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Where leaders learn

RHODES UNIVERSITY

GROWING the NEXT GENERATION of ACADEMICS

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Where it ALL BEGAN to where it is now

The Next Generation Academic Programme was launched at Rhodes in 2001 after the then Vice-Chancellor of Rhodes University, Dr David Woods, raised money from the Andrew W. Mellon Foundation to finance it.

Ms Sarah Fischer, the former Director of Human Resources at Rhodes, put in place the initial building blocks to run the programme. It was originally called the Accelerated Development Programme, and the key programme drivers established at the outset were:

- A rigorous application process for top young black and women academics whose research and teaching development is accelerated through the programme;
- The identification of a mentor to support the lecturer over the three-year programme period;
- The production of an upfront, three-year development plan by the lecturer in collaboration with the mentor, the Centre for Higher Education Research, Teaching and Learning (CHERTL) and the department;
- A 50% initial teaching load to afford the lecturer additional time to focus on their postgraduate research and to develop their teaching skills;
- Academic, social and psychological input from the programme's coordinators at CHERTL to support the lecturers if and when they need it; and
- Regular mentor reports are seen by the Vice-Chancellor, Deans and Heads of Department to assess how the lecturer is progressing and whether their needs are being met.

One omission in the early years of the programme, to Rhodes' detriment, was not to offer all lecturers who had fulfilled all the requirements of the programme, a permanent lecturing post at the University.

After a few lecturers were lost to Rhodes in the process, the University, under the leadership of former Vice-Chancellor Dr Saleem Badat, revised the programme to either link lecturer appointments to imminent retirement posts or to create additional posts with a view to strategic growth.

The programme costs are approximately R1million per lecturer for the three years and lecturers are contractually obligated to remain in the employ of Rhodes University for an additional three years on successful completion of the programme.

Should any lecturer not complete the programme, they are required to pay back the scholarship component of their remuneration package.

Each year the Director of Human Resources meets with the CHERTL coordinators and the Heads of each academic department or faculty to work out where new lecturers are most required.

Also under discussion is whether aspects of the programme should be mainstreamed at Rhodes, where, for example, every new lecturer appointed at Rhodes is

assigned a mentor and encouraged to produce a development plan.

The invaluable skills and accelerated academic development opportunities afforded by the programme and its mentoring process would be of significant benefit to all new academics.

The programme has demonstrated that most new academics flourish during the three years as it offers a mix of accountability and independence. It also brings together new academics in an environment where they can learn, advance and socialise with other new academics from all faculties. The experience of being a new academic can be lonely and alienating, and collective engagement goes a long way towards addressing this.

The success stories at Rhodes from the Next Generation Academic Programme speak for themselves.

One example is Professor Janice Limson whose academic progress and promotional track has been phenomenal. She started the programme in 2003. She is now a professor of Biotechnology at Rhodes and the holder of a SARChI Chair in Science Communication.

Prof Limson's mentor was the late Dr Winston Leukes, an exceptionally talented scientist who encouraged her to pursue a career in Biotechnology.

In turn, Prof Limson is currently mentoring a current Next Generation Academic Programme lecturer in Biotechnology, Dr Earl Prinsloo.

While the programme's worth is unquestionable, the ongoing challenge is to find funding to ensure its sustainability, hence Rhodes has stepped in to finance new programme appointments from some of its equity reserves.

It is also an ongoing balancing act to ensure that there are posts for programme lecturers whom the University wishes to retain after they have successfully completed their three years.

With the imminent implementation of the Next Generation Academic Programme at a national level, one possibility is for Rhodes to receive funding from government and/or other funders to appoint additional programme lecturers who can then be made appointment offers from other South African universities after their three years.

Irrespective, Rhodes University will continue to be involved at both institutional and national levels to help drive this programme that has been developed and refined to optimal efficiency over 15 years.

Growing the NEXT GENERATION of Academics at Rhodes University and for South Africa

The Next Generation Academic Programme at Rhodes University addresses the pressing need for universities to develop future generations of academics to serve higher education's purpose now and in the future.

The need is heightened by the high number of academics at South African universities (estimated at 20%) who will retire in the next ten years, including half of the professoriate.

Established at Rhodes University in 2001 with a grant from the Mellon Foundation, the Next Generation Academic Programme is an ongoing core initiative of Rhodes University to accelerate the transformation of its academic staff profile.

To date, 44 lecturers have completed the programme at Rhodes.

Such is the success of the Rhodes programme that major aspects of the Rhodes model have been incorporated in the National Next Generation Academic Programme, scheduled for implementation at universities throughout South Africa from 2015.

Funding the programme

To fund the programme, Rhodes received just short of US$1 000 000 from the Mellon Foundation in 2001 and a further US$600 000 in 2008. In 2009 Rhodes received US$ 900 000 from the Kresge Foundation. The University is increasingly funding this programme to ensure its sustainability as the grants from Mellon and Kresge start tailing off.

Coordinated by CHERTL academics

Two senior academics from the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University – Professor Lynn Quinn and Dr Jo-Anne Vorster coordinated the programme from 2001 to 2014.

From 2015, Dr Amanda Hlengwa, also of CHERTL, and a former Next Generation Academic Programme lecturer at Rhodes University, will coordinate the programme.

National programme

The proposal for the national programme was submitted to the Ministers of Higher Education and Training and Science and Technology via the Higher Education South Africa (HESA) Board in early 2011.

A six-person national working group headed by Rhodes University's former Vice-Chancellor, Dr Saleem Badat, and including Dr Vorster, produced the proposal, which was accepted by the Department of Higher Education in 2014.

About the Next Generation Academic Programme

The programme teams up top young academics with academic mentors in the discipline where they are appointed as lecturers on a three-year contract, and fulltime thereafter if they meet the University's requirements for tenure.

The programme's aims and structure are discussed in detail in documents such as *The Rhodes University Programme to Nurture Black Academic Staff to Enhance Diversity and Excellence* (2000) and in the documents

THE WORK OF THE CENTRE FOR HIGHER EDUCATION RESEARCH, TEACHING & LEARNING (CHERTL)

The work of CHERTL, together with the Dean of Teaching and Learning, focuses on the development of academic staff as professional educators, the promotion and assurance of quality in teaching and learning and the development of student learning in conjunction with academic departments.

CHERTL also functions as an academic department of Rhodes University, focusing on Higher Education as a field of study and the development of teaching and learning in higher education.

A highly successful doctoral programme is run by CHERTL. Currently, approximately 30 PhD students are on the programme, comprising mostly academic staff from higher education institutions across South Africa.

CHERTL conducts research on teaching and learning in higher education and offers formal programmes in Higher Education Studies that contribute to the development of quality teaching and learning. The Centre is also responsible for promoting Service-Learning within the institution; for the administration and development of the Next Generation Academics Programme and for quality assurance of short courses and supporting tutor coordinators.

The scope of CHERTL's work moves beyond the institution, playing an active role at national and international levels. CHERTL contributes significantly to the national higher education landscape, both through the offering of formal qualifications at other institutions as well as through representation on national bodies such as the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the Higher Education Quality Committee (HEQC).

describing the Mellon and Kresge Foundations' programmes for accelerated development.

Primarily aimed at black and women postgraduates

In synopsis, the aims of the programme, as expressed by Rhodes University, are primarily to offer academic posts to suitable black and women postgraduates – either to retain those already at Rhodes or to attract lecturers to Rhodes. The postgraduates are predominantly South Africans, with a percentage of lecturers from other African countries.

The candidates accepted on the programme are assigned a mentor within their department. The lecturer and mentor construct a development plan that frames the lecturer's goals over the three-year period.

The development plan takes into account what level of qualification the lecturer has achieved. From this, appropriate workload and support activities are determined.

Starting with a 50% teaching load

While all the development plans are highly individualised, there are some generic features, such as a reduced teaching load, starting with a 50% teaching load that may gradually be increased over the course of the three years.

Substantial research time is apportioned in the development plan, as is time to attend workshops and conferences.

The development plan also provides the academic with time and opportunities to become acquainted with the institutional structures and practices of the University in order for them to actively participate in a range of departmental, faculty and university committees.

Post Graduate Diploma in Higher Education

Support to enhance the lecturers' teaching and learning expertise is offered through modules in the Post Graduate Diploma in Higher Education, known as the PGDip (HE). Lecturers are required to complete a minimum of two modules of the Diploma if they have a Master's degree and to complete the entire Diploma if they have a

Doctoral degree. Those with a Master's degree are able to complete the Diploma once they get their Doctoral degree.

A scholarly approach to academic teaching is highly valued at Rhodes, on a par with research productivity. The rationale is that academics are not automatically good teachers, but if they engage with educational concepts and theories to enhance their practice, they could make a significant difference to the lives of thousands of students.

Progress reviews

Over the three-year period of the programme, mentor and mentee review the progress against the goals set in the development plan and jointly produce four reports, two in the first year and annually thereafter.

These reports are shared with the lecturer as well as with the Head of Department, Dean of the Faculty, Vice-Chancellor and Deputy Vice-Chancellor of Research & Development. It's a good way of maintaining progress, and, where necessary, for the University to identify areas for improvement or research needs, such as a new science laboratory.

Quarterly lunches are also hosted by the programme coordinators, which create an informal context where lecturers and their mentors are afforded the opportunity to share their experiences.

The Director of Human Resources at Rhodes University provided the following analysis of Next Generation Academic Programme posts between 2001 and 2014:

1. 44 posts/placements have taken place over the 14-year period of the programme;
2. 5 (11%) of the appointments have been international members of staff;
3. 18 (41%) of these staff are currently permanently employed;
4. A further 15 (34%) individuals currently on the accelerated development programme are lined up against permanent posts;
5. 7 (16%) individuals were offered employment or would have been offered permanent employment but elected to leave RU, for a variety of reasons. This includes one individual who was offered employment but subsequently left RU;
6. 4 (9%) individuals were lost to RU as there were no posts available to them post the completion of the accelerated development programme. This was a result of poor implementation of the protocol at the time. While the protocol conceptualised the linking of appointments against retirements, the then Vice-Chancellor and Deans chose not to follow this approach. The institution elected to not retain one staff member in a permanent post;
7. 17 (39%) of the appointments/placements have been male. This focus is appropriate given the percentage of male to female academics (approximately 63% to 37%);
8. 5 (11%) placements have been white women.

Professor Lynn Quinn has a PhD in academic staff development and over 20 years of experience in the field. It follows that her specialist interest is in the development of academic staff as professional educators, and in teaching and learning in higher education.

Attracting BRIGHT YOUNG PEOPLE who are ready to fly as academics

The Next Generation Academic Programme at Rhodes University is all about attracting bright young people who are ready to fly as academics, explain the programme's coordinators from 2001 to 2014, Professor Lynn Quinn and Dr Jo-Anne Vorster. Both are senior academics in the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes.

"The initial selection process is extremely high level, and interviews with potential next generation lecturers are conducted by a panel that generally includes, the Vice-Chancellor, several Deans, the Head of the Department for which the candidate lecturer is applying, and one or more of the programme's coordinators," explains Dr Vorster.

Grow in all the academic spheres

"The lecturers on the programme are afforded opportunities to grow in all the academic spheres: teaching, research, administration and community engagement, so that by the end of the three year programme they are fully fledged academics who can fly on their own," adds Prof Quinn.

Posts are linked to departments where there is an imminent retirement or a particular growth need, and all lecturers who fulfill the programme's requirements are offered three-year, full-time contracts towards the end of their initial three years.

This engenders a commitment to their department and to Rhodes. The University benefits by retaining these bright young academics for at least three years after the completion of the programme. This effectively means they are at the University for at least six years, or more if they stay on, which many do.

Invaluable insight into what the programme requires

With fourteen years of experience in running the programme, Prof Quinn and Dr Vorster have invaluable insight into what it requires and how best to manage the programme.

"Critical to the success of this programme is that it has the full support of the University's top management to ensure that it is treated as a key academic priority," says Dr Vorster. "At Rhodes, one of the reasons why we make a point of hosting lunches where the next generation lecturers get to meet and mix with the University's top management is to foster these relationships and to consolidate top management involvement in the programme."

Academically and intellectually generous

"We also match up lecturers with mentors who are highly respected in their field and are also academically and intellectually generous. The attitude and approach of the mentor is key to the success of the lecturer and we are proud to be able to say that only one intervention between mentor and lecturer has been necessary in the past fourteen years," adds Prof Quinn.

Another key determinant of the programme's success is that departments need to ensure the new lecturers are respected as full members of the academic staff.

Research, networking, conferences, workshops

"All staff members need to appreciate the Next Generation Programme lecturers are on an initial 50% teaching load in order to make significant headway with their research during the three years, as well as to attend relevant conferences and workshops to develop their skills and networks," says Prof Quinn.

Dr Jo-Anne Vorster has been working in the field of academic staff development for 20 years. For her PhD she did a social-realist analysis of collaborative curriculum development processes in an academic department.

PROF LYNN QUINN & DR JO-ANNE VORSTER

Prof Quinn and Dr Vorster are integrally involved in all the staff development programmes at Rhodes. They also facilitate staff development courses for lecturers from other universities.

They contribute towards the supervision of students who are part of CHERTL's doctoral programme. The programme currently has 30 students from a range of South African and African higher education institutions. They also facilitate the two-year Post Graduate Diploma in Higher Education (PGDip (HE)), an Honours level qualification, which currently has 60 students who are lecturers at a range of South African universities.

In addition, they run a Postgraduate Diploma for academic developers from other universities.

During the orientation programme lecturers are advised of various societies and organisations on campus that might appeal to them. For example, the Women's Academic Solidarity Association (WASA) has proved a great support network for women academics and postgraduates.

The coordinators are available at all times

Over the course of the three years the coordinators are available to the lecturers at any time, as backup and to suggest who can help them if they are battling with any teaching or learning related issues. At the same time the coordinators make sure they give the lecturers the space to develop on their own and in their departments.

"Some departments are very supportive; others are more individualistic. This is partly to do with the character of different disciplines, where, for example, the Sciences automatically work in research groups where people are mentored," says Dr Vorster.

"Other issues also come up where, for example, you are the first black lecturer in your department, it's not always easy in a university with a white colonial history. Hence the programme's focus on growing black and women academics, so that in time, all departments may become demographically and culturally diverse. This will substantially contribute to the general cultural transformation of the University."

A lot to do with how they take up their own agency

Dr Vorster adds that each lecturer's success on this programme has a lot to do with how they take up their own agency.

"Growing the next generation of academics is a highly complex challenge, and all lecturers need to rise to the challenge and play their part in this extremely important initiative for the future of university education in our country," adds Prof Quinn.

For Prof Quinn and Dr Vorster, the greatest reward over the past 14 years has been to see so many lecturers fly "and accelerate into top class academics. That's first prize every time," says Prof Quinn.

MENTORING Next Generation Academics is ABSOLUTELY CRITICAL

"The Next Generation Academic Programme is absolutely crucial to bring young, committed, inspiring lecturers into the University. These are the future leaders of Rhodes and we need to be proactive about identifying them," says Distinguished Professor Paul Maylam.

He explains that the academic profession is not always the first choice for postgraduate students today:

"While most are committed to South Africa, they don't always think that teaching and academia is the area in which they can make their contribution.

"There is also the issue of academic salaries, which are not really sufficient to attract significant numbers of bright young people into the profession, especially when there are family financial pressures. Moreover, the private sector may be quicker off the mark than universities in hiring outstanding graduates.

"All these reasons and more make the Next Generation Academic Programme an essential recruitment and academic development initiative, not only for higher education, but also to find ways of solving the many problems that South Africa and the world face today."

The History Department has been particularly successful in this regard. As a result of it, three very successful academics and lecturers are now permanent members of the department, and will hopefully remain at Rhodes for many years to come.

As their mentor and Head of Department at the time, Prof Maylam says certain basics are essential when new lecturers join the department. "People need to feel welcomed and accepted, and special care must be taken not to exploit them by overloading them with teaching that other lecturers do not wish to undertake," he says.

"My approach was to put the new lecturers on a very light teaching load – the programme specifies a 50% teaching load to begin with – but I took this a step further and made sure that I kept them away from first-year teaching initially. This is one of the most difficult teaching challenges, and to put an inexperienced lecturer in front of a first-year class in a subject like history would impose heavy demands."

He believes it is far more effective to start the lecturer off teaching their area of specialty at third-year level. In this way, they can draw upon their strongest knowledge base to develop their teaching skills and confidence.

He further believes that to be a successful mentor you need to have overall confidence in the lecturer's ability from the outset. "This is where the identification and appointment of talent is critical. I think it would be a serious mistake to appoint people who are not cut out for teaching at university level," he says.

While some candidates apply for the programme from outside of the University, such as Prof Enocent Msindo and Dr Vashna Jagarnath, others can be identified at undergraduate level as potential academics.

"Dr Nomalanga Mkhize is one of these people. I could see her potential when she was an undergraduate student in the History

Distinguished Professor Paul Maylam has mentored three lecturers on the Next Generation Academic Programme in the History Department at Rhodes: Professor Enocent Msindo, Dr Nomalanga Mkhize and Dr Vashna Jagarnath.

All three are now leading academics in their field and have the highest regard for Prof Maylam's approach to mentoring and leadership.

Prof Maylam, who retired at the end of 2012, stands out as the type of mentor who significantly contributes to the success and growth of the Next Generation Academic Programme.

PROF PAUL MAYLAM

Prof Maylam was Head of the History Department at Rhodes for 21 years - from 1991 to 2012. His outstanding academic career spanned almost four decades and he is the author of five books, two of which won the Vice-Chancellor's Book Award.

Prof Maylam's work has received international recognition; he has published over 25 articles and essays in academic journals, and presented papers at numerous local and international conferences.

He was conferred with the title of Distinguished Professor at the 2012 Humanities graduation ceremony at Rhodes.

"Having an historian of this calibre, with a high national and international scholarly profile, has been immensely valuable to Rhodes. His research work, as well as his strong commitment to teaching, mentoring and academic leadership have contributed to the intellectual richness and reputation of both Rhodes University and South Africa," says the Deputy Vice-Chancellor of Research & Development at Rhodes, Dr Peter Clayton.

Department, and when she became a tutor in her third year it was clear she had a gift for teaching. I suggested to her that she could have a great future in academia and she subsequently pursued her Honours in the department."

Prof Maylam recommended that she apply for the Next Generation Academic Programme, despite her young age, and despite the programme's general preference for Master's students.

He put in a strong recommendation for Dr Mkhize to the selection committee, which included several Deans. They took note that a scholar and teacher of Prof Maylam's calibre had full faith in her ability.

"Having confidence in the person's academic ability sets the tone of the relationship – one of mutual respect," he explains. "From here you can identify the lecturer's strengths and weaknesses, and then reinforce their strengths and work empathetically with their weaknesses."

Prof Maylam does not believe in "heavy" mentoring. He explains that he tried to give his three mentees a lot of space to get on with their work and lives, and then to review how they were doing ahead of the six-monthly reports for CHERTL, which the mentees always see.

Equally important, he continues, is to show the new lecturers how the University functions.

"You need to encourage them to attend faculty meetings, get involved in university committees, and run departmental programmes, such as the postgraduate student/ staff seminar programme, which Prof Msindo ran brilliantly," he explains.

Transformation of the University, he adds, is about transformation at every level – from department level to Senate: "It's all about engendering an atmosphere of confidence and interest in new colleagues to build strong departments and transformed universities.

"If I think back to when I first started lecturing at Rhodes in 1991, it was a conservative institution, which it still is in some ways. This is not all bad as it draws some of its strengths from being

conservative in certain areas, having, for instance, an administration that, for the most part, functions efficiently."

Heading further back in time to his student days he recalls how he was inspired by certain academics, notably Professor Winifred Maxwell, who was his history professor at Rhodes in the late sixties. "She made me into something of an historian when I had had no real intention of pursuing an academic career; I was going to be a lawyer," he says.

"She showed me that I had an aptitude for history and encouraged me to work at it, and to think and write. Because of her I went on to do my Honours in history at Rhodes in 1970, and I learnt more in that year in terms of my intellectual development, than in any other year."

The year before had also been a watershed year for Prof Maylam in terms of his social development.

"In 1969, the University Council twice overruled Senate resolutions recommending the appointment of Reverend Basil Moore to a post in the Theology Department, because he was considered too radical, having been involved in the anti-apartheid University Christian Movement," he explains.

Because of this, the SRC decided to call a student body meeting, putting forward a motion condemning Council's action. The question was, who should propose the motion.

"One student (the current Minister of Trade and Industry, Dr Rob Davies) suggested that I do it, and so I was landed with what seemed at the time an utterly terrifying ordeal, as I had never had to give a speech in public before," says Prof Maylam.

And so it was that he made the first speech of many to come as a politically active member of Rhodes.

"The culture, politics and ethos of the University has, of course, changed significantly for the better since then, and especially so during Dr Saleem Badat's time as Vice-Chancellor," adds Prof Maylam.

"Dr Sizwe Mabizela, the new Vice-Chancellor, has long been pursuing transformation in his capacity as Deputy Vice-Chancellor: Academic and Student Affairs.

One can be confident that he will continue to build on the work of Dr Badat in creating a more diverse body of academic and managerial staff while maintaining the University's reputation for excellence in teaching and research."

"To this end it will be crucial to attract the brightest young people to Rhodes, underlining the importance of sustaining the Next Generation Academic Programme."

The SPOTLIGHT is on you

"As a lecturer on the Next Generation Academic Programme you are expected to perform at an extremely high level. You have been given this opportunity and the spotlight is on you to succeed," says Dr Amanda Hlengwa.

With a Master's Degree from the University of Melbourne, Australia, she applied for and was appointed as a Next Generation Academic Programme lecturer at Rhodes University in 2007. Funded by the Mellon Foundation from 2007 to 2010, she made substantial progress on her doctoral research on service learning in higher education during this time, and graduated with her PhD in 2013.

Journey into academia

Dr Hlengwa's journey into academia started at home in Ulundi, KwaZulu-Natal, where she grew up in a family of educators.

"My mother, Thandi Hlengwa, and late grandmother, Nontsikelelo Merriett Hlengwa, were both school educators and extremely important inspirations in my life," says Dr Hlengwa.

"In my grandmother's case, she had to give up teaching when she got married, which was the regulation for all women teachers in her era. Fortunately this had been overruled by the time my mother qualified and she worked as a teacher and later as a school inspector until her recent retirement. She was extremely committed to helping rural teachers, most of whom were volunteers, to develop their teaching skills and to graduate with teaching diplomas."

The value of a good education

From a young age Dr Hlengwa was initiated into the value of a good education and she was sent to boarding school at the Holy Childhood Convent School in Eshowe from Grade 1.

"It was and continues to be the most amazing school where all the teachers, most of whom were German nuns in my time, did a phenomenal job as educators and of leveling the playing fields in terms of race, which was never an issue there. Boys and girls from diverse backgrounds happily coexisted," she explains.

"My peers and I have the most amazing memories of that school and we remain filled with gratitude for the early childhood foundation they gave us. They didn't just teach, they explained why you were learning a particular subject, such as comprehension skills as an essential component of reading for understanding.

"They did the same with sport. I now coach swimming to DSG scholarship girls who need to learn how to swim. The reason I can do this is because when we were learning how to swim or play tennis or any sport we were taught as if we were going to be coaches one day."

Dr Hlengwa's high school started at St Johns DSG in Pietermaritzburg and she then moved to Eshowe High as it had opened up to all races. It was part of the Model C system – a good government school – that was closer to Dr Hlengwa's home and more affordable.

The first time I became aware that I was black

"At this school it was the first time I became aware that I was black," continues Dr Hlengwa. "It started when I became aware how other students with, for example, coloured accents, were less comfortable in the mixed race environment or not treated the same way that I was. I had a South African English accent from my convent education and I was placed in the

Dr Amanda Hlengwa is a lecturer in the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University.

She is the new coordinator of the Next Generation Academic Programme at Rhodes. She takes up this post in 2015, and will be supported by the previous coordinators, Prof Lynn Quinn and Dr Jo-Anne Vorster.

top performing class whereas I wasn't achieving any better than others who were not placed in this class. I was also treated differently because I read widely and took piano lessons.

"The result was that some of the black teenage girls could be quite mean to me. Looking back, it had a lot to do with the group dynamics of teenagers negotiating identity issues. Some of the black girls expected me to identify and present myself with a particular kind of 'blackness'.

"When this did not happen, they retaliated because my lack of 'blackness' was uncomfortable for them. On the other hand, it was comfortable for most of the white girls and they were therefore never mean to me. So what was curious, in synopsis, is that it was not the white girls but rather the black girls that first made me feel my 'blackness'."

Child and youth development

After completing high school, Dr Hlengwa enrolled for a three-year diploma in Child and Youth Development at what is now the Durban University of Technology. On completion of this she was offered a graduate assistant post in the Department of Child and Youth Development, where she worked for two years, getting her BTech in Youth Work at the same time.

"Our main focus in Youth Work was working with young people at risk emotionally and psychologically who could not be with their parents – either because they could not look after them properly or they were deceased," she explains.

"This group of young people easily start developing psychological or criminal problems because of their backgrounds, and we worked with them to try and prevent this. We helped them to see that they have options and that they do not have to become their background. Those with high IQs would qualify for places like Boys Town to channel their academic potential."

Master's scholarship through AusAID

After graduating with her BTech she was encouraged by her colleagues to apply for a Master's scholarship being offered by AusAID, which was aimed at helping young academics to achieve their next qualification.

"I was really reticent to apply as I had previously been unsuccessful in a Fulbright application, but this time I succeeded," says Dr Hlengwa who found herself jetting off to the other side of the world.

I did not know a single person in Australia

"On arrival I realised I did not know a single person in Australia. If I had thought it through properly I probably would never have gone."

Fortunately she was well taken care of by the International Office at the University of Melbourne, which is extremely well run and they had thought about everything – from her banking needs to where she would be staying to the orientation programme where she met and befriended other international students.

"I got to know the Botswana students in particular very well, and they became my core social group. Thanks to Facebook I have maintained most of these contacts."

Dr Hlengwa did a two-year Master's in Education, focusing on curriculum and policy, which, she explains, launched her career in academic development.

She had "the most incredible time" at the University of Melbourne: "I had incredible lecturers and most of my peers in the Master's course were teachers who had been teaching for an average of ten years, which was very enriching for me."

South Africa is where my roots are, this is home

As good an experience as it was, she never once considered staying in Australia: "It's a wonderful place to visit, with wonderful people, but it's not home. South Africa is where my roots are and this is where I want to be because this is home."

She returned to the Durban University of Technology (DUT), initially to her department, followed by a post at the Centre for Higher Education Development (CHED) at the DUT where she coordinated the extended studies programme.

Destiny played its hand here in the form of a colleague at CHED, Professor Sioux McKenna, who is now the CHERTL doctoral programme coordinator at Rhodes.

"She advised me to take the research methodology course at Rhodes run through the Faculty of Education because this was not my strongest area, and she encouraged me to meet Professor Chrissie Boughey, the Dean of Teaching and Learning at Rhodes," continues Dr Hlengwa.

The Rhodes course was a turning point

"The Rhodes course was a turning point for me, and after it I intensively pursued my interest in researching extended studies programmes. Later on it also triggered my interest in service learning as a teaching tool, which is all about the research relationship between universities and communities."

And so it is that, having made contact with Rhodes, she was subsequently invited to apply for the Next Generation Academic Programme. "An incredibly rigorous interview followed at Rhodes – it was so rigorous that I will never forget it."

She was subsequently offered a lectureship at CHERTL, which brought her to Rhodes where she has excelled.

"Lecturers in supportive departments thrive, while those in less supportive departments find the whole process extremely stressful," says Dr Hlengwa who counts herself fortunate to have had a highly supportive team at CHERTL.

"My mentor and co-supervisor, the Director of CHERTL and the Dean of Teaching and Learning, Professor Chrissie Boughey, and my co-supervisor, Dr Jo-Anne Vorster were both wonderful, as was every member of the department. The entire team helped to mentor me during my Mellon years, which worked really well for me and is a strong model for other departments."

A meaningful and positive experience

As someone who has firsthand experience of the programme, one of her first goals as the coordinator will be to encourage departments across the university, including Human Resources, to make the experience of the Next Generation Academic Programme lectureship at Rhodes a meaningful and positive one for all lecturers.

"This publication will help to promote this as it tells the story of several lecturers on the programme. It also emphasises the success of Distinguished Professor Paul Maylam, who, as the recently retired Head of the History Department at Rhodes, has proved himself an outstanding mentor of several lecturers on the programme. He has led by example in the History Department to provide an environment where the lecturers feel respected and stimulated to achieve their full potential."

A planning framework for research

Another core goal will be to develop a planning framework for research for all Next Generation Academic Programme lecturers, on the same lines as the three-year planning framework they develop for teaching. Like the teaching framework, the research framework will ideally be done with their mentor," says Dr Hlengwa.

Having sat in on the meetings with the current lecturers on this programme at Rhodes, this has clearly been identified as an area where many of the lecturers need assistance.

"The Deputy Vice-Chancellor of Research & Development at Rhodes, Dr Peter Clayton, is highly supportive of this. He well understands the lecturers' needs to deepen their research pursuits through networking, attending conferences and participating in specific research projects," Dr Hlengwa continues.

"Many of the lecturers have voiced the need to be guided in the range of research opportunities available to them and how to apply for these, including the funding side, and, where necessary, the logistics side, such as visas for international conferences. All this needs to be integrated in their overall three-year development plan."

It contributes to a well-rounded, well-networked academic.

To positively contribute to the University

"When I was appointed as a lecturer in the Next Generation Academic Programme, my aim was to get my PhD and to gain further experience in academic development but also to positively contribute to the University, including sitting on committees and participating in the stimulating range of seminars and workshops offered by Rhodes," says Dr Hlengwa.

"An important focus of the Next Generation Academic Programme is to identify postgraduate students who haven't yet considered an academic career but who could potentially make outstanding lecturers and researchers. An equally important focus is to identify postgraduate students who already know they want to be academics."

It is Rhodes University's good fortune that the Durban University of Technology opened the academic door for Dr Hlengwa who is today playing a major role in academic development at Rhodes and in South Africa.

THE PROBLEM OF EMPLOYING SAFE BETS

The Next Generation Academic Programme is not just about transforming the demographics of universities, it is about transforming historical monocultures to create institutions with a rich, stimulating cultural diversity in every discipline.

In the following excerpts from a chapter written by Dr Hlengwa titled: *Reflections on attracting, developing and retaining the next generation of academics*, **in a book on transformation titled:** ***Being at Home:*** *Race, Institutional Culture and Transformation at South African Higher Education Institutions*, **to be published by UKZN Press in 2015, she writes:**

I am a product of Rhodes University's Next Generation Academic Programme. I draw on my own personal reflection as an academic who has benefited from this programme in order to develop it to its full potential going forward by outlining certain issues, such as the problem of employing 'safe bets'.

In particular, I argue that many of those appointed to the programme are 'safe bets' in the sense that, while they are ostensibly 'other' in terms of their race and gender, they are culturally similar to the majority of those already at the institution.

It is hoped that the insights offered here could be useful considerations for institutions when the national strategy is implemented.

I am a safe bet

I must confess that I am a 'safe bet'. I am a black woman, so my presence at Rhodes University has helped improve the equity profile of the university, but I worry that, given my middle class and privileged educational background, my presence is not discomforting, nor does it challenge the status quo.

At Rhodes, white middle class men educated in apartheid South Africa are highly represented in the academic staff complement. It could thus be expected that I, as a black South African woman from a small town in KwaZulu-Natal, would not fit in.

It is therefore curious that colleagues frequently and voluntarily comment on how well I 'fit in' at Rhodes University. This bothers me because I was presumably supported in order to change the institutional culture, but in actual fact I am, it seems, giving the status quo a veneer of acceptability.

A culture dominated by white middle class values

In an institutional culture dominated by white middle class values, what enables me to 'fit in'?

It could be argued that I possess the kind of cultural capital that enables me to fit in. I have been exposed to the practices dominant in the institution. This can be attributed to my private and Model C schooling, my Master's degree from a prestigious Australian University, as well as the fact that I have sufficient home practices aligned to the middle class practices dominant in the institution. I embody the language, accent and mannerisms prevalent within the institution.

The result is that I do not personally experience interactions with my colleagues and students as alienating or demeaning. These are painful and often bewildering realities faced by some of my colleagues who do not 'fit in'.

The decent, free and inclusive society for which we yearn

To achieve the decent, free and inclusive society for which we all badly yearn, institutions must pay close attention in creating environments that take into account the needs of colleagues who fully comprehend the academic project of the institution yet choose to not to embody the language, accents and mannerisms of existing staff members.

It is essential that institutions develop strategies that realise these ideals. Included in the strategy could be mechanisms that assist the institution in interrogating the practice of employing 'safe bets' and allow for reflections on the implications of employing this on the much needed radical transformation of South African society.

This brief exploration of one programme aimed at increasing diversity at a South African university makes it clear that the ability of such programmes to transform our institutions can be undermined when those who are already culturally assimilated are employed.

Shifting universities' institutional culture

However, it also reveals that even those who are apparently culturally similar can play some role (although perhaps a fairly limited one) in shifting aspects of universities' institutional cultures.

If the intent of initiatives such as the Next Generation Academic Programme at Rhodes and the proposed National Programme to Develop the Next Generation of Academics for South African Higher Education is to redress social inequalities in order to 'transform the historical and social composition of the academic work force' (Badat, 2009), then these programmes need to strongly consider moving beyond only employing academics that are 'safe bets'.

Continuing in this vein places in jeopardy the goal of transforming and developing South African universities that contribute to the development of democracy through the nurturing of a generation of high quality scholars who are committed to the advancement of a social justice agenda.

Graduating ENTREPRENEURIALLY-MINDED, ETHICAL leaders in Science

"In Biotechnology we are graduating entrepreneurially-minded, socially conscientised, ethical leaders in Science. It's a highly active, innovative space that is attracting top Honours, Master's and PhD students who are working towards creating products that change people's lives in a real, tangible engagement with society," says Professor Janice Limson who has soared to academic prominence over the past ten years.

Her base has been in the Biological Sciences building at Rhodes, but with the mushrooming of Biotechnology, she is working on funding models for a dedicated building or refurbished space. It would house the research and innovation labs to support the interconnecting pillars of Teaching, Research, Innovation and Communication. These are at the core of the Rhodes University Biotechnology Innovation Centre (RUBIC) model for reimagining biotechnology training in the higher education space.

Apart from the infrastructure, Prof Limson goes out of her way to find funding for excellent postgraduate students and new lecturers.

"In addition to the Next Generation Academic Programme, we have postgraduates pursuing their Honours, Master's and Doctoral degrees through National Research Foundation (NRF) funding, Grand Challenges funding, the *Sandisa Imbewu* research funding at Rhodes and several others," she explains.

"Many South African graduates have enormous pressure on them to support their family or help their siblings pursue their degrees. Without the Next Generation Academic Programme or adequate postgraduate funding, many more talented graduates would be lost to academia."

Prof Limson's formal mentor on the Next Generation Academic Programme in 2003 was the late Dr Winston Leukes, an exceptionally talented and entrepreneurially minded scientist who encouraged her to pursue a career in Biotechnology.

"While I was conducting postdoctoral work in Neuroscience at Rhodes, I heard about what is now the Next Generation Academic Programme and tried to apply but I had no host department to support my application," she explains.

"Dr Leukes subsequently suggested that I consider focusing on Biotechnology and joining the then Department of Biochemistry, Microbiology and Biotechnology at Rhodes, which would support my application, which I did."

Prof Limson says "an intense and competitive interview process" followed, with a panel of the University's top management, Deans and Heads of Department, and she got the post.

"The Biotechnology company Dr Leukes co-founded is one of the few, truly successful Biotechnology companies in South Africa. He was a poster child for Biotechnology and for Science and an inspiration for me," says Prof Limson.

The wheel has turned rapidly for her since that time and she is now the Head and Director of an independent Department of Biotechnology, the Biotechnology Innovation Centre.

In turn, Prof Limson is mentoring a current Next Generation Academic Programme lecturer in Biotechnology, Dr Earl Prinsloo, who has started a research group in the new department in stem cell biology. Stem cells hold great promise for the future of regenerative medicine and drug discovery.

Professor Janice Limson joined the Next Generation Academic programme in 2003, funded by Mellon. She is now a professor of Biotechnology at Rhodes, the Director and Head of Department of the Rhodes University Biotechnology Innovation Centre (RUBIC), the Editor of *Science in Africa* Magazine and the SARChI Chair in Science Communication, focusing on advancing technology innovation and engaging society in Science.

"He's brought great value to our Biotechnology team, which would not have been possible without the lectureship opportunity offered through the Next Generation Academic Programme. We are continuously looking for funding for new lecturer posts," says Prof Limson.

The aim of the Biotechnology Innovation Centre at Rhodes is to conduct fundamental and applied research in a trans-disciplinary space, informed by both societal and market needs. The vision is to innovate products and processes that have social and economic value, and to provide a space where graduates can leapfrog their research into viable products and processes.

Limson's research group, known as BioSENs is currently engaged in three core research areas: Biosensors, Biofuel Cells and Nanobiotechnology.

The main goals for the research group, she says, are to develop specific and sensitive sensing technology for a range of urgent problems, including fuel cell technology for alternative/green energy.

They are also working on early disease detection by monitoring markers of disease in human blood, in particular of HIV monitoring. She is currently focusing on developing this technology for use in mobile clinics to support anti-retroviral therapy programmes.

Regarding their water research, to which they are deeply committed, they are working on carbon nanofibres for filtering water, diagnostic sensors for testing bacteria and harmful organic contaminants in water and water treatment systems.

By the first quarter of 2015 they want to have set up an accredited testing facility for measuring pathogens in water. They will offer this service to the community, including local farmers and the local food industry for pathogen detection, which directly impacts human health and the export market, and may help to grow local industry, something close to her heart.

"All South African communities are deeply concerned about water quality, and our research will help improve this at the same time as it supports our global Biotechnology innovation goals," says Prof Limson.

Within the Biotechnology Innovation Centre they are currently working on printing plastic 3-d objects, such as microscopes, and working towards the future idea of printing body organs.

"This work, spearheaded by Dr Earl Prinsloo brings an engineering aspect to our work that holds the potential to accelerate our ability to develop prototypes for testing in targeted communities" says Prof Limson.

Trendy and forward thinking, she is a great catalyst for encouraging young people to pursue a career in Science. The magazine that she founded and edits, *Science in Africa,* plays an important role in this, and as a platform for her students to write about their research.

Postdoctoral Fellow, Dr Ronen Fogel, who was amongst the first crop of PhD students to graduate from Prof Limson's group, shares her passion for accessible science communication and integrated approaches to research, teaching and community engagement.

As the manager of the BioSENs group he oversees the suite of research programmes geared towards real, viable diagnostic solutions from cancers to HIV.

"I look forward to him taking the next step and joining the department as an academic in 2015," says Prof Limson.

Mentoring postgraduates and postdoctoral fellows is an ongoing aspect of Prof Limson's role, both informal mentoring and formal mentoring, as in the Next Generation Academic Programme.

"It's exciting to be a mentor and the mentoring process is a rewarding one for both mentor and mentee. It continues to build on itself, evolving in quite unexpected ways, shifting the momentum continuously forward," says Prof Limson.

"We should ideally be in both the role of mentor and mentee at all stages of our development and sometimes these roles can be lifelong."

"My former PhD supervisor, Distinguished Professor Tebello Nyokong remains an integral part of my life and a formidable driving force. I hope that in years to come that I can continue that legacy for all my former and future graduates."

As a mentor, Prof Limson believes that space to explore ideas and research interests is crucial, and draws from her own experiences in shaping this approach.

"The relationship is one of trust. The mentor should have your back covered 100% of the time, and, at the same time, the mentee should not be pigeonholed into any particular direction. Especially with research, you need them to explore and discover their research niche for themselves," she says.

"When I was on the Next Generation Academic Programme, there was far less of a sense of encouraging young academics to run with their own ideas. This has changed and I hope that I have contributed to it.

"In mentoring Dr Prinsloo, for example, we treat the relationship as a partnership in innovation, where we are both growing tremendously from the knowledge exchange. Above all, humanity and respect underlies all our dealings as we work at shaping our work environment and training the next generation."

An autonomous, TRAILBLAZING life

Mr Yusuf Motara is currently completing his PhD in Computer Science. He was on a Kresge Next Generation Academic Programme lectureship from 2011 to 2013 and is now a lecturer in the Computer Science Department.

"In the overall theme of a changing South Africa, universities are not currently seen as viable career options for many graduates. This needs to change, and the way to change it is by making the most of the students we have right here," says Mr Motara who was born and bred in Grahamstown and who completed his undergraduate degree and postgraduate degrees at Rhodes.

"We need to be far more proactive about communicating to students that academia is one of the most exciting and rewarding careers; that it is one of the few careers where you can be autonomous and relatively constraint free. It offers an incredibly rare opportunity to be paid to pursue creative, fulfilling, trailblazing work. If we emphasise these advantages, far more young people will pursue academic careers."

Mr Motara backs up his point by adding that you only need to ask students what it is they want to do when they graduate, and most invariably say they want to do something innovative and fulfilling.

"This fades away as they enter the job market and are seduced by money, often to the detriment of their true potential, talent and brainpower," says Mr Motara who was determined not to allow this to happen to him.

He worked in information security and privacy in Joburg for four years, from 2006 to 2010, before choosing to come back to Rhodes and academia.

"At some point it just isn't fun making more money for people who already have more than enough money," he says.

The mall rat culture in Joburg was also not the environment in which he and his wife Mrs Shehnaaz Motara, a Computer Science graduate from Rhodes, wanted to raise their four children.

"On top of this, I have a compelling drive to teach Computer Science to students in a way that is accessible, simple and empowering. You can change someone's life and make a far bigger, positive impact on the world from inside the academic environment than you can out in industry," he emphasises.

Mr Motara is from an education-focused family. His father, Dr Moosa Motara, has a PhD in Zoology and was formerly the Dean of Students at Rhodes. His mother, Mrs Tahira Motara, taught Biology at Nombulelo Senior Secondary School in Grahamstown. Both are now retired.

The Motara family believe the current schooling system, private or public, should be far more stimulating, and they encourage their children to explore whatever subject interests them.

"Our 7-year-old is doing geometry and algebra and reading books that are apparently for 14-year-olds; not because he is hyper-intelligent, it's because we don't hold him back," says Mr Motara.

"If your schooling system thinks the best you can understand in a week is how to spell c-a-t, they are undervaluing the most incredible piece of thinking that you were born with. I was bored out of my skull most of the time at school."

Mr Yusuf Motara is currently completing his PhD in Computer Science, and is a lecturer in the Computer Science Department at Rhodes University.

In summing himself up he says that he is committed to blazing new trails, both in his teaching approach and also in his research, which he hopes to achieve with his PhD on the SHA-1 compression function, which is often used for information security purposes.

"I am inspired by technology, which is one of the fastest-growing industries in the world, with new breakthroughs being made all the time. What intrigues and motivates me is that what is state-of-the-art now can become outdated in a matter of weeks."

Which brings us back to Rhodes and the Kresge lectureship, which afforded him the time he needed to devote to his PhD research.

"It was a really good experience for me," he says. "My mentor and supervisor, Prof Barry Irwin, has played a big part in this. He trusts me and leaves me to get on with my work, but is always there in a supportive role to ask the important questions and to make sure that I have covered sufficient ground.

"He also helped me to deal with departmental politics, particularly when I was new, as my social and political capital is not my strong point," Mr Motara adds.

"I must say that I am very comfortable here now as the department generally leaves me be to get on with my teaching and research and keeps my admin to a minimum."

He does think the department should be far more transformed by now as it is still predominantly white male, but adds that in a system where new posts mostly only become available when someone retires, it hampers the process.

He would also like to see far more of "a culture of excitement and enjoyment" being nurtured in the Computer Science, rather than a culture of passing exams.

"I believe in putting in the extra effort to help students thoroughly understand what they are doing and get excited by it. Teaching is about continuous communication," he says.

"I believe that first year students who come from disadvantaged schooling systems where computers and IT are not taught, or insufficiently taught, can be brought up to speed in three weeks if they are given dedicated attention."

He further believes in offering extra classes to students who want to learn more than the requirements of a Computer Science undergraduate degree.

"In an era where the only limitations in our universe are the things that slow us down, the basics of Computer Science should not be amongst these, especially not at Rhodes University with its history of being at the forefront of this field. When we look back 20 years from now, we will be stunned yet again by the immense progress that technology has made."

A VIBRANT academic atmosphere

After being awarded a Mellon Postdoctoral Scholarship in the History Department in 2005/6, Professor Enocent Msindo was subsequently appointed as a lecturer on the Next Generation Academic Programme from 2007 to 2009, also funded by Mellon. Today he is an NRF-rated researcher and an Associate Professor in the History Department.

Prof Msindo was in the United Kingdom at Cambridge University, where he completed his MPhil and PhD in History, when he saw Rhodes University's advert for a postdoctoral fellow on H-NET – an online international interdisciplinary network of scholars and teachers that publishes peer-reviewed essays, discussions and academic jobs.

"At the time I was torn between going to the United States or returning to Africa," Prof Msindo explains.

"I am originally from Zimbabwe but returning there was not an option because of the political situation and current lack of academic advancement opportunities. Rhodes, however, really stood out for me and the information I received from the University sounded very appealing."

He also enjoyed the prospect of coming to another university town, but this time in Africa where he has wide-ranging research interests in African social and political history.

Mentored by Distinguished Professor Paul Maylam, who was the Head of the History Department at the time, and with vigorous academics on the staff, including Professor Julian Cobbing, Professor Msindo found himself in a vibrant academic atmosphere.

"Prof Maylam infused a wonderful atmosphere of leadership by example in the department, including taking on a heavy teaching load in addition to all his other university commitments," Prof Msindo explains.

"He is also an outstanding scholar and mentor whose approach was to build on our strengths and to set a standard to which we could aspire. I have the greatest respect for him.

"As for Prof Cobbing … what an inspiring lecturer. In teaching history, he would bring students to a point of animated understanding of the relevance of history to their lives today.

"He conscientised them about their role in addressing the environmental, economic and political crises we face, including answering questions based in their current reality, such as why there is such violence in South Africa today."

Prof Msindo says the vibrancy in the department was infectious and it attracted increasing numbers of students, with third year numbers doubling in recent years.

"We have a really stimulating environment in the History Department today. To enhance this, what we now need are scholarships for international Master's and PhD students," he says.

"There are so many enquiries but the research office hasn't come up with funds for this. It's important for academic excellence and diversity, and I am angry that I have lost many top-performing students because of this.

"These students could have developed into outstanding academics," says Prof Msindo who also believes there needs to be far more transformation in the academic staff body, including greater inclusion of international academics.

"When I first arrived in 2005, I was shocked that the University was still so white, which isn't normal for an African country. This changed quite a bit in Dr Badat's time and has continued changing, though not enough."

Prof Msindo says he was fortunate to be in the History Department where Prof Maylam was a strong proponent of transformation and the Next Generation Academic Programme.

"In all academic environments we should be far removed from calling people Indian or Zulu or, in my case, a black foreigner with permanent residence, but this is not always the case," says Prof Msindo, who has researched and published on social and political identities such as ethnicity, nationalism and chieftaincy.

In 2012 Rochester University Press published his book on ethnicity and its intersection with other identities in Southern Zimbabwe titled *Ethnicity in Zimbabwe: Transformations in Kalanga and Ndebele Societies, 1860-1990.*

He is currently working on his next book in addition to lecturing and supervising five PhD students, all of whom are Zimbabwean.

"There is a strong link between Zimbabwe and Rhodes University, going back to the early 1900s. Initially it was mainly white Rhodesian/Zimbabwean students coming to Rhodes, but now it is predominantly black Zimbabwean students," he explains.

Education in Zimbabwe, which is modeled on the Cambridge system, is highly emphasised: "It's a cultural enterprise in Zimbabwe and the government school education standards remain high because parents insist on children performing well at school. For many parents it is the only investment they can offer their children," he explains.

Where Zimbabwe is strong on primary and secondary government schooling, South Africa is strong on university education.

To ensure the sustainability of this and given the ageing academic profile at all South African universities, Prof Msindo believes it is an extremely important development that lecturers who fulfill all the requirements of the Next Generation Academic Programme at Rhodes, are given a permanent lecturing post.

"When I joined the programme this was not formally in place and it was very unsettling for me to be in a position where I did not know whether there would be a post available in the History Department for me after the three years," explains Prof Msindo who taught well, his valuations were good and he came with a strong research profile.

As it so happened, a post did come up as Prof Cobbing resigned. Should this not have happened, Rhodes might have lost a leading academic.

Prof Msindo adds that the programme, to CHERTL's credit, has significantly developed over the past seven years, but that Rhodes still has a way to go in terms of its treatment of Postdoctoral Fellows.

"At Cambridge and other top international universities, Postdocs are treated as royalty and are highly paid," he explains.

"I am committed to improving all these areas because I love Rhodes and I have made a life in Grahamstown. My wife Esther and I have built a home here, she is currently doing her Master's degree and our children are at school here. For academics with a family, Grahamstown offers a good quality of life."

Professor Enocent Msindo was awarded a Mellon Postdoctoral Scholarship in the History Department at Rhodes in 2005/6, He was subsequently appointed as a lecturer on the Next Generation Academic Programme from 2007 to 2009, also funded by Mellon. Today he is an NRF-rated researcher and an Associate Professor in the History Department.

Gaining a strong sense of BEING AFRICAN

Dr Nomalanga Mkhize was awarded a Mellon Next Generation Academic Programme lectureship from 2004 – 2006 when she completed her Master's degree. Dr Mkhize is a lecturer in the History Department today.

After Dr Mkhize completed her undergraduate and Honours degree in the History Department at Rhodes, the then Head of Department, Distinguished Professor Paul Maylam, recommended that she apply for a Mellon lectureship to do her Master's through the Next Generation Academic Programme.

"The interview for the post was a highly disconcerting experience as the panel, which included all the Deans, made it clear that they felt I was too young and inexperienced to become a lecturer," she recalls.

"I was 22 and didn't feel this should be held against me as I had achieved distinctions throughout my undergraduate degree and Honours, all at Rhodes. I told the panel that what I lacked in teaching experience I would soon gain, but when I walked out of that interview, I did not think I would be accepted."

As it turns out she was awarded the lectureship and she believes this had a lot to do with Prof Maylam's confidence in her.

"As a highly respected senior academic he put a strong argument forward for me and assured the panel that I would manage fine," she explains, adding that had Prof Maylam not fought for her and championed her, she might have fallen by the wayside and left academia for good.

"We all need champions and I think it is very important that lecturers champion promising young postgraduates and academics," says Dr Mkhize who proved a natural at teaching and who completed her Master's in 18 months.

"It was hard work and Prof Maylam made sure, as per the programme requirements, that I didn't have a heavy teaching load and that I completed the modules required in the Postgraduate Diploma in Education required of lecturers completing their Master's on the Next Generation Academic Programme.

"As the Head of Department he led a very nurturing department, including the admin staff. From the moment I walked in with my Honours degree I was treated as an equal. There was no distinction between junior and senior lecturers; all the lecturers had a strong commitment to academic autonomy and respect for peers."

She describes Prof Maylam as "a wonderful mentor and supervisor" who looked ahead and saw the need to develop postgraduate students and young lecturers to the best of their ability.

"The Maylam approach to teaching is to offer students and young academics a hook that excites them and gives them the confidence to think independently at the highest level," she says.

"He also encouraged me to participate in the University's institutional life. His entire outlook as an intellectual and academic is someone who nurtures young academics. It is who he is, and I appreciate and admire this."

Dr Mkhize's driving force as a lecturer is to follow this example and to help students gain a strong sense of themselves as young Africans and of African history.

Dr Nomalanga Mkhize was awarded a Next Generation Academic Programme lectureship from 2004 – 2006 when she completed her Master's degree. She is a lecturer in the History Department at Rhodes University.

"During my Mellon years I set out to bring history close to my students and to dispel the traditional approach of this distant examination of what history is and of what Africa is," she explains.

She initiated an extremely popular third year course in the History of Crime, looking at the rise of prisons, the drug trade and organised crime globally.

"It was my way of encouraging them to develop a global perspective of how societies develop and how certain people come to be criminals. It equips them with a better understanding of contemporary society and what happens within it."

The students loved it. One of her students, Craig Paterson, went on to do his Master's on the history of the *dagga* trade in South Africa, followed by his PhD on traditional horse racing in the Transkei.

"These are relevant historical subjects; they excite students to research further and hopefully become exciting academics," she says.

Dr Mkhize subsequently left Rhodes to pursue her PhD through the University of Cape Town. During this time she received enticing job offers outside of academia, but she realised that she would not be fulfilled; that her fulfillment lay in academic teaching and research.

"There is a freedom and autonomy in academia that appeals to me and it is not something that money can buy. As an academic you have the privilege to speak your mind, and that is rare."

After graduating with her PhD in 2012, she returned to Rhodes in 2012 where she joined the space that inspiring black academics have historically occupied – and continue to occupy.

"It's important for me to contribute to the black intellectual tradition and to comprehensive transformation at all levels of university life," she says.

DEVELOPING BLACK and WOMEN Computer Science students and postgraduates

After completing his second Postdoctoral Fellowship appointment at Rhodes in 2012, Dr Mosiuoa Tsietsi started his Kresge Next Generation Academic Programme lectureship in the Department of Computer Science in 2013.

"We need to make sure that we put concerted effort into developing black and women Computer Science graduates," says Dr Tsietsi who knows from personal experience the technological barriers that many South Africans face.

"It's all about having exposure to computers at school, which many learners still do not have, and which is essential to instill a foundation level of comfort and ease around technology and computers. If you don't grow up with this, a fear of technology and computers develops, and you enter the tertiary system severely hampered," he explains.

Dr Tsietsi's family had an old computer at home in Lesotho where he grew up, and he had a few IT courses under his belt when he enrolled at Rhodes as an undergraduate Computer Science student.

"I had the basics but unlike many of the students in my class, I had never done any computer programming. This was a distinct disadvantage but I was determined to overcome it as I am blessed with a 'never say die' attitude," he explains. "From first year, if I had to get up at all hours to work on a programme or get my head around something, then that is what I would do."

Dr Tsietsi started his Master's at Rhodes in 2006 and says he is most grateful to Rhodes' Deputy Vice-Chancellor: Research & Development, Dr Peter Clayton, who was the Head of the Telkom Centre of Excellence at Rhodes at the time, and to Dr Alfredo Terzoli, the current Head of the Centre of Excellence, who supervised his Master's.

The Telkom Centre of Excellence is the research arm of the Computer Science Department.

In turn, Dr Tsietsi is today part of an academic development programme in the Computer Science Department that gives extra input to students who enter first year without sufficient computer and IT skills.

"I try to create a safe space where they feel free to ask questions and can seek clarity on concepts that are covered in class that they did not grasp. All this happens in a non-threatening environment and the students feel free to discuss what they are battling with, so we can problem-solve around those areas," he explains.

"Women are particularly self-conscious about this. When they are experiencing learning problems with computers they internalise it and feel they are not good enough. Men, by comparison, are more likely to blame it on the machine.

"When you start to understand these dynamics, then you start to understand why 70% of Google employees are white and male. It's got a huge amount to do with self-confidence and self-perception, in addition to the knowledge base."

Dr Mosiuoa Tsietsi started his Next Generation Academic Programme lectureship in the Department of Computer Science at Rhodes University in 2013. He will complete it at the end of 2015 and aims to continue lecturing at Rhodes.

He explains that knowledge is constructed hierarchically in Computer Science and if you can master the nuts and bolts of this in first year, it provides a solid foundation towards understanding the higher, more complex aspects.

"Success in this regard in first year determines your success in the higher years and I knew that I had to be successful because my goal was to study Computer Science at postgraduate level."

He is unusual in this regard, because, as he explains the Computer Science Department often struggles to attract black students into its Honours, Master's and Doctoral programme.

"Many black Computer Science graduates get a job in the private sector as soon as they qualify. They are in demand, they get snapped up quickly and the financial rewards are high," he explains.

"At the end of my Master's I was made a really good offer by a firm in Joburg but I really enjoy the research experience and the academic environment, so I turned it down.

"For me, the benefits of being in an environment and town where I am comfortable and being part of a university and a department that I enjoy, and where my wife, Teboho Tsietsi, is also happy and doing her PhD in Anthropology, far outweigh the financial earnings I could get in the private sector."

Dr Tsietsi adds that as a black lecturer in the Computer Science Department he helps to attract more black students.

"I know that black students identify with me and that I bring a certain amount of cultural capital that starts growing the number of black students and postgraduates in the department," says Dr Tsietsi who, as a doctoral student, completed the Netherlands Universities Foundation For International Cooperation (NUFFIC) Postgraduate Supervision Course.

This is part of an innovative South African doctoral supervision course called *The NICHE Project (Netherlands Initiative for Capacity development in Higher Education (NICHE)),* which was developed by Rhodes University in partnership with Stellenbosch University, the University of Cape Town and Fort Hare University.

"The four South African Universities were assisted by the Centre for International Cooperation of Vrije Universiteit Amsterdam (widely known as VU University Amsterdam), the International Institute of Social Studies of the Erasmus University Rotterdam and the African Studies Centre of Leiden University," he explains.

The aim of the course is to build capacity at a time when South African universities are facing an ageing academic cohort and struggling to increase the percentage of doctoral graduates required by the labour market and higher education system going forward.

"There is a huge need to improve the number of doctoral graduates, particulary black and women graduates. Quality supervison is a vital part of this," Dr Tsietsi explains.

"This is the kind of big development project that motivates me and I would really like to get a full-time lecturing post at Rhodes once I have completed my Next Generation Academic Programme lectureship at the end of 2015," says Dr Tsietsi who has high praise for the Programme:

"I think it's an excellent initiative, and it would be so good to see all the departments at Rhodes proactively participating in it. It collectively addresses the lecturer, diversity and demographic needs of tertiary institutions in a highly constructive, positive way.

"The programme has also helped me to shape and redefine the way I approach teaching. I've learnt that it's not about transmitting information, it's about enabling learning and supporting the students to feel equipped, invigorated and enabled by their learning experience.

"In the classes I teach, I talk less and encourage the students to talk more. Even if there is an awkward silence, which I don't like, I wait until they come forward and share what they think. This way, my classes are developing into far more of a communal learning space than they have ever been."

Developing a LOVE of TEACHING

Dr Caroline Khene was awarded a Doctoral lectureship on the Kresge Next Generation Academic Programme from 2010 – 2012, during which time she published research and completed the Postgraduate Diploma in Higher Education. She is an NRF Y-rated senior lecturer in the Department of Information Systems.

"I was fortunate to receive funding from the Mellon Foundation for my PhD from 2007 to 2009, for which I completed a comprehensive evaluation framework for rural ICT development projects," says Dr Khene who was born in Uganda and grew up in Zimbabwe and South Africa, as her mother, a medical histologist, moved around.

Dr Khene first came to Rhodes as an undergraduate student, and stayed all the way through her postgraduate studies at the University, from her Honours to her Postdoc.

"In 2009 I approached my PhD supervisor, Professor Dave Sewry, to find out what sort of employment he thought I might pursue in Grahamstown after I had graduated with my PhD. I hadn't really considered being an academic because while I love research, I wasn't keen on teaching," she explains.

She was committed to staying in Grahamstown as her husband, Dr Samson Khene, who is a lecturer in the Chemistry Department was busy doing his PhD and was committed to becoming an academic – something he had wanted to do since high school.

When Prof Sewry suggested that she apply for a Next Generation Academic Programme lectureship in Information Systems as a retirement post was coming up in that department, she decided to put her teaching reservations aside and was awarded the lectureship.

"My experience was really good as a new academic and I had a strong, easygoing relationship with my mentor, Professor Greg Foster," she says.

"He encouraged me to publish and to develop my research network and collaborations. He also played an important role in helping me establish my place in the department where I am the only black lecturer. He encouraged me to speak out and make myself heard at meetings, which was difficult at first because I was new and young, but over time my confidence grew and I gained the department's respect."

With the lectureship came the obligatory enrolment for the Postgraduate Diploma in Higher Education, as part of the Next Generation Academic Programme, which proved a pleasant surprise.

"It completely changed my mind about teaching. I developed an interest in it and to develop a new teaching course in ICT for Development, which excited me. It also helped me to reflect on myself as an academic," she says.

Dr Khene has continued developing on her PhD framework for evaluating rural ICT development projects, which includes seven evaluation domains. "Government and funders want to see the impact of these projects and this has been an issue because without an evaluation framework throughout the full life cycle, projects struggle to achieve their goals," she explains.

The framework she has developed addresses this, starting with a comprehensive assessment of the target community's needs, followed

Dr Caroline Khene completed a Doctoral lectureship on the Next Generation Academic Programme from 2010 – 2012. She is an NRF Y-rated senior lecturer in the Department of Information Systems at Rhodes.

by an assessment of various factors, including how the project has been planned and how it will be implemented and supported to scalability according to the needs of the community and the project's goals.

"I'm mainly looking at the rural areas as there is so much development potential there, and ICT for Development (ICT4D) is an area to which I am deeply committed," she adds.

In the final year of her Next Generation Academic Programme lectureship, the Khene's adopted a baby, which required of Dr Khene to find the balance between academia and motherhood.

"My life has changed considerably over the last two years," she says. "Fortunately I have a duplicated workspace at home, with a computer and all the software I require, which means that if there's some kind of emergency, I can be home in seconds, and then pick up my work from there. It's one of the great advantages of being an academic at Rhodes."

How we COME TO KNOW who we are

Ms Natalie Donaldson started lecturing in the Psychology Department in 2008. From 2009 - 2011 she was appointed as a Next Generation Academic Programme lecturer, funded by Mellon, during which time she completed her Master's degree. She is now a full-time lecturer in the Department and is working on her PhD.

"I definitely see myself as an academic and I love teaching. Critical Gender Psychology is the research area that fascinates me as it is all about how people develop gender identity, how we come to know who we are as a man or woman, and the media's influence on sexuality and sexual violence," says Ms Donaldson.

She has been at Rhodes since 2002 when she enrolled for her undergraduate degree, majoring in Psychology. After graduating she went home to Durban and then returned to do her Honours, which she completed in 2007.

"I wanted to do my Master's at Rhodes but I lacked the finances so I worked in the French and Classics Department as a part-time secretary to earn money," she explains.

It gave her an insider perspective of what it's like to be on the support staff side, where you are the backbone of the university's functioning, but often invisible in an academic-focused space.

During this time she spoke to Professor Catriona Macleod who was the Head of the Psychology Department at the time, and is now the SARChI Chair of the Critical Studies in Sexualities and Reproduction research programme.

"I needed her to advise me as to what someone could do with an Honours in Psychology. That's when she told me about the Next Generation Academic Programme, for which I then applied," she explains.

The programme does not normally accept Honours graduates as it is generally at the Master's level that postgraduates decide whether they want to commit to an academic career. The programme made an exception for Ms Donaldson who has always known that she wants to teach and become an academic.

Prof Macleod recognised this in her, as did her mentor on the programme, Professor Lindy Wilbraham, the current Head of the Psychology Department. Ms Donaldson has the highest praise for both professors.

"Prof Macleod gave me my first course to teach before I was accepted on the programme. It was on Critical Gender Psychology, which was daunting at first but really exciting too because teaching and developing students is what I've always wanted to do," says Ms Donaldson.

She describes Prof Wilbraham as "an amazing mentor".

"As someone who knew academia well and knew Rhodes' processes well, she helped me navigate the University with ease in terms of networking and sourcing conference funding. She was also an invaluable support in the Department during the many difficult periods I faced while on the programme."

Ms Donaldson's Master's research thesis was a critical discursive analysis of a group of lesbian-identified women and how they spoke about

and engaged with media representations of lesbian women.

"What is interesting is that lesbian women tend to base their behaviour on ingrained perceptions of *heteronormativity*. In other words, because society sees heterosexuality as 'normal', many lesbian women tend to imitate or replicate heterosexual behaviour, including monogamy, marriage and the white picket fence. I interrogate this issue."

Ms Donaldson's doctoral research followed, which, she explains, "includes a narrative-discursive analysis of parents' stories of their children who 'come out' as gay, lesbian, bisexual, transgender or queer".

"I want to make a difference in terms of how gender and sexuality is viewed, and also to help parents understand more about Lesbian, Gay, Bisexual Transgender, Intersex & Questioning or LGBTIQ issues by providing resources for them.

"Parents play a huge role in the anxiety young people face when they realise they are 'different'. When young people finally 'come out', they can all too easily feel unloved, abandoned or suicidal if they feel their parents will reject them. Parents, too, often need time to digest their child's sexuality," explains Ms Donaldson who is making a difference on campus, in terms of how gender, sexuality and race are viewed.

"In certain departments there are prevailing prejudices where people say the right things but when issues of discrimination are raised they don't do anything about it," she says.

"An example is when certain departments treat black lecturers on the programme as 'window-dressing' instead of recognising they were selected because they are high-achieving postgraduates well suited to academia.

"Another example is when certain white staff members display micro aggression towards black academic staff – either as a form of racism or sexism or homophobia if the person is gay.

"More work needs to be done on this, so that we all start seeing people who are different – culturally, racially, socially or sexually – as equal," she adds.

"I, for one, am a queer and a LGBTIQ activist, and when I joined the Psychology Department for a while I was typecast by some of the staff members as 'the angry black lesbian'. As a result of this, my opinion was not really heard or taken seriously. In time, this has changed and I have also learned to interact in a more politically strategic way."

She explains that she refers to herself as a queer because she works both personally and professionally from a Queer Theoretical Framework, which views sexuality and gender as fluid and changing rather than fixed and stable.

"The terms lesbian, gay or bisexual assume a fixed sexual identity, whereas 'queer' acknowledges the flexibility of our identities," she elaborates.

Towards contributing to the change she would like to see, Ms Donaldson sits on a range of University committees.

"Rhodes, it must be said, is a safer, more tolerant environment for a black lesbian woman than many other places. At the same time the university system was not designed for people who are different. I believe in helping to transform it from within, as well as working at keeping the courses and academic offerings at the University current. This can be frustrating and it does start to wear you down," she says.

"In my particular field I am still hoping that a Gender Studies Department will be established at Rhodes. Professor Anthony Collins, a senior academic at Rhodes has been pushing for this for some time. If it came about I would definitely see my long-term future here."

Ms Natalie Donaldson was appointed as a Next Generation Academic Programme lecturer from 2009 - 2011, during which time she completed her Master's degree. She is a full-time lecturer in the Psychology Department at Rhodes University and is currently working on her PhD.

GET OUT THERE and do what you need to do

In 2014 Ms Thina Maqubela started her three-year Next Generation Academic Programme lectureship in the Department of Statistics. She is currently working on her PhD.

"I believe in constantly taking your knowledge and skills to the next level," says Ms Maqubela who graduated with an MSc in Statistics from West Virginia University in the United States in 2013.

Now at Rhodes, she shares her knowledge and skills within the university environment and beyond. She teaches a first year course in the theory of finance and she is committed to helping learners and students achieve their academic and career goals.

"It is extremely important for me to share the message with young people, particularly girls, that it does not matter if your parents are not educated; that it is up to them to work hard and get ahead without making excuses in life," says Ms Maqubela whose mother, Ms Khanyiswa Maqubela, a single parent, educated them on the money she made from selling fruit and vegetables on the streets of Port Elizabeth.

"My mother taught me that irrespective of whether it is raining or windy, you get out there and do what you need to do. She has been incredibly supportive throughout my education, and while in many cases you find that the parents of first generation graduates want them to start working, my mother encouraged me to continue studying and to reach for my academic dreams. She has done the same for my three siblings."

Ms Maqubela attended a government school in New Brighton Township in Port Elizabeth where she says she had "a fantastic, inspiring, broad-thinking Mathematics teacher in the person of Mrs Matshoba".

"She made the subject real and interesting and she challenged us according to our abilities in class. She included games like Sudoku to enhance our critical analysis skills, which are essential for Mathematics, and she went out of her way to find opportunities that could assist us."

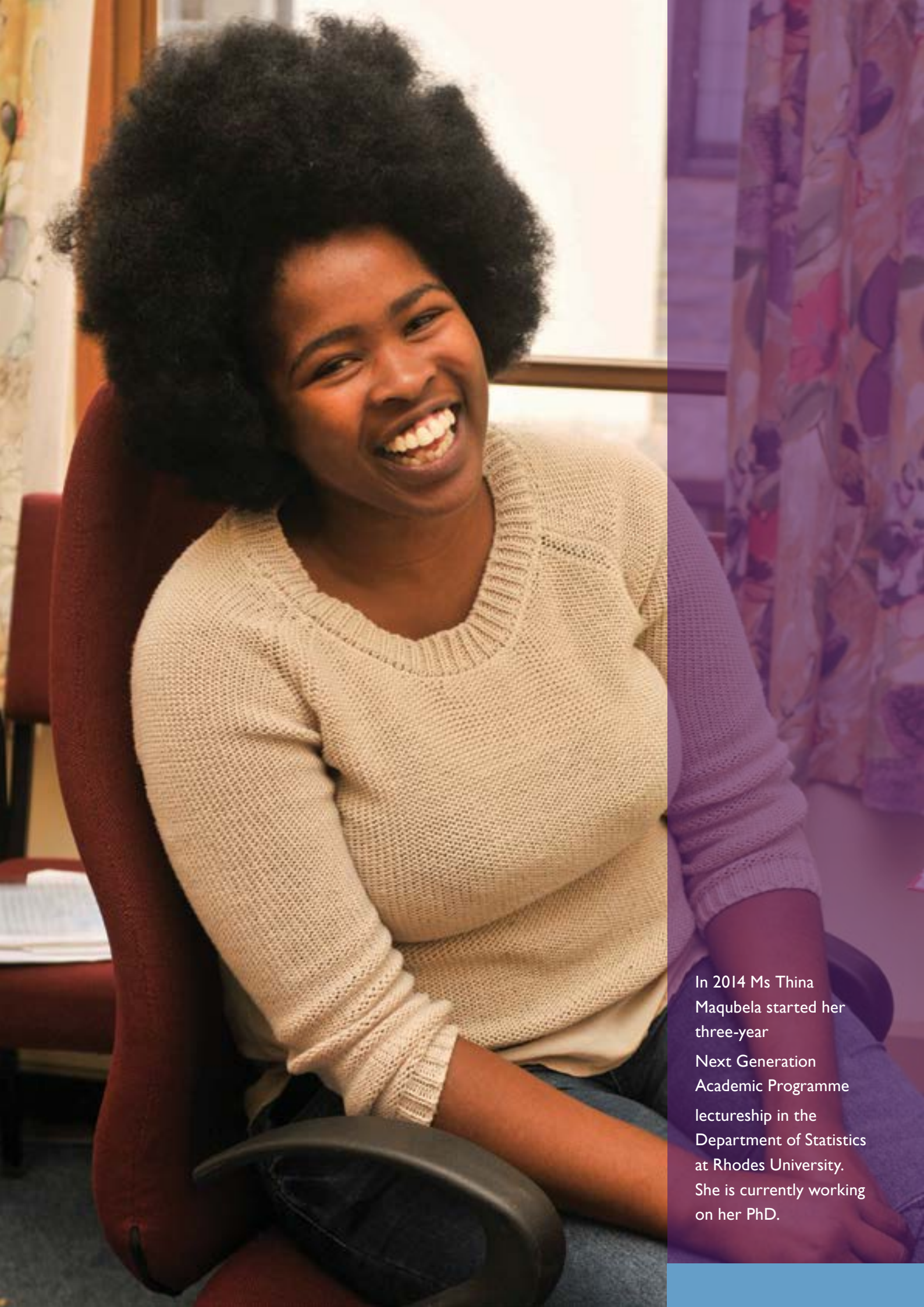
One of these opportunities was a programme sponsored by Sasol and the Nelson Mandela Metropolitan University's (NMMU) Engineering Faculty, where high school learners received extra classes in Mathematics at NMMU.

Ms Maqubela remains in contact with the now retired Mrs Matshoba who is immensely proud of what she has achieved, not only in her career, but also in her commitment to giving back to other learners.

In June 2014 Ms Maqubela was named the winner of the Social Entrepreneur category in the Businesswomen's Association's (BWA) Regional Business Achievers Awards.

"Prior to joining Rhodes, I was hired to pioneer the newly developed Future Leaders Programme (FLP) for a non-governmental organisation called the Ubuntu Education Fund. The programme is aimed at equipping Grade 12 learners from township schools who are on the university track, with academic support and career guidance," says Ms Maqubela who serves as the academic support coordinator of this programme.

"As part of career guidance we expose them to universities like Rhodes, NMMU and the University of Cape Town, to ensure that their study opportunities are not limited and that they have access to a range of possible careers.



In 2014 Ms Thina Maqubela started her three-year Next Generation Academic Programme lectureship in the Department of Statistics at Rhodes University. She is currently working on her PhD.

"From here, we help them make decisions about what they should study; we help them to apply for scholarships and to prepare for interviews."

Ms Maqubela worked as an intern at the Ubuntu Education Fund in 2011, where she tutored Mathematics and Computer skills before heading to the United States to pursue her Master's Degree.

On her return she sent her CV to Rhodes and was contacted by the Head of the Department of Statistics, Professor Sarah Radloff, who asked her to apply for a Next Generation Academic Programme lectureship through her department.

Prof Radloff is her mentor and main supervisor for her PhD, while mathematician Dr Bruce Brown from the Department of Education is her PhD co-supervisor in Statistics Education.

"There is an increasing amount of statistics in maths at high school level in South Africa today. This increase affects the way we teach (or rather ought to teach) in Higher Education. Thus, the main aim of my research in the field of Statistics Education is to understand teaching and learning, and to explore the optimisation of teaching and learning strategies currently in place, at school and university level," Ms Maqubela explains.

She emphasises the importance of statistics, which is all about making sense of the numbers, data and risks in every possible field – from insurance to higher education.

"Once learners and students understand how statistics govern so many areas of their lives – from whether they are regarded as the kind of person who will pay back their loan to the kind of insurance they pay on their car, they get increasingly excited about the subject," says Ms Maqubela who is thoroughly enjoying being a lecturer at Rhodes.

She says that her department has been very welcoming and supportive, and, in turn, she has given of herself.

"I think what helps is that I am very adaptable. Whatever the environment in which I find myself, I network with people and get really involved in various programmes and committees," she explains.

She is on the Science Faculty Committee and she joined the Women's Academic Solidarity Association (WASA) at Rhodes, which is all about women postgraduates and academics supporting each other, both academically and socially.

In addition to her commitment with the Ubuntu Education Fund, she is a volunteer teacher on the Khanya Maths and Science Programme in Grahamstown, run by Mrs Joyce Sewry of the Chemistry Department at Rhodes, where learners from schools all over Grahamstown attend classes at the Albany Museum every Saturday.

Extending on this, the Chemistry Department has introduced a formal revision programme for matriculants from disadvantaged schools in Grahamstown, where pupils can expect to be helped out with Maths, Physical Science and Accounting.

She also serves as a mentor to the 28 students who were part of the Future Leaders Programme that she ran at Ubuntu; most are currently pursuing their studies at Rhodes, NMMU, Durban University of Technology, and the University of KwaZulu-Natal.

"I help them navigate the university environment and system, and I offer support about their course decisions," she explains.

"Academics are not their only challenge; a big challenge for first generation university students is having to deal with a completely new environment where they have no reference. Being a first generation student myself, I know how it feels from my own experience of arriving on campus at the University of Cape Town as a first year BSc student.

"That is why I love my job," she adds. "I love statistics, that's clear, but I am also passionate about education and making sure that I play my part in helping as many students as possible to achieve their potential."

On being the only BLACK LECTURER

Ms Lieketso 'Dee' Mohoto started lecturing in the Drama Department in 2013, and is currently funded by Kresge on the Next Generation Academic Programme. She is doing her Master's Degree.

As the only black lecturer in the Drama Department at present, Ms Mohoto didn't anticipate just how much of a contact point she would be for the black students and support staff.

"The other lecturers in the Drama Department are highly progressive, enlightened people but I suppose it's only natural that black people in the department would look to me to assist them with problems they are facing, because they feel they can identify more with me," she explains.

Ms Mohoto says many black people find the University environment alienating, and while she goes out of her way to help wherever she can, she finds the responsibility difficult to bear.

"It forces me to speak out for 'blackness'. It forces me to be highly politicised about 'blackness' when I am not really interested in this kind of politic. I came to the Drama Department to be an academic; I didn't come here to be black," she explains.

She is also very stretched for time because the Drama Department, being smaller, could not give her the usual 50% teaching load that the programme recommends.

"It's a very supportive department and they have certainly given me a lighter load, but everyone is stretched," explains Ms Mohoto who is doing her Master's in Education through CHERTL, mentored and supervised by Professor Alex Sutherland in the Drama Department and Dr Amanda Hlengwa from CHERTL.

"My Master's is a cross between what I teach and my research. I am interested in the area of specialisation around 'voice as text' in performance – the texture and tones in the human voice that contribute to the theatre event as a layer of text."

Ms Mohoto came to Rhodes because of the reputation of the team in the Drama Department.

"They are famous for what they do, including Andrew Buckland for physical theatre, Janet Buckland for directing, Alex Sutherland for applied theatre, the list goes on," says Ms Mohoto who did her undergraduate degree and her Honours in Directing and Education at the University of Cape Town. She graduated in 2011 and worked in Cape Town for almost two years before coming to Rhodes.

She did some academic development work for the University of Cape Town, and she taught at the *New Africa Theatre* in Athlone. She also worked as an administrator for *FTH:K* in Observatory, which is a theatre company specialising in theatre for and by the deaf.

"In my Honours year I developed an interest in pursuing an academic career. At the same time I have always seen myself as someone who creates my own work, rather than talking about other people's work," she continues.

"The format in which creative work can be recognised as postgraduate research is a big, ongoing debate at Rhodes. The academic world

continues to expect written research, including a written thesis about the creative work and what it is about. This contradicts the open-endedness of meaning that performance is all about."

Ms Mohoto hopes to contribute to changing policy approaches to research in line with more progressive thinking. She also hopes to contribute to greater transformation in the University.

"I'm not just talking about having more black students and academics. I'm talking about transforming the environment beyond the current hegemonic, white middle-classness, which continues to permeate the university environment and replicate itself in different skin colours in both the student and academic staff," she explains.

"What we need to see is the full spectrum of diversity, with a far more radical and inclusive approach to gender, race, class, sexual orientation and nationality. This should be reflected at every level of the selection process."

Ms Mohoto says that many of the black students who come to talk to her, explain that they cannot see a mirror of themselves in the academic environment. "They question why they should even think about becoming an academic in an environment where all they see are white, middle-aged lecturers or black 'Model C' lecturers. In some ways this is true, in other ways they too are perpetuating narrow stereotypes," she continues.

"I myself am perceived as a black Model C – someone who is effectively white on the inside and who cannot really speak their mother tongue or identify with their traditional and ancestral background.

"It could not be further from the truth. I am definitely not white and I speak four South African, African languages. I also have a strong understanding of my traditional and ancestral background, and, to a certain degree, I subscribe to it.

Ms Mohoto says that as South Africans we have to start appreciating the complexity of diversity, that there is no 'one size fits all' for different groups.

"In my time as a lecturer, I have learnt that students are also far more complex than I initially gave them credit for," she says.

"From this, what I bring into the classroom now, is a far more exciting interchange of what is intuitive for me and what is intuitive for them," she explains.

"My contribution intersects with what has happened in their lives, and the way in which we speak to each other is infused with the many layers of this complexity.

"When this happens, we engage through the manifestation of our deepest thoughts, feelings and experiences rather than through the manifestation of our whiteness or our 'blackness'. This is what inspires me."

Ms Lieketso 'Dee' Mohoto started lecturing in the Drama Department at Rhodes University in 2013, and is currently doing her Master's Degree on the Next Generation Academic Programme.

MELLON, KRESGE and RHODES
University Next Generation Academic

Below is the list of lecturers who were appointed between 2001 – 2014 on the Next Generation Academic Programme at Rhodes University.

EMPLOYED AT RHODES	
Name	Department
Dr Joy Owen	Anthropology
Ms Babalwa Sishuta	Sociology
Prof Janice Limson	Biotechnology
Dr Nomalanga Mkize	History
Dr Rosa Klein	Chemistry
Dr Sandile Khamanga (International staff member)	Pharmacy
Prof Enocent Msindo (International staff member)	History
Dr Mandy Hlengwa	CHERTL
Dr Unathi Heshula	Zoology
Ms Natalie Donaldson	Psychology
Dr Vashna Jagarnath	History
Dr Caroline Khene (International staff member)	Information Systems
Mr Yusuf Motara	Computer Science
Dr Minesh Dass	English
Ms Richenda Koeberg	Psychology
Ms Siphokazi Magadla	Political and International Studies
Dr Earl Prinsloo	Biotechnology
Ms Tarryn Alexander	Sociology
Ms Babalwa Magoqwana	Sociology
Dr Mosiuoa Tsietsi	Computer Science
Ms Linda Bailey	Management
Dr G Thondhlana (International staff member)	Environmental Science
Ms Farhana Kajee	Education
Ms Lieketso 'Dee' Mohoto	Drama
Ms Lucie Allen	Pharmacy
Ms Zintle Songqwarhu	Environmental Education
Dr Amber Childs	Ichthyology and Fisheries Science
Ms Thina Maqubela	Statistics
Ms Mutsa Chinyamakobvu (international staff member)	Statistics
Mr Tladi Marumo	Law

NO LONGER AT RHODES

Name	Department
Ms Prabashini Appalsamy	Psychology
Dr Ane Oosthuizen	Ichthyology
Dr Carol Simon	Zoology
Dr Michele Ruiters	Political Studies
Ms Morgenie Pillay	Political Studies
Dr Kenneth Ozoemena	Education
Dr Jongi Klaas	Education
Mr Daniel Munene (International staff member)	Economics
Dr Sakile Ngcibi	Mathematics
Ms Lee-Anne du Preez	Geography
Ms Sharlene Ramlall	Law
Ms Nomusa Makhubu	Fine Art
Ms Candice Moore	Political Studies

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