



# **HIGHER EDUCATION MANAGEMENT**

**Lilian Rita Akudolu**

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## Peer Review Process

- Understanding the peer review checklist
- Review of programmes in the booklet
- Presentation of programmes available but not in the booklet
- Receive reports on the status of new/revised programmes from institutions that had not submitted/presented
- Each programme was assigned to at least two peer reviewers.
- Each pair of/three reviewers had to meet and come up with a joint report and present it at a plenary.
- Each member was allowed time to respond to the report
- Agreed** that the programmes should be improved by 1<sup>st</sup> July 2017. The peer review process and support continue through development of the programmes.

# Categories of programmes



Category	Number
Existing/revised programmes	5
New programmes	2
Joint programmes	1
Partial implementation	2
Planning stage	2

## Staff Development Strategy

- ❑ Three universities had participated in the Tuning Online Course.

### ***Emerging challenges of the Online course***

- ❖ The course is quite overloaded
- ❖ Heavy workload the participants hence drop-out
- ❖ It requires affordable internet connectivity

### ***Attributes of the Tuning online course***

- ❑ Flexibility of deadlines to allow for more participants
- ❑ The incentive of a Certificate on completion of the course

**Recommendation:** Let the online course continue to run and support the process.

### *Strengths of some of the institutions:*

- ❑ Institutionalised staff development programmes in some of the universities in South Africa, Mauritius
- ❑ In South Africa, the Department of Higher Education and Training (DHET), a policy level agency, encourages all higher education institutions to institutionalise Continuous Professional Development
- ❑ There is growing emphasis on trends of modern pedagogy e.g. blended learning

## ***Institutional level strategies:***

- Institutional Staff Development Units to be encouraged to experiment or embrace competence-based pedagogy and blended learning as applied in Tuning.
- Sharing experiences of the respective institutions in order to adopt best practices
- Organising briefing and debriefing sessions to encourage/ sensitise prospective participants
- Encouraging junior staff to participate in the course
- Rapport with senior staff can elicit participation

# Staff Development Strategy



## *Students Views*

- ❑ Whereas staff development targets the academic staff, the ultimate beneficiary is the learner who benefits from being taught differently and better.
- ❑ As students, there is increasing interest in the use of modern approaches such as blended learning given the technological revolution

## Discussions on the Publication



- Reflected on the suggested content outline
- Noted the importance of validation by stakeholders e.g. students, Vice Rectors/DVCs in charge of academic affairs etc
- Identified **two editors** of the book
- Each member of HEM selected at least a chapter(s)
- SAG set timelines for submission of draft manuscripts, review, feedback, submission of final drafts, review by the editorial board, and submission of complete draft book
- Nominated a coordinator for team to ensure adherence to timelines/tasks by sending and following up reminders
- Established an Editorial Committee from among members of the SAG





**THANK YOU**