

Update on some DHET initiatives in the T&L environment

HEMIS Institute

Nan Yeld

Department of Higher Education & Training

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System T&L initiatives and possibilities

- Earmarked grants
 - *Foundation provision (R306m pa)*
 - *Teaching Development (R620m pa)*
 - *Research Development (R200m pa)*
 - *Infrastructure & Efficiency (R2,3b pa approx)*
 - *Historically Disadvantaged Institutions Development 2015-2019 (R410m pa)*
- The 'Staffing South Africa's Universities' Framework
- The University Development Grant (17/18 →)

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Teaching Development Grant

1. the development of university teachers and teaching
2. tutorship and mentorship programmes
3. enhancing the status of teaching at universities and
4. researching teaching and learning
5. university priority programmes

Funds were also allocated to assist institutions to manage the grants.

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Some issues arising from the TDGs

- Development vs core, recurrent activities
- Use of TDG as income relief rather than teaching development
- Sustainability seldom factored in
- Difficulties with assessing impact (ends and means blurring)
- Some confusion over mentoring vs tutoring
- Some tensions between 'student-facing' and 'staff-facing' development needs
- The sourcing and training of tutors
- Sourcing and training of replacement teachers while staff improve qualifications
- Management & planning of the activities (getting them started and completed)- project management skills
- Some overlap between TDG and other earmarked grants and at the same time some missed opportunities across the grants
- Less than half of the TDG is actually spent each year

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A 'University Development Grant'?

Some early thinking

1. Student-facing development activities
 - tutors, mentors, Writing Centres
 - extended/foundation/flexible programmes
2. Staff-facing development activities
 - SSAUF (research and teaching development etc)
 - Technology, equipment & learning spaces/ facilities related to new approaches to T&L: training and acquisition (pilots)
3. Seed funding for new programme priorities

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"STAFFING SOUTH AFRICA'S UNIVERSITIES" FRAMEWORK

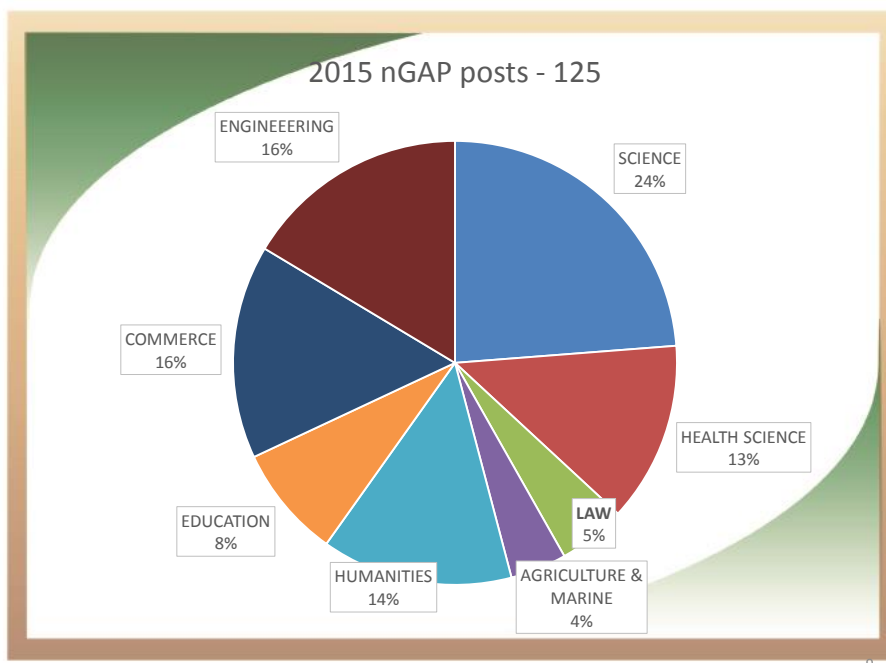
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Several distinct groups and strategies

1. Recruitment and development of new staff:
potential staff ie individuals not currently employed in the sector
2. Recruitment of additional part-time staff:
retired academics, and partnerships with people in industry for teaching and supervision
3. Improvement of effectiveness of currently employed staff:
qualifications, teaching & research development

Implementation of SSAUF Phase 1: the 'New Generation of Academics' Programme - nGAP

- 125 nGAP posts (permanent) have been allocated to institutions (510 applications)
- DHET funds (R271 855 875) have been transferred to universities to cover costs for 6 years
- Recruitment, to fill the posts, commenced at the end of May – first appointments have been made
- Next round will be activated in Sept '15, with possibility of universities matching nGAP posts



'New Generation of Academics' Programme: nGAP

	Phase 1 Development Programme			Phase 2 Induction and early career development		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Employment	√ [reduced load]	√ [reduced load]	√ [reduced load]	√ [increasing load]	√ [full load]	√ [full load]
PhD/M study	√	√	√	Possibly still completing		
Mentoring	√	√	√	√		
Short courses on research & teaching development	√	√	√			
International mobility	The intention is to support one international mobility opportunity in this phase					
Infrastructure & equipment	Contributions towards costs (eg office, laboratory, computer)					

A University Capacity Development Programme (proposal)

- Mounting evidence of challenges in respect of the leadership and management of earmarked grants and general developmental processes
- A gap in the provision of developmental opportunities for 'non-academic' staff who play critical roles in leading & supporting the academic processes
- Target group: (for eg.) Senior staff/Directors of: Student Affairs/Housing/Wellness, Institutional Research, Academic Planning, Engagement, Financial Aid, Teaching & Learning Centres, etc.

The 'Senior Professional, Administrative, Management and Support Staff' proposal

- full support for two cohorts, each of 27 senior professional staff (1 from each university plus 1 from the DHET), to enrol for and complete a part-time, blended delivery professional doctorate in Business Administration (Higher Education Management) – in collaboration with a UK university. First cohort Nov 2015!
- support for the development of a South African version of a professional doctorate in this area
- the development of a Postgraduate Diploma (Higher Education Management) for professional staff in higher education, with courses in such areas as 'maximising the use of technology in administrative/governance processes', 'data analytics', 'financial management & accountability issues in higher education', 'high level project management' – building on HELM etc
- the provision of demand-driven specialist workshops and seminars to address specific needs.

Concluding comments

- There are improvements in the system (seen for example in rising 1st year success rates), with increasing acknowledgement of the need to focus on effective teaching and the development of staff in all their professional roles, to improve throughput rates.
- It is not yet clear that pressures on improving success rates will translate directly into improved graduation rates, or improved quality: this needs to be assessed
- The majority of students remain underprepared which puts pressure on quality and time
- Inequities across the system still exist, & transformation is slow & uneven
- By and large, management & implementation of projects across the system is weak
- Capacity, leadership, expertise and will are key – funds cannot substitute for these
- State funding is decreasing as a proportion of institutional needs, at a time of increasing demand & complexity