saair

Southern African Association for Institutional Research

22nd Annual Conference 2015
and pre-conference SAHELA Workshop

Cape Peninsula University
of Technology, Bellville Campus

28 September – 1 October 2015

saair

Southern African Association for Institutional Research

22nd Annual Conference
of the Southern African Association
for Institutional Research (SAAIR)

Theme

Supporting decision-making in Southern African Higher Education

29 September – 01 October 2015

Hosted by Cape Peninsula University of Technology

Cape Peninsula
University of Technology

Pre-conference workshop: SAHELA 2015, *From Knowledge to Action to Intervention*
28 September 2015

Venue: Cape Peninsula University of Technology, Bellville Campus

www.saair-web.co.za

Table of Contents

Welcome

Welcome to Cape Town in the spring!

This may be another way of saying that we don't know what the weather is going to do; but we can be sure that the discussion and networking will be fine.

We look forward eagerly to the presentations of our keynote speakers and invited speaker. They bring to our delibertations an international perspective, a continent-wide African perspective, and a focus on some of the leading Universities in Africa. We are delighted to again be hosting the SAHELA pre-conference workhsop on learning analytics.

A big "Thank you" is due to all our presenters, without whom we would have no conference. It is to them that we will be looking for new ideas and better ways of doing things. Some, hopefully, will shake us out of our comfort zones. We also gratefully acknowledge the contributions of our sponsors, Quantum Solutions and IDSC. Special thanks to Kevin Bender of Quantum Solutions for the the set-up and analysis of our evaluation forms.

For the first time this year, we welcome two young Institutional Researchers who have been awarded a SAAIR scholarship to attend the Conference. They are Moses Kebalepile from University of Pretoria and Mluleki Mafuna from Walter Sisulu University.
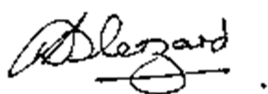
There are critical players in the background who deserve recognition: in particular, the many colleagues who make themselves available for the reviewing of proposals and provide expert suggestions to the contributors. Each proposal is reviewed and scored independently by two reviewers, who do not know the identity of the contributor.

The result of the reviews was in turn considered by a regional selection panel, with a representative from each of the Universities in the region: Marianne Bester from CPUT, Ashraf Conrad from UCT, Lois Dippenaar from UWC, and Leon Eygelaar from Stellenbosch University. They applied themselves with dedication and good humour to the task of prioritising and selecting our conference presentations from the submissions.

I am grateful to the reviewers and the selection panel for their assistance, and all others who have contributed in one way or another to the conference organisation, especially the SAAIR Co-ordinator, Carin Strydom, who has been a pillar of strength; and my own Secretary, Quanita Behardien.

Our evening functions take us into the vineyards between Bellville and Stellenbosch. On Tuesday, we have a buffet dinner at the Neethlingshof wine estate; and on Wednesday we have a pizza evening at Brenaissance. Please ensure that you have a dedicated driver if you intend to sample the products of our local vines. Instructions on the shuttle, for those who requested it, and directions to the venues are included on page 44 of this booklet.

A very warm welcome one and all to SAAIR's 22nd Annual Conference!

David Bleazard
Conference Chairperson

Conference 2015 Programme

SAAIR 2015 CONFERENCE

Cape Peninsula University of Technology, Bellville Campus
PROGRAMME

Monday 28 September 2015

	PRE-CONFERENCE WORKSHOP	
	South African Higher Education Learning Analytics (SAHELA) Workshop	
	Theme: "From Knowledge to Action to Intervention"	
08:00 - 08:55	**Registration and Early-morning tea/coffee: Auditorium Foyer**	
	Workshop: Room 106, IT Centre	
09:00 - 09:10	Welcome	Dolf Jordaan, University of Pretoria
09:10 - 10:00	Introduction	Beth Davis: PAR Framework
10:00 - 10:30	Case Study and questions	Dolf Jordaan
10:30 – 10:50	Mid-morning tea/coffee	
10:50 - 11:00	Data and video	Lana Swart, University of the Free State
11:00 - 12:00	Pivot table orientation	Michael Henn, University of the Free State
12:00 - 13:00	Working with data	Michael Henn
13:05 – 13:45	**Lunch: Auditorium Foyer**	
14:00 - 15:00	Reporting and data visualisation	Juan-Claude Lemmens, University of Pretoria
15:00 – 15:15	Afternoon tea/coffee	
15:15 - 16:00	Closing the loop: Interventions and evaluation	Lana Swart
16:00 - 16:30	International best practices	Beth Davis
16:30 - 17:00	Conclusion and closure	Juan-Claude Lemmens
17:00 – 18:30	**Cocktail Dinner, Auditorium Foyer**	

SAAIR 2015 CONFERENCE

Cape Peninsula University of Technology, Bellville Campus
PROGRAMME

Tuesday 29 September 2015

	Conference Theme: **"Supporting Decision-making in Southern African Higher Education"**
08:00 - 08:45	Registration and Early-morning tea/coffee
	Plenary Session: Auditorium
	Chairperson: David Bleazard
08:45 – 09:00	Welcome by SAAIR: SAAIR President, Ms Nicolene Murdoch
09:00 – 09:15	Welcome by CPUT: Vice-Chancellor Dr Prins Nevhutalu
09:15 – 10:15	**Keynote address: Ms Beth Davis, CEO of the PAR Framework: Navigating the new world of big data in support of student success**
	SAAIR History
10:15 – 10:50	The History of the Southern African Association for Institutional Research (SAAIR). David Bleazard, CPUT; Yuraisha Chetty, Unisa; Rajan Naicker, DUT; Herman Visser, Unisa.
10:50 – 11:20	Mid-morning tea/coffee

	Blue Track, Room 106, IT Centre	**Burgundy Track, Room 105, IT Centre**
	Institutional Research in Action	Institutional Research in Action
	Chairperson: Amanda Lourens	Chairperson: Nicky Muller
11:20 – 11:55	Institutional Research and Institutional Performance. Glen Barnes, University of South Africa	Institutional Research and Community Engagement. Judith Favish, University of Cape Town
11:55 – 12:30	Professional Development for Institutional Research. Herman Visser, University of South Africa	Using institutional research to promote social inclusion through African languages affirmation in South African universities: The Wits Language Policy survey. Nhlanhla Cele & Ntsundeni Mapatagane, University of the Witwatersrand
12:30 – 13:05	Supporting decision making through student surveys in a Higher Education institution: A multi-campus experience. Liile Lerato Lekena & Emily Mabote, Tshwane University of Technology	Employing institutional research to improve teaching and learning in South African higher education: challenges and possibilities. Prof Magda Fourie-Malherbe, University of Stellenbosch
13:05 – 13:50	**Lunch: Auditorium Foyer**	
	Learning Analytics	Strategic Management and Planning
	Chairperson: Sakkie Smit	Chairperson: Marianne Bester
13:50 – 14:25	Learning analytics: A South African higher education perspective. Dr Juan-Claude Lemmens, University of Pretoria, & Michael Henn, University of the Free State	The role of institutional research in research on doctoral education. Prof Eli Bitzer, University of Stellenbosh
14:25 – 15:00	Institutional Research: from a retrospective view using business intelligence to a future view using predictive analytics. Prof Amanda Lourens & Thys Lourens, IDSC	Building First Year undergraduate provisioning through strategic institutional research: The Wits case study. Nhlanhla Cele & Ntsundeni Mapatagane, University of the Witwatersrand
15:00 – 15:30	Afternoon tea/coffee	
	Business Intelligence	Institutional Research
	Chairperson: Juan-Claude Lemmens	Chairperson: Judith Favish
15:30 – 16:05	A Business Intelligence Framework for South African Higher Education. Alfred Mutanga, Tshwane University of Technology	Institutional Research and External Reporting. Jean Skene, Department of Higher Education and Training, & Herman Visser, University of South Africa
16:05 – 16:40	Developing a customised BI Maturity and Evaluation Model and Tool to track BI provision in Unisa. Dr Suzette van Zyl, University of South Africa	Managing for improved student performance: the dialectic relation of structure and agency. Valindawo Valile M. Dwayi, Walter Sisulu University
16:40 – 17:15	Using learner/learning analytics and the technical aspects for student tracking and monitoring at WSU. Mluleki Mafuna & Thandokazi Magi, Walter Sisulu University	IPEA Conceptual model: Drawing a parallel between CRISP-DM Process model and SIMON's decision making model. Neels Bezuidenhout, University of South Africa
18:30 – 22:00	**Evening Function: Buffet Dinner at Neethlingshof Wine Estate**	

SAAIR 2015 CONFERENCE

Cape Peninsula University of Technology, Bellville Campus
PROGRAMME

Wednesday 30 September 2015

08:15 - 08:45	Early-morning tea/coffee
	Plenary Session: Auditorium
	Chairperson: Jan Botha
08:45 – 09:45	**Keynote address: Prof Goolam Mohamedbhai: Global University Rankings - Their appropriateness for African Universities**
09:45 – 10:50	**Annual General Meeting (AGM)**
10:50 – 11:20	Mid-morning tea/coffee

	Blue Track, Room 106, IT Centre	Burgundy Track, Room 105, IT Centre
	Institutional Research	**Teaching and Learning**
	Chairperson: Herman Visser	Chairperson: Alfred Mutanga
11:20 – 11:55	Institutional research and the student: Understanding student engagement and student experience - implications for student success. Merridy Wilson-Strydom, Francois Strydom, Lana Swart, University of the Free State	Automation of an Academic Workload Model at a developing University of Technology in South Africa. Dr RC Nnadozie, Mangosuthu University of Technology; Thys Lourens, IDSC; Stanley Gricius, IDSC
11:55 – 12:30	Institutional Research and Research Management in a selection of universities in Southern Africa. Prof Jan Botha & Maryke Hunter-Husselmann, University of Stellenbosch	Curriculum Differentiation of undergraduate Nursing programmes at a University of Technology. Marianne Bester, Cape Peninsula University of Technology
12:30 – 13:05	Indicators of Academic and Mentee risks among new first-year university students: A cross-sectional study at a South African university. Moses M Kebalepile & Dr Juan-Claude Lemmens, University of Pretoria	Examining the barriers of Physical Sciences practicals at the FET phase at Umkhanyakude. MP Sithole, C Cobbinah, LL Lekena, A Bayaga, University of Zululand
13:05 – 13:50	**Lunch: Auditorium Foyer**	
	Differentiation and Steering	**Quality Assurance**
	Chairperson: Amanda Lourens	Chairperson: Annemarie Meyer
13:50 – 14:25	Mandates and targets: Mechanisms for differentiation in the South African Higher Education System. Prof Ian Bunting, Centre for Higher Education Transformation (CHET)	Linking Quality Assurance and Institutional Research. Hester Geyser, University of Johannesburg, and Nicolene Murdoch, Monash South Africa
14:25 – 15:00	Institutional Research and Academic Planning in the context of Higher Education Steering Instruments. Raazia Moosa & Lynda Murray, University of the Witwatersrand	Understanding student evaluations as a system: the key to improving practice? Anneri Meintjes, University of the Free State
15:00 – 15:30	Afternoon tea/coffee	
	Institutional Research	**Teaching and Learning**
	Chairperson: Glen Barnes	Chairperson: Sakkie Smit
15:30 – 16:05	Evidence-based decision making as séance: Implications for learning and student support. Paul Prinsloo, University of South Africa	Evaluation of a tutor training programme: An institutional case study. A/Prof Lorraine Hassan, Cape Peninsula University of Technology
16:05 – 16:40	Is there a relationship between the National Benchmark Tests, the National Senior Certificate results and the first year performance in selected problematic courses at the University of Cape Town? Darlington Mutakwa & Jane Hendry, University of Cape Town	Programme and Qualification Mix (PQM) viability and prioritising. Prof Carel van Aardt & Herman Visser, University of South Africa
	Plenary Session and Discussion: Auditorium	
	Chairperson: Juan-Claude Lemmens	
16:40 – 17:15	Reflecting on the ban of null hypothesis testing: Life after 0,05. Dion van Zyl & Hanlie Liebenberg, University of South Africa	
18:30 – 22:00	**Evening Function: Casual Pizza & Wine Dinner at Café Blanc de Noir, Brenaissance Wine Estate**	

SAAIR 2015 CONFERENCE

Cape Peninsula University of Technology, Bellville Campus
PROGRAMME

Thursday 1 October 2015

08:00 - 08:45	Early-morning tea/coffee
	Plenary Session: Auditorium
	Chairperson: David Bleazard
08:45 – 09:45	**Keynote address: Professor Patricio Langa: Knowing that We Don't Know: The Quest for Smart Data through Institutional Research in Support of Knowledge based Decision-Making in African Higher Education – Lessons from the HERANA Flagship Universities**
	Invited Paper
09:45 – 10:20	**Dr Nico Cloete: Contradictory functions in African flagship Universities**
	Planning and Reporting
10:20 – 10:55	Planning and reporting implications of the 2014 regulations for reporting by public Higher Education institutions in South Africa. Dr RC Nnadozie, Dr J van Koller, Mangosuthu University of Technology
10:55 – 11:20	Mid-morning tea/coffee

	Blue Track, Room 106, IT Centre	Burgundy Track, Room 105, IT Centre
	Blue Track, Room 106, IT Centre	**Burgundy Track, Room 105, IT Centre**
	Institutional Research / Business Intelligence	Teaching and Learning
	Chairperson: Leon Eygelaar	Chairperson: Nicky Muller
11:20 – 11:55	A postgraduate research activity early warning system: Enable decision making through the visualisation of postgraduate data. Neels Bezuidenhout, Esme Wiid, University of South Africa	Teaching to Distraction. Thamsanqua Ndlovu & Nomasomi Morule, North-West University
11:55 – 12:30	NMMU non-registration survey 2015. Hilda Mafunga, Nelson Mandela Metropolitan Univeristy	Unisa students experience of ICTs in a nutshell: Integrating five years accumulative data. Hanlie Liebenberg & Dion van Zyl, University of South Africa
12:40 – 12:45	Closing: Mr David Bleazard, Conference Chair - Auditorium Foyer	
12:45 – 14:00	**Lunch: Auditorium Foyer**	

Keynote Speakers

Beth Davis

Beth Davis is chief executive officer of PAR (Predictive Analytics Reporting) Framework, Inc., a leading independent, non-profit provider of learner analytics as a service.

Beth co-founded PAR Framework while serving as the strategy officer for the Western Interstate Commission for Higher Education's cooperative for educational technology. During that time, Beth successfully developed PAR from a big idea about big data into a collaborative research project, which led to the launch of learner analytics-as-a-service provider. After securing millions of dollars of funding from sources including IBM, Tableau, Amazon Web Services, and the Bill & Melinda Gates Foundation, Beth assembled institutions from all sectors of the U.S. post-secondary system, representing more than 300 campuses nationwide.

In addition, she directed technical and research teams in the establishment of recognized standard data elements for learner analytics leading to scalable approaches to students' success. She also led the development of a cross-institutional student-level data set -- the first of its kind -- in the U.S., and assembled a resource of information from more than 2 million students and 20 million course-level outcomes, which is now being used to explore and answer research and exploratory concepts around student success.

Beth's early career in marketing and technology includes product management and marketing roles at Adobe and Macromedia, Sega, Knowledge Adventure, Mattel, and the Walt Disney Company where she was responsible for managing product lines that include licenses from Marvel Comics, DC Comics, Barbie, Hot Wheels, and properties from Steven Spielberg. She is a graduate of Rutgers University and holds an MBA from the Anderson School of Business at UCLA.

Goolam Mohamedbhai

Professor Goolam Mohamedbhai obtained his Bachelor's and PhD degrees in Civil Engineering from the University of Manchester and did his postdoctoral research at the University of California, Berkeley. He was Vice-Chancellor of the University of Mauritius from 1995 to 2005 and Secretary-General of the Association of African Universities from 2008 to 2010. He served as President of the International Association of Universities from 2004-2008. He has also been Chairman of several other university associations, including the Association of Commonwealth Universities (ACU) from 2003-2004.

He was Chairman of the Africa Regional Scientific Committee of the UNESCO Forum on Higher Education, Research and Knowledge and a member and Vice-Chair of the governing Council of the United Nations University. He currently operates as an independent higher education consultant with special interest in Africa. He is a member of Council of the National University of Lesotho.

He is the recipient of several honorary doctorates and awards, including the ACU Symons Award 2009 for outstanding contribution to the ACU and to Commonwealth universities and the 2014 GUNI-Africa and AfriQAN Distinguished Service to Quality Assurance in Higher Education in Africa Award.

Patricio Langa

Patricio V. Langa is an Associate Professor of Higher Education Studies in the Faculty of Education at the University of the Western Cape (UWC) in South Africa and Eduardo Mondlane University (UEM) in Mozambique. He is a visiting scholar and Research Fellow at Danube Krems University, Austria. He is also adviser to UEM Rector on Strategic Planning. From 2012 to 2015, he served as the Executive Director for External Evaluation of the National Council on Quality Assurance in Mozambique (CNAQ) and currently holds the position of Non-Executive Director. Langa founded and served as Director of the Centre for Higher Education Studies and Development (CESD). He is a founding member and Current President of the Mozambican Sociological Association (A.M.S). Langa's research interest are located the intersection of sociology and higher education studies in Africa. He has published in both Sociology and higher education Journals.

Invited Speaker

Nico Cloete

Guest Speaker Nico Cloete has been the full-time director of CHET since 1997. He is also Extraordinary Professor of Higher Education, University of Western Cape; Visiting Professor, Masters Programme in Higher Education, University of Oslo and Honorary Research Fellow, University of Cape Town. He was actively involved in academic staff organisation and was President of the University of Witwatersrand Staff Association (1991-1992) and General Secretary of the Union of Democratic University Staff Associations of South Africa (1993-1994). He was the research director for the Nelson Mandela appointed National Commission on Higher Education (1995-1996) and served on the South African Ministerial Advisory Council for Universities and Technikons.

Dr Cloete initiated the Higher Education Research and Advocacy Network in Africa (HERANA) in 2009 and is the co-ordinator of this network. In 2010 he gave the opening keynote at the congress of the European Consortium of Higher Education Researchers in Oslo. He has published widely in psychology, sociology and higher education policy. His latest books are *Higher Education and Economic Development in Africa* (2011) and *Shaping the Future of South Africa's Youth: Rethinking Post School Education and Skills Training* (2012).

Abstracts

Tuesday, 29 September 2015

Keynote Address: Navigating the new world of big data in support of student sucess
Beth Davis, CEO of the PAR Framework

The History of the Southern African Association for Institutional Research (SAAIR)
David Bleazard, CPUT; Yuraisha Chetty, Unisa; Rajan Naicker, DUT; Herman Visser, Unisa

This paper provides an overview of the history of the field of institutional research in Southern Africa and the establishment of the Southern African Association for Institutional Research (SAAIR) in 1994. A case study methodology was adopted, with SAAIR as the unit of analysis. The study investigates the historical origins of SAAIR in support of evidence-based decision-making in higher education in Southern Africa. It focuses on the contextual drivers that led to the establishment of SAAIR and consequently shaped institutional research, registration, constitution, vision and purpose, annual events, past presidents and highlights in each term, a profile of membership, governance and financial management and international links. Multiple sources of evidence were employed to provide a descriptive analysis and narrative of the history of SAAIR, including documents and reports, available data and data gathered through an online survey. The paper concludes with a discussion of the wider implications of the study.

Institutional Research and Institutional Performance
Glen Barnes, University of South Africa

The concept of BI is steadily rising up the priority list within various Higher Education Institutions (HEIs). BI is used variously to analyse success patterns, identify 'at-risk' students, courses or programmes, mining data to make predictions, and also to monitor and evaluate institutional performance. Despite the potential and promise of BI solutions, many initiatives in HE have failed to provide timely, meaningful and relevant insights for decision makers. This article considers the terminology used in this space, the organisational, human and technical factors that are identified for successful implementation in the HE sector. The article discusses the maturity trajectory from operational management information to enterprise or organisational intelligence and considers the identification, target setting and monitoring of institutional performance indicators in the HE sector. The concepts of dashboards, scorecards, visualisation, infographics and more, are contained in a comprehensive discussion around 'analytics for evidence-based decision making and monitoring performance'.

Institutional Research and Community Engagement
Judith Favish, University of Cape Town

The field of community engagement has been characterised by a lack of conceptual clarity about the term 'community engagement'. (CHE, 2010). South Africa is not unique in this respect. Internationally the field has also been contested and defined very differently in diverse contexts with terms or concepts like outreach, community service, regional engagement, public service, community engagement, civic engagement, public engagement, knowledge exchange, third mission, triple helix, and social innovation being the most common. As a result, it has been left up to individual universities to determine how to define community engagement within their individual contexts. Whilst there has been a fair amount of research on the conceptual debates about community engagement, we lack systematic investigation of the extent to which universities in South Africa are attempting to map the scale and forms of their engagements with communities and the methods being employed to collect and report on relevant data.

This paper will provide a framework for defining common elements of the field in a manner that will enable the collection of national data notwithstanding the existence of different conceptual frameworks across the sector. The paper will report on a survey which will be sent to institutions to ascertain the nature and frequency of reports being compiled, the methodology being used for collecting information and an indication of how the reports have been used to inform policy and planning in the field of community engagement in the institution. In addition the paper will provide a more in-depth case study of efforts in a single institution to build an institutional picture of engagements, the challenges experienced, and the use of the information over a period of 10 years to generate strategies for elevating the status of, and improve the practices of, community engagement within the institution.

Professional Development for Institutional Research
Herman Visser and Glen Barnes, University of South Africa

Professional development of the knowledge and expertise of institutional researchers is pivotal to achieving effective institutional research practice. Using the three tiers of organizational intelligence as defined and refined by Terenzini and others, a literary review is undertaken to identify various forms of professional development required and these are mapped against a range of professional development activities ranging from formal qualifications and in-service training to professional development activities provided by a professional association such as the Southern African Association for Institutional Research. The context and literary review are supplemented by a review of available feedback regarding SAAIR's professional development events and a survey to determine experiences and views of respondents regarding areas of professional development utilised, frequency of participation in professional development, and particular needs and opportunities for the future. These expectations and potential tensions are then balanced with the role and capacity of a professional association such as SAAIR.

Using institutional research to promote social inclusion through African languages affirmation in South African universities: The Wits Language Policy survey
Nhlanhla Cele & Ntsundeni Mapatagane, University of the Witwatersrand

Indigenous languages have not been well developed in South Africa and the historical inheritance of this country has promoted English and Afrikaans as mainstream languages for civil, business, research and educational engagement. This has led to the suppression, and stunted the development, of indigenous African languages. Wits conducted an institutional language policy survey to establish which indigenous African languages were preferred for official use by the University community and how these languages could be developed.

The survey targeted all Wits undergraduate and postgraduate students, academic staff (>50%fte), professional and support-services staff, and employees in outsourced services.

The study established that:

- The University needs to keep English as its main medium of communication. This view was supported by 80% of staff; 95% of students, and 31.25% of workers in outsourced services.

- Sesotho should be replaced by isiZulu as the preferred language to be used officially with English and developed for wider use in the University.

Supporting decision making through student surveys in a Higher Education institution: A multi-campus experience
Liile Lerato Lekena & Emily Mabote, Tshwane University of Technology

This qualitative study examines how student surveys were conducted and how the results thereof were analysed and used to support decision making in a multi-campus university. In particular it explores practices of conducting surveys and ways of analysing and disseminating the results to enhance student experience in a multi-campus university.

The data used in this study emanated from reports of research done over a 10-year period (2004-2014) and the reflections of two practitioners. The methodologies used are document analysis and reflective practice. Data was analysed through content and thematic analysis.

It was revealed that individual campus characteristics such as campus culture, location and size dictate how the surveys should be conducted, results reported, and improvement plans developed, implemented, monitored and evaluated to ensure positive contribution to decision making. The established trend in data analysis is a shift from just descriptive to predictive analytics.

Employing institutional research to improve teaching and learning in South African higher education: challenges and possibilities

Magda Fourie-Malherbe, Stellenbosch University

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.

Learning Analytics: A South African higher education perspective
Juan-Claude Lemmens, University of Pretoria & Michael Henn, University of the Free State

The concept of learning analytics was officially recognised at the inaugural SAHELA (South African Higher Education Learning Analytics) conference in 2013 which provided the platform for Higher Education institutions to elaborate on initiatives relating to the field. Although the presentations were insightful, they were mostly focussed on academic analytics not that of learning analytics, namely to improve teaching and learning at a micro or course level. In this paper we explore the extent to which a selection of higher education institutions in South Africa adopted learning analytics to improve teaching and learning at a micro and/or student level. The Framework for Learning Analytics of Greller and Drachsler (2012[1]) will be used as conceptual framework to survey these institutions and to present the current state of affairs; suggest best practice, future developments and suggestions on transitioning from concept to implementation for those institutions starting out in learning analytics.

The role of institutional research in research on doctoral education
Eli Bitzer, Stellenbosch University

Institutional research is approached from a doctoral education point of view and essentially addresses four questions: What constitutes a doctoral degree? What involves 'a doctoral education'? What role does institutional research play in research on doctoral education - especially regarding policy formulation, doctoral education practices, decision making and the quantity and quality of doctorates? What may constitute a future doctoral education research agenda in terms of valuing institutional research? By drawing on international and national literature and examples of research into doctoral education it points to the notion of 'doctorateness' and how it is supervised, evaluated and supported at different levels of decision making. The paper highlights examples of research into doctoral education practices and systems by indicating the value of institutional research, or a lack thereof, in promoting decisions for informed policies and practices. Finally it suggests a future research agenda for institutional research priorities in the field of doctoral education.

---

[1] Greller, W., & Drachsler, H. (2012). Translating Learning into Numbers: A Generic Framework for Learning Analytics. Educational Technology & Society, 15 (3), 42–57.

Institutional Research: from a retrospective view using business intelligence to a future view using predictive analytics
Amanda Lourens & Thys Lourens, IDSC

Institutional Research has changed over the years – from 'looking backward' using business intelligence tools for basic reporting and trends to using predictive analytics to identify 'what is next'. In this paper, a practical example is presented conceptualizing an institutional predictive modeling project whereby the most appropriate learning algorithm for the prediction of students dropping out in the second year of study is identified. It will be shown how to identify academic programmes with high dropout rates, provide student cohort reports, extract relevant student information from the Higher Education Data Analyzer (HEDA[2]) system and to build predictive models. The open source platform for data integration, processing, analysis and exploration, namely Konstanz Information Miner (KNIME) is used to perform the analyses. The results from the model are used in the HEDA reporting and decision support environment to automatically recognize students with a high probability of dropping out in the second year of study.

Building First Year undergraduate provisioning through strategic institutional research: The Wits case study
Nhlanhla Cele & Ntsundeni Mapatagane, University of the Witwatersrand

The First-Year Experience Survey at Wits was conducted in 2013 among current first-year students who had been at Wits for at least six months. The target population for the study was all first-year, new-to-Wits students, a headcount of 4,753. A response rate of slightly less than 10% (462) was achieved in the study. A response rate of more than 10% in a survey like this allows us to generalise the research findings; however, in a large-scale survey a response rate of 9.7% would still warrant reasonable generalisation.

While the students expressed high levels of satisfaction with various institutional arrangements presented in the study framework, it became apparent that there are particular aspects that need to be addressed and these include:

- improving the quality of feedback on student assessment tasks for purposes of enhancing learning

- developing understood principles of teaching and learning premised on student-centeredness
-

---

[2] Higher Education Data Analyser (HEDA) refers to an integrated planning and reporting tool developed by IDSC which provide reliable, simple and easily understood business intelligence to higher education institutions; *www.idsc.co.za*.

A Business Intelligence Framework for South African Higher Education

Alfred Mutanga, Tshwane University of Technology

This study addresses and puts into practice the theoretical foundations of information systems research and develops a context-aware based business intelligence framework (CABIF), in order to respond to institutional decision-making activities within the South African higher education sector. Mixed methods were used in the study, where information systems research methodologies (especially the technology acceptance model, design science research methods, quantitative and qualitative techniques) are solicited during the applicable research situations. We further explored the significance of CABIF by analysing the data extracted and presented as reports from the various software tools integrated and developed, using the implemented Context-Aware Business Intelligence framework at the University of Venda. The results from the study have shown that we need to address the loopholes in managing South African higher education institutions based on evidence. We were able to show the perceived value of an integrated business intelligence framework.

Institutional Research and External Reporting

Jean Skene, Department of Higher Education and Training & Herman Visser,
University of South Africa

External reporting is largely influenced by governance and accountability. It is important to find the appropriate balance between an approach to system-level governance in which the state "steers" largely autonomous institutions and a regime in which the state exercises direct control. The relationship between higher education institutions and government impacts directly on external reporting, and the need for precision in identifying where policy is formulated and where accountabilities lie is therefore pivotal. Accountability of higher education institutions is an important professional responsibility to demonstrate efficiency, quality and sound stewardship of public funds. A distinction is made between mandated reporting, voluntary reporting, and reporting to professional associations. Accountability reporting can range from reflective accountability to performance reporting, budgeting and funding. Country reporting to international agencies is also discussed. Lastly, the impact of external reporting on IR offices is discussed briefly.

Developing a customised BI Maturity and Evaluation Model and Tool to track BI provision in Unisa

Suzette van Zyl, University of South Africa

Unisa decided to embark on a two-fold BI strategy to support institution-wide strategic management, decision-making and planning information in the institution with the implementation of the *Institutional Information and Analysis Portal* and the longer term implementation of an institution-wide *Business Intelligence Framework (BI Framework).*

The implementation of a new student system, a new strategic plan, organisational architecture, and organisational structure dictated the re-assessment and re-alignment of business intelligence information provision in the institution. In order to determine the way forward the assessment of progress in BI provision since the implementation of the abovementioned initiatives became imperative.

The monitoring of the BI maturity level in the institution was proposed. A BI maturity model for the university considering the factors impacting on BI maturity in the Unisa context is being designed to measure the maturity level over time. Based on the maturity model, a tool considering previous experience as well as input and output maturity factors will be developed to measure the BI maturity level over time.

Managing for improved student performance: the dialectic relation of structure and agency
Valindawo Valile M Dwayi, Walter Sisulu University

This paper will report on the pilot project on academic monitoring and support, which commenced in 2014. The bigger project of which this paper forms part seeks to explore the factors that condition academic decision-making events and processes and thus eliminate or perpetuate student disadvantage, marginalisation and exclusion in a developmental context. Monitoring practices are ideally understood to be about both the vertical and horizontal alignment of evidence-based practices and performance targets in managing teaching and learning systems and processes. Such practices entail monitoring for educational improvement/development in the manner that should promote student equity and quality targets. How students then get excluded in higher education, and in the context of the equity of access and the quality of student success, presents the dilemmas and tensions of managing teaching and learning especially in the contexts of university as the public good.

The bigger project, which draws upon the work of the social realist, Margaret Archer, is framing higher education practices in reflexive and dialectic terms. For the first phase of social interaction, in Archerian terms, data was collected by means of survey questionnaire and analysis of organisational records focussing on the monitoring roles of academic leadership and management. The next phase will include focus group interviews and working with research participants for gaining deeper insights of the dialectical relation of structure and agency; in this case, of the leadership and management positions and their academic monitoring functions. Discussion of the preliminary findings from the first cycle of the social interaction phase will involve exploring the potential implications for capacity and capabilities development in higher education along the ideals of integrated academic development, hence the need for more iterations of the research process. The value of this study is also to provide insight about the importance of leadership and management agency in university as the public good, particularly in context research.

Using learner/learning analytics and the technical aspects for student tracking and monitoring at WSU
Mluleki Mafuna & Thandokazi Magi, Walter Sisulu University

The study uses the learning analytics from the university systems to track and monitor students. These analytics are then used to improve learning within classes, student success across classes, and student progress and degree completion (Borden, 2014). HEDA and WiSeUp have been used to analyze, manage, and track student performance. A pilot study has been conducted where 10 subjects from 5 departments were monitored in this year 2015 using WiSeUp. HEDA took it further by tracking all students in all departments and in all faculties. Four criteria have been developed to measure the performance of the students, namely: Students at risk, students at the borderline, normal students, and academically good students. The triggered students who meet the 'students at risk' criterion are notified by various means of communication and then referred to the academic advisors, who intervene to assist those students academically.

IPEA Conceptual model: Drawing a parallel between CRISP-DM Process model and SIMON's decision making model
Neels Bezuidenhout, University of South Africa

This paper discusses the IPEA conceptual model constructed by drawing parallels between Simon's decision making model and the CRISP-DM process model. The approach of the study uses pragmatically eclecticism and compares the individual phases of the two models, and a logical conclusion is drawn based on the findings. The various models of decision-making are highlighted as well as the importance of the decision-making process in business as well as the need for accurate information in this process. Furthermore, the significance of knowledge management is highlighted and the role that management information systems play in the decision-making process.

Wednesday, 30 September 2015

Keynote Address: Global University Rankings – Their appropriateness for African Universities
Prof Goolam Mohamedbhai, International Association of Universities

---

Institutional research and the student: Understanding student engagement and student experience – implications for student success
Merridy Wilson-Strydom, Francois Strydom & Lana Swart, University of the Free State

Why should IR place particular emphasis on understanding the student? Crudely put, without students, we would not have universities. Without students, higher education in Southern Africa would have little funding base. Yet, despite the critical importance of students to the project of higher education, student performance remains relatively poor and insufficient to meet the skills needs of the region. What role could institutional research play in turning this tide of poor performance – so using evidence for positive change? The argument presented in this paper is based on a meta-analysis of quantitative student engagement data and qualitative data about student experiences collected at one South African university from 2009-2015. We argue for the importance of a sustained IR focus on better understanding our students, what they do at university, and their experiences both inside and outside of university, all of which, ultimately have implications for evidence-based decision-making to enhance student success.

Automation of an Academic Workload Model at a developing University of Technology in South Africa
Remigius C Nnadozie, Mangosuthu University of Technology; Thys Lourens and Stanley Gricius, IDSC

Academic workload models provide a 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.

A worked model was presented at the 2014 SAAIR Conference; this paper is a follow-up on further developments with respect to automation of the model.

Institutional Research and Research Management in a selection of universities in Southern Africa
Jan Botha & Maryke Hunter-Husselman, Stellenbosch University

In this paper the validity of Angel & Webber's proposition that "IR practitioners are now playing an active and visionary role in developing strategy and assessing the long-term positioning for institutions and national systems" (2015:5) will be tested with reference to IR aimed at the research function at a selection of universities in three countries in Southern Africa. The paper draws on the conceptualization of IR by Terenzini (1993 and 2013) as comprising of three tiers of organizational intelligence, namely technical intelligence, issues intelligence, and contextual intelligence. We will use this framework to describe and analyse the IR focused on the research function of a number of universities.

A semi-structured interview schedule will be used to interview the research managers at the research-intensive universities in South Africa (UCT, UKZN, UP, SU and Wits) and the flagship universities of Namibia (UNAM) and Botswana (UNIBO) in order to understand what is being done by IR officials (working in the research offices) in these universities to add value to the institutional research information that they provide in the service of evidence-based decision-making in their institutions. We expect that a number of innovative practices to the enrichment of research information into Terenzini's levels 2 and 3 will be reported. We also expect that IR practitioners (working in Research Offices) will report, *inter alia*, a lack of integration within research offices and a lack of integration between the activities of IR practitioners (working in the area of Research Management) and the broader strategic processes in universities.

Curriculum Differentiation of undergraduate Nursing programmes at a University of Technology
Marianne Bester, Cape Peninsula University of Technology

Since the promulgation of the Higher Education Qualifications Sub-Framework (HEQSF) in 2013 curriculum differentiation and articulation pathways have been intensely debated in the South African higher education sector. Research conducted in recent years (e.g. Gamble, 2006; Muller, 2009; Shay, 2012; Winberg *et al.*, 2013), suggests that different forms of knowledge are prevalent in vocationally and professionally oriented qualifications. Many of these studies used Bernstein's pedagogic device as well as the structures of the knowledge in the field of production to distinguish between theoretical and practical knowledge in the curriculum. Legitimation Code Theory (LCT) extends Bernstein's criteria for curriculum differentiation (Maton, 2011). In this paper the curriculum differentiation framework of Shay (2012) which is based on LCT will be used to map different forms of knowledge prevalent in three undergraduate Nursing programmes at a University of Technology. This mapping exercise indicates that re-contextualisation of different kinds of knowledge for different purposes ultimately shape the curriculum logic of each of these programmes.

Indicators of Academic and Mentee risks among new first-year university students: A cross-sectional study at a South African university
Moses M Kebalepile and Juan-Claude Lemmens, University of Pretoria

New first-year university students are vulnerable to multiple challenges in their transition to tertiary education. The STARS program is a helpful intervention that can correctly identify students susceptible to Academic and Mentee risks. It is a low-stakes, self-report survey that measures non-cognitive variables on 115 items for the purpose of screening first-year students at risk of failure or dropout. In 2015, a study on 8853 new students who completed the survey at one of South Africa's leading university observed that: a) first generation students, b) students from rural backgrounds, c) students with financial need, d) students with poor computer skills and lower test confidence were more vulnerable to Academic and Mentee risks. The study concluded that transitional programmes like the mentorship program are crucial, particularly for subgroups that demonstrated the need for support.

Examining the barriers of Physical Sciences practicals at the FET phase at Umkhanyakude
MP Sithole, C Cobbinah, LL Lekena and A Bayaga, University of Zululand

Recent Curriculum and Assessment Policy Statements (CAPS) require physical sciences learners in grades 10-12 to conduct formal practicals as part of their 25% Continuous Assessment (CASS) marks. This has compelled teachers to administer practicals as a compulsory part of formal assessment. The current study aims to interrogate the following research questions on practicals administration barriers experienced by physical sciences teachers: (1) what are the barriers in conducting practicals; and (2) how do the barriers affect learners' performance.

Due to the nature of the research questions, an interpretative paradigm will be utilised to seek deeper understanding and clarifications from the respondents whilst the study will be based on the theory of Curriculum Implementation. Methods of data collection will be questionnaires, semi-structured interviews and documents analysis.

Mandates and targets: Mechanisms for differentiation in the South African Higher Education System
Ian Bunting, Centre for Higher Education Transformation (CHET)

Over the fifteen year period 1997 to 2013, the SA government published four policy reports on higher education. These reports, which included discussions of differentiation, are the 1997 White Paper on higher education transformation, the 2001 National Plan for higher education, and the 2012 Green Paper and the 2013 White Paper on post-school education and training.

This paper tracks the shifts that occurred in government policies on differentiation up to the final account set out in the 2013 White Paper. The paper notes that this 2013 White Paper does not indicate how its differentiation framework would be implemented. The paper notes further that the Department of Higher Education and Training published in July 2014 a short Policy Framework which attempts to discuss implementation of the 2013 White Paper's views on differentiation. This is an inconclusive document, which is not helpful in showing how differentiation could be implemented across the SA university system.

The argument will be that the 2014 Policy Framework could have worked if it had stressed (a) the centrality of the notion of the academic core of a university, (b) the need for empirical evaluations of university performance, and (c) the ways in which these empirical evaluations could be linked to the 2013 White Paper's account of pacts (or contracts) and the mandates linked to these contracts.

The paper concludes that a university's radar graphs (showing the distance between 16 mandate targets, the averages for a category and for an individual university) can serve a further purpose. They can be used as a diagnostic tool which points to the university's strengths and weaknesses. Planners can drill down into any of the averages in the targets to identify detailed aspects of strengths and/or weaknesses.

Linking Quality Assurance and Institutional Research
Hester Geyser, University of Johannesburg and Nicolene Murdoch, Monash South Afria

Quality Assurance (QA) and Institutional Research (IR) have been recognised as important functions in higher education, in South Africa and beyond (Caledrone and Webber, 2013). Its presence has generally increased, however it is not always consistently implemented and co-existing to result in the maximum institutional benefit. QA is aimed at improving institutions and it also relates to accountability and compliance. IR deals with the the process of gathering and presenting information to inform decision-making (Howard, McLaughlin and Knight, 2012). The paper explores how QA and IR are positioned in South African Higher Education institutions and whether an integrated approach (Leimer, 2012) is followed to providing evidence to inform institutional decision-making.

Institutional Research and Academic Planning in the context of Higher Education steering instruments
Raazia Moosa & Lynda Murray, University of the Witwatersrand

Institutional research informs academic planning, arguably more routinely since the legislative changes that followed South Africa becoming a democracy in 1994. Since then, higher education (HE) has been steered by the instruments of planning, funding and quality. An institutional researcher at each of six South African public HEIs, one private HEI and one HEI from a Southern African country were interviewed to explore how they use enrolment, financial, programme and other information to support academic planning in the context of the steering instruments. Government steering is intended to transmit national goals, to set high-level goals for institutions and to monitor the performance of both the HE system and institutions. How institutions perform relative to national planning targets and their own goals requires institutional research that goes beyond national reporting requirements. We conclude with comments about the role institutional researchers could play in improving evidence-based academic planning and decision-making in HEIs.

Understanding student evaluations as a system: the key to improving practice?
Anneri Meintjes, University of the Free State

Imagine a university where students eagerly provide feedback on their learning experience and where lecturers address this feedback in their classrooms. Imagine a university where somebody has access to student feedback on faculty and institutional levels and uses the data to understand teaching and learning at the institution. If student evaluations are done well, this can be achieved. It is, however, necessary that a system exists at an institution within which these evaluations can be conducted effectively if the purposes of student evaluations are to be served at an institution.

In this paper I give an overview of the lessons learned by applying Systems Thinking principles to the institutional student evaluation process at the UFS. I argue that it is necessary to firstly understand student evaluations as a system and to then apply systems thinking principles to the student evaluation process to ensure the efficiency thereof.

Evidence-based decision making as séance: Implications for learning and student support
Paul Prinsloo, University of South Africa

There is no doubt that the ethical harvesting and analysis of student data can and should inform and support the design and management of teaching and learning, the development of curricula and assessment as well as appropriate student support strategies and interventions. There are, however, a number of concerns regarding some of the assumptions, epistemologies and ontologies underlying the current hype in the discourses surrounding data-based or evidence-based decision making in education.

Many of our current assumptions and beliefs surrounding evidence, data and analytics in higher education resemble and perpetuate the belief that the chosen and initiated few (data scientists and analysts) see things that 'ordinary' faculty and members of management don't/can't see. The role of the institutional researcher is therefore to mediate findings and analyses to an audience who eagerly awaits the oracle. As such, our institutional research initiatives may resemble a séance – seeing patterns where none exist in the context of institutional research as intertwined in reciprocal relationships of technology, cultural representations and institutional structures.

From a critical techno-cultural discourse analytical (CTDA) perspective, this paper discusses a selection of conceptual problematics pertaining to institutional research that may be resolved through analysis, but not, necessarily, 'solved'. The analysis will focus on some of our beliefs and assumptions in the collection and analysis of data, implications of these beliefs for our understanding of the nature and impact (or lack of) our analyses and evidence, and the role and skills-set of the institutional researcher as medium. Flowing from the analysis, a number of pointers for consideration will be tabled.

Evaluation of a tutor training programme: An institutional case study
Lorraine Hassan, Cape Peninsula University of Technology

This paper focusses on the evaluation of a tutor training programme at a higher education institution. Using a mixed methods approach, the researcher collected data from three tutor training coordinators, three link lecturers, seven lecturers, six tutors and 896 tutees. The results showed that: 1) There was an over-emphasis on generic training at the expense of discipline-specific tutor training; 2) There was a lack of training for lecturers in the management of tutors and tutorials; 3) Tutees held tutors in higher regard than the lecturers; and 4) Tutorials were deemed to be beneficial and instrumental in enhancing tutees' academic performance. The paper concludes by discussing how some of the recommendations from the study have already been adopted in making decisions and taking action about transformation of the tutor training programme. For example, the introduction of an innovative discipline-specific tutor training programme for lecturers and their teaching assistants.

Is there a relationship between the National Benchmark Tests, the National Senior Certificate results and the first year performance in selected problematic courses at the University of Cape Town?
Darlington Mutakwa & Jane Hendry, University of Cape Town

This study explores the relationship between the academic performance in the National Benchmark Tests (NBT) and National Senior Certificate (NSC) results and in challenging courses in the first year of study at the University of Cape Town. Five course with high failure rates between 2011, 2012 and 2013 were analysed. The results have shown that for quantitative first year courses, NBT Mathematics, NSC Mathematics and NSC Aggregate need to be collectively used to enrol students. Students without a proficient NBT Maths score should not be enrolled in this course but rather encouraged to take up extended degree programmes. The regression models show that there is a significant relationship between NBT, NSC and first year performance in problematic courses. However, there is need to include other social variables (e.g. integration into university, self-efficacy, and employment responsibilities) when analysing the relationships between these academic performances.

Programme and Qualification Mix (PQM) viability and prioritising
Carel van Aardt & Herman Visser, University of South Africa

The PQM lies at the heart of the core business of a higher education institution's teaching and learning portfolio. An innovative framework for determining the viability of academic programmes using multiple criteria was developed and implemented using a Web-based system. Relative weights were determined using a pair-wise comparison. After capturing and sign-off, data inputs for the identified criteria were tested for reliability, validity and structural integrity, followed by a Principal Component Analysis and analysis of the total variance explained. Lastly, a neural network analysis was performed to confirm the structural integrity of the variables. To guide the university in prioritising rationalisation and streamlining of academic programming offerings and concurrently revise future programme resource allocation, the results was clustered and presented in six viability categories ranging from extremely viable to very low viability. The results will serve as a strategic planning tool for future resource allocation, differentiation and retention planning.

Reflecting on the ban of null hypothesis testing: Life after 0,05

Dion van Zyl & Hanlie Liebenberg, University of South Africa

In 2014 the Editorial of one of the leading academic journals in psychology, namely the Basic and Applied Social Psychology (BASP) stated that the null hypothesis significance testing procedure (NHSTP) is invalid, and thus authors would be not required to perform them. While an initial grace period was given, in the beginning of 2015 they announced that this period is over and that BASP is banning the NHSTP. Many other journals from various fields are also contemplating to follow suit. But where is this decision coming from and why are many hailing this banning as a victory (Lee & Peng, 2015). Is it really unexpected news? This article offers a review of the history of NHSTP and aims to briefly explain why it has become so deeply entrenched in our research practices, despite many researchers having criticised its use over years (Klein, 2004; Kruschke & Liddell, 2015). It considers the reasons and arguments against NHSTP, noting the various fallacies of NHSTP. Lastly, the recommendations by BASP are reviewed, with a call to use the 'new statistics' of effect sizes, confidence intervals and meta-analyses.

Keynote Address: Knowing that we don't know: The quest for smart data through Institutional Research in support of knowledge-based decision making in African Higher Education – Lessons from the HERANA flagship Universities
Prof Patricio Langa, Associate Professor of Higher Education Studies at UWC and UEM (Eduardo Mondlane University) in Mozambique

Invited Paper: Contradictory functions in African flagship Universities
Nico Cloete, Director of CHET

Planning and reporting implications of the 2014 regulations for reporting by public Higher Education Institutions in South Africa
Remigius C Nnadozie and Johan van Koller, Mangosuthu University of Technology

Public higher education institutions in South Africa are obliged to report to the department of higher education and training conforming to guidelines as prescribed by the Minister. In 2014 the Minister released a new set of regulations for reporting.

This paper attempts to summarise the planning and reporting implications of the 2014 reporting regulations by identifying the major differences between the new and previous regulations.

The paper also recommends planning and reporting templates for the annual performance plan to ensure uniformity across the sector.

A postgraduate research activity early warning system: Enable decision-making through the visualisation of postgraduate data
Neels Bezuidenhout & Esmé Wiid, University of South Africa

Evidenced based decision making in Higher Education in South Africa is an integral part of complying with the three steering mechanisms – funding, quality and planning – encapsulated within legislation.

Funding differs according to the levels of courses linked to qualifications, but only applies to active students. The purpose of this development was to increase awareness and provide hands-on interactive visualisation of the status of research activity on Post-graduate level, in order to advance throughput and therefore prevent under-reporting for subsidy. Dashboards were created to present aggregated figures, to visualise progress, and to assist in improving management of this process and decision-making.

What started off as a pro-active process as an early alert to academics and administrators for the management of academic activities, matured into various positive results that could not have been anticipated at the conception of this project. Quality overall within the Postgraduate environment has been improved. Planning improved by correct reporting of student data, supported by quality programmes and infrastructure, resulted in correct funding; and enrolment planning could be managed based on the true reflection of an institution's progress of students.

Teaching to Distraction
Thamsanqua Ndlovu & Nomasomi Morule, North-West University

According to (Berlin, 2009) ICT is a vital tool for teaching and learning, however some ICT gadgets (smart phones and tablets) are banned in classrooms because they are perceived as causing distraction. In the North West University students have access to unlimited Wi-Fi on their smartphones or tablets. This study explores possibilities of turning this distraction into a benefit. It highlights the value of forbidden gadgets in a classroom environment. This mixed-method interpretive study employs interviews and questionnaires for collection of data. It concluded that lecturers must review their belief systems about what makes a conducive classroom environment for learning. Institutions of higher learning should properly manage the well-intended in-class ICT gadgets to enhance the learning process. The study also concluded that in-class ICT gadgets are not suitable for all modules.

NMMU non-registration survey 2015

Hilda Mafunga, Nelson Mandela Metropolitan University

The Office of Institutional Planning at Nelson Mandela Metropolitan University (NMMU) conducted a survey to find out why successful applicants failed to take up their academic offers at NMMU for the 2015 academic year. The Non-Registration Survey was conducted as part of the on-going quality enhancement process to assist in identifying, where applicable, improvement areas within the institution. The survey with 573 (20.6%) participants determined the current activities of participants, their main reasons for not registering at NMMU, possible interventions that NMMU could have implemented to secure their registration as well as their impressions of the NMMU application process. Based on these findings, recommendations were proffered to enhance process and/or service delivery in areas identified by participants.

Unisa students' experience of ICTs in a nutshell: Integrating five years' accumulative data

Hanlie Liebenberg & Dion van Zyl, University of South Africa

Developments in distance education characterised the 20th century and provided an opportunity to offer higher education (HE) to those who could not access it through face-to-face delivery, whether due to lack of affordability or inhibiting circumstances. The explosion of ICTs over the past 20 years has made it increasingly difficult to understand exactly what 'distance' means. It has also contributed to the boundaries between distance and contact education becoming less clear over time, with some suggesting the existence of a continuum of education provision, with distance on the one end and contact on the other.

One of the important discourses in HE in general and more so in ODL regards the importance of continuing to probe students' access and use of information and communication technology (ICT). 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 and more recently the understanding of student's technological experiences. The research conducted by Unisa's Directorate of Institutional Research Department over the past five years offers valuable insights for educational practitioners and addresses elements of an ever-changing educational environment.

Sponsorship

Quantum Solutions

Mr Philip Wyse, the Managing Director of Quantum Solutions, is kindly sponsoring the Conference dinner on Tuesday 29 September. Quantum Solutions is the South African Distributor of EvaSys. Our sincere gratitude to Quantum for this very generous sponsorship.

'Because Quality Counts'

As sole distributors of the EvaSys Survey suite, we provide the tools essential to enable institutions to easily monitor and manage the quality of their services - Contact us for more information

Email: info@quantumsolutions.co.za
Web: www.quantumsolutions.co.za
Phone: +27 31 765 7361 / +27 83 286 6323

EvaSys Survey Automation Suite

Universities, colleges and training providers are increasingly choosing EvaSys survey automation software for the evaluation of their courses, modules, seminars and workshops so that they can make more informed and timely decisions about course content, teaching staff and learning environments.

- Driving consistency in evaluations across departments or schools
- Easy to use customisable and responsive questionnaire templates, for online and paper-based surveys
- High volume data capability and analysis
- Instant reporting - allowing you to make informed and timely decisions

EvaSys Survey Automation Cloud

EvaSys Survey Automation Cloud is a web-based service developed to run thousands of surveys at any one time.

- Cloud based application with no installation required
- Conduct paper, online, mobile and combined surveys
- Instant reports via PDF with automated email distribution
- Aggregate, filter, and compare data sets

EvaSys Cloud is subscription-based and includes all updates, so you will always be working with the latest version.

EvaExam Assessment Automation Suite

A web-based application which allows you to easily create exams, assessments, tests and quizzes using EvaExam's advanced design and reporting application.

- Web server based solution with central data storage
- Web based design for exams and tests - use of multiple format or essay questions
- Paper and online exams, tests and quizzes
- Automated capturing and evaluation for paper assessments
- Immediate reporting with question analysis with grade distribution

eus EvaSys Utilities Suite

Web-based system that provides an interface to and from EvaSys for improved access and functionality.

- Import external data into EvaSys automatically
- Automatically produce customised EvaSys survey reports
- Integration of dashboard, reports and survey management with LMS *new version
- Archive surveys periodically and ensure best performance of your EvaSys server *new version
- Manage complaints with integrated complaints management module *new version

Sponsorship

About PowerHEDA

PowerHEDA, the next generation of **HEDA**, the **HIGHER EDUCATION DATA ANALYZER** uses the latest technology in databases and custom applications to provide an integrated, reliable and user-friendly tool to produce easily understood Business Intelligence (BI).

PowerHEDA provides a dedicated service to Higher Education institutions by offering modules specifically designed to meet the changing needs of institutions.

PowerHEDA is a Business Intelligence (BI) tool enabling the user to access reliable, timely, accurate data and apply, process and store information in a secure, reliable and consistent environment.

The 5 Insight Layers of PowerHEDA BI

High

Prediction
What might happen?

Monitoring
What is happening?

Insights

Analysis
Why did it happen?

Reporting
What happened?

Portal

1 2 3 4 5

Low

Business Value
HEMIS & Operational Data Sources

High
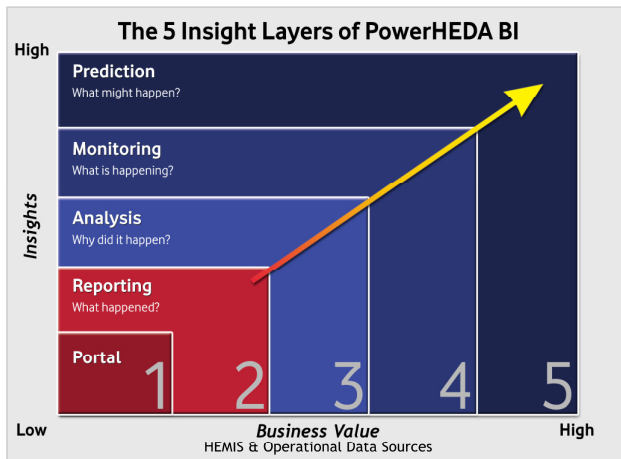
2015 Annual General Meeting

Agenda for the 22nd Annual General Meeting

saair

Southern African Association for Institutional Research

AGENDA
22nd Annual General Meeting (AGM)
Cape Peninsula University of Technology (CPUT), Bellville, South Africa
Wednesday, 30 September 2015 at 09h45

1. **Welcome**

2. **Finalisation of the agenda**

3. **Attendance**

4. **Approval of the minutes of the previous AGM held on 17 September 2014**

5. **Matters arising from the minutes (if not covered in agenda)**

6. **Chairperson's report (Nicolene Murdoch)**

7. **Treasurer's report (Herman Visser)**

   7.1 Overview of financial position of the Association
   7.2 Progress on registration

8. **Membership report (Sipho Langa / Kagiso Kobedi)**

9. **AIR/SAAIR Data and Decisions Academy (Jan Botha)**

10. **SAAIR Website (Glen Barnes)**

11. **SAAIR Scholarships (Juan-Claude Lemmens)**

12. **SAAIR Publication (Jan Botha / Nicky Muller)**

13. **Upcoming Conferences**

   13.1.   2016 – North-West University, Potchefstroom Campus
   13.2.   2017 – Institution/host to be nominated
   13.3.   2018 – Institution/host to be nominated

14. Other business

15. General

16. Closure

Minutes of the 21ˢᵗ Annual General Meeting

Southern African Association for Institutional Research

Minutes of the 21ˢᵗ Annual General Meeting (AGM) of the Southern African Association for Institutional Research (SAAIR) held at the St George Hotel and Conference Centre, Doornkloof, South Africa on Thursday, 18 September 2014 at 09h45

1. Welcome

Nicolene Murdoch welcomed all members present at the AGM.
David Bleazard was put in charge of the nominations and voting.
Nominees presented themselves.
Nicolene Murdoch thanked everyone for all the contributions made, both the old Exco and the SAAIR Office and she did a brief overview of the Chairperson's report (available in the Conference booklet).
Nicolene Murdoch highlighted one aspect that was not mentioned in the report, namely the establishment of SAAIR in the Higher Education sector.

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 52 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 of the previous meeting was attached and accepted as a true record of the meeting.

5. Matters arising from the minutes

5.1   Executive member: Namibia (feedback)

Nicolene Murdoch is still in contact with a few people to co-opt someone for the executive committee from Namibia or Botswana.

5.2   Constitution approved via circular resolution

The constitution was approved via circular resolution.

6. Chairperson's report (Nicolene Murdoch)

The report was made available in the Conference publication with a reflection on activities, achievements and challenges.

7. Treasurer's report (Herman Visser)

7.1   Overview of financial position of the Association

The Treasurer's report was made available in the Conference publication.
Financial statements were distributed to members in advance of the meeting for their input.
Herman Visser mentioned that the biggest income comes from conferences, as well as the HEMIS Institutes.
Herman Visser also mentioned that membership should be paid separately from now on and is not included in the conference registration fee as in previous years.
The most expenses come from salaries, and the SAAIR Office's laptop also had to be replaced this year.
Nicolene Murdoch stressed the priority of registering SAAIR with SARS.
The members approved the financial statements of the previous year.

8. Membership report (Colleen Howell)

8.1   Overview of current membership profile and challenges experienced

Nicolene Murdoch presented the member profile because Colleen Howell was not able to attend the conference and AGM.
There was a slight decline in membership. In the past membership was included in the registration fee of the conference but we separated it out. That has maybe caused a drop in membership. We will build and extend membership and we need the collaboration of our current members. More coverage is definitely needed in the SADC countries.

Nicolene Murdoch urged members to provide contact details and ideas for potential recruitment activities to expand membership.

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

Information was available on page 27 of the Conference publication.
This project was put on hold, negotiations took a long time last year. We were awaiting feedback about funding from the KRESGE Foundation. In May this year KRESGE made up their mind and offered a workshop in Cape Town where they announced their new project and only universities were invited.
We sent a draft contract to AIR to continue with the Data & Decisions courses but we had not yet received any feedback, however AIR wants to participate with us.
Letters will go out to invite people to attend the online courses. It's a pity that we missed two years due to possible funding which did not materialize.

10. SAAIR Website (Beate Gadinger)

Nicolene Murdoch presented on behalf of Beate Gadinger who was not able to attend the AGM.

Members are welcome to inform us of any contributions or events and they will be advertised on the SAAIR website.

11. Upcoming Conferences

A non-executive decision was made to have the 2015 Conference in Cape Town instead of Potchefstroom.

Cape Peninsula University of Technology has put up their hands to host. The process will be formalized with David Bleazard.

North-West University will now be the hosts for the 2016 Conference and it was discussed and approved with Jannie Jacobsz from North-West University.

11.1   2015 – Cape Peninsula University of Technology
11.2   2016 – North-West University, Potchefstroom Campus
11.3   2017 – we are still looking for opportunity for 2017 and members are urged to take this into consideration and inform us so that we can plan ahead.

12. Other Business

The way forward is to expand membership in South Africa and in Southern African countries. We have to open up the organization for new members.

Professionalisation of events and governance: we should always strive to do better.

The presence of the organization is very important and we are always open to any suggestions.

Jan Botha asked to test an idea:

The 21st celebrations of our organization, grey literature, where do we put our outputs?

It is important for us as an institution to have a presence beyond our own network.

Jan Botha is playing with the idea that we, instead of publishing papers in a journal, should publish our own book.

Two years ago we published in a journal and it took two years to finalise and it was expensive. We can maybe publish a celebrative book? We'll then work with a publisher. SUNMEDIA is willing to do this. They don't publish a warehouse full of books, it's a print on demand process. All libraries across the world have access to it. We'll need to put down a certain amount, they do the language, artwork etc.

We register on the radar screen of scholarly work and subsidy.

The issue is to commit to the initial investment and a lot of work.

David Bleazard thanked Jan Botha for this initiative and said he was really excited about it. We can maybe even have an electronic journal in future.

This is a proposal and project that will be discussed further at the next Exco meeting.

13. Newly Elected Executive Committee:

Nicolene Murdoch (President) – Monash SA
Jan Botha (Vice-president) – Stellenbosch University
Herman Visser (Treasurer) - Unisa
Sipho Langa – Mangosuthu University of Technology
Glen Barnes - Unisa
Nicky Muller – Durban University of Technology
Juan-Claude Lemmens – University of Pretoria

We'll co-opt members from other countries – Namibia or Botswana.

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.

14. Closure

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

The meeting adjourned at 10h45.

Southern African Association for Institutional Research

1.   Introduction

The Executive Committee of SAAIR identified strategic priorities and focus areas during the strategic session held from 29 to 31 January 2015. This served as the basis for the work of the Association conducted during the course of this year, which was the first year in the new term. Three additional meetings were held during the course of the year:
- 5 March 2015 – online meeting via Skype;
- 27 May 2015 – UNISA, Pretoria; and
- 12 August 2015 – online meeting via Skype.

It was the first year that the Executive Committee met online, as it was viewed that this would save both travel cost and time spent by Committee members to attend meetings. This was found to be successful, however unpredictable at times. There is a need for some contact / face-to-face meetings to ensure continuous engagement.

The Annual General Meeeting (AGM) is scheduled to take place on Wednesday, 30 September 2015 at 09h45, to coincide with the annual conference, hosted this year by CPUT.

The following colleagues served on the Executive Committee of SAAIR for the 2014 / 2015 term and the following portfolios were assigned to them:

- Nicolene Murdoch (President)
- Jan Botha (Vice-President)
- Herman Visser (Treasurer)
- Glen Barnes (Secretary)
- Nicky Muller (Various, Publications)
- Juan-Claude Lemmens (Various, External Relations)
- Sipho Langa (Recruitment, DHEIs)
- Kagiso Kobedi (SAAIR Affairs & Recruitment, Botswana) [co-opted]

The Executive Committee co-opted Mr Kagiso Kobedi to ensure representation from Southern Africa. As SAAIR Conference Chair 2015, David Bleazard 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. The capacity development aspect of the Association, which I'm personally extremely passionate about, continued to grow over the last year. We are continuously conscious and reminded that serving SAAIR is done on a voluntary basis, and it is thus appreciated even more. I also have to acknowledge the passing of family members of the Executive Committee. They

continue to be in our thoughts and are thankful that they were able to continue participating as Executive Committee members.

SAAIR also lost a well-respected and long-standing member of SAAIR, Phil Minnaar over the last year.

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. No amendments to the Constitution are proposed. Substantial progress has been made to determine the options for SAAIR to be registered as a company and to ensure that various tax and other related requirements are fulfilled to ensure sound governance and accountability levels.

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 continues to serve the Association with passion and her efforts often go unnoticed. She remains the heart and soul of the SAAIR operations and we do thank her for this tremendous and challenging task. All of those who participated in our events and the conference this past year will agree that the success of SAAIR is very much determined by Carin as the driving force and engineer of the operational activities.

3.   SAAIR Events 2015

The SAAIR 2015 conference is taking place in Cape Town from 29 September. The team of colleagues from CPUT took responsibility for the programme and the logistical arrangements of the conference 2015. A word of thanks to David Bleazard and his team, in advance. Once again, the conference remains a highlight, and the integration with SAHELA has been a real asset to add some weight to the proceedings.

All annual SAAIR capacity development events were successfully presented during 2015, with some newly developed content and additional aspects covered. SAAIR continuously aims to refresh and renew the content and delivery methods of the Institutes and to establish partnerships with various national bodies, other associations and regulators. Members are invited to provide feedback on events attended; and a special word of thanks to those who tirelessly assist with the organization and project management of these events.

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

    3.1   Learner Analytics Institute – 17 March 2015, hosted by University of Pretoria and supported by the KRESGE Foundation.
    3.2   HEMIS Foundations – 4 August 2015, hosted by University of Pretoria at the UP Conference Centre (82 attendees)
    3.3   HEMIS Institute – 5 to 6 August 2015, hosted by University of Pretoria at the UP Conference Centre (123 attendees)
    3.4   IR Foundations – 22 July 2015, hosted by University of the Witwatersrand at the Wits Professional Development Hub (19 attendees)
    3.5   IR Institute – 23 to 24 July 2015, hosted by University of the Witwatersrand at the Wits Professional Development Hub (25 attendees)
    3.6   Regional HEMIS Foundations – 16 September 2015, hosted by Mangosuthu University of Technology at Coastlands on the Ridge, Musgrave, Durban (registrations as on 9 September – approximately 60).

3.7   Quality Institute – scheduled for 24 and 25 November 2015, hosted by Monash SA at The River Club, Cape Town.

It is clear from the participation levels that the abovementioned activities remain the core of the Association and that there continues to be a need in the sector to share ideas, learn from each other and network with like-minded professionals. SAAIR will continue to provide this service to its members. New members on the Executive Committee also brought some new associations and ideas for additional events, which added an additional layer to the SAAIR regular events.

4.   SAAIR Web Site and Communication

Progress has been made over the last year regarding the website and improved communication. It remains challenging to maintain and ensure up-to-date and relevant information is posted on the website. The new site is up and running and a vast improvement. The new brand and logo have been well established and used consistenty to ensure that a modernised look and feel are displayed on all publications and material. This remains an area that required continuous improvement, and input and content from members are welcomed. A word of thanks to Glen Barnes who took the lead in this regard.

5.   Partnership with AIR and the Data & Decisions Academy

The Executive is proud to announce that an additional intake commenced with the Data and Decisions courses at the end of May 2015, and 11 people joined from the following institution:

- TUT - 1
- UJ – 1
- UNISA – 2
- WSU – 4
- UFH – 1
- UP – 2
- DUT – 2

Another colleague from VUT joined the group at the end of August this year. The 5 online Data & Decisions courses are still offered in partership with AIR at special rates, as negotiated on our behalf by Jan Botha. A new contract was signed for the next three years.

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 made during the last year to recruit in other Southern Africa countries, amongst Private Higher Education Providers and Previously Disadvantages Higher Education Institutions. 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.   SAAIR book

SAAIR is planning to publish a book with the (provisional) title, *Institutional Research in support of evidence-based decision-making in Higher Education in Southern Africa.* The book will aim to provide an analysis of how IR has supported and is supporting evidence-

based decision-making in Higher Education in Southern Africa, including the state of the art, trends, successes, challenges, and future expectations of IR. This exciting development is well underway and we are looking forward to the outcome of this process.

8. Finance

The financial situation of SAAIR remains healthy (see the Financial Report) due to diligent financial management and increased growth in attendance of the capacity development events. Most of the 2015 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 migration of the financial operations to a new banking facility has now been fully implemented with increased functionality of various online functions. The Executive Committee appointed an external company to assist with the process of registration for VAT and other purposes. This process is currently underway.

9. In Memoriam

Phil Minnaar †

Dr Phil Minnaar, the Chairperson of the SAAIR Steering Committee, first Chairperson (now called President) of SAAIR and first recipient of SAAIR's Distinguished Membership Award passed away in the first week in August. He passed away at the age of 75. He was the first Director of the Bureau for Management Information at UNISA, which served as a model for several institutions. He was also involved on the Executive Committees of the Toastmasters and the Africana Society. Phil served as Chairperson of SAAIR for two terms 1994/1995 and 1995/1996, but continued to serve on Exco until he immigrated to Canada in 2002.

Phil served on the Data Advisory Committee of the Canadian Institutional Research and Planning Association (CIRPA) for a number of years. He served for 21 years as News Editor of the Science journal Archimedes and contributed many articles about science to popular journals. He wrote a number of short stories that were published in Huisgenoot. Phil was also the recipient of the Distinguished Toastmaster award.

After retiring from Unisa, Phil started a consulting firm EKSAL Quality Systems (meaning "I will") and continued his consulting after relocating to Canada. The name of his consulting company was the result of his motto: "a positive attitude causes positive things to happen". This was also an indication of the success of his book "Positive Words" in 2006, which became a best seller in Canada. Our thoughts are with Adeline and their family. Phil will be missed by everyone whose life was touched by him.

Ian McLean †

It came to our attention recently that Ian McLean, who was also one of the pioneers of institutional research in South Africa, passed away a few years ago. Ian was one of the members of the Steering Committee for SAAIR. Ian served on the SAAIR Exco from 1994/1995 to 2000/2001 and he served as Chairperson in 1997/1998. Ian served as Director Management Information at the University of Natal, later University of KwaZulu-Natal. Ian was also well known in the music industry.

Thanks also to Herman Visser who continues to be the "memory" and historian of the Association for keeping us updated with matters such as the above.

10. 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. It is an honour to serve my second term as President and I remain humbled by the hard work that goes into the Assocation from various colleagues, even outside of the Executive and membership. I personally thank the Executive Committee members for all their support and I appreciate the respect and spirit within which the Executive engage with each other. To my Monash colleagues, particularly Anci and Brenda, I cannot do this without your help and support.

The Higher Education environment remains challenged in many regards, and student unrest and challenges faced by institutions are a continuous concern to all of us. My hope is that in some small way SAAIR contributes to creating a conducive environment for sharing and networking, and continuing the debates around matters at hand. The learnings, and the positive and constructive feedback from everyone, are a continuous reminder of what we do and that it does contribute to professionalising Institutional Research as a discipline.

I remain convinced of the valuable contribution of SAAIR as an independent professional organization to Higher Education in South Africa. A very big thank you for trusting me to continue to serve the Association in this capacity.

Nicolene Murdoch
11 September 2015

saair

Southern African Association for Institutional Research

TREASURER'S REPORT
1 September 2014 to 31 August 2015

I am pleased to report that the financial position of SAAIR continues to be sound. The activities of SAAIR, in particular our Professional development events, are once again reflected in the financial affairs. Continued careful management of the financial affairs of the Association also contributed to the sound financial situation.

I would like to express our sincere appreciation to Quantum Solutions for their continued partnership and sponsorship. Unfortunately SAS decided not to renew their partnership for this year but indicated that they may reconsider in future. The support of IDSC as exhibitor at the current conference and at the HEMIS Institute are acknowledged and sincerely appreciated. Please support our partners. In the new financial year, the strategy to look for mutually beneficial partners will be continued but the focus will remain on key role players that are a strategic fit with the objectives of the Association.

I would like to express my thanks to Glen Barnes and his team from the University of South Africa for the financial arrangements of the 2014 Conference and the team from the Pre-conference workshop on Learning Analytics. As expected, the conference made an important contribution to SAAIR's financial situation.

Similarly, the Professional Development Institutes and workshops continued to contribute significantly to the financial stability of the Association. The attendance of all of these continued to be healthy and serves as an indication of the relevancy and the need that it addresses. In particular the HEMIS Foundations workshop, HEMIS Institute and Regional HEMIS Foundations achieved new record attendances. Our sincere appreciation to the local organising teams for their excellent cooperation with regard to the financial matters of these events:

- Learning Analytics Institute: Juan-Claude Lemmons of the University of Pretoria;

- Institutional Research Foundations Workshop and Institute: Nhlanhla Cele and Sibusiso Mtshali and the team at the University of the Witwatersrand;

- HEMIS Institute and Pre-Institute HEMIS Foundations workshop: Hugo Mouton, Karen Kellerman and their team at the University of Pretoria;

- Regional HEMIS Foundations workshop: Chidozie Nnadozie and Sipho Langa and their team at the Mangosuthu University of Technology.

Appreciation also goes to the Department of Higher Education and Training and the Council for Higher Education for contributions made by their staff members who contributed to the success of the HEMIS Institute. I would also like to express appreciation to other presenters at all the events for their contribution to the success of the events.

With regard to the expenditure, as can be expected, the Conference and other professional development events again contributed the bulk of the expenditure. It is a positive indication as these events are directly for the benefit of the membership. With regard to general expenditure the salaries for the Office was the biggest expenditure item followed by the Exco planning workshop, Office expenses and other running costs of the Association such as the website, bank costs and auditors remuneration. It needs to be noted that the cost of Exco meetings was reduced significantly due to the use of Skype for some meetings. The main component of the other Office expenditure is for the events management software that enhances the administration of the Conference and other professional development events. The contract for this software is expiring in January 2016 and a decision will have to be made regarding the continued use of the software. In line with our historical practice, the renewal of other software licences and replacement of equipment are treated as expenditures in the Income statement, but not shown as assets in the financial statements. However, an asset register is still maintained where the assets are listed, but with a book value of R0. This is done (1) due to the relatively rapid depreciation of computer equipment; (2) the relatively low monetary value involved; and (3) to simplify the financial matters related to this.

It needs to be noted that some income and expenses that accrued during the financial year are not reflected in the financial statements due to the professional development events that took place in August and could not be wrapped up before the finalisation of the statements. Not all outstanding debtors and creditors could be shown for the August events. However, no substantial amounts were excluded. In terms of current liabilities listed, these mainly reflect the audit fee and payments for SARS and the UIF, the consulting fees for tax registration and some expenses related to the events that took place towards the end of the financial year. Most of these have been paid after the closing of the financial year but will only be reflected in the next financial year. Payment of the remainder of these items, mainly for SARS, and the remaining income and expenditure related to events, including the Conference, will be reflected in the next financial year as these could not be finalised before year-end.

Part of the investments was used for consulting such as HR and tax registration that supports responsible governance. The tax registration is progressing well and it is anticipated that this will be concluded during the next financial year. Expenditure on the Governance project was planned, but due to unforeseen circumstances did not materialise this year. It can be expected to continue in future. Some of the investment funds were also used for strategic projects such as the Scholarship and the Book projects. The remaining investments are mainly used for cash flow management to cover commitments and liabilities of the Association. The balance is invested at a reasonable rate to build up some capital for longer term commitments as part of responsible financial management.

Lastly, I would like to thank the Executive Committee for their support in the management of the financial affairs of the Association, in particular Nicolene Murdoch for her assistance with approval of payments. Carin Strydom of the SAAIR Office also again contributed significantly to make the life of the Treasurer and the Event Coordinators easier with her administrative support.

Herman Visser
Treasurer

Monday 28 September: Cocktail Party, Auditorium

The cocktail party following the SAHELA Workshop will be held in the Auditorium on the Bellivlle Campus.

Tuesday 29 September: Buffet Dinner, Neethlingshof Wine Estate

Directions:

On leaving CPUT, turn left into Symphony Way. Continue straight, through intersections with traffic lights at Erica Drive and Accordian Street.

After about 2.5 km, turn left on to the Stellenbosch Arterial Road, M12. This later becomes Polkadraai Road.

Follow the M12 for about 17.5 km.

Neethlingshof is on the left. Follow the driveway to the parking area and proceed to the conference centre.

Wednesday 30 September: Pizza & Wine, Brenaissance Wine Estate

Directions:

Follow the same route as for Neethlingshof.

Continue along the M12 for another 3 km beyond Neethlingshof.

Turn left on to Devon Valley Road. Follow the Devon Valley Road for about 3.7 km.

Brenaissance is on the left. The Café Blanc de Noir venue is to the left of the parking area.

Shuttle

Transport for those who requested a shuttle between CPUT and the venues will leave from the front of the Administration Building at 6pm, returning to Campus about 10.30pm, on Tuesday and Wednesday evening.

Appendix A - SAHELA Delegates 2015

	Title	First Name	Last Name	Institution	Email Address	Position
1	Mrs	Marianne	Bester	Cape Peninsula University of Technology	besterma@cput.ac.za	Head: Academic Planning & Institutional Research
2	A/Prof	Lorraine	Hassan	Cape Peninsula University of Technology	hassanl@cput.ac.za	Head of department
3	Ms	Anthea	Karra	Cape Peninsula University of Technology	Karraa@cput.ac.za	Senior HEMIS Officer
4	Ms	Deona	Richter	Cape Peninsula University of Technology	richterd@cput.ac.za	Institutional Researcher
5	Mr	Athenkosi	Siziba	Cape Peninsula University of Technology	sizibaa@cput.ac.za	HEMIS Administrative Officer
6	Mr	Izak	Smit	Cape Peninsula University of Technology	smiti@cput.ac.za	Director
7	Mrs	Jacqueline	Thomas	Cape Peninsula University of Technology	ThomasJC@cput.ac.za	HEMIS Administrator
8	Mr	Michael	Gordon	Council on Higher Education	gordon.m@che.ac.za	Information Manager
9	Mrs	MP	Sithole	Department of Education	Phathi3boys@gmail.com	Subject Advisor, Physical Sciences
10	Ms	Nicky	Müller	Durban University of Technology	muller@dut.ac.za	Director: Institutional Planning
11	Prof	Goolam	Mohamedbhai	International Assoc of Universities	g_t_mobhai@yahoo.co.uk	Hon President
12	Dr	Remigus Chidozie	Nnadozie	Mangosuthu University of Technology	Nnadozie@mut.ac.za	Director - DIPR
13	Ms	Balise	Joni-Mona	Nelson Mandela Metropolitan University	balise.joni-mona@nmmu.ac.za	Quality Advancement Consultant
14	Mr	Thamsanqa	Ndlovu	North-West University	21510865@nwu.ac.za	Researcher
15	Ms	Beth	Davis	PAR Framework	beth.davis@parframework.org	Chief Executive Officer
16	Mrs	Carin	Strydom	SAAIR Office	admin@saair.net	Administrator/Coordinator
17	Prof	Alan	Amory	SAIDE	alan.amory@saide.org.za	Senior Programme Specialist Learning Technologies
18	Me	Dalene	Pieterse	Stellenbosch University	mver@sun.ac.za	Coordinator: Research Information

19	Ms	Liile	Lekena	Tshwane University of Technology	lekenall@tut.ac.za	Quality Advisor: Surveys and Institutional Research
20	Mr	Rrammileng	Mosweu	Tshwane University of Technology	Mosweurn@tut.ac.za	Institutional Researcher
21	Mr	Alfred	Mutanga	Tshwane University of Technology	mutangaa@tut.ac.za	Deputy Director: Strategic Management Support
22	Mr	Abel	Phalane	Tshwane University of Technology	phalaneam@tut.ac.za	Model Developer and Reporting
23	Mr	Glen	Barnes	Unisa	barnegr@unisa.ac.za	Director: Information and Analysis
24	Mr	Neels	Bezuidenhout	Unisa	bezuicj@unisa.ac.za	Project Manager: HEMIS Reporting
25	Ms	Yuraisha	Chetty	Unisa	chettyb@unisa.ac.za	Director: Institutional Research
26	Ms	Hanlie	Liebenberg	Unisa	liebeh1@unisa.ac.za	Senior Specialist: Institutional Research
27	Ms	Zone	Mdledle	Unisa	zonemdledle@gmail.com	QA Practitioner
28	Dr	Dion	Van Zyl	Unisa	vzylhjd@unisa.ac.za	Manager: Information Services
29	Ms	Suzette	Van Zyl	Unisa	vzyls@unisa.ac.za	BI Analyst
30	Mr	Herman	Visser	Unisa	vissehj@unisa.ac.za	Senior Specialist: Institutional Statistics & Analysis
31	Ms	Esme	Wiid	Unisa	wiidse1@unisa.ac.za	Project Manager
32	Ms	Judy	Favish	University of Cape Town	judy.favish@uct.ac.za	Director
33	Ms	Jane	Hendry	University of Cape Town	jane.hendry@uct.ac.za	Chief Information Specialist
34	Mr	Darlington	Mutakwa	University of Cape Town	darlington.mutakwa@uct.ac.za	Data Supporter and Analyst
35	A/Prof	Ermien	Van Pletzen	University of Cape Town	Ermien.Vanpletzen@uct.ac.za	Acting Director Academic Development
36	Dr	Graham	Dampier	University of Johannesburg	gadampier@uj.ac.za	Senior Researcher
37	Mrs	Annamarie	Meyer	University of Johannesburg	ameyer@uj.ac.za	Unit Head: Data Management and Governance
38	Mr	Lehlohonolo	Seeletse	University of Johannesburg	iseeletse@uj.ac.za	Faculty Officer

39	Ms	Frances	Wessels	University of Johannesburg	fwessels@uj.ac.za	Faculty Officer
40	Prof	Rachmond	Howard	University of Mpumalanga	rachmond.howard@ump.ac.za	Deputy Vice Chancellor
41	Ms	Nangula	Iipumbu	University of Namibia	niipumbu@unam.na	Institutional Researcher
42	Dr	Sanette	Boshoff	University of Pretoria	Sanette.boshoff@up.ac.za	Head: Academic planning
43	Mrs	Adriana	Botha	University of Pretoria	Adriana.botha@up.ac.za	Senior Instructional Designer
44	Mrs	Madelyn	Cloete	University of Pretoria	madelyn.cloete@up.ac.za	Lecturer
45	Mrs	Erna	Engelbrecht	University of Pretoria	erna.engelbrecht@up.ac.za	Instructional Designer
46	Mr	Dolf	Jordaan	University of Pretoria	Dolf.Jordaan@up.ac.za	Deputy Director: E-Learning & Media Development
47	Mrs	Corlia	Joynt	University of Pretoria	corlia.joynt@up.ac.za	Lecturer
48	Mr	Moses	Kebalepile	University of Pretoria	moses.kebalepile@up.ac.za	Research Officer
49	Mrs	Angelique	Kritzinger	University of Pretoria	angelique.kritzinger@up.ac.za	Lecturer
50	Dr	Juan-Claude	Lemmens	University of Pretoria	jlemmens@up.ac.za	Head: Higher education Research and Innovation
51	Mrs	Agreed	Mkansi	University of Pretoria	agreed.mkansi@up.ac.za	Coordinator Academic Planing
52	Prof	Ana	Naidoo	University of Pretoria	ana.naidoo@up.ac.za	Deputy Director: Academic Development of Students
53	Mr	Ben	Ntshabele	University of Pretoria	Ben.Ntshabele@up.ac.za	Institutional Researcher
54	Dr	Gerald	Ouma	University of Pretoria	rosemary.mlambo@up.ac.za	Director: Institutional Planning
55	Dr	Hannelie	Untiedt	University of Pretoria	hannelie.untiedt@up.ac.za	Instructional Designer
56	Prof	Paul	Prinsloo	University of South Africa	pprinsloo59@gmail.com	Research Professor
57	Mr	Jacques	Botha	University of the Free State	rsjb@ufs.ac.za	Deputy Director (HEMIS)
58	Ms	Annemari	Eksteen	University of the Free State	eksteenaa@ufs.ac.za	Senior officer
59	Mr	Michael	Henn	University of the Free State	HennME@ufs.ac.za	Analyst

60	Mr	Mathole	Macwele	University of the Free State	macwelebm@ufs.ac.za	Researcher
61	Mr	Innocent	Mangena	University of the Free State	MangenaLI@ufs.ac.za	Officer: Statistician
62	Ms	Anneri	Meintjes	University of the Free State	meintjesa@ufs.ac.za	Assessment Coordinator
63	Mr	Taabo	Mugume	University of the Free State	taabomugume@gmail.com	Researcher
64	Ms	Lana	Swart	University of the Free State	Swartl1@ufs.ac.za	Chief Officer: Researcher, Centre for Teaching & Learning
65	Mr	Innocent	Mamvura	University of the Witwatersrand	Innocent.mamvura@wits.ac.za	BI Information Specialist
66	Ms	Raazia	Moosa	University of the Witwatersrand	raazia.moosa@wits.ac.za	Head: Academic Support
67	Mr	Lufuno	Netshifhefhe	University of Venda	lufuno.netshifhefhe@univen.ac.za	Planning Officer
68	Mr	Morongwa	Selolo	University of Venda	morongwa.selolo@univen.ac.za	Head: MIS/IR
69	Mr	M Emmanuel	Thagwana	University of Venda	emmanuel.thagwana@univen.ac.za	Institutional Planning Officer
70	Ms	Amishi	Gandhi	University of Zululand	onlyamishi@gmail.com	Business Analyst
71	Mr	Sanjay	Khoosal	Vaal University of Technology	sanjay@vut.ac.za	Project Manager
72	Mr	Rodney	Malope	Vaal University of Technology	rodneym@vut.ac.za	Planner: Information Analyst
73	Ms	Nonkosi	Duze	Walter Sisulu University	nduze@wsu.ac.za	Secretary
74	Mr	Valile	Dwayi	Walter Sisulu University	vdwayi@wsu.ac.za	Director, Centre for Learning & Teaching Development
75	Mr	Lusanda	Gwebelele	Walter Sisulu University	lgwebelele@wsu.ac.za	Admin Assistant
76	Mr	Siyabonga	Kweza	Walter Sisulu University	skweza@wsu.ac.za	MIS Officer
77	Mr	Mluleki	Mafuna	Walter Sisulu University	mmafuna@wsu.ac.za	Hemis Officer
78	Mr	Bonga	Ngomfela	Walter Sisulu University	bngomfela@wsu.ac.za	Admin Assistant

Appendix B – SAAIR Conference Delegates 2015

	Title	First Name	Last Name	Institution	Email Address	Position
1	Dr	Lourens	Erasmus	Aros	lourens.erasmus@aros.ac.za	Academic Head
2	Mrs	Annemieke	Pouwels	Aros	annemieke.pouwels@aros.ac.za	Head: Academic Support Services
3	Mrs	Marianne	Bester	Cape Peninsula Univ. of Technology	besterma@cput.ac.za	Head: Academic Planning & Institutional Research
4	Mr	David	Bleazard	Cape Peninsula Univ. of Technology	Bleazardd@cput.ac.za	Director: Institutional Planning
5	A/Prof	Lorraine	Hassan	Cape Peninsula Univ. of Technology	hassanl@cput.ac.za	Head of department
6	Ms	Anthea	Karra	Cape Peninsula Univ. of Technology	Karraa@cput.ac.za	Senior HEMIS Officer
7	Ms	Deona	Richter	Cape Peninsula Univ. of Technology	richterd@cput.ac.za	Institutional Researcher
8	Mr	Athenkosi	Siziba	Cape Peninsula Univ. of Technology	sizibaa@cput.ac.za	HEMIS Administrative Officer
9	Mr	Izak	Smit	Cape Peninsula Univ. of Technology	smiti@cput.ac.za	Director
10	Mrs	Jacqueline	Thomas	Cape Peninsula Univ. of Technology	ThomasJC@cput.ac.za	HEMIS Administrator
11	Dr	Antoni	Szubarga	Central University of Technology	Szubarga@cut.ac.za	Director Institutional Research
12	Dr	Nico	Cloete	CHET	ncloete@chet.org.za	Director: CHET
13	Mr	Michael	Gordon	Council on Higher Education	gordon.m@che.ac.za	Information Manager
14	Mrs	MP	Sithole	Department of Education	Phathi3boys@gmail.com	Subject Advisor, Physical Sciences
15	Ms	Jean	Skene	Dept. of Higher Education & Training	skene.j@dhet.gov.za	Director: HEMIS
16	Ms	Maryke	Hunter-Husselmann	Division for Research Development	mh3@sun.ac.za	Manager: Research Information and Strategy
17	Mr	Soren	Aalto	Durban University of Technology	sorena@dut.ac.za	Director : ITSS
18	Ms	Ansuya	Chain	Durban University of Technology	chaina@dut.ac.za	Senior Officer : Planning

19	Dr	Gopalkrishna	Chetty	Durban University of Technology	gopsc@dut.ac.za	Senior Director
20	Ms	Nicky	Müller	Durban University of Technology	muller@dut.ac.za	Director: Institutional Planning
21	Prof	Patricio	Langa	HE Studies Faculty of Education	patricio.langa@gmail.com	Sociologist and Assoc Prof
22	Mr	Stanley	Gricius	IDSC	stanley@idsc.co.za	Consultation Manager
23	Prof	Amanda	Lourens	IDSC	Amanda@idsc.co.za	Director
24	Mr	Thys	Lourens	IDSC	thys@idsc.co.za	Director
25	Mr	Stanley	Williams	IDSC	stanleyw@idsc.co.za	BI Specialist
26	Prof	Goolam	Mohamedbhai	International Assoc of Universities	g_t_mobhai@yahoo.co.uk	Hon President
27	Dr	Remigus Chidozie	Nnadozie	Mangosuthu University of Technology	Nnadozie@mut.ac.za	Director - DIPR
28	Ms	Nicolene	Murdoch	Monash South Africa	Nicolene.Murdoch@monash.edu	Chief Operating Officer
29	Ms	Balise	Joni-Mona	Nelson Mandela Metropolitan University	balise.joni-mona@nmmu.ac.za	Quality Advancement Consultant
30	Dr	Hilda	Mafunga	Nelson Mandela Metropolitan University	Hilda.Mafunga@nmmu.ac.za	Institutional Researcher
31	Mrs	Marian	Neale-Shutte	Nelson Mandela Metropolitan University	marian.neale-shutte@nmmu.ac.za	Institutional Researcher
32	Dr	Florence	Southway-Ajulu	Nelson Mandela Metropolitan University	florence.southway-ajulu@nmmu.ac.za	Director: Academic Planning
33	Ms	Nomasomi	Morule	North-West University	16099443@nwu.ac.za	Reading Specialist
34	Mr	Thamsanqa	Ndlovu	North-West University	21510865@nwu.ac.za	Researcher
35	Ms	Beth	Davis	PAR Framework	beth.davis@parframework.org	Chief Executive Officer
36	Mr	Efraim	Dumeni	Polytechnic of Namibia	edumeni@polytechnic.edu.na	Manager: Management Information & Institutional Research
37	Ms	Neavera	Olivier	Polytechnic of Namibia	nolivier@polytechnic.edu.na	Institutional Planner/Director
38	Mr	Kevin	Bender	Quantum Solutions	kevinb@quantumsolutions.co.za	Quantum Solutions

39	Mr	Philip	Wyse	Quantum Solutions	philipw@quantumsolutions.co.za	Quantum Solutions
40	Mrs	Carin	Strydom	SAAIR Office	admin@saair.net	Administrator/Coordinator
41	Prof	Alan	Amory	SAIDE	alan.amory@saide.org.za	Senior Programme Specialist Learning Technologies
42	Prof	Eli	Bitzer	Stellenbosch University	emb2@sun.ac.za	Professor and researcher
43	Prof	Jan	Botha	Stellenbosch University	jb3@sun.ac.za	Professor
44	Prof	Magda	Fourie-Malherbe	Stellenbosch University	mfourie@sun.ac.za	Professor
45	Mr	Jerall	Toi	Stellenbosch University	jerall@sun.ac.za	Institutional Information Officer
46	Ms	Liile	Lekena	Tshwane University of Technology	lekenall@tut.ac.za	Quality Advisor: Surveys and Institutional Research
47	Mr	Rrammileng	Mosweu	Tshwane University of Technology	Mosweurn@tut.ac.za	Institutional Researcher
48	Mr	Alfred	Mutanga	Tshwane University of Technology	mutangaa@tut.ac.za	Deputy Director: Strategic Management Support
49	Mr	Abel	Phalane	Tshwane University of Technology	phalaneam@tut.ac.za	Model Developer and Reporting
50	Mr	Glen	Barnes	Unisa	barnegr@unisa.ac.za	Director: Information and Analysis
51	Mr	Neels	Bezuidenhout	Unisa	bezuicj@unisa.ac.za	Project Manager: HEMIS Reporting
52	Ms	Yuraisha	Chetty	Unisa	chettyb@unisa.ac.za	Director: Institutional Research
53	Ms	Hanlie	Liebenberg	Unisa	liebeh1@unisa.ac.za	Senior Specialist: Institutional Research
54	Ms	Zone	Mdledle	Unisa	zonemdledle@gmail.com	QA Practitioner
55	Prof	Paul	Prinsloo	Unisa	pprinsloo59@gmail.com	Research Professor
56	Dr	Dion	Van Zyl	Unisa	vzylhjd@unisa.ac.za	Manager: Information Services
57	Ms	Suzette	Van Zyl	Unisa	vzyls@unisa.ac.za	BI Analyst
58	Mr	Herman	Visser	Unisa	vissehj@unisa.ac.za	Senior Specialist: Institutional Statistics & Analysis
59	Ms	Esme	Wiid	Unisa	wiidse1@unisa.ac.za	Project Manager

60	Mr	Ashraf	Conrad	University of Cape Town	ashraf.conrad@uct.ac.za	Principal Planning Officer
61	Ms	Judy	Favish	University of Cape Town	judy.favish@uct.ac.za	Director
62	Ms	Jane	Hendry	University of Cape Town	jane.hendry@uct.ac.za	Chief Information Specialist
63	Mr	Darlington	Mutakwa	University of Cape Town	darlington.mutakwa@uct.ac.za	Data Supporter and Analyst
64	Mr	Nic	Aucamp	University of Johannesburg	naucamp@uj.ac.za	Programme Coordinator
65	Dr	Graham	Dampier	University of Johannesburg	gadampier@uj.ac.za	Senior Researcher
66	Mr	Khayelihle	Mdakane	University of Johannesburg	kmdakane@uj.ac.za	Researcher
67	Mrs	Annamarie	Meyer	University of Johannesburg	ameyer@uj.ac.za	Unit Head: Data Management and Governance
68	Mr	Lehlohonolo	Seeletse	University of Johannesburg	iseeletse@uj.ac.za	Faculty Officer
69	Mrs	Sandra	Van Heerden	University of Johannesburg	sandravh@uj.ac.za	Facilitator Programme and Curriculum Development
70	Ms	Frances	Wessels	University of Johannesburg	fwessels@uj.ac.za	Faculty Officer
71	Prof	Rachmond	Howard	University of Mpumalanga	rachmond.howard@ump.ac.za	Deputy Vice Chancellor
72	Mr	Reino	Ihemba	University of Nambia	rihemba@unam.na	Statistician
73	Ms	Nangula	Iipumbu	University of Namibia	niipumbu@unam.na	Institutional Researcher
74	Dr	Sanette	Boshoff	University of Pretoria	Sanette.boshoff@up.ac.za	Head: Academic planning
75	Mr	Moses	Kebalepile	University of Pretoria	moses.kebalepile@up.ac.za	Research Officer
76	Dr	Juan-Claude	Lemmens	University of Pretoria	jlemmens@up.ac.za	Head: Higher Education Research and Innovation
77	Mrs	Agreed	Mkansi	University of Pretoria	agreed.mkansi@up.ac.za	Coordinator Academic Planing
78	Mr	Ben	Ntshabele	University of Pretoria	Ben.Ntshabele@up.ac.za	Institutional Researcher
79	Dr	Gerald	Ouma	University of Pretoria	rosemary.mlambo@up.ac.za	Director: Institutional Planning

80	Mr	Michael	Henn	University of the Free State	HennME@ufs.ac.za	Analyst
81	Mr	Mathole	Macwele	University of the Free State	macwelebm@ufs.ac.za	Researcher
82	Mr	Innocent	Mangena	University of the Free State	MangenaLI@ufs.ac.za	Officer: Statistician
83	Ms	Anneri	Meintjes	University of the Free State	meintjesa@ufs.ac.za	Assessment Coordinator
84	Mr	Taabo	Mugume	University of the Free State	taabomugume@gmail.com	Researcher
85	Ms	Lana	Swart	University of the Free State	Swartl1@ufs.ac.za	Chief Officer: Researcher, Centre for Teaching & Learning
86	Dr	Merridy	Wilson-Strydom	University of the Free State	wilsonstrydommg@ufs.ac.za	Senior Research Fellow
87	Mrs	Loïs	Dippenaar	University of the Western Cape	ldippenaar@uwc.ac.za	Director of Institutional Planning
88	Mr	Nhlanhla	Cele	University of the Witwatersrand	Nhlanhla.Cele@wits.ac.za	Director
89	Mr	Innocent	Mamvura	University of the Witwatersrand	Innocent.mamvura@wits.ac.za	BI Information Specialist
90	Mr	Ntsundeni Louis	Mapatagane	University of the Witwatersrand	ntsundeni.mapatagane@wits.ac.za	Researcher/ Business Analyst
91	Ms	Raazia	Moosa	University of the Witwatersrand	raazia.moosa@wits.ac.za	Head: Academic Support
92		Khuphukile	Sithole	University of the Witwatersrand	Khuphukile.Sithole@wits.ac.za	Institutional Researcher
93	Mr	Humphrey	Mugwedi	University of Venda	humphrey.mugwedi@univen.ac.za	Deputy Registrar Academic Administration
94	Mr	Lufuno	Netshifhefhe	University of Venda	lufuno.netshifhefhe@univen.ac.za	Planning Officer
95	Mrs	Noluthando	Pendu	University of Venda	noluthando.pendu@univen.ac.za	Hemis Officer
96	Mr	Morongwa	Selolo	University of Venda	morongwa.selolo@univen.ac.za	Head: MIS/IR
97	Mr	M Emmanuel	Thagwana	University of Venda	emmanuel.thagwana@univen.ac.za	Institutional Planning Officer
98	Prof	Anass	Bayaga	University of Zululand	Bayagaa@unizulu.ac.za	Research Professor & HOD
99	Mr	Charles	Cobbinah	University of Zululand	stgbertey@gmail.com	Educator/Student at Unizulu
100	Ms	Amishi	Gandhi	University of Zululand	onlyamishi@gmail.com	Business Analyst

101	Mr	Sanjay	Khoosal	Vaal University of Technology	sanjay@vut.ac.za	Project Manager
102	Mr	Rodney	Malope	Vaal University of Technology	rodneym@vut.ac.za	Planner: Information Analyst
103	Ms	Nonkosi	Duze	Walter Sisulu University	nduze@wsu.ac.za	Secretary
104	Mr	Valile	Dwayi	Walter Sisulu University	vdwayi@wsu.ac.za	Director, Centre for Learning and Teaching Development
105	Mr	Lusanda	Gwebelele	Walter Sisulu University	lgwebelele@wsu.ac.za	Admin Assistant
106	Mr	Siyabonga	Kweza	Walter Sisulu University	skweza@wsu.ac.za	MIS Officer
107	Mr	Mluleki	Mafuna	Walter Sisulu University	mmafuna@wsu.ac.za	Hemis Officer
108	Mrs	Thandokazi	Magi Ikedinobi	Walter Sisulu University	tmagi@wsu.ac.za	E-learning Specialist
109	Mr	Bonga	Ngomfela	Walter Sisulu University	bngomfela@wsu.ac.za	Admin Assistant
110	Mrs	Fundiswa	Shwababa	Walter Sisulu University	fntame@wsu.ac.za	Hemis Officer
111	Prof	Ian	Bunting	CHET	iabunting@pine-wood.co.za	Researcher