

DRAFT PROGRAMME (16 August 2016)



SAAIR 2016 CONFERENCE North-West University, Potchefstroom DRAFT PROGRAMME

Monday 17 October 2016

| PRE-CONFERENCE WORKSHOP | | |
|---------------------------------------------------------------------|---------------------------------------------------------------------|---------------------|
| South African Higher Education Learning Analytics (SAHELA) Workshop | | |
| 08:00 - 08:55 | Registration and Early-morning tea/coffee: Building C1/ Roof Garden | |
| Workshop: Building C1, Room 251 | | |
| 09:00 - 09:10 | Welcome | Dolf Jordaan |
| 09:10 - 10:00 | A Framework for Learning Analytics (LA) | Juan-Claude Lemmens |
| 10:00 - 10:30 | State of Learning Analytics in South Africa | Michael Henn |
| 10:30 - 10:55 | Mid-morning tea/coffee | |
| 11:00 - 12:00 | LA for students | Michael Henn |
| 12:00 - 13:00 | LA for lecturers | Dolf Jordaan |
| 13:00 - 13:55 | Lunch: Building C1/ Roof Garden | |
| 14:00 - 15:00 | LA for University Management | Juan-Claude Lemmens |
| 15:00 - 15:25 | Afternoon tea/coffee | |
| 15:30 - 16:45 | Closing the loop | Rolling Microphone |
| 16:45 - 17:00 | Conclusion and closure | Dolf Jordaan |
| 17:00 - 18:30 | Informal Dinner, Building C1, Roof Garden | |

Short description of the workshop:

The 2016 SAHELA workshop provides participants with a platform to discuss Learning Analytics (LA), as it should be targeted toward students, lecturers and university management. The workshop starts with an

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

introduction to a Framework for Learning Analytics as well as the state of LA in South Africa. The framework subsequently becomes a template of the dimensions that are important for LA at the various levels within an institution. Participants will also share ideas of the intersecting point/s of the three levels of LA and how the proverbial "closing the loop" could be practically implemented at the various institutions.

The workshop is targeted toward lecturers, institutional researchers, staff from quality units as well as instructional/educational support staff.

Summary of Guest Speakers and Guest Participants



Prof Dan Kgwadi,
Vice Chancellor, North-West University & member of
Umalusi



Mr Chief Mabizela,
Chief Director, Higher Education Policy and Development:
Department of Higher Education and Training



Dr Denyse Webbstock,
Director: Monitoring and Evaluation, Council on Higher
Education, South Africa



Prof Adam Habib,
Vice Chancellor, University of the Witwatersrand &
Chairperson of Universities South-Africa



Prof Linda Brown,
Chief Executive Officer, THINK Education, Australia

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)



Prof Martin Oosthuizen,
DVC: Teaching Learning, North-West University & member
of the HEQC



Prof Frans Waanders,
Director, School of Chemical and Minerals Engineering,
NWU.



Prof Karen Webber, Institute for Higher Education,
University of Georgia, USA

A list of other presenters, including the abstracts are included in this document.

DRAFT PROGRAMME (16 August 2016)

Tuesday 18 October 2016

| Conference Theme: | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------|----------------------------|
| Considering the #mustfall campaigns - New opportunities for Southern African Higher Education Institutional Research | | | | | | | |
| 08:00 - 08:45 | Registration and Early-morning tea/coffee (Roof Garden Building C1) | | | | | | |
| Plenary Session: Council Chambers, Room 135 Conference Chair: Jannie Jacobsz | | | | | | | |
| 08:45 - 09:00 | (Session 1) Welcome by SAAIR: SAAIR President, Nicolene Murdoch | | | | | | |
| 09:00 - 09:45 | (Session 2) Welcome and Keynote address by NWU: Vice-Chancellor, Prof Dan Kgwadi - "Perspectives on the #EverythingMustFall uprisings" | | | | | | |
| Chairperson: Nicky Muller | | | | | | | |
| 09:45 - 10:45 | (Session 3) Panel Discussion: Karen Webber, Institute for Higher Education, University of Georgia, USA ¹ , Chief Mabizela (DHET), Denyse Webbstock (CHE), Jan Botha (Stell); – SAAIR/SciSTIP Book Launch: " <i>Institutional Research in South African Higher Education – Intersecting Contexts and Practices</i> " ² | | | | | | |
| 10:45 - 11:00 | Mid-morning tea/coffee, Roof Garden | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #add8e6;">Blue Track, Room 135</th> <th style="background-color: #90ee90;">Green Track, Room 251</th> </tr> </thead> <tbody> <tr> <td style="background-color: #add8e6;">Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions</td> <td style="background-color: #90ee90;">Turn-Around Institutional Research and Real-time Decision-making</td> </tr> <tr> <td style="background-color: #add8e6;">Chairperson: tbc</td> <td style="background-color: #90ee90;">Chairperson: Herman Visser</td> </tr> </tbody> </table> | Blue Track, Room 135 | Green Track, Room 251 | Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions | Turn-Around Institutional Research and Real-time Decision-making | Chairperson: tbc | Chairperson: Herman Visser |
| Blue Track, Room 135 | Green Track, Room 251 | | | | | | |
| Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions | Turn-Around Institutional Research and Real-time Decision-making | | | | | | |
| Chairperson: tbc | Chairperson: Herman Visser | | | | | | |
| 11:05 - 11:45 | (Session 4 a) How can South African Higher Education (HE) best provide access to the poor? Benjamin Tihale Ntshabele & Moses Kebalepile (UP) | | | | | | |
| 11:50 - 12:35 | (Session 5 a) Technology to reduce cost of tertiary education in response to #feesmustfall. Robert Huberts (UJ) | | | | | | |
| 12:40 - 13:20 | (Session 6 a) Are research outputs always the outcomes academics desire? Annamarie Meyer (UJ) | | | | | | |
| 13:20 - 14:00 | (Session 6 b) A Knowledge Base System for Student Throughput. Alta de Waal & Benjamin Tihale Ntshabele (UP) | | | | | | |
| Lunch: Building C1, Roof Garden and Room 145 | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #add8e6;">Room 135</th> <th style="background-color: #90ee90;">Room 251</th> </tr> </thead> <tbody> <tr> <td style="background-color: #add8e6;">Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions</td> <td style="background-color: #90ee90;">Turn-Around Institutional Research and Real-time Decision-making</td> </tr> <tr> <td style="background-color: #add8e6;">Chairperson: Juan Claude Lemmens</td> <td style="background-color: #90ee90;">Chairperson: Glen Barnes</td> </tr> </tbody> </table> | Room 135 | Room 251 | Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions | Turn-Around Institutional Research and Real-time Decision-making | Chairperson: Juan Claude Lemmens | Chairperson: Glen Barnes |
| Room 135 | Room 251 | | | | | | |
| Sustainability (financial sustainability as well as sustainability in a broader sense) of Institutions | Turn-Around Institutional Research and Real-time Decision-making | | | | | | |
| Chairperson: Juan Claude Lemmens | Chairperson: Glen Barnes | | | | | | |
| 14:05 - 14:45 | (Session 7 a) Incentive and reward schemes aimed at enhancing the research outputs of South African universities. Jan Botha (SU); Elsie Breet (SU); Lyn Horn (SU) & Leslie Swartz (SU) | | | | | | |
| 14:50 - 15:30 | (Session 7 b) Can Big Data really be useful in Higher Education? Herman Visser (UNISA) | | | | | | |
| 14:50 - 15:30 | (Session 8 a) Reflections on the activities of the #mustfall movement and its relation to the deferred Plan of Action of the socio-economic transformation project of the post-1994 South Africa. Pakiso Tondi (CUT) | | | | | | |
| 14:50 - 15:30 | (Session 8 b) Information Systems Innovation adoption in Higher Education: Big Data and Analytics. Fezile Matsebula (SPU) | | | | | | |

¹ Video Recorded Review or via Adobe Connect

² Publication funded by SAAIR and SciSTIP, see link <http://www0.sun.ac.za/scistip/> (A copy of the Book is included in the Conference Documentation)

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

| | | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15:35 - 16:15 | (Session 9 a) The burden of increased access to Higher Education: a story of increased enrolment numbers, but shrinking and delayed throughputs. Benjamin Tlhale Ntshabele & Moses Kebalepile (UP) | (Session 9 b) Institutional research as pontificating, advocacy and/or activism: Scoping possible responses to #MustFall. Yuraisha Chetty & Paul Prinsloo (UNISA) |
| 16:15 - 16:45 | Afternoon tea/coffee, Roof Garden | |
| 17:55 - 19:00 | (Session 10) Evening Cocktail Presentation: Faculty of Engineering Building N1, Room 2A 01 - The world renown "Vredefort Dome" close to Potchefstroom. A heritage site? (Prof) Frans Waanders <i>(This venue is on the campus but 2 km from the Conference Venue, Building C1)</i> | |
| 19:00 - 21:30 | (Session 11) Evening Cocktail: Faculty of Engineering, Potchefstroom Campus, Building N1 Triple Volume Reception Area <i>(This venue is 2 km from the Conference Venue, Building C1)</i> | |

Wednesday 19 October 2016

| | | |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 08:15 - 08:40 | Early-morning tea/coffee, Building C1, Roof Garden | |
| | Plenary Session: Council Chambers, Room 135 <i>Chairperson: Jan Botha</i> | |
| 08:40 - 09:30 | (Session 12) A social cartography of student data: Moving beyond #StudentsAsDataObjects Paul Prinsloo (UNISA) | |
| 09:30 - 10:30 | (Session 13) Keynote address: Prof Adam Habib, Vice-Chancellor, Wits. | |
| 10:30 - 10:50 | Mid-Morning Tea/Coffee, Building C1, Roof Garden Poster in Foyer: Siyaphumelela (we succeed): A national student success project Poster Presentation. Kwanele Shishane (DUT) | |
| | Blue Track, Room 135 | Green Track, Room 251 |
| | Perspectives on Student Experience, Student Activism and Student Leadership in the #mustfall era and beyond | Perspectives on Institutional Governance, Leadership and Management in the #mustfall era and beyond |
| | <i>Chairperson: Nicky Muller</i> | <i>Chairperson: Hester Geysler</i> |
| 10:55 - 11:35 | (Session 14 a) Siyaphumelela (We succeed): A national student success project. Panel Discussion with participants from partner institutions: Durban University of Technology, Nelson Mandela University, University of Pretoria, University of the Free State, and Wits University. The moderator will be from the South African Institute for Distance Education (SAIDE). (Names tbc) | (Session 14 b) Integrated Thinking, King IV, and the #mustfall Context. Ian Cloete & Jerall Toi (SU) |
| 11:40 - 12:20 | (Session 15 a) <i>#EntryCharacteristicsAndNSFASperformance.</i> Perspectives on student experience, student activism and student leadership <i>Juan-Claude Lemmens (UP)</i> | (Session 15 b) Enabling academic administrators to manage traumatic interactions with clients for example #FeesMustFall <i>Lizette Hollander (UJ)</i> |
| 12:20-13:20 | (Session 16) Annual General Meeting (AGM) Room 135 Chairperson: Nicolene Murdoch | |
| 13:20 - 13:55 | Lunch: Building C1, Room 145 and Roof Garden | |
| | Room 135 | Room 251 |
| | Impact of #MustFall on Quality of Teaching & Learning and Associated Themes | Perspectives on Institutional Governance, Leadership and Management in the #mustfall era and beyond |

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

| | Chairperson: Dawid Gericke | Chairperson: tbc |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14:05 - 14:45 | (Session 17a) Student success and retention: Breaking the dependency and poverty cycle. Mariaan Klopper (NWU) | (Session 17b) An Afrocentric approach to strategy implementation. Lusani R Netshitomboni (UNISA) |
| 14:50 - 15:30 | (Session 18a) The use of social media for teaching and learning at North-West University. Nomasomi Morule & Tamsanqa Ndlovu (NWU) | (Session 18b) Academic Monitoring for Improved Student Performance, the Dialectic Relation of Structure and Agency. Valindawo Valile Dwayi (WSU) |
| 15:30 - 16:00 | Afternoon tea/coffee, Building C1, Roof Garden | |
| 16:00 - 17:00 | (Session 20) Bus Tour: NWU Potchefstroom Campus & Town (Limited reserved seats) – Guide: Chris Windell | |
| 18:30 - 22:00 | (Session 21) Evening Function: Gala Dinner, Venue: <i>Christa Galli</i> (MC: Chris Windell) Guest Speaker: Prof Martin Oosthuizen (DVC: Teaching Learning, NWU) Dress Code: Smart/Casual | |

Thursday 20 October 2016

| | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 08:00 - 08:40 | Early-morning tea/coffee |
| | Plenary Session: Room 135 Chairperson: <i>Nicolene Murdoch</i> |
| 08:45 - 09:45 | (Session 22) Keynote address: Professor Linda Brown (Australia) Theme: Surviving and thriving amid tension and uncertainty - delivering quality higher education and graduate employability amid constant change in regulatory, policy and funding frameworks. |
| 09:45 - 10:15 | Mid-morning tea/coffee |
| | Room 135 Chairperson: <i>tbc</i> |
| 10:15 - 11:00 | (Session 23) Restoring confidence: The role of institutional research in promoting better understanding, support and quality. Sonja Loots, Francois Strydom & co-authors, Annel Oosthuysen, Lana Hen-Boisen, Michael Henn, and Hanle Posthumus (UF) |
| 11:00 - 11:40 | (Session 24) Reporting on Programme Reviews: A Research Approach. Hester Geyser & Ina Pretorius (UJ) |
| 11:40 - 12:40 | (Session 25) Demonstration - Capturing changes to the qualification and academic programme offering of a university at a time of change -- demonstration of an electronic tool. Christa North, Franciska Bothma & Tiaan Boshoff (NWU) |
| 12:40 - 12:50 | (Session 26) Closing: Jannie Jacobsz, Conference Chair - Room 135 |
| 12:50 | Lunch (Take Away): Building C1, Room 145 (Have a safe journey!) |

DRAFT PROGRAMME (16 August 2016)

Abstracts

Tuesday 18 October 2016

How best can South African Higher Education (HE) provide access to the poor?

Benjamin Tihale Ntshabele & Moses Kebalepile; University of Pretoria

Inequality, marginalisation, and social injustice are deeply rooted in South African history. It is therefore not surprising that higher education access and participation reflect racial and socio-economic disparities. Following the #feesmustfall student protests, the paper explores various higher education funding options vis a vis the poor and the so-called 'missing middle'³. Should fees fall for all? In addition, the paper examines various higher education funding models such as the Australian, UK, Nordic and Chinese models, to draw out important lessons and possibilities for South Africa.

DigitalDNA: Re-thinking traditional BI development techniques for evidence-based decision making

Glen Barnes & Liz Archer; UNISA

In this article an alternate approach to the traditional Business Intelligence (BI) development space is explored. A 'plug-in' component has been developed that aims to enhance the navigability and functionality of an existing Decision Support System (DSS). The component is described as a Decision Network Application known as DigitalDNA, which attempts to connect data sets and data points from different but connected data sources in order to reduce the 'distance' between data elements in an evidence-based DSS. The focus of the development is on integrating enriched data sets with an intuitive navigation system allowing users to easily move between various data nodes and explore each node in detail to gain a comprehensive understanding of the real-time data relating to their specific challenge. We discuss some aspects of traditional development techniques (drill-down and drill-through) in relation to this initiative. In addition, we explore the limitations of traditional visualisations in the development arena and consider the aspect of memorability in relation to real-time, comprehensive, agile analytics. The article considers both the conceptual and practical aspects of the DigitalDNA development.

Technology to reduce cost of tertiary education in response to #feesmustfall

Robert Huberts; University of Johannesburg

The zero percent fees increase announced in South Africa has resulted in a shortage of funds at universities, impacting on traditional functions. It is suggested that the only prospect that falls totally within the control of South African tertiary institutions is becoming more efficient, and this work endeavoured to show how technology can be used to achieve this without compromising education quality. Firstly, an online lecture was constructed, and student comments and results indicated that lectures of the given subject could just as well be conducted online. Secondly, a shared test for two institutions was run from the same computer system, producing credible results that could be used for both institutions. If universities work together on shared subjects to set up online lectures and assessments, which can be re-used, then the freed-up lecturer time can be used for research, generation of external income, and replacement of colleagues that resigned.

³ Students whose family income is above NSFAS threshold but too low to qualify for bank loans.

DRAFT PROGRAMME (16 August 2016)

Using the 4DX methodology in support of student success

Kwanele Shishane & Nicky Muller; Durban University of Technology

Durban University of Technology (DUT) is a partner institution in the Kresge Foundation funded Siyaphumelela (We succeed) Project. The Project aims to improve student success through building data analytics capacity at partner institutions. Universities in South Africa are battling to understand and change student retention (persistence) patterns. The Kresge foundation also aims to see identified good practices becoming mainstreamed in South African higher education.

The paper will present the methodology used in managing a project on student success, informed and improved through the lens of data. DUT's Siyaphumelela project will be utilising the four Disciplines of Execution (4DX) methodology. The disciplines of 4DX are 1) focusing on the wildly important goal 2) Acting on lead measures 3) Keeping a compelling scoreboard and 4) Creating a cadence of accountability.

The paper briefly describes DUT's project aims, and thereafter focuses on the 4DX principles and how they are applied in the project.

Are research outputs always the outcomes academics desire?

"Turn-around institutional research and real-time decision making"

Annemarie Meyer; University of Johannesburg

In this paper the interaction between different types of research outputs will be analysed by looking at a selected department at the UJ. Given the national focus on doctoral graduates and research, outputs are driven by a number of initiatives. Despite this and the fact that the current funding framework for higher education highly funds the enrolment and graduation of specifically doctoral and master's graduates, output targets are not met. In this regard the ASSAF report warns that there is "evidence" that funding incentives are boosted by focusing on quicker-to-obtain publication units. In essence, the funding framework is the most important initiative affecting both publication output and specifically doctoral graduate output, with clear indications that these two entities are in "competition" with each other.

A Knowledge Base System for Student Throughput

Alta de Waal & Benjamin Tihale Ntshabele; University of Pretoria

A knowledge base system (KBS) framework using Bayesian networks (BNs) platform was developed to examine and reason about the degree completion time, programme change and status. The independent variables include gender, ethnic group, faculty, matric results and study programme duration. The model involved University of Pretoria students registered for the first term in 2010 for at most a five-year program. The variables of interest are 1) degree completion time 2) programme change and 3) degree status. The model findings show the best case scenario that the likelihood of female students completing their degree in minimum time without changing to another academic programme is more than male students. The model was also expanded to faculties using panel data (i.e. a consolidation of student's results and student academic readiness survey data) with clusters built within the faculties.

Monetary incentives to enhance the research outputs of South African universities

Jan Botha, Elsie Breet, Lyn Horn & Leslie Swartz; Stellenbosch University

This study forms part of a larger study to investigate researchers' experience of academic and scientific authorship in South Africa (SA) along with the impact of research incentives on authorship practices. Literature has aimed to unpack questionable research practices, specifically honorary authorship, ghost authorship, and authorship order on research outputs. Less is known about the impact of incentives on authorship practices. Since 2014, SA universities have been receiving annual subsidies from the Department of Higher Education and

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

Training (DHET) based on their research publication outputs, which have significantly increased the number of SA research outputs since 2004. We will present factual information about the direct and indirect monetary incentive schemes of South African universities gathered from the Directors of the Research Support Offices. Findings from this study together with those from the broader study are important to identifying the advantages and disadvantages of monetary incentives as well as how this influences authorship practices.

Can Big Data really be useful in Higher Education?

Herman Visser; UNISA

Every day, people all over the world are exposed to Big Data. People are starting to experience the impact of Big Data, often without thinking about it. One of the reasons for this is that the name Big Data is misleading and can create wrong impressions. It is therefore no wonder that many institutional researchers and campus leaders are not convinced that Big Data is important for Higher Education. Many regard Big Data as a fad or more applicable to business than to Higher Education. The purpose of this paper is to clarify some misconceptions about Big Data that may exist and to provide some evidence about potential uses of Big Data in Higher Education. Some early successes of Big Data in Higher Education will be used to encourage and convince sceptical institutional researchers to get involved with Big Data in Higher Education.

Reflections on the messages and activities of the #mustfall movement and its relation to the deferred PoA of the socio-economic transformation project of the post-1994 South Africa

Pakiso Tondi; Central University of Technology

The transition from the oppressive and exclusive system of governance to free democratic dispensation steered by the Constitution of the Republic of South Africa (1996) was never meant to be an easy journey. As observed by Ramphela (in City Press 2016: 5), among other things, what has been missing is “a commitment to socio-economic restructuring and investment in programmes of education for democracy.” More than two decades since the dawn of democracy it seems very little progress has been made and this is evident in what the messages and activities of the #mustfall movement have brought to the nation’s public space. Is this not part of what can be regarded as effects of a deferred PoA of the socio-economic transformation project of the post-1994 South Africa? The aim of this paper is to reflect on some of the messages and activities of the #mustfall movement and how they relate to the post-1994 South Africa’s transformation project within the higher education setting. As a strategy to re-vitalize the PoA of the transformation project, as it relates to the South African higher education setting, the paper considers Daft and Lengel’s (2000) idea of dialogue as an intervention in initiating change in people and organizations. This is about negotiating a life beyond the #mustfall campaigns and constructing financially and socially sustainable higher education institutions.

Information systems innovation adoption in higher education: big data and analytics

Fezile Matsebula; Sol Plaatje University

Much as the term analytics is not new in the research field, analytics and big data are still not fully understood, nor has it yet been thoroughly and empirically researched by institutions of higher education, especially in the South African context. Many organizations and businesses are welcoming and adopting such information system innovation. However, there has been a limited interest in the adoption of big data and analytics in institutions of higher education. The lack of interest in big data and analytics from higher education institutions has caused institutions to function with substantial delays in analysing readily evident data. Furthermore, the lack of adequate theoretical frameworks for information systems adoption in higher education institutions has steered the many failures to produce meaningful, accessible and timely information for decision making.

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

Therefore this calls for the development of a conceptualized framework for the adoption of big data and analytics in institutions of higher education.

Although theories of information systems innovation adoption have been used and applied in many information systems research studies; these theoretical frameworks lack the underlying casual mechanism. This research study will highlight the factors that fit the adoption of an information systems innovation in higher education institutions. Once the factors are attained, a conceptual framework will be developed and validated. Hence the study will integrate various theoretical frameworks to conceptualize a more comprehensive framework for the adoption of big data and analytics in higher education. This framework will outline the major causal relationships in information system adoption.

The study will also verify the framework by revisiting prior empirical studies. Literature in the field of IS innovation adoption in higher education will be greatly improved through empirical tests and empirical findings. This present research study will help higher education institutions to better understand the effect of analytics and big data in the environment in which they operate in. When institutions of higher education are better informed about the advantages and disadvantages that come with analytics and big data, they could help to improve their structure, strategy and resources. (Draft Abstract)

The burden of increased access to Higher Education: a story of increased enrolment numbers, but shrunk and delayed throughputs

Benjamin Tihale Ntshabele & Moses Kebalepile; University of Pretoria

Equitable access and increased participation rates have remained central to HE policy. The major concern with regard to increased enrolments is the increase in attrition rate. The demographic profile change triggered by increased access led to a variety of challenges that higher education institutions were unprepared for. The factors associated with unpreparedness are demonstrated by high failure rates, high drop rates, and re-admission of students who take at least minimum time plus one to complete a degree. The model was developed for predicting success of the first-year students of 2015 (new and returning) at the University of Pretoria, using their point of application information, and first and second semester performance information. The findings from the regression model show that success during the first year is associated with average matric mark, matric English mark, home language, number of courses enrolled for and ethnicity. Cluster analysis using statistically significant variables was also used to classify students as at risk, borderline and not at risk.

Institutional research as pontificating, advocacy and/or activism: Scoping possible responses to #MustFall

Yuraisha Chetty & Paul Prinsloo; UNISA

While evidence-based management and the collection, analysis and use of data in higher education is not a recent phenomenon, the need for real-time analysis, forecasting and early warning systems has been thoroughly illustrated by the recent #MustFall campaigns. Institutional research has traditionally been required to report on historical data to inform long-term strategy and policy, but the current state of flux in higher education possibly points to the need to reconsider the scope and role of institutional research.

This paper will present data of one particular higher education institution such as the number of students using NFSAS funding; the number of students who were currently defaulting on payment; the number of students who have outstanding study fees; the number of students who do financial cancellations, etc. Based on the unfolding events of the #MustFall movement/phenomenon and the data we currently have or don't have, we explore the changing roles of institutional research and consider institutional research as pontificating, advocacy or activism.

DRAFT PROGRAMME (16 August 2016)

A social cartography of student data: Moving beyond #StudentsAsDataObjects

Paul Prinsloo; UNISA

Using the social cartography suggested by de Oliveira Andreotti, Stein, Pashby and Nicolson (2016), I will map the collection, analysis and use of student data against the notions of the liberal, neoliberal and critical imaginaries of institutional research. Each of these (often juxtaposed) gestalts or imaginaries of institutional research serve different agendas, and result in data sets, analyses and uses. In this paper I will briefly introduce the notion of social cartography as performative heuristic device, before illustrating the collection, analysis and use of data in each of these imaginaries. I will then situate the under-preparedness with which higher education met the #MustFall against these imaginaries. I will conclude the paper by considering the critical imaginary as framework for the collection, analysis and use of student data as we move from #StudentsAsDataObjects to thick(er) narratives and data informing our strategies of improving curricula, student retention and success.

Project name - Siyaphumelela (we succeed): a national student success project. Perspectives on Student Experience related to student success (Panel discussion)

Kwanele Sishane & Colleagues; Durban University of Technology

Universities are described as gateways for improving students. Many students enter, but many also exit without having achieved their educational goal. The high levels of inequality and unemployment also play a devastating role in the lives of many students.

The Siyaphumelela (We succeed) Project is funded by the Kresge Foundation, and consists of five partner institutions (Durban University of Technology, Nelson Mandela Metropolitan University, University of Pretoria, University of the Free State, and Wits University) and the South African Institute for Distance Education (SAIDE), which functions as the project's 'backbone'. The intent is that these universities will work together to develop their data analytics capacity to find and share solutions and interventions which are backed by data, informing planning for student success.

The differing perspectives of each discussant will contribute to the discourse around student success. Panellists will include representatives from each of the five Siyaphumelela project partners, viz. Durban University of Technology, Nelson Mandela Metropolitan University, University of Pretoria, University of the Free State and Wits University. Names of participants are still being finalised. We aim to have a mix of student, support, academic and executive voices on the panel. The panel moderator is yet to be determined, but we hope to have either Ms Jenny Glennie (Director: SAIDE) or Mr Alan Amory (Project Officer SAIDE) to fulfil this role.

Integrated Thinking, King IV, and the #mustfall Context

Perspectives on Institutional Governance, Leadership and Management in the #mustfall era and beyond

Jerall Toi & Ian Cloete; Stellenbosch University

South African higher education institutions face unique information-related challenges and opportunities, from increased information-related regulatory demands, to institutional efficiency and effectiveness requirements, to ever-evolving information and cyber-threats, through to annual integrated reporting requirements—all within the context of fallism.

In this presentation, we explore the issue of Information Governance, as opposed to IT Governance, in terms of the capitals presented within fourth version of the King Code of Corporate Governance. In addition, we focus on the value of information for and within a university and the implications of the emerging area of governance of information. Through an examination of a King IV-aligned Corporate Governance view of

DRAFT PROGRAMME (16 August 2016)

Information Governance, we aim to identify potential methods to better govern and manage information risks and opportunities to maximise the potential benefits an HEI may derive from its information.

#EntryCharacteristicsAndNSFASperformance

Perspectives on student experience, student activism and student leadership

Juan-Claude Lemmens; University of Pretoria

This study explores data from two surveys administered during the first year to evaluate the relationship among student demographic variables, the survey indicators and the academic performance of NSFAS and non-NSFAS first-year students registered in 2015 at the University of Pretoria. A total of 1235 students completed both the Student Academic Readiness Survey (STARS) and the First Year Experience Survey (FYES) in 2015. Typical “What-If” scenarios on an Excel dashboard are used to engage with the data and to determine the conditions that might influence academic success of the two student groups and at two survey periods. One can for instance determine the first semester academic performance of students who have no transport, are male, African and first-generation for NSFAS and non-NSFAS students. This information can shed light on the student characteristics or demographic variables that impact financially needy students and to identify them early with ‘positive’ hashtag campaigns.

Enabling academic administrators to manage traumatic interactions with clients for example #FeesMustFall

Lizette Hollander; University of Johannesburg

The purpose of this qualitative research was to understand the impact of the complex reality and implications of the November 2015 #FeesMustFall Campaign on academic administration practices in the Department of Transport and Supply Chain Management at the University of Johannesburg in order to develop, support and maintain healthy, dedicated, responsive and productive employees. During Focus Group interactions, valuable insight and feedback on how administrative staff experienced the #FeesMustFall campaign were generated. Based on this feedback, specific training interventions were constructed and have been implemented to enable administrative staff to function professionally during traumatic events. Consensus was reached that trusting relationships based on clear communication is a key requirement for managing change and for working effectively as an administrative team in the South African higher education landscape.

Student success and retention: Breaking the dependency and poverty cycle

Mariaan Klopper; North-West University

“Improvement in rates of student success does not arise by chance. It requires intentional, structured and proactive action that is systematic in nature and coordinated in application, involving many people across campus.” (Professor Vincent Tinto, CHE Symposium, August 2013)

*One of the challenges in SA is the lack of adequate funding and financial aid (recent “Fees must Fall” campaign in South Africa) - the current under-represented population within the student community should, in fact, be the population that is over-represented. This is equally the population who lack adequate funding for education This paper will focus on the contribution the Supplemental Instruction program at the NWU makes, to break the **dependency** (collaborative super learning groups) - and **poverty** (high attrition) cycles that are still suffered in the broader Southern African context at NWU with....” an intentional, structured, proactive programme that is systematic in nature and coordinated in application, involving many people” across the campuses of the NWU.*

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

*Project name - Siyaphumelela (we succeed): A national student success project.
Perspectives on Student Experience related to student success (Poster Presentation)*

Kwanele Shishane; Durban University of Technology

Student success is defined as “academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance” (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006:5). Although student success has been studied extensively, the enthusiasm of an individual’s acceptance at a South African University is often short-lived as the increasing number of students that drop out of university persists (Moodley & Singh, 2015). Challenges students face include financial exclusion, residence accommodation, health care services at university, social transformation on broader socio-economic, and inequality issues, accessibility of resources and lectures. In efforts to explore this, a study of DUT students will be done in efforts to explore ways in which retention and throughput can be increased, thereby increasing student success.

The poster will present background literature on student success, as well as the project goals, objectives, project research questions, the underpinning theory, the methodology, as well references consulted to develop this poster.

The use of social media for teaching and learning at North-West University

Nomasomi Morule & Tamsanqa Ndlovu; North-West University

The 21st Century communication system seems to prioritise the use of social media gadgets than it does the verbal form. Technologies developed recently facilitate connections across the globe. Distance is no longer an impediment. In the North West University (Mafikeng Campus) students have access to different technologies and wide access. Such access enables all students to have access to different social media. As a result of the advancement in technological developments, social media has become a significant part of students’ daily life. This advancement has implications for learning and teaching in institutions of higher learning. According to Bosch (2009) social media has made teaching and learning content much more freely and instantaneously available to students who can download course notes and other academic material with a single mouse click a touch on the screen of some device. Eke, and Odoh (2014) observe that Facebook, YouTube, WhatsApp and Twitter are the most popular forms of social media use by youth, which makes them potential instruments for collaborative learning and teaching in higher education. (Binsahl and Chang 2012) adds that since it has never been argued that the current generation may be resistant to new medium of teaching and learning, this could be a good chance to introduce teaching and learning through social media. This study advocates for the use of social media as artefacts that can be used for teaching and learning (in the Mafikeng Campus of the NWU). It identifies factors favourable for using social media for teaching and learning and appraise students’ feelings and opinions on the use of such platforms for educational purposes. The questions the study provided answers for include; Are social media platform good for teaching and learning? What factors are favourable for using social media for teaching and learning, how do students feel about using social media for teaching and learning? To provide answers to the stated questions, the study employed both quantitative and qualitative research methods (mixed method) for the research design and methodology. This mixed-method approach follows an interpretive route employing interviews and questionnaires for data collection. The study concluded that using social media for teaching and learning has potential positive benefits. In addition the generation of today is ready and willing to use social media to learn because as it is most of the students get their information from social media. The study also concludes that teaching and learning through social media promotes student self-regulated learning and collaborative learning. The recommendations emanating from the study, universities must incorporate the use of social media in teaching and learning. However, there should be clear distinction of the type of content that can be put on social media.

DRAFT PROGRAMME (16 August 2016)

DRAFT PROGRAMME (16 August 2016)

Academic Monitoring for Improved Student Performance, the Dialectic Relation of Structure and Agency

Valindawo Valile Dwayi; Walter Sisulu University

This paper will report on the pilot project on academic monitoring and support, which commenced in 2014. The paper itself is a progress report from the SAAIR 2015 paper, which focussed on the first of the Archerian theory of morphogenesis. 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 exclusions 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 second phase of social interaction, in Archerian terms, data was collected by means of analysis of organisational records and focus group discussions with selected heads of academic departments, deans of faculties and research participants, towards 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. The next phase, the last cycle of the theory of morphogenesis, will include the analysis of situational logics which presents the dilemmatic positions about academic monitoring and support. Discussion of the preliminary findings from the second 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.

An Afrocentric approach to strategy implementation

Lusani R Netshitomboni; UNISA

Although there is a lot of literature on strategy implementation from a Western perspective, increasingly, there is an acknowledgement of the need for an Afrocentric approach to strategy development, implementation and management in general. As indicated by Khomba and Kangaude-Ulaya (2013), there are corporate strategy lessons that can be realised out of, for example, the Ubuntu philosophy. These lessons include collectivism and teamwork, creation of synergies and competitive advantages, humanist leadership styles and maturity, consensus in decision-making systems, effective communication, and community-based corporate social responsibility. To be successful, Africa-based organisations must acknowledge Afrocentric approaches to strategy implementation and management in general.

In this context, Ubuntu philosophy represents humanness, a pervasive spirit of caring within the community in which the individuals love one another. Ubuntu transcends the narrow confines of the nuclear family to include the extended kinship network that is omnipresent in many African communities (Khomba and Kangaude-Ulaya (2013). As a philosophy, Ubuntu is an orientation to life that stands in contrast to rampant individualism, insensitive competitiveness and unilateral decision-making.

Against this background, this paper seeks to provide an analysis of the extent to which Afrocentric approach to strategy development and implementation could benefit institutions of higher learning in South Africa. This becomes even more critical taking into consideration the need for universities to start having face-to-face conversations about what needs to be done about challenges facing the sector. This should include acknowledging the legacy issues that most people have to deal with, and which require urgently prioritising quality education from early childhood across the age spectrum through to higher education and technical and vocational training. (Draft Abstract).

DRAFT PROGRAMME (16 August 2016)

Restoring confidence: The role of institutional research in promoting better understanding, support and quality

Sonja Loots, Francois Strydom & Colleagues; University of the Free State

During the #mustfall campaigns, the University of the Free State received two memorandums of demands from students which, amongst other concerns, foregrounded teaching and learning quality. Interestingly, students raise these concerns at a time when significant efforts have been put in place on national and institutional level to prioritise academic quality. Drawing from a student engagement framework, we argue that the role of institutional researchers in the dissemination of information between system hierarchies is crucial to address the prominent communication gap outlined above. Moreover, we need to explore in what ways institutional researchers can contribute to proactive rather than reactive interventions to prevent future build-up of frustrations from students. We make use of different institutional data sources to illustrate how actionable dissemination strategies could be formulated and implemented to address these issues. We also respond to quality concerns by commenting on intervention possibilities based on accumulated and action-oriented data.

Reporting on programme reviews: a research approach

Hester Geyser & Ina Pretorius; University of Johannesburg

The focus of this presentation is the research approach followed by the University of Johannesburg in the development of institutional reports on programme reviews. Programme reviews and the related reports are linked to the four core quality assurance (QA) functions of QA units – identified by means of a questionnaire to QA units. The required research skills (as part of the three tiers of organisational intelligence), were identified by the QA units, and are presented as background against which the UJ research-based approach is discussed. It is concluded that this approach puts a high premium on research skills as identified by other QA units. This also requires focused staff development w.r.t. research skills, but also an understanding of the institutional context and different audiences in the University.

Capturing changes to the qualification and academic programme offering of a university at a time of change -- demonstration of an electronic tool.

Christa North, Franciska Bothma & Tiaan Boshoff; North-West University

The call to #feesmustfall evokes a range of responses across the spectrum of stakeholders. While it is certainly necessary to debate the issues underpinning #fees must fall, and while universities have a responsibility to engage at many levels on the matter of student fees and who should be footing the bill for higher learning in such a complex society as ours, we would like to suggest that it is not out of place for academic planners to be thinking even harder than before about the imperative to deliver value for money through the academic programme offering of each institution.

The team responsible for support to academics with the design of the qualification portfolio of the University also supports the institutional committee for academic standards. The design of the tool emerged from the need to improve service to academics through a reliable and sustainable support process.

It can be safely stated that this work could benefit and assist institutional research. In our case it can be demonstrated that it has led to improved understanding, planning of a core work process of the institution.

The point of departure for this submission is the academic programme planning view on the value chain of the conversation and actions on Teaching and Learning at one university. The demonstration is designed to show one of the tangible outputs of the process.

In a university-wide project on the transformation of Teaching and Learning those responsible for supporting Faculties with academic programme planning analysed the processes, designed an electronic tool to make

DRAFT PROGRAMME (16 August 2016)

existing data on the status quo accessible to academics and also to capture the outcomes of the deliberations in a usable format.

The tool developed is being implemented against the backdrop of a need to respond also to the alignment of all qualifications and academic programmes with the Higher Education Qualifications Sub-Framework (HEQSF).

The cross-roads of a comprehensive redesign of the University's management model and with that its faculty structures, #feesmustfall, our desire to engage on the matter of transformation of the curriculum and the imperative to revisit qualifications and programmes to align them with the HEQSF present a unique moment in the history of this university.

The time has arrived for all, including academic programme planning staff, to deliver sustainably on its responsibility to offer value for money through the quality of its highly relevant portfolio of qualifications and academic programmes.

The demonstration will be on the tool developed to support the work ahead, and will therefore show a [view into the online version of the tool](#).

While it will not focus on aspects of the curriculum itself the supporting technology will be demonstrated to highlight the point where the academic deliberations intersect with the tool designed to capture the outcomes of the academic conversation.

Partner and Platinum Sponsor



Quantum
SOLUTIONS

DRAFT PROGRAMME (16 August 2016)