

saair

Southern African Association for Institutional Research

21st Anniversary 2014

21st Annual Conference

*Yesterday, today and tomorrow:
21 years of Institutional Research*

SAHELA Workshop

From Knowledge to Action

(in collaboration with the University of Pretoria)



Hosted by

UNISA | 
university
of south africa

15 to 18 September 2014

Saint George Hotel and Conference Centre



Southern African Association for Institutional Research

21st Annual Conference of the

**Southern African Association
For Institutional Research (SAAIR)**

Theme

Yesterday, today and tomorrow: 21 years of Institutional Research
16 – 18 September 2014

Hosted by the University of South Africa



Pre-conference workshop: SAHELA 2014 *From Knowledge to Action*
15 September 2014

Hosted by the University of Pretoria

Venue: Saint George Hotel & Conference Centre

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Acknowledgement

I would like to acknowledge the contributions of Carin Strydom and Herman Visser in the production of this conference handbook – Glen Barnes

Welcome

Welcome back to Pretoria (Tshwane) and Unisa

After 21 years, the annual conference (previously a Forum) has returned to the inaugural hosting institution, Unisa in Pretoria. The venue, Saint George Hotel & Conference Centre, is suitably placed to afford delegates a comfortable and convenient conference adventure.



We received a large number of quality proposals for the conference and the peer review process identified more proposals than spaces on the programme, hence the move to parallel sessions. The result is a full two and a half programme with a wide variety of proposals that will accommodate the interests of a range of delegates.

In true 'Pretoria' style we have arranged two evening functions, the Gala Dinner has a 'Great Gatsby' theme and the second evening, a 'Greek' theme at the pool area. The themes are appropriate in that Gatsby represents the youth and change of the twenties, celebrated with frequent lavish parties, appropriate for our 21st birthday party. The Greek theme comes from the fact that many philosophers came to the fore from ancient Greece, providing great wisdom and knowledge for years to come – pretty much what we hope will come out of the deliberations of the conference.

We have the privilege of three excellent keynote speakers who will be tasked to set the scene of the conference and afford delegates the opportunity to interact with these respected experts in the profession. The sub-themes of the conference are broad, covering what we consider the cornerstones of institutional research at present and what will take us firmly into the future, namely Building Knowledge, enhancing Professional development and Networking. This event will look at where we have come from, where we are, and where we choose to go in these areas.

It is also fitting to have the South African Higher Education Learning Analytics (SAHELA) workshop as part of this event, this will ensure promote the discussion of related issues and research across these disciplines and across organisations.

We are privileged to have three sponsors for our event, we thank Quantum Solutions, SAS and Tribal Education for their valued support.

On behalf of Unisa (and Pretoria), I welcome you all to this special event of SAAIR and trust that the time spent will be fruitful, inspirational and fun.

Glen Barnes - Chair, SAAIR Conference 2014

Keynote Speakers

Building Knowledge: Learning analytics



Dr Sharon Slade

Dr Sharon Slade is a senior lecturer and regional manager in the Open University Business School, The Open University, United Kingdom of Great Britain and Northern Ireland, specialising in online teaching and learning.

She leads and participates in projects which feed into teaching and learning in the Faculty of Business and Law and across the Open University, for example on using student profiling and tracking data to tailor student support, social networking, the VLE, synchronous conferencing tools, and online tuition in particular.

Her current research interests relate to developments in online teaching and methods of supporting and developing tutors and students in this medium. She has published articles and presented on aspects of learning analytics.

She has a PhD in mathematical control theory and previously worked for a large environmental consultancy in a number of roles.

Professional development



Prof Stella Nkomo

Professor Stella M Nkomo is Deputy Dean for Research and Post-Graduate Studies in the Faculty of Economic and Management Sciences at the University of Pretoria.

Since September 2009, she has worked in the capacity of Professor in the Department of Human Resource Management at the University of Pretoria.

Since January 2007, she has been Research Project Leader, ASCENT: Leading Multicultural Women to the Top. Prior to her appointment at the University of Pretoria, she was Interim HR/Operations Director of the University of South Africa's Graduate School of Business Leadership from June 2005 to December 2007, Area Head for Leadership at the University of South Africa's Graduate School of Business Leadership from 2007-2009 and Bateman Distinguished Professor of Business Leadership from July 2000 to July 2009. She also served for five years as Professor and Department Chair of the Department of Management at the University of North Carolina at Charlotte.

Prof Nkomo was a Visiting Scholar to the Tuck Business School of Dartmouth College and Visiting Research Scholar to the Bunting Institute of the Harvard University Research and Study Center.

Prof Nkomo is an internationally recognised researcher and is a South African National Research Foundation Rated Researcher (B1 rating received in 2011). Her research areas are mainly race and gender in organisations, women in leadership, diversity management and change leadership.

Prof Nkomo has a PhD in Human Resource Management from the University of Massachusetts/Amherst.

Networking



Ms Esther Benjamin

Ms Esther Benjamin is CEO for Africa Operations with Laureate Education, Inc., a global leader in providing access to high quality, innovative institutions of higher education. She is based in Johannesburg, South Africa and is leading the company's market entry to Africa.

She is currently CEO of Monash South Africa, Laureate's first partnership in Sub-Saharan Africa.

From 2009 through March 2013, Ms Benjamin served in President Obama's Administration as Associate Director for Global Operations for the Peace Corps. In this capacity, she oversaw Peace Corps programs in nearly 80 countries. Following the 2008 presidential elections, she served on the Obama-Biden Presidential Transition Team focussing on foreign assistance. Ms Benjamin previously worked at the International Youth Foundation as chief financial officer, then as vice president for business development responsible for the development of global programs and partnerships in 75 countries. She was also executive director for the development of global programs and partnerships for Microbicides (IPM), a global biotechnology organization developing products for women in developing countries to protect themselves from HIV. At IPM, she mobilized funding support from the Bill and Melinda Gates Foundation, the governments of the United States, Canada and nearly a dozen major European donor countries. In 1999, President Bill Clinton appointed Ms Benjamin a White House Fellow. In this capacity, she worked with Secretary of Labor Alexis Herman on international policies and programs. Ms Benjamin received the White House Fellows Foundation and Association's 2013 IMPACT Award which recognizes the remarkable achievement and transformational contribution of a White House Fellow to society and to their professional field within 15 years of their Fellowship year. In 1994, Ms Benjamin was appointed United Nations humanitarian affairs officer, responsible for coordinating humanitarian aid in Somalia. She worked with the World Bank History Project on the Brookings Institution's 1997 humanitarian aid in Somalia. She worked with the World Bank History Project on the Brookings Institution's 1997 publication entitled *The World Bank: Its First Half Century*. Ms Benjamin has private sector experience in strategy and management consulting with Grant Thornton and with Arthur Andersen. Ms Benjamin serves on the board of directors of Echoing Green which supports social entrepreneurs worldwide. She is a fellow with the U.S.-Japan Foundation and the U.S.-Southern Africa Center for Leadership and Public Values. She participated in Asia Society's Asia 21 Initiative for young leaders in

Asia and the United States, and the Remarque Forum for young leaders in Europe and the United States. She has been a Council on Foreign Relations Term Member.

She holds two master's degrees from American University in international affairs and applied economics. American University awarded her the 2009 Cyrus A. Ansary Medal, the University's highest honour for public service and the 2009 Outstanding Alumna Award from the School of International Service (SIS). She is a member of the SIS Dean's Advisory Council. Ms Benjamin is a trustee of North Central College, where she was a College Scholar and earned her bachelor's degree in political science and English. North Central College awarded her the 2011 Outstanding Alumna Award and the 2000 Outstanding Alumna Recognition Award.

Abstracts

Tuesday, 16 September 2014

1.1 : Learning Analytics in Higher Education – opportunities and issues (Keynote address)

Dr Sharon Slade, Open University UK

1.2 : Institutional Research in South African Higher Education in synergy with policy developments during the first two decades of the democratic dispensation

Prof Jan Botha, Stellenbosch University

Institutional research as practice and profession in South African Higher Education has developed in close synergy with national policies and initiatives to transform the higher education system. Key Higher Education policy developments are discussed and its impact on the development of institutional research is pointed out, specifically with reference to the activities of Southern African Association for Institutional Research (established in 1994). A classification of areas of interest in the work of institutional researchers was developed, based on an analysis of the 491 topics of the papers presented at the SAAIR Annual Forums during 1994 - 2013. In conclusion a few pointers are ventured to what institutional research professionals in South Africa can expect in the years to come.

2.1 : Learner Analytics in an African Higher Education Context

Dr Johann Brinders & Mr Glen Barnes, University of South Africa

At UNISA, the proposed outcome of a learner analytics model will be to:

- Improved student Teaching, Learning and institutional/social engagement (student life/sense of belonging) efforts through technology;
 - The project implementation will also impact the current learning tools, teaching and learning processes including the roles and responsibilities of students, e-tutors, and academics etc.;
 - Pre-empt points of intervention and decision making to invest in learning tools like MOOCS and OeR;
 - Analyze student satisfaction, locus of control, performance and motivation.
-

This framework further recommends a higher education, integrated large data analytics to analyse face-to-face, blended and online modes of delivery and the successes and challenges related to the different models. The value of his level of large data analysis will consider pedagogic behaviour and the associated consequences thereof with an aim to streamline work integrated learning through a properly analysed CESM factor analysis with industry and an increase in University throughput.

2.2 : From the trenches – Using Learning Analytics

Ms Roz Havenga, Durban University of Technology

This presentation outlines steps taken over the last four years to develop the use of Learning Analytics within two dynamic faculties at a University of Technology. The focus is on adoption at programme level in a bottom-up approach to improve institutional effectiveness. Underpinned by two factors including the need for annual reporting and a common co-ordinator, four steps are presented to ensure the success of using data to improve performance. These four steps include "Find and File"; "What's it all about?"; "How do we...?"; and "We can do it!". The importance, context and relevance of this process, the practicalities and related challenges of using learning analytics at this level will be presented.

2.3 : A brave new world: Student surveillance in higher education

Prof Paul Prinsloo, University of South Africa

This conceptual paper proposes a counter-narrative to the increasingly dominant discourses of data-driven improvement and accountability in institutional research. The paper assumes and offers a sceptical perspective on some of the ignored tensions and paradoxes in the increasing the algorithmic turn in higher education. While concerns regarding student privacy, governance and ethical issues in the harvesting and analysis of student data should be addressed, there are more at stake than just privacy, governance and ethical issues. We also need to situate the harvesting and use of student data in the discourses surrounding governmentality, information justice, and the distribution of power. This paper critically explores the current algorithmic turn and quantification fetish in higher education as a gnosological turning point which points to changes in our understanding of knowledge, information and faculties of learning.

3.1 : National Benchmark Test results and success: a longitudinal cohort Study at the University of Fort Hare

Mr Luthando Mayekiso, University of Fort Hare

This study considers the relationship between the National Benchmark Tests (NBT) results and the success of students over their first two years of university study. The objective of the study is to test the significance of the relationship between student NBT and course scores over time. Mixed-effects regression is used to establish a relationship between the NBT results and course scores over time at an institutional level. The design is a retrospective cohort study of a stratified random sample of first year student enrolments. The study population is 2012 first year enrolments at the University of Fort Hare who wrote all the prescribed NBT in their faculty of registration. This study provides a way to use the NBT results in student enrolment and academic planning.

3.2 : The potential of students' life history data to inform institutional Improvement

Dr Merridy Wilson-Strydom, University of the Free State

Informing institutional improvement processes is one of the key roles played by institutional researchers. Due to the nature of institutional research, the growing focus on learning analytics, and

the type of statutory reporting required in South Africa, there is a tendency for institutional researchers to focus almost exclusively on quantitative institutional data. Although quantitative institutional data and student tracking is fundamental, this paper shows that on its own, quantitative tracking does not provide the levels of understanding required to inform improvement interventions. Using results of life history interviews conducted with 40 first-year students, the paper argues that institutional research, as well as emerging systems of learning analytics could benefit in crucial ways from innovative qualitative research. When thinking about the 'tomorrow' of institutional research in South Africa, partnerships with qualitative researchers working on higher education should be seen as a regular addition to the work of institutional research offices.

4.1 : Development of an Enrolment Planning Model for South African Higher Education Institutions: A Cautionary Tale

Mr David Bleazard, Cape Peninsula University of Technology & Mr Thys Lourens, IDSC

Enrolment planning at a national level is a relatively recent phenomenon in South Africa. This paper reports on the development of an Enrolment Planning Model to facilitate the latest process of drawing up the enrolment plan. It focuses on the efforts of a developer and a University of Technology to develop and deploy the model. The paper provides a brief history of enrolment planning in South Africa and an overview of the institutional context of the UoT and the developer. It locates the Enrolment Planning Model within the field of academic analytics; it provides an account of the main stages in the development and deployment of the model; it reflects on the massaging of the data; and it provides an indication of lessons learnt.

4.2 : Implementation: the weakest link in strategic management?

Dr Lusani Netshitomboni, University of South Africa

This paper presents an analysis of challenges to effective strategy implementation in the Higher Education context. It, furthermore, seeks to make proposals on what could be done to ensure effective strategy implementation. This will be done taking into consideration the dynamic nature of the Higher Education regulatory and policy environment. As indicated by Shah and Nair (2014), this sector is going through unprecedented changes. These include the changing government policy and regulatory requirements. For example, in South Africa, Higher Education institutions are now subjected to the auditing process, not only on their financials, but also on the implementation of their strategic plans. Furthermore, there is now an increasing focus on compliance and risk management. This paper contends that there is a need to determine how these aspects, amongst others, impact on strategy implementation.

5.1 : Are academic or financial challenges still a barrier for students to study effectively?

Mr Nelson Masindi & Dr Matsheliso Molapo, University of South Africa

This paper sought to investigate the reasons of module cancellation by students at Unisa. The outcome of the analysis will contribute towards one of Unisa strategic goal that seek to "establish service-orientated, technology-enhanced learner support to increase retention and throughput. "The paper will examine trends of module cancellation in a year, the cumulative effect thereof on the completion of studies in the period 2005-2013. The aspects under investigation include student status, employment status, module load, tuition fees (the cost per unit of the module including the annual increases), method of tuition collection by Unisa, the introduction of the readmission policy and it's impact module cancellation, the timing of the submission of the course assignments, the perceived difficulty of the module and availability/non-availability of tutorial support. selection of modules in the Unisa system during registration processing. Data collection will involve extraction of the audited

HEMIS and provisional data which will be supported by institutional documents, local and international literature.

5.2 : The pitfalls of using logistic regression analysis in determining the predictive value of NSC results

Ms Paulina Masemola & Dr Emmanuel Sibanda, Umalusi

The purpose of the schooling system is to deliver learners with suitable knowledge, skills, and values to succeed in life, work and further studies. It is for this reasons that the grade-12 results have generally been used as a predictor of learner's success at institutions of higher learning.

In 2013, Umalusi conducted a pilot study to investigate the ability of NSC results as a predictor of academic success at higher institutions of learning in South Africa. The aim of the pilot study was to investigate the relationship between NSC results and academic success at higher education institutions and possible changes in this relationship over time. The pilot study was conducted in collaboration with three higher education institutions; namely; the University of Johannesburg, the University of Pretoria, and the University of the Witwatersrand. The second phase of the study will focus on all public institutions of higher learning.

The findings of the research indicate that NSC results, to a limited extent, predict academic success across the three institutions. In particular, Mathematics and Physical Science have acted across the years as reliable and significant predictors in faculties that are quantitative in nature. The study also demonstrated that logistic regression analysis for the binary outcome variable of academic success has its pitfalls. The aim of the presentation is to highlight various pitfalls of the logistic regression analysis in similar kind of studies.

5.3 : First Year Student Academic Risk Profile and the Determinants of Risk Profile: Cluster analysis

Mr Moses Kebalepile, Dr Juan-Claude Lemmens & Mr Benjamin Ntshabele, University of Pretoria

Determinants of academic risk type in specific subgroups were studied. Factors including distance and gender were evaluated for influence on academic risk profile. Potent predictors of risk (ratio credit failed and average first semester mark) were used for Cluster analysis (three clusters were found). Using ratio credit failed, the clusters were identified as either "At risk", "Borderline" and "Not at risk". Almost 21% of EBIT students were at risk, while NAS and THEO had 18.7% and 17.3% respectively. VET had 87.9% of students at no risk, while Law had 75%. Just above 46% of first years at EBIT were at no risk. The distance stayed from campus was correlated to academic risk type ($r = -0.37$; $p < 0.001$), and so was gender ($r = 0.11$; $p < 0.001$). Gender and distance travelled from campus were concluded to be determinants of academic risk profile. Ratio credit failed also determined academic risk profile.

6.1 : Using the HEQSF as tool for transformation in South African Higher Education (Workshop)

Ms Tamara Bezuidenhout, Council for Higher Education

This workshop intends to explore the role of the HEQSF as a tool for transformation in higher education, making specific reference to qualifications, curricula, articulation routes, assessment and access. Participants will be engaged in a variety of group activities and discussions in order to map how the implementation of the HEQSF has been used as a tool to transform HEIs in accordance with the aims of the NPHE (2001), as well as the White Paper for Post-schooling Education and Training (2013). Further, the workshop aims to explore the use of the HEQSF policy beyond implementation, and how institutions can best internalise the principles of the policy. The workshop will contribute to

shifting current debates relating to the HEQSF from the operational implementation, to exploring and critically analysing the policy document in terms of meeting the higher education transformation agenda. Finally, the workshop will assess the responsiveness of institutions in addressing the challenges of access and opportunity; meeting industry and national needs; engaging in improved citizenship; and improving the governance of higher education institutions through a single co-ordinated qualifications framework.

Wednesday, 17 September 2014

7.1 : Leadership for Professional Development (Keynote address)

Prof Stella Nkomo, University of Pretoria

8.1 : Towards a pedagogy of seduction: a critical questioning of the curriculum and how to seduce the minds of 21 year olds

Mr André Müller, Stellenbosch University

What if students studied not for fear of failing, but because it was the most enthralling thing to do?

Perhaps it is apt on SAAIR's 21st birthday, looking back and looking forward, to imagine ourselves as 21 year olds and the extent to which we would be immersed in learning ... or would our attentions be drawn elsewhere?

In this paper I give a brief overview of learning theories from teacher- to teaching-centred and from learner- to learning-centred and propose a future in which lecturers may choose to return to the Socratic method: playing a seductive mind game across carefully-crafted epistemological landscapes in which knowledge networks can be co-created. I use an autoethnographic approach, reflecting on my own (stubborn) learning and subversive nature in teaching (and quality assurance) and propose a new pedagogy of "seduction" – a philosophical approach that emphasises the intrinsic motivation or passion needed for learning and student success.

8.2 : A framework for PQM viability and prioritizing

Prof Peter Havenga, Mr Herman Visser, Prof Deon Tustin & Prof Carel van Aardt, University of South Africa

The PQM lies at the heart of the core business of a higher education institution's teaching and learning portfolio. Various stakeholders increasingly require greater transparency and accountability about the viability, pricing, quality, employability and cost of qualifications, programmes and courses. Consequently, an innovative framework for determining the viability of academic programmes and for periodic and structured programme reviews using multiple criteria was developed and implemented using a Web-based system. To support this process a literature review was undertaken to identify appropriate evaluation criteria for which relative weights were simultaneously determined by means of pair-wise comparison. Where applicable, HEMIS data, supplemented with institutional information and relevant qualitative information, was used for establishing the quantitative criteria. On conclusion of the congruent evaluation process, the results at the 2nd order CESM category will serve as a strategic planning tool for future resource allocation, differentiation and retention planning.

8.3 : The use of structural and development enablers at an institutional level to achieve curriculum renewal at a University of Technology

Ms Marianne Bester, Cape Peninsula University of Technology

Within the overall context of professional development, this paper will focus on achieving curriculum renewal at an institutional level prompted by the promulgation of the Higher Education Qualifications Sub-framework in August 2013 as an external driver. In keeping with the key objectives of the framework for higher education quality enhancement of the Council on Higher Education (2012-2017) the Curriculum 2020 project as a deliberate intervention to bring about systemic change was launched in 2011 to address constraints of previous attempts of curriculum renewal. This paper will report specifically on the use of structural enablers to raise awareness and to bring about systemic change as well as the use of developmental enablers to increase participation, develop capacity and to enhance critical engagement. This paper will draw on the thematic analysis of quantitative and qualitative data of 47 revised undergraduate qualifications and provide a concise synopsis of the key findings and suggestions for improvement that emerged from this curriculum renewal project.

9.1 : Quantify, qualify and modify: Following a pragmatic approach to better understand complexities in institutional research

Ms Beate Gadinger, University of the Free State

In the past 21 years, institutional research in higher education has made some significant strides in South Africa, the growth of institutional research as a discipline, the importance thereof and the purpose it serves within the university community. The University of the Free State (UFS) implemented compulsory class attendance in as an intervention to increase success rates. Available studies on attendance and success mostly conveyed results in terms of statistical significance and sought to identify a causal or correlational relationship between attendance and academic performance. This is problematic since it quantifies a problem that is multifaceted in its very core. This presentation aims to offer a perspective on the benefits of following a pragmatic approach, employing mixed methods in an attempt to answer a complex question. Following this approach provided the opportunity to delve deeper into the raw statistics, making an effort to understand the person behind the statistic.

9.2 : Can UNISA as an Open Distance Learning (ODL) university be everything to everyone, everywhere? A qualitative IR study providing evidence-based decision support by exploring the complexities

Mr Siphelo Mapolisa, Dr Elizabeth Archer & Ms Yuraisha Chetty, University of South Africa

Internationalisation in higher education involves recognition, stature and the contribution of an institution to a broader global education footprint. About 9% of UNISA's students are from outside the borders of South Africa with the majority from SADC countries. The University of South Africa (UNISA) is an attractive destination for international students. However, it grapples with the complexities of offering programmes to international students. Using academic, administrative, financial, and legal lenses, this study investigated how realistic and feasible it is for UNISA to offer all courses to everyone, everywhere in the world. Challenges include offering qualifications with a practical or work integrated learning component, offering professional qualifications, organising exam venues for a proportionally low number of international students in different countries, the costs of servicing international students, and the finding that as an ODL institution there is no statutory obligation for UNISA to organise visas and study documentation for international students.

10.1 : Shifts in students' access to and skills in using ICT in an open and distance learning context

Dr Dion van Zyl & Ms Hanlie Liebenberg, University of South Africa

Access to and the effective utilisation of ICT and related resources are becoming increasingly important contributors toward student's success in higher education, more so in an ODL environment. During 2011, Unisa conducted a comprehensive baseline ICT research study. In 2013 a follow-up study was conducted with the aim to evaluate the current status of student access to, and use of various ICTs, and secondly, to identify key shifts and trends emerging from the 2011 study. The 2013 ICT surveys revealed significant growth in ICT access and adoption amongst students over the last two years. Access to computers at home has increased as well as access to the Internet for study purposes. Furthermore, the findings in the report highlight that there are gender and age differences regarding the use of ICT resources. Lastly, ICT sophistication as index measure was again identified as a construct that explains student success.

10.2 : Does student attitude determine ICT altitude in higher education: Investigating the relationship between student attitudes towards ICTs and student success in an ODL environment

Ms Hanlie Liebenberg & Dr Dion van Zyl, University of South Africa

The demand for online educational resources in educational institutions and national systems has had to tackle the challenge of using ICT effectively to benefit students. One of the important discourses in HE in general and more so in ODL is regarding the importance to continue to probe student's access and use of technology. A longstanding focus of research has been on monitoring the extent of student access to ICT, because it is an obvious precursor to technology use. However, recent conversations have moved towards a more nuanced understanding of student's technological experiences. It's not only about the procedural ways in which students use devices but the way they think when using them. This paper draws on results obtained from an ICT survey that focussed on the role of attitudes in contributing towards levels of ICT sophistication and maturity. More specifically, attitudes were investigating across dimensions of confidence, affection and cognition.

11.1 : Employing institutional research: from compliance to self-knowledge to international rankings

Prof Eli Bitzer & Prof Magda Fourie-Malherbe, Stellenbosch University

In accordance with the conference theme, this paper reflects on the development of institutional research in South African higher education, and critically examines to what purposes institutions put institutional information and institutional research to satisfy the requirements of the steering mechanisms. Has this been purely a compliance exercise or are institutions employing this information for purposes of 'self-knowledge, self-understanding and self-improvement'?

The paper will furthermore argue that institutional research is also playing an increasingly important role in how universities position themselves vis-à-vis their competitors. This is particularly pertinent as far as rankings are concerned.

We shall refer to one institution as a case in time to highlight how the concept of a 'research university' may serve to meet international and contextual criteria for excellence. In doing so, we argue for more appropriate utilization of institutional research with a broader focus beyond meeting international quality criteria to relevance and accountability in higher education.

11.2 : Design of an e-assessment strategy to inform Learning Analytics at the UFS

Mr Michael Henn, Ms Anneri Meintjes & Ms Tania Van der Merwe, University of the Free State

Higher education institutions are increasingly called upon to strengthen student performance and attrition. Therefore some institutions deploy Learning Analytical techniques for predictive modelling (promoting data-driven decision-making), and in the implementation of recommender-based systems (enabling early intervention) which is dependent on electronic, readily available data.

E-assessment allows for more frequent assessment activities and automatic capturing of results – making data instantly available, thus supporting an optimal Learning Analytics environment. The UFS consequently invested in the deployment of an e-assessment system. In preparation for this deployment, a mapping of current assessment practices at the university was undertaken. A mixed methodology was applied, allowing for a holistic understanding of current assessment practices at the institution. Lessons learned from this mapping process, as well as recommendations in the design of an e-assessment strategy, and the development of various role players (institutional researchers and academic staff) are shared in this paper.

11.3 : From the trenches – Faculty Quality promotion

Ms Roz Havenga, Durban University of Technology

This presentation outlines the path taken over the last four years in the quest of enhancing quality from within two dynamic faculties at a University of Technology. The learning that emerged from what began as a somewhat dubious experiment, however fundamentally underpinned with trust and a willingness to give it “the best shot” by the major parties involved, may be valuable to other institutions in their quest for a similar goal. The journey explored comprises system development, procedure development and competency development in the interrelated fields of strategic and academic planning, quality assurance and learning analytics. Challenges and opportunities are identified and possible causes and solutions outlined. In alignment with the theme of the conference, the presentation reflects on the past, describes the present status and contemplates the future.

12.1 : An example of institutional research embracing 21st century developments in higher education to provide effective evidence-based decision support: A baseline study of Open Educational Resources (OER) at an Open Distance Learning (ODL) university

Ms Yuraisha Chetty, Dr Elizabeth Archer & Ms Kerry De Hart, University of South Africa

Higher education in the 21st century is faced with game-changing developments impacting teaching and learning. Massive open online courses (MOOCs) and Open Educational Resources (OER) are two notable initiatives gaining momentum globally. These initiatives are furthermore enabled by the rapid development of various information and communication technologies (ICTs) and social media. The University of South Africa (Unisa) is committed to harnessing the potential of OER as demonstrated by its recently approved OER strategy. A baseline IR survey was commissioned to gather the experiences and views of academics and key support professionals. The primary focus was to determine the uptake of OER at Unisa. Results revealed levels of awareness, the reuse, redistribution, revision and remixing of OER, communication channels used, and the challenges and benefits. This study demonstrates that institutional research (IR) must be agile to innovative developments to further enhance its impact in providing evidence-based decision support.

12.2 : Education and Career Choice/Aspirations of Unisa Students

Dr Matsheliso Molapo & Mr Siphelo Mapolisa, University of South Africa

This paper discusses and analyses the results of the study that sought to investigate the students' education and career choices and aspirations and the reasons for those choices at the University of South Africa (Unisa). Career development and gender theories are contextualised to analyse career choice and gender, and in so doing, predict future career choice, gender and behaviour. The information gathered is intended to inform and enable Unisa institutional planners and decision makers to build knowledge and understanding of its students and the career choices they make. The study will also determine if careers that students choose are relevant to the national skills needs. The data collected entailed students profile in terms of demographics, college majors and affiliation, qualification level, employment status, and gender-based perceptions about career choice and suitability. The overall methods used involved literature review, in-depth interviews and conducting an on-line computer-based survey among Unisa students.

Thursday, 18 September 2014

13.1 : Leveraging diversified local and global networks (Keynote Address)

Ms Esther Benjamin, Laureate International Universities

13.2 : The acceptance of e-learning systems and technology in ODL institutions

Ms Esmé Wiid, University of South Africa

Technology has provided many new methods of communicating and has changed the way in which students interact with each other. This has an impact on the way students of today interact with their learning environment. Educational institutions started to make use of technology to improve their interaction with students and to enhance the level of education provided. Open Distance Learning Institutions use technology to improve the learning environment as well as the service to their students. This research aimed to determine the level of acceptance of e-learning systems and technology in ODL institutions.

13.3 : Designing an Academic Workload Model for a Developing University of Technology in South Africa

Dr Remy Nnadozie, Mangosuthu University of Technology

Academic workload models provide framework for ensuring that academic workloads are distributed equitably and transparently. The models are also useful tools for managing capacity optimization and planning. The work of academics could be perceived as complex, individually distinctive and multidimensional. Therefore, the challenge in designing an acceptable model is striking the right balance between complexity and practical applicability.

This paper presents an attempt in designing an academic workload model in the contest of a developing University of Technology in South Africa. Using actual hours modelling approach, a workload model that prioritises teaching and learning aspects of work of academics is developed.

14.1 : Higher student workloads – lower throughput and success? An investigation in distance education

Mr Glen Barnes & Mr Dion van Zyl, University of South Africa

The issue of student load has been debated at various discussion forums and remains an important aspect of student attrition and success. The Framework and Strategy for Enhancing Student Success at Unisa (2011) refers in part to the attainment of appropriate student workloads in order to (1) effectively monitor and evaluate throughput from a common base, and (2) to ensure students are moved systematically into programmes that enhance their chances of success rather than setting them up for failure.

In this exploratory research we consider the impact of recent policy decisions aimed at improving retention and throughput at Unisa on student workload and relate these changes to student success over time. These results show that over the range of workload recorded at Unisa, these recent changes are unlikely to affect success negatively, and in fact may be associated with an increase in throughput, particularly in undergraduate programmes. These exploratory results have provided important analytics for high-level planning and monitoring.

14.2 : Faculty Reviews: strategic alignment and quality assurance

Prof Hester Geyser & Ms Ina Pretorius, University of Johannesburg

The University of Johannesburg (UJ) introduced faculty reviews in 2012 to determine the faculties' contributions and progress towards the institutional goal as stated in the UJ Strategic Plan. The purpose of this paper is to reflect on the nature and scope of faculty reviews, with special reference to the quality aspects of these reviews.

Preliminary findings indicate that leadership stability and wide consultation (generally accepted as a prerequisite for any quality review) are crucial when a faculty review is undertaken. Further conclusions and recommendations focus on faculty strategic plans, the future perspective of the review, self-reflection by the faculties and the match between the focus of the faculty reports and the panel reports.

14.3 : Evaluating the quality of teaching and learning

Ms Liana Griesel & Prof Pierre Joubert, University of South Africa

Higher education institutions are constantly confronted by the statutory responsibility to deliver high quality teaching and learning. This paper presents a conceptual model and its application in a major South African university. The underlying assumptions and rational guiding the development of the measuring instruments are discussed with particular reference to the student's learning experience on the basis of an integrated set of quality standards and criteria. The research model furthermore takes an integrated stakeholder perspective accounting for the planning, design and development and delivery dimensions and the standards facilitating quality teaching and learning.

Quality measurement instruments were constructed based on the conceptual model which triangulates different dimensions and stakeholder groups across quality standards. The instruments are furthermore aligned to the registration to graduation experience of students. These instruments were pilot tested towards the end of 2011 and applied during 2012 and 2013.

The paper will discuss the conceptualisation of the quality measurement model and reflect on learnings based on two years of measurements involving approximately 70 000 students and 45 stakeholders. This will include a discussion on the quality model refinement and organisational architecture.

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SAHELA 2014 Programme



From Knowledge to Action



#SAHELA14

15 September 2014

| Time | Focus | Topic | Presenter / Theme |
|---------------|--|----------------------------------|---|
| 08:30 – 09:00 | | Registration | |
| 09:00 – 09:15 | | Welcome | Prof Wendy Kilfoil: University of Pretoria |
| 09:15 – 10:10 | International trends | Online keynote presentation | Dr Doug Clow (Institute of Educational Technology, The Open University, UK) The keynote aim is to link the LASI 14 event with the SAHELA 14 workshop |
| 10:15 – 11:00 | Technology enabled formative data to support student success | Panel presentation | The use of technology to capture formative assessment data and student success projects / initiatives |
| 11:00 – 11:20 | | Tea | |
| 11:25 – 12:10 | | Small group discussion | The use of technology to capture formative assessment data and student success projects / initiatives |
| 12:15 – 13:00 | | Lunch | |
| 13:00 – 14:55 | Institutionalise Learning Analytics | Workshop | Analytics: Moving from great promise to tangible success. |
| 14:55 – 15:10 | | Tea | |
| 15:15 – 16:10 | | Analytics: Case study | John Fritz, University of Maryland Baltimore County, USA |
| 16:10 – 16:30 | | Summary of key issues identified | Open discussion to focus on possible collaboration and actionable steps within your context. |
| 16:45 – 19:00 | Cocktails & Light Dinner | | |

(please see Appendix A for a list of SAHELA delegates)

Conference 2014 Programme



Southern African Association for Institutional Research

Tuesday 16 September 2014

| | | |
|-----------------|---|---|
| 08:00 - 08:45 | Registration and Early-morning tea/coffee | |
| | Session 1a: Opening Dorian Hall - Chair: Mr Glen Barnes, Conference Chair | |
| 08:45 – 09:00 | Welcome by SAAIR: Ms Nicolene Murdoch, SAAIR President | |
| 09:00 – 09:15 | Welcome by Unisa: Dr Molapo Qhobela , Vice Principal Institutional Development | |
| | Session 1b: Knowledge Keynote Address Dorian Hall - Chair: Mr Glen Barnes | |
| 09:15 – 10:15 | 1.1 Learning Analytics in Higher Education – opportunities and issues, Dr Sharon Slade, Open University UK | |
| | Session 1c: History and Policy Dorian Hall - Chair: Mr Glen Barnes | |
| 10:15 – 10:50 | 1.2 Institutional Research in South African Higher Education in synergy with policy developments during the first two decades of the democratic dispensation, Prof Jan Botha, Stellenbosch University | |
| 10:50 – 11:20 | Mid-morning tea/coffee | |
| | Session 2: Learning Analytics Dorian Hall - Chair: : Mr Glen Barnes | |
| 11:20 – 11:55 | 2.1 Learner Analytics in an Africa Higher Education Context, Dr Johann Brinders & Mr Glen Barnes, University of South Africa | |
| 11:55 – 12:30 | 2.2 From the trenches - Using Learning Analytics, Ms Roz Havenga, Durban University of Technology | |
| 12:30 – 13:05 | 2.3 A brave new world: Student surveillance in higher education, Prof Paul Prinsloo, University of South Africa | |
| 13:05 – 13:50 | Lunch | |
| | Session 3: Student Success Dorian Hall - Chair: Ms Yuraisha Chetty | Session 4:Strategic Management and Planning Saint George Hall - Chair: Dr Matsheliso Molapo |
| 13:50 – 14:25 | 3.1 National Benchmark Test results and success: a longitudinal cohort study at the University of Fort Hare, Mr Luthando Mayekiso, University of Fort Hare | 4.1 Development of an Enrolment Planning Model for South African Higher Education Institutions: A Cautionary Tale, Mr David Bleazard, Cape Peninsula University of Technology & Mr Thys Lourens, IDSC |
| 14:25 – 15:00 | 3.2 The potential of students’ life history data to inform institutional improvement, Dr Merridy Wilson-Strydom, University of the Free State | 4.2 Implementation: the weakest link in strategic management?, Dr Lusani Netshitomboni, University of South Africa |
| 15:00 – 15:30 | Afternoon tea/coffee | |
| | Session 5: Student Success Dorian Hall - Chair: Mr Rajan Naicker | Session 6: HEQSF as tool for transformation Saint George Hall - Chair: Ms Noluthando Pendu |
| 15:30 – 16:05 | 5.1 Are academic or financial challenges still a barrier for students to study effectively, Mr Nelson Masindi & Dr Matsheliso Molapo, University of South Africa | 6.1 Using the HEQSF as tool for transformation in South African Higher Education (Workshop), Ms Tamara Bezuidenhout, Council for Higher Education |
| 16:05 – 16:40 | 5.2 The pitfalls of using logistic regression analysis in determining the predictive value of NSC results, Ms Paulina Masemola & Dr Emmanuel Sibanda, Umalusi | |
| 16:40 – 17:15 | 5.3 First Year Student Academic Risk Profile and the Determinants of Risk Profile: Cluster analysis, Mr Moses Kebalepile, Dr Juan-Claude Lemmons & Mr Benjamin Ntshabele, University of Pretoria. | |
| 18:30 for 19:00 | Gala Dinner (Gatsbyv theme). Salonica Hall | |



Southern African Association for Institutional Research

Wednesday 17 September 2014

| | | |
|---------------|--|--|
| 08:15 - 08:45 | Early-morning tea/coffee | |
| | Session 7: Professional Development Keynote Address Dorian Hall - Chair: Prof Jan Botha | |
| 08:45 - 09:45 | 7.1 Leadership for Professional Development , Prof Stella Nkomo, University of Pretoria | |
| 09:45 - 10:50 | 7.2 Annual General Meeting (AGM) | |
| 10:50 - 11:20 | Mid-morning tea/coffee | |
| | Session 8: Curriculum Dorian Hall - Chair: Mr David Bleazard | |
| 11:20 - 11:55 | 8.1 <i>Towards a pedagogy of seduction</i> , Mr André Müller, Stellenbosch University | |
| 11:55 - 12:30 | 8.2 <i>A framework for PQM viability and prioritizing</i> , Prof Peter Havenga, Mr Herman Visser, Prof Deon Tustin & Prof Carel van Aardt, University of South Africa | |
| 12:30 - 13:05 | 8.3 <i>The use of structural and development enablers at an institutional level to achieve curriculum renewal at a University of Technology</i> , Ms Marianne Bester, Cape Peninsula University of Technology | |
| 13:05 - 13:50 | Lunch | |
| | Session 9: Complexities & Institutional Research Dorian Hall - Chair: Ms Anneri Meintjes | Session 10: Institutional Research on ICT Saint George Hall - Chair: Dr Liz Archer |
| 13:50 - 14:25 | 9.1 <i>Quantify, qualify and modify: Following a pragmatic approach to better understand complexities in institutional research</i> , Ms Beate Gadinger, University of the Free State | 10.1 <i>Shifts in students' access to and skills in using ICT in an open and distance learning context</i> , Dr Dion Van Zyl & Ms Hanlie Liebenberg, University of South Africa |
| 14:25 - 15:00 | 9.2 <i>Can UNISA as an Open Distance Learning (ODL) university be everything to everyone, everywhere? A qualitative IR study providing evidence-based decision support by exploring the complexities</i> , Mr Siphelo Mapolisa, Dr Elizabeth Archer & Ms Yuraisha Chetty, University of South Africa | 10.2 <i>Does student attitude determine ICT altitude in higher education: Investigating the relationship between student attitudes towards ICTs and student success in an ODL environment</i> , Ms Hanlie Liebenberg & Dr Dion Van Zyl, University of South Africa |
| 15:00 - 15:30 | Afternoon tea/coffee | |
| | Session 11a: Use of Institutional Research Dorian Hall - Chair: Mr Herman Visser | Session 12a: Open Educational Resources Saint George Hall - Chair: Mr André Müller |
| 15:30 - 16:05 | 11.1 <i>Employing institutional research: from compliance to self-knowledge to international rankings</i> , Prof Eli Bitzer & Prof Magda Fourie-Malherbe, Stellenbosch University | 12.1 <i>An example of institutional research embracing 21st century developments in higher education to provide effective evidence-based decision support: A baseline study of Open Educational Resources (OER) at an Open Distance Learning (ODL) university</i> , Ms Yuraisha Chetty, Dr Elizabeth Archer & Ms Kerry De Hart, University of South Africa |
| | Session 11b: e-assessment & Learning by faculty Dorian Hall - Chair: Mr Herman Visser | Session 12b: Student Development & Career Choice Saint George Hall - Chair: Mr André Müller |
| 16:05 - 16:40 | 11.2 <i>Design of an e-assessment strategy to inform Learning Analytics at the UFS</i> , Mr Michael Henn, Ms Anneri Meintjes & Ms Tiana Van der Merwe, University of the Free State | 12.2 <i>Education and Career Choice/Aspirations of Unisa Students</i> , Dr Matsheliso Molapo & Mr Siphelo Mapolisa, University of South Africa |
| 16:40 - 17:15 | 11.3 <i>From the trenches – Faculty Quality promotion</i> , Ms Roz Havenga, Durban University of Technology | |
| 18:30 - 23:59 | Opal - Greek theme evening (informal), Laconia Hall (next to the pool area) | |



Southern African Association for Institutional Research

Thursday 18 September 2014

| | |
|---------------|--|
| 08:00 - 08:45 | Early-morning tea/coffee |
| | Session 13a: Networking Keynote Address Dorian Hall - Chair: Ms Nicolene Murdoch |
| 08:45 - 09:45 | 13.1 <i>Leveraging diversified local and global networks</i> , Ms Esther Benjamin, Laureate International Universities |
| | Session 13b: Technology and Resources Dorian Hall - Chair: Ms Nicolene Murdoch |
| 09:45 - 10:20 | 13.2 <i>Students' acceptance of social media and e-learning systems in an ODL institution</i> , Ms Esmé Wiid, University of South Africa |
| 10:20 - 10:55 | 13.3 <i>Designing an Academic Workload Model for a Developing University of Technology in South Africa</i> , Dr Remy Nnadozie, Mangosuthu University of Technology |
| 10:55 - 11:20 | Mid-morning tea/coffee |
| | Session 14a: Technology and Resources Dorian Hall - Chair: Mr Sipho Langa |
| 11:20 - 11:55 | 14.1 <i>Higher student workloads - lower throughput and success? An investigation in distance education</i> , Mr Glen Barnes & Dr Dion Van Zyl, University of South Africa |
| | Session 14b: Quality Assurance Dorian Hall - Chair: Mr Sipho Langa |
| 11:55 - 12:30 | 14.2 <i>Faculty Reviews: strategic alignment and quality assurance</i> , Prof Hester Geyser & Ms Ina Pretorius, University of Johannesburg |
| 12:30 - 13:05 | 14.3 <i>Evaluating the quality of teaching and learning</i> , Ms Liana Griesel & Prof Pierre Joubert, University of South Africa |
| 13:05 - 13:15 | Closing, Mr Glen Barnes, Conference Chair |
| 13:15 - 14:00 | Lunch |

(please see Appendix B for a list of SAHELA delegates)

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2014 Annual General Meeting

Agenda for the 21st Annual General Meeting



Southern African Association for Institutional Research

**Agenda for the 21st Annual General Meeting (AGM) of the Southern African Association for Institutional Research (SAAIR) to be held at the St George Hotel and Conference Centre, Doornkloof, South Africa
on Wednesday, 17 September 2014 at 09h45**

- 1. Welcome**
- 2. Finalisation of the agenda**
- 3. Attendance**
- 4. Approval of the minutes of the previous AGM held on 30 October 2013 in Durban**
- 5. Matters arising from the minutes**
 - 5.1 Executive member: Namibia (feedback)
 - 5.2 Constitution approved via circular resolution
- 6. Chairperson's report (Nicole Murdoch)**
 - 6.1 Reflection on activities, achievements and challenges
- 7. Treasurer's report (Herman Visser)**
 - 7.1 Overview of financial position of the Association
- 8. Membership report (Colleen Howell)**
 - 8.1 Overview of current membership profile
- 9. AIR/SAAIR Data and Decisions Academy (Jan Botha)**
- 10. SAAIR Website (Beate Gadinger)**

11. Upcoming conferences

- 11.1.2015 – North-West University, Potchefstroom Campus
- 11.2.2016 – Institution/host to be nominated
- 11.3.2017 – Institution/host to be nominated

12. Other business

13. Closure

Minutes of the Twentieth Annual General Meeting



Southern African Association for Institutional Research

Minutes of the Twentieth Annual General Meeting (AGM) of the Southern African Association for Institutional Research (SAAIR) to be held at the Coastlands Umhlanga Hotel & Convention Centre, Durban, South Africa at 17:00 on 30 October 2013

1. Welcome

Nicolene Murdoch welcomed all members present at the AGM.

2. Finalisation of the agenda

The agenda was finalized and no additional items were added.

3. Attendance register

The attendance register was completed and signed by all members present.
A total of 27 members attended the AGM.

4. Approval of the minutes of the previous meeting held on 4 October 2012 at UFS

A copy of the minutes at the previous meeting was attached and accepted a true record of the meeting.

Matters arising from the minutes

No matters were raised from the previous meeting.

5. Chairperson's report (Nicolene Murdoch)

The report was made available in the Forum publication.

The following specific matters were discussed :

- 5.1 Reflection on activities, achievements and challenges
The SAAIR Office was thanked for the work done through the year.
The capacity development events were mentioned and participation discussed.
Progress on the website development was discussed and challenges outlined regarding the migration process to the new website.
- 5.2 Executive committee vacancy – Resignation : Dr Marcus Ingram
Nicolene Murdoch proposed SAAIR use the vacancy to co-opt a member from Namibia.
The proposal was supported by members.
Members will be kept up to date.

6. Treasurer's report (Herman Visser)

- 6.1 Overview of financial position of the Association

The Treasurer's report was made available on page 44 to 45 of the Forum booklet.
Financial statements were distributed to members in advance of the meeting for their input.
Budgets were developed for each event and managed accordingly.
The financial statements of the previous year were approved by the members.
- 6.2 Change of banks

SAAIR finances were migrated from ABSA to FNB due to business account facilities available at FNB, user friendly online banking and levels of authorization.

7. Membership report (Colleen Howell)

- 7.1 Overview of current membership profile and challenges experienced

Colleen Howell presented the member profile.
Nicolene Murdoch urged members to provide contact details and ideas for potential recruitment activities to expand membership.
- 7.2 Proposed changes to membership types

The proposal was incorporated into the changes to the Constitution.

8. Upcoming Forums

Due to changes to the constitution, "forums", henceforth will be referred to as "conferences".
The following host institutions have been secured :

- 8.1 2014 – UNISA (celebrating 21 years)
- 8.2 2015 – North-West University, Potchefstroom Campus

8.3 2016 – aiming to identify a SADC country

There are some events planned for 2014. The HEMIS Inst 2014 will be in Cape Town in May, the hosting university will be the University of Cape Town, as well as a Regional HEMIS Foundations Workshop in the Eastern Cape at the end of August 2014. A Quality Institute is planned for July/August 2014, an Institutional Research Institute for August 2014 and a huge celebration at the next SAAIR Conference because SAAIR will be 21. All members were invited to the celebratory event.

9. AIR/SAAIR Data and Decisions Academy – the way forward (Jan Botha)

A total of 20 people completed the courses last year. All the final payments to AIR were finalized. SAAIR is discussing with AIR opportunities to enter into a new contract soon. As soon as these discussions are finalized, the invitations will be distributed to members and institutions. Members are urged to support this initiative.

10. Approval of proposed amendments to the SAAIR Constitution

The Constitution was distributed to all SAAIR members and changes were highlighted. The constitution was aligned to King III and compliance to new Companies Act. One major amendment was proposed to the constitution – “forum” will henceforth be referred to as “conference”. The new membership model was also accepted with a membership fee increase from R150,00 per person to R400,00 per year. The new membership model will be distributed to members.

The final amended constitution will be distributed to members for final approval by circular resolution.

11. SAAIR Website (Chair reported on behalf of Beate Gadinger)

The Chair reported the unsatisfactory progress regarding the website. There is a need for refreshment of the brand and the logo and to make the association more dynamic.

The new website will be launched during 2014 and Beate Gadinger has been assigned to this portfolio. This is viewed as a priority.

12. General

Nicolene Murdoch thanked the Executive committee for their hard work and expressed appreciation to members for their attendance of the AGM.

Jan Botha thanked the President, Nicolene Murdoch for all the work done during the past year on behalf of all the members, as well as Carin Strydom – the “heart and soul” of the SAAIR office.

13. Closure

The meeting adjourned at 17h45.

Chairperson's Report 2013/2014



Southern African Association for Institutional Research

1. Introduction

The Executive Committee of SAAIR identified strategic priorities and focus areas during the strategic session held on 20 and 21 January 2014. This served as the basis for the work of the Association conducted during the course of this year, which was the second year in the current term. A new executive will be elected at the next meeting during the conference planned to be hosted by UNISA. Three additional meetings were held during the course of the year:

- 3 March 2014 – Unisa, Pretoria
- 4 June 2014 – Unisa, Pretoria
- 4 August 2014 – Unisa, Pretoria

The AGM is scheduled to take place on Wednesday, 17 September 2014 at 09h45, to coincide with the annual conference, hosted by UNISA. This conference marks the 21st birthday celebration of SAAIR.

The following colleagues served on the Executive Committee of SAAIR for the 2013 term and the following portfolios were assigned to them:

- Nicolene Murdoch (President)
- Jan Botha (Vice-President)
- Herman Visser (Treasurer)
- Colleen Howell (Secretary)
- Beate Gadinger (Communication)
- Margaret Baiketsi (SAAIR Affairs: Botswana) [co-opted]
- Sipho Langa (Recruitment: DHEIs)
- Noluthandu Pendu (Recruitment: SADC)

As SAAIR Conference Chair 2014, Glen Barnes served *ex officio* on the Executive Committee over the past year.

As President, I would hereby wish to take the opportunity to thank my executive colleagues for their hard work and commitment to the Association. It has been a difficult year for most of the executive colleagues, both in their personal and professional lives and we managed to arrange a number of events and continue with the activities of the Association. We are continuously conscious that this is done on a voluntary basis, and it is thus appreciated even more. I also have to acknowledge the sudden passing of the Margaret Baiketsi's daughter

this year, which understandably restricted her participation. Margaret continues to be in our thoughts and we hope that she will resume her participation as members in future.

The term of office of this Executive Committee comes to an end and an election will take place at the 2014 conference.

2. SAAIR Administration / Coordination and Governance

The SAAIR office continues to be fully operational. This office succeeds in creating a centralised administrative point of contact for members. The amended Constitution of the Association, as approved at the previous AGM was implemented over the course of the past year aiming to ensure continuous compliance to the New Companies Act and King III.

A special word of thanks to Carin Strydom, our SAAIR coordinator, who diligently reminds us of tasks to be completed and for all her patience and hard work behind the scenes. She is a real asset to the Association and her efforts often go unnoticed. She remains to be the heart and soul of the SAAIR operations and we do thank her for this tremendous and challenging task.

3. SAAIR Events 2014

The SAAIR 2014 conference is scheduled to take place in Pretoria from 16-18 September. The team of colleagues from UNISA is taking responsibility for the programme and the logistical arrangements of the conference 2014. A word of thanks to Glen Barnes and his team, in advance.

All annual SAAIR capacity development events were successfully presented during 2014. SAAIR continuously aims to refresh and renew the content and delivery methods of the institutes, which is bearing fruit. Members are invited to provide feedback on events attended and a special word of thanks to those who tirelessly assists with the organization and project management of these events.

The following events were hosted during the course of the year:

- 3.1 HEMIS Foundations – 12 May 2014, hosted by University of Cape Town at The River Club in Cape Town (51 attendees)
- 3.2 HEMIS Institute – 13 to 14 May 2014, hosted by University of Cape Town at The River Club in Cape Town (103 attendees)
- 3.3 Quality Institute – 21 to 22 July 2014, hosted by North-West University (Vaal Triangle Campus) at Quest Conference Estate in Vanderbijlpark (48 attendees)
- 3.4 Regional HEMIS Foundations – 28 August 2014, hosted by University of Fort Hare at the New Teaching Complex, University of Fort Hare East London Campus (30 attendees)

4. SAAIR Web Site and Communication

In the previous report, mention was made to challenges in establishing a “new and refreshed” web platform. Issues in this regard have been dealt with strategically in 2014. The successful migration to a new host, led to the development of the revamped site, which went live in April 2014. The “revamped” web site is currently functioning smoothly, with a few aspects still in progress. A new brand and logo have been developed and this year’s Annual SAAIR conference will mark the launch of the “new and refreshed” SAAIR. The next phase in the development and establishment of the new brand and website aims to further enhance functionality and integration of identified functions. The ground work has been done leaving the next phase to focus more in-depth on composite add-ons.

5. Partnership with AIR and the Data & Decisions Academy

In 2011, SAAIR entered into a contract with the Association for Institutional Research (AIR) for a pilot project of one year in terms of which SAAIR members could do the six online Data & Decisions of the AIR at special rates. The pilot was a success and certificates were awarded to the successful candidates at the SAAIR Annual Forum in Cape Town in 2012.

At the beginning of 2013, SAAIR approached AIR with a proposal to enter into a new contract to continue access to these capacity building opportunities to the SAAIR membership. AIR responded favourably in principle, but put the signing of the contract on hold because they were negotiating with the Kresge Foundation for support for the project. It took several months before it was possible to take the next step. The next step was that the Kresge Foundation organised a workshop in Cape Town on 22 May 2014 and invited Jan Botha (VP of SAAIR) to do a presentation on the state of institutional research in South Africa. Another SAAIR Exco member, Herman Visser, was also invited to attend the workshop. The workshop took place in the context of the next phase of a project on teaching & learning enhancement in five South African institutions to be funded by Kresge. They wanted to get a sense of the IR capacity in the country that could be tapped into to support the evidence-based projects at these five institutions.

Following the workshop, Kresge sent out a call for proposals to universities to be considered for this funding. Herman Visser participated on behalf of SAAIR in the Kresge Webinar on 27 June 2014 where the details of the proposal and decision making processes were explained. At this stage it transpired that there will not be an opportunity for SAAIR as an association to submit a proposal. Only universities were invited to do so. Further negotiations between SAAIR and the AIR officers responsible for the Data & Decisions Courses then followed.

At the Exco Meeting on 4 August 2014 it was decided that SAAIR should proceed to enter into a new contract with AIR for access to the Data & Decisions online courses not linked to any possible funding from a Foundation. On 5 August 2014 a draft contract was submitted to the head of the Data & Decisions Academy of AIR with the proposal that the two associations enter into a three year contract for the period 2015-2017. The outcome of this proposal is currently awaited.

Although the possibility of funding from the Kresge Foundation has not materialised, the process had the good effect that SAAIR registered pertinently on the radar screen of Kresge and its leadership, in particular Mr William Moses, the Director of the Kresge Programme, Promoting access and success at South African universities - See more at: <http://kresge.org/programs/education/higher-education-south-africa#sthash.hZq4tyTC.dpuf>. This may lead to opportunities for SAAIR in the future.

6. Membership and Recruitment

Information regarding membership is contained in the membership report and will be presented to members during the AGM. It remains a continuous effort to maintain and increase membership numbers. Special effort was taken during the last year to recruit in other Southern Africa countries, amongst Private Higher Education Providers and in the Agricultural sector.

The recruitment portfolio included providing assistance with the refinement of the membership database and developing a recruitment drive within the HEIs and non-represented institutions to expand membership. Letters aimed at introducing the newly elected president and SAAIR were forwarded to HEIs through the offices of the heads of institutional planning as a first step to recruitment drive. Several responses that were received from various institutions confirmed continued membership. Although there is active participation of HDIs in SAAIR institutes, lack of participation in the Conference has also been observed. In order to deal with the non-participation the Exco resolved to adopt a targeted strategy that is based on the analysis of the existing membership. The committee is also investigating the possibility of providing scholarships to encourage the participation of institutions experiencing funding constraints.

We remain highly committed to our founding ideal that that SAAIR is not limited to South Africa, but that it is decidedly an Association of Southern African countries.

7. Finance

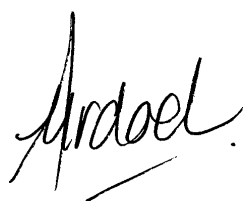
The financial situation of SAAIR is healthy (see the Financial Report). Most the 2014 events resulted in break-even at least. A word of thanks goes to our treasurer, Herman Visser. As has been the case over the years, surpluses from events are carefully attended to and saved to be used for SAAIR activities in the future. The initiative to migrate financial operations to a new banking facility continued during 2014, and all payments can be authorized and lodged online. The process to register the Association for VAT purposes continues, due to fact that we currently cannot issue the necessary taxation documents to our employee. This was not concluded during 2014.

8. In conclusion

In conclusion it remains for me to once again thank all the members of the SAAIR Executive Committee for their enthusiasm, commitment and hard work to the benefit of our Association. I personally thank all of them for their support for my personal and professional transition and I also appreciate the utmost respect and spirit within which the Executive

engage with each other. To my Monash colleagues, particularly Anci, Melissa and Brenda, I could not have done this without you. This has been a tremendously challenging year, and with the help of the executive colleagues the Association is strong and continues to strive towards bigger and better goals.

I am convinced of the valuable contribution of SAAIR as an independent professional organization to higher education in South Africa. For all those who made themselves available to be nominated to serve on the executive, a very big thank you and also to my executive colleagues who indicated that they are willing to continue on this journey. After 21 years, the Association can only go from strength to strength through the sum of the collective parts.



Nicolene Murdoch
8 September 2014

Treasurer's Report 2013/2014



Southern African Association for Institutional Research

1 September 2013 to 31 August 2014

The Treasurer's report, the financial statements and the Auditor's report will be handed out separately in the delegate packs. Due to the fact that the Conference is earlier this year and the financial year only closed 31 August, the finalisation of these reports had not completed at the time of writing.

Herman Visser

Treasurer

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