two thirds of UK academics, have gone through the PSF and are considered Fellows.

Dr Robinson-Canham provided information about the structure and objectives of the HEA, namely, to offer strategic advice and co-ordination, support and advance curriculum and pedagogic development, and to facilitate the professional development and increase the professional standing of all staff in HE.

Dr Robinson-Canham pointed out that the PSF focuses on:

- Designing and planning learning activities and programmes of study
- Developing effective learning environments and approaches to student support and guidance
- Teaching and/or supporting learning
- Assessing and giving feedback to learners
- Engaging in CPD, including research, scholarship and the evaluation of professional practice.

Lastly, Dr Robinson-Canham noted that the HEA Professional Learning Curve incorporates the requirements of the PSF and is designed to support development at every stage of an academic's career, whether new to teaching, or aspiring to lead T&L at Vice-Chancellor level. Therefore, CPD schemes centre more on the individual's development needs rather than on taught programmes.

Questions, Comments and Points of Discussion

Prof Liebowtiz (UJ) asked why the HEA is a charity.

Dr Robinson-Canham explained that the HEA has the legal status of a charitable company and that in the UK people understand the notion of a charity as being for the public benefit

and doing something with a higher purpose. A charity welcomes the principle of being not-for-profit and open to accountability and scrutiny. Subscription money from institutions in other countries is invested in structures in the respective regions in order to meet local needs. Being a charity has liberated the Academy to respond to the needs of the sector.

Prof Manning (University of Pretoria (UP)) asked whether individuals or institutions initiate Fellowship.

Dr Robinson-Canham explained that in the early stage it was a small minority of institutions that wanted to demonstrate that they championed T&L. The vast majority of institutions now require achieving Fellowship as a mandatory part of probation. People who fall outside of this contractual obligation started noticing that others have a career advantage which resulted in personal interest in taking this route. Many institutions incorporate the expectation that an academic employee will be a HEA Fellow into certain job descriptions, and in some cases, Senior and Fellow are built into promotions criteria with annual performance reviews addressing Fellowship status. She outlined that staff of the HEA are largely recruited from the HE sector or from specialist areas. Accreditation and Fellowship decisions are not made by HEA staff but through a peer review process.

Dr Robinson-Canham extended an open invitation to anyone who is interested to make observations about the PSF, where it enables and where it does not, and send their comments to her.

Session 9: Where to from Here? (Chair: Dr Whitty Green, Department of Higher Education and Training)

Towards a National Framework for Strengthening University Teaching in South Africa (Dr Whitty Green, Department of Higher Education and Training)

Dr Green gave a summarising overview of the different sessions which he'd synthesised into a draft framework document *Towards a National Framework for Strengthening University Teaching in South Africa* (see Appendix 23). He underlined that the DHET's work is not about regulation, providing directives or imposition, but working jointly with the sector, thus not intending to impose a T&L structure on it. He pointed out that the summary of the key issues was meant to stimulate further debate and to propose a way forward based on a common understanding with a view to generate actions. Dr Green explained that the draft framework document was also meant to invite discussion and input towards the refinement of the document.

Dr Green then invited the small groups to discuss: What might we want to do next? (see Appendix 24). The small groups were requested to consider the following questions:

- Do we agree with the notion of developing a framework as described here? If not, how else should we proceed?
- Are there aspects that you may be missing and may be not captured anywhere else as part of the workshop proceedings that you would want to ensure are taken up in a national framework?
- Is the suggestion of a working group to take this forward an acceptable one? If not, how else should we proceed?
- If yes, who should lead in convening the working group?
- If yes, how should we arrive at the university representation?

Plenary discussion

Based on discussions around the tables, participants provided feedback as follows:

Prof Liebowitz (UJ) said that her group supported the draft framework document and pointed out that there seemed to be a gap around disciplinarity and the work reported on by Prof Manning. She noted that SAFRI is an example of what a disciplinary association can achieve and suggested that these aspects should feature more prominently in the draft framework document.

Ms Farmer (SU) commented that a fixed agenda for this national workshop with specific reference to topics about what is being developed and the concepts being discussed would have more effectively guided the conversations at this workshop. In order to gain a common understanding of what HE means in South Africa, it is essential to ground the work in South Africa and not in Europe.

Dr Green (DHET) indicated that the level of detail requested requires time, engagement and thinking, and that space must be created for this. The detail would be developed in the next steps in the process and that the deeper level of engagement around these issues needed to be part of the work going forward.

Prof Quinn (RU) mentioned that her group supported the draft framework document. She added that the idea of HELTASA playing a leading role in taking this initiative forward should be revisited because it is an established Association in Southern Africa and has a lot already in place. It needed, however, to be strengthened and become more representative.

Dr Toni (UFH) indicated that the framework should have a guiding nature so that it can be further contextualised to the various institutional settings. Furthermore, she said that the student voice was missing and should be incorporated in any discussions going forward.

Prof Dzvimbo (VUT) indicated that his group felt that the DHET and CHE should be the convenor and that initial discussions should be as inclusive as possible with the working group comprising representatives from all of the universities.

Dr Green commented that while it was necessary to ensure that any process that is taken forward is not about institutional and sectoral interests, it is important to have buy-in and support from everyone from the onset.

Dr Cliff (UCT) said that his group noted that:

- USAf could play a role in ensuring (financial) sustainability and ownership by the sector.
- The framework should take account of decolonisation.
- There was a need to discuss what the framework is being developed for as discussions were about various aspects, such as teacher development, professional development and career trajectories.
- The relationship between this initiative and the UCDP requires clarification. For example, some of the UCDP funding could be ring-fenced to enable and facilitate the development of the framework process.
- The process of developing the framework must include all constituencies who have a stake in T&L. Mapping the framework should incorporate T&L possibilities and how to develop academics (DVCs for example) to become leaders in T&L in their institutions. The notion of developing other kinds of professionals in the system was also very important.

Dr Green added that the links and intersections between parallel processes needed to be made. He pointed out that many of the aspects included in the framework are reflected in the TDG plans of universities. He added that the national framework is about articulating alignment and accessing and utilising resources more effectively and that funding for the work to develop the framework, and the resources to capacitate the leadership role, will be found. Dr Green noted that a national structure to implement the framework will not be put

in place at this point, however, going forward other structures might emerge around professional development which could be part of this framework.

Dr Green indicated that it was important to get buy-in from the universities from the onset of the process. He pointed out that the workshop participants had been selected by their respective universities as representatives and a collective agreement on the way forward should be taken back to the universities in order to bring them on board.

Dr Green concluded that there was general agreement amongst the participants to deepen the discussion on a national framework and to develop a draft framework on that basis. He said that the next step to take the discussions forward has to involve wide participation that is as representative as possible. He suggested that one representative from each university could be convened in an advisory group that later becomes a working group. He suggested that the organisations listed in the discussion document (USAf, HELTASA, CHE and DHET) should also be involved. He said that the DHET and CHE should secure funding for the next steps and that a document or communique clearly outlining the way forward (including the next convenings) should be developed and distributed by the Steering Committee who had worked to put this national workshop together.

Closing

Prof Grayson thanked Dr Green for the work done in producing a valuable draft framework document. She then reflected on the QEP and how it feeds into this new initiative, including generating a greater understanding of the importance of quality teaching. She noted that recommendations that were made to the institutions need to be taken into account and that cooperation between universities will need to be a key component to ensure success. She concluded by saying that the universities will need to show their full commitment to further action based on the national framework.

Dr Green responded by thanking Prof Grayson, who had done much of the conceptualisation work behind the scenes to pull together this meaningful event. He also thanked:

- The international and South African speakers
- The panellists who shared the work of their organisations
- Everyone who participated in the workshop
- The organising committee for the work done in preparation for this workshop
- Dr Boughey in her role as Chief Facilitator
- The Dialogue Facility for funding this event
- The EU delegation, a supportive structure for education initiatives in South Africa.
- The logistics team, particularly Mr Ron Major.

Appendix 1: List of Workshop Participants

List of Workshop Participants

Title	First Name	Last Name	Position	University/Organisation
Dr	Daryl	Balia	Director	CUT
Prof	Bastian	Baumann	Facilitator	GFA
Prof	Ahmed	Bawa	CEO	USAf
Ms	Kasturi	Behari-Leak		UCT
Mr	Jackie	Bosch	Assistant Director	CUT
Dr	Chrissie	Boughey	DVC, Academic & Student Affairs	RU
Prof	Vivienne	Bozalek	Director of Teaching and Learning	UWC
Ms	Mandisa Primrose	Cakwe	Director, Teaching and Learning Development at Universities	DHET
Dr	Karin	Cattell	Senior Advisor, Centre for Teaching & Learning	SU
Mrs	Nalini	Chitanand	Coordinator: Staff Development	DUT
Dr	Alan Frank	Cliff	Coordinator Academic Staff Development	UCT
Prof	Lindsay	Clowes	Women's & Gender Studies Department	UWC
Dr	Riekje	de Jong	Senior Advisor Higher Education	UU
Dr	Rubby	Dhunpath	Director Teaching and Learning	UKZN
Dr	Gerhard	du Plessis	Director Curriculum Design and Development Support, Centre for Teaching and Learning	NWU
Mr	Valindawo Valile	Dwayi	Institutional Director, Centre for Learning and Teaching Development	WSU
Prof	K.P.	Dzvimbo	DVC (Academic and Research)	VUT
Ms	Heather	Erasmus	Scribe	Write Connection
Ms	Jean	Farmer	Advisor	SU
Prof	Cheryl	Foxcroft	Dean: Teaching and Learning	NMMU
Prof	Nqabomzi	Gawe	Director – Teaching & Learning	UNIZUL
Mr	Gonasagren	Govender	Acting DVC: Teaching & Learning	MUT

Prof	Diane	Grayson	Director, Institutional Audits	CHE
Dr	Whitfield James	Green	Chief Director, Teaching and Learning Development	DHET
Ass Prof	Lesley	Greenbaum	Law Faculty	UCT
Prof	Lorraine	Hassan	Head Of Department	CPUT
Dr	Rita	Kizito	Director: Centre for Teaching, Learning & Media	NMMU
Prof	Brenda Lana	Leibowitz	Chair: Teaching & Learning, Faculty of Education	UJ
Dr	Sonja	Loots	Centre for Teaching and Learning	UFS
Dr	Pauline	Machika	Executive Director (Centre for Academic Development)	VUT
Prof	Richard	Madadzhe	Acting DVC, Teaching & Learning	UL
Mr	Ron	Major	Event Coordinator	NOOKOM
Dr	JM	Makua	Senior Director: Teaching & Learning	MUT
Prof	Dianne	Manning	Deputy Dean: Faculty of Education	UP
Mr	Euclid	Maposa		SA-EU Dialogue Facility
Dr	Kwena	Masha	Director: Centre for Academic Excellence	UL
Prof	O	Mashile	Executive Director: Tuition and Facilitation of Learning.	UNISA
Dr	Kirti	Menon	Senior Director, Academic Planning, Quality Promotion and Professional Academic Staff Development	UJ
Ms	Bulelwa	Mkabile-Masebe	Teaching Development Specialist/Manager	WSU
Prof	Pindile Scheepers	Mntla		Sefako Makgatho Health Sciences University
Prof	M S	Mukhola	DVC: Teaching, Learning and Technology	TUT
Dr	Nancy	Mutshaeni	HoD Academic Development Unit and Acting Director CHETL	UNIVEN
Ms	Kibashini	Naidoo		UJ

Prof	Ana	Naidoo	Deputy Director: Education Innovation	UP
Prof	Tendani	Ngwenya	Centre for Excellence in Learning and Teaching	DUT
Dr	Rejoice	Nsibande	Head: Evaluation Services	WITS
Prof	Thomas	Olsson	Faculty of Engineering	LU
Prof	Bala	Pillay	Acting DVC: T& L	UKZN
Ass Prof	Lynn	Quinn	Centre for Higher Education Research, Teaching & Learning	RU
Ass Prof	Kanshukan	Rajaratnam	Commerce Faculty	UCT
Prof	Anthea	Rhoda	Deputy Dean Teaching And Learning	UWC
Mrs	Alison	Robinson-Canham	Assistant Director (Professional Learning)	HEA-UK
Dr	Tendani	Sivhabu	Director	TUT
Prof	SP	Songca	DVC Teaching and Learning	UNIZUL
Dr	Esmarie	Strydom	Director Academic Professional Development, Centre for Teaching and Learning	NWU
Prof	Victor	Tiese	Lecturer	Sol Plaatje University
Dr	Nolunthando	Toni	Director: Teaching & Learning Centre	UFH
Dr	Jo-Anne	Vorster	HoD, Centre for Higher Education Research, Teaching & Learning	RU
Prof	Christine	Woods	Researcher	GFA

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Improving the Effectiveness of University Teaching Workshop
Protea Hotel Marine Port Elizabeth 24 - 26 May 2017

	Last Name	First Name	Table	Signature 24 May	Signature 25 May	Signature 26 May
1	Balia	Daryl	7			
2	Baumann	Bastian				
3	Bawa	Ahmed				
4	Behari-Leak	Kasturi	6			
5	Bosch	Jackie	1			
6	Boughey	Chrissie				
7	Bozalek	Vivienne				
8	Cakwe	Mandisa Primrose	5			
9	Cattell	Karin	4			
10	Chitanand	Nalini	2			
11	Cliff	Alan Frank	3			
12	Clowes	Lindsay	8			
13	Crouch	Andrew	4			
* 14	de Jong	Riekje	6			
15	Dhunpath	Rubby	4			

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	Last Name	First Name	Table	Signature 24 May	Signature 25 May	Signature 26 May
16	du Plessis	Gerhard	1			
17	Dwayi	Valindawo Valile M	4			
18	Dzvimbo	K.P.	2			
19	Erasmus	Heather				
20	Farmer	Jean	8			
21	Foxcroft	Cheryl	8			
22	Gawe	Nqabomzi	1			
23	Govender	Gonasagren	5			
24	Grayson	Diane				
25	Green	Whitfield James				
26	Greenbaum	Lesley	7			
27	Hassan	Lorraine	3			
28	Kizito	Rita	3			
29	Leibowitz	Brenda Lana	1			
30	Loots	Sonja	5			

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	Last Name	First Name	Table	Signature 24 May	Signature 25 May	Signature 26 May
31	Machika	Pauline	3			
32	Madadzhe	Richard	1			
33	Major	Ron				
34	Makua	JM	2			
35	Manning	Dianne				
36	Maposa	Euclid				
37	Masha	Kwena	8			
38	Mashile	O	1			
39	Menon	Kirti	3			
40	Mkabile-Masebe	Bulelwa	5			
41	Mntla	Pendile MNTLA	2			
42	Mukhola	M S	8			
43	Mutshaeni	Nancy	6			
44	Naidoo	Kibashini	2			
45	Naidoo	Ana	7			

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	Last Name	First Name	Table	Signature 24 May	Signature 25 May	Signature 26 May
46	Ngwenya	T H	6			
47	Nsibande	Rejoice	5			
48	Obi	CL	3			
49	Olsson	Nils Thomas	4			
50	Pillay	Bala	6			
51	Quinn	Lynn	5			
52	Rajaratnam	Kanshukan	1			
53	Rhoda	Anthea	7			
54	Robinson-Canham	Alison	8			
55	Ryan	Rory	6			
56	Sivhabu	Tendani	6			
57	Songca	SP	7			
58	Strydom	Esmarie	2			
59	Tiese	Victor	4			
60	Toni	Nolunthando	7			

"By signing this list, you accept that pictures taken during the seminar and on which you may appear may be used by the EU Delegation to South Africa for communication and visibility purposes. Should you oppose to it, please let the organisers know".

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SA-EU STRATEGIC PARTNERSHIP
THE DIALOGUE FACILITY

CHE
COUNCIL ON HIGHER EDUCATION

Improving the Effectiveness of University Teaching Workshop
Protea Hotel Marine Port Elizabeth 24 - 26 May 2017

	Last Name	First Name	Table	Signature 24 May	Signature 25 May	Signature 26 May
61	Vorster	JoAnne	2			
62	Woods	Christine		CWoods.	CWoods.	CWoods.
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"By signing this list, you accept that pictures taken during the seminar and on which you may appear may be used by the EU Delegation to South Africa for communication and visibility purposes. Should you oppose to it, please let the organisers know".

Appendix 2: Workshop Programme

SA-EU STRATEGIC PARTNERSHIP
THE DIALOGUE FACILITY

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CHE
COUNCIL ON HIGHER EDUCATION

National Workshop on Improving the Effectiveness of University Teaching

24-26 May 2017
Port Elizabeth

PURPOSE

The overall purpose of the national dialogue is to explore how to create structural, systemic means to improve the quality of university teaching in order to improve student success. Nationally agreed-upon measures are needed for recognising quality teaching, together with opportunities for professional development.

OVERARCHING THEME

What does South Africa need of its university teachers, and what supporting mechanisms do university teachers need to fulfil their role?

Session chairs will also chair discussions.

24 MAY 2017

12:00 – 13:00	**Arrival and lunch**
13:00 – 13:30	**Welcome and Opening** **Chair: Whitty Green** *Ms M Cakwe,* Director, Teaching and Learning Development in Universities, Department of Higher Education and Training *Professor D Grayson*, Director: Institutional Audits, Council on Higher Education
13:30 – 14:30	**Session 1: Setting the Scene** **Chair: Diane Grayson** **Small group discussion** What do academics in South Africa need to provide high quality

	teaching for students? • For themselves • For their colleagues • For the institution • From whom, with what resources?
14:30 – 15:30	**Session 2: National initiatives to enhance the quality, effectiveness and status of university teachers and teaching** **Chair: Kibbie Naidoo** **Panel Presentations/Discussion** • Teaching Advancement at Universities Fellowships (Brenda Leibowitz) • CHE-HELTASA National Excellence in Teaching and Learning Awards (Jean Farmer) • CHEC work to develop university teachers and teaching (Vivienne Bozalek)
15:30 – 16:00	**TEA**
16:00 – 17:00	**Session 2 (cont): National initiatives to enhance the quality, effectiveness and status of university teachers and teaching** **Chair: Kibbie Naidoo** **Panel Presentations/Discussion** • HELTASA Professional development Special Interest Group (Joanne Vorster) • University Capacity Development Programme (UCDP) and the Staffing South Africa's Universities' Framework (SSAUF) (Mandisa Cakwe) • Quality Enhancement Programme (Diane Grayson)
17:00 – 18:00	**Session 3: Structural barriers to good university teaching** **Chair: Brenda Leibowitz** **Presentation** *Dr Ahmed Bawa*, Chief Executive Officer, Universities South Africa **Discussion**
18:00 – 19:30	**SUPPER**
19:30 – 21:00	**Session 4: Becoming a university teacher** **Chair: Kasturi Behari-Leak** **Presentations: National systems for initial development of university teachers** *Dr Riekje de Jong*, Utrecht University, Netherlands *Prof Thomas Olsson*, Lund University, Sweden **Discussion**

25 MAY 2017

9:00 – 9:30	**Feedback from Dr Chrissie Boughey (chief facilitator) and responses** **Chair: Alan Cliff**
9:30 – 11:00	**Session 5: Developing a holistic academic identity** **Chair: Rubby Dunpath** **Small group discussion** How can academics' identity as discipline specialist and university teacher be integrated? **Plenary Address** *Prof Dianne Manning*, University of Pretoria
11:00 – 11:30	**TEA**
11:30 – 13:00	**Session 6: Growing as a university teacher** **Chair: Noluthando Toni** **Presentations: Approaches to Continuing Professional Development** *Dr Riekje de Jong,* Utrecht University, Netherlands *Prof Thomas Olsson*, Lund University, Sweden *Dr Alison Robinson-Canham*, Higher Education Academy, United Kingdom **Discussion**
13:00 – 14:00	**LUNCH**
14:00 – 15:00	Free time
15:00 – 15:30	**TEA**
15:30 – 16:00	**Chief facilitator feedback** **Chair: Alan Cliff**
16:00 – 18:00	**Session 7: Contemplating a national initiative** **Chair: Diane Grayson** **Small group discussion** Given that we need to: • Build system capacity to enable quality teaching across the sector; • Ensure quality teaching; • Raise the status of university teaching; and • Provide a growth trajectory for university teachers across the career continuum. In what ways could a national initiative contribute to these areas and what would such an initiative entail? **Facilitated whole group discussion**

26 MAY 2017

8:30 – 9:00	**Chief facilitator feedback** **Chair: Mandisa Cakwe**
9:00 – 10:00	**Session 8: Example of a national system for assessing, supporting and accrediting academics as teachers** **Chair: Brenda Leibowitz** **Plenary** *Dr Alison Robinson-Canham*, Higher Education Academy, United Kingdom **Discussion**
10:00 – 10:30	**TEA**
10:30 – 12:30	**Session 9: Where to from here?** **Chair: Whitty Green** **Small group discussion** What might we want to do next? **Plenary Discussion**
12:30 – 13:00	**Closing** **Whitty Green and Diane Grayson**
13:00 – 13:30	**LUNCH**

Appendix 3: Notes from Small Group Discussion

Session One – Setting the Scene

What do academics in South Africa need to provide high quality teaching for students?

- For themselves
- For their colleagues
- For the institution
- From whom, with what resources?

Table 1

'For themselves': One issue is salary, especially for staff who are financially challenged/first generation staff – if it is not addressed people moonlight and lack commitment (In four institutions he has experienced this). Our expectations of a teaching academic are not clearly set out, which allows the moonlighting to occur. This issue varies per person – is it the money that is the problem, but the working conditions – sometimes you find that the workspace encourages or discourages commitment, despite low wages – it is about job satisfaction. Clear career path is something that an individual should meet – research oriented v. teaching oriented – need a career path that covers the varied orientations.

One speaker likes a model that allows for a mixed approach, getting university payment and commercial type payments. When you interview someone for the job, would it help to change and not just tell them what to do, but to ask, what would you require, what would help you/negotiate the terms of the job more – do things in a more open way. It is not always about making money, but also with academics' need to stay in contact with their profession – eg medical lecturers, e.g. S model with three/two months that they can use to earn own money. These more mixed models allow academics to keep practicing their professional craft. We need a more comprehensive way to think about teaching and learning, that it is more linked to practice, to research (this matter covers 'for themselves' and 'for their colleagues'.)

Work ethic is an issue, with certain key leadership figures leaving early especially on a Friday.

'For their colleagues': One would like to afford their colleagues more time – there is an unfair workload distribution. You need time to reflect and share. It is also good to have study tours e.g. during vacation time e.g. US academics coming to SA, from which they learn. There is a competitive unhealthy space in which teaching takes place/in that environment there isn't collaboration. E.g. in Commerce they have created a space where once a week there is a talk on best teaching practices. Many people come and enjoy, but then don't go and change their practice afterwards. Also it is always the same people that come.

'For the institution': If the institution does not provide adequate facilities/space for offices/consumables/space to be able to develop communities of practice. In HDIs this has reached crisis point. Coming out of such a situation students will not become a source for change and development in the future. This DVC would require more financial resources. Students and lecturers become alienated. Spaces to just talk about teaching and learning would be helpful. But equally important are courses that expose people to pedagogical discourses – Either formal or informal courses.

There is an issue around capacity. Only institutions that were developed knew how to put proposals together for capacity development. Those that lacked capacity, their proposals failed, or they used the money badly. Perhaps partnerships with HAIs would help – at departmental level – institutions should find competent consultants – Department could provide list of competent proposals. The capacity at weak institutions – maybe at a national

level, create a space for project managers that can help weak institutions to write better proposals, and the project managers should help the institutions to implement the project successfully, to articulate the need.

Finances – students that are not eating properly. NSFAS – letters coming to students too late.

There are overwhelmingly a lot of problems to be solved at the same time.

Collaboration – e.g. SU has space where they bring in PhD students, they develop their research skills

NGAP – salaries are still a little on the low side – especially in fields where the outside salaries are lower.

'Who should supply the resources'**:** DHET. But we should also look within, and think creatively.

Table 2

Academics need to be trained to teach – knowledge, skills and practices.
Formal training –Opportunities to learn to teach – linked to time and to the valuing of teaching in institutions
Who would do that?
Time and space (notes)
Context
Pedagogical aspects
Acknowledgement of disciplinary knowledge – must be discipline experts – grounded
Learning to teach is an enabler.
Academics must be train and the institution must value teaching? How does that help…the institutional culture?
How do institutions value teaching? Through recognition of teaching excellence. Promotion policies, student evaluations of teaching in teaching portfolios.
Need to build institutional mechanisms to value teaching.
Discuss a number of ways in which we can recognise teaching – through teaching portfolios, induction programmes. Teaching portfolios must talk to what you do. Institutional and national policies to recognise teaching. Induction programme as a probationary requirement – not mandatory.
Entry requirement for awards. Teaching portfolio as formative – living document
Individuals need to recognise the need to develop as a teacher and in order to do that you need to understand the role of an academic and that is one area where an induction progamme helps
Can easily bend a tree while its still young…
Create culture for academics to value teaching – need to target the new academics
Intrinsic motivation but there needs some extrinsic motivation as well.
Need philosophy of mentorship
Allocate mentors to reflect vision that values teaching
Making available time for professional development is an important structural thing especially for nGAP
Money for professional development opportunities – beyond PGDip
Professional Development is needed
Challenge: How do we change the institutional culture
SoTL – research in teaching is a possibility
Research culture – reward and money and recognition – we need to think about teaching in similar ways
What produces quality graduates? Good teachers
Enabling environment – time, money, resource allocation strategies in institutions should enhance teaching. Institution that place value one teaching will allocate resources and have

quality learning spaces which will convey the message that the institution values learning and teaching.
Need to move together as a country in that the ranking system should also value teaching.
How do we benchmark for good teaching? Think about indicators that are context specific.
Pay attention to inducting graduate students into teaching; pay attention to tutors and their development.
Staffing of staff development units – SDUs tend to be small. Resource allocation to SDU conveys the notion that teaching is valued.
How do we give good teachers exposure? Beyond teaching excellence awards.
We use good teachers to model good practice in lecturer orientation programmes – find multiple opportunities for that. Developing communities of practice of good teachers.
Promotion criteria that recognises teaching – increased notch for academics who have repeatedly demonstrated excellence in teaching in the discipline (or merit award)
Would need clearly articulated criteria.
Regional collaboration to address staffing constraints in institutions to develop academics as teachers.
Raising the status of PGDips.
Regional collaborations for developing SoTL, joint funding, multiple publications.

Table 3

Develop academics in order to improve teaching: ASD
Don't necessarily know how to teach – come from disciplines
Development in the area of good teaching
Training in now to research teaching
Used to believe that improving teaching was improving the skill of teaching
But goes far deeper than that: policy needs to define what good teaching means
Policy from the ground-up and then cascading the model down again to the ground
Different understandings of good teaching
Policy framework to create a conducive environment
Not just about the creation of teaching skills
Dynamic changing student population
Many multi-disciplinary programmes and academics at different levels in the institution
How do we make the work of staff development relevant and necessary?
Adapt to different classroom environments
And understanding learners and how they learn
A workshop on teaching not enough without how are students learning
Changing student population and therefore a changing paradigm
How do we make ourselves relevant? To senior researcher? To new academic?
Re-look at our assumptions about what people know about teaching
What are the competencies that are needed by HE practitioners?
The emergence of different learner profiles and how we locate ourselves
The university makes a prize of valuing difference in teaching and learning
Different models for teaching and learning
Is there a difference between an A-rated researcher and the new academic?
Sometimes a delivery that is a one-size-fits-all
How to promote high quality teaching?
Not much place for 'how-to' workshops
Need to have place for reflective practice
How do we plot progress in teaching?
Long-term vs short-term development
Including research and reflection at a programme level
Ad hoc workshops do not work
Teaching development programmes that last a full year
SOTL programme

25 – 30 people in the year
Formal programmes in HES
Generic vs disciplinary engagement
Commitment from the university to support teaching and learning
Understanding how students learn – but how?
How do we look at professional development? Training? Change of culture
Research is rewarded with a well-defined incentive system – steer the university in the direction of recognition of teaching
Research is individually rewarded but teaching is not
Students have said they're not prepared to put up with poor teaching
Don't use good teaching methods
Decolonised curriculum meaning? Who is the student?
Looking at academics holistically
Creating an enabling environment for reflective practice
Student evaluations go into nowhere-land
Reflect on curriculum and our role as academic developers
How do we develop triggers that bring curriculum to the fore?
Create the 'disruptions' in the teaching
At least insert context into teaching.

Table 4

Need for integration of 3 domains at an institutional level. i.e. Need to holistically conceptualise and implement integrated approach to teaching development. Not only working with individuals but with clusters and departments.
Acknowledge the social context as mediating content e.g. at Stellenbosch; recontextualisation of the role of language and culture (context and content), not generic but responsive to the needs of students. Language here is not a gatekeeper but an enabler.
Need for university leadership to move beyond managerialism- need both bottom up and middling out!
Enhancing the status of teaching requires rewards and incentives including salary enhancements, career trajectories, sabbaticals, equitable workloads
Teaching and research should not be dichotomised - not to regarded as be binary, essential to be both. It is possible to be a good Researcher without being a good Teacher, but not possible to be an effective Teacher without Research capacity,
RSA, no norms and standards (should we have minimum requirements for academics) re professionalisation of TL/HES, rewards at the same time; adopting a developmental approach;; have a standard/framework but too detailed (not to be too formulaic); to be integrative-it is the practice that we want to improve, not a tick box culture/compliance (not micro-managing academic practice – hence not too regulative); focus on sectoral development to implement institutional development
QEP as one example of sectoral development;
Professional bodies, SAICA, ECSA, HPCS etc, are barriers to curriculum and professional development including teaching accreditation; Councils stranglehold influence on the curriculum-prescriptive). Absence of Councils from dialogue fora such as this signals the extent to which national initiatives can be sustained)
Funding models – Teaching development Centres are routinely dependent on grant funding rather than from the main fund, seen as not core business but marginal to university's privileging of research - promotes casualization, precarious jobs; contradictory to spirit of support provided. Need for a sustainable funding model – beyond dependence on earmarked grants.

Table 5

What do academics in SA need to provide high quality teaching for students?
For themselves:
Need disciplinary experts – good grounding in/knowledge of the discipline
Opportunities to acquire industrial exposure/experiences need to be created and made possible
Qualifications need to be coupled with the space and time to continuously conduct research on both the discipline and the pedagogy of the discipline
Experienced academics need to be open to development (currently resist development and get fixated in the old school)
Time is the impediment in developing both teaching and research skills/capacity – provision of sabbatical to focus on developing the teaching skill
Sufficient support systems - funding, mentorship, career guidance, how to utilise time efficiently are necessary support mechanisms needed
Academics need to keep challenging themselves and their teaching, (self) reflect and be critical in the manner in which they do things
Teaching has to be seen as a scholarly activity
Understanding of the history and context of the institution and this should form part of the Induction of newly appointed academics
Understand who your students are, where they come from, etc.
For their Colleagues:
Move away from self-development to Teams at different levels, Departmental, Faculty, Inter-faculty, across universities, etc.
Sharing of ideas, expertise amongst colleagues – collegiality approach (motivating each other and sharing good practice, however, currently university systems do not allow this, i.e. PMDS
Peer Mentoring can be effective if the mentor-mentee are in proximity
The initiator of all the support programmes/activities is very important, i.e. good to have activities initiated from the Faculty/Department rather than at the T & L centre
Valuing of T & L - who cares attitude?
For the institution:
Academic Leadership should play a vital role in enforcing proposed academic staff development activities. There is a need of academic leadership capacity development programmes
The selection of institutional leadership is currently more about discipline based (as a result in such cases just one Faculty benefits/gets attention) rather than people with strong leadership qualities. Discipline based leaders
Policies at institutions can enable and at the same time can be a hindrance in academic staff development
There is a need of physical spaces where all the initiatives mentioned above (collegiality, team-work, etc.) can take place
Discussions such as this one should also take place at the institutional level
Raising the status of teaching should be the institutional responsibility
Academic staff development practitioners as academics rather than just professionals
Need to be careful about naming of positions/portfolios people are employed in, i.e. managers and yet these are people whose role is to support or implement academic staff development
Complex structures in institutions can be a hindrance in development
From whom, with what resources?:
CHE – constantly engaging with institutions, i.e. follow-ups, road shows, dialogues etc.
Discussions need to filter down to the implementers
Reporting is important, however most of the time it is done for compliance purposes rather than for developmental purposes
Academics know what they're supposed to do, but they do not do it, why?
Need to move away with the idea of engaging in activities for the purpose of individual/personal benefit
Institutions need to constantly review its policies to suit the rapid changes the system is faced with
The gap between policies and implementation has to be closed



How are universities managing academics? – Create a culture of Why is it important to do this rather than monitoring or micro-managing academics
Success of the activities implemented depends on the history and size of the institution
Strengthen the induction programmes that are already implemented in universities
Review of salaries……..
Sometimes it's not about insufficient funding but (Un)Realistic budgeting, how best to utilise funds, planning (know what your needs are and the magnitude before proposing an amount).

Table 6

Improved success rates; students and programmes;
Student success; not easy to quantify?
Common policies; in different contexts; resources matter; implemented differently; diverse contexts affect how high quality teaching is enacted; embedded in disciplines;
New challenges – growing own timber; new challenges for academics; push-pull between research and teaching; teachers need recognition; affirmation;
Large classes; different abilities – students – need support for this to happen; technology;
In world of online, students are not coming to classroom; not pitching up – relying on e-learning; blended learning;
What is teaching in HE context?
Lecturer – dissemination; transmission mode
Multiple sources of information – from web etc so what does it mean for teacher;
Laptops/ copying notes back in the day etc;
High school teaching affects teaching and learning at university
What is valued by academics themselves? How is it rewarded? Will this be incentive?
Complex relationship between research and teaching – need scholarship of teaching;
Critical thinking lacking
Linked to policies; upgrade status of teaching; encourage new teachers to apply for awards; changes culture of teaching and resources
Accrediting teachers – lots of resistance to it.
Difficulties of becoming a teacher – assessment; for all lecturers; 4 important modules
Netherlands - develop their teaching competencies; choose how to do it; variety of ways to do it - need freedom to decide how to develop their competencies; not everyone likes being forced to do it - assessment of portfolios is mandatory
Refresher courses for established academics
What is needed?
Individual?
Time to do the programmes to become a teacher?
New lecturers are given large classes; overload; no mentoring;
Foundation at schools not good; burdened with largest challenges; who is responsible for deciding this?
Institutional mentoring system built into culture of university;
Resources needed such as venues; shortage of classes;
Support from HoD's etc- mentoring across the board
Colleagues?
Timetabling
Culturally? Young lecturer can't challenge older lecturers;
Power? More established lecturers versus new ones
Meet informally over lunch and drinks – learn informally;
Community building; networking;
Collaborate to discuss research;
Institution?
Need stability to withstand student protests;
Lack of succession planning when experienced academics leave; institution needs to plan
Opportunities for professional development – need flexible development opportunities; informal as well as formal

Stimulating learning space are lacking – hubs, wifi, gardens, open spaces; can change mind set;
Cultural environment is important;
Also have to think about why you are learning; learning goals?
Engage with decolonising – symbols etc to create representativity
Curriculum change is relevant;
What is relevant for our students;
From whom, what resources?
DHET; third stream?
T & L are integrated; need continuous assessment so students attend;

Table 7

Realise and appreciate the importance of quality teaching ➔discipline experts and good university teachers
Elevate the stats of teaching for promotion to be on par with research
Professionalization of university teaching through policies, resource mobilisation & promotion
Source information about teaching/pedagogy
Triangulation of feedback from students, colleagues & industry
Institution to provide;
an enabling environment for increased staff (academics)commitment and enthusiasm about teaching
requisite resources to deal with challenges of massification of higher education
Investment in digital technological infrastructure – futuristic in nature
Reward staff for innovative use of technology
Continuous provision of multiple opportunities for "training" in optimum (and creative) use of the learning management systems
CPD – constant upskilling (professionalization of university teaching)
Individual academics and colleagues
Exchange of creative ideas on teaching (Innovation; sustainability➔sharing)
Emphasis on the scholarship of teaching and learning
Balance between discipline (research) and teaching enhancement
Resources
Alternative opportunities/ways for access to technology for students (beyond campuses especially during protests)
Resources (financial) needed to sustain work/initiatives supported by the TDG

Table 8

Identified a need to overcome habit of blaming students for their poor performance, look at underlying causes, and foster sense of personal responsibility amongst academic staff for the performance of their students. Need to promote better understanding of the holistic role of the teacher as a social agent not just a transmitter of information – this takes senior management support/leadership and a move away from just maintaining 'business as usual'.
Discussed issues around historic and enduring advantage/disadvantage, and the extent to which some institutions exist in a 'cocoon'. Perpetuated disadvantage is about location, geography and logistics, opportunities, so even regional collaboration can be problematic.
Strong view that teaching and learning is not a binary divide between academics teaching and students learning, but requires academics learning as well.
There was a view that academics are out of touch with their students' realities and need to be encouraged to really engage with who their students are – educationally and culturally – not just problematize them. 'Decolonisation of the curriculum' is about curriculum relevance to a diversity of students and the cultural and social ambitions of SA as a country.
Suggested that 'excellent' is understood in Western terms of research success but there is a need to think about what the South African benchmark for excellence is, taking account of the socio-political, economic, cultural needs of SA society – is excellent HE about research or about social mobility and equity?

There was a strong view expressed that there should be mandatory 'teacher training' for all new lecturers so they understand the basics of L,T & A appropriate for students at different levels. Need to take account of the view of professional bodies as well – they inform the professional curriculum but to what extent do they also influence how that curriculum is taught? Position the teacher as a role model for students becoming graduates/professionals.
Identified challenges reaching established academics who are grounded in their disciplines and conditioned by their own educational experience which has got them where they are, but which arguably perpetuates the status quo. A requirement to demonstrate ongoing engagement with L&T development/staying in 'good standing' could address this. Also needs institutional will to reconcile teaching and research – arguably a mistake to promote the separation and privilege research.
Some structural impediments to staff engagement in development – in departments with devolved responsibility for supporting access to staff development the prevailing culture will either encourage or inhibit take-up, so need to change attitudes amongst departmental and faculty heads.
Need to position investment in staff development as producing a long term return (compared with research which leads to quick published outputs). Make staff development a shared responsibility for the sector as a whole rather than maintaining the 'excellent' position of a few; of benefit to the country/society not necessarily the institution or individual academics. Public interest in SA is about cultural/ethnic/social equity as well as about skills/workforce development.

Table 9

Notes not submitted.

Apprendix 4: Teaching Advancement at Universities (TAU) Fellowships Programme (Prof Brenda Liebowitz, University of Johannesburg)

Teaching Advancement at University (TAU) Fellowships Programme

National Workshop on Improving the Effectiveness of University Teaching

24 – 26 May 2017

AIMS

- To contribute towards the quality enhancement of teaching and learning in higher education in South Africa by supporting the development of a cadre of academics across institutions and disciplines as scholars, leaders, change agents and mentors in their fields;
- To enhance the status and stature of teaching and popularise the understanding of teaching excellence in varied institutional and disciplinary settings.

History

TAU 2015 – 2016

- A Heltasa project
- Born out of evaluation of the teaching excellence awards
- Opportunity presented by DHET Collaborative Teaching Development Grants

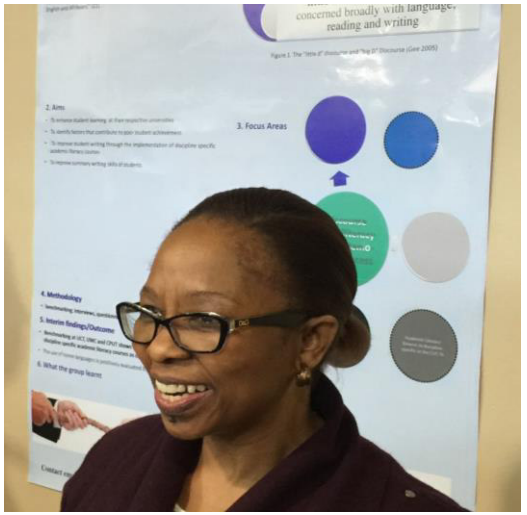


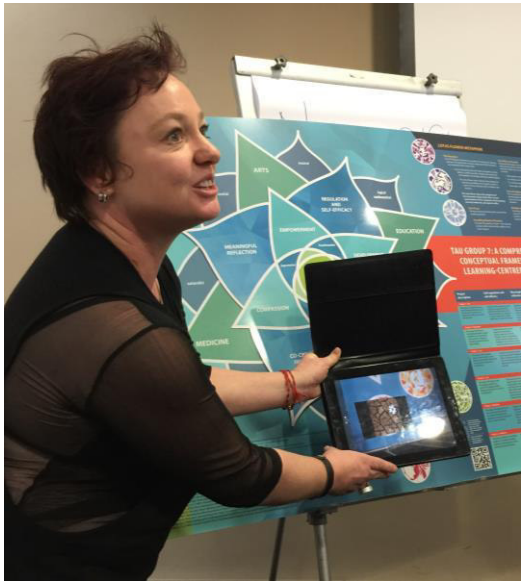
TAU 2015 - 2016

- Management Team
- 11 advisors
- 51/50 academics from 21 HEIs
- 3 four day contact sessions with correspondence in Enquiry Groups in-between
- Final outputs:
  - Enquiry group posters
  - Individual reflective reports
  - Individual project reports (see http://heltasa.org.za/projects/teaching-advancement-university-tau-fellowships-programme/)
  - TAU Fellowship certificates

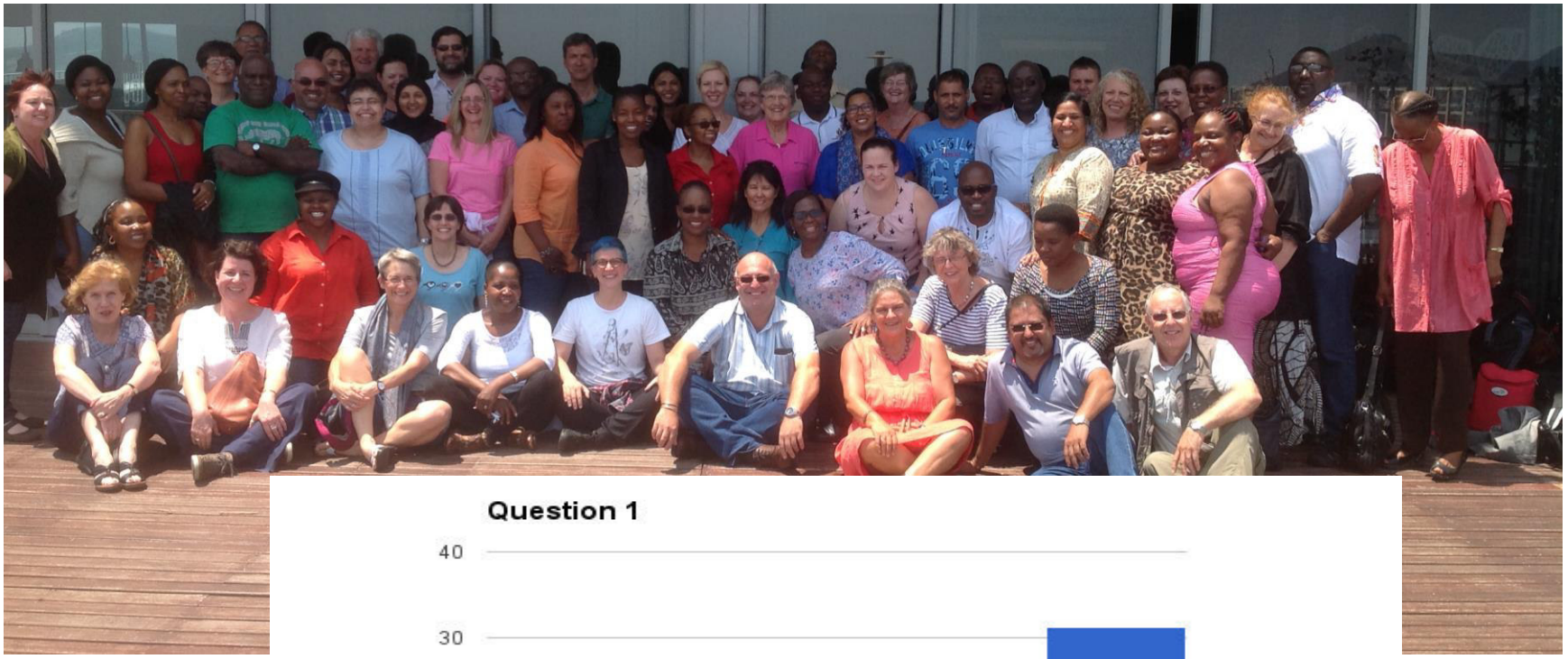
TAU 2015-2016

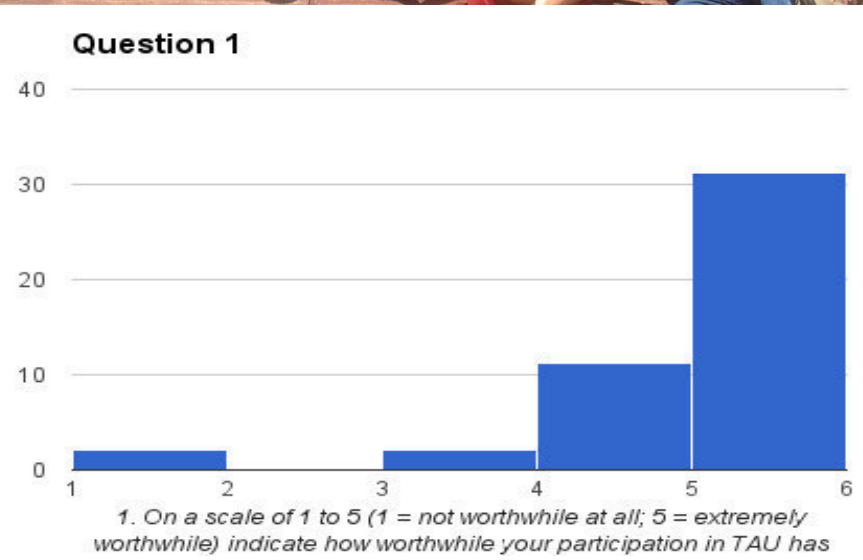
- +- 20 attendances at ICED/Heltasa 2016
- 3 ‘prestigious’ international trips
- TAU Alumni formed
- +- 3 significant collaborations
- Article from one Enquiry Group published





TAU 2015 – 2016: Feedback





TAU 2015 – 2016: Feedback

- *It has changed the way I view Higher Education, and I finally view myself as an academic and a professional*.
- *… as individual I have started to critically question my perspectives and beliefs and ... started a transformative journey*.
- *These discussions were a source of inspiration for me and incredibly valuable.*
- *By suspending discipline, hierarchy, power relations, and spaces that usually frame my professional identity.... placed me in a different context premised on a commitment to effective and responsible teaching and learning in contemporary South Africa. This was a very liberating experience and eventually one of deep reflection and learning ....*
- *We have learnt to shed aside institutional bias , our discipline masks and the importance of our titles and look at the one thing we all have in common – a passion for teaching.*

TAU 2018 - 2019

- (Renewed funding DHET)
- Less funds for research support, conference attendance
- Four contact sessions (~~three~~)
- Outputs to include seminar at home university
- 26 HEIs, including new
- Letter to DVCs, CC to Directors of AD/CTL by end May 2017

Important Dates

Institutional nominations to reach TAU	31 July 2017
Institution and applicants informed of acceptance	31 September 2017
Letter of commitment from participant and institution to TAU	15 October 2017
First contact session	21 – 25 January 2018
Second contact session	8 – 11 July 2018
Third contact session	20 – 23 January 2019
Fourth contact session	7 – 10 July 2019

For more information, contact TAUfellowships@uj.ac.za

Challenges

- Financial and institutional sustainability
- Institutional parity remains a challenge
- Institutional support, including selecting appropriate people
- Maintaining TAU Alumni Network



Potential Contribution to ‘Improving the Effectiveness of University Teaching’

- Symbolic
- Cadre of TAU Fellows
- Shared understanding wrt facilitators and fellows of
  - Teaching excellence
  - Scholarship of teaching and learning
  - Change agents
- Further support for capacity building in own contexts

Appendix 5: The Council on Higher Education (CHE) and Higher Education Learning and Teaching Association of Southern Africa (HELTASA) National Excellence in Teaching and Learning Awards (Ms Jean Farmer, Stellenbosch University)

CHE-HELTASA
National Excellence in Teaching and Learning Awards





The awards

- Implemented in 2009;
- Aim to promote quality teaching;
- Inviting applications from public SA HE institutions.

CHE commissioned review 2009-2011 (Leibowitz, Farmer & Burgoyne 2012) showed:

- Applicants mostly white female;
- Reported a clear impact on professional lives of award recipients;
- Criteria not considered to be fair wrt context;
- Applications showed up continued inequities in SA education.

Considering recommendations from the review, the committee decided to:

*promote debate within the HE sector

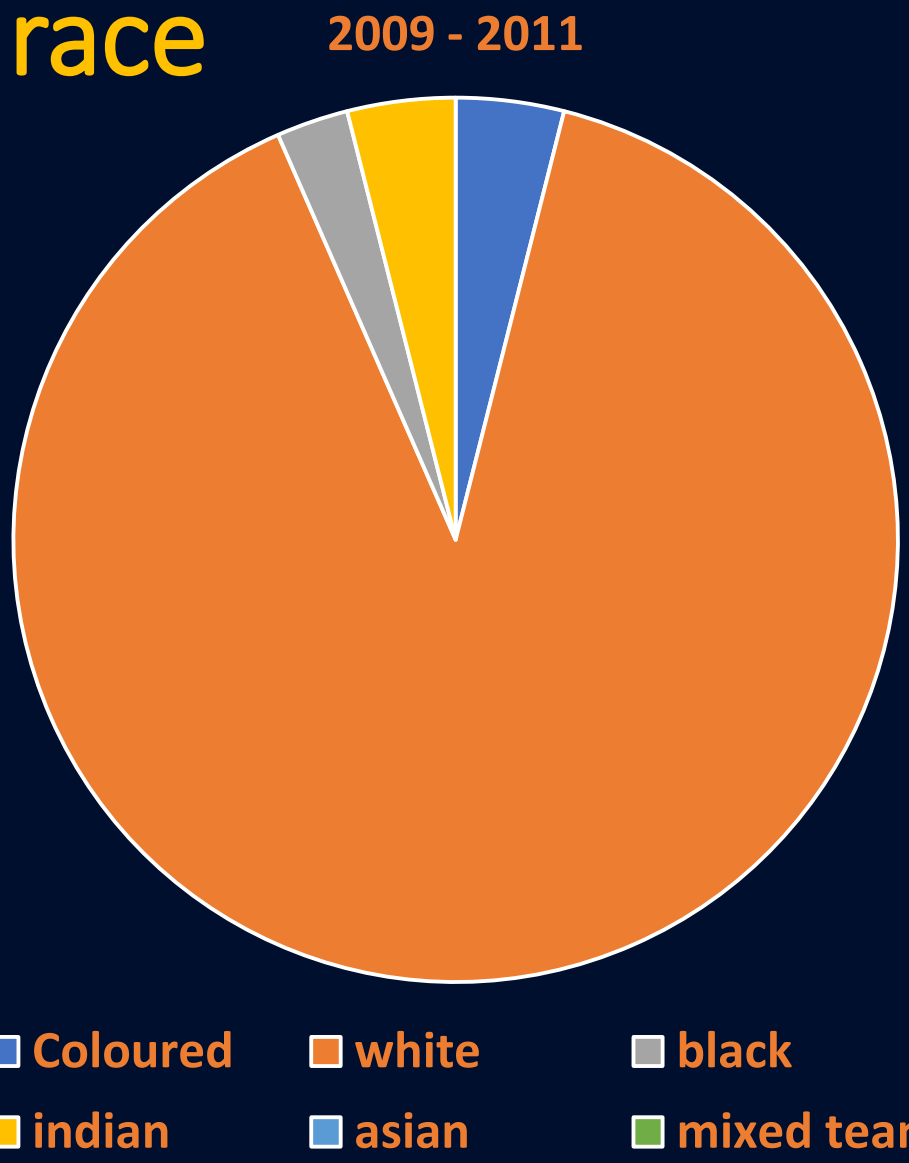
*consider recognition of challenging institutional and professional circumstances

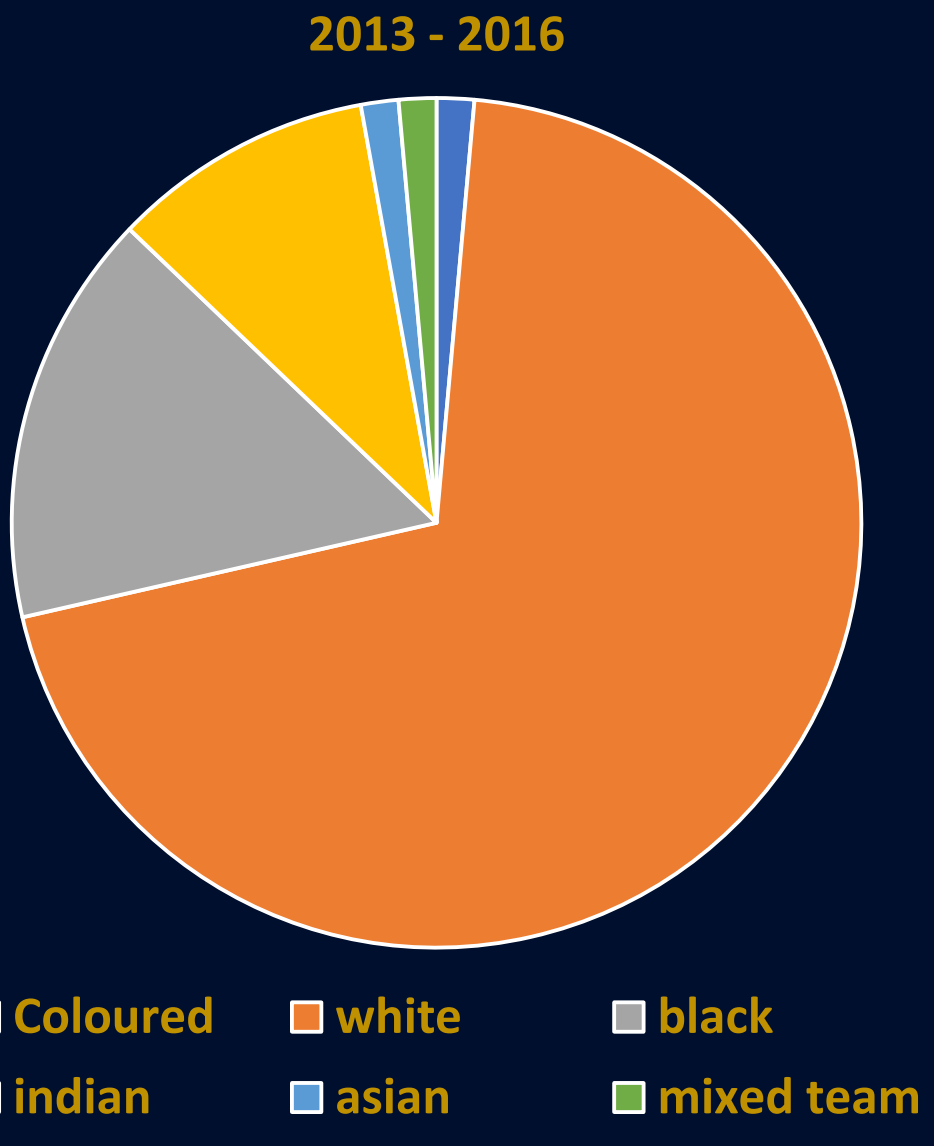
*build capacity via funding and collaboration

AMENDED AIMS

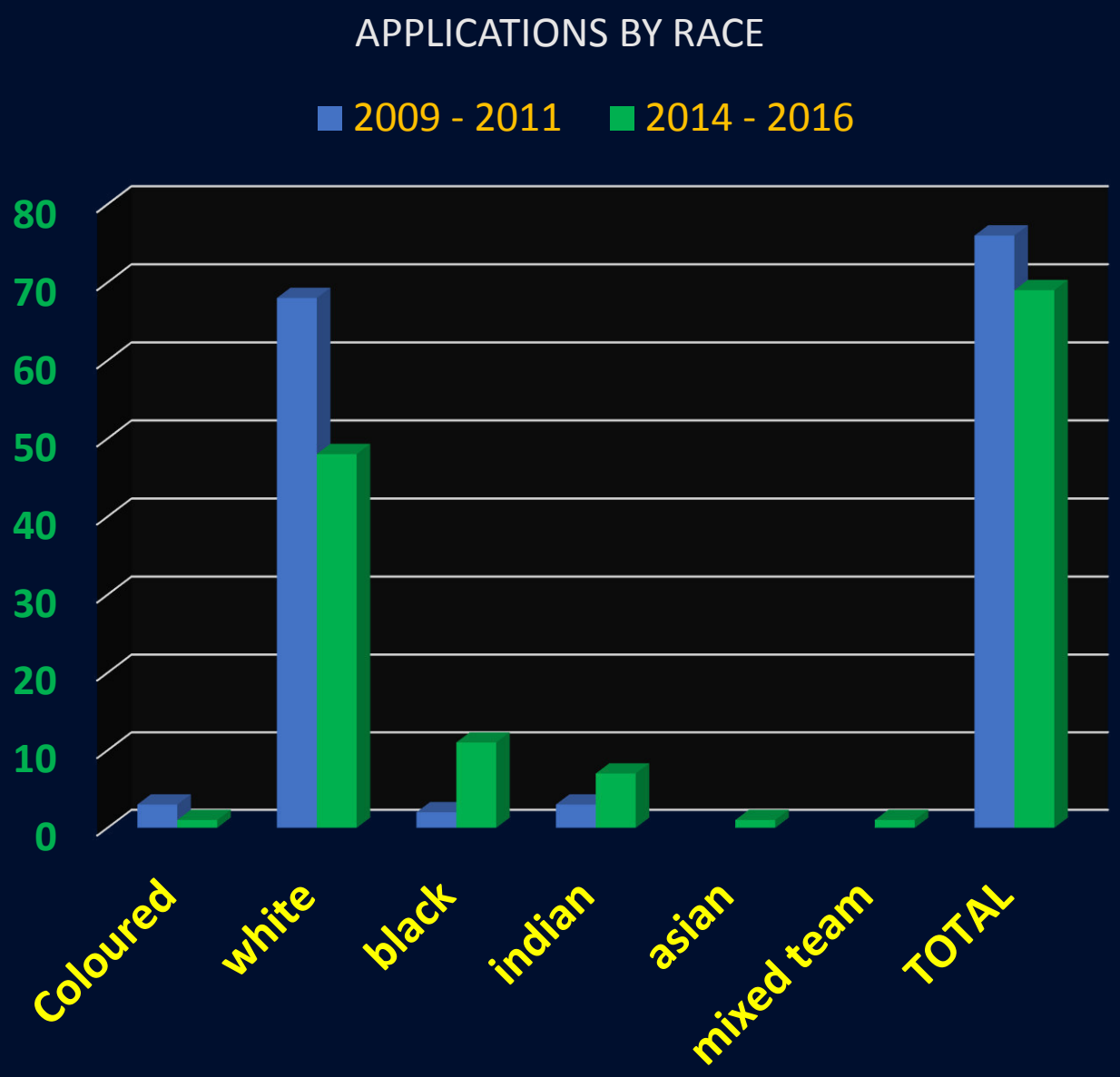
- National level support for excellence in teaching & learning in HE
- Generate a cadre of academics who are able to provide inspiration and leadership in teaching in their disciplines, institutions and regions
- To generate debate and public awareness about what constitutes teaching excellence

Has there been a shift in response to the call? By race

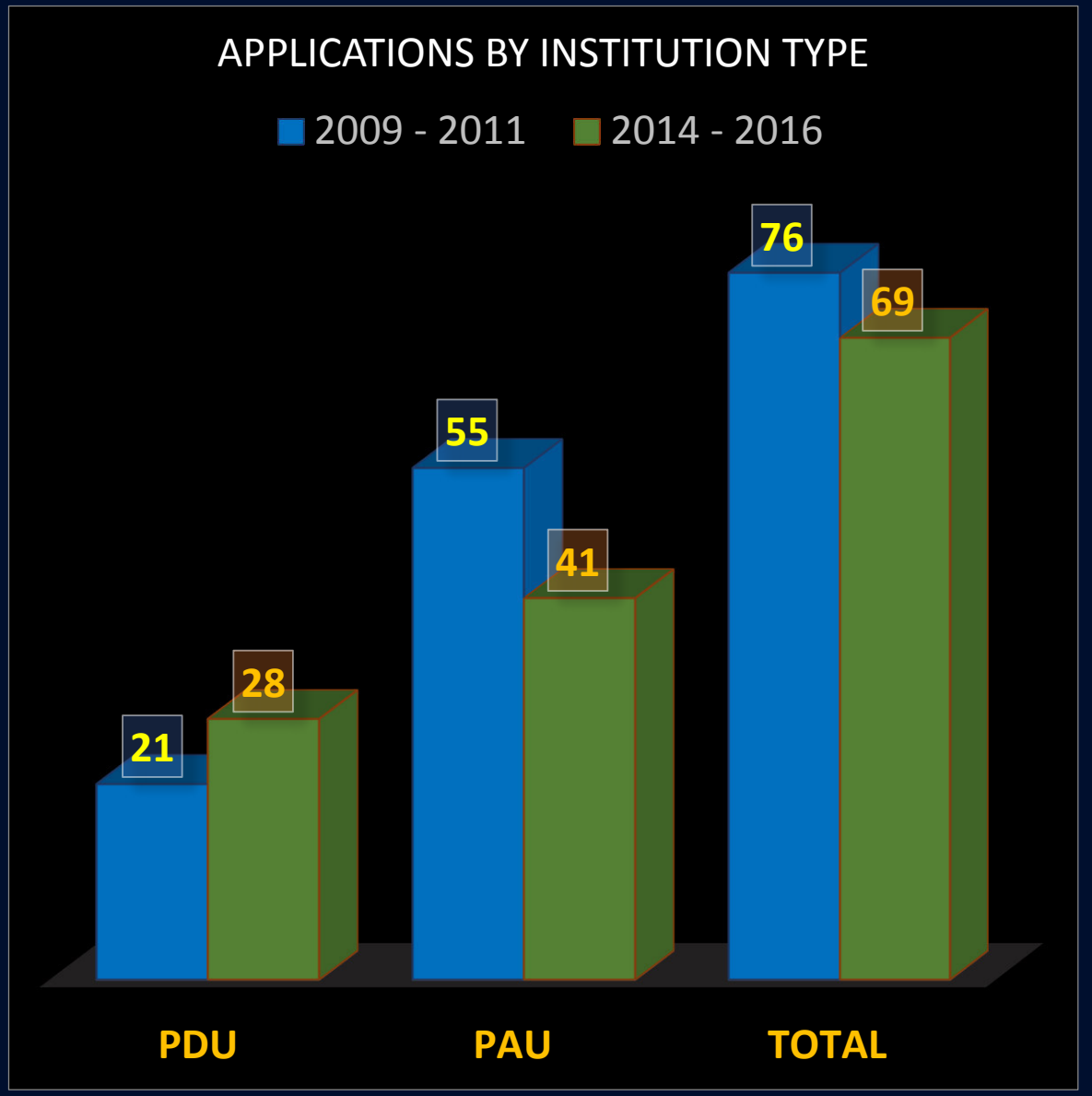




Has there been a shift?



By institution type



How is excellence measured?

The awards have increased recognition of teaching as a scholarly exercise

BUT excellence needs to be appreciated in how institutions "explicitly attend to the ways in which universities contribute to broad goals of transformation and inclusivity" (Behari-Leak & McKenna 2017)

We are left with the following challenges:

- How do we ascribe excellence in a country where educational inequity remains a reality?
- Is it possible to use generic standards while taking such vastly differing contextual influences into consideration?

Teaching Advancement in University **(TAU) Fellowship** is one project which attempts to address these challenges. There is so much more work to be done.

Appendix 6: Cape Higher Education Consortium (CHEC) Quality Teaching in Higher Education courses - Facilitating short courses across institutional boundaries (Prof Vivienne Bozalek, University of the Western Cape)

Cape Higher Education Consortion (CHEC) Quality Teaching in Higher Education courses

facilitating short courses across institutional boundaries

Vivienne Bozalek
University of the Western Cape
vbozalek@uwc.ac.za

Introduction











disrupting existing institutional practices

Mission: *Four institutions convening short courses for educators drawn from these institutions with a shared goal of improving teaching & learning practices including the Scholarship of Teavhin*

Challenges facing SA HEIs



The South African higher education landscape is still affected by the **historical inequities of past policies**, and many students and Higher Education Institutions (HEIs), particularly the Historically Disadvantaged Institutions (HDIs) are **affected by scarce resources** and poverty. Higher education institutions themselves are also unequally placed with regard to resources and the **students that they enroll** (Bozalek & Boughey, 2012)





Why we did it

- Too much time wasted in **reinventing the wheel - in Silos**
- Best practices are **'locked up' in walls** and not shared







***Objective**: to create a conducive learning space where participants could be free to share ideas and experiences with peers and facilitators from other HEIs.*

What we did

Emerging Technologies to improve Teaching and Learning in Higher Education



CHEC Emerging Technologies fo

Welcome to the CHEC short course on Emerging Te
Education course. In the course, you will have
relation to pedagogic problems, studen learning
institution. You will then design and develop a
intervention using at least one technology tool

Tools

We are going to explore a number of emerging technologie
These tools will belong primarily to the Google family (whi
to register once with Google to access all the tools), but we
tools over the course of the programme. On this page you
and screencasts / tutorials on how to use these tools and a

Main course communication and collaboration to

Blog (www.checet.blogspot.com)
Blogger belongs to the Google family and is a free blog tool, which is very easy to set up. This course blog will be used for information sharing, collaboration, communication and reflection. You can subscribe to this blog (which means you will be sent emails whenever new messages are posted to the blog), and you can take part in the conversation by commenting.

Facebook group (www.facebook.com/groups/checet2012)
receive updates on the group by email. You can this by modifying the notification settings.

Course tasks and assignments

Task 1: Improvement of one e
Technologies wiki

Go to web address: http://checit.wikispac

- Select one wiki sub page for a tool t
- Improve the content of the page, a
article on the tool, discipline specifi
(e.g. found on YouTube) on the use
Provide a rationale for selection of

This assignment is due on the **9th of Ma**
your tool at the first online meeting on th

identifiable.

Course timetable

Date	Teaching and Learning Activity	Instructional Design Phase	Assessment task (after teaching and learning activity)
2 May full day (8 hours)	Face-to-face workshop	Exploration	Task 1: Emerging technologies wiki *Deadline: 09 May*
09 May (30mins per part)	Online meeting: presentation of wiki tool	Exploration / Enactment	Reflection 1: Context (lecturer and learners needs) *Deadline: 16 May*
16 May half day (5 hours)	Face-to-face workshop	Enactment	Reflection 2: on initial ideas on tools, problem / challenge (prototype) Task 2: Initial design a proof of concept *Deadline: 23 May*
23 May (30mins per part)	Online meeting : presentation of proof of concept	Enactment	Reflection 3: on feedback received in online session and possible improvements of prototype Task 3: conduct formative evaluation with colleagues / students on proof of concept *Deadline: 30 May*

... we walked our talk

Source: http://checet.blogspot.com/

Conceptualisation of the module

Learning for use, learning for relevance and learning to change how I currently teach - situated learning (Brown et al., 1989)

Approach: As a practice-based module, participants were encouraged to focus on their own practice in their respective disciplines, think about their students' learning needs, and to develop practices that they could apply/use with their students.

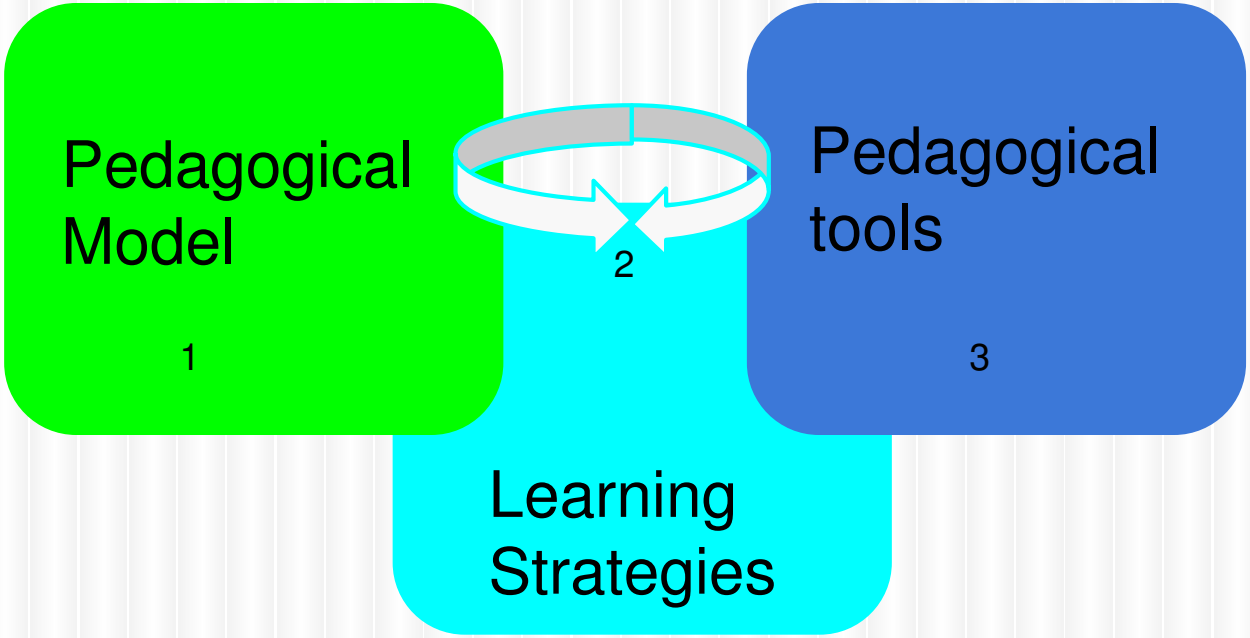
Designing learning for 21st century learners



Challenge: Participants from diverse disciplines had a shared challenge of designing meaningful learning for 21st century learners

Theory-based design framework

Meaningful learning and interaction



Theory: a tightly coupled relationship between pedagogical model (learning objective), learning strategies (activities) and pedagogical tools (appropriate technologies) is required for meaningful learning (Adapted from: Dabbagh, 2005)

Description of Case Study

Institution	2011	2012	Total
UWC	8	8	16
CPUT	3	3	6
UCT	3	3	6
SU	6	7	13
Total	20	21	42

Challenge: four institutions, four LMSs!

Case Study 1: a LMS of one institution was used. Reviewed and adjusted.

Case Study 2: focus was on cloud-based tools.

Shared challenges across institutions



What we learnt quickly

Case Study 1:

All four participating institutions each had a **different LMS** which meant that for some participants:

i) the LMS was new to them,

ii) experiences might not be meaningful in their respective contexts

Case Study 2:

We decided to focus on **cloud-based tools**. So re-designed to model best practices for empowering educators on teaching with emerging technologies.

Cloud-based tools









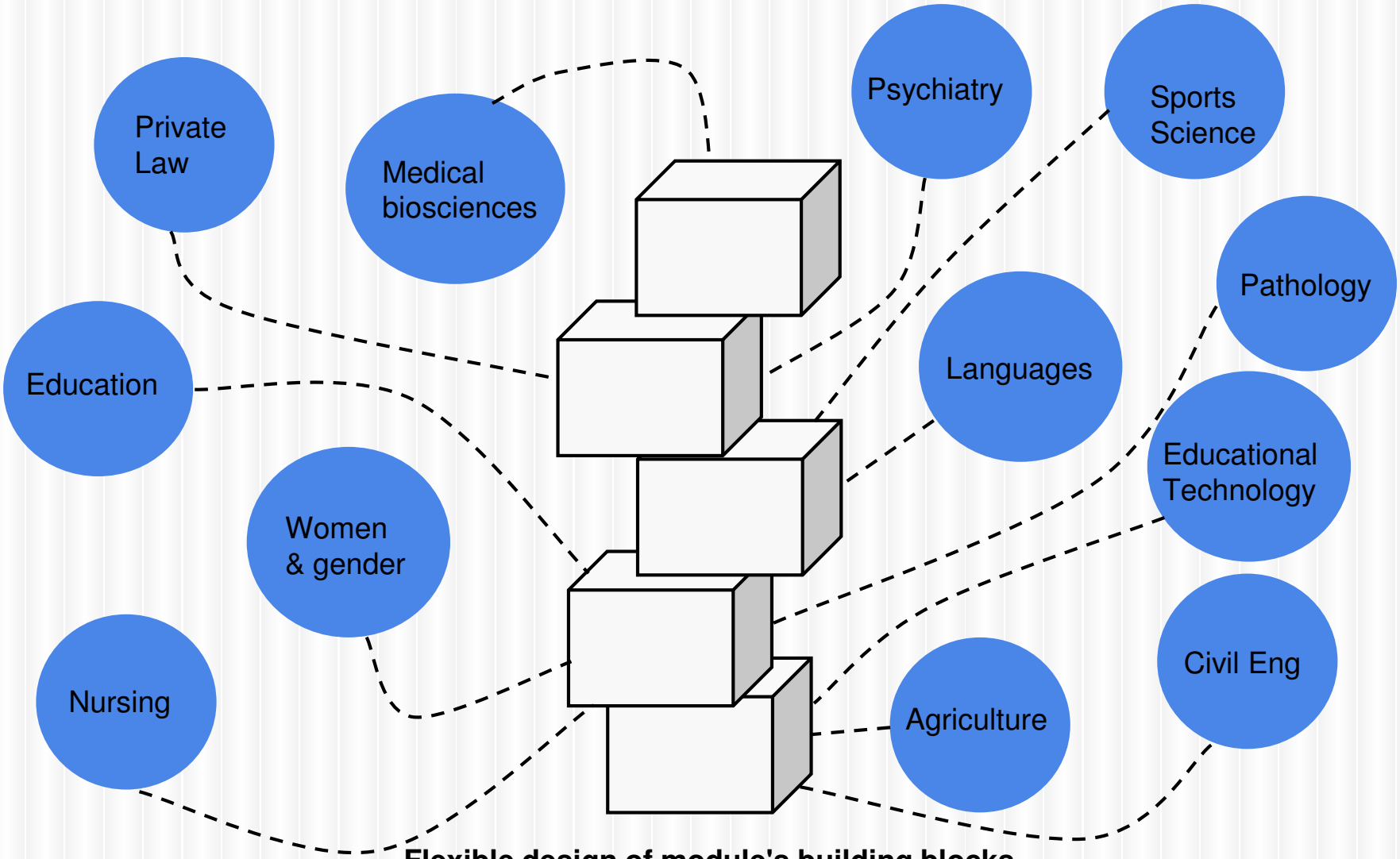






Generic tools become pedagogical tools when wrapped around pedagogy and learning strategies

How we designed for flexibility



Flexible design of module's building blocks

Positive participant experiences 1/2

Technology was less emphasied and **largely 'invisible'**

"For me it was a firsthand experience using a network-communication environment. I found it greatly engaging and there were so many valuable comments made online that really helped to shape my assignment ... which, I believe would not all have been forthcoming in a face-to-face session..."

Positive participant experiences 2/2

Learning through **reflection** on practice

I had never really spent so much time reflecting on my teaching and what I'm doing in the lecture room. It was a great and sometimes a sobering experience. I just did not find the blogs too helpful to write the assignment.

Negative participant experience

Some educators **didn't like being lectured to**

I did not like the focus on the first day on pedagogy and the use of jargon. While I do like the focus on the best use of a tool for learning rather than the learning, not having previously been exposed to pedagogy (despite 15 years of teaching) I found this put me off a lot.

Did we achieve the modeling of practice goal?

Modeling practice

I loved how you guys designed the structure of the entire course ... how each exercise led to next and eventually each exercise combining into a finished tool combined with a thought out assignment ... excellent , Although I did not notice this on the first day ... it eventually was like a little adventure ride :)

participants also reported on integrating what they had learnt into their own practice

Ongoing work

Still being learnt is how...

....to explore an effective collaborative model for designing and facilitating inter-institutional modules that minimizes possible **intellectual tensions yet fostering collegiality and expansive knowledge sharing** community.

Conclusion

- Policies that **discourage inter-institutional competition** and encourage collaboration are needed
- Cultures that **value and recognise** innovative teaching and learning are required
- Funding, evaluation and reward for inter-institutional educational initiatives that **enhance thoughtful and informed pedagogical practices (including SoTL)** must be sought

Conference presentations

Bozalek, V., Gachago, D., Ng'ambi, D. & Ivala, E.(2012) The Value of Cultural Historical Activity Theory for for understanding pedagogical practice with emerging technologies in South African Higher Education .9th ICED Conference 2012 *Across the Globe Higher Education Learning and Teaching.* 23-25 July 2012, Bangkok, Thailand

Gachago, D., Schroeder, I., Brown, C., & Bozalek, V., 2012. Using Google applications as communication and collaboration platform for teaching, learning and research. Workshop facilitated at the 2012 Heltasa conference, Stellenbosch University, 27 November 2012.

Ng'ambi, D., Bozalek, V., and Gachago, D. (2013). De-emphasizing teaching to enable learning: modeling teaching with emerging technologies through an inter-institutional module. HELTASA, Unisa, Pretoria 26-29 November 2013.

Gachago, D, Bozalek, V., Pillay, R., Rowe, M., Backhouse, J. and Brown, C. (2013). Symposium on Good Practice Case Studies on Emerging ICTs in Higher Education. HELTASA, Unisa, Pretoria 26-29 November 2013.

Leibowitz, B., Bozalek, V., Garraway,J. Paxton, M., van Schalkwyk, S., Winberg, C., Bangeni, N., Benedict, H., Mitchell, V., Peerbhay, F. and Schmeisser, M. Symposium on Aspirations and Experiences of Emerging Scholars of Teaching and Learning in Higher Education. HELTASA, Unisa, Pretoria 26-29 November 2013. Ng'ambi, D. Bozalek, V. and Gachago, D. (2013) Empowering educators to teach using emerging technologies in higher education – a case of facilitating a course across institutional boundaries. In Proceedings of the 8th International Conference on e-Learning, Cape Peninsula University of Technology, 27-28 June 2013.

Bozalek, V., Mitchell, V., Dison, A. and Alperstein, M. (2014). Using Google Drive for dialogical feedback: An ethics of care perspective *Professional Matters: materialities and virtualities of professional learning Propel Conference 2014.* University of Stirling, Scotland 25-27 June 2014.

Alperstein, M., Bozalek, V., Dison, A. and Mitchell, V. (2016) A diffractive reading of dialogical feedback through the political ethics of care. Paper presented at the International Consortium for Educational Development (ICED)/Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference University of Cape Town, 23-25 November 2016.

Bozalek, V., Quesada, L. & Schmeisser, M. (2014). Connectivism: A critical reflective journey. HELTASA Accessing Success – Using Evidence for Change, University of the Free State, 18-21 November 2014.

Bozalek, V., McCaul, M., Daniels, F. Steyl, T. & Schroeder, I. (2014). Engaging academics in collaboration: Case Studies using Google Docs. HELTASA Accessing Success – Using Evidence for Change, University of the Free State, 18-21 November 2014.

Bozalek, V., Schroeder, I. Steyl, T., Daniels, F. & McCau, M. (2015). *Authentic Third Space Environments for Learning to Teach with Technology* . Paper presented at Emerging Technologies & Authentic Learning within Higher Vocational Education Conference, the Waterfront, UCT Business School, 31 August – 3 September 2015

Publications

Conference proceedings

Ng'ambi, D., Gachago, D., Ivala, E., **Bozalek, V.,** and Watters, K. (2012). Emerging Technologies in South African Higher Education Institutions: Towards a Teaching and Learning Framework. In Proceedings of the 7th International Conference on e-Learning. Lam, P. (Ed.). The Chinese University of Hong Kong: 21-22 June. pp. 354-362. ISBN: 978-1-908272-43-0. http://academic-conferences.org/pdfs/ICEL_2012-Abstract-booklet.pdf

Ng'ambi, D. Bozalek, V. and Gachago, D. (2013) Empowering educators to teach using emerging technologies in higher education – a case of facilitating a course across institutional boundaries. In Proceedings of the 8th International Conference on e-Learning, Cape Peninsula University of Technology, 27-28 June 2013.

Accredited journals

Ng'ambi, D. Gachago, D., Ivala, E., Bozalek, V. and Watters, K. (2012) Emerging 'Technologies in South African Higher Education Institutions: towards a teaching and learning practice framework.' International Conference of Elearning 7th International Conference on e-Learning ICEL-2012 at The Chinese University of Hong Kong, Hong Kong, China, 21-22 June 2012.

Bozalek, V., Ng'ambi, D. & Gachago, D. (2013) Transforming teaching with emerging technologies: Implications for Higher Education Institutions, *South African Journal of Higher Education,* 27(2): 419-436.

Ng'ambi, D., Bozalek, V. & Gachago, D. (2013) Converging institutional expertise to model teaching and learning with emerging technologies. *Progressio,* 35(2):19-36.

Ng'ambi, D., Jameson, J., Bozalek, V. & Carr, T. (2016). Editorial. Special Issue Emerging Technologies and Transforming Pedagogies. *British Journal of Educational Technology,* 47,3: 439-444.

Bozalek, V., Mitchell, V., Dison, A. & Alperstein, M. (2016). A Diffractive Reading of Dialogical Feedback through the Political Ethics of Care. *Teaching in Higher Education,* 21,7:825-838.

Any questions or comments?

Thank you!

Appendix 7: HELTASA Professional Development Special Interest Group (PDSIG) (Dr Jo-Anne Vorster, Rhodes University)

HELTASA

HELTASA Special Interest Groups

The Professional Development Special Interest Group

- A network of academics and academic developers that create spaces and opportunities for professional development across Higher Education Institutions in South Africa
- At least one annual workshop – PD SIG committee
- Members of the SIG share knowledge, strategies for and challenges in relation to the professional development of academics for their teaching role
- In addition, the SIG explores the enhancement of the knowledge and practices of academic developers

What are the kinds of professional development initiatives shared?

A range of formal and informal programmes:

Workshops and short courses

Induction programmes

PGDip (HE) or equivalent

Mentoring of academics

Seminars on T, L, A, etc.

Writing retreats to support the writing of SoTL publications

Managing and supporting nGAP lecturers

One on one consultations

Postgraduate supervisor development

What do SIG members gain from attending?

- Being part of a community of practice of academic developers concerned with the development of academics as teachers – between 30 and 60 participants per year
- Sharing of ideas, practices, resources and challenges for the field of academic staff development – learning from each other

Current issues

- The implications of calls for the decolonisation of HE for curriculum, including teaching and learning, assessment
- Capacity development to strengthen staff development programmes and practices needs to be grown
- The professionalisation of academic development practitioners – career path development
- Status of AD staff in institutions
- Induction and on-going professional development of academic developers

Challenges

- Limited time to engage as professional development practitioners – annual workshop and at HELTASA
- More opportunities needed to share successful practices
- Need vigorous on-line opportunities for knowledge sharing
- AD needs big research agendas that address systemic problems – the SIG can facilitate collaborative research opportunities

Other HELTASA SIGs

- Foundation Programme SIG
- Technology Enhanced Teaching and Learning SIG
- Writing Centre SIG
- Engagement across the various SIGs is necessary – working towards the common vision of improving teaching and learning across the sector

Appendix 8: The University Capacity Development Programme (UCDP) incorporating the Staffing South Africa's Universities' Framework (SSAUF) (Ms Mandisa Cakwe, Department of Higher Education and Training)

higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ucdp

UNIVERSITY CAPACITY DEVELOPMENT PROGRAMME

National Workshop on Improving the Effectiveness of University Teachers

Port Elizabeth

24 May 2017

EARMARKED GRANTS ARE INTENDED TO BE ENABLERS FOR GROWING A SUCCESFUL AND TRANSFORMED HIGHER EDUCATION SYSTEM

Earmarked grants
(steer transformation)
(30% of state budget for universities)

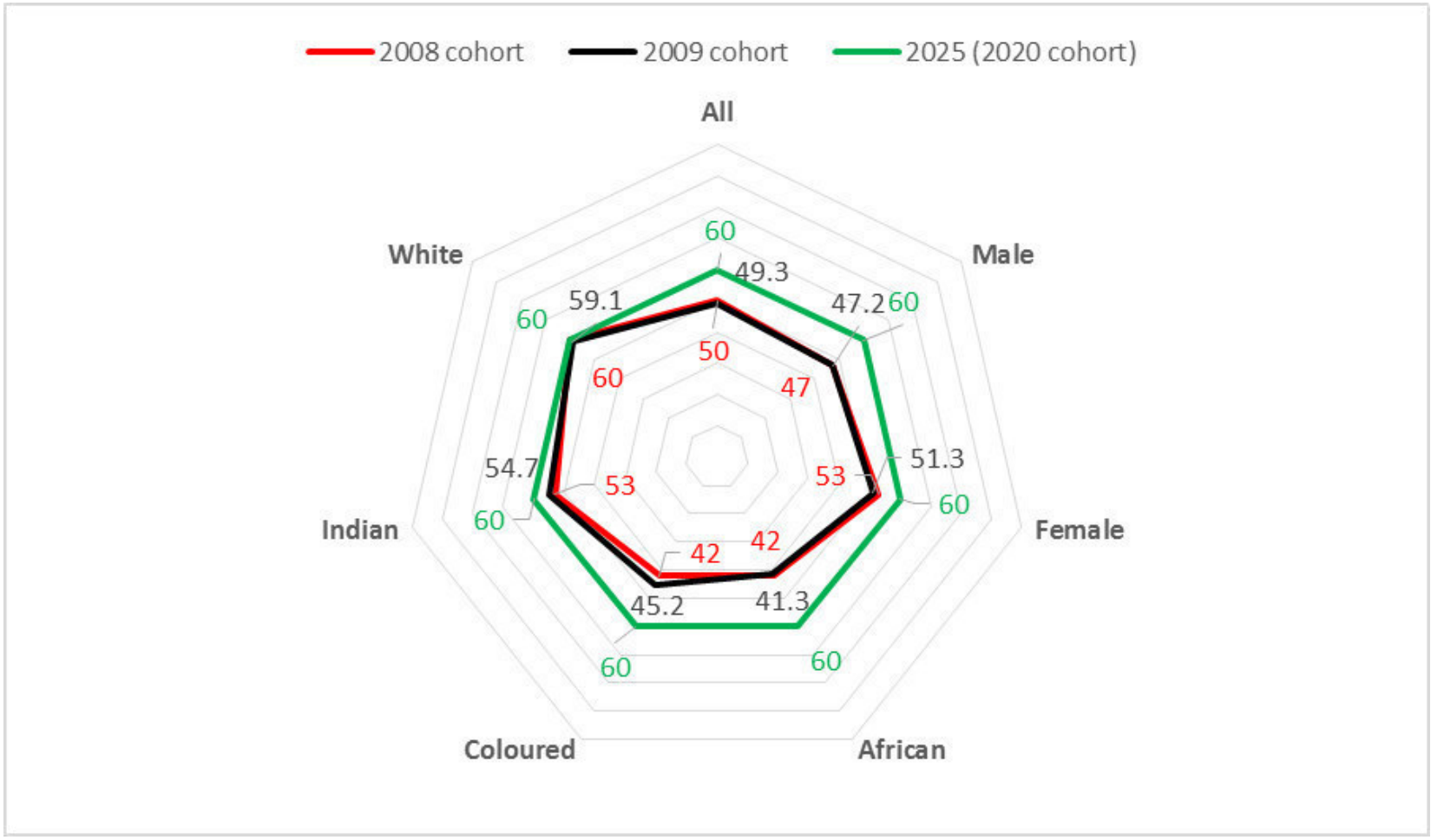
- NSFAS
- Teaching Development
- Foundation Provisioning
- Veterinary Sciences Grant
- Infrastructure and efficiency
- Research Development
- HDI Development Grant
- Clinical training grant

GROWING A SUCCESSFUL AND TRANSFORMED HIGHER EDUCATION SYSTEM: ARE WE MAKING PROGRESS?

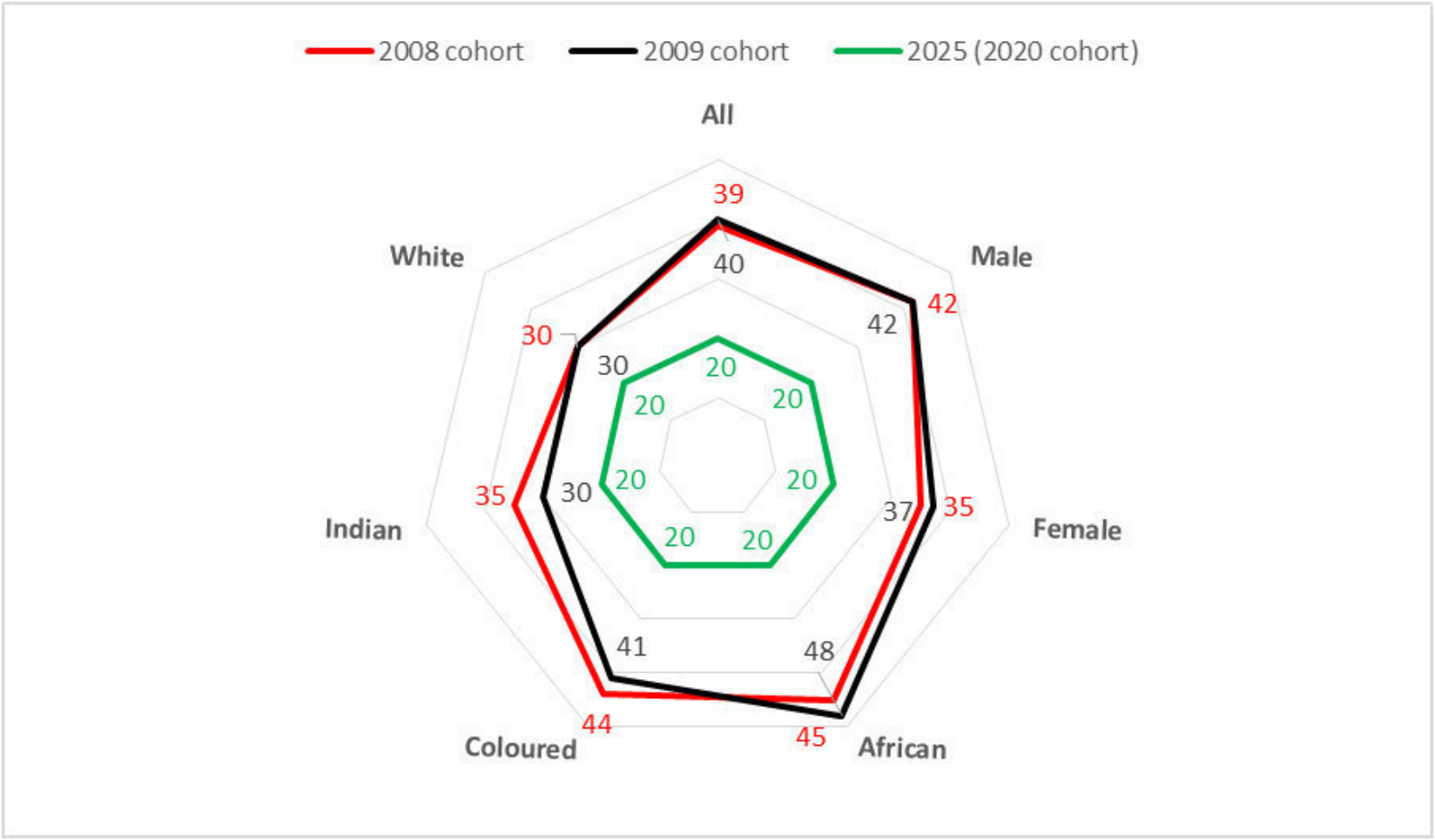
Selected indicators			**2030 Target?**
Success rate in undergraduate programmes	**69.8%** in 2004	**77.8%** in 2014	**≥80%**
1st year dropout rate for undergraduate programmes	**31.5%** in 2000	**19.1%** in 2012	**15%?**
Throughput rate for undergraduate contact programmes (**after year 6**)	**49.3%** in 2000	**61.4%** in 2008	**75%?**
Per capita research output units	**0.38** in 2004	**0.79** in 2013	**1.0?**

- When we look at some of the macro-indicators we can certainly see progress…
- BUT……Is this enough?

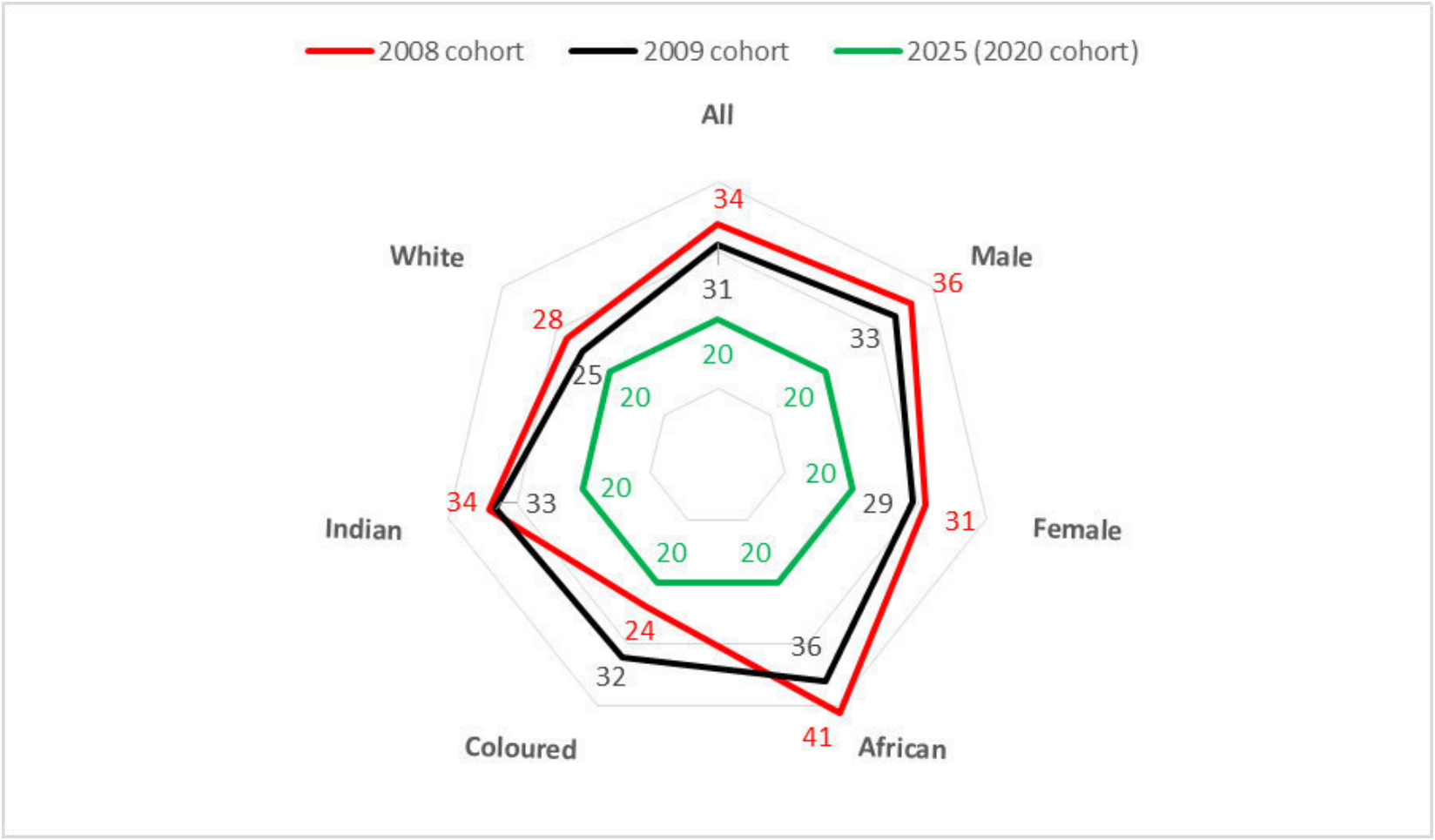
INDICATOR 4: THROUGHPUT RATE IN RESEARCH MASTERS PROGRAMMES AT UNIVERSITIES AFTER 5 YEARS OF STUDY



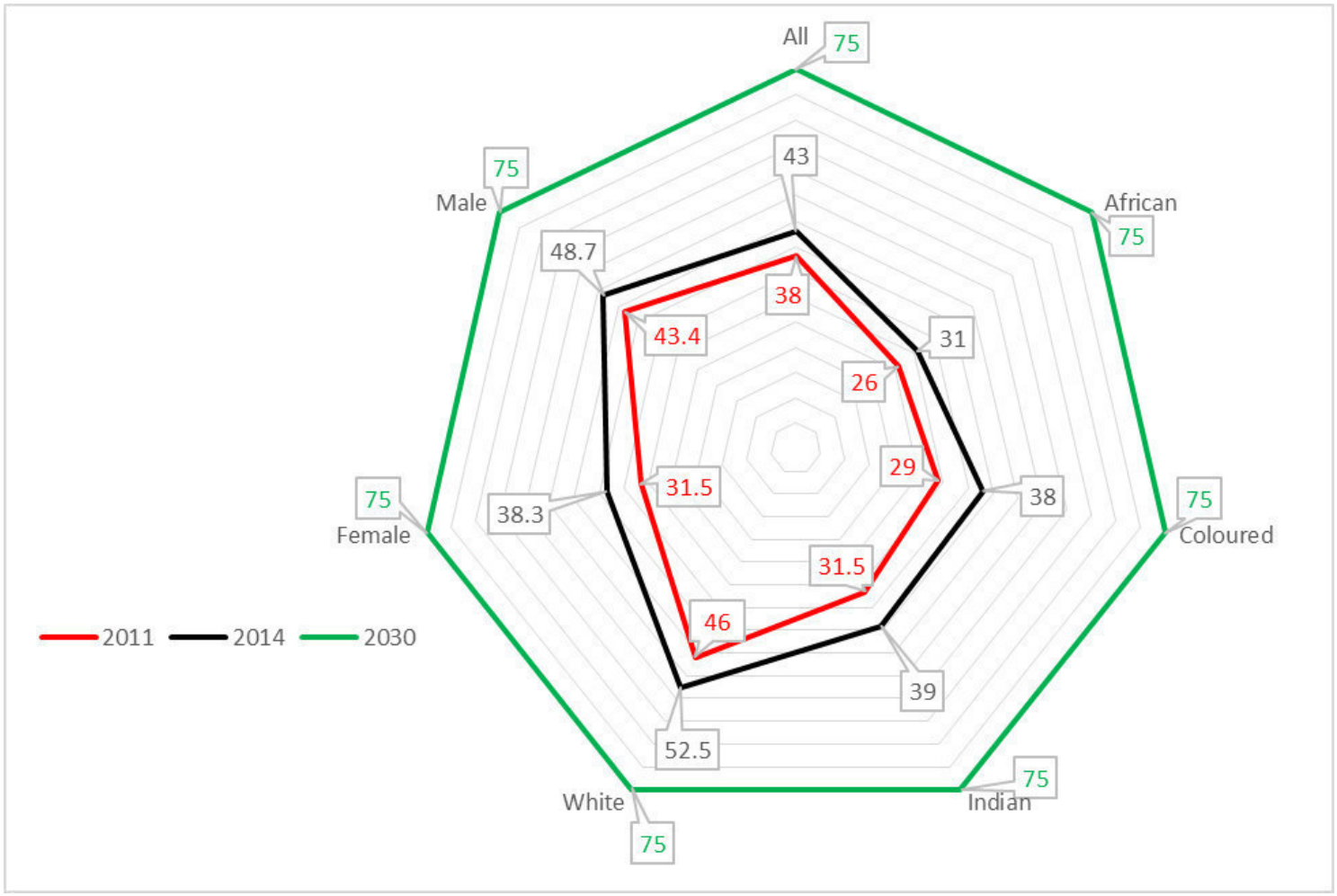
INDICATOR 6: DROPOUT RATE IN RESEARCH MASTERS PROGRAMMES AT UNIVERSITIES AFTER 3 YEARS OF STUDY



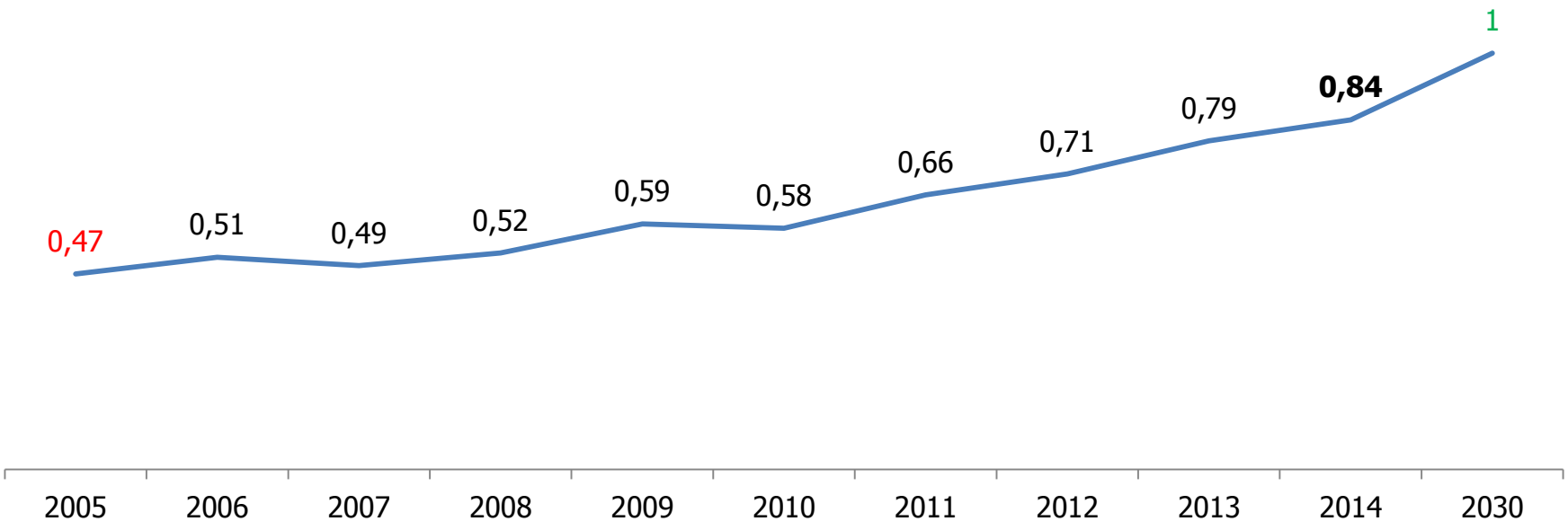
INDICATOR 9: DROPOUT RATE IN DOCTORAL PROGRAMMES AT UNIVERSITIES AFTER 3 YEARS OF STUDY



INDICATOR 10: PERCENTAGE OF PERMANENT STAFF HOLDING DOCTORATES



INDICATOR 12: PER CAPITA RESEARCH OUTPUT UNITS

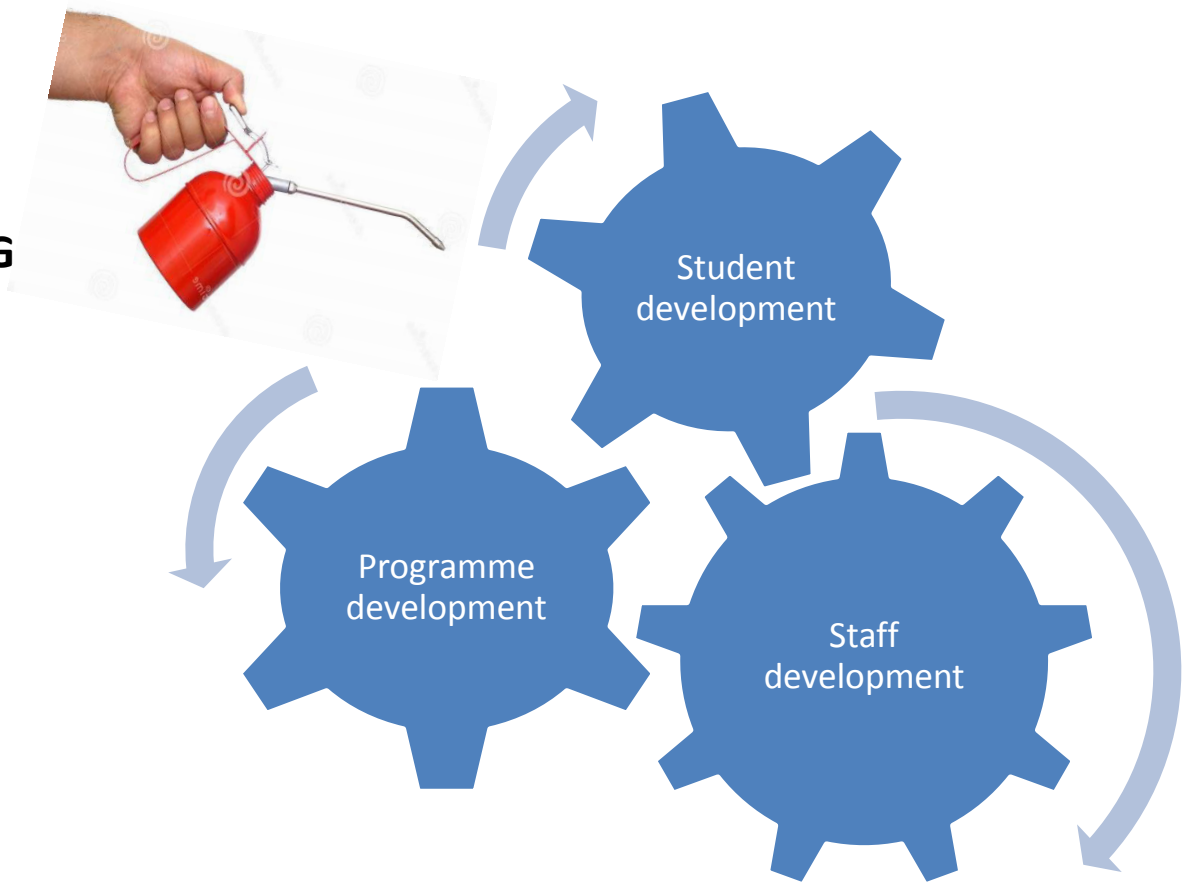


THE UNIVERSITY CAPACITY DEVELOPMENT GRANT AND PROGRAMME: A STRUCTURED APPROACH AND THE NEXT STEP TO FURTHER GROW A SUCCESSFUL AND TRANSFORMED HIGHER EDUCATION SYSTEM?

RESEARCH DEVELOPMENT GRANT

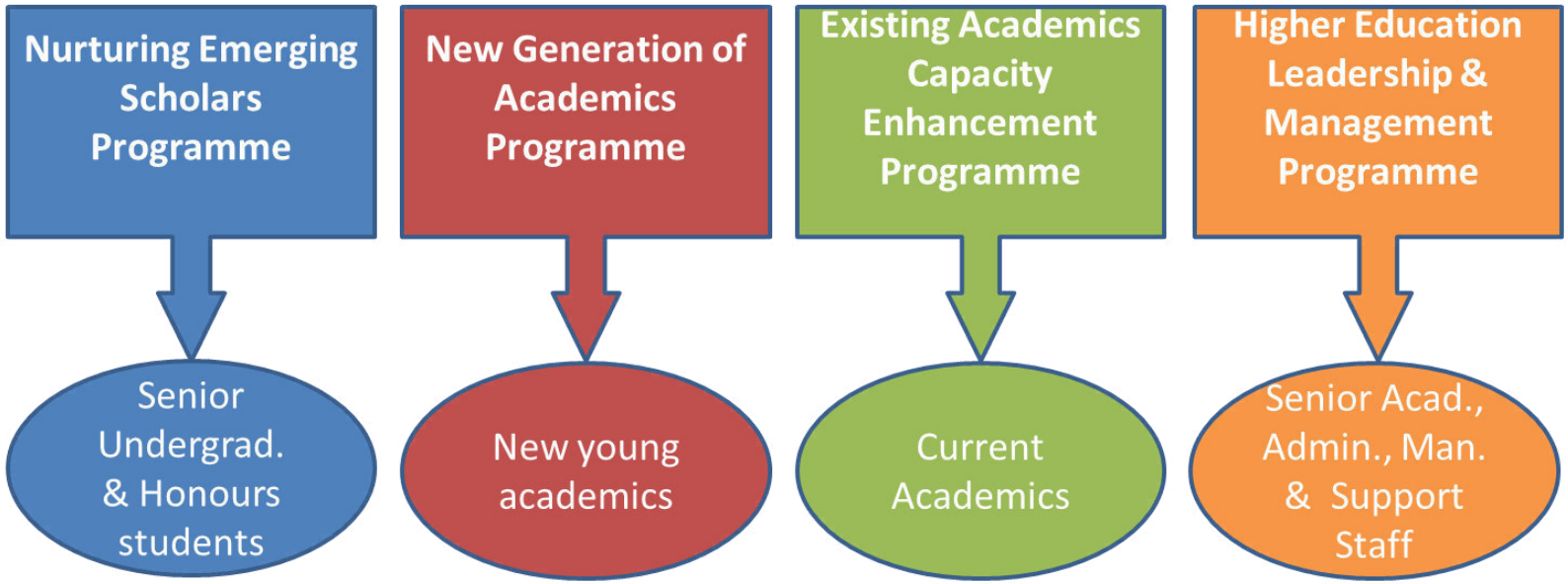
TEACHING DEVELOPMENT GRANT

THE UNIVERSITY CAPACITY DEVELOPMENT GRANT: A CONTRIBUTION TO RESOURCING THE SYSTEM FOR SUCCESS



THE UNIVERSITY CAPACITY DEVELOPMENT PROGRAMME: GEARING THE SYSTEM FOR SUCCESS

UCDP staff development initiatives will be implemented through the SSAUF



Supplementary Staff Programme → Will enable universities to recruit, in a temporary capacity, people with specific skills to support the implementation of other SSAUF programmes, for example retired academics, experts in industry, professionals and contracted academics from other countries

SSAUF Development Programme → Cuts across the core programmes and supports teaching and research development needs in each programme.

Creating possibilities for collaboration through the UCDP

Collaborative projects must:

- involve a number of universities and other national higher education role players where applicable; taking cognizance of the need for representivity and inclusion;
- be of strategic importance to the higher education system;
- have applications and impact beyond local and specific university contexts.
- be coordinated by a lead university through which funding can be channeled and reporting coordinated.
- Must be aligned to one or more of the focus areas identified for support through the UCDG in this document.
- Must have the potential to lever additional resources for the programme.

Fund allocations to components of the UCDP

University-managed activities/ programme	% Allocation
Sub-Programme 1: Student Development	**20% -35%**
Sub-Programme 2: Staff/Academic Development	**20% - 35%**
• Nurturing Emerging Scholars Programme (NESP)	0 - 5%
• Existing Staff Capacity Enhancement Programme (ESCEP)	
✓ Teaching Development	10% - 25%
✓ Research Development	10% - 25%
• Supplementary Staff Employment Programme (SSEP)	0 - 5%
Sub-Programme 3: Programme Development	**0% - 5%**
Sub-Programme 4: Management of the UCDG/P	**0%-5%**
The percentages selected by a university in each of the categories above cannot add up to a total more than…	**70%**

Nationally coordinated programmes	% Allocation
New Generation of Academics Programme (nGAP)	25%
Higher Education Leadership and Management Programme (HELMP)	1%
Collaborative development activities	4%
Total	**30%**

higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

THANK YOU

Appendix 9: The Quality Enhancement Project (Prof Diane Grayson, Council on Higher Education)

The Quality Enhancement Project

Diane Grayson

Director: Institutional Audits

Quality Enhancement Project

CHE

COUNCIL ON HIGHER EDUCATION

The Quality Enhancement Project

Working with all higher education institutions to improve

STUDENT SUCCESS

"The enhancement of student learning with a view to producing an increased number of graduates with attributes that are personally, professionally and socially valuable."

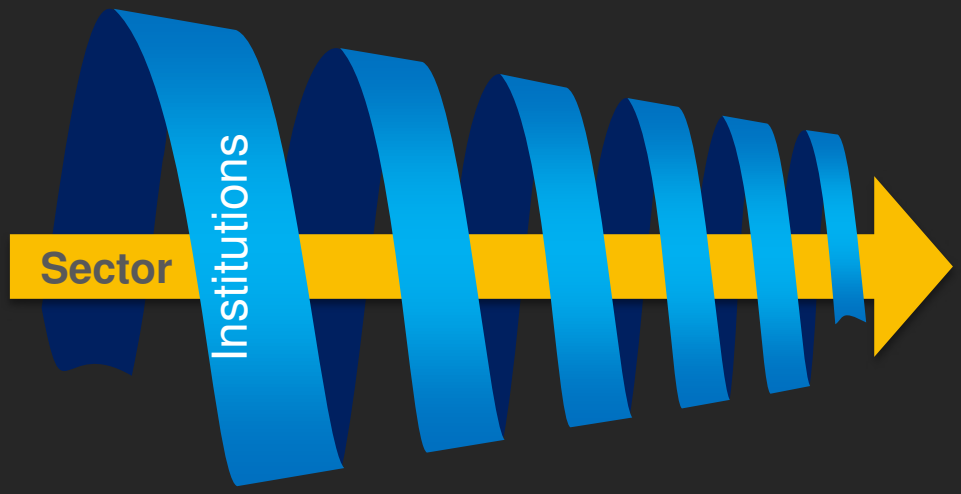
CHE
COUNCIL ON HIGHER EDUCATION

Quality Enhancement Project

The Quality Enhancement Project

Activities

- QEP DVCs Forum
- Sector-wide Capacity building
- Forums and workshops
- Institutional reports
- Student success committees

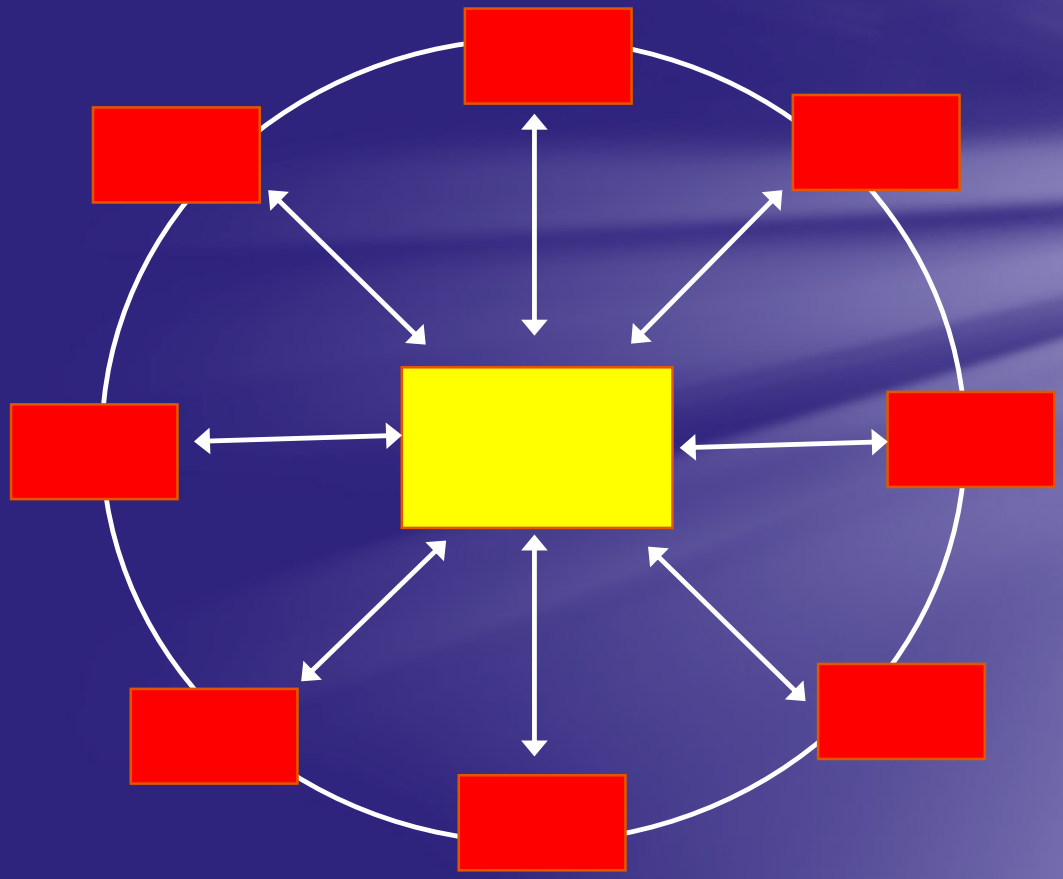


Process

Enhancements

- Undergraduate provision
- Quality of graduates
- Collaboration in HE sector

Both institutionally-based and nationally coordinated activities



Institutional enhancement

HE system enhancement

Less of this….



http://www.wisconsinsilo.com/

More of this…



http://exotic.vn/abbvie-team-building-2014/



Staff from the Indian Space Research Organization celebrate at the ISRO Telemetry, Tracking and Command Network in Bangalore after their Mars Orbiter spacecraft successfully entered Mars orbit on September 24, 2014. Credit: Manjunath Kiran/AFP/Getty Images

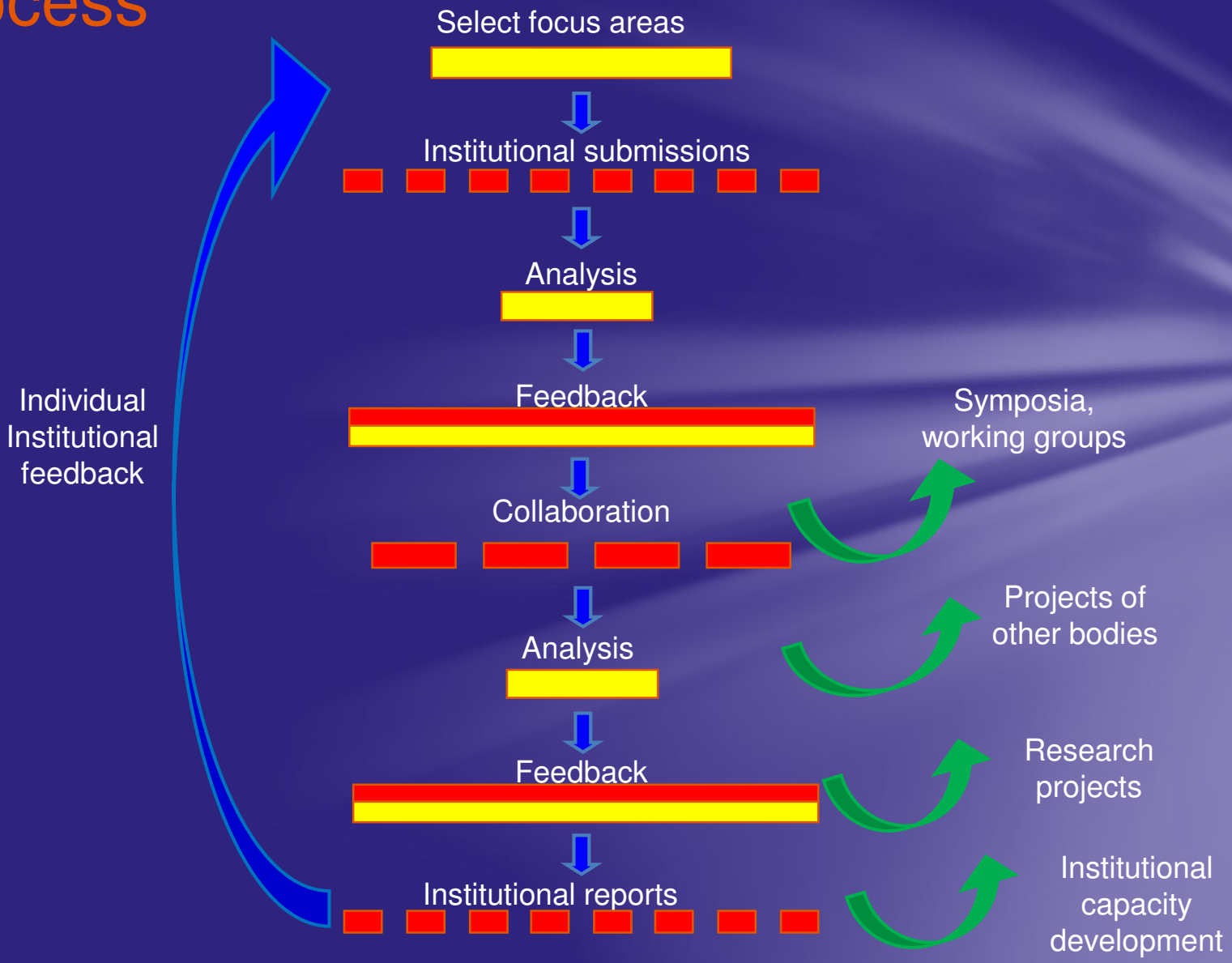


http://www.purdue.edu/uns/html4ever/000212.Rubelocal.2000.html



http://cars.aol.co.uk/2013/03/26/video-how-to-build-a-formula-1-car/

Process


Select focus areas
Institutional submissions
Analysis
Feedback
Collaboration
Analysis
Feedback
Institutional reports
Individual
Institutional
feedback
Symposia,
working groups
Projects of
other bodies
Research
projects
Institutional
capacity
development

Where we are

2013 Focus areas selected

Enhancing:

1. Academics as teachers
2. Student support and development
3. The learning environment
4. Course and programme enrolment management

Sept 2014

Universities submitted baseline reports

Dec 2015

Universities submitted reports on improvements

2016

Individual institutional feedback visits, peer reviewer reports

Key institutional enablers for student success in the QEP focus areas

- There is a system to ensure and assure quality teaching
- There is a university-wide strategy and framework to guide student support and development efforts
- The campus master plan is aligned to the teaching and learning strategy
- There is a coherent, data-informed, student-centred approach to managing student enrolment from recruitment to graduation

Phase 2 (2017): Curriculum

Curriculum renewal and transformation

Includes advancing the purposes of higher education spelt out in policy documents, addressing transformation imperatives, ensuring local relevance and global awareness and developing graduates with attributes that are personally, professionally and socially valuable.

Diversity and inclusivity

Includes catering for students with diverse academic needs and abilities and life circumstances, ensuring inclusivity of all students regardless of demographic characteristics, countering bias towards, and alienation of, sections of the student population.

Curriculum development capacity and quality

Includes capacity development and support in curriculum design, development and implementation and processes to assure quality of curriculum content and implementation (including teaching).

Participation in curriculum design and development

Includes involvement of various stakeholders in the initial design, ongoing development, renewal and transformation of curriculum.

CURRICULUM STRUCTURE, CONTENT, IMPLEMENTATION


Promising practice
Shown to be successful in a specific context
Decontextualise
Identify core elements
Recontextualise
Adapt for a new context
Implement and evaluate
Good practice

Expected outcomes of the QEP

- Benchmarks and codes of good practice for quality undergraduate provision
- Policy recommendations
- Tools and resources for improving student success
- Research
- Communities of practice

Raise the bar for what can be expected of institutions in promoting student success in future

Quality Enhancement Project

CHE
COUNCIL ON HIGHER EDUCATION

Appendix 10: Building the Effectiveness of Teaching at our Universities - Building Caring Institutions (Prof Ahmed Bawa, CEO Universities South Africa)

building the effectiveness of teaching at our universities

building caring institutions

Universities are Social Institutions

they exist within contexts which are simultaneously intensely local and intensely global

they are involved in the knowledge industry – production, application and dissemination

they are complex social spaces

they intersect with other social spaces

purposes of higher education

Creating active citizens
Meeting the needs of the economy
Producing new knowledge
Generating social mobility
Nation building

Building new cohorts of intellectuals

Critical thinking
Systemic thinking
Problem solving
Working in diverse teams
Ethical reasoning
Effective communicating
Innovating

challenges

underfunding and its impact on teaching
language usage
fractured schooling system

Creating meshes between
- society and universities
- students and universities
- staff and universities
- students and curriculum

Complexity
- universities are complex, multi-layered institutions
- need systemic approaches as we design interventions
- lots of gentle nudges

at the institutional level – through deliberate design

a strong social justice agenda – as a sociopolitical rubric

Access and success

Research and innovation for development

Graduate employability/entrepreneurialism

Intellectual, social and emotional student development

building new communities of intellectuals

through placing students at the centre

and

engagement

starting point…..

who are our students?

what do they come with?

what are their strengths?

what/how are they reading?

how will they adjust to life on campus and off campus?

what is their socioeconomic condition?

design the university around our students?

WHAT ELSE?

focus on second curriculum

staff development

big data and analytics interventions

technology-enhanced learning – creating learning ecosystems

general education & epistemic access

engagement –

- dynamic interfaces and porous boundaries
- advisory bodies
- work integrated learning
- anchor institutions
- knowledge enterprise

administrative systems
that work for students

PRESSURES ON LECTURERS

Getting a PhD

Institutional promotions policies

Performing research and producing papers

Doing engagement

Administration – living in the Audit Society

Underfunding of teaching

Systemic Level

Access and Success through redesigning the PSET sector

Much higher levels of funding

Interesting differentiation and articulation possibilities

Change the cost structure of PSET

Thank you

Appendix 11: A Dutch Approach to Promoting University Teaching Quality (Dr Riekje de Jong, Utrecht University, The Netherlands)



A Dutch approach to promoting University Teaching Quality

Contribution to the National Workshop in Improving the Effectiveness of University Teaching, South Africa, May 2017

by

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Hanno van Keulen, Windesheim Flevoland University of Applied Science, The Netherlands
h.van.keulen@windesheimflevoland.nl

Universiteit Utrecht

Mutual Agreement University Teaching Qualification (UTQ)



vsnu
vereniging van universiteiten
association of universities
THE NETHERLANDS

OVEREENKOMST

INZAKE WEDERZIJDSE ERKENNING BASISKWALIFICATIE ONDERWIJS

De rectores magnifici van de 14 Nederlandse universiteiten komen met het oog op:

- aandacht voor de kwaliteit van de academische opleiding en het universitair docentschap;
- voortgaande ontwikkeling van docentprofessionalisering binnen de eigen universiteit;
- meer geobjectiveerde verantwoording inzake de 'kwaliteit van personeel' en inzake 'personeelsbeleid' ten behoeve van NVAO-accreditatie van opleidingen;
- vastlegging van het bekwaamheidsniveau van docenten, zoals in andere onderwijssectoren (PO, VO, BVE, HBO) al langer gebruikelijk is;
- wegnemen van belemmeringen in het geval van interuniversitaire mobiliteit van docenten.

het volgende overeen:

1. Het niveau van de academisch docent is op instellingsniveau vastgelegd in een regeling Basiskwalificatie Onderwijs.
2. De instelling verleent docenten de Basiskwalificatie Onderwijs op basis van voorafgaande toetsing.
3. De regeling stemt overeen met de in bijlage I opgenomen kenmerken, zodat de gecertificeerde docent zonder nadere toetsing door alle deelnemende instellingen als gekwalificeerd docent in academisch onderwijs wordt erkend.

UNIVERSITEIT LEIDEN — HANDTEKENING
23 januari 2008
Prof.mr. P.F. (Paul) van der Heijden

UNIVERSITEIT UTRECHT — HANDTEKENING
23 januari 2008
Prof.dr. J.C. (Hans) Stoof

RIJKSUNIVERSITEIT GRONINGEN — HANDTEKENING
23 januari 2008
Prof.dr. F. (Frans) Zwarts

ERASMUS UNIVERSITEIT ROTTERDAM — HANDTEKENING
23 januari 2008
Prof.dr. S.W.J. (Steven) Lamberts

UNIVERSITEIT MAASTRICHT — HANDTEKENING
23 januari 2008
Prof.mr. G.P.M.F. (Gerard) Mols

UNIVERSITEIT VAN AMSTERDAM — HANDTEKENING
23 januari 2008
Prof.dr. D.C. (Dymph) van den Boom

VRIJE UNIVERSITEIT AMSTERDAM — HANDTEKENING
23 januari 2008
Prof.dr. L.M. (Lex) Bouter

RADBOUD UNIVERSITEIT NIJMEGEN — HANDTEKENING
23 januari 2008
Prof.mr. S.C.J.J. (Bas) Kortmann

UNIVERSITEIT VAN TILBURG — HANDTEKENING
23 januari 2008
Prof.dr. F.A. (Frank) van der Duijn Schouten

TECHNISCHE UNIVERSITEIT DELFT — HANDTEKENING
23 januari 2008
Prof.dr.ir. J.T. (Jacob) Fokkema

TECHNISCHE UNIVERSITEIT EINDHOVEN — HANDTEKENING
23 januari 2008
Prof.dr.ir. C.J. (Hans) van Duijn

UNIVERSITEIT TWENTE — HANDTEKENING
23 januari 2008
Prof.dr. W.H.M. (Henk) Zijm

WAGENINGEN UNIVERSITEIT — HANDTEKENING
23 januari 2008
Prof.dr. M. (Martin) Kropff

OPEN UNIVERSITEIT NEDERLAND — HANDTEKENING
23 januari 2008
Prof.dr.ir. F. (Fred) Mulder

Timetable / important milestones

1996

Utrecht University (UU): pioneer in teaching qualifications. TQSystem with a TQ for staff (UD), senior TQ for senior staff and professors;

1997

Radboud University (RU), a TQ in 3 departments as the TQSystem in Utrecht; VU mandatory Q. course for new staff;

2006

Initiative to start developing criteria of a UTQ;

2008

Mutual Agreement UTQ.

A - Successful aspects directly related to the universities

How did we reach such an agreement, unique in the history of Dutch universities?

Develop a common baseline.

Step 1: Create a basis of support by key persons

Step 2: Focus on the key elements

- Choose a high(er) level of aggregation, consisting of meta-criteria, no specification of procedures, content, training modules in detail

- Take it serious: review the newly developed frameworks and schemes of the universities.

B - External elements that contribute or support the mutual agreement of UTQ

How did we reach such an agreement, unique in the history of Dutch universities?

External pressure is needed

- Teacher organisations (-)
- Student organisations (+)
- Government (+)
- (Hidden) competition between universities (+).

Mutual agreement: poldering and selfregulation



- Consensus of criteria at a meta-level
- Expecting the same thing in different ways
- Self-regulation by research universities: outcomes accepted by the national administration.

Key elements of the UTQ system in each research university

Three key elements:

1. UTQ system is embedded in university's strategic policy regarding education and personnel

2. UTQ competences must be clearly defined in a Standard Facilities must be available to support university staff in developing their teaching and the teaching qualification

3. Clear assessment procedure that only focuses on the teaching qualification



National policy
Performance indicators
HE:
UTQ = quality standard
of teaching

Mutual agreement UTQ

External Audits UTQ
6 univ.

Conference on Educational careers

Peer review staff development (UTQ and CpD)

2008 2010 2011 2012 2014 2016-2017 2018

Universiteit Utrecht

Reflections

- Universities have taken their responsibility:
  - Recognition of teaching as a second ‘discipline’
  - Substantial staff development programmes.

- Snowball effect within Dutch universities:
  - What happens on a national scale was also inspiring departments
  - Continuing Professional Development became a perspective.

It is practice that counts, not the system

Standard: teaching competencies and indicators

- Teaching and supporting active learning
- Coaching individual students
- Designing effective learning environments
- Assessment and giving feedback
- Professional development as a teacher
- Content, disciplinary knowledge.

How to measure effectivity?

- If it contributes to the aim and value of society – university's responsibility
- When it contributes to the university's mission
- When it contributes to the aims of faculty (lecturers and direct stakeholders)
- When it facilitate active learning of students and learning outcomes.

The implementation of UTQ is succesfull

- UTQ is an integral part of strategic education policy;
  - it facilitates innovation,
  - a culture in which teaching is valued
- Relation between UTQ and HR-policy is problematic;
  - a range from black spot,
  - informal appointments
  - integrated policy
- Assessment is the topic most in discussion.

Does our system work?

Yes

- Recognition of teaching as the second dicipline. A teaching qualification in HE is needed (recognition)
- All universities have educational development programmes to facilitate lecturers
- What is needed is continuous professional development in education
- Be aware of maintaining the focus on quality of teaching and not on the quantity of certificates (performance indicator).

Does UTQ practice mirror UTQ policy ?
UU: Survey of UTQ (2013)

Method: Questionaire for alumni*

- All aspects of the UTQ-process

* 65 recently certified staff: 'graduates of 2011-2012': 67% response.

- All respondents are *positive about all aspects of the UTQ-course* whether it is in a faculty- or in an open-enrollment
- The UTQ policy is widely accepted by the faculty and many lecturers feel that the *UTQ is valued as important* in their network.

Findings UTQ survey UU

- UTQ enables teachers to *clarify their teaching philosophy* (mean 4, sd 0,8),
- to *participate in discussions about education* (m 3,7, s.d. 1,1)

- *more confidence when teaching*,

- *changed their approach so that students can perform better* (mean 3,6, s.d. 1,1)

- Especially self-reflection and cooperation with colleagues seems to contribute to these benefits/results

- Discussions with colleagues happen mainly in the UTQ-course.

Findings UTQ survey UU (2)

The personal value of the UTQ program is especially:

- awareness and self-assessment
- teaching tools
- developing a teaching philosophy
- recognition.

Most appreciated aspects of the UTQ are:

- self-reflection
- working together with colleagues
- the UTQ-program
- Coaching; observation and feedback.

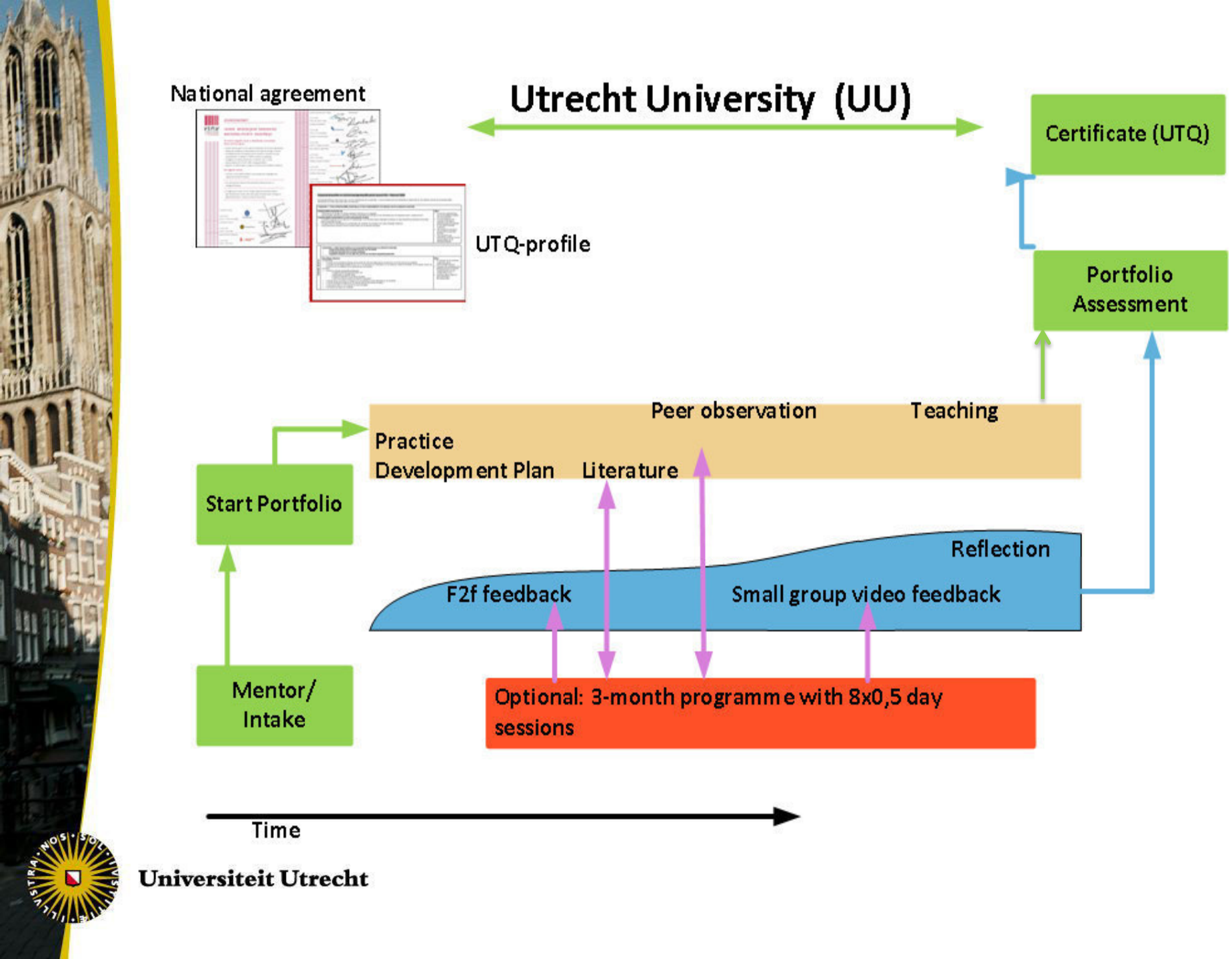
Has teacher development as UTQ a role in improving the quality of HE?

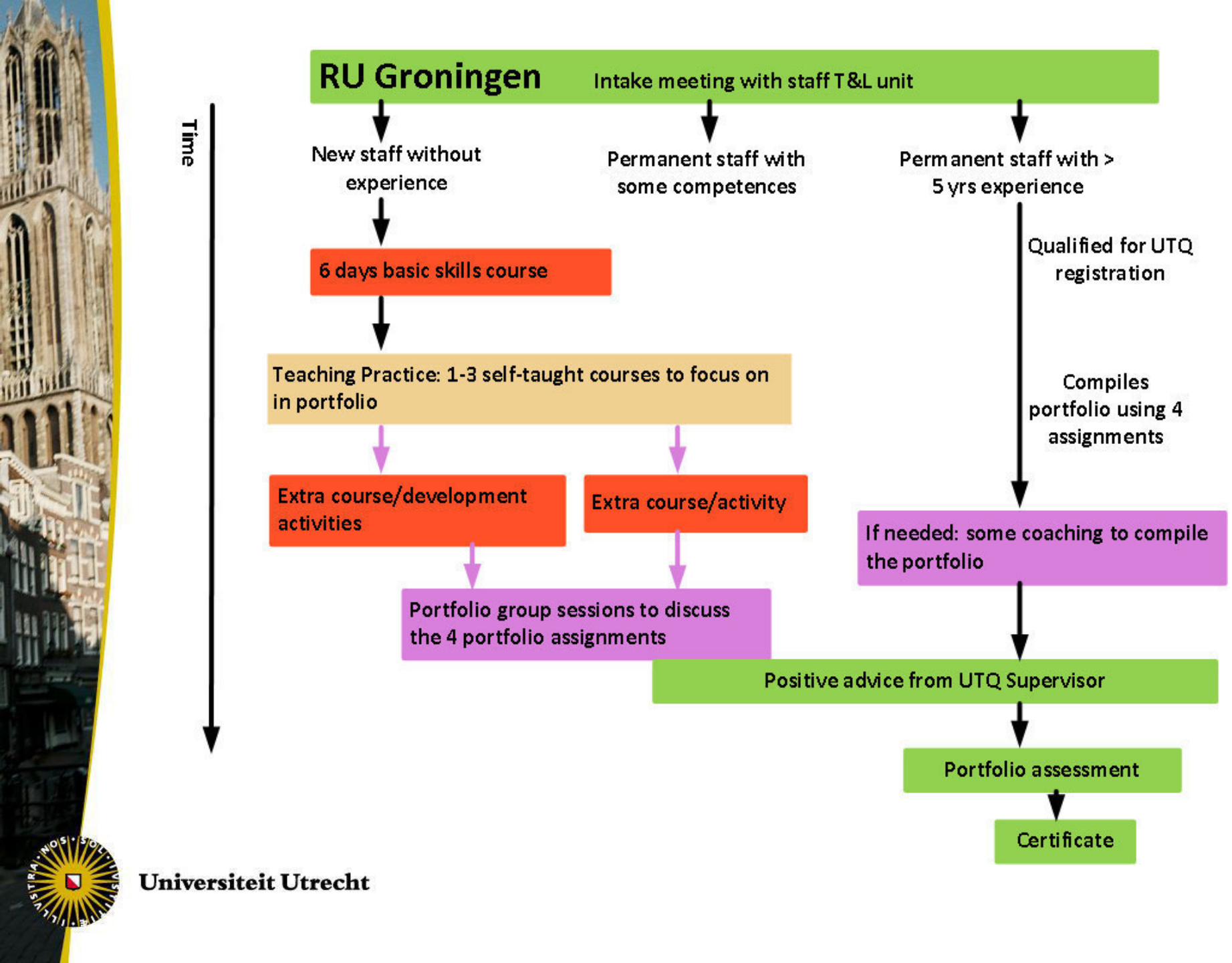
- The UTQ agreement has paved the way for thinking in terms of continuous professional development
- The quality of education is the responsibility of the institution and the teaching team. It is no longer only an individual responsibility
- Since 2008 there is a growth of senior TQ and educational leadership programmes
- What is more important: getting the numbers through or developing the quality of education?



- **Thank you for your attention!**
- **I will be happy to answer your questions!**

- **Riekje de Jong**
- **r.dejong@uu.nl**


National agreement
Utrecht University (UU)
Certificate (UTQ)
UTQ-profile
Portfolio Assessment
Peer observation
Teaching
Practice Development Plan
Literature
Start Portfolio
Reflection
F2f feedback
Small group video feedback
Mentor/ Intake
Optional: 3-month programme with 8x0,5 day sessions
Time
Universiteit Utrecht



Universiteit Utrecht

Findings (1)

- UTQ is achieved within two years
- If they participated in a programme: 100 hours, portfolio ± 32 hours
- All respondents are positive about all aspects of the UTQ-course whether it is in a faculty- or in an open-enrollment
- The UTQ policy is widely accepted by the faculty and many lecturers feel that the UTQ is valued as important in their network.

Appendix 12: Becoming a University Teacher - National Systems for Initial Development of University Teachers (Prof Thomas Olsson, Faculty of Engineering, Lund University, Sweden)

Becoming a university teacher

national systems for initial development of university teachers



Thomas Olsson

National Workshop/CHE, Port Elizabeth

24 May 2017

Lund University

Sweden

2017

Lund University

Founded in 1666

8 faculties

42 000 students

7 400 employees

600 partner universities in more than 70 countries

Turnover ZAR 12 300 000 000









Faculty of Engineering

Since 1961

9 600 students

1 500 employees

Development of university teachers

The Association of Swedish Higher Education

(member of the European University Association)

Recommendation

- at least 10 weeks of teacher training courses
- specified goals for the education



Development of university teachers

Most Swedish universities and university colleges require between 5 and 10 weeks of teacher training courses

BUT . . . .

integrated teacher development strategies are much more valuable AND in place at many universities



Some important keywords . . . .

Integrated educational development

Cultural development / change

Scholarly approach – Scholarship of Teaching and Learning (SoTL)

Going public

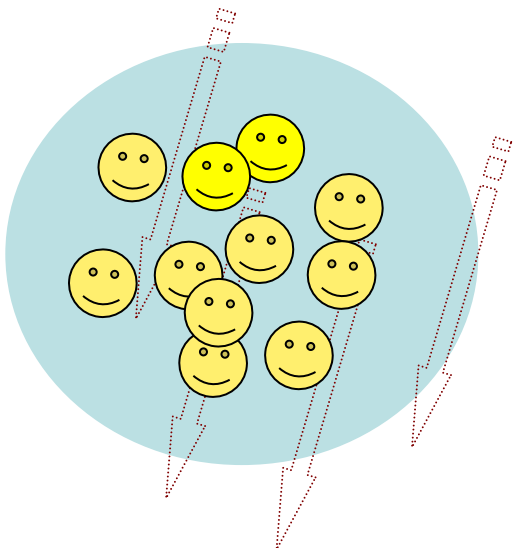
. . . .

Development is not just about offering 10 weeks of courses!

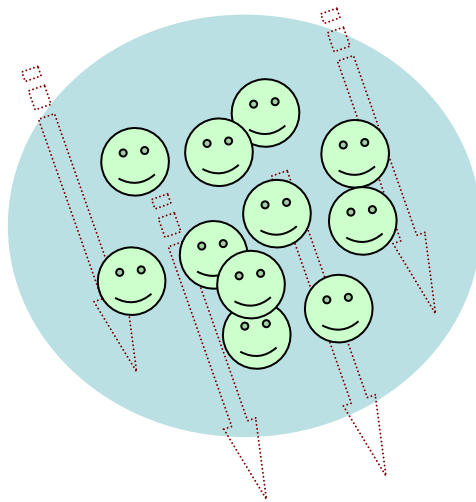


A cultural development (shift) in relation to teaching and learning

Inspired by the research culture – Scholarship of Teaching and Learning



Teaching
- private
- no peer review
- no documentation



Teaching
- collegial
- peer reviewed
- documented

Scholarship of Teaching and Learning

goes beyond the individual and influences institutions

- includes systematic observations and analyses of teaching and student learning in the discipline, related to theoretical frameworks
- is documented, public, and subjected to peer-review

which will result in . . .

increased engagement that will promote cultural change of teaching and learning

informed discussions and documentation that are crucial for developing the culture



An embedded SoTL strategy

The teacher training courses are part of a wider context of support and reward including several combined educational development measures:

- In the first teacher training course the participants write a scholarly group report.
- This continues in all following courses, first writing in groups then individually.
- This writing leads to the possibility of introducing a campus conference with peer-reviewed abstracts and short papers in proceedings.

- And this leads to the possibility of introducing a reward system requiring a documented scholarly approach to teaching and student learning.
- And then linked to Quality Assurance . . .

Pedagogical courses for teachers

Overview courses on teaching and learning

– Introduction to teaching and learning in Higher Education (3w)

– Pedagogical inspiration course (3w) (for more advanced teachers)

More close to practice courses

– Communicating science (3w)

– Lecturing (2w)

– Supervision (2w)

+ Temporary courses

Individual advanced courses

– Assessment (3w)

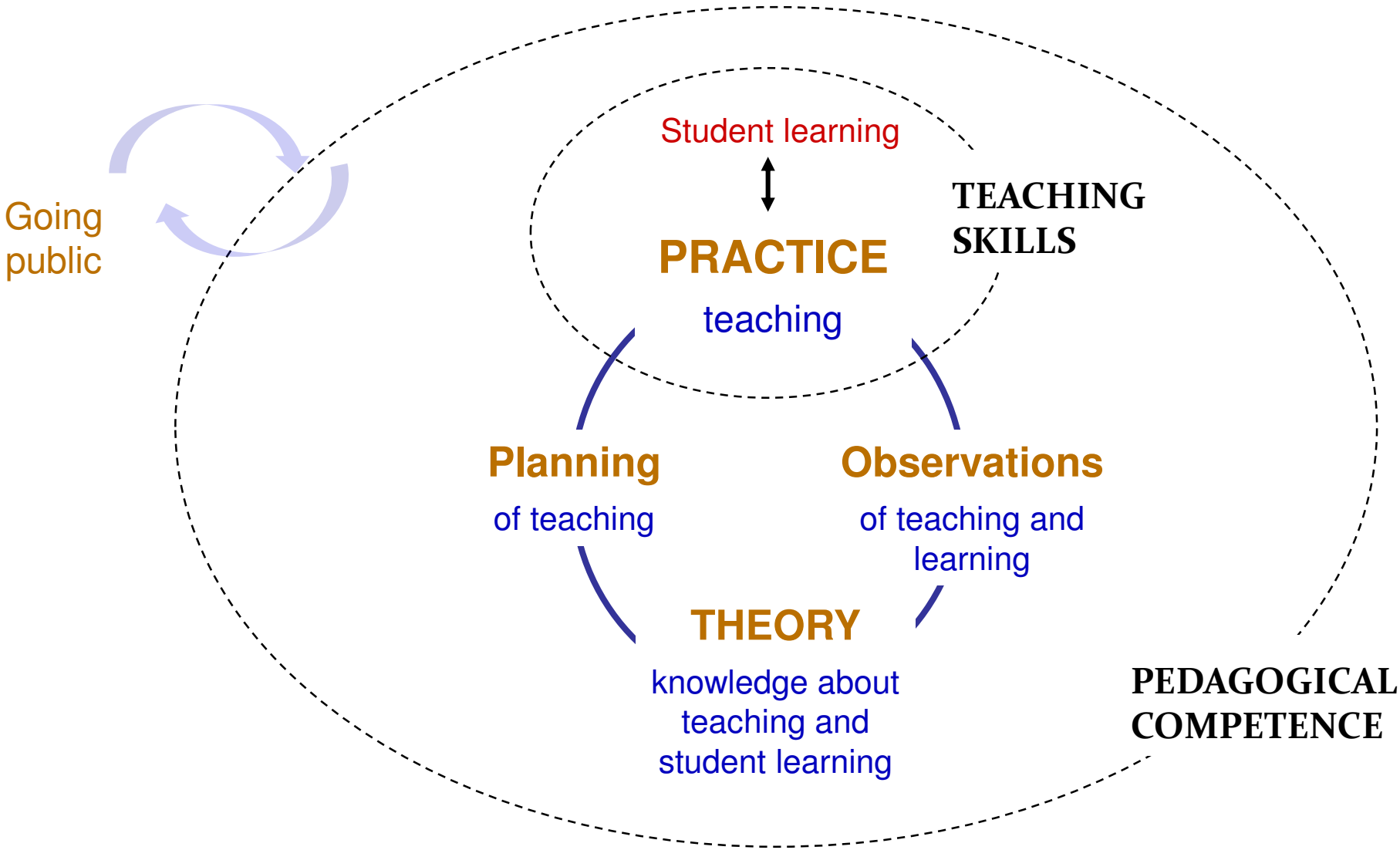
– Doctoral supervision course (3w)

– The pedagogical portfolio (1w)

– Teaching and learning in specific disciplines (3w)



Teaching Excellence – a model



Olsson et al. (2010)

Olsson & Roxå (2013)

Strategies – some key elements

- Policy statements
  - Scholarship of Teaching and Learning (SoTL) as a guidance on all levels
  - All teaching should have a learning perspective
- Academic Development Unit
  - Provides expertise, but acts independently
- Educational Research
  - With a focus on research on and development of teaching and learning in higher education
- A Quality Assurance System
- A Reward System

Educational Development – some trends over time

Focus on teaching	→	Focus on learning
Focus on classroom	→	Focus on learning environment
Focus on individual teachers	→	Focus on teams, depart-ments, programs, …
Change tactics	→	Change strategies
Unscholarly	→	Scholarly
Context neutral	→	Context dependent
. . .		. . .

Gibbs (2009)

Academic development at the Faculty of Engineering (Lund University)

An integrated academic development program – and Engineering Education (research subject)

Pedagogical courses

scholarly framework

scholarly peer reviewed projects

Consulting

all levels of the faculty

brokers Wenger (1998)

observations as an approach to identify new possibilities



Evaluations

formative (short-circle)

summative (long-term)

for development purposes – Utilization-focused

Patton (1997)

Research

at different levels and for different purposes

could be based on teachers own scholarly work

campus conference, faculty newsletter, …

The Pedagogical Academy

system for rewarding excellent scholarly teaching





Thank you!

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Appendix 13: Feedback on Session 1, Day 1 by the Chief Facilitator, Dr Chrissie Boughey, Rhodes University on what do academics in South Africa need to provide high quality teaching for students? (Chair: Dr Alan Cliff, University of Cape Town)

Feedback: Day One

Chrissie Boughey

What are we aiming for?

- What is ‘high quality teaching’ in the RSA context?
- What is ‘effectiveness’ in teaching in RSA?

Constructs of ‘high quality’ and ‘effective’ problemetised in discussions

- Is ‘high quality’ demonstrated in improved success rates?
- What does ‘high quality’ and ’effective’ mean for students?

SoTL

- SoTL valued throughout the day
- However, notes from group discussions full of constructs and claims that can be challenged using the scholarship that has been produced (in this country and others)
- How seriously have we engaged with SoTL particularly in a decolonising context?
- How sustainable are the claims we make when we look really hard at the evidence?

Capacity & Collaboration

- Need for capacity across the system
- Collaboration prized as a way forward
- How do we co-ordinate and build that collaboration whilst ensuring SoTL rigour?
- Does a framework for building ‘teaching effectiveness’ need to include building capacity for ourselves so we develop scholarship and practice that recognises *our* context?

Capacity & Collaboration

- Presentations from RSA colleagues demonstrated high quality, rigorously conceptualised initiatives that are already in place
- Presentations from European colleagues identified processes that are already in place in some contexts in RSA
- DHET has put an enormous enabler in place in form of UCDG
- How do we i) identify all that is happening in RSA ii) begin to build this into coherent policy and a supporting framework iii) ensure that UCDG is used to support this?
- Research part of this initiative – research needs to continue as part of framework process

Structure & Culture

- The framework will be a structure
- In group discussions, numerous ‘cultural’ issues emerged (staff going home early, loading work on junior staff, senior colleagues’ ‘superiority’ with regard to T&L
- How does a framework begin to work with culture? Can it do this?

Structure and social issues

- Group discussions also identified social issues (first generation academics having to take second jobs)
- The academic profession has changed (Teaching, Research, Community Engagement, Professional Involvement, Leadership, Admin & Management)
- How do we manage the multiple pressures over an academic's career?
- Framework needs to address these pressures in a 'career plan'

And back to culture . . .

- Enormous emphasis on formal courses (PGDip etc)
- How do we support the learning achieved on a PGDip or other formal course *after it has ended?* (Behari-Leak, 2017).
- How can the framework address dominant discourses in departments and faculties (eg ‘Of course you have to have exams!) and amongst students (‘Who is this young black woman?’) after formal training has ended?

And finally

- How can a framework work with institutional autonomy and ‘academic freedom’

Appendix 14: Notes from Small Group Discussion

Session Five - Developing a Holistic Academic Identity

How can academics' identity as discipline specialist and university teacher be integrated?

Key questions:

- Are the differences in academic and disciplinary identities 'real' or 'imagined'?
- What is a disciplinary specialist? What is a good teacher?
- Reflecting on your own identities, where do your loyalties reside? Are your obligations to your disciplines or to your teaching?
- How do you manage both those 'hats' in the context of inter-discplinarity?
- How much autonomy do you have in re-shaping your identity in a particular discipline?

Table 1

1. According to universities' hiring processes there is an assumption that there is no difference between the disciplinary and teaching identities. Interview processes often look for how the incumbent/what step so they too to develop as teachers. A subject specialist is not always a good teacher.
2. What differentiates you as a good teacher:
   a. know your target group;
   b. being able to move students on;
   c. being to at least point student in the same direction.
3. Not so important to be a good disciplinary specialist unless it is the 4th year and behind and for curriculum renewal.
4. Since few people are both good teachers need to be inducted into the art of teaching.

Table 2

Are the differences in academic and disciplinary identities real or imagined? Are there similarities? What is the meaning of being an academic?
Currently if you are a disciplinary specialist we use the tools of publishing to gain recognition. As a teacher we use what others produce (students) to get recognition – this notion of what a teacher is can be questioned…the idea that teachers in HE merely rely on specialist (disciplinary) knowledge in their teaching.
Do lecturers see themselves as teachers? Lecturers often see themselves as distinct from teachers at school
Some believed that identity is informed by an academics familiarity with language of the discipline and may academics are not 'fluent' in language of education some believed that language of disciplines plays a role in academic identity – this can be debated.
Identity linked to and informed and shaped by knowledge and practices and by what we spend our time on and what we value (projects). So we need to think about the various roles of an academic and what knowledge and skills are required to exercise the role and what do they spend their time on and what shapes that. Given the changing nature of academic life we cannot think about identity as static.
How has academic life changed over time and shifts in what we do and how does this influence academic identity? Academics have various roles to play and this constantly shifts.
For example universities have massified; neoliberalism, etc. …This reshapes how we identity as academics Identity is shifting and fluid.
The multiple challenges and interests of academics creates tension because not everybody wants to do everything and if my passion lies in a particular place (in teaching) how do we

begin to recognise and provide spaces for this in departments/institution? We are also constrained by structural requirements. The reality is that if you don't publish – you won't gain respect at university level and we back to the valuing good teaching???
We should not see things in binary – either or…teaching and researching
In our country there is a need to think about and develop really good pedagogic practice because we have so few students succeeding in HE and we need more academics to take on and merge the research identity with the teacher identity and the identity of the academic cannot just be a research identity. (research identity tied to academic identity). We need to acknowledge that the academic has a number of graduate attributes (teaching, research, management etc)
What makes a good university teacher?
We did not get to discuss but mentioned:
The role of professions and the extent to which professional identity of academics in professional disciplines is enhanced by bodies like engineering education professional associations
The role of the professional bodies in developing teachers in professions. Successes where professions take ownership of developing educators identities (Engineering)
An important point to emphasise is that academic identities are fluid and tied to what they do. If we want to strengthen identity as teachers of disciplines we need to develop ways to recognise this role and provide structures to enable academics to develop as teacher. Emphasis on the importance of collaboration and partnerships and how can we collaborate?
Pedagogical Content Knowledge
Identity is linked to one's commitment or project. What is it that we want to fulfil?
The managerial approach undermines the academic and discipline identity.
Fractures in the different kinds of institutions – spaces to choose identities
What do we need to have a shared understanding of?
Higher Education/AD as a field or discipline.

Table 3

Liminal identity: comfortable with disruption, ambiguity, discomfort
Increase in the growth of para-academics – casualisation of academic 'labour'
In the online space, academic activity contracted and sub-contracted to credentialed specialists
Are differences in academic and disciplinary identities real or imagined?
What is a disciplinary specialist? What is a good teacher?
Where do I loyalties reside?
How do you manage both 'hats'?
How much autonomy?
Disciplinary and academic identity one and the same
Part of academic identity derived from the discipline
Determined by what you are presently or does it become?
Is academic leadership part of the identity?
Many things that we need to do but we make choices on the career path
Do we have an identity 'moment'?
A specialist who is then confronted with the classroom and reflecting on how you do this better
Talk of a 'second discipline': SoTL becomes the 'discipline'
Raises questions about the 'field' of H.E. or AD
Identity: some not real; some is imagined
University is a learning community – certain things will speak to your identity
Maybe we 'lose' by focusing on teaching as a particular 'other' discipline
If you come as a disciplinary specialism, you're at a disadvantage
Relates to the issue of culture: what is valued?
So that's the struggle.
The university itself shapes that identity?
Question: assumed that being a vice-dean teaching and learning would enable the conversation about teaching and learning. Ended up being involved in academic administration, etc. Strong academic. Create positions of vice-dean, it's about the way the university organises itself

Do we unwittingly assign tasks that are not relevant?
Doesn't this beautifully illustrate interplay between structure, culture, agency?
Choices are being taken away from academics – the uncomfortable conversations?
Transformation: whose transformation? Excellence for whom?
National 'force' that controls what we do/think; compromises our identity.

Table 4

Academic identities:
[Read Joe Muller (UCT), disciplines and academic identities]
Student need to take responsibility for learning and not look at the teacher to justify/embody their learning.
[KC: we need to ask the 'why' question to really construct our academic identities. Why do we teach what and how we teach? If we can verbalise that, that will be the start of our acad identities.]
How can academics' identity as discipline specialist and university teacher be integrated?
One of the seminal books on education is Tony Becher's Academic Tribes and Territories: Intellectual enquiry and the culture of disciplines, first published in 1989.
The book argues that disciplinary knowledge is characterised by 'territories', which are very influential in determining whether researchers operated alone, in communities of practice or in large groups. This in turn determined the character and object of their research, including how and to whom the research product is disseminated. This notion of discipline specialism and specialists suggests the creation and preservation of academic tribes.
In the second edition of the book (2001) Becher acknowledged that the shape of universities was changing, with interdisciplinarity and the advent of new fields of study. Additionally, the demand for pragmatism and a practice focus or what Gibbons calls mode 2 knowledge demands a re-envisioning of idealised identities. So, are these academic tribes, which colonised the academy, now under threat, and face a crisis of credibility if they hold on to their disciplinary identities?
In re-envisioning our identities,
Much of the identity discourse is premised in binaries (either/or) - Is it possible/desirable to reinvent ourselves, by inhabiting a liminal location. A liminal state is one of ambiguity or disorientation when academics begin to de-ritualise their definitive bounded identities and are comfortable with a troubled knowing. Can this fluid mental state foster 'positive, creative' possibilities" when we are comfortable with ambiguity and liminality?
How do we re-negotiate academic identities in the context of increasing casualisation of the academic profession? We are seeing a growth of 'Para academics' or 'quasi-specialists' -who specialise in one element of academic practice and to whom we sub-contract discrete roles
Again, in the context of the increasing shift to online; e-learning and blended learning – curriculum development functions are centralised and often contracted to experts and delivery is sub-contracted to teachers through carefully managed delivery regimes- with strong emphasis on performance monitoring –In this regime, academics are no longer seen as capable of initiating and delivering change but as increasingly deferring to and dependent on credentialed specialists/ professionals
What happens when our reified academic identities are threatened:
Social identity theory suggests three possible responses when our identity is challenged (Tajfel, 2010; Tajfel & Turner 1979).
1. The first response is to abandon it altogether in favour of an identity that carries a higher status and better supports a positive self-concept.
2. A second response is for members of each discipline to retreat to their group identity and gain legitimacy from allied disciplines and domains that increase their group's legitimacy.
3. The third response is to redefine the characteristics of the threatened group. This involves re-envisioning and reconfiguring how they see themselves to reconcile competing identities. In the context of the academy, for instance SOTL may be regarded as a pristine way of negotiating disciplinary and professional identities.
Identities are much more permeable than the metaphor of tribes suggests and that academics [re]define themselves as they negotiate among and between contexts

Table 5

Not imagined, start in disciplinary structures, disciplines are different so teaching has to be different.
Being well grounded in knowledge of the discipline does not equate to one's ability to teach.
Teaching should be learning centred. Some disciplines do not have a clear cut knowledge and so what to teach is not always clear, i.e. applied maths and subjects in UOTs. This is a situation where you draw information from various disciplines. With UOTs you need disciplinary knowledge as well as the practical side of the discipline.
Need a good teacher at the lower level (undergraduate: first year) and get into more in-depth disciplinary knowledge when you go up (Post-graduate)????
Good teaching is context dependant, i.e. a seasoned professor might be good in supervising Post-graduate students but useless in teaching first year students.
The determinant of a good teacher can be the outcomes – success of the students you teach, are they managing to secure jobs soon after graduating or a year after.
Bring the educational knowledge to the disciplinary knowledge.
Disciplines are different. Can't construct knowledge in some disciplines. Be able to identify/acknowledge the disciplinary differences.
Yes can do both – we all have multiple identities – additional identity. Inducting academics from discipline to education. Ability to teach students to love the discipline. What comes first? Or Where to start? Discipline then pedagogy? Passion for the discipline is very important.

Table 6

Difficult questions for my group but discussion showed we covered all aspects
Need disciplinary identities and training in particular disciplinary ways of being.
Consider the expectations of both. What are the expectations by students? And teachers themselves? Of themselves?
We wear different hats and step into different roles and need to be able to traverse different modes
HE teachers need to have empathy, relationship building capacity; as this is what students need
Big (generational?) gap between staff and students – we don't know our students? We need to embrace them, win over their confidence so that these links enable learning
The group seems to always go back to "What is the university teacher? What is good teaching?"
Identity of university teacher = working within the field of research, developing new knowledge, connect students interest in topics within the discipline – build the bridge between students' needs and teachers' need to make a university environment.
Teachers analysing questions and topics with students in certain disciplines is a way of encouraging the academic ways of being; so teachers model the disciplinary practices to induct students
Teachers should not be an authoritarian in classroom, acknowledge that students bring something to classroom, how to be critical thinkers, how to use what they bring in. This defines the identity in some ways
Overarching position is that we need hybrid identity – between disciplinary and academic - Need to have both content and pedagogical knowledge
I introduced Pedagogical Content Knowledge (PCK) – Shulman's Signature pedagogy is needed in each of the disciplines together with other ways of being a teacher.
Need conversations between disciplinary, AD, and the student in reflective practice;
But university structure will not enable this – no time- resources etc to support these
Thought: Archer's Project; commitments; and self
What are our commitments to Education? How can we surface these? How do we make choices to fulfil these projects? Values and commitments to HE – why are we here?
Deputy Deans and HoD's are critical ito setting the tone and guiding and supporting teaching development.
Middle management is band that needs attention – 'the missing middle'?

Table 7

Academics cannot remain or operate in a bubble of their discipline – doing so will not necessarily make them good university teachers. Disciplinary knowledge should be complemented by pedagogical knowledge. Passion about one's discipline should be complemented by scholarly teaching.
The school of thought promotes in-depth disciplinary knowledge as a source of informing the way of thinking, communicating and doing needs to be challenged. Not all discipline experts are good in facilitating learning. It is therefore for this reason that people need to be inducted into ways and/or the science of teaching.
Although universities employ academics for their expertise and knowledge of disciplines, when in the academe people should also adopt "teacher identity".
Some experts in various fields are employed for/because of their research prowess in their fields. Their identities are entrenched in their fields and research they conduct. It therefore becomes imperative for universities to emphasise their enhancement as **teachers** or facilitators of learning.
Disciplinary experts and good teachers should therefore not be viewed as "opposing" or parallel identities, but as integrated.
The scholarship of teaching (SoTL) vs scholarly teaching.
As much as not everyone cannot embark on SoTL, it is important for everyone to pursue scholarly teaching.
Research informed teaching should not be confused for scholarly teaching. (There was a big debate around this point but no consensus on how different scholarly teaching is from research informed teaching).
Institutions should use tools at their disposal such as policies, strategic plans/objectives, etc. to encourage the integration of identities
What is important for all academics is in-depth disciplinary knowledge, pedagogical knowledge and curriculum development and design knowledge

Table 8

Regarding the real or imagined difference between academic and discipline identity, the general view that it is imagined or possibly more accurately, artificial – you have your discipline and you teach, it's your identity whether or not you are effective as a teacher or researcher.
Noted the distinction between your own identity and how others position you, and the need to balance these aspects of identity. The view that your roots are in your original discipline, regardless of where your career takes you – academic, professional, central, departmental, etc
Considered the suggestion that some tangible measures of teaching esteem are flawed/overly influenced by a privileged minority of those with access to the means, or confidence, to make nominations.
Need to spend more time with early career academics fostering the sense of identity as a teacher, making this an equal part of induction alongside practical tips for coping/success as a teacher.
Brief question about how we are theorising identity.
Identity and interdisciplinarity – really rich conversation here. Challenging to pre-existing identities, but interdisciplinary activity creates a space for reimagining new identities, opportunity to move away from current discipline identities inherited from Europe. In the interdisciplinary space the academic is the learner too and L&T has to be foregrounded – adapting to context in the moment rather than holding onto fixed identities. In the fluidity between teacher and learner the academic has to give up some of their own power to learn themselves.
The attempt to understand the self as teacher is elusive, changing from moment to moment as learners and context shifts. There is a continuous attempt to make sense of the world/subject/identity.
Regarding discipline identity, the observation that "[maths] is not about [numbers], it's about bringing [numerical] models/tools to understand real world problems", understood by some as 'critical thinking'. [agreed that any discipline could be substituted here].
Decolonisation of learning positioned as reciprocal access to the knowledge space, rather than the current knowledge space belonging to 'us' (academics) and letting others (students) in.

Need to make students want the knowledge and need to make it relevant to them – teaching the science of combustion based on accessible experience of all students (Braai/BBQs vs burning in civil unrest/protest situations), but also in context of socio-cultural/political 'combustion' metaphor. Concern that discipline identity becomes a barrier to learning, acting as a 'comfort blanket', something to hide behind, to avoid social/cultural realities.
Discussed the teacher as the perceived embodiment/representative of credible and validated knowledge; need to nurture the 'teacher within' so that students don't look to someone else to validate their learning. "Kill the teacher so learning can happen!"

Table 9

Notes not submitted.

Appendix 15: Plenary Address: Integrating professional identity and the teaching role: The Health Sciences experience (Prof Diane Manning, Faculty of Health Sciences, University of Pretoria)

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Integrating professional identity and the teaching role:
the Health Sciences experience

Dianne Manning
Faculty of Health Sciences
University of Pretoria

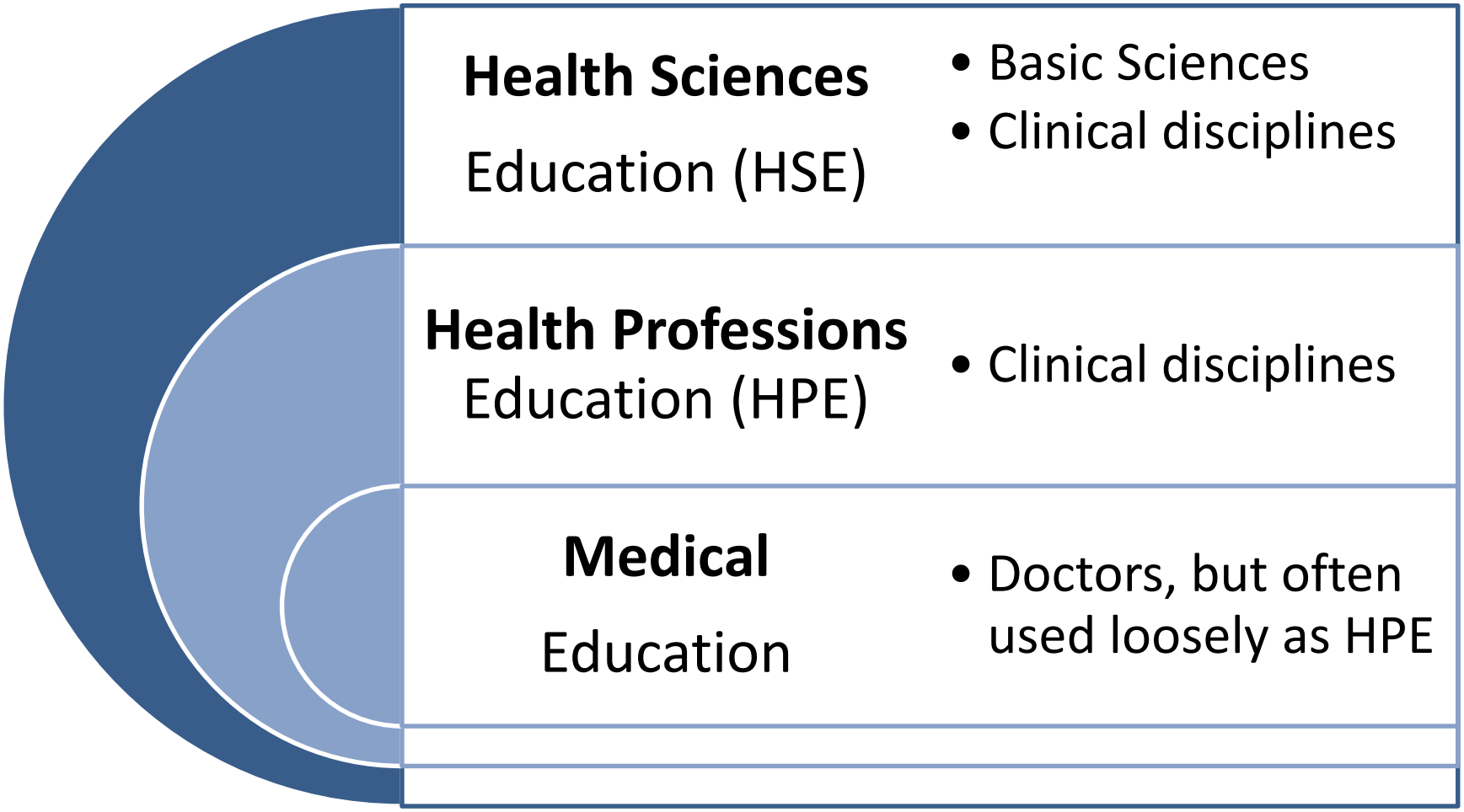
DHET Workshop
Port Elizabeth
25 May 2017



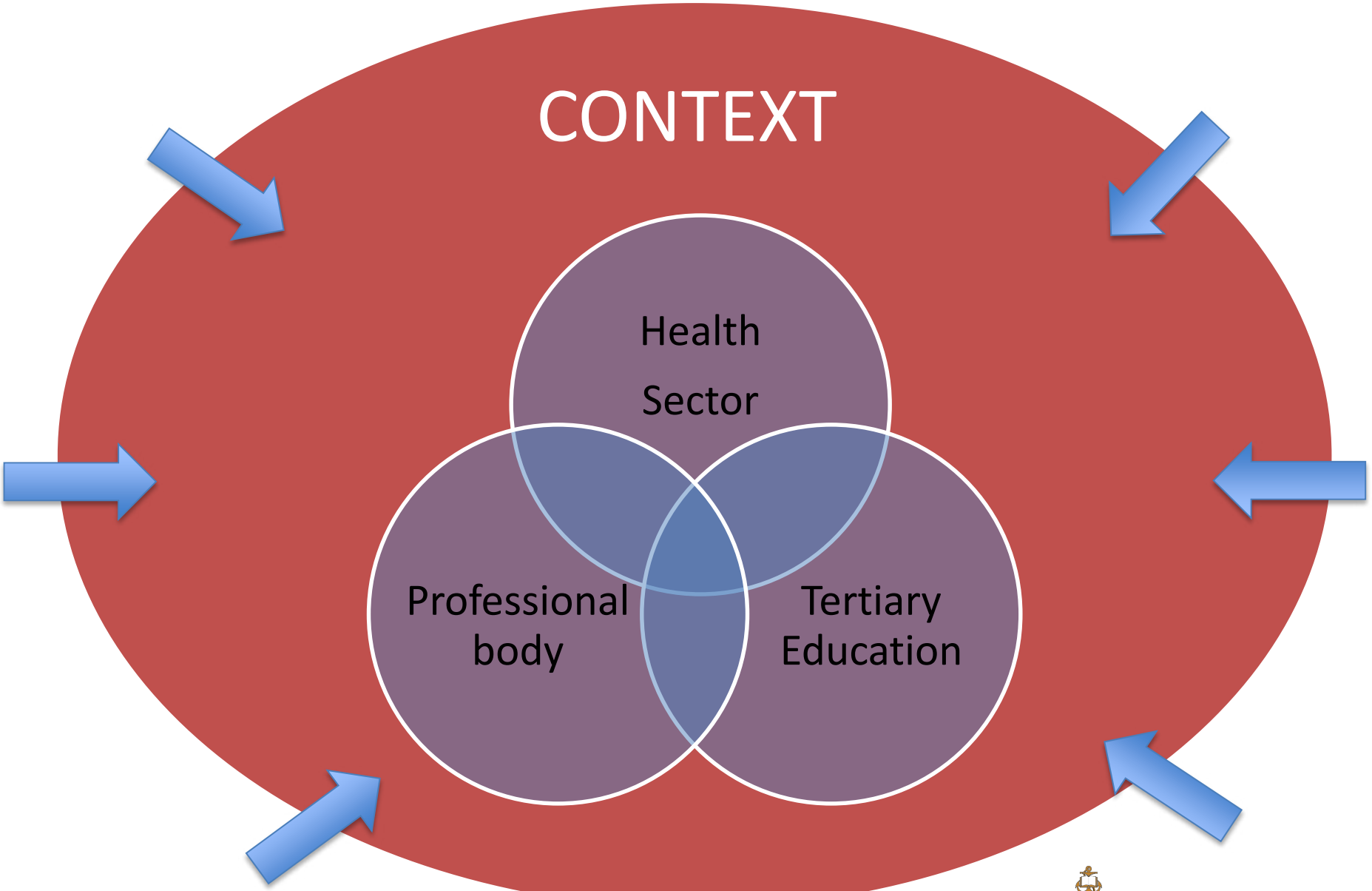


- Local & international communities of Health Science Education

- Developing identity of health sciences educators



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HPCSA
Health Professions Council of South Africa

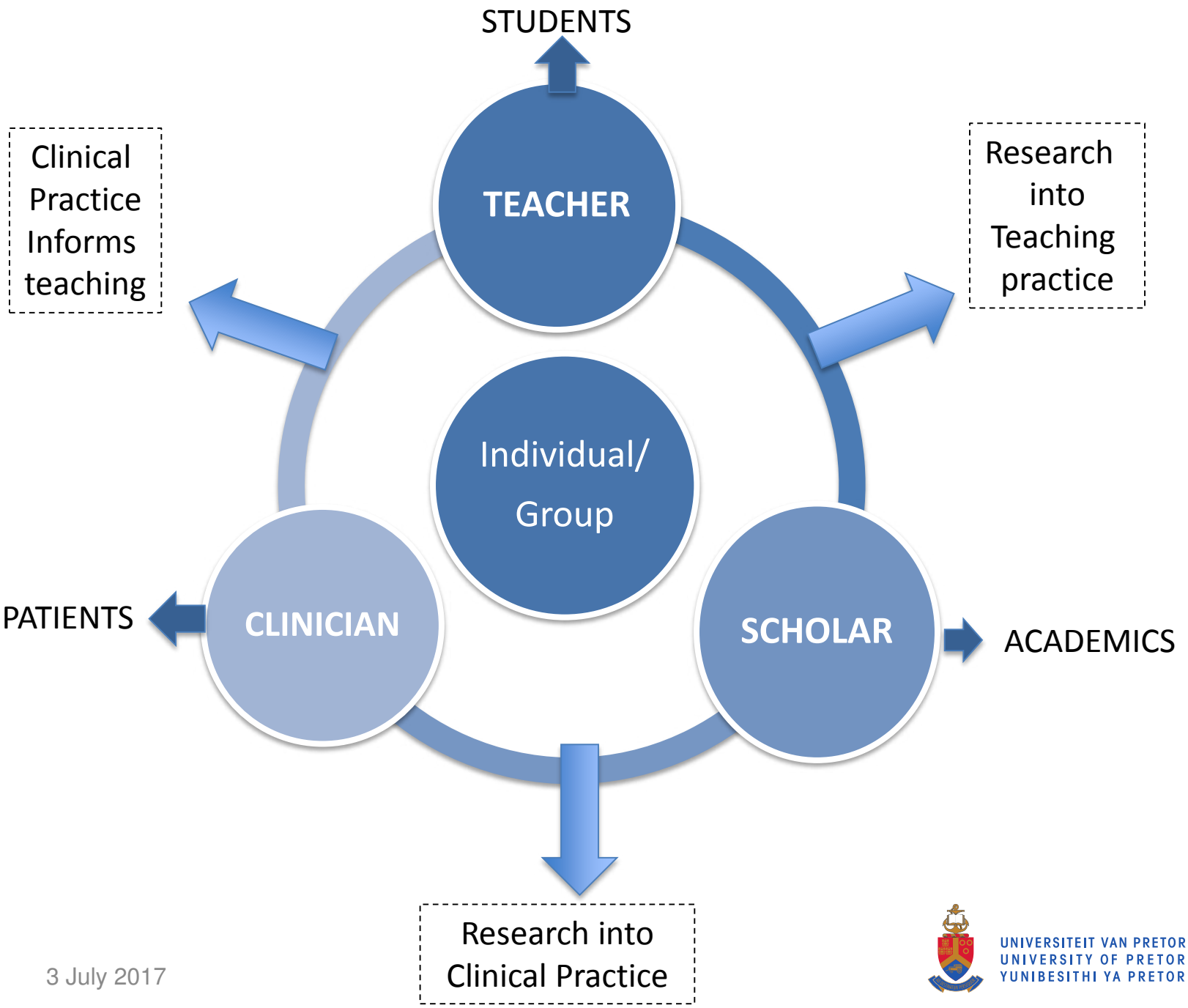
SA Nursing Council



Pharmacy Council of SA

South African Pharmacy Council

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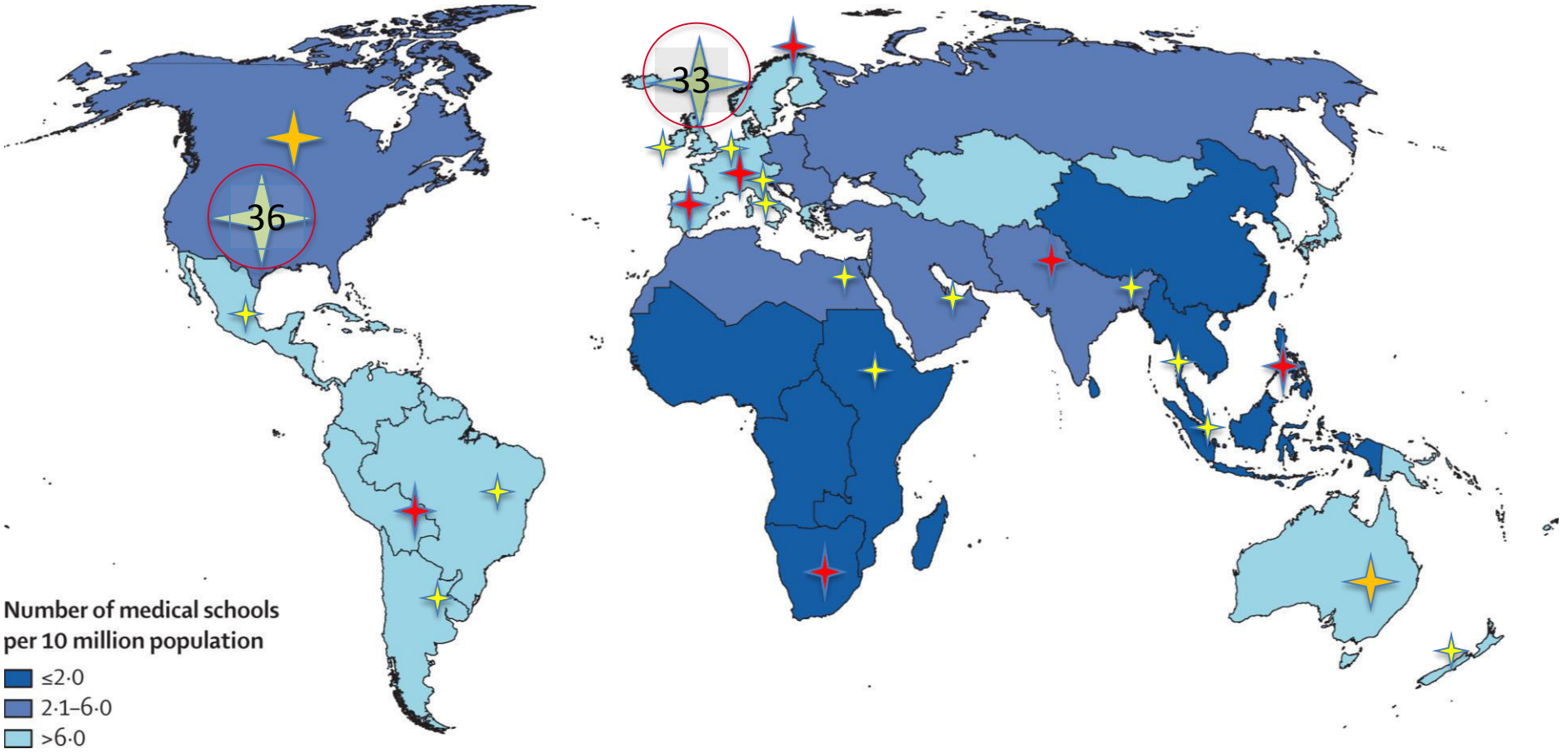
Communities of Practice

" Groups of people who ***share a concern*** or a passion for something they do and ***learn how to do it better*** as they ***interact*** regularly…."

Wenger & Snyder (2000) Communities of practice: the organizational frontier. Harvard Business Review, January-February 2000: 139

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International medical education



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International community

FAIMER®
Foundation for Advancement of International Medical Education and Research

THEnet
Training for Health Equity Network

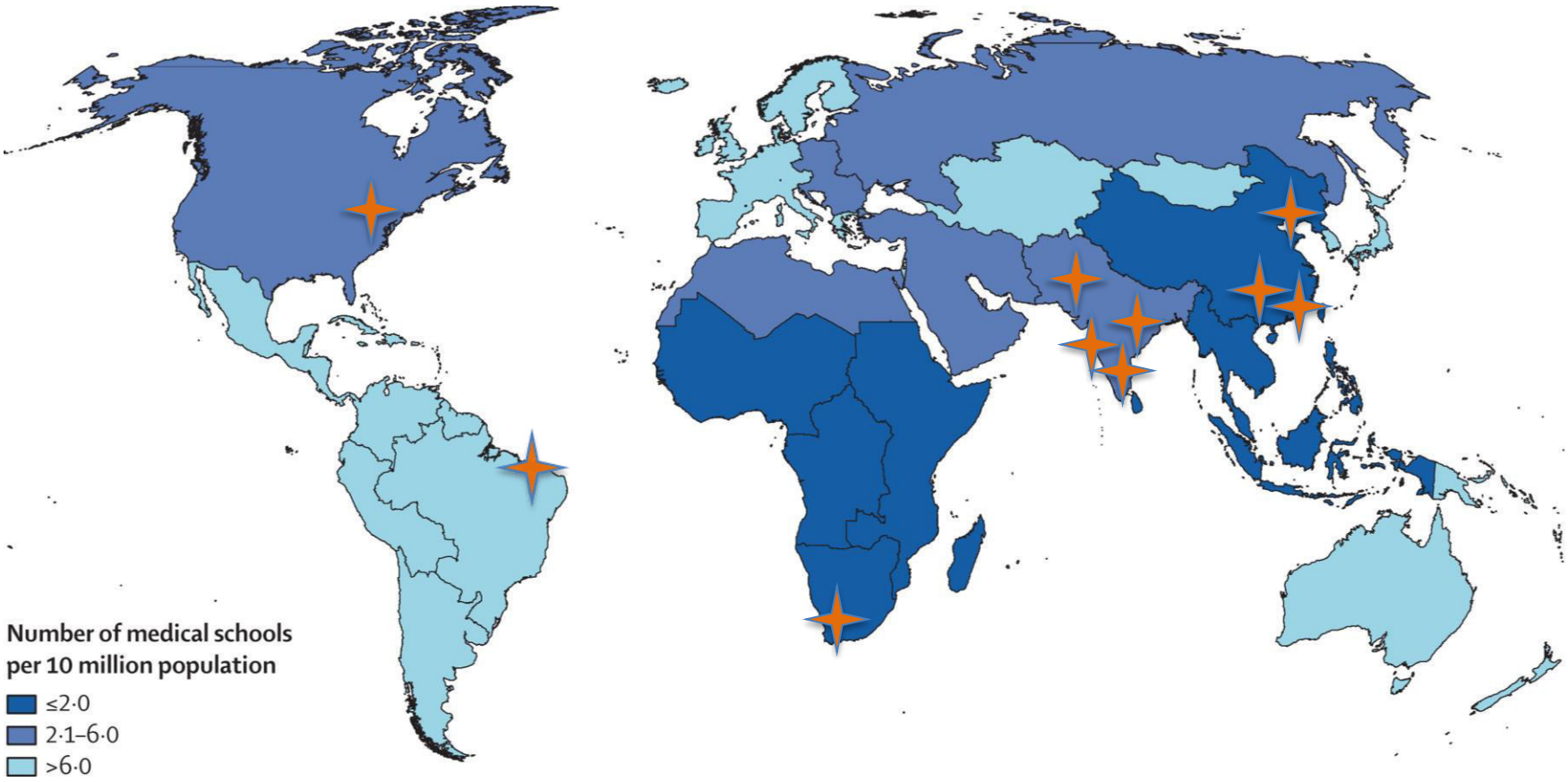


THE NETWORK
TOWARDS UNITY FOR HEALTH

World Health Organization

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FAIMER INSTITUTES (Foundation for Advancement of Medical Education and Research)



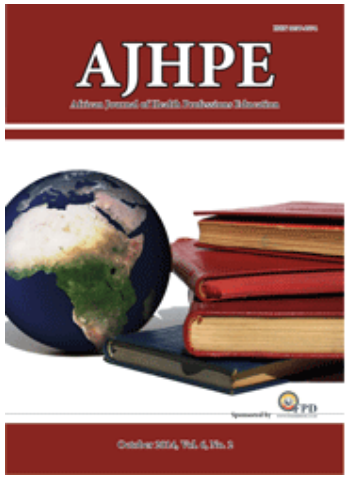
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medical education
MEDICAL TEACHER
AJHPE
JOURNAL OF CONTEMPORARY MEDICAL EDUCATION
Advances in Health Sciences Education
Medical Science Educator
AMEE Guides
NURSING EDUCATION
JME
Journal of Medical Education
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National community

SAAHE
South African Association of Health Educationalists

SAFRI



SACOMD

SOUTH AFRICAN COMMITTEE OF MEDICAL DEANS

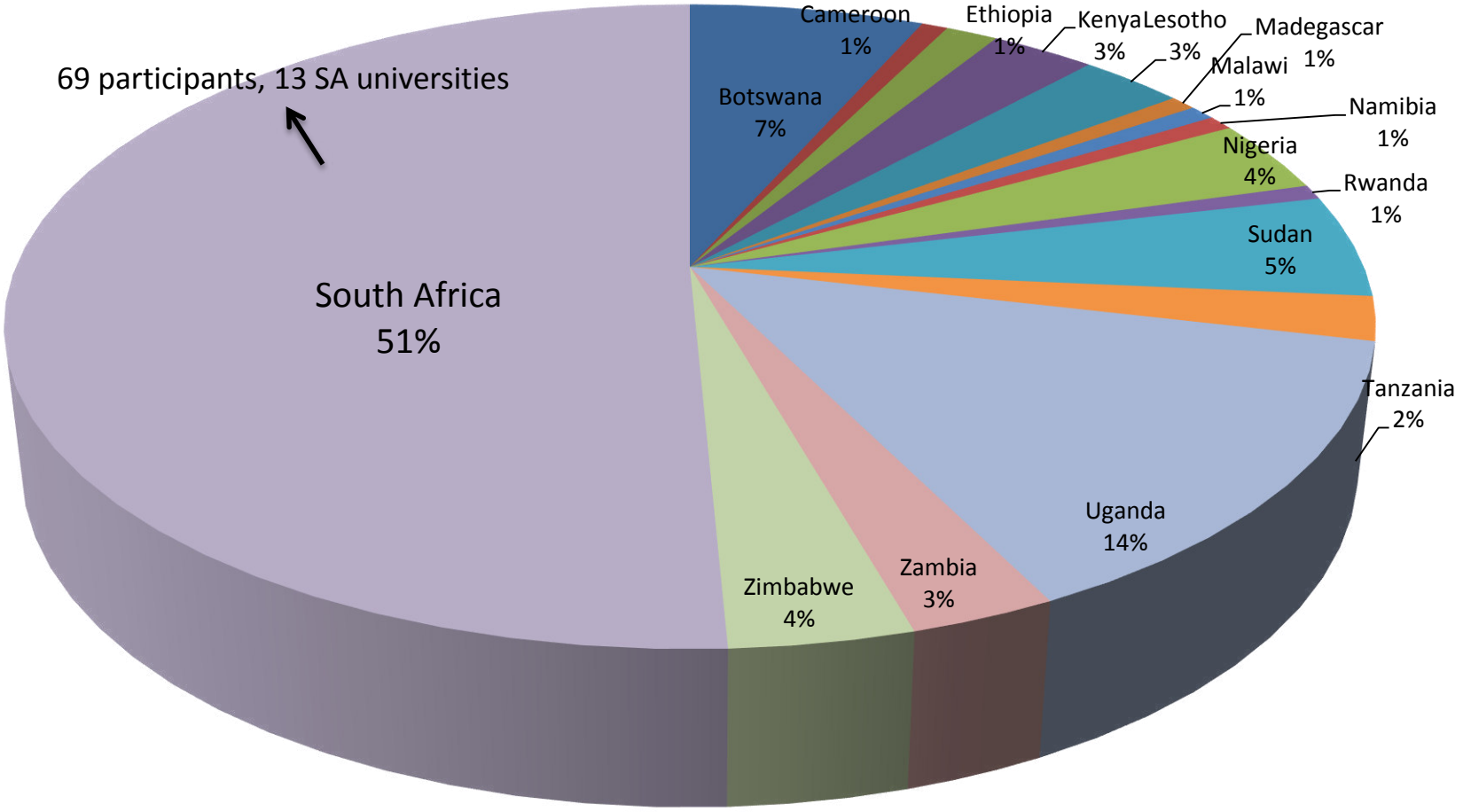
Colleges of Medicine of South Africa

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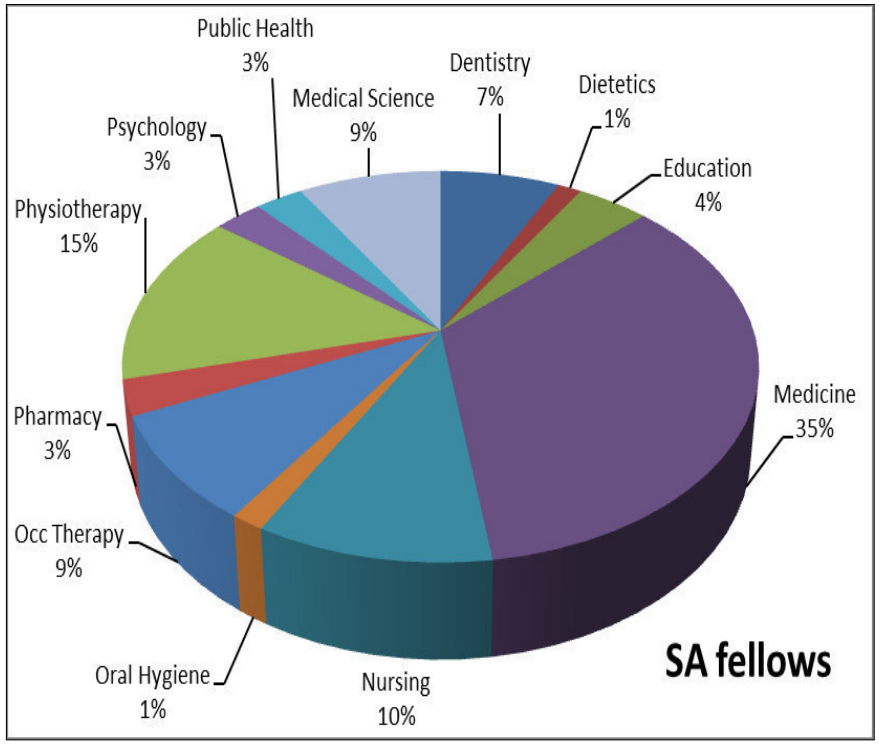
SAFRI (Sub-Saharan Africa FAIMER Regional Institute)

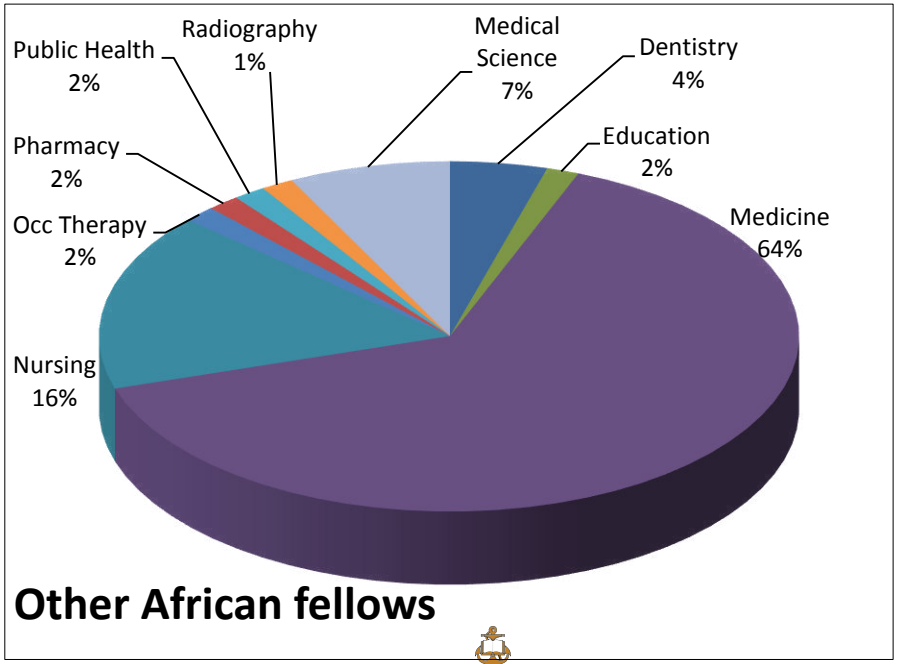


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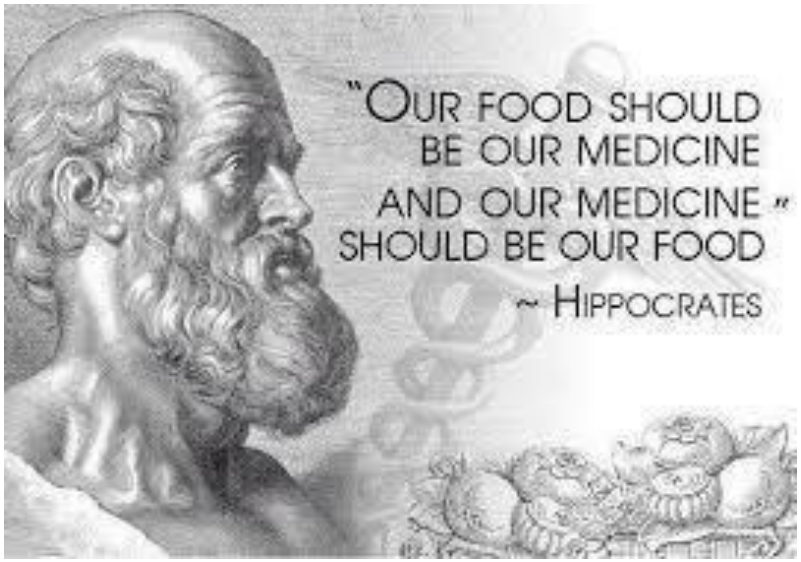


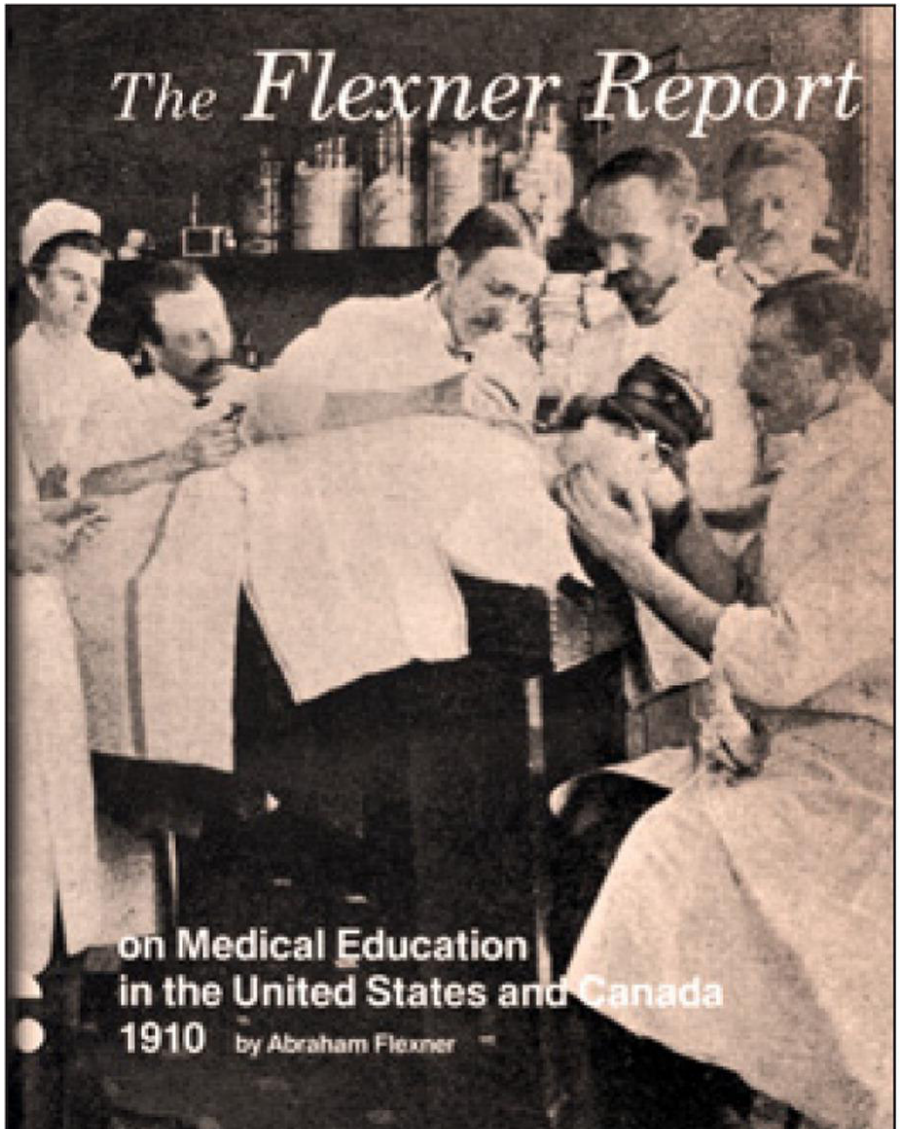
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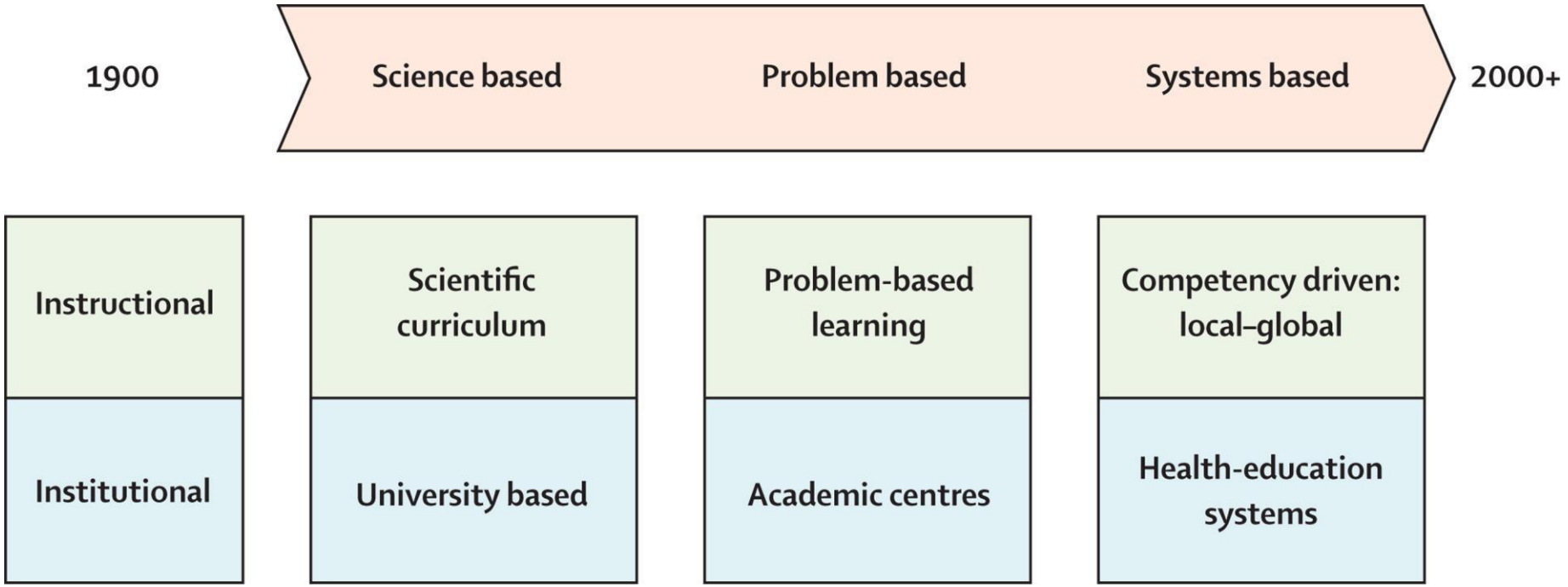
Centres and qualifications - SA

University	H P/S E Centre	PG Diploma	MHPE/MPhil	PhD
UFS	✓	✓	✓	✓
SU	✓		✓	✓
UCT	✓	✓	✓	✓
Wits	✓	✓	✓	

Health Science Education







Frenk et al 2010 Lancet 376(9756):1923-58.

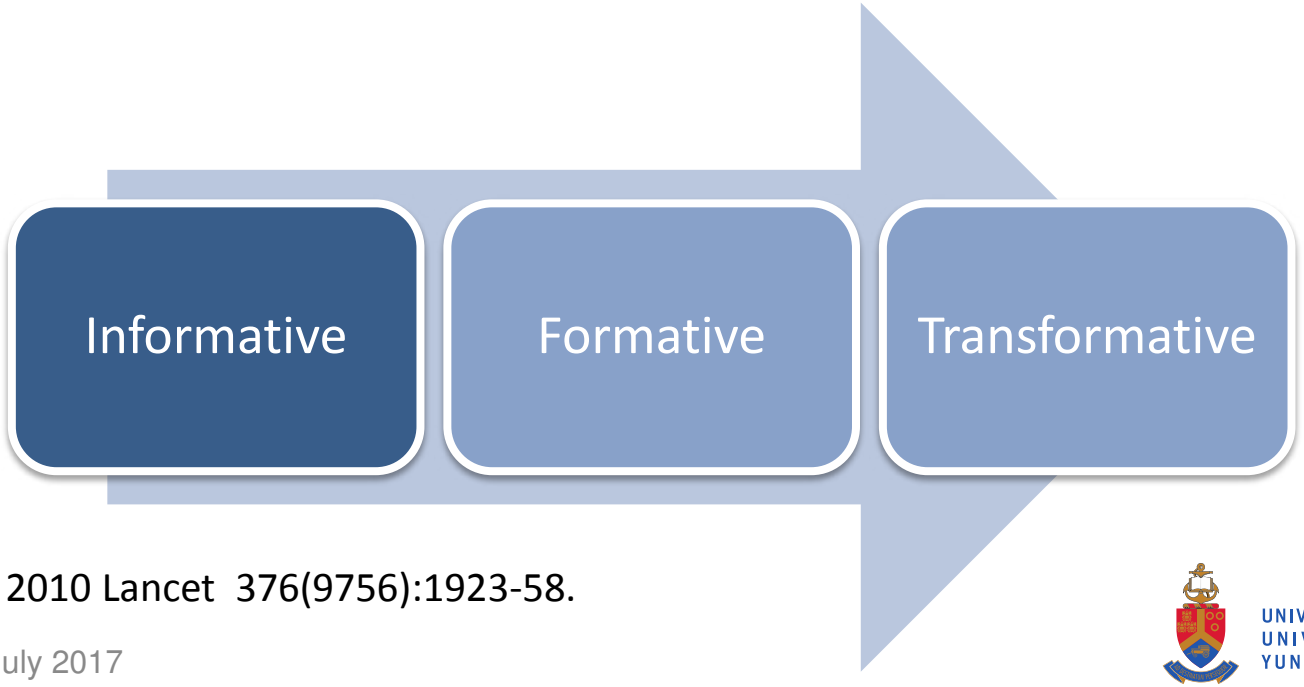
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EDUCATION OF HEALTH PROFESSIONALS FOR THE 21ST CENTURY:
A GLOBAL INDEPENDENT COMMISSION

THE LANCET

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

Julio Frenk, Lincoln Chen*, Zulfiqar A Bhutta, Jordan Cohen, Nigel Crisp, Timothy Evans, Harvey Fineberg, Patricia Garcia, Yang Ke, Patrick Kelley, Barry Kistnasamy, Afaf Meleis, David Naylor, Ariel Pablos-Mendez, Srinath Reddy, Susan Scrimshaw, Jaime Sepulveda, David Serwadda, Huda Zurayk*



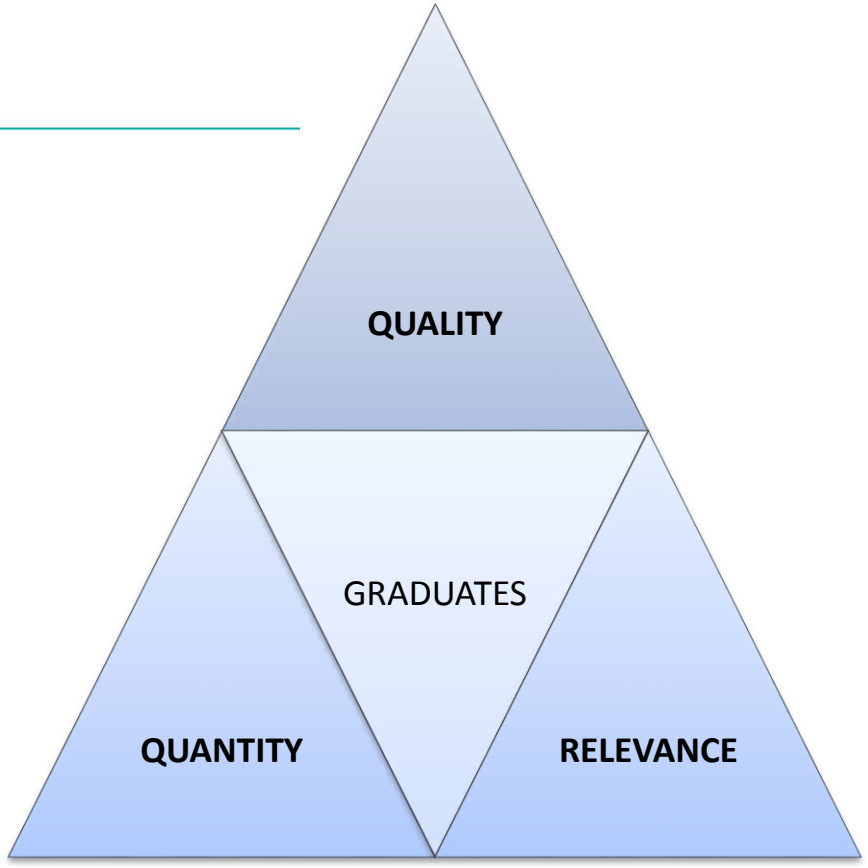
Frenk et al 2010 Lancet 376(9756):1923-58.

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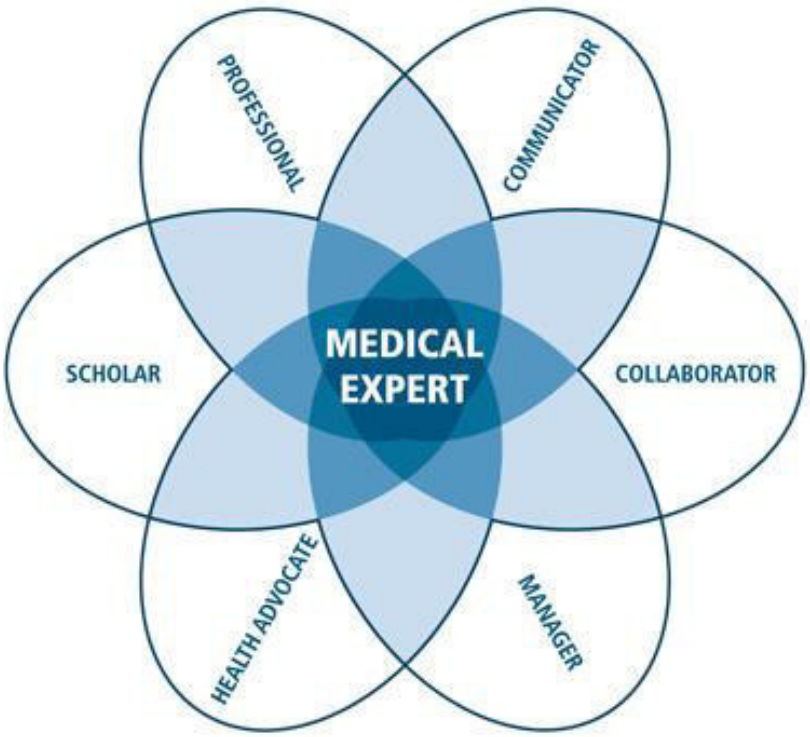
Transforming and scaling up health professionals' education and training

WORLD HEALTH ORGANIZATION GUIDELINES 2013

World Health Organization



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ROYAL COLLEGE OF PHYSICIANS AND SURGEONS OF CANADA | CANMEDS

Clinical expert

Leader/Manager

Community developer

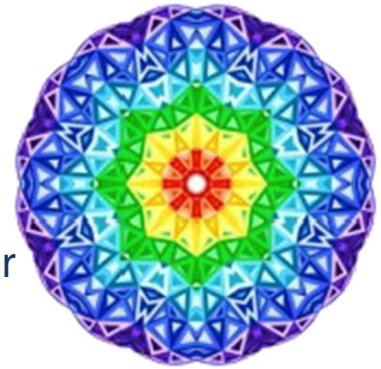
Public Health Practitioner

Health promoter

Scholar

Communicator and Collaborator

Professional



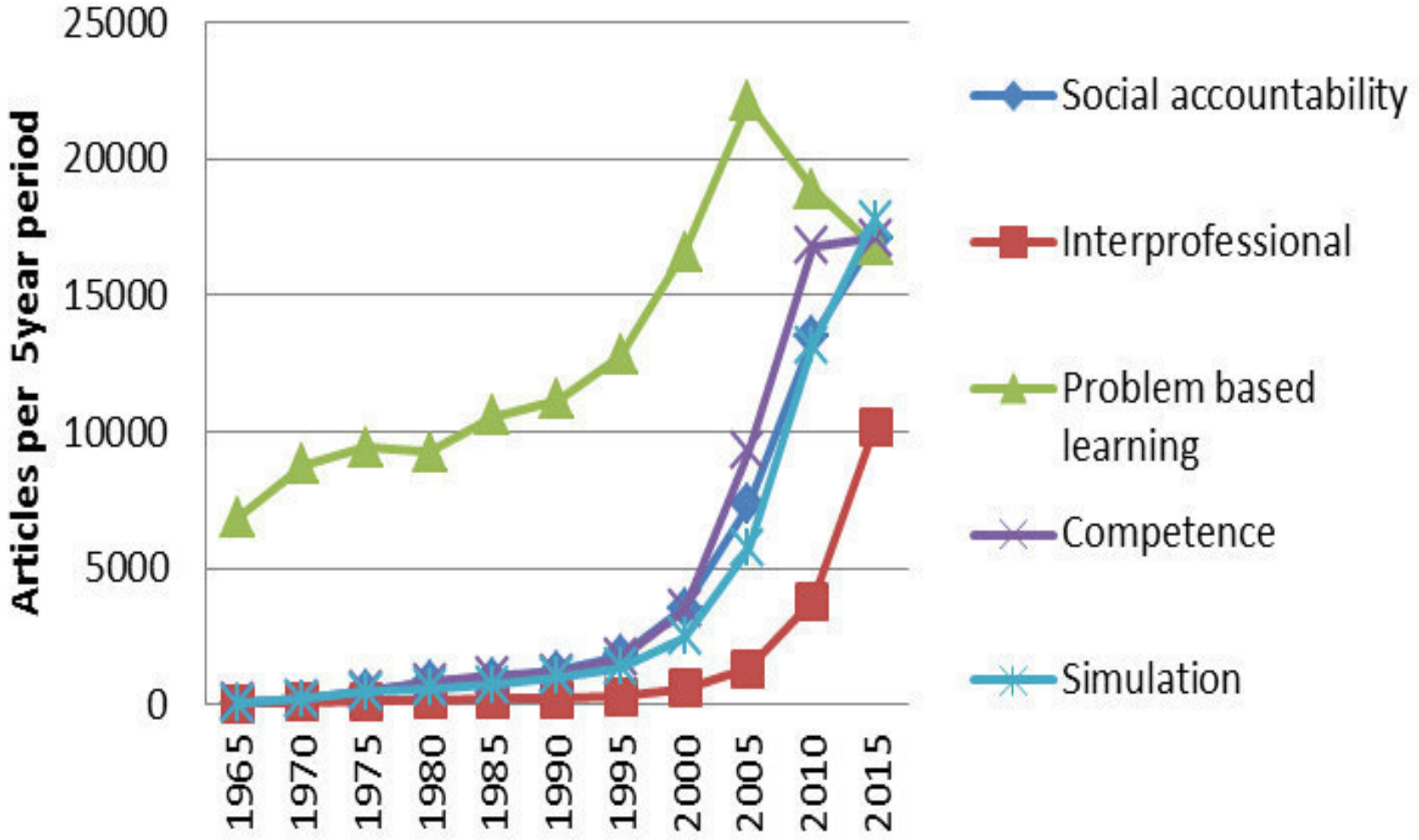
Kaleidoscope model for Physiotherapy

Frank (2005) Royal College of Physicians and Surgeons of Canada

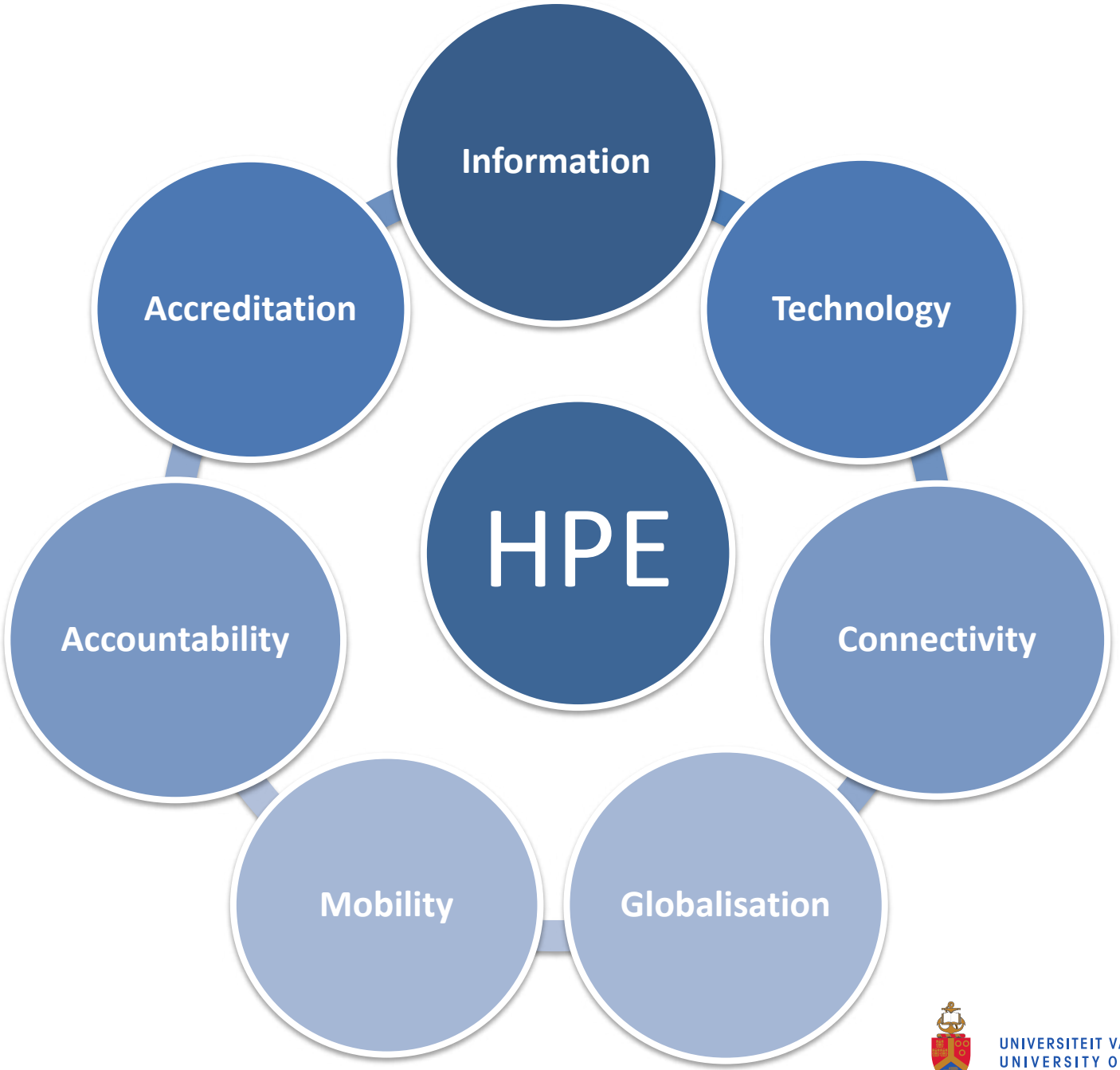
Mostert-Wentzel et al 2015
Physiothereapy 101 (suppl): e 1049

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Trends in HPE Research



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Identity as:



Wenger, E. (1998) Communities of practice: learning, meaning, and identity (Cambridge, Cambridge, University Press).

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“ In pursuing their interest in their domain, members ***engage in joint*** activities and discussions, ***help each other, and share information***.

They ***build relationships*** that enable them to ***learn from each other***.”

Wenger & Snyder (2000) Communities of practice: the organizational frontier. Harvard Business Review, January-February 2000: 139.

"*So my thoughts on teaching … you hear clinicians saying that I'm going to be a doctor, pharmacist. I didn't opt to be a teacher ….*

*Sorry, **if you're a health worker you need to be a teacher.**. There's got to be a willingness and ableness and an eagerness to teach others.*"

Jeanette Hunter (DDG for Health: Primary Care): interview 2016
(TDG Collaboration Research project)

To meet the needs of the NHS :

…ensure that we have teaching staff with ***appropriate training and qualifications*** *… to deliver education and training to support contemporary health care..”*

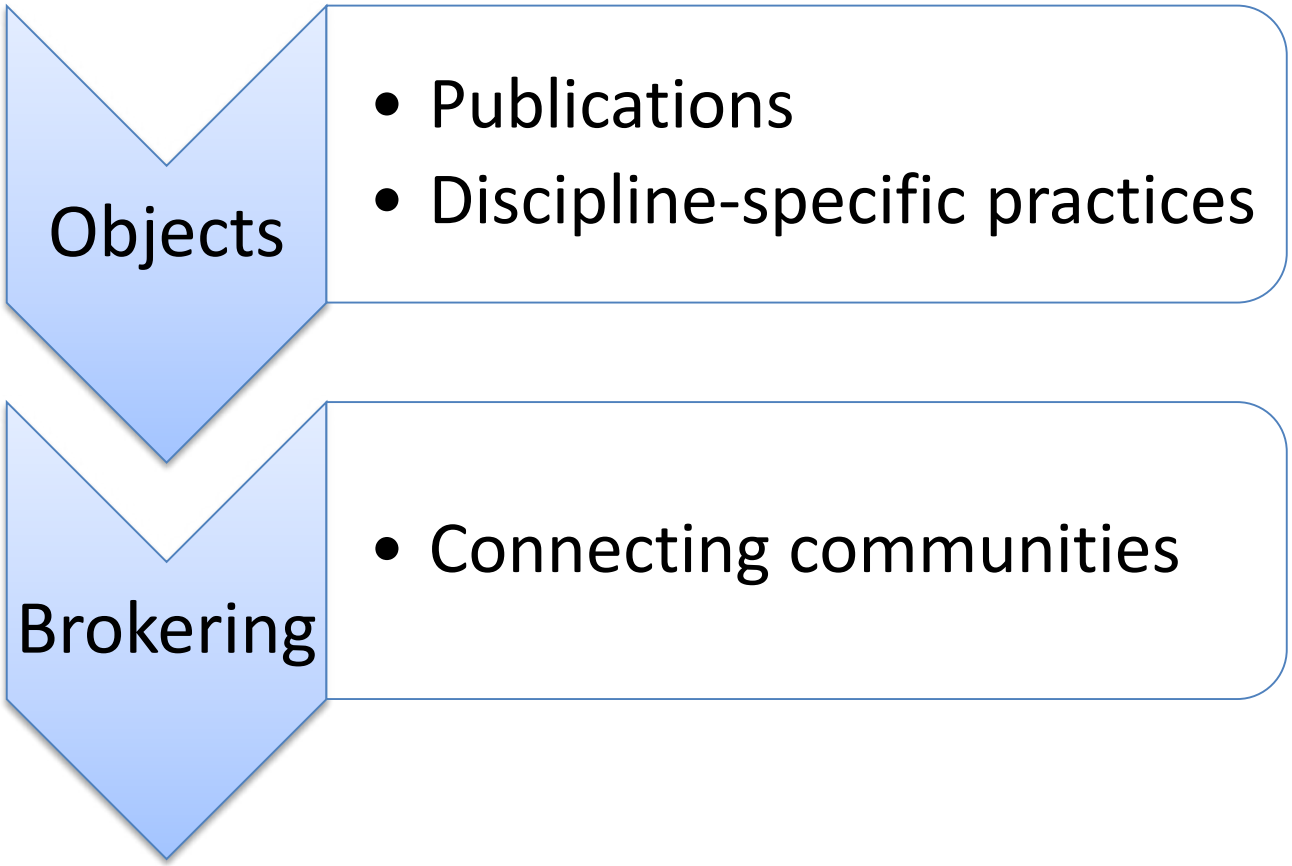
Mohanna (2017) Post grad Med J :83: 143

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“ I seek out people who have qualities that can ***make me a better person, teacher, therapist, and researcher***, and hopefully ***I can do the same in return***”

Harkness et al (2003) Families Systems & Health 21(1):93

Boundaries



Wenger, E. (1998) Communities of practice: learning, meaning, and identity (Cambridge, Cambridge, University Press).

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2007; 29: 855–871 MEDICAL TEACHER

AMEE GUIDE

Workplace-based assessment as an educational tool: AMEE Guide No. 31

JOHN NORCINI[1] & VANESSA BURCH[2]

[1]Foundation for Advancement of International Medical Education and Research, Philadelphia, USA, [2]University of Cape Town, South Africa

2008; 30: 555–584 MEDICAL TEACHER

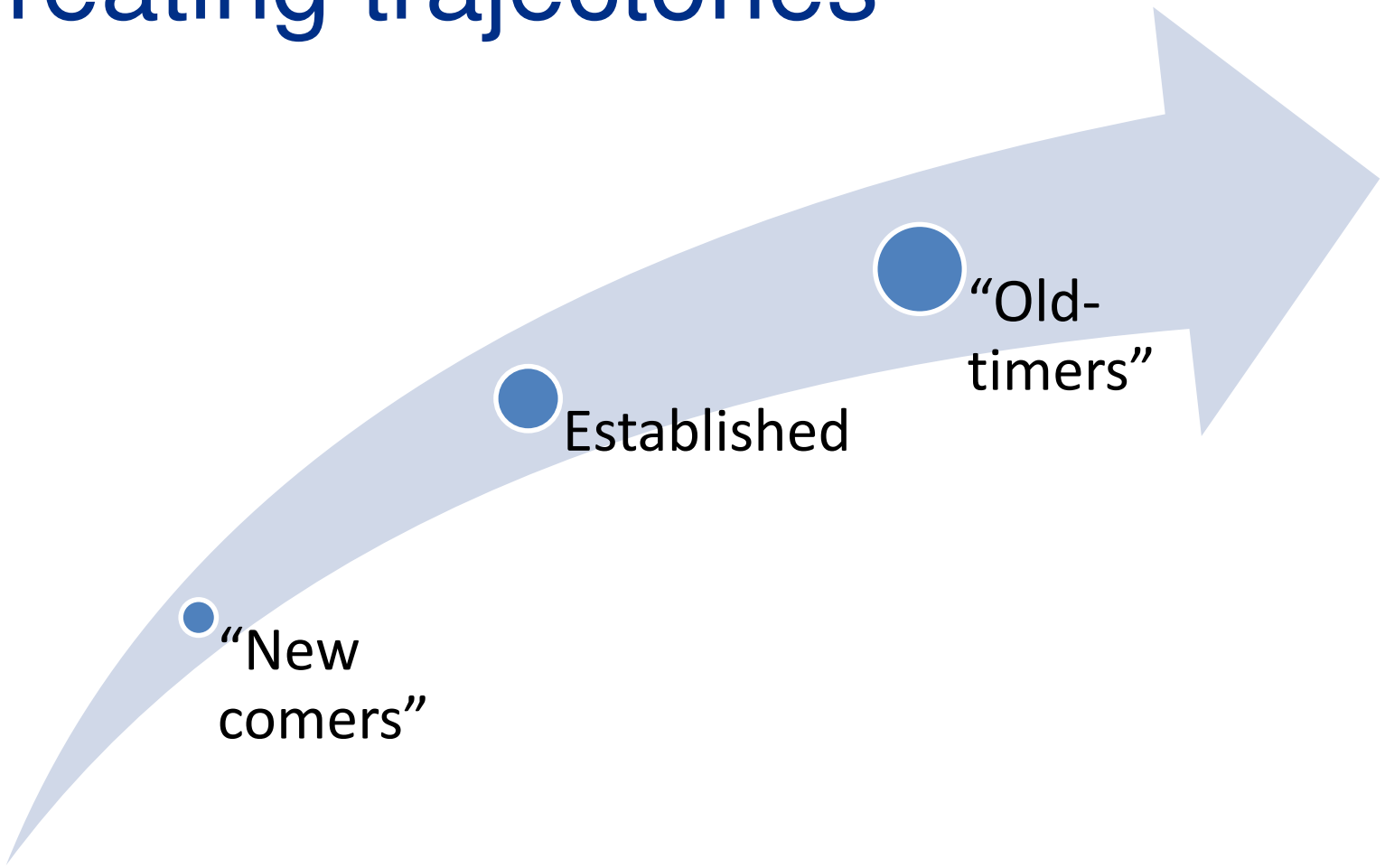
AMEE GUIDE NO 36

Faculty development: Yesterday, today and tomorrow

MICHELLE MCLEAN[1], FRANCOIS CILLIERS[2] & JACQUELINE M. VAN WYK[3]

[1]University of the United Arab Emirates, [2]University of Stellenbosch, South Africa, [3]University of KwaZulu-Natal, South Africa

Creating trajectories



Lave & Wenger (1991) *Situated learning: legitimate peripheral participation* (Cambridge, Cambridge University Press).

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Impact of the SAFRI programme

“ *by far the most important has been the opportunity to be a member of an expanding community where I can continue to contribute and be challenged in many exciting ways”*

Frantz et al (2015) BMC Medical Education 15:28

Enablers

- Leadership
- Mentorship
- Champions
- Incentives/Recognition/Rewards
- Collaborations
- Resources

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THANK YOU

I acknowledge the support of a DHET TDG Collaboration Research Grant

dianne.manning@up.ac.za

Appendix 16: Senior (University) Teaching Qualification (STQ) in The Netherlands - How to deal with the need to regulate and to trust the quality of STQ and be flexible (Dr Riekje de Jong, Utrecht University, The Netherlands)

SENIOR (UNIVERSITY) TEACHING QUALIFICATION IN THE NETHERLANDS

How to deal with the need to regulate and to trust the quality of STQ and be flexible

Riekje de Jong: Utrecht University
r.dejong@uu.nl

Universiteit Utrecht

Jaap Mulder: University of Groningen
j.a.mulder@rug.nl

university of groningen

ICED 2016, Cape Town

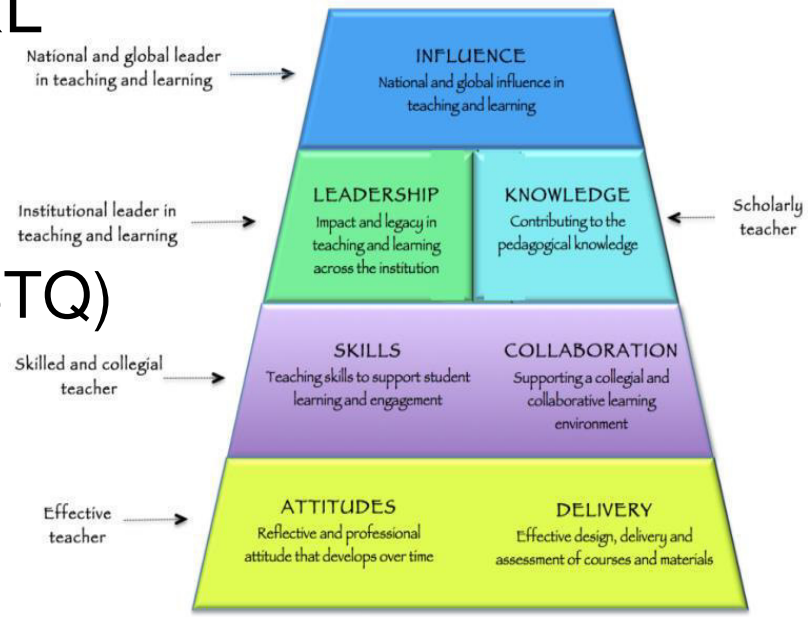
Levels of teaching achievement

(Graham, 2015)

- National & global leader in T&L
- Institutional leader in T&L, Scholarly teacher
- Skilled & collegial teacher

(STQ)

- Effective teacher (UTQ)



university of groningen

Universiteit Utrecht

Who is senior?

- intrinsically motivated for education,
- valued as excellent lecturers (students, colleagues)
- Tasks & responsibilities at programme/departmental level
- Informal leadership

Research Questions

- How does the development of a Senior UTQ in Dutch universities relate to key elements UTQ:
  - Strategic policy?
  - A Standard and Assessment?
  - Facilities and Continuous Professional Development?

- Will a mutual agreement, as the UTQ, support the process of CpD and rewarding the quality of teaching in career planning?

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Universiteit Utrecht

2016 STQ State of the art

14 research universities	
STQ in strategic policy plan:	11
Extended competence profiles:	6
Holistic STQ profile:	3
Profile to be developed:	2
STQ facility in practice:	8
STQ facility will start in 2016-2017	3

university of groningen

Universiteit Utrecht

Results: Strategic Policy

- **The STQ in Educational Policy and HR strategy**

STQ Standard

- The holistic STQ profile
- The extended STQ profile
  - Broader experience in teaching methods, coaching colleagues, curr. development, vision on education

Results: Facilities

- **The past performance approach (dossier).**
- **The research project approach**
- **The programme approach**

In common:

- **Vision on education, innovation of T&L,**
- **Projects**

Results: Assessment & CPD

- **Peer review**
- **(innovation) Project is focal point**
- **Assessment more holistic**
- **Achievements & impact (CpD)**

university of groningen

Universiteit Utrecht

Conclusion

- **The development of a Senior UTQ in Dutch universities does relate to:**
  - Strategic policy
  - A Standard and Assessment
  - Facilities and continuous professional development

university of groningen

Universiteit Utrecht

Discussion: Why support a mutual agreement STQ?

Pro / positive	?? /unknown	Challenge
UTQ+STQ = CpD	Being seen as an expert is rewarding	Better balancing education & research in a career path
Awarding excellence	Investment: higher workload	Every university has its own STQ
HR policy: career planning and promotion	dovetails with the role	
Transparency		
Accountability		Bureaucratic measures

Appendix 17: Growing as a University Teacher: Approaches to Continuing Professional Development (Prof Thomas Olsson, Lund University, Sweden)

Growing as a university teacher

approaches to continuing professional development



Thomas Olsson

National Workshop/CHE, Port Elizabeth

25 May 2017

Lund University

Sweden

2017

Continuing support of the professional development of academic teachers

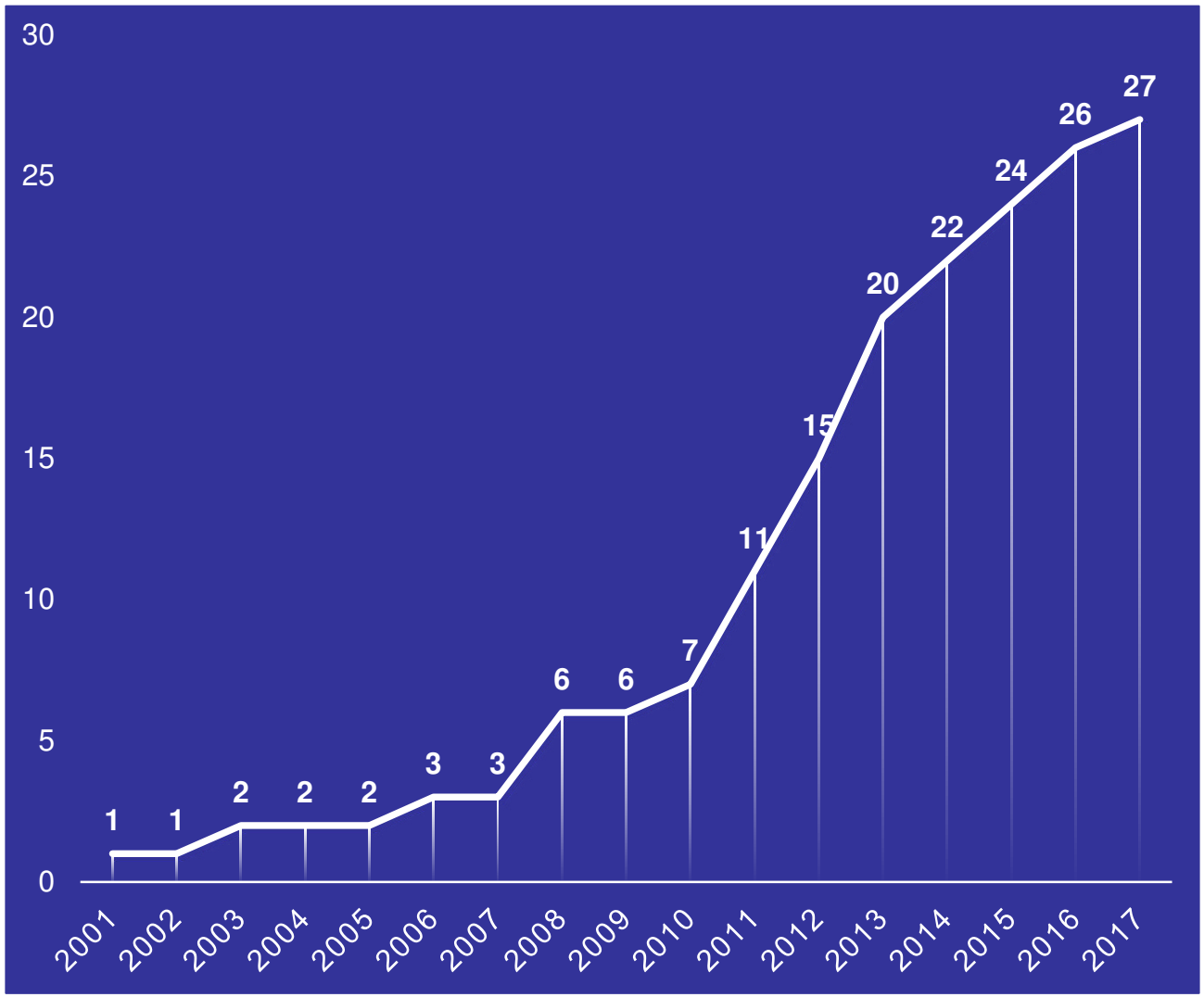
Focus on a **scholarly** professional **development**

- scholarly courses on teaching and learning
- local arenas(!)
- teaching portfolios
- reward systems for teaching excellence
- peer-review

Institutional support (**all levels**)



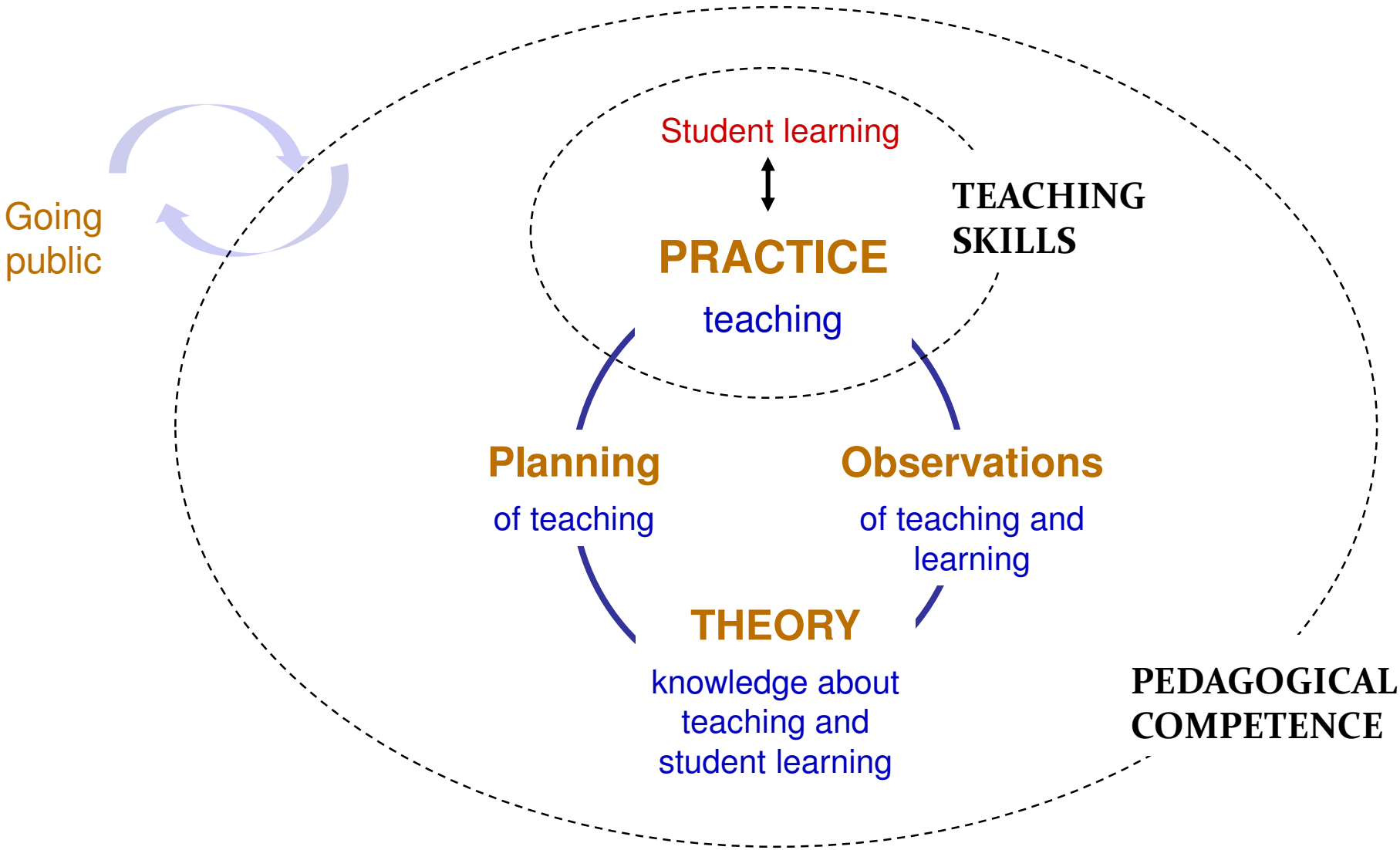
Reward systems in Sweden





Winka (2017)

Teaching Excellence – a model



Olsson et al. (2010)

Olsson & Roxå (2013)

Levels of investigation

1 inform oneself
verified by oneself

Personal knowledge

2 inform within a shared context
verified by those within the same context

Local knowledge

3 inform a wider audience
verified by those outside of the local context

Public knowledge

Ashwin and Trigwell (2004)



A reward system…

The Pedagogical Academy

- rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on their teaching practice
- monetary incentives for individuals **and** departments
- based on a teaching portfolio which is exposed to peer-review
- since 2001 . . .



Assessment areas

A clear focus on **student learning**

A clear professional **development** over time

A **scholarly** approach to teaching and learning

A developed ability to incorporate **the subject** in a teaching and learning context

A total of 10 criteria within these areas



Assessment criteria

1 Focus on students' and PhD-students' learning

- A teaching practice based on a learning perspective
- An integrated relation between theory and practice
- A practice based on a sound relation to students

2 Subject knowledge – a developed ability to incorporate the subject in a teaching and learning context

- Use of developed strategies to support students' work towards an increasingly complex and useful knowledge
- Subject content and teaching methods are related to the courses and objectives of the curriculum

3 A clear professional development as a teacher over time

- An effort to, over time, consciously and systematically develop students' learning
- Credible ideas and concrete plans for continued development

4 A scholarly approach to teaching and learning

- A reflection on practice based on educational theory relevant for the discipline
- A search for and creation of knowledge about student learning in the discipline
- An effort to make findings public with a purpose of collaboration and interaction

Teaching portfolios

The **teaching portfolio** is a central document



A teaching portfolio is about a practice

the actual teaching practice



description and analysis of the practice



evidence (artefacts)



Concretion is a key issue …



To be **concrete** in the portfolio is of fundamental importance . . .

the portfolio is about your teaching and the students learning – it is **not** about your knowledge of teaching and student learning in general



The importance of the **subject** …

This could not be overemphasised



Subject matter content knowledge

Pedagogical content knowledge

Discipline specific examples, analogies, explanations

Discipline specific learning hurdles

Useful learning pathways; **patterns (!)**

Curricular knowledge

Link a subject to other disciplines (parallel, before, after)

Shulman (1986)

Challenges

Changes and development will take time

Engagement (from leadership, heads of department)

Research community (research intensive university)

PhD education

Policy levels (will eventually be affected)

Next (ongoing) steps

New promotion criteria – full professor

The importance of the discipline

Interesting development “will happen”…

Rewarded teachers -- 2017

Total 122 (33 women; 89 men)

Different categories

Professor	45
Lecturer (with PhD)	63
Lecturer (without PhD)	14

Departments

All 18 departments

(between 13 and 2 rewarded teachers)



Evidencing Teaching Achievement

A key question is …

How can we understand higher education institutions so that **activities** aimed at developing teaching and student learning **generate the desired results?**

also based on research by K. Mårtensson, T. Roxå



Theoretical perspectives

A theoretical perspective about educational development in higher education organisations is important.

The literature about organisational culture in higher education and the scholarship of teaching and learning are central.

Trowler 2008; van Maanen 2007; Jawitz 2009; Schein 2004; Berger & Luckman 1966; Giddens 2004; Berlin 2000; Mårtensson, Roxå & Olsson 2011; Roxå & Mårtensson 2011; Roxå, Mårtensson & Alveteg 2011; Eisenhardt 1989; Trigwell et al. 2000; Olsson & Roxå 2013

Mårtensson 2014 (PhD dissertation); Roxå 2014 (PhD dissertation)



Based on theoretical perspectives, developmental activities are operationalised into assumptions…

The quality of teaching generally improves if:

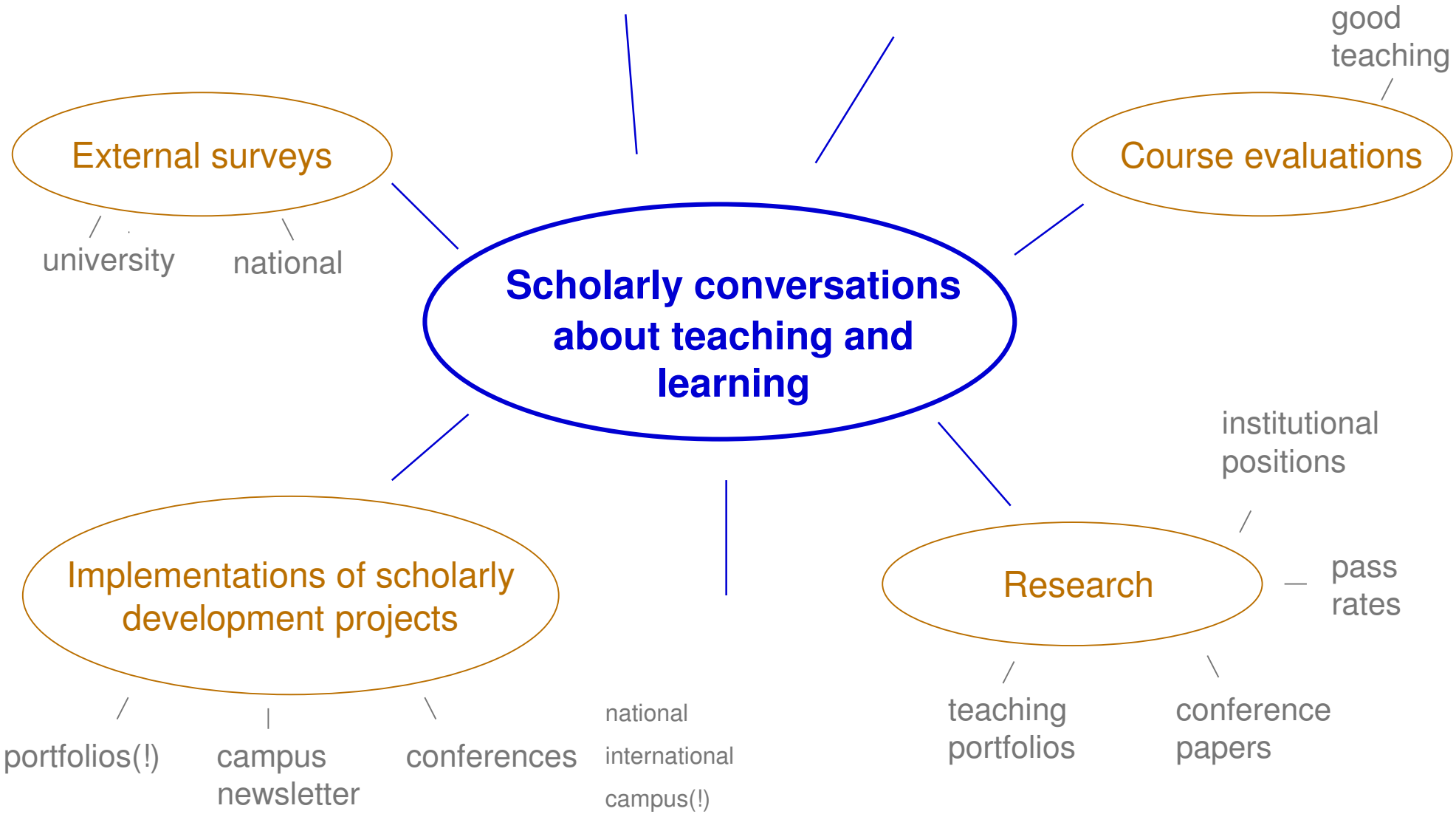
- individual teachers improve their **understanding** of teaching and student learning
- individual teachers are able to choose wisely among available teaching **methods** and adapt them to specific teaching situations
- colleagues sharing the same culture **talk** more to each other about teaching



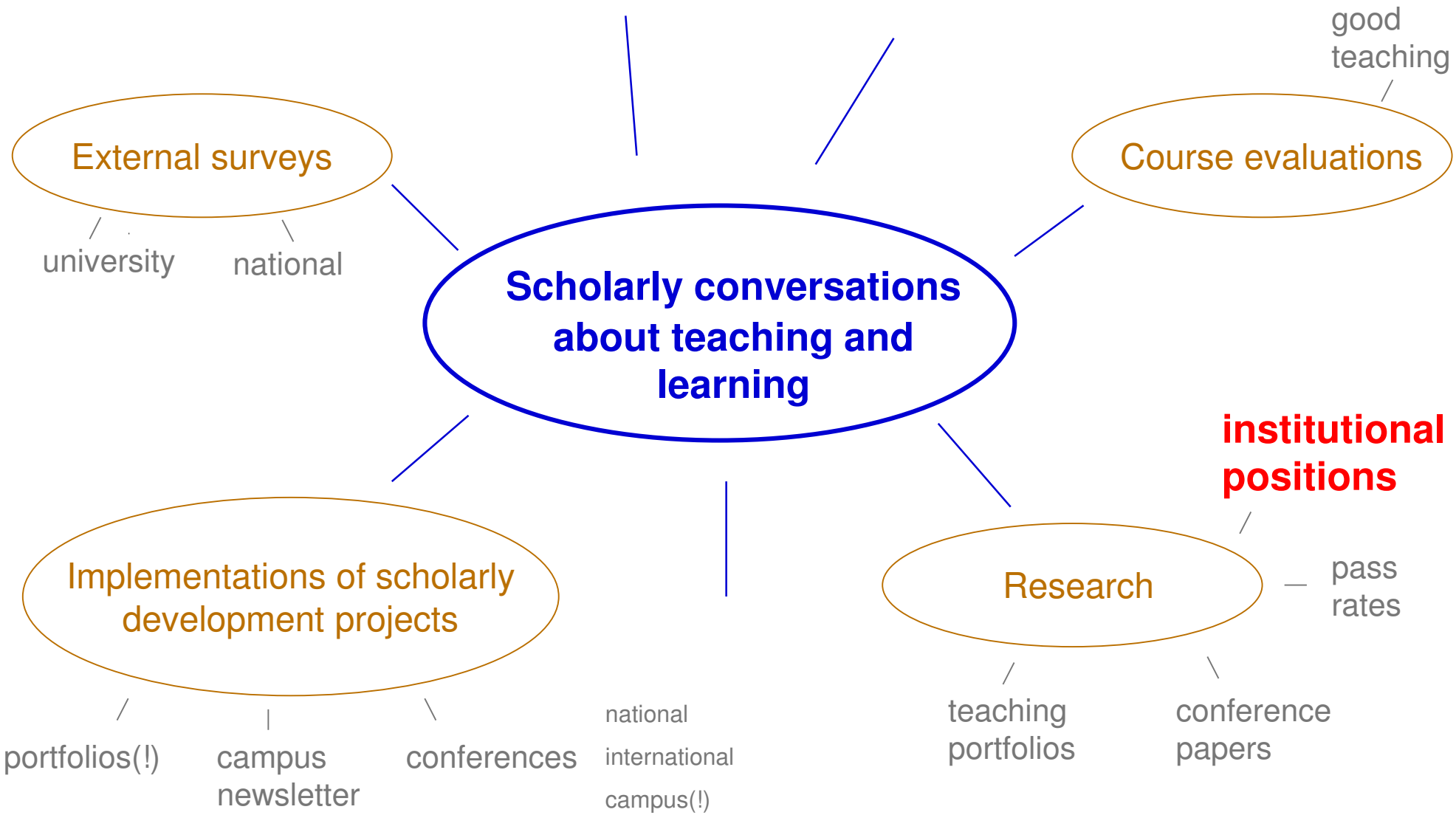
- conversations are informed by systematic **observations** and educational **theory**
- conversations are influenced by values supporting a **critical attitude of inquiry** towards teaching and student learning
- teachers share **authentic experiences** of teaching across the organisational context
- activities are being **recognised and rewarded** by the formal organisation



Indicators(!) of teaching improvement…



Indicators(!) of teaching improvement…



Excellent (rewarded) teachers at important positions

(January 2017)

Proportion of rewarded teachers/leaders (%)	
Programme leaders (undergraduate education)	40
Management group (undergraduate education)	33
Research board	22
Postgraduate education board	29
Career board	25
Recruitment board	25
Heads of Departments	44
Dean, Associate Dean, Vice Deans	40
Board of the Faculty of Engineering	67
All teachers at the Faculty (650-700)	18

Impact and evaluation of effects

It is complex…

We argue that we have a case and that we can show that teaching and student learning have improved along lines indicated by the theoretical perspectives.





Thank you!

thomas.olsson@lth.lu.se

Appendix 18: Growing as a University Teacher: Reflections on CPD (Dr Alison Robinson-Canham, Higher Education Academy, United Kingdom)



Higher Education
Academy

TRANSFORMING TEACHING
INSPIRING LEARNING

Growing as a university teacher: Reflections on ‘CPD’

Alison Robinson-Canham

Assistant Director (Professional Learning)

Higher Education Academy

“If you always do what you’ve always done, you’ll always get what you always got”

(Henry Ford)











This is CPD!



Higher Education Academy

CPD – PSRB perspective

Dominant purpose	public good economic/business benefit reputation of the profession reputation of practitioners registration/recognition competence upholding/espousing beliefs/values/ethics
Agency/locus of responsibility	Individual Employer/organisational Professional body
CPD focus	Skills Knowledge Competence/capability Reflection Impact Community/organisational
CPD driver	Self-directed Expert driven Professional Body requirements driven Regulatory compliance

Responsibility Outcomes	Loci of Agency			Foci of Impact/Benefit		
	Individual	Employer Workplace Education institution	Professional body	Individual (practitioner)	Collective (Profession)	Society (public good)
Safeguarding (Control) (eg, via standards, accreditation, registration, competence…)						
Knowledge (Object mediated) (eg, via resources, publications, curriculum, output, exams…)						
Skills (activity mediated) (eg, via Wbl, mentoring, networks, assessment, outcomes…)						
Understanding (context mediated) (eg, via in context of Time, place, circs, application, consequences…)						
Transformation (eg, via Research, innovation, negotiation, impact…)						

Learning Inputs

Learning Outputs/Outcomes

Higher Education Academy

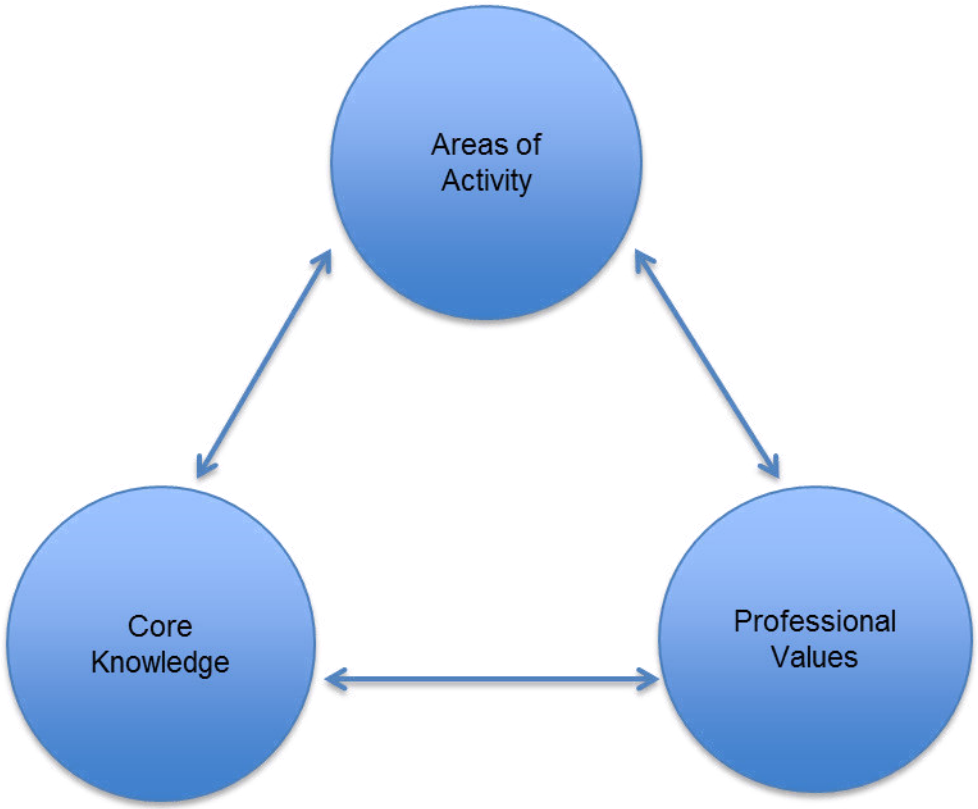
CPD vs APL

Development of professionals implies a deficiency discourse, where professionals are incapable ingénues needing authoritative shepherding…This discourse is not congruent with a notion of professionals as engaged, agentic individuals, capable of self-directed learning…If we accept that professional knowing is embodied, contextual, and embedded in practice; that the change of learning occurs through practice experience and reflective action within contexts that may pose dilemmas; that CPL is situated, social, and constructed; then research into CPL and support for CPL should reflect these assumptions, or at least acknowledge the difficulties and limitations in researching such experience. Apart from innovative examples, only lip service is paid to these notions in many PD programs, with a lack of congruence between what we say we understand learning to be and how we seek to support it.

(Webster-Wright, Reframing Professional Development Through Understanding Authentic Professional Learning, Review of Educational Research, June 2009, Vol. 79, No. 2, pp. 702–739)

PSF

- Supports initial and continuing professional development
- Fosters dynamic approaches to learning and learning in diverse academic and professional settings
- Demonstrates to students and stakeholders the professionalism of staff and institutions
- Acknowledges the variety and quality of teaching, learning and assessment practices
- Facilitates individuals and institutions in gaining formal recognition



The Dimensions of Practice

Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

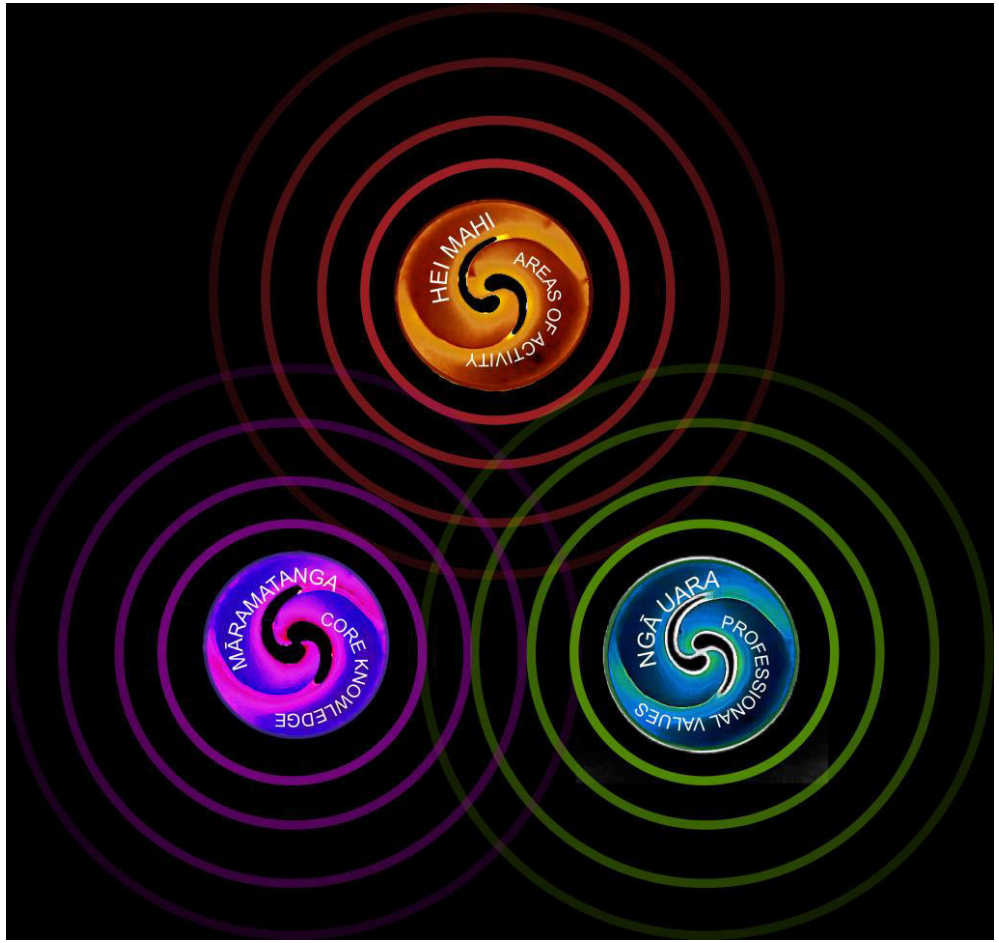
Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/ disciplinary area(s)
- K4 The use and value of appropriate learning technologies K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Ako Aronui



Hei Mahi: Areas of Activity

A1

Design and plan learning activities and/or programmes of study

Auaha (creative approaches)

Creative and innovative approaches to enable learner's potential in programmes of study.

Taonga tuku iho (intrinsic talents)

Acknowledging learners' unique talents and skill as being valuable and aligning learning styles to their strengths.

A2

Teach and/or support learning

Ako (learning and teaching)

Ako represents the co-learning between teacher and learner including role-reversal (teacher can be the learner, learner can be the teacher).

Āwhina (Support)

Continuous support in and out of the learning space.

A3

Assess and give feedback to learners

Whakamana (empower)

Feedback to learners should be constructive and also empowering.

Whakamārama provide the knowledge that enables the learner to understand and further develop their knowledge and understanding. Providing timely feedback to students.

A4

Develop effective learning environments and approaches to student support and guidance

Effective learning environments should be;

Āhurutanga (safe haven)

Manaakitanga (nurturing and hospitable)

Whanaungatanga (build meaningful and positive relationships)

Wairuatanga (being mindful and open to other beliefs and values)

Whakamana (empowering learners)

A5

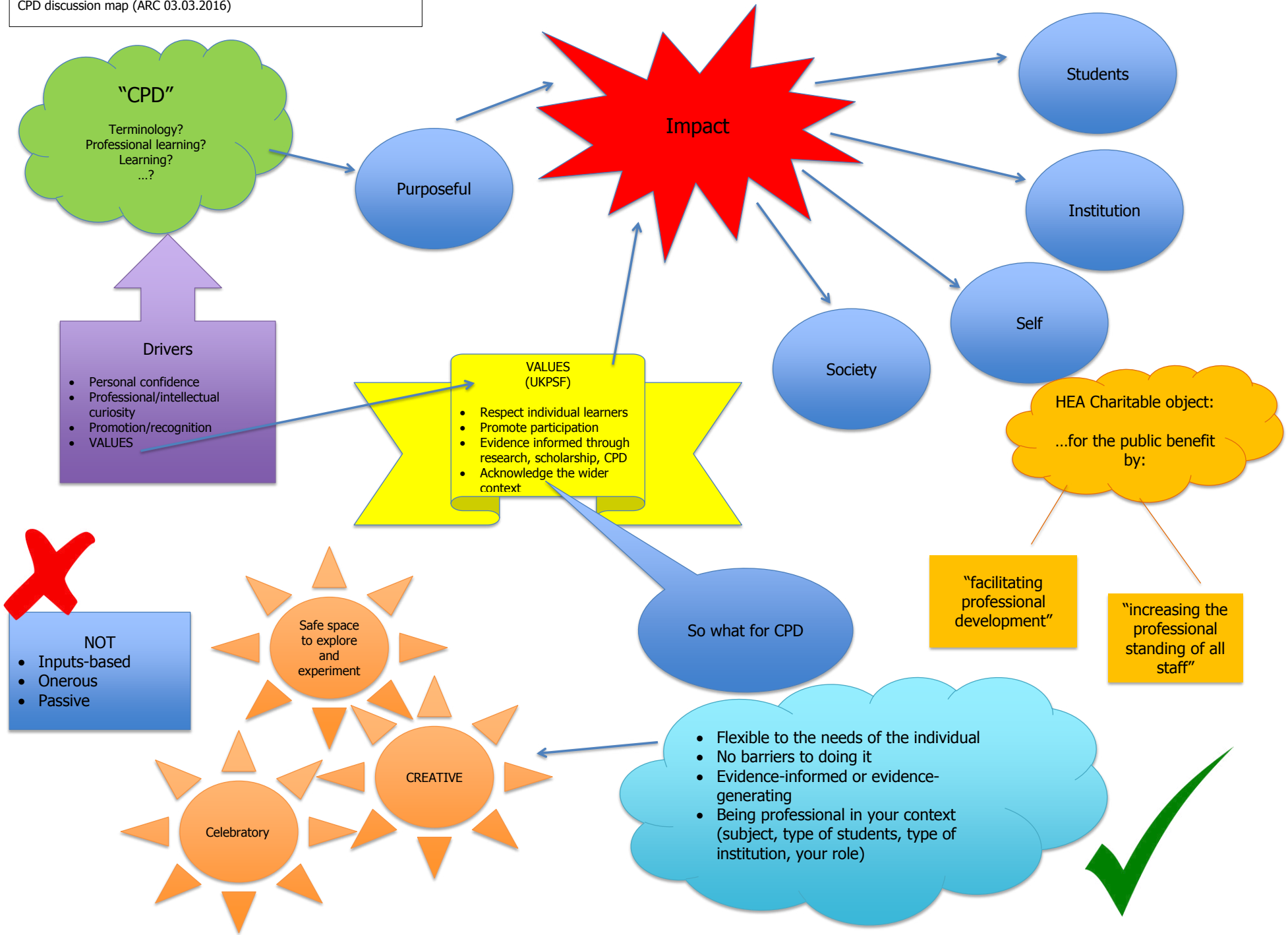
Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Titiro ki muri, haere whakamua

One must look to the past and acknowledge those who have gone before them to guide them the way forward into the future.

Higher Education Academy

CPD discussion map (ARC 03.03.2016)















If you’re still breathing you’re probably still learning!



Appendix 19: Feedback on Small Group Discussion in Session 5, Day 2 by the Chief Facilitator, Dr Chrissie Boughey, Rhodes University on developing a holistic academic identity (Chair: Dr Alan Cliff, University of Cape Town).

Appendix 20: Notes from Small Group Discussion

Session Seven – Contemplating a National Initiative

Discussion points:

- The ways in which a national initiative could contribute to the following identified areas of need:
  - *Building system capacity to enable quality teaching across the sector*
  - *Ensuring quality teaching*
  - *Raising the status of university teaching*
  - *Providing a growth trajectory for university teachers across the career continuum.*
- What such a national initiative would entail.

Table 1

E.g. UNESCO – national programmes for twinning universities. Weaker ones will benefit.
National programme to be funded by DHET.
Technology helps. HDIS dong have sufficient access and development. Technolgoy & spaces – twin with unis that have so can share
National initiative to promote institutional collaborations -> examples of good practice
He doesn't think there should be national standards
Concept of continuous improvement - and reward factors – encourage each university to develop that. Different points to reach at each uni //framework
OR
There is a framework and each uni takes out the component that suits them
Funding needed even for twinning
These various initiatives – we don't come together to share sufficiently. People just go for new ideas (flavor of the month)
People use fact something is supported by e.g UCT as an excuse 'it won't work with our students'
Universities compete but they also need to collaborate
There should be more sharing, eg at the PhD level – going to each other's seminars. It would need to be funded. Senior students would have the opportunity to meet with other senior students, staff. It would help them to learn to teach as well.
Retired top academics – to be in one place or roam around & visit institutions
Funding for senior students. DHET must legislate and ringfence these structures.
Suggest to institutions to write their own place and - xxxx focus on teaching and research or both and what you want to achieve. People don't want to be instructed. Not consolidated at the moment.
We need to be able to fire people
Engagement - sharing with others.
Document framework
All newly appointed individuals to induction
All unis make provisions for PGDips and support required
AD have academic status
All unis have career pathing with promotions
A centre/clearing house located at one or two institutions with open resources, fellowships, twinning, retreats, sharing.

Table 2

Existing pockets – build on/expand them.
The leading driving forces (CHE?) – who is this an agenda that's out there already.
Collaborations – ongoing
Are we aiming for uniformity(?) in standards?
Quality teaching:
Quality check needs to be the role of the institution rather than an outsider.

Benchmarking>
Types of collaborations
Probably CHE develops criteria and universities ensue that everything is checked against them.
Reduce bureaucracy – reporting teaks a chunk of time.
Ensure that accountability does not put more burden on the time of academics.
Poaching amongst universities.
Nationally-led initiatives have to be led/driven by the CHE/DHET - can't see how universities can do this.
Community of practice
Every three years an academic expected to undertake a refresher course in teaching.
Continuous development over a period of time and there are sets of standards at each point.
Raise the status of teaching
Mentors – retired academics. Senior academics should be part of the responsibility and should be structured.
T&L Centre with academics. Teaching portfolio – for promotion
Structural issues
University need to have an honest conversation about academic development
How ADP are appointed
Academic Development is not necessarily up to ADP alone
Change the status of ADP to that of an academic
What about academic leaders (HoDs)?
Danger is that these academics end up being administrators.
Academic leaders need a lot of empowerment rather than just conforming to accountability processes.
Growth trajectory
Mentoring for young emerging academics. But not enough people to play this role.
Remuneration helped in encouraging mentorship.
The culture of individualism, not wanting to share, is an impediment in an attempt to implement a mentoring programme.
Should there be a professional body specifically looking/driving the area of teaching?
Professional standards – monitoring role, would this be something that can be taken up and explored?
Need to understand how mentoring can contribute in the life of an academic.
What principles should form the standards/codes of responsive practice?
Whatever - has to be informed by South African expertise, experiences, practice. Let's decolonize ourselves, we can learn from other nations.
Regularly meeting in these kinds of meetings/dialogue.
Central repository of what each University is doing iro staff development and how these can be connected to become big initiatives for the entire sector.
One of the standards is about how does one go back and mentor peers? This should be a responsibility for those i.e. TAU fellows.
How can these people be known and utilized by the system?
Regional type of collaborations can be allowed as well.
Creating a platform for sharing of resources in such a competitive environment.
Build universities as spaces to share and care.

Table 3

Question for steering group:
To what extent is the report-back picking up on issues raised in groups?
Why, for example, are we focusing on identity?
Is there an equivalent to the HEA in this country?
What does the HEA do? Stand for? Believe?
Danger: Creating another structure and a system of accreditation and recognition
Why do we need another structure when we have existing structures?
Who informs national systems?

We tend to create complex structures and systems and then we're not sure whether they're working
Nationalise a teaching system
Why would we go back to the UK for a model?
A formal system of accreditation: is it a good thing?
CHEC may be too regional but could be regional
National academy but we need to broaden the conversation beyond this workshop
Might not have buy-in from either the top or the ground
Conversations amongst academics themselves
Local solutions and conversations
From a promotion perspective, an HEA could work
Funding and promote the scholarship of teaching and learning
A regulatory system not a good thing
Dedicated funding and be pointed to good teaching
Need to be careful of the representivity
Our unequal provision and history militates against a regulatory environment
We need case studies, e.g. the TAU, that point to the way forward
We have research around individual academics but not how the institutional environment is influenced
What would start a national conversation? Mandate for each individual institution
Conversations at each individual institution facilitated by national people
Bring academics into the conversation
QEP on steroids! Not just an audit; need to explore the layers in institution levels
Why do we need such a conversation?
A QEP format could be very limiting
Appreciative enquiry mode
Once we have done that, where will we go?
Identification of what already is
But not in a decontextualized form; thick, rich contextual description
Current initiatives: a dominant group controls the conversation around effective teaching
Feels like surveillance at the moment
We have a body that is neutral with respect to effective teaching
We need to look to African scholars
Suggests that current initiatives are being treated with suspicion.
How would we construct a more inclusive group?
Adapting existing systems to local contexts
What can we learn in other contexts.
In research, we have worked comparatively; not always in teaching systems development
We need to address the barriers that enable progress
Find a system that serves the needs of all constituencies
Institutional work is useful, but need a national conversation
As long as the conversation is not dominated by the same/certain voices
Contradictions are a starting point for change
Dominant culture has a lot of control and will shape the system
Is this kind of initiative 'dead in the water'?
Dominant culture determines what is privileged
How self-defeating are some of the activities, e.g. the QEP?
We make systems progress and then we go back to audit
We need to address the factors that breed mistrust
Questions around control of systems need to be faced head-on
Those structures that govern quality compromise that quality
How do we manage the tension between regulation and development?
Question of 'counting' is firmly entrenched in the system
A new body would need to be constructed
The issue of quality: whose quality?
Is it important to understand our identity?

Profiling of students: in the hands of some actors, may produce undesirable and undesired results
Need to understand what we really want to achieve
Advantages of a national framework:
The purpose of the professionalisation of teaching and learning
The need for national policies aimed at centering and promoting teaching
Equalising and promoting the recognition of teaching
Teaching can incentivised financially/etc.
Much of this is determined at institutional level, so a national system might promote different practice
Puts teaching on some parity with research
The idea of a continuum of focus on what teaching needs – a kind of life-stage model
Structured programmes that focus on career trajectories: what are the needs at particular points for academics?
Career T-model: concepts which can be drilled down
Career development planning for teachers.

Table 4

Twinning: people who work for a while in another university, TAU fellows or people with particular skills might be available to work at different institutions. Needs to be an organised scheme. Institutions could be twinned. Twinning could be extended to regional clustering: sharing successful programmes in a cluster.
Establish teaching chairs, possibly regional.
Clearing house (engaging with a particular topic, eg. PGDips, or growth/need area) attached to a university with a strong AD centre. Have open resources available electronically. Fellows could work in a clearing house or a centre for a year or two. Could this clearing house be HELTASA?
National scheme to use retired people as a resource in institutions where they may be needed.
HE academy? Coherent focus on professionalization of teaching, coherent funding model.
Concerns around regulation (compliance), partially because of inequalities in system. Could be exclusionary. Need to ensure engagement across the sector to ensure it doesn't become a reward and punishment system.
National conversation on good teaching. Must include all universities.
Need to look at what already exists as starting point. How could initiatives be made more coherent?
Possible fear: could look like surveillance.
There needs to be a way to help each institution to be the best it wants to be (i.e., its own identity, not following another institution).
Develop set of principles, guidelines, but not with great detail
Need to think about both new academics and those in the system for longer.
Possibly second someone to HELTASA to implement the good ideas that have been suggested.
HELTASA could become the national developmental body we are talking about.
Professional dev path, starting with induction course that is developmental and flexible (institution-specific) to allow for the divergent contexts of the institutions involved.

Table 5

Notes not submitted.

Table 6

Suggestions:
A national initiative should ensure:
Collegiality – peer mentoring
Senior academics should mentor junior academics
Systematic implementation of course evals eg/ peer feedback of teachers is very difficult
QA done by institutions is superficial – doesn't get to teaching issues

Need to acknowledge multi modal forms of learning
Teaching is different at different levels eg 1st yr through to masters and PhD
We use a grounded method by starting with student needs and figure out how a national initiative could enable teachers to meet these needs
We need BASKET of teaching development programmes that address different needs at different stages. These need to be balanced with Time and Research imperatives
Starts with change in attitude – to be able to be ongoing learner as an academic
Example: Align first year needs and teacher development needs:
Linked to roles and identities as different stages
FYE – bridging and focused on transitions
Curriculum needs breadth as well – compulsory courses that provide more than disciplinary knowledge – critical citizens, social justice, liberal arts model perhaps
Teachers need to focus on specific nodes that affect 1st year:
Technology – access and use
Language diversity issues
Academic literacy practices
How to get students to access knowledge in first year – mind maps, visual, setting the foundation
Lots of group work to build confidence
In consequent years, teaching development must focus on students as they move up on the knowledge pathway
To make them self directed and independent, what do teachers need to do?
Do they need to teach differently to shape students to be good professionals, researchers, citizens or do we teach in same way across all years?
Eg how to work with applied knowledge for students exiting the system? Graduate attributes?
Move to authentic learning? Theory and practice
A national initiative must equip teachers to meet the different needs through the academic trajectory:
Other suggestions:
CPD
Reward system
Time off
Financial rewards

Table 7

Commitment at all levels to ensure quality teaching. This commitment needs to be at the same level as current commitment to promoting and giving incentives for research.
Use rewards in the form of formal recognition and monetary incentives to raise the status of teaching. That must be linked to career trajectories of academics and line managers should monitor the development of academics.
The development of a “national initiative” should not be an exercise of starting on a clean slate. There are a lot of initiatives at institutional and national level that include the PGDip, training opportunities, and the TAU initiative. We need to pull together expertise and programmes to form an integrated framework.
Areas of consideration:
Who will manage it?
What kind of reporting?
Which form?
Focus on both formal routes and informal routes
The status of AD practitioners need to be looked at. In some universities AD practitioners do not have academic status. They are classified as “support staff”. All universities should recognise AD practitioners as academic as they could (and some already do) play a role in advocating CPD initiatives
If/when the national framework is developed, it should not take the form of audits by the CHE. If the DHET is involved, funding should not be an extension of the TDG. Universities do not want to be bogged down by red tape. (*Strong views about not wanting to be dictated to by the*

DHET). Part of the CHE mandate??? Do they (CHE) have sufficient/adequate resources implement this national initiative? (linked to quality enhancement). Who will be the custodian? What kind of monitoring would be put in place? Who will "manage" the framework?
More questions around:
Compulsory?
Incentives?
Funding?
Annual performance reviews?
Professional reflection or portfolios?

Table 8

General view that there needs to be a policy to influence/an instrument to make practice change, based on hard decisions about where the SA sector wants to be. Must build on good things already happening – not starting from nothing.
Caution about compulsion and ensure whatever emerges accommodates the diversity of institutions and practices in the sector, and have currency across the sector.
Consider the difference between a summative statement of where you're at vs statement of where you might get to. Need to confidently (re)imagine the future.
Expectations of practice need to be linked to recruitment, induction and probation of new staff, and need to convert the missed middle from blockers and gatekeepers to enablers and champions of the agenda.
The notion of 'quality teaching' needs to be positioned in relation to the social justice purposes of HE and principles of practice need to be rooted in 'public benefit'. Learning centred not just learner centred.
Need to identify and celebrate good practice not always assume a deficit – good teachers take what they do for granted just as much as poor ones – it's just what they do. Reflect for celebration not just improvement.
Think about sabbaticals *for teaching* not sabbaticals *from teaching* so enable collaborative learning and sharing of good practice between institutions. Promote collaboration, even when people are uncomfortable with it – counterintuitive for some disciplines but potentially transformative.
Concern that European perspectives are informing the agenda which led to an interesting conversation about what decolonised academic development would look like:
Decolonised teaching puts the lived, material experiences of the learner at the centre and uses that as a lens to interpret/critique the literature/texts rather than the usual privileging of (European) theories/philosophies as lenses on the world.
Imagine what learning would have occurred through pre-colonial traditions and re-engage with that. For example the tradition that the community energises the individual rather than each being preoccupied with their own success. "I am because you are with me".
Re-conceptualising (rather decolonising?) mentorship – how do we learn from pre-colonial ways of being and learning rooted in a sense of place and community.

Table 9

Notes not submitted.

Appendix 21: Feedback on Small Group Discussion from Session 7 on Day 2 by the Chief Facilitator, Dr Chrissie Boughey, Rhodes University on contemplating a national initiative (Chair: Mrs Mandisa Cakwe, Department of Higher Education and Training)

Feedback: Morning Day Two

Chrissie Boughey

Identity

- What is the significance of the academic/disciplinary identity in teaching in higher education?
- What is the significance of the discipline itself?
- Disciplines ‘discipline’ us to think and behave in certain ways

Disciplines and curricula

- Concept of curriculum encompasses what, how and who of teaching.
- Functions as a structure to determine who gets access to knowledge and knowledge making resources.
- In HE we are responsible for curriculum development (cf schooling)
- Do we need to nurture the disciplinary identity to ensure that curricula are up to date?
- Is ‘up to date’ the same as ‘relevant’ and what does this mean for ‘disciplining’ in contexts of globalisation and decolonisation?

Disciplines and pedagogy

- To what extent is pedagogy related to discipline?
- What about applied knowledge and applied disciplines?

Disciplines and research

- Are we fooling ourselves when we talk about the research/teaching dichotomy?
- In RSA, at least, very few academics do research
- Why is this?
- What does this mean for teaching if we acknowledge the importance of knowledge in the curriculum?
- What does it mean for the claims that research distracts people from teaching?

Identity and Institutions

- To what extent are identities institutionally constructed?

Professionalism & professional standards

- Are opportunities to be a professional equally available to all in RSA?

In all this . . .

- Our history continues to construct us
- Huge disparities in RSA – where you can be and who you can be
- How would a framework incorporating professional standards take account of all this

Appendix 22: Narratives of Transformation (Dr Alison Robinson-Canham, Higher Education Academy, United Kingdom)



Higher Education
Academy

TRANSFORMING TEACHING
INSPIRING LEARNING

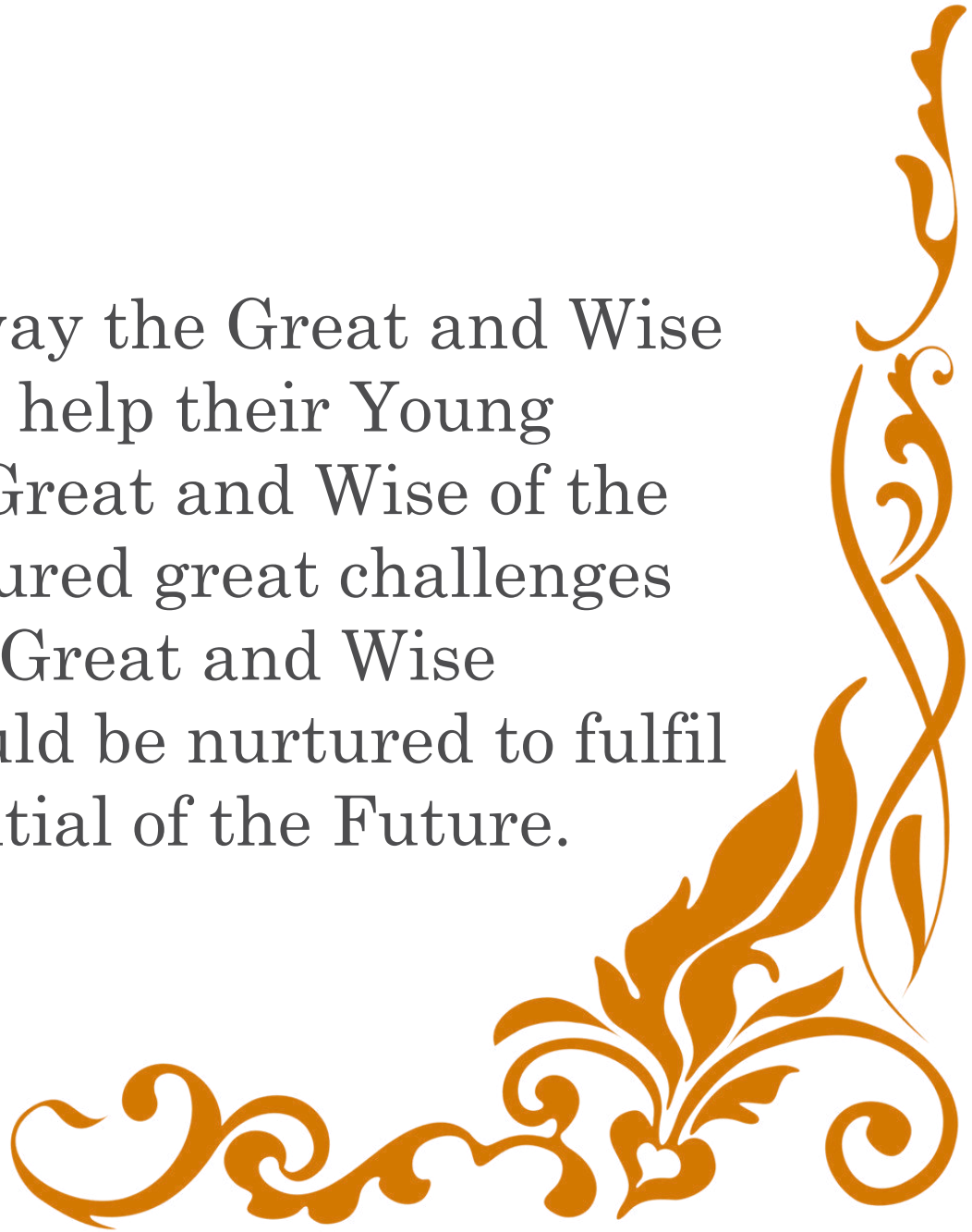
Narratives of transformation

Alison Robinson-Canham

Assistant Director: Professional Learning

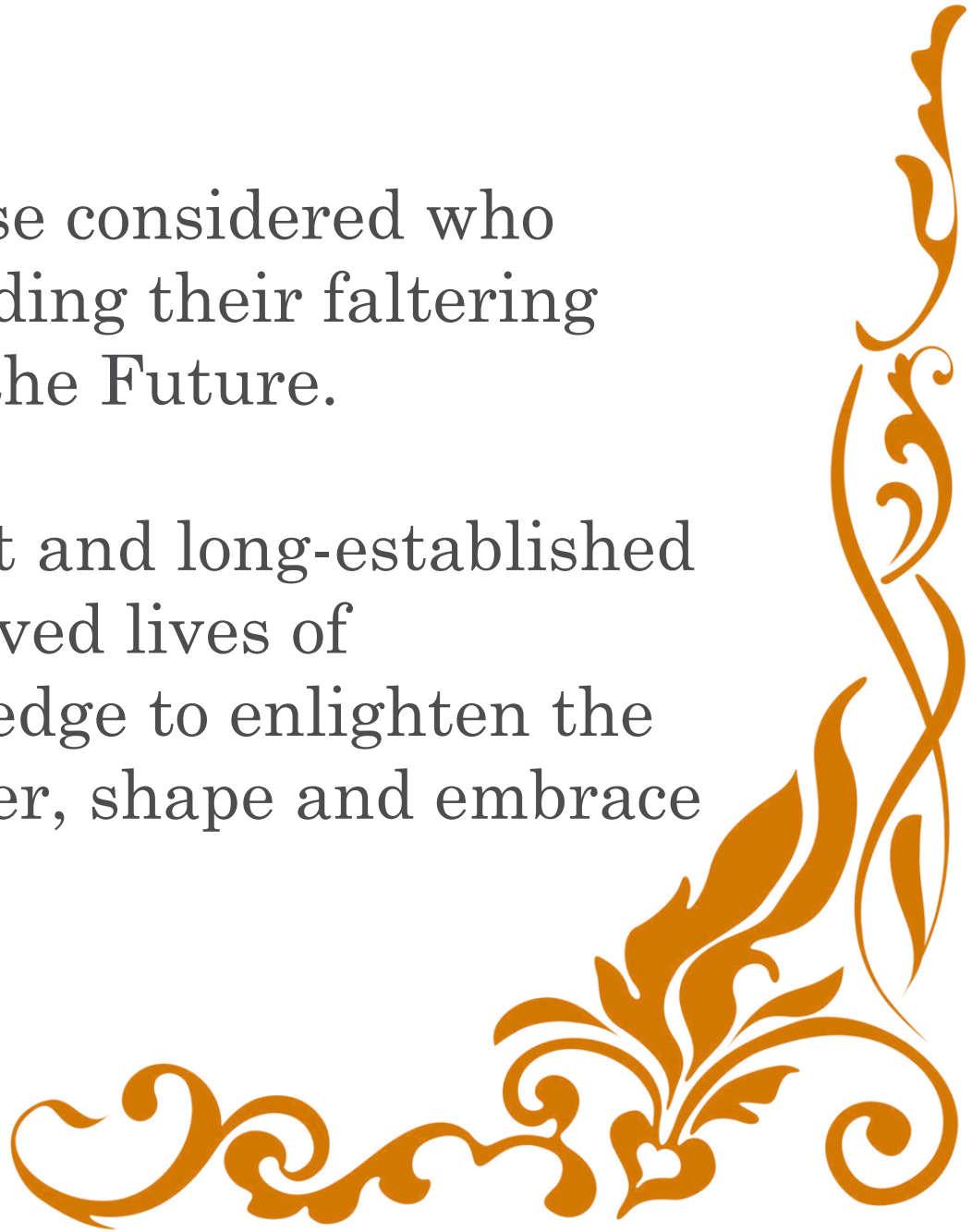
Higher Education Academy

In a time long ago and a land far away the Great and Wise gathered to consider how they could help their Young Stars shine brighter to become the Great and Wise of the Future. The portents of the age augured great challenges and opportunities ahead and so the Great and Wise decreed that more Young Stars should be nurtured to fulfil the mystical, as yet unknown, potential of the Future.



As they pondered, the Great and Wise considered who should nurture the Young Stars, guiding their faltering steps towards the heady uplands of the Future.

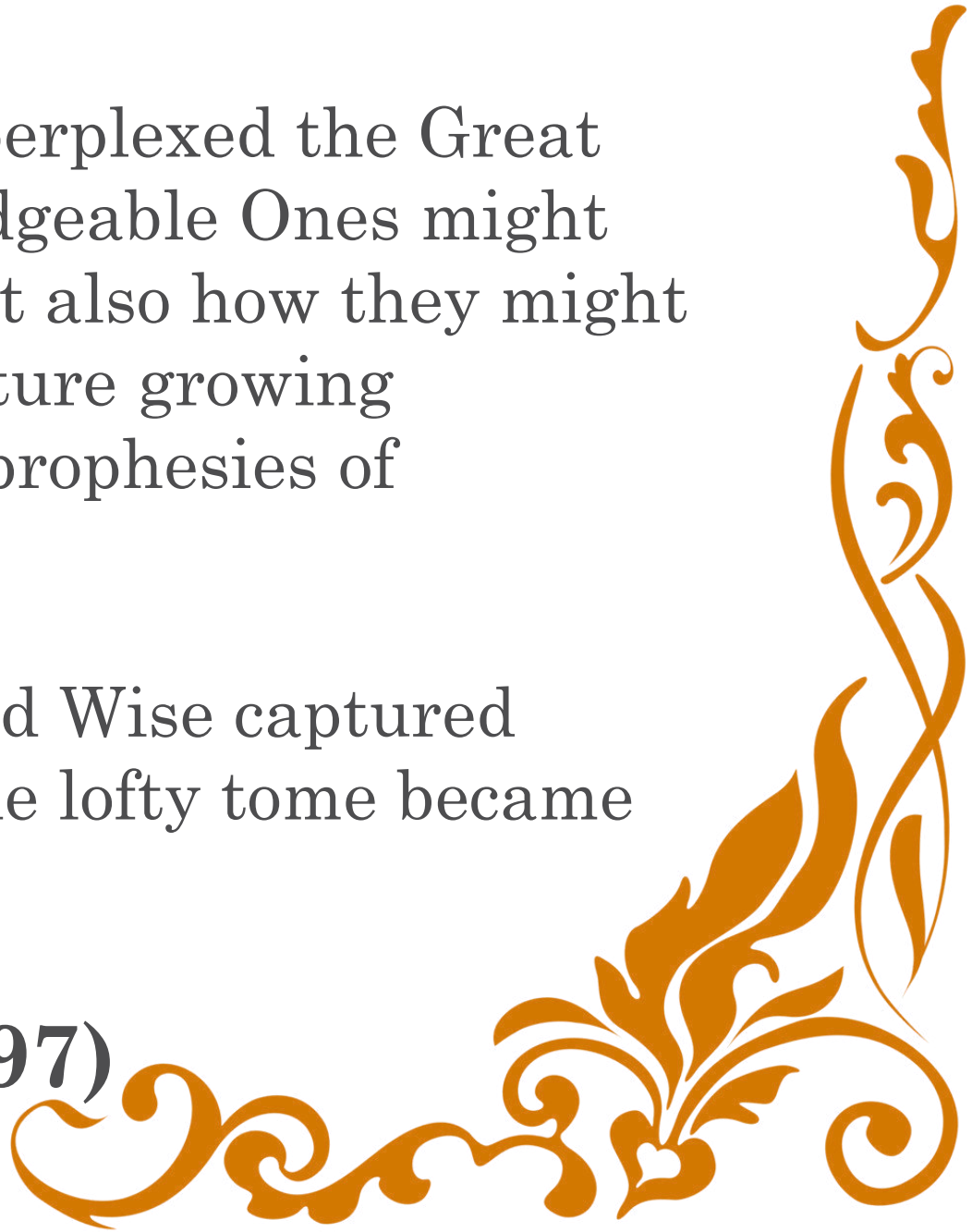
As it happened, there was an ancient and long-established Order of Knowledgeable Ones who lived lives of contemplation, gathering the Knowledge to enlighten the Young Stars and help Society discover, shape and embrace the Future.



One of the questions of the age that perplexed the Great and Wise concerned how the Knowledgeable Ones might be honoured for their lofty calling, but also how they might build on their noble traditions to nurture growing numbers of Young Stars to fulfil the prophesies of challenge and opportunity.

After much deliberation the Great and Wise captured their thoughts in a Book of Spells. The lofty tome became known across the land as….

….the Dearing Report (1997)



Some history

- 1997 – Dearing Report on UK higher education
- Pre-1999 – about 6 HE teaching qualifications, no mechanism for individual professional recognition
- 1999 - Institute for Learning and Teaching in Higher Education established to provide professional recognition for teaching and learning practice
- 2000 – National Teaching Fellowship Scheme launched and Learning and Teaching Subject Network established
- 2004 - Higher Education Academy created by merger of ILTHE and LTSN
- 2006 – UK Professional Standards Framework (UKPSF) developed, revised 2011

…and in 2017

- 88,233 individual Fellowships awarded
  - (17,647 AFHEA; 63,484 FHEA; 6,366 SFHEA; 736 PFHEA)
- 153 institutions with accredited provision - 311 taught programmes and 131 CPD schemes; 7 HEPs accredited outside UK.
- c.750 National Teaching Fellows
- new Collaborative Award for Teaching Excellence launched – six awarded in January 2017
- Two Teaching and Learning Excellence Ambassadors appointed in January 2017

47% of 18-30s entered HE in 2013/14 compared to c.10% in mid 1990s

HEA Fellowship and Subscription across the world

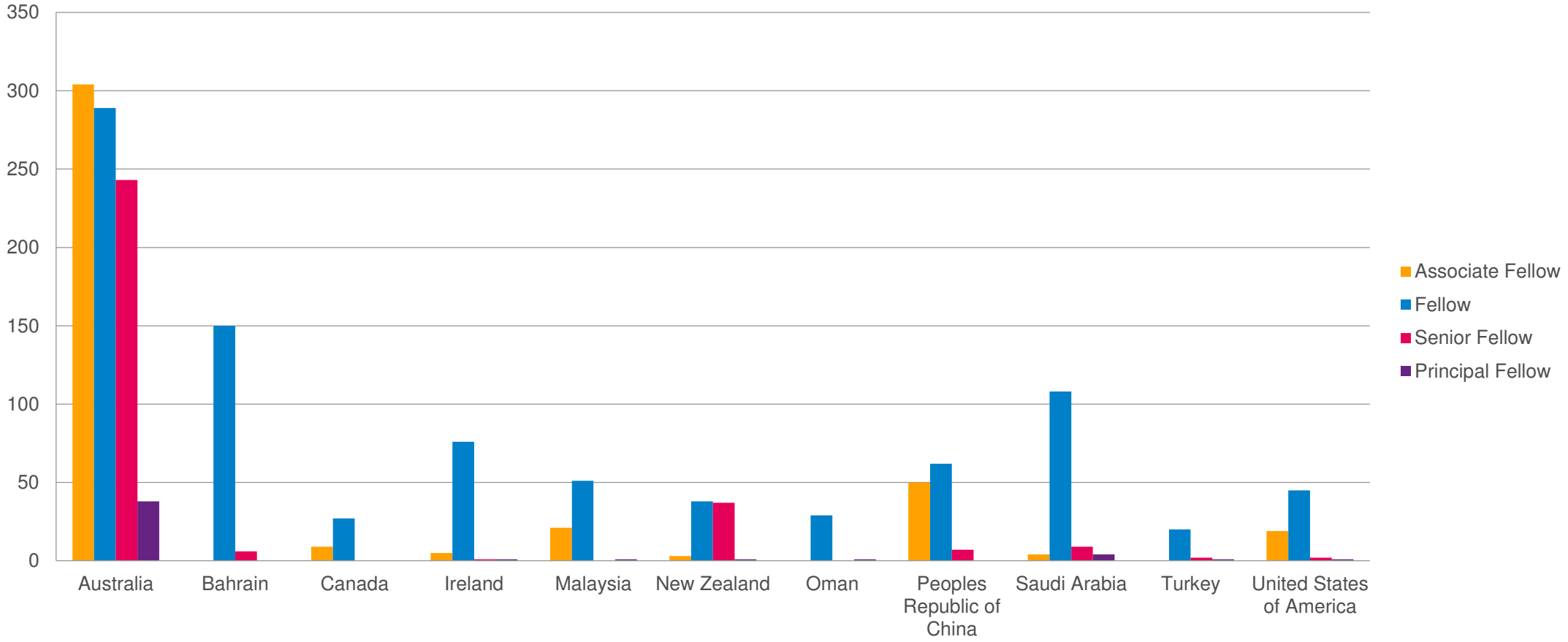
Fellowship

- Over 88,000 Fellows of the HEA across the world
- Of these 88,000, over 2,000 are based outside of the United Kingdom, and this number continues to grow
- There are Fellows in over 85 different countries
- The HEA has 22 subscribers outside of the UK in 14 different countries.



Higher Education Academy

HEA Fellows outside of the UK by Country and Category



This graph shows those countries outside of the UK with over 20 Fellows as of February 2017

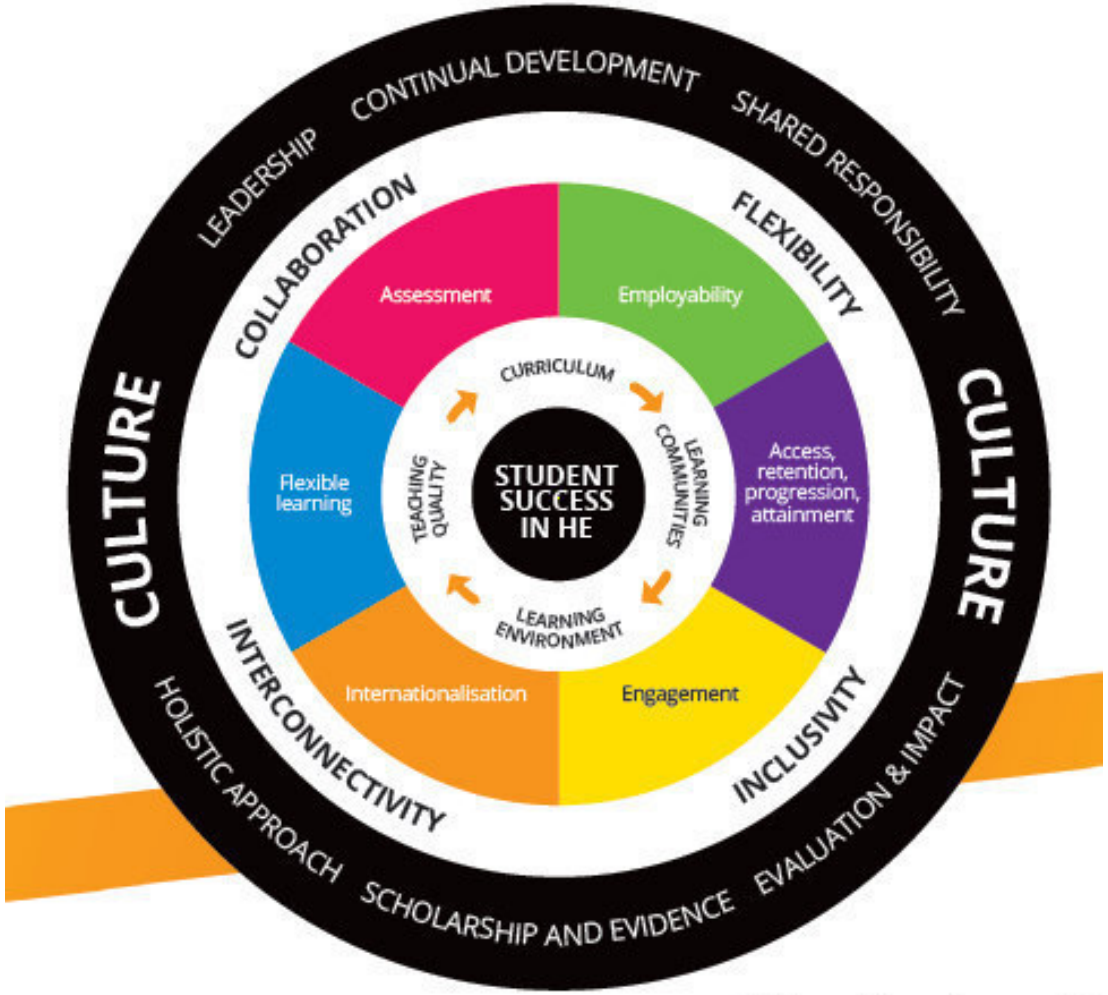
The HEA charitable purpose

The object for which the Academy is established is to promote higher education for the **public benefit** by:

- Providing **strategic advice** and co-ordination to the higher education sector, government, funding bodies and others on policies and practices that will impact upon and enhance the student experience;
- Supporting and **advancing curriculum and pedagogic development** across the whole spectrum of higher education activity, and;
- Facilitating the **professional development** and increasing the **professional standing** of all staff in higher education.

HEA Research and Resources

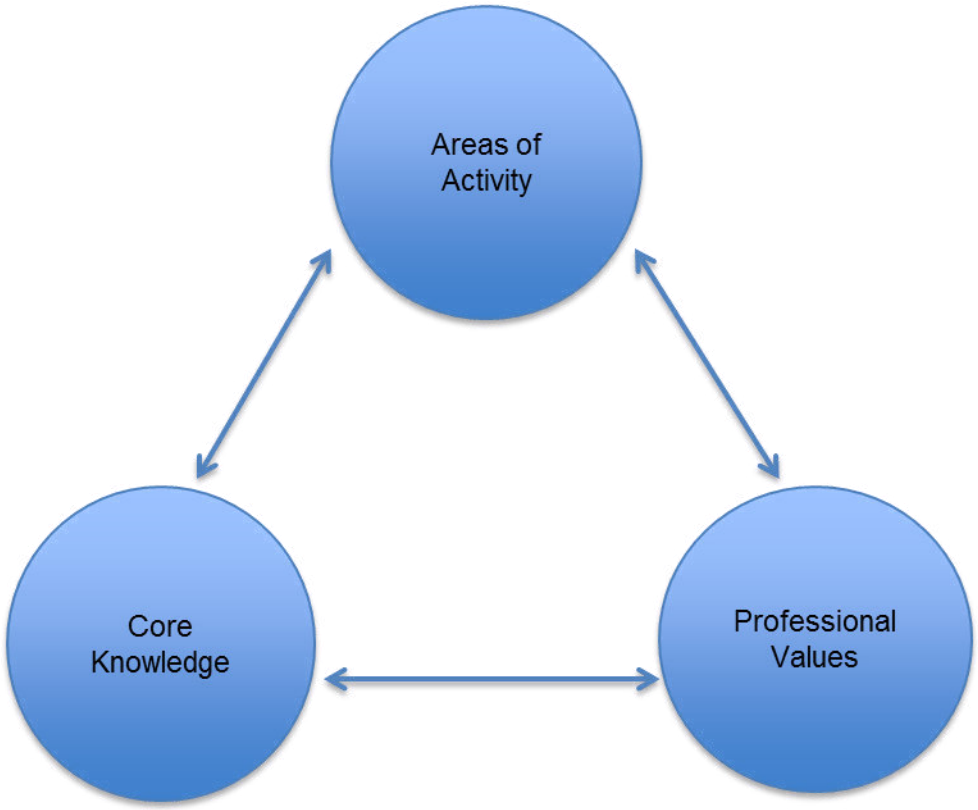
- HEA has a variety of research papers, toolkits and resources available on its website: www.heacademy.ac.uk
- Including our six Frameworks for student success:
  - Assessment
  - Employability
  - Access, Retention, Progression and Attainment
  - Student Engagement
  - Internationalisation
  - Flexible Learning



Higher Education Academy

The Professional Standards Framework

- Supports initial and continuing professional development
- Fosters dynamic approaches to learning and learning in diverse academic and professional settings
- Demonstrates to students and stakeholders the professionalism of staff and institutions
- Acknowledges the variety and quality of teaching, learning and assessment practices
- Facilitates individuals and institutions in gaining formal recognition



Globally valued- locally relevant

Higher Education Academy

Areas of Activity

1. **Design and plan** learning activities and programmes of study

2. **Develop effective learning environments** and approaches to student support and guidance

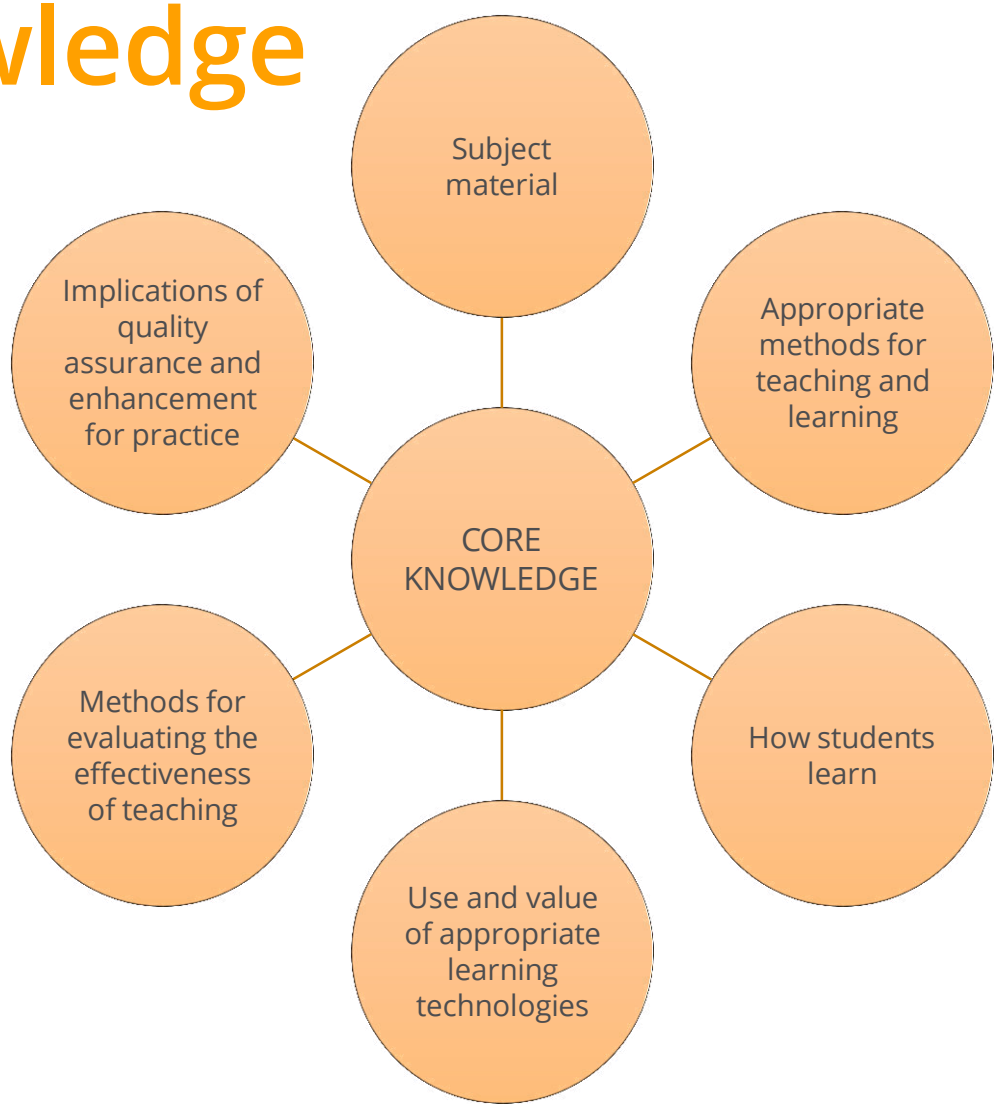
3. **Teach and/or support learning**

4. **Assess and give feedback** to learners

5. **Engage in Continuing Professional Development**, incorporating, research, scholarship & the evaluation of professional practice.



Core Knowledge



Professional Values



1. **Respect** for individual learners and diverse learning communities

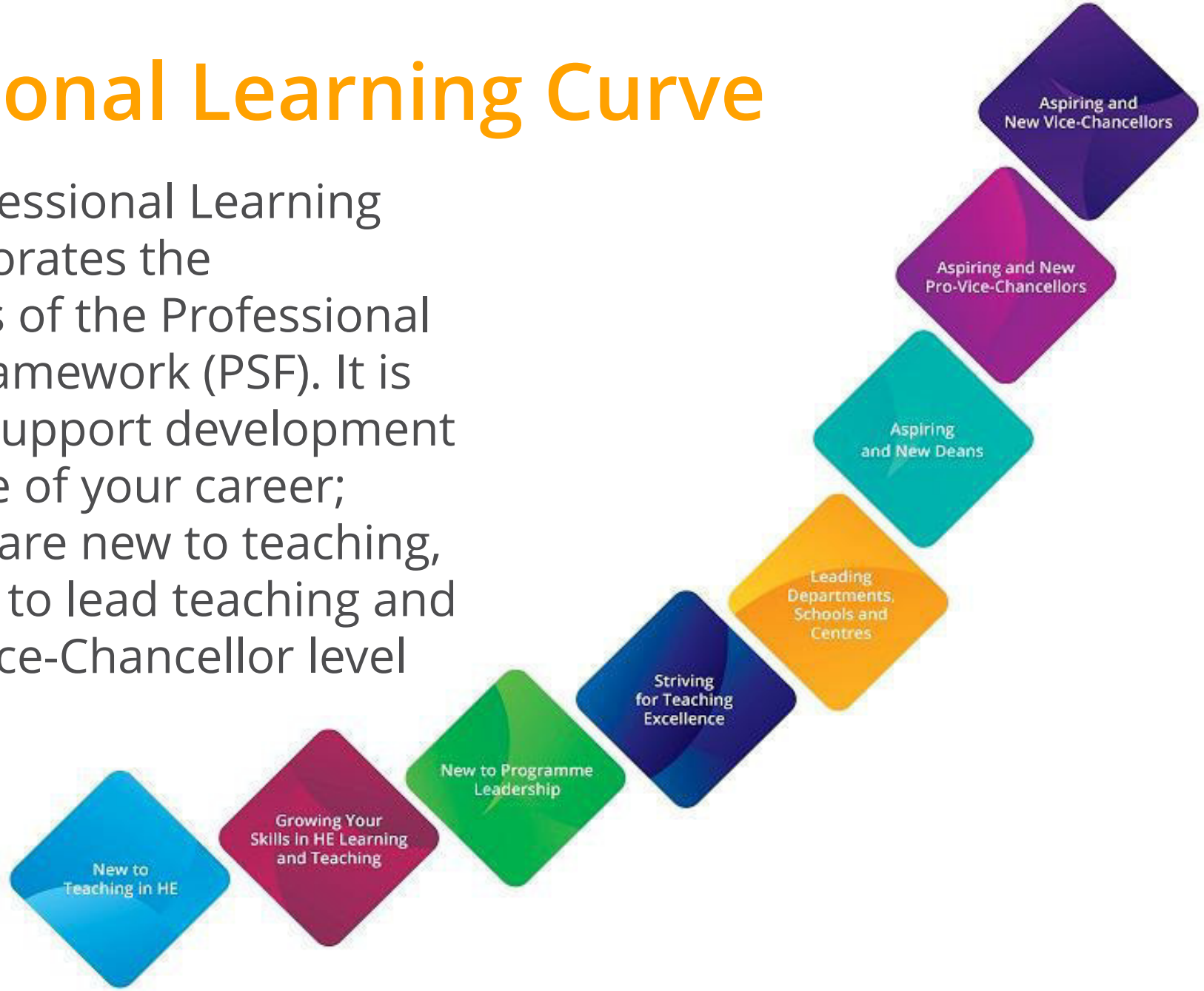
2. **Promote participation** in HE and equality of opportunity for learners

3. **Use evidence-informed approaches** & outcomes from research, scholarship & CPD

4. **Acknowledge the wider context in which HE operates**, recognising the implications for professional practice.

Professional Learning Curve

The HEA Professional Learning Curve incorporates the requirements of the Professional Standards Framework (PSF). It is designed to support development at every stage of your career; whether you are new to teaching, or you aspire to lead teaching and learning at Vice-Chancellor level



Higher Education Academy

Individual stories



Professor Michael Arthur, President and Provost, University College London (Number 7 in 2016 QS World Ranking)

"I started thinking about HEA Principal Fellowship because I had **a lifetime of work in education and teaching** across three different universities that I wanted to pull together. Once I started, I thought, **why haven't I done this before?** I was well supported by the HEA and very pleased to be able to achieve such a high level."

"I will be very **proud to use the post nominal of PFHEA**, and I hope that it helps to send a clear **signal to our university community about the importance that we attach to teaching"**

Higher Education Academy

Individual stories



- Professor Brian Schmidt, Vice Chancellor, Australian National University, (Number 22 in 2016 QS World Ranking)
- Nobel Prize for Physics in 2011,
- Fellow of the Australian Academy of Science, The United States Academy of Science, and the Royal Society, he was made a Companion of the Order of Australia in 2013,
- ...became a Senior Fellow of the HEA in 2016.

Professor Schmidt has urged staff at his university to **"Take this opportunity to have their engagement with our students valued and recognised."**

"it's sometimes **harder to measure teaching than research**... Being accredited as a teacher is a way of **showing how valuable your teaching experience and skills are** and, I suppose, provides a form of 'measurement' in itself.



Dr Sinéad Drea, Senior Lecturer, Department of Genetics, University of Leicester

I wanted to **develop** as a teacher, to be **proud** of what I was doing... I feel that it is already **opening up opportunities** for me within the university and I have become an **assessor** for our new internal HEA accreditation scheme



Dr Momodou Sallah is a Senior Lecturer in Health and Life Sciences at De Montfort University.

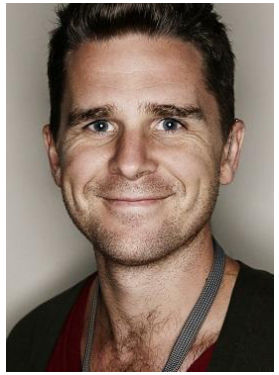
A **HEA Fellow** and a **National Teaching Fellow**, he was also named **Most Innovative Teacher of the Year at the 2015 Times Higher Education Awards** in recognition of his pioneering work taking students **on life changing** trips to The Gambia, allowing them to experience Gambian culture and history while at the same time **enabling communities to develop**.

For me, it was about **improving my confidence** in teaching…it also helped in terms of **theory and practice**, enabling me to understand why I was doing specific things … I'm really glad I decided to do it. **I've learned so much about teaching, and about myself**.



Stella Mouroutsou, Lecturer in Education, University of Stirling

The HEA is gathering momentum in a big way in Australia. There is a good understanding of the **challenge** involved in reaching Associate Fellow. **The bar is high** and there's a growing recognition amongst Australian academics of what is required to reach that bar. **Lecturers really want an additional form of feedback and professional development, and the HEA provides that.**



Ruari Elkington, Associate Lecturer in Film, Screen and Animation, Queensland University of Technology

https://www.heacademy.ac.uk/blogs/talking-teaching

Higher Education Academy

Institutional stories

- 2015 annual monitoring of CPD schemes, 88 reports considered
- 75% of institutions anticipate widespread change in learning and teaching, with over a quarter of institutions with established CPD schemes reporting evidence of direct impact of schemes on wider learning and teaching cultures
- Over 90% of scheme leaders indicate that CPD schemes are prompting wider conversations on learning and teaching to take place

Advocates emerge from the scheme locally and institutionally. Peer Groups used at Senior and Principal Fellowship and pairings of applicants across the institution has helped **generate a community of practice**. The scheme is **facilitating a more collegial atmosphere across the University**

The use of cross-faculty Leads and critical friends (mentors) to ensure **interdisciplinary learning.**

Participants appear most successful when they receive **encouragement and support** from line management and colleagues. They appreciate one-to-one support and **feedback** on draft applications

Celebrations of individual successes at school/department level are complemented by **University wide celebration** at the annual learning and teaching **conference**, and graduation events

The CPD scheme also encouraged **sharing of practice** and examples shared via **an 'Ideas Factory'** web space adapted by different departments

I'm pleased the **evidence** was clear. I would also like to say that, as much as it can be difficult to need to produce further information/documents, this was a **helpful process** for us in terms of **clarifying for ourselves** our precise collaborative arrangements and the **quality and monitoring** which accompanies this.

Head of Department, Education and Childhood, HEA Senior Fellow at UWE

Head of Academic Practice, Canterbury Christchurch University

I would like to **commend the HEA** for the new accreditation process. I found the guidance and support provided for the completion of documents and the template really good. I thought the way I was required to present the **participant-facing documents** and then institutional justification and evidence to meet the requirements to be excellent. **It allowed me to imagine and create what I wanted** and then adjust and enhance it to ensure it met the requirements fully – thus the process wasn't limiting or overly bureaucratic.

Reflective discussion

- Think about your own practice in relation to the dimensions of practice

- Think what you might want from others in relation to the dimensions of practice



Thank you!

Alison Robinson-Canham

Assistant Director: Professional Learning

Alison.robinson-canham@heacademy.ac.uk



Appendix 23: Towards a National Framework for Strengthening University Teaching in South Africa (Dr Whitty Green, Department of Higher Education and Training)

SA-EU STRATEGIC PARTNERSHIP
THE DIALOGUE FACILITY

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CHE
COUNCIL ON HIGHER EDUCATION

TOWARDS A NATIONAL FRAMEWORK FOR STRENGTHENING UNIVERSITY TEACHING IN SOUTH AFRICA

Background

A national dialogue in the form of a workshop on university teaching was jointly convened by the Council on Higher Education (CHE) and the Department of Higher Education and Training (DHET) in Port Elizabeth on 24 May 2017 to 26 May 2017. The workshop was convened with the support of the Dialogue Facility, a strategic partnership between the European Union and South Africa. Delegates from 25 of the 26 public universities participated in the workshop.

Purpose

- The overall purpose of the national dialogue was to explore how to create structural, systemic means to improve the quality of university teaching in order to improve student success. Nationally agreed-upon measures are needed for recognising quality teaching, together with opportunities for professional development.

- Workshop delegates deliberated on the state, status and recognition of university teaching in South Africa, with a view to identifying strategic initiatives that could be taken forward at multiple levels of the system to further strengthen university teaching.

- The workshop was characterized by a solution-oriented approach, in which participants were requested to work with challenges with a view to identifying solutions and new possibilities.

- It was intended that the workshop identified nationally-agreed measures which will eventually be captured as a national framework for strengthening university teaching in South Africa, which can be used by all role-players to guide collective efforts in this regard.

Some ideas that were articulated at the workshop that could inform the development of a framework

- In the context of high levels of student failure, good pedagogical practice is a necessity not a choice.

- Effective student learning cannot happen in the absence of quality teaching, and student success ultimately and primarily depends on quality teaching.

- Good teaching is about having a strong discipline identity and strong pedagogic identity.

- Teaching is both about becoming and being. A development trajectory needs to take account of the development needs of beginning academic, experienced academics and teaching leaders.

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- Teaching should be about recasting the university as a place that is good for students, designed to place students at the centre, characterized by a pedagogy of care, underpinned by a strong social justice agenda and premised on a good understanding of who students are and what their real needs and aspirations are, rather than an idealistic notion of who they should be.

- Universities are involved in the production, application and dissemination of knowledge. It is the dissemination aspect that distinguishes them from other knowledge institutions. Good teaching is central to the dissemination project.

- Whilst adequate resources were an important enabler, the largest barrier to good teaching was one of ideology, manifesting in ideas, mindsets and practices that do not value teaching as an intellectual activity (more than just tips and tricks), and in deficit views of students that position them as passive recipients of knowledge from experts, and in deficit views of staff that position them as incompetent teachers. Teaching development is about cultural change.

- The job of an academic is to be a good teacher and a good researcher. These roles do not need to be in competition with other. Both are equally important, and both roles need to be developed, valued, rewarded and incentivized.

- In addition to being experts in the discipline, academics need structured teaching development opportunities, including in research-led teaching, an enabling policy framework, adequate resources and a supportive management structure. These should work together in ways that recognizes and values the role of teaching in complex and rapidly evolving institutional contexts characterized by increasingly high levels of diversity and heightened student expectations for good teaching, access to relevant curricula and the need to be responsiveness to this.

- The teaching role is often fully embodied in a team rather than an individual and teaching development activities should enable team development as well as individual development. Collegiality and openness to peer review mechanisms are important enablers.

- Teaching development and teaching quality is more strongly enabled through reflection and collaborative interaction rather than external prescription and being 'schooled'.

- A reward system and a quality assurance system can contribute positively to teaching development and teaching quality.

- Time is an enabler and needs to be allocated for involvement in professional development opportunities, viewed as part of workloads.

- Academics work with knowledge as the basis of their identity. Identity is embedded in the discipline (or disciplines) as a knowledge learner, a knowledge producer and as a knowledge disseminator. These are not binaries. Academic identity is not a static construct, rather fluid and of a hybrid nature. It morphs over time, as work foci and values (the personal project) and external influences (eg marketization) change and as a career progresses, or even as the notion of 'discipline' changes. Academics necessarily need to work across these knowledge areas in different ways at different points in the careers.

- Teaching can be advanced when the discipline/profession and individuals within it also takes responsibility for identifying and addressing their own teaching development needs. Professional development cannot be done to someone, has to be done by someone. University teachers have agency and when they take responsibility for their own development, real change is possible.

- Academic development professionals support capacity development of academics in universities, and also need access to quality development opportunities to advance their own capacity.

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Existing Initiatives

There are already a number of initiatives to strengthen university teaching were already being implemented at multiple levels of the national system.

International initiatives:

- There are a range of collaborative projects in place between South African and international universities to strengthen university teaching in various disciplines.

National initiatives:

- The CHE is implementing the Quality Enhancement Project which works with universities to review and strengthen their operations and approaches to capacity building in a range of focus areas, including teaching in order to improve student success.
- The DHET allocates Teaching Development Grants (soon to be University Capacity Development) Grants) to universities to strengthen teaching capacity as one of the developmental priorities at universities.
- The DHET supports a number of collaborative Teaching Development Projects in areas of national importance.
- The Teaching Advancement at Universities (TAU) Fellowships Programme, currently hosted at the University of Johannesburg, is intended to pilot a national system for enhancing the recognition of teaching based on earned fellowships.
- The National Excellence in Teaching and Learning Awards, a partnership between Higher Education Learning and Teaching South Africa (HELTASA) and the Council on Higher Education, aims to recognize excellence in university teaching through awards in a range of categories.
- HELTASA has established a Professional Development Special Interest Group (PD SIG) (0ne of four) which is a network of academics and academic develops that creates spaces and opportunities for sharing knowledge and practices on professional development across HEIs in South Africa through the hosting of an annual workshop.
- A PGDip focused on the professional development of academic development professionals has been developed and offered, also supported by a collaborative teaching development grant.

Regional initiatives:

- Universities in the Western Cape have collaborated through the Cape Higher Education Consortium (CHEC) to build capacity for university teaching, including the collaborative development and joint offering of short courses and a Postgraduate Diploma in Higher Education qualification focused on teaching and learning development.

Institutional initiatives:

- Universities have institutionalized a focus on teaching and learning through the appointment of DVCs and Directors for Teaching and Learning.
- Many universities have established teaching and learning centres which serve as the intellectual and operational centre for advancing teaching and learning initiatives at the university.
- Universities have developed three year Teaching Development Plans that are implemented using their Teaching Development Grants and other resources. Activities in the plans include, amongst others:
  - ✓ Enabling academics to enroll for suitable teaching development qualifications and short learning programmes.
  - ✓ Enabling participation in teaching workshops and seminars.
  - ✓ Institutional teaching awards.
  - ✓ Promoting a scholarship of teaching and learning.
  - ✓ Providing for teaching sabbaticals.

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Further possibilities

The discussions at the workshop, and the input of national and international speakers highlighted the following possibilities for strengthening university teaching that could also be considered:

- Create greater opportunities for sharing promising and productive practices and products, and enable collaborations.
- Develop a competence framework /professional standards that describes what quality /good university teaching looks like in South Africa at different levels, different points in a career, at a highly aggregated, meta level and ensure that appropriate, inter-linked development opportunities linked to these levels are in place.
- Collaborative development of a national curriculum framework at a meta level for university teaching qualifications at beginner level and at advanced level, and collaboratively developed quality open source materials to support their delivery and attainment which could be achieved through multiple pathways including formal study and assessment of prior learning. The professional development of academic development professionals could follow a similar approach.
- Develop a reward system (monetary and otherwise, at individual and faculty level) that recognizes scholarly professional development manifested in enhanced practice.

What do we mean by a national framework for strengthening university teacher development and do we need one?

The workshop noted that a substantial range of activities focused on the development of university teaching already exist across the system, but that these could be strengthened through improved coordination, greater collaboration and more wider and consistent application, objectives to which the development and implementation of a national framework for strengthening university teaching can contribute.

A national framework is a map of the landscape of teaching development, presented in a manner that shows how the individual parts contribute to making up the whole, and processes that need to be put in place to ensure that the whole is more than just a sum of its parts. A national framework is about enabling improved coordination, greater collaboration, improved integration and more consistent access to opportunity.

National in this sense does not mean nationally imposed or nationally driven. It refers to an articulated, agreed upon representation of a national system that we want to see.

The CHE recently published Higher Education Monitor 14: Learning to Teach in Higher Education in South Africa (CHE, 2017). One of the recommendations made in the report is the development of a national policy on promoting teaching and learning. The national framework may serve as a useful precursor that could feed into the development of a national policy, if one is needed.

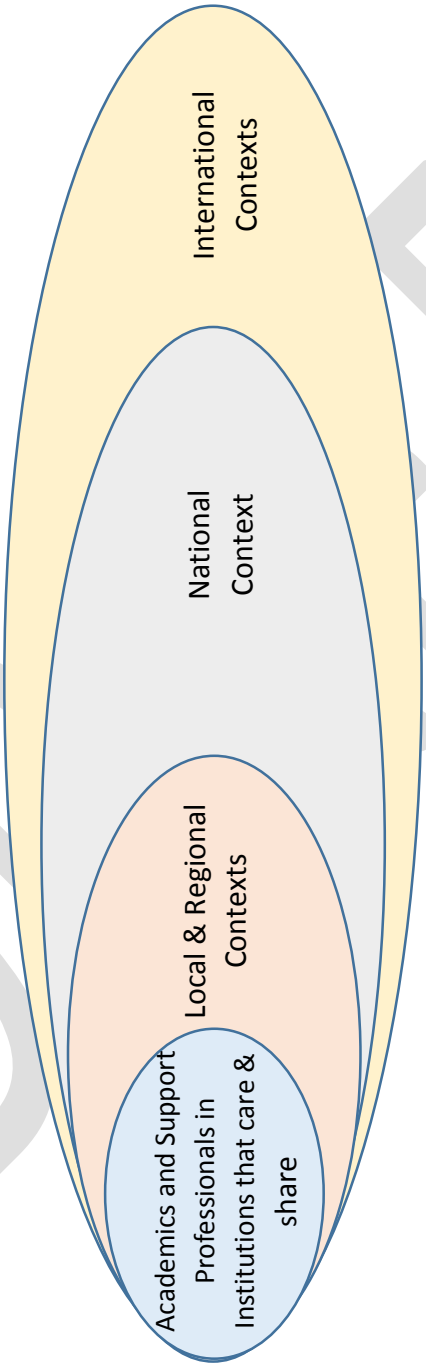
In Dr Bawa's language, the national framework could be the nudge we collectively need, rather than the hammer that a national policy would probably be?

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A national framework for strengthening university teaching

What's already there that could be included and enhanced in the framework.

What are new possibilities that could be included in the framework?



- Participation in international forums focused on university teaching.
- Promote achievement of international fellowships.
- Establishment of international partnerships to strengthen university teaching

- Enable learning about teaching and teaching development from international contexts and feed our knowledge of teaching and teaching development to international contexts.

- Lever the role of national education associations and professional bodies to promote teaching and learning.
- Institutionalise TAU Fellowships
- Build the capacity of HELTASA to play its intended development role more fully.
- Grow the image, stature, reach of CHE/HELTASA teaching and learning award.
- Leverage the HELTASA PD SIG as a key national forum to enable dialogue on T&L issues.

- Investigate the option of developing a professional standards / aggregated principles/ codes of responsive practice framework for university teaching in SA that would be able to be responsive to the diverse contexts and wide disparities in the country – possibly linked to the notion of a higher education academy or something similar.
- Implement a national initiative to develop data analytic capacity at all universities.
- Support a research project that investigates the real cost of university teaching.
- Support an annual/bi-annual dialogue event focused on enabling national conversations about good teaching.
- Develop a national repository/platform for sharing information, products, materials
- Create a database of retired academics of proven expertise who can be a development resource for the system.
- Twining/clustering to share knowledge and expertise

- Support regional consortia focused on building teaching and learning capacity
- Promote regional joint offering of PGDips and Short Learning Programmes.

- Establish regional chairs in teaching and learning that have the capacity to lead regional teaching development initiatives – leadership hubs (clearing house), repositories.

Strengthen existing initiatives such as:

- Teaching and learning centres
- Teaching and learning committees
- Teaching development qualifications and short learning programmes
- Institutional teaching and learning awards
- Teaching sabbaticals
- Recognition of teaching in career advancement
- Building scholarship in teaching and learning

- Encourage the development of reward systems for proven enhanced professional practice at the range of levels.
- Create the space for meaningful conversations about teaching.

ENABLERS

Clearly defined roles and responsibilities; enabling policies; suitable funding; buy-in (advocacy, communication, image building), drawing on African wisdom and philosophy.



	Beginning Academic	**Tenured academic**	**Teaching Scholar**
Professional standards/Toolkit/ codes of responsive practice/student needs/indicators	Deep and wide disciplinary knowledge		
Professional development	Induction Short Learning Programmes Development Plan	Qualifications & Short Learning Programmes	
Roles wrt Teaching	Teaching well	Participation in and engaged teaching community Mentoring new academics	Leading teaching through scholarship Participation in and leadership of an engaged communities at multiple levels of the system
Recognition (a form of QA) and Reward	Achievement of a PhD Gain tenure	Post-docs Fellowships Promotion Remuneration	Fellowships Promotion (prof.) Remuneration
Enabling Resources			

DRAFT

- Develop the framework so that it also takes into account the development of Academic Development practitioners/ professionals, as well as engagement with administrators that support and/or have a big influence on teaching and learning. This may be through elaboration of possible institutional structures and organizational set up to support teaching and learning and promoting student success.

A PROPOSAL FOR THE WAY FORWARD

A national working group should be established to:

- further develop the notion of a national framework, building on the foundations that have been laid in the workshop and captured in this document;
- develop an implementation plan based on the framework that clearly identifies key initiatives to be taken forward in the short term, medium term and long term;
- Identify roles and responsibilities for key stakeholders in implementing the plan;
- Consult appropriately on the finalization of the framework and the plan before its finalization;
- Submit the framework and plan to the Minister of Higher Education and Training for endorsement.

The workshop report and supporting documents will contain detailed reports on the small group discussions. These must also be taken into account in development of the framework.

The Chief Facilitator summarized the group discussions as a high level analysis that posed a series of open-ended questions, and work on developing a framework would need to engage deeply with these.

The learning from QEP Phase 1 must also feed into the development of the framework.

The national working group could also assist to review and provide advice on the teaching development component of the new 3-year University Capacity Development Plans currently being compiled by universities for implementation from 2018, using the emerging framework as a lens for review.

The following organizations should be represented on the national working group:

- USAf Teaching and Learning Strategy Group
- HELTASA
- CHE
- DHET
- Universities

The DHET will seek to identify resources to enable the working group to carry out this work.

DRAFT

Appendix 24: Notes from Small Group Discussion

Session Nine – What might we want to do next?

Table 1

Endorse and give universities tome to respond or make inputs
Last bullet of NWU – 2nd largest institution in the country. It should at least be undivided in radical initiatives [there is a lot of talk within the institution – why is this case?] HWI's were more represented previously. Each university should send 1 delegate. Leave it to the university to decide. DVC in charge of teaching and learning should decide. The 26 could then decide. 26 not unwieldy given the crisis of HE.
There is a gap around disciplinary associations and how those should be strengthened. The work of SAAHE/SAFRA should also be acknowledged in the document
Minority view on importance of language W.R.T. decolonisation.
Framework good. Should be conscious of AD v. disciplinary specific focii and tension.
Theme that should undergird the document: Universities have agency – accentuate notion of co-construction
Who should lead the working group: DHET (most support this) or CHE?
An elected body: 1 person supports this

Table 2

If the notion of the framework is around what is outlined by Whitty they it's a good idea. The question of whether this is a framework or guidelines was raised.
The idea of systemic capacity building is a good idea and a programme of development around that is a good idea. Whitty did a good job of capturing the ideas around the room
Disciplinary associations and what they can achieve is missing
A mechanism of how we communicate and get buy in from university management could be added to the 'framework' and how this is enacted at the institutional level
While there is value in the focus on HE we would need to consider how this articulates with school education and post-higher education/professional development …
At institutional level mechanisms to ensure that the student voice is included
The question of social justice and the philosophical underpinnings and principles must be clearly articulated.
Who should convene the working group? DHET and CHE
Professional development of academic developers and their career pathing.

Table 3

We agreed on a national framework
For a framework, there should be wider dialogue and conversation that is equitable and representative
Seems to be missing the element of wider participation and inclusion and equitable
Other voices, e.g. students, young academics, to be included in the process of dialogue
Should not occur without Deans, VCs, DVCs
Framework should include constituencies such as senior management, professional developers, administrators
Framework should not replicate what exists: acknowledge but not replicate
This is not just about teaching development; should also include student development
Include students as part of the working group
Need coherent understanding of all the components of the teaching process and the structures for teaching and learning at universities
The need for analysing the full spectrum of teaching and learning activities and develop academic leadership of teaching and learning – include institutional stake-holders in teaching and learning

What is professional development and how can it be implemented
How do we impact from this process on the UCDP – given that proposals are due now?
Maybe top-slice of UCDP funding towards the development of a national framework for teaching development?
Earmarked grants: ring-fence a portion of UCDP funding for this work
Who would be the staff responsible for implementing the framework?
If this is not to be imposed, what would be the implications of non-participation?
Might USAf be a good holding body for this initiative?
How do we constitute the working group? How do we arrive at representivity? Perhaps we need a reference group, representative across all organisation types, locations, regions,
Maybe start off with 26 institutions, which get to choose from within.
Framework should be decolonised.

Table 4

General agreement: framework to be taken forward by a working group. Group has to be representative. CHE and DHET will take part. 'Dialogue events': purpose is to start something. The group who put this event together might need to organise next step. Probably one representative from each university in working group.

Table 5

Agree with the framework
No to the (British) fellowships, let's establish our own – SA version of fellowships
Framework has to be driven from Universities
Further discussions at institutional level as this forum is only with few people from the universities
Identify people who are strong enough and influential to be part of the driving committee
HELTASA to be strengthened and be more representative and take on the leadership role in the establishment and development of the framework
If not HELTASA then USAfs TLSG
Somehow, try to include and involve students
The driving force or structure's composition is important
Concern – must avoid ending up with a structure that will drive this as a compliance……..
Timing in relation to application for the UCDP and the 3 yrs; QEP. Concern – time, what about starting with this after November
Buy-in and inclusivity from the entire university

Table 6

Question 1:
We do need a framework because it will…
Offer equal participation across sector; national guidelines; flexible and adaptable; to cater for institutional differentiation;
Question 2: What is missing?
1. Online provision - MOOC for teaching and learning – accessible to all; technology enhanced; affordable; HELTASA SIG to run with this perhaps
2. Reflection on teaching and research at the institution
3. UCDG will encourage people to work together
4. Need disciplinary associations

Question 3: Working group
Constitution of the group is important
Must be represented – some unis left out
Sub groups to deal with themes
CHE/ DHET to be represented on working
Owned by the sector – on the ground – know the reality

Question 4:
Who should be leading? What are the losses and gains when one is leading?
Need terms of reference for working group
Based on power, stature, motivation of the university; institutional memory;
Work with strengths and possibilities of the university
Question 5: University representation
Based on capacity to convene; relief, secondment;
Need representations eg UoTs, traditional, comprehensives, distance,
Needs terms of reference;
Role of organisations
Facilitate discussions, conferences, involve membership, divide the labour;
Plenary
Use framework as national but customise for each institution
Framework should take account of decolonisation
Develop different kinds of professionals
Leadership capacity building for teaching
Need discussion document sent to institutions to get the buy-in

Table 7

Notes not submitted.

Table 8

Some frustration that the summing up document could have been used as the agenda prompt from the beginning, but also recognition that this could have engendered suspicion about the documents provenance and authenticity.
Some discussion about including student voices in the ongoing process. Which students and how to access them was identified as a challenge – suggestion of open access 'town meeting' format in institutions rather than 'national dialogues' with 'representative' bodies.
Strong feeling expressed about the need to Africanise lecturers and to stop rewarding good teachers with international conferences and visits, instead promoting African exchanges. Some considered it inappropriate to be seen to be learning from overseas. Sometimes the modes of expression (even unintentionally) sit uncomfortably with cultural norms and create barriers.
One gap identified is that the discussion is all in English – how does speaking in English shape thought? – but also the view that more important is an honest attempt to understand, regardless of the language medium. Regarding 'African' ways of learning, need to find time to appreciate the unconscious physicality ("heart and blood") of learning and that we are first and foremost bodies that interact with other bodies not just disembodied minds.
The observation that the event was a room full of 'T&L people' not 'teachers' and that going forward more teachers should be involved.
Recognition that change takes time and that many low-key conversations may be required to win hearts and minds and make progress.
Regarding 'decolonisation' some discussion about 'identifiers' to trigger discussion rather than using the potentially contested word. A view that (some) students prefer a focus on global relevance. Also the issue of decolonising theory and generating African theories derived from systematic empirical study of the unique SA context. Also need to publish, but unclear whose job that might be – scope for supporting research and publication in this domain.
Noted the need for institutional platforms for sharing practice and research – rewards should have strings attached, the expectation of sharing with others in SA.

Table 9

Notes not submitted.



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