

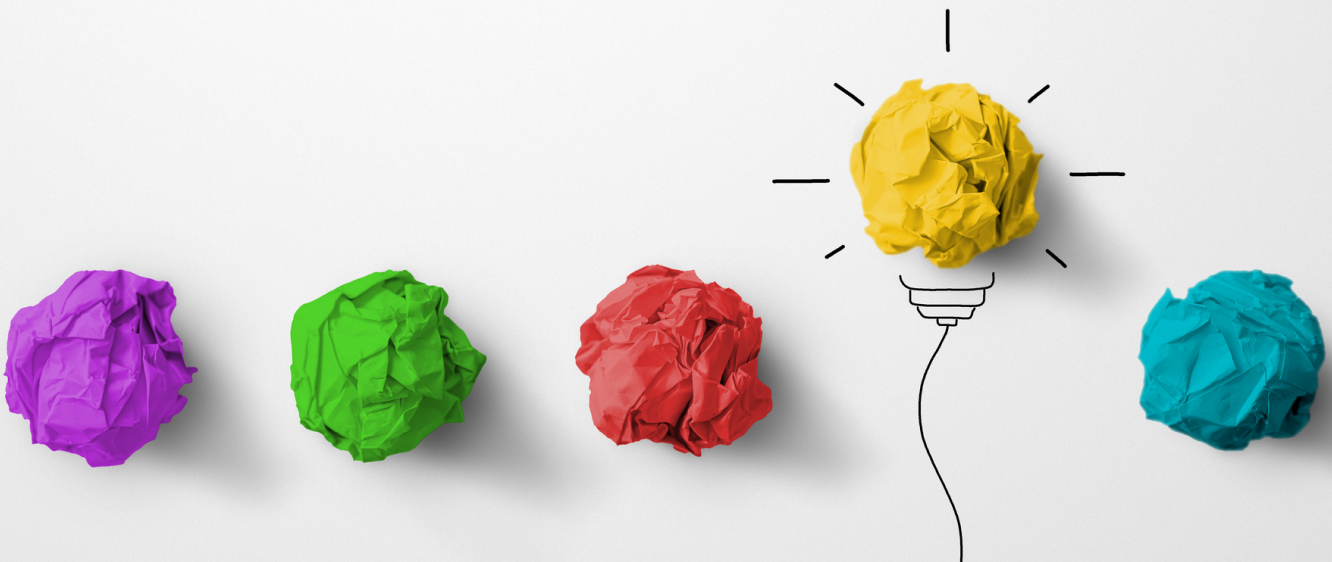


higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



NEW GENERATION OF ACADEMICS PROGRAMME

INDUCTION WORKSHOP SUMMARY REPORT



14 - 15
SEPTEMBER

2023

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DAY 1

**INDUCTION WORKSHOP FOR
NGAP LECTURERS**

14 SEPTEMBER 2023

Introduction

The Staffing South Africa's Universities Framework (SSAUF) is a transformative national and sectoral strategy developed by the Department of Higher Education and Training (DHET) in partnership with the higher education sector. SSAUF seeks to address the staffing challenges experienced by the South African university system, the most pressing among them being the underrepresentation of black academics. Thus, the SSAUF imperative is the recruitment, support, retention and progression of black academic staff in the South African university system. SSAUF achieves this through a couple of core programmes, including the New Generation of Academics Programme (nGAP) launched in 2016. With the transformation agenda and establishment of a new generation of academics at its heart, nGAP facilitates the recruitment and permanent appointment of scholars who exhibit notable potential for scholarship in academic teaching and research in South African public universities. Implemented by DHET in partnership with the universities, nGAP supports the appointed nGAP lecturers in attaining doctoral qualifications, being inducted into academia, and participating in opportunities that will assist them in building a career in academia.

The programme has a six-year duration for each phase. The first three years of the six-year timeframe is focused on the development of an nGAP lecturer – a stage during which appointed nGAP lecturers pursue their doctoral or post-doctoral studies while benefiting from a reduced workload to help them spend more time on their studies. After completing the developmental programme, the next three years are dedicated to induction and early career development.

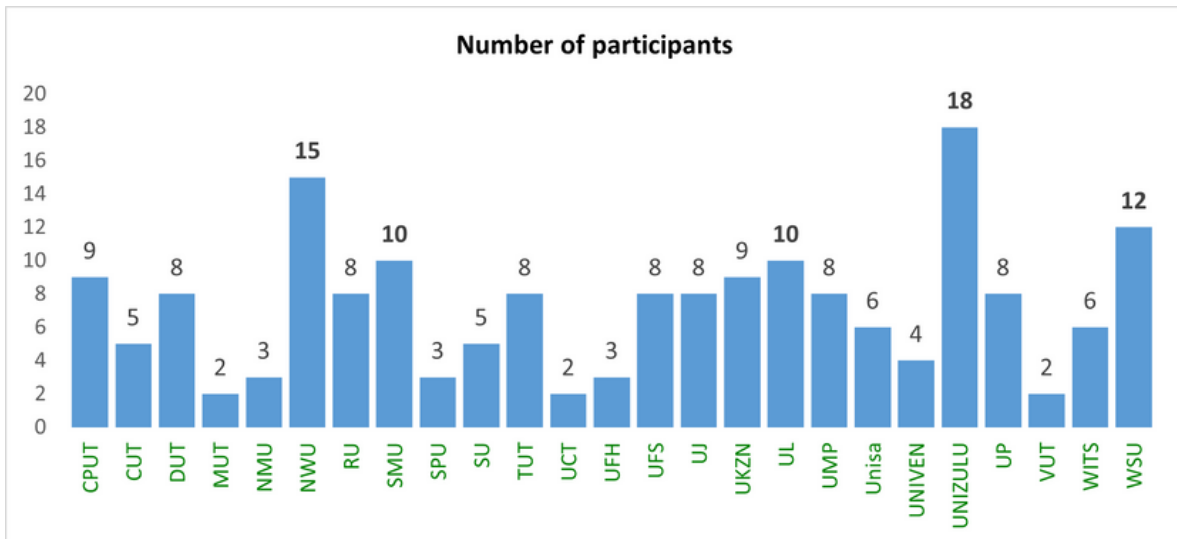
Following the intake of each cohort of nGAP lecturers, the DHET organises an induction workshop to provide a platform for conversation on the experiences of the newly recruited nGAP lecturers. Part of the workshop is also for DHET and its relevant stakeholders to share information which can enhance the lecturers' experience of the programme.

On the 14th and 15th of September 2023, the DHET hosted an nGAP induction workshop at the Emperors Palace Convention Centre in Kempton Park, Johannesburg. The induction workshop was attended by Phase 8 nGAP lecturers, mentors, managers, and those who joined the programme in the previous phases but have not yet participated in the nGAP induction workshop. This report summarises the deliberations of the 2-day induction workshop, the key issues raised by nGAP lecturers, managers and mentors, and the recommendations for improving the nGAP implementation in the future.

A list compiled from signed attendance registers indicates that the workshop was attended by 180 participants from 26 universities. One hundred sixty-seven (167) of these participants attended the first day of the workshop, while seventy-eight participated on the second day. Fifty-eight percent (58%) of the participants were female, and 42% were male. In addition, eight officials from DHET and four from the implementation support partner – Nelson Mandela University, were in attendance. Figure 1 gives a breakdown of the 180 participants by university.

The University of Zululand had the highest number of participants at 18, followed by North-west University (NWU) with 15 participants and Walter Sisulu University (WSU) with 12 participants. University of Limpopo (UL) and Sefako Makgatho University (SMU) had 10 participants each. Mangosuthu University of Technology (MUT), University of Cape Town (UCT) and Vaal University of Technology (VUT) had the least number of participants at two each. The remaining 17 universities had participants ranging between three and nine. The University of the Western Cape had no one attending the induction workshop.

Figure 1: Number of people who attended the 2-day nGAP induction workshop



DAY 1: INDUCTION WORKSHOP FOR NGAP LECTURERS

PURPOSE OF THE INDUCTION WORKSHOP

The first day of the workshop targeted the newly appointed Phase 8 cohort of nGAP lecturers and lecturers appointed in previous nGAP phases but had not attended an nGAP induction workshop yet. The purpose of the first day, as outlined by DHET on the official opening of the workshop, was to orientate new nGAP lecturers and listen to their lived experiences of nGAP, understand what challenges they are faced with and determine appropriate actions to improve the programme's implementation. However, dedicated nGAP lecturers, mentors, and nGAP managers also attended the first day.

DAY 1 PROGRAMME

Seven presentations were delivered on the first day of the induction workshop. The first presentation was delivered by DHET and provided an overview of the mandate of DHET and the implementation of SSAUF, the University Capacity Development Programme (UCDP) and nGAP. The National Research Foundation (NRF) followed with a presentation on the research development grants provided by the Department of Science and Innovation (DSI) and NRF to nGAP scholars. Four nGAP alumni shared their experiences of the programme. Two of them reflected specifically on their mentor-mentee relationships. Two more presentations were delivered, one on the role of the nGAP Manager in implementing nGAP and another on research ethics.

The presentations were followed by comments and question sessions. The highlight of day 1 was group discussions and presentations on challenges experienced by lecturers and their expectations of the programme. In the section below, a summary of key issues raised during Q & A sessions and lecturers' group discussions and presentations is provided.

CHALLENGES AND AREAS OF IMPROVEMENT

MENTORSHIP

nGAP mentorship was raised as one of the areas of grave concern for nGAP lecturers. According to the nGAP standard operating procedures, universities are supposed to appoint mentors for nGAP lecturers. However, lecturers pointed out that they must be involved in identifying or selecting mentors. This will ensure that universities appoint the right mentors. Below is the summary list of challenges and areas requiring improvement about nGAP mentorship.

- In some universities, policy does not allow for the remuneration of mentors, so mentors are not fully committed to the mentorship relationship.
- Mentees are assigned mentors who don't necessarily understand their disciplines, and therefore cannot always offer relevant technical guidance and support.
- There are no guidelines or defined criteria for identifying and selecting the right mentors. An example was given of an nGAP lecturer who was allocated a head of department (HOD) as their mentor. The lecturer was frustrated because the HOD was always busy and did not have time to fulfil the mentoring role.

- Although the SOP are clear that universities must appoint mentors for nGAP lecturers at least for the first four years of the lecturers' participation in the programme, some universities are allocating mentors to nGAP lectures for a limited period of time. One lecturer shared that they were allocated a mentor for six months only.
- No training for mentors and mentees.
- In some cases, the quality of the mentors assigned by universities is not satisfactory.
- In some universities, lecturers are not allowed to change mentors even when they are not satisfied with their performance.

Challenges:

- Delays in appointment of mentors.
- Mentees not included in the identification and selection of mentors.
- Mentors not remunerated.
- Mentors do not have relevant technical experience/qualifications.
- Lack of mentor selection guidelines/criteria.
- Mentors appointed for a short period.
- No training for mentors and mentees.
- Mentees not allowed to change .

- Delays with the assignment of mentors and supervisors.
- In some cases, mentors are allocated but there is no mentorship taking place.

RECOMMENDATIONS

The involvement of an nGAP lecturer in the process of mentor appointment is crucial in ensuring that the right mentor is appointed. Equally important are the mentor selection guidelines or criteria. The SOP must provide broad selection guidelines or criteria for the appointment of mentors. In addition, the role of mentees in this process must be spelt out in the SOP.

To ensure that mentors are appointed timeously, the SOP must also indicate when mentors should be selected. The expectation from nGAP lecturers is that when they assume duty, mentors should be ready for them. This is important because mentors can play a pivotal role in guiding and supporting the newly appointed lecturers as they try to find their feet within the academic environment while at the same time starting to write their PhD proposals.

DHET elucidated that in cases where there is a discordance between the nGAP SOP and university policy, the latter takes precedence. In instances where university policy prohibits remuneration of mentors, nGAP lecturers are encouraged first to confirm the existence and proper interpretation of such a policy, then engage with the relevant authority within the university to explore how the negative impacts of the policy can be averted or managed so that mentorship can yield intended outcomes.

On the training for mentors, a committee that will work on establishing a development programme for nGAP mentors was established on day 2 of the induction workshop. The concern about the lack of training/development programmes for mentors and mentees will hopefully be addressed through the work of this committee.

Clarification was provided that mentees can terminate a mentorship arrangement if it is not yielding expected results and value. However, the SOP must outline the conditions under which a mentorship arrangement can be completed and the following process. This will be important in preventing potential abuse of this provision.

REDUCED WORKLOAD

Challenges:

- No set methodology to guide the calculation of 20% workload.
- Universities not complying with 20% workload requirement. Allocated workload is heavy and impact on lecturers' progress with their studies.
- nGAP lecturers treated as extra resources to deal with the staff shortage problems.
- Lecturers who complete their PhD early forfeit the reduced workload benefit.

The consistent cry by nGAP lecturers is that the SOP needs to be clarified on how the prescribed 20% workload should be determined. Therefore, universities do not adhere to this requirement/condition. Some lecturers shared that although the workload is reduced, they still find it quite large and need help to balance the enormous workload and their studies. Some lecturers stated that their universities use nGAP lecturers to address staff shortage challenges. In such cases, lecturers are given large amounts of work.

20% workload, although generous, provided it's determined appropriately and fairly, still may not be sufficient at a particular stage of one's PhD journey, e.g., when one has to be on writing retreats 20% workload can become a hindrance to one getting a promotion once they have attained their PhD because they would not have enough publication portfolio.

RECOMMENDATIONS

DHET clarified that there is no specific way of calculating/determining the 20% workload. However, the DHET's critical standpoint, expressed to the universities, is that nGAP lecturers should be provided with enough time for their studies, and that, even in the absence of a formula to calculate 20% workload, universities should exercise fairness and transparency when allocating workload.

Further clarification was provided that the benefit of a 20% reduced workload is to help lecturers attain their PhD in three years. If one completes earlier than that, they assume full workload. DHET also encouraged nGAP lecturers who genuinely need a reduced workload to negotiate with the universities.

EMPLOYMENT STATUS OF NEW NGAP LECTURERS

Clarity was sought on whether nGAP lecturers are hired as permanent employees right when they join the programme and become entitled to the same benefits extended by universities to other permanent employees.

DHET elaborated that an nGAP lecturer is permanent from the onset and that there are no cases where the contrary prevails; affected lecturers should contact DHET.

DIFFICULTY ACCESSING NGAP FUNDS

It transpired that there are nGAP lecturers who are not registered for a qualification but are doing some research assignments for the universities which employ them. They want to utilise nGAP funds to purchase equipment needed for this research, but their requests have been declined. DHET explained explicitly that nGAP funding is intended to support a registered nGAP lecturer with their studies and research. Therefore, if one is not registered, they don't qualify to access nGAP funds for any other purpose.

Some lecturers shared that their requests for equipment purchases for their studies or research (for example, laptops) have been declined. Lecturers sought clarification from DHET on which nGAP funds cover equipment.

Some expressed concern that when their universities do not approve their requests for equipment or textbooks, they say university policy does not allow, yet non-nGAP lecturers do not face the same challenge. Affected lecturers felt they were not deriving the expected value/benefit from nGAP, except for registration and tuition fees.

Some lecturers indicated that due to the difficulty of accessing nGAP funds and in pursuance of meeting deadlines, they end up paying for certain services out of pocket, thinking that they will be reimbursed, but they are not. One participant shared that they paid for editing of their thesis but could not be reimbursed because they had not followed the university's due process in appointing the editor.

INSUFFICIENT FUNDS

One of the highlighted challenges experienced by nGAP lecturers is that some budget line items are insufficient for the intended use. A case of international mobility was given as an example. Lecturers also decried that it is unclear which budget line items can be moved to address funding gaps or where funds are depleted before one completes the programme. DHET explained that shifting of funds between line items is allowed and that nGAP lecturers should contact their nGAP managers for guidance and assistance on the process to be followed for budget virement.

UNSPENT FUNDS FROM NRF RESEARCH DEVELOPMENT GRANT

In their presentation, NRF highlighted that unspent funds cannot be carried over to the following year. nGAP lecturers raised this prohibition as a point of concern because in some cases, funds are not spent because of delays by NRF to disburse funds to award holders, therefore it is not fair for an award holder to be disadvantaged because of the funder's administrative delays. An nGAP lecturer provided an example of such a case.

RECOMMENDATION

In response to this concern, NRF indicated that according to their records, all disbursement were done. Nevertheless, they requested that the affected awardees communicate such delays to NRF by e-mail and copy in their institutions or via their DNS. It will be taken up with management so that the grant holders are not disadvantaged.

LIMITED UNDERSTANDING OF NGAP BY UNIVERSITIES AND NEW NGAP LECTURERS

Some lecturers reported that new nGAP lecturers and some key university stakeholders have limited knowledge and understanding of how the programme is implemented and what is expected from them by DHET. For new nGAP lecturers, this lack/limited understanding of the programme has made them unable to access nGAP funds and utilise them for intended purposes.

For universities, limited understanding of nGAP by key stakeholders such as Heads of Departments, Finance Department and even nGAP managers in some cases, has led to the inability of universities to administer the programme properly and to offer appropriate support and guidance to nGAP lecturers

RECOMMENDATION

At the beginning of each nGAP financial year, and before the official nGAP induction workshop, DHET is to consider offering an nGAP Introduction/orientation session to nGAP lecturers and key stakeholders (for example, Heads of department, finance departments, mentors and supervisors) within each university. To address resource constraints, DHET can outsource this task to service providers.

ON-BOARDING OF NGAP LECTURERS

On-boarding and integration of newly appointed nGAP lecturers into universities has been flagged as one of the challenges experienced by nGAP lecturers. As a result, lecturers need help with settling in and adapting to the university environment. In some cases, this has led to delays in submission of PhD proposals and registration. In one case, a lecturer reported that they waited for three months before they could be allocated work by the university.

RECOMMENDATION

Universities to have an onboarding process for newly appointed nGAP lecturers and share that process with appointed lecturers as soon as they have signed employment contracts .

OTHER CHALLENGES

Other issues which were raised as challenges but were not discussed in detail, as they mostly appear to emanate from universities' administrative inefficiencies, are:

- The time taken to finalise the appointment of nGAP lecturers should be shorter. One lecturer shared that it took 12 months from the time they accepted an offer letter to the time they started duty.
- First-year nGAP lecturers need guidance from senior lecturers on how to apply for PhD and support with recommending supervisors.
- Teaching subjects that are not aligned with lecturers' experience and competencies.

DAY 2

**MENTORS AND MANAGERS
WORKSHOP**

15 SEPTEMBER 2023

DAY 1: INDUCTION WORKSHOP FOR NGAP LECTURERS

PURPOSE OF THE INDUCTION WORKSHOP

The second day of the induction workshop was dedicated for engagement with nGAP mentors and managers with the aim of carrying through with the issues that were discussed in the previous workshops.

UPDATE ON NGAP PHASE 9

DHET informed the participants that there has been a delay experienced within the Department in finalising nGAP Phase 9 processes. The delay was mainly caused by the need to review additional posts allocated for phase 9 following the ministerial statement, which, among other things, confirmed the availability of additional funds for more posts. DHET shared that a submission for this amendment is awaiting approval, and awards should have been communicated to universities by the end of September. It was also announced that the Phase 10 call would come out by the end of September.

PRESENTATIONS

Professor Burton of the South African Universities (USAf) delivered a presentation on the “Advancing Early Career Researchers and Scholars (AECRS) Programme. One of the platforms established under the AECRS, which is of importance to the nGAP, is the Thuso connect. This is an online nationwide platform designed to connect mentors and mentees (academics and researchers) and enable them to participate in an online interactive mentorship programme. The platform also offers mentors and mentees a number of free online resources and tools to use in their mentorship programmes.

Currently, USAf is in the process of developing a system which can be used to monitor the impact of academic development interventions such as Thuso Connect and others. AECRS and DHET are in talks to collaborate on the development of this M&E system and on the possibility of leveraging the Thuso connect to set up a similar platform for nGAP mentees and mentors.

DHET presented the changes made to nGAP SOP, informed by the inputs that were made during last year’s induction workshop. DHET explained that the amended SOP became effective in 2021.

OBSERVATIONS AND ISSUES RAISED

POTENTIAL COLLABORATION BETWEEN DHET AND USAF FOR NGAP MENTOR DEVELOPMENT

NGAP mentors perceived the Thuso Connect platform as applicable in exposing mentors to mentor development resources available in the public domain. However, it was pointed out that the critical aspect of mentorship is physical human interaction. Therefore, creating a community of practice and other initiatives that will facilitate the face-to-face training of mentors is needed.

It was noted that nGAP mentors and mentees can utilise the Thuso platform, customised to nGAP mentorship requirements. Furthermore, nGAP managers can also use the programme to confirm the existence of structured mentorship relationships between nGAP mentees and mentors and produce related reports.

SUPPORT FOR SOP PROPOSED AMENDMENTS

All amendments were discussed and supported with additions/comments on the following paragraphs:

Paragraph 10, Table 1:

- Cutting the number of years to 4 for PhD holders will affect the salary of lecturers because it means that the allocation of funds will have to change for PhD holders.
- Differentiation is supported on the proviso that it makes the workload clear, therefore making administration easier for the universities.

Paragraph 11.7

- Universities will be motivated to consider 65% if necessary. DHET should make it explicit that motivation for 65% can be made when all avenues have been exhausted.

Paragraph 13.1

- The purpose of the paragraph is to ensure that the university appoints a mentor. The other issues, including whether and how the mentee participates in this process, lie with the universities.

Table 3:

- From 2024, virements will be approved internally at the university

APPLICABILITY OF THE AMENDED SOP TO PREVIOUS NGAP COHORTS

DHET indicated that according to the terms and conditions in the SOP, each time the SOP is revised, the latest iteration supersedes all the previous editions; therefore, this amended SOP applies to all phases of GAP. However, the participants noted that some of these amendments need to be more practical to implement across all phases of nGAP given the condition of service some lecturers might have signed, especially in the earlier stages of nGAP. There may be a need for a separate document/terms and conditions for such cases.

RECOMMENDATION

DHET to raise this issue with the relevant authority in DHET and communicate the decision made.

DHET will consider developing two addendums to the SOP to be signed by nGAP lecturers. One should be for lecturers who joined/are joining the programme with a Master's degree, and the other for individuals entering the programme with a PhD.

IMPLICATIONS OF REDUCING DURATION FROM EIGHT TO SIX YEARS FOR PHD HOLDERS

Reducing the duration from eight to six years for PhD holders will mean that the funding which would have initially been allocated for years 7 and 8 will no longer be available and that the salary contribution from DHET will now be for four years instead of six. Furthermore, the set 18% allocation for six years' salary must be reviewed in line with the shortened duration.

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RECOMMENDATION

The allocation table in the SOP is to be amended to align with the shortened period for nGAP lecturers already with a PhD joining the programme.

RATIONALE FOR REDUCED WORKLOAD

DHET explained that the current SOP results from the intensive interactions and negotiations between DHET and universities. The latter, as academic experts, guided in the allocation of workload. If universities determine a need to review the current allocation, DHET will be open to considering such a request. When considering the timing of reduced workload in the journey of an nGAP lecturer, it is essential to understand that attaining a PhD is the first and critical aspect of an nGAP lecturer's career path as an academic. Therefore, reducing workload early on gives a lecturer sufficient time to attain a PhD; then, the lecturer is inducted at stage two.

Additionally, a point was emphasised by nGAP managers that nGAP is not a scholarship but a programme geared toward the development of an academic. A compulsory component of nGAP is attaining a PhD. From a university perspective, nGAP managers and mentors should make the universities understand that nGAP lecturers are not entitled to a life-long PhD; they are given benefits and support for their career development, and they must deliver and be responsible and accountable.

ENGAGEMENT ON THE ESTABLISHMENT OF A COMMUNITY OF PRACTICE FOR MENTORS

BACKGROUND

DHET commenced the session by outlining the following issues which have been raised previously

- Mentors are not sure that they are conducting mentorship correctly. It was proposed that a community of practice should be established.
- Two people were nominated to kick-start the process of the establishment of a community of practice for mentor however, no progress has been achieved to date.
- One of the key intended outcomes of the workshop was to appoint a committee that will work on the establishment of a development programme for nGAP mentors.

NOMINATION OF A COMMITTEE

The following 8-member committee was nominated and appointed.

	Name	University	Type
1	Prof. Caroline Khoathane	TUT	University of Technology
2	Prof Learnmore Kambizi	CPUT	University of Technology
3	Prof. Germarie Viljoen	NWU	Traditional
4	Dr. Mareve Biljohn	UFS	Traditional
5	Prof. Matilda Mokgatle	SMU	HDI
6	Prof. Adigun	UNIZULU	HDI
7	Prof. Cina Mosito	NMU	Comprehensive
8	Ms. Tshegohatso Chifokoyo	SPU	Comprehensive

KEY FUNCTIONS OF THE COMMITTEE

A number of functions were suggested including the following:

- Develop an nGAP mentorship concept note
- identify experts that we have in the country
- lead the process of establishing a community of practice for nGAP mentors
- identify relevant resources that are already available and can be used for the nGAP mentorship programme

However, consensus was reached on the following 2 key functions:

1. Development of guidelines for nGAP mentoring
2. Engagements with various key stakeholders

SUMMARY OF RECOMMENDATIONS

ISSUE	RECOMMENDATIONS	RESPONSIBILITY
Improvement of mentoring outcomes	nGAP lecturers to be involved in the process of mentor identification and selection	Universities
	In the SOP, include key criteria to guide the selection of mentors	DHET
Mentor training and development	Development of mentoring guidelines for nGAP	Appointed committee with DHET
Termination of non-performing mentoring arrangements	SOP must outline the conditions under which a mentorship arrangement can be terminated and the process to follow	DHET
Adherence to 20% workload	Universities to be fair and transparent in determining 20% workload. The objective should be to ensure that nGAP lecturers have a sufficient time to focus on their studies.	Universities
NFR unspent funds not allowed to be carried over to the following year	Affected nGAP lecturers to alert NRF of the delays experienced in receiving funds	nGAP Lecturers
Limited understanding of nGAP by universities and new nGAP lecturers	Key stakeholder nGAP introduction sessions to be delivered at universities	DHET
On-boarding and integration of new nGAP lecturers into the university environment	Development and institutionalisation of onboarding process for newly appointed nGAP lecturers	Universities
Applicability of the amended SOP to previous nGAP phases	Further investigation and engagement of relevant authorities within DHET, then report back to nGAP stakeholders (Universities, nGAP managers and lecturers)	DHET
Implications of reducing duration from eight to six years for nGAP lecturers joining the programme already with doctoral qualifications	The allocation table in the SOP to be amended to align with the shortened period for nGAP lecturers joining the programme already with a PhD.	DHET

ANNEXURE

**INDUCTION WORKSHOP
PROGRAMME**

14 & 15 SEPTEMBER 2023



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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**INDUCTION WORKSHOP PROGRAMME:
NEW GENERATION OF ACADEMICS PROGRAMME (NGAP)
(NGAP LECTURERS, MENTORS, AND MANAGERS)**

14 AND 15 SEPTEMBER 2023

EMPERORS PALACE, JOHANNESBURG, SOUTH AFRICA

PROGRAMME DIRECTORS: DHET AND NELSON MANDELA UNIVERSITY (ISP*)

DAY 1 - 14 SEPTEMBER 2023

Lecturers Workshop (Lecturers, mentors and managers)

08:30-09:00	Registration of delegates	DHET and ISP
09:00-09:10	Opening, introductions and welcome	Ms Siliindile Shabalala (DHET)
09:10-09:20	Purpose of the workshop	Mr Calvin Pennells (DHET)
09:20-09:40	Presentation on the implementation of SSAUF and nGAP	Ms Mandisa Cakwe (DHET)
09:40-10:00	Presentation by the National Research Foundation (NRF)	Dr Sello Manoto (NRF)
10:00-11:00	Discussion and comments on Presentations	Chair: DHET

11:00 – 11:20 TEA BREAK

11:20-11:50	Group Discussions on Challenges and Expectations	All
11:50-12:50	Presentations from Group Discussion	All
12:50-13:10	Being an nGAP lecturer: Experiences, Challenges, and Lessons Learnt	Dr Mantwa Madiba (UNIVEN) Dr Moloto
13:10-13:30	Discussion and comments on Presentations (nGAP lecturers who have successfully completed the programme as respondents)	Dr Kota-Nyati (Facilitator) and Respondents
13:30-14:30 LUNCH		
14:30-14:50	Managing the mentor-mentee relationship: Looking back on our nGAP journey	Mr Kagola and Mr Sibeko (Mandela Uni - Phase 3 and 4)
14:50-15:10	Role of an nGAP Manager	Dr Shoba Rathilal (DUT)
15:10-15:30	Presentation on Ethics	Dr Lyn Horn (UCT)
15:30-15:45	Discussion and comments on presentations	Chair: ISP
15:45-16:00	Summary and closure	Dr Kota-Nyati (ISP)
18:30-22:00	GALA DINNER (EMPERORS PALACE CONFERENCE CENTRE)	ISP

DAY 1 - 14 SEPTEMBER 2023

GALA DINNER

18:15-18:30	Welcoming drinks	Emperors Palace
18:30-18:35	Words of welcome	Dr Harrie Esterhuyse (ISP)
18:35-18:50	Entertainment – South African voices	Wits Voice Ensemble
18:50-19:20	The nGAP at our universities: Mr Thulani Mthombeni (UKZN) Dr Mandy Hlengwa (RU) Miss Edwina Fransman (NWU)	UKZN RU NWU
19:20-19:30	Questions and discussion	Dr Harrie Esterhuyse (ISP)
19:30-22:00	Dinner	All
11:00 – 11:20 TEA BREAK		

DAY 2 - 15 SEPTEMBER 2023

Mentors and Managers Workshop

08:30-09:00	Registration of delegates	DHET and ISP
09:00-09:05	Opening, introductions and welcome	Ms Silindile Shabalala (DHET)
09:05-09:20	Purpose of the workshop and update on Phase 9	Ms Mandisa Cakwe (DHET)
09:20-10:00	Presentation and Engagement with Mentors	Prof Stephanie Burton
10:00-11:00	Discussion and way forward	Chair: DHET
11:00-11:20 TEA BREAK		
11:20-11:30	Presentation of SoP Proposed Amendments (to get to the final SOP doc)	DHET – Ms Mandisa Cakwe (DHET)
11:30-12:30	Engagement with Managers	nGAP Managers
12:30-13:00	Discussion and way forward	Chair: ISP
Official proceedings concluded		
13:00-14:00 LUNCH		

*Implementation Support Partner

ANNEXURE

PROPOSED AMENDMENTS TO SOP

14 & 15 SEPTEMBER 2023

PROPOSED AMENDMENTS TO SOP

PARAGRAPH NO.	PROPOSED AMENDMENTS	COMMENTS				
7	The nGAP is intended to support universities to recruit academics into permanent positions in line with their staffing and development plans.	Supported				
9	If the academic is awarded and has accepted a Future Professors Programme opportunity, they will forfeit the nGAP award without penalties.	Supported				
10	<p>Table 1</p> <p>Stage 2 Induction and early career development</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">Year5</td> <td style="text-align: center;">Year6</td> <td style="text-align: center; background-color: #f4a460;">Year 7 & 8</td> </tr> </table> <p style="text-align: right; margin-right: 20px;">Stage 3²</p>	Year 4	Year5	Year6	Year 7 & 8	<p>There is no need to have a separate table for someone who joins the programme with a PhD.</p> <p>Cutting the number of years to 4 for PhD holders will affect the salary of lecturers because it means that the allocation of funds will have to change for PhD holders.</p> <p>Differentiation is supported by the proviso that it makes the workload clear, making administration more accessible for the universities.</p>
Year 4	Year5	Year6	Year 7 & 8			
10	<p>Footnote 2: Lecturers must remain at the university for two years after completing the programme to plough back to the university. Stage 3 is meant to protect universities and improve the retention of nGAP lecturers. During these two years, lecturers can utilise the remaining funds in their respective cost centres to participate in further developmental programmes and travel.</p>	Supported				
11.2	Academics must fulfil probationary requirements by paragraph 9, as would any other academic. Probationary requirements should be aligned to the agreed-upon workload.	Supported				
11.7	A master's degree with a 70% average pass mark is the standard requirement for consideration as an nGAP academic. Appointment of candidates who already hold a Doctorate/PhD is supported. However, the 70% average pass mark requirement from a Master's degree still applies. Below is a table that illustrates the model for entering the programme at this level:	Universities will be motivated to consider 65% if necessary. DHET should make it explicit that motivation for 65% can be made when all avenues have been exhausted.				

	Stage 1 Induction and early career development					Stage 3 ³
	Year 1	Year 2	Year 3	Year 4	Year 5 & 6	
Table 2	Employment	[reduced workload 50%]	[reduced workload 50%]	[full workload]	[full workload]	Remain at the University [full workload]
	Post-Doctoral ¹ Studies/Professional Teaching Studies/Publications	√	√	√	√	
	Mentoring	√	√	√	√	
	Participation in development activities as part of the SSAU-Development Programme (SSAU-DP)	√	√	√	√	
	Research Costs	Contributions towards the lecturer's research and publication costs.				
	International mobility	The intention is to support one international mobility opportunity, to take place at any point during the six-years of participating in the programme where it will have maximum benefit for the development of the lecturer.				
12.1	An nGAP academic who has not yet embarked on doctoral studies must be immediately supported to enrol in a relevant doctoral programme in their lecturing discipline. Depending on what qualifications are already held by the academic, enrolment could be for a doctoral, post-doctoral or appropriate professional teaching programme. Doctoral study registration must be completed within the first six months of joining the programme..					Supported
13.1	The university must appoint a mentor for each academic from the point of taking up the position and at least for the first four years of the academic's participation in the programme. Mentors are envisaged to be experienced and successful academics. Semi-retired or recently retired disciplinary experts, recognized as good academics, are ideally placed for the mentorship role.					The purpose of the paragraph is to ensure that the university appoints a mentor. The other issues, including whether and how the mentee participates in this process, lie with the universities.
15.4	Academics with a Master's degree and undertaking doctoral studies (proposal stage) can apply for support for research costs from the National Research Foundation (NRF), which has established a dedicated fund. Information about this opportunity is available from the research offices of each university.					Supported
Table 3	nGAP component	Maximum amount that can be paid from the DHET funds (%)				
	Salary costs of the nGAP appointees	18% (54% over the 3-year period) of the total allocation per nGAP appointee per year for each of the first three years 14% of the total allocation per nGAP appointee for the fourth year (university contribution to meet gap) 9% of the total allocation per nGAP appointee for the fifth year (university contribution to meet gap) 5% of the total allocation per nGAP appointee for the sixth year (university contribution to meet gap)				
	A contribution towards registration and tuition fees for postgraduate studies of the nGAP academic	2% of the total allocation per nGAP appointee over the full registration period				
	Costs associated with assigning a mentor for each nGAP academic	4% of the total allocation per nGAP appointee over the first four years of the nGAP programme				
	Costs associated with the nGAP academics' participation in the Staffing South Africa's Universities Development Programme (SSAU-DP)	5% of the total allocation per nGAP appointee over the full programme				
	Costs of equipment and activities needed to support the studies of the nGAP academic registered for a PhD.	5% of the total allocation per nGAP appointee over the full programme				
	Candidates that entered the programme with a PhD can use this allocation to cover costs for further research and publication developmental needs.					
	International conference/mobility participation costs	2% of the total allocation per nGAP appointee over the full programme				
	TOTAL	100% = Specific allocated amount for the 4- or 6-year programme				
						Virements will be done internally at the university.

20	The university and academic must manage the costs of the individual budget items listed above within this allocation. Budget virements are allowed between budget items, except for the salary and the SSAU-DP budget line items.	Supported
29	The funds that will be needed to enable the appointment of lecturers/academics into the allocated posts and to support their full participation over the four or six years of the nGAP will be transferred to each university. Funds will be shared once the university submits a report to the Department illustrating satisfactory progress in implementing the programme. These funds can only be utilised to confirm that the university agrees with the policies and processes for managing the nGAP, as described in this document, by signing the agreement document (nGAP terms and conditions) that will be sent to universities and submitted to the Department.	Supported
	The nGAP is positioned as a prestigious programme in the sector, and candidates who demonstrate a passion for pursuing a career as an academic and who have demonstrated high scholastic ability must be recruited. Prospective candidates should have achieved an average of 70% or above in the Master's degree. This condition can be waived on approval by the Department's Deputy Director-General, but only following a substantial motivation submitted by the university. Motivation is allowed only for candidates who obtained 65% or above. The motivation must include confirmation that the candidate will be accepted at a university for a Doctoral/PhD study with an average of 65% pass mark.	Supported
51 - 57	<p>Change Management</p> <p>51. Universities are monitoring the implementation of the nGAP, which necessitates changes as and when necessary based on the monitoring outcomes.</p> <p>52. Therefore, universities are expected to make changes internally, with the approval of the respective Deputy Vice-Chancellor. The following changes, however, need to be approved by the Department:</p> <ul style="list-style-type: none"> a. extensions of the period a lecturer takes to complete the programme; b. changes to the discipline of the allocated post; c. utilisation of interest accumulated. <p>53. Records of changes made must be provided as part of the annual 54. report that is submitted to the Department.</p> <p>54. Requests for changes directed to the Department can only be considered up to the end of October with full justification for such requests.</p> <p>55. Changes must be recorded on the standard change request template provided by the Department.</p> <p>56. Changes regarding budget virements (managed internally by the university) must be illustrated in a table that indicates the movement of funds from one budget line item to the other.</p> <p>57. Outcomes for changes submitted to the Department must be communicated to the universities within two weeks from the submission date.</p>	Supported

64 - 65	<p>Project Management</p> <p>64. Each university must appoint a manager for the nGAP utilising the interest accumulated from the funds where necessary.</p> <p>65. The role of a manager is to coordinate and oversee the effective implementation of the nGAP at the university. Responsibilities of the manager include:</p> <ul style="list-style-type: none"> • Ensuring that the university applies for posts advertise by the Department; • Manages and approves the changes made during the implementation of the programme; • Be a liaison between the university and the Department; • Submits reports to the Department; • Coordinate all activities of the nGAP in the university 	65. add 'where necessary' at the end
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ANNEXURE

**COMPREHENSIVE MINUTES OF THE NGAP
INDUCTION WORKSHOP**

**HELD AT EMPERORS PALACE IN
JOHANNESBURG**

14 & 15 SEPTEMBER 2023

1. Day 1: Induction Workshop for nGAP Lecturers

1.1 Opening, introduction and welcome

Ms Silindile Shabalala, the manager responsible for the New Generation of Academics Program (nGAP) at the department of higher education and training (DHET) welcomed all delegates to the induction workshop and introduced the DHET's team and the nGAP Implementation Support Partner – Nelson Mandela University's (NMU) team. She informed the delegates that Calvin Pennells (DHET) who was to present the purpose of the workshop could not attend due to another engagement. She then outlined the purpose of the workshop as follows:

- Day 1: The orientation of new nGAP lecturers and those that are already in the programme but have not yet been orientated. The key focus would be to listen to the lived experiences of nGAP lecturers, learn what their challenges are and determine appropriate actions to improve the implementation of the programme.
- Day 2: Engagement with nGAP managers and mentors.

1.2 Presentations

1.2.1 Implementation of SSAUF and nGAP : Ms M. Cekwa, DHET

Key points:

1. The government's policy framework which informs the mandate of DHET: National Development Plan, White Paper for Post School Education and Training, and the National Plan for Post-School Education and Training
2. DHET exists to build an expanded, effective and integrated post school system
3. There are many challenges facing the education sector in South Africa inter alia: high dropout rates, poor quality and weak linkages between the education output and workplace skills requirements
4. Call to universities to adopt collaborative and inclusive approach to their work, and not to work in silos
5. Overview of the University Capacity Development Programme (UCDP):
 - a) UCDP view of Higher Education Transformation – proposed theory of Change.
 - b) UCDP focus areas: Student development, staff development and programme development.
6. nGAP is one of the programmes focusing on staff development
7. Key highlights of nGAP
 - a) Six-year structured programme
 - b) After six years, nGAP lecturers are expected to spend two years serving the universities which developed them.
 - c) **Stage one:** Lecturer development.
 - i. For first three to four years, nGAP lecturers must complete their PhD. They get the benefit of 20% reduced workload so that they can have 80% to focus on their studies and complete PhD. Some nGAP lecturers have been able to complete their PhDs in two years.
 - ii. Universities are supposed to allocate mentors to nGAP lecturers,
 - iii. nGAP lecturers are granted opportunities to participate in developmental programmes that are offered by the universities or external providers.
 - iv. A portion of nGAP funding is set aside to assist lecturers with their research related costs such as data collection, recording devices, laboratory expenses etc.
 - v. Although not much, there are also funds allocated for international mobility to afford nGAP lecturers to an opportunity to gain experience outside the borders of South Africa.

d) **Stage two:** After completion of PhD, from the 4th year, workload increase to 100%. However, if one is still completing PhD, 4th year workload will increase to 50%.

e) There are penalties if one leaves the programme before the end of the six to eight-year period.

f) Currently, it is estimated that the minimum contributed by government to the development of an nGAP lecturer is between R2,5 – R3 million over the six years. This is excluding universities' contribution.

g) nGAP funds are allocated as per the guidance in the SOP between the following line items: salary, registration, tuition, mentorship, staff development, research related costs, and international mobility (participation in international conferences)

1.2.2 DSI-NRF research development grants for nGAP scholars: Dr S Manoto and Ms E Shikumo, NRF

Key points:

1. NRF mandate:

a) Advancing knowledge through supporting through provision research infrastructure platforms and research equipment.

b) Transforming lives of postgraduate students and emerging/early career researchers. For the NRF, emerging researchers are a cohort that are below the age of 45, those in the process of acquiring their PhDs, as well as postdoctoral researchers.

c) Inspire the nation through science engagement. This is achieved through education awareness as well as communication.

d) Strengthening the NSI by building partnerships and synergies as well as providing system wide information and intelligence.

2. Advancement of NRF's mandate guided by NRF transformation framework, which has got four focus areas/pillars:

a) equity profile of postgraduate students and researchers (nGAP fall under this pillar),

b) knowledge enterprise,

c) science and society relationships, and

d) building diverse and inclusive planning organization (NRF)

3. Some of the current interventions: new postgraduate funding policy, research excellence framework, research impact framework, open science strategy.

4. Funding instruments which support the progression of emerging researchers:

a) Mid-Career/Exceptional Early Career – Competitive Programme for Rated Researchers (CPRR) Competitive Support for Unrated Researchers (CSUR)

b) Post PhD Early Career/Emerging – Thuthuka (TTK), Black Academics Advancement Programme (BAAP)

c) Predoctoral and Early Career/Emerging – nGAP, Postdoctoral, TTK, BAAP

d) Only movies lectures. I will now. Hand over to my colleague, who then take you through. The entire program. Thank you.

5. nGAP Research Development Grant

- a) available to nGAP lecturers in their first and second year of employment.
- b) covers costs associated with proposal development and university approved research projects.
- c) PhD track: R30k/year for two years.
- d) Post PhD track: R50k/year for two years.
- e) Eligibility: holder master's degree to apply for PhD track, and a PhD to apply for post PhD track; be a South African citizen or permanent resident; not hold a valid NRF rating; not be a current NRF grant holder.
- f) Between 2019 – 2021, 133 grants awarded (R7.2 mil) across 24 universities, and 101 expensed (R3.2 mil).

1.3 Discussion and comments on presentations

Question 1 (Ms Matsobane Nong, WITS). The lecturer indicated that she got the R30 000/annum award for the current year and next year but has not received the money yet. Her research field is in mining and most mining companies are closing in November/December, so she will not be able to use the money then. She indicated that she needs the money and needed clarity on the issue of unspent funds which cannot be carried over to the following year.

Response: Ms Shikumo clarified that from the NRF side, the conditions of the grant indicate that budget adjustments are not allowed. So, she requested that in cases where there are delays in releasing funds/grants, affected awardees should communicate such delays to NRF by e-mail and copy in their institutions or via their DNS, and it will be taken up with management so that the grant holder is not disadvantaged.

Dr Manoto apologised to the affected lecturer on behalf of NRF but indicated that from their side, all the funds should have been disbursed to all the various institutions. He asked the lecturer to provide her details so that they could follow up with the NRF's finance department.

Question 2 (Ms Matsobane Nong, WITS). The lecturer indicated that in her first year of getting nGAP, she was absorbed by the university. Her research requires costly equipment, and nGAP funds allocated for research are not sufficient to cover these research related costs. She indicated that she made a request to the university to use some of the nGAP funds (e.g., which DHET had allocated for salary) to assist her with the shortfall in her research requirements, but the request was rejected. She asked if there was a possibility that DHET could consider her request because, she has to pause on her PhD until she finds funding, which possibly will be in 2025.

Response: Ms Cekwa clarified that nGAP lecturers are employed by the universities as permanent right from the onset. Therefore, there's no stage where an nGAP lecturer is 'absorbed' by the university. She indicated that if this is not the case, or an nGAP lecturer has a contract that states otherwise, the lecturer should inform DHET, because this would be in contrary to what DHET, and the relevant university would have agreed upon.

Ms Cakwe then stated that budget virement/or shifting of allocated funds from one budget line item to another is allowed. To do this, an nGAP lecturer must speak to their nGAP Manager who will be able to guide them to compile with the process of compiling a change request. The nGAP manager will then submit that request to the DHET for approval. However, in order to speed up the approval process, as from 2024, change requests will be done internally at the university and the DVC that is responsible for nGAP approve the requests.

Question 3 (Prince Williams, CPUT). When DHET contribution decreases and the university is expected to step-in and assume full responsibility for paying the nGAP lecturer, is the university obliged to pay or to contribute to the lecturer's salary in terms of the actual agreement between DHET and the universities? What happens if the university indicates that they don't have funds to support the lecturer?

Response: Ms Cekwa responded that in terms of the contracts signed between universities and the DHET, universities are obliged to contribute to the lecturers' salaries.

Question 4 (Nhlanhla Nkosi, TUT). If an applicant has provided incorrect numbers for NRF grant funding, is there a system or a method that can be used or that is currently used to check if that information is available somewhere, so that one does not miss the targeted call?

Response: Ms Shikumo stated that NRF tries its best to work around issues of wrong ID numbers. She asked that if one is affected by this issue, they should indicate to the DHET and to NRF. She pointed out that in terms sharing information with 3rd parties, NRF now have to take POPI act into consideration, and this is something both NRF and DHET need to look at this year before the call opens next year.

Question 5 (Prof Learnmore Kambizi, CPUT). How does a university handle a situation where an nGAP lecturer is tactically delaying completing PhD because they don't want to take full workload?

Response: Ms. Cakwe stated that this is an offence and should not be allowed. Universities, as employers of nGAP lecturers have to deal with such cases according to their relevant policies; it is not DHET's responsibility. However, each year universities submit reports to DHET, and such cases will be included in those reports.

Question 5 (Prof Learnmore Kambizi, CPUT). How does a university handle a situation where an nGAP lecturer is tactically delaying completing PhD because they don't want to take the full workload?

Response: Ms. Cakwe stated that this is an offence and should not be allowed. Universities, as employers of nGAP lecturers, have to deal with such cases according to their relevant policies; it is not DHET's responsibility. However, each year universities submit reports to DHET, and such cases will be included in those reports.

Question 6 (Prof Learnmore Kambizi, CPUT). From a mentor's perspective, the assumption of a full workload after completion of PhD negatively affects the publication rate and impacts the nGAP lecturer's potential to become a professor/associate professor after 6 years. How much support (in terms of reduced workload) do mentors get from DHET and universities in helping mentees?

Response: Ms Cakwe requested that the question be dealt with on day 2 as this day was specifically dedicated to mentors.

Question 7 (Prof Cina Mosito, NMU, mentor at CPUT). What measures are in place from the DHET side to ensure that 20% workload is adhered to it's one of the reasons often stated by nGAP lecturers as delaying them in completing the programme within the prescribed time.

Response: Ms Cakwe agreed that the issue of reduced workload is challenging. She stated that over time, universities have made it clear that there is no specific way of calculating/determining the 20% workload. However, the DHET's important standpoint, expressed to the universities, is that nGAP lecturers should be provided with enough time for their studies, and that, even in the absence of a formula to calculate 20% workload, universities should exercise fairness when allocating workload. It is important to understand that arrangements differ from one university to the other, even within the different departments of the same university. Ms Cekwa indicated that the feedback they have received from their engagements with nGAP lecturers is that universities now understand the program much better and are granting them sufficient time to focus on their studies.

Question 8 (Dr Humaira Fataar, Stellenbosch University). Dr Fataar related that previously, Thuthuka grants came with bursaries. So, when she applied for the Thuthuka grant, she had stated that she would have a Master's student studying with her. The student used Dr Fataar's application number for her NRF bursary. However, because she was from Lesotho, her application was rejected, and the university almost lost her as a postgrad student. What can be done for nGAP academics if they are working with students who are not South African?

Response: Ms Shikumo stated that the postgraduate funding program has a different review process. Applications are reviewed at the universities, not at the NRF, and universities send feedback directly to applicants. Applicants are encouraged to find out from the universities, the reasons why applications were not successful. Furthermore, they can appeal if they feel that the process was not fair to them.

Dr Manoto added that in the past, NRF would give R50,000 to grant holders to fund their nominated students. However, grant holders were not utilizing these funds for the benefit of their students, as intended by NRF. Secondly, he indicated that another challenge was the demographic profile of the students who were funded. To address these problems, NRF decided that everyone must apply through the postgraduate student funding policy.

Question 9 (Dr Humaira Fataar, Stellenbosch University) directed to NRF. She indicated that if an nGAP lecturer is studying for PhD, technically, they are still busy with their PhD in the first 2-3 years of nGAP and can only practically apply for the post-PhD track in years 4 - 5 or six. She asked why it is required that applications for PhD track be submitted in the first or second year of being employed as an nGAP lecturer.

Response: Ms Shikumo explained that the PhD track grant is aimed at assisting nGAP lecturers with their project proposal and initial stages of their research, which happen during the 1st and 2nd years. In the 3rd and 4th years, there are other NRF funding instruments which can be accessed to support one's academic career advancement.

Question 10 (Dr Humaira Fataar, Stellenbosch University) to DHET. Dr Fataar stated that she started in 2019 and that because of covid-19, she was not able to do a lot of the work that she wanted to do and to attend development workshops she wanted to attend. She indicated that she is busy now trying to catch/make up for the lost opportunities and time – attending development workshops and conferences. She asked if there are any concessions that can be made to assist her.

Response: Ms Cakwe indicated that there is nothing that DHET can assist with in this regard and encouraged the lecturer to engage with the university that has employed her. She stated that their experience is that most university are understanding.

Question 11 (Dr Humaira Fataar, Stellenbosch University) to DHET. What happens if one has unspent funds after six years (after completing the programme)? Can the balance be used elsewhere? She stated that she applied to have funds moved in May 2023 but has not received a response yet.

Response: Ms Cakwe stated that as already explained, budget virement is allowed. She indicated that the only budget line item that cannot be in used is for nGAP lecturer's development.

Question 12 (Ms Ofhani Musekwa, UJ). Ms Musekwa shared that she is in her first year of nGAP and about to submit her PhD at the end of the year. However, she is not ready to take full workload as she plans to take advantage of the reduced workload for the stipulated period (4 years) for personal academic development and research. What happens in this case (when one finishes their PhD early)?

Response: Ms Cakwe explained that the purpose of reduced workload is to help an nGAP lecturer accelerate the completion of their PhD. If one has completed their PhD whether early or within the provided number of years, they assume full workload.

Question 13 (Mr Michael Meyer, Stellenbosch University). If an nGAP lecturer joined in the middle of the year, can they apply for reallocation of funds which might have been allocated prior (earlier in the year) to them starting the programme?

Response: Ms Cakwe stated that this is allowed.

Question 14 (Mr Batteur Ntamba Ntamba, CPUT) directed to DHET. The 2% allocation for tuition fee is not enough for overseas studies. How does one go about addressing the shortfall?

Response: Ms Cakwe indicated that one can move budget line items as they may be allowable and emphasized that there won't be any more funding from DHET.

Question 15 (Dr Shoba Rathilal, DUT) directed to DHET. Dr Rathilal stated that the SOP contains a disclaimer which says that, should a university employ someone with a PhD, then the initial stages of 50% workload apply, it does not say that they go to 100% workload. The condition is that they are engaging in some postdoctoral activity or are a designated part of a research hub, for example. She asked DHET to clarify this issue. Secondly, Dr Rathilal requested confirmation on her reading of the SOP that nGAP lecturers are not on a reduced workload for six years but assume full workload from year 5.

Response: Ms Cakwe answered that according to the nGAP SOP, academics who already hold a PhD and embark on post-doctoral studies, are allocated 50% workload. Reduced workload is linked to studies and is aimed at assisting an nGAP academic to accelerate their studies.

Question 16 (Mr Colin Richmond, DUT) directed to DHET. Following on from the initial question concerning international registration, Mr Richmond asked how fees are handled if someone is registered with an overseas university, given the different currency.

Response: Ms Cakwe indicated that once nGAP funds have been disbursed to universities, their management and expenditure thereof is the business of the university according to its own policies and processes. The DHET is not involved and does not how universities handle this kind of issue.

Question 17 (Prof Susan Visser, NWU). After an nGAP lecturer obtains a PhD, can they go for a post-doc position at another university, and please clarify what is considered post-doc?

Response: One of the delegates clarified that post-doc studies can take different forms. It is important to note that post-doc is not temporary employment but a short-term opportunity to pursue research or related development activities. When one takes time off to do post-doc studies, they are still employed by the university and will just get funding from relevant funders for post-doc activities, in addition to the salary they get from their employer.

Ms Shikumo advised that those wanting to pursue post-doc studies should make sure that they are familiar with the conditions of the funders as they differ from one to the next in terms of income/money that one receives from an employer and the funder.

Question 18 (Prof Susan Visser, NWU). During phases 1 – 3 of nGAP, some nGAP lecturers were appointed without Masters and it take 8 years for them to obtain a PhD, but the period of eight years for the nGAP programme expires at the end of October. What should be done with the funds that are not yet spent by the end of October? Should they be reallocated or can they be utilised until the end of the year?

Response: Ms Cakwe explained that if one is still with the same university after completion, they can continue to utilise remaining funds for their development. But the condition is that, they are still with the same university. If one has left the university that developed them, remaining nGAP funds are forfeited.

Question 19 (Dr Moagabo Ragoasha UCT) to DHET and NRF. Dr Ragoasha stated that she is a modeler who joined nGAP already with a PhD. Her research work needs high performance computers, so she made a request to DHET to use nGAP funds to purchase a specialised computer but her request was declined. She asked to be guided on where she can get funding for specialised equipment that is not funded by nGAP.

Response: Ms Shabalala explained that nGAP funds are meant to assist nGAP lecturers to attain a specific qualification – Masters or PhD. If one joins a programme already with PhD and they are not registered for any specific qualification, their access to nGAP funds will be very limited. However, if a PhD holder, registers for post-doctoral studies, they will access the funds according to conditions as set out in the standard operating procedures. She clarified that the issue with Dr Ragoasha's case was that she was not registered for any qualification, and therefore could not use nGAP funds for research that was not linked to a qualification she was registered for. Ms Shabalala re-emphasized that the key objective of nGAP is to assist nGAP lecturers to attain a PhD.

Ms Cakwe added that in the standard operating procedures document, it is clearly stated that allocation is for "cost of equipment and activities needed to support the research studies...", not the research that one is conducting for the university. If research is conducted for the university, then the university should carry the costs associated with such research.

Dr Manoto encouraged Dr Ragoasha to apply for the Thuthuka program because it caters for specialized equipment.

TEA - BREAK

1.4 Group discussions and presentations on nGAP lecturers' challenges and expectations

After tea-break, delegates broke into four groups and discussed the following questions:

- 1) What are your challenges regarding the programme?
- 2) What are your expectations regarding the programme?

Group discussions were followed by presentations. Below, challenges and expectations discussed in groups and presented are summarised for each group.

1.4.1 Key points from group 3 discussions

Challenges:

- nGAP not funding all equipment lecturers needs for their studies. For example, a university of Limpopo lecturer shared that they were told that the programme does not pay for a laptop.
- For recruitment of nGAP lecturers, some universities (e.g., WSU) are struggling to get candidates who meet the 70% pass mark.
- Understanding nGAP contracts and what the programme offers to nGAP lecturers vis-a-vis the university policies. A lecture from UL stated that most of the materials that she needs for her studies, e.g., textbooks, she is told that the programme does not fund, and she has to request funding for such from the university as an employee. So, she feels that besides covering her registration and tuition fees and the cost of attending writing retreats, she is not benefiting as much she expected from the programme.
- In some universities, policy does not allow for the remuneration of mentors, so mentors are not fully committed to mentees, and is feels as if they are doing mentees a favour.
- Mentees not deriving value from mentorship.
- Too much workload and not able to keep up with study and research requirements.
- First year nGAP lecturers need guidance from senior lecturers on how to apply for PhD, and support with to recommending supervisors.
- In some universities, key stakeholders are not aware of what nGAP is. Universities to be orientated on what nGAP is so that when lecturers are boarded, universities know what to do and can offer appropriate support and guidance to the newly appointed lecturers. One lecturer shared that for the first 3 years of joining the programme, she couldn't use her nGAP funds because she did not know where, what and how to access the funds, so it is important that the key department within the university get training on nGAP.
- Mentees are assigned mentors who don't necessarily understand their disciplines, and therefore are not always able to offer relevant mentorship support.
- 20% workload although generous, provided it's determined appropriately and fairly, still may not be sufficient at the certain stage of one's PhD journey, e.g., when one has to be on writing retreats.
- 20% workload can become a hindrance to one getting a promotion once they have attained their PhD, because they would not have enough publication portfolio.

Expectations:

- nGAP to help graduates to impact society.
- nGAP lecturers would appreciate a platform that can link them to other nGAP lecturers who have gone through the programme so that they can get necessary support and guidance.
- Having a mentor who can provide career guidance and assist mentees in identifying career development opportunities.
- Proper induction on what it means to be in the programme and what are the expectations from all involved stakeholders.

1.4.2 Key points from group 2 discussions

Challenges:

- nGAP lecturers experiencing delays in getting equipment such as laptops.
- It is not clear which equipment is covered by nGAP funding.
- In some universities, it takes very long (in some cases, a year) to finalise the appointment of an nGAP lecturer, and the procedure/process of doing this is not clear.
- Delays in submitting PhD proposals because nGAP lecturers have to first settle and then find a supervisor.

- There are no guidelines or defined criteria for the identification and selection of the right mentors. In one university, an nGAP lecturer selected a HoD as their mentor, and the lecturer was frustrated because the HoD was always busy and did not have time to fulfil the mentorship role.
- No training for mentors and mentees.
- There is poor communication between the nGAP office and the HoD.

Expectations:

- There should be a contract between a mentor and a mentee which among other things, clearly stipulates the expectations, roles and responsibilities of each party. This contract should be concluded at least a month before mentorship starts.
- Lecturers should be able to change mentors if they are not happy with the ones they have, and the terms under which such changes can be made should be outlined in the contract.
- Induction and training of mentors and mentees to ensure that the mentorship yields expected outcomes.
- The SoP to clearly clarify PMS breakdown percentage because it seems to be different across universities.
- Lecturers should teach subjects they have experience in. For example, someone mentioned that they are a lecturer for Sesotho but are teaching communication science.
- Establishment of a platform (e.g., Facebook group/page) for nGAP lecturers to connect and share information and experience.

Dr Harrie Esterhysse mentioned that there is a Facebook group called the nGAP Networking Corner. It is on the nGAP website which is currently under construction and will be launched soon.

1.4.3 Key points from group 1 discussions

Challenges :

- The SOP is not clear on the quantification/calculation of the 20% workload.
- Some lecturers are allocated very large teaching workload by their universities and don't find enough time to do work related to their studies.
- In some universities, nGAP lecturers are given 'boring' work, which not help them to develop academic competencies.
- Lecturers are seen as extra resources for addressing staff shortage challenges experienced by universities.
- Some universities are allocating mentors to nGAP lectures for a limited period of time. One lecturer shared that they were allocated a mentor for six months only.
- The quality of the mentors assigned by universities is sometimes found to be questionable.
- In some universities, lecturers are not able to change mentors even when they are not satisfied with their performance.
- The 2% allocation for tuition fees restricts lecturers to register with local universities as it is not enough to study outside the country.
- It is not clear which budget line items can be moved to address funding gaps.

Expectations:

- To be granted enough time to do their research, be functional members of their faculty/department, and also be able to participate in personal development opportunities.
- Flexibility of the program to fund publishing of papers.

1.4.4 Key points from group 4 discussions

Challenges:

- Depletion of funds before one completes the programme.
- Some universities do not have an onboarding process for newly appointed nGAP lecturers. As a result, lecturers struggle with settling in and adapting to the university environment.
- Struggling to maintain a balance between workload, studies, research and attendance of available personal development opportunities.
- Some lecturers are not studying at the universities where they are employed, and this poses challenges such as having to take leave when they have to attend classes.
- Delays with allocation of work to nGAP lecturers. One lecturer indicated that after their appointment and assumption of duty at the university, they spent about three months idle waiting to be allocated work by the university.
- Delays with assignment of mentors and supervisors.
- In some cases, mentors are allocated but there is no mentorship taking place.
- Limited understanding of nGAP by key stakeholders within the university (e.g., by HODs and finance departments), and how the programme relates to university policies and procedures. In such situations, lecturers find themselves lost and not knowing where and to whom to go for nGAP related matters.
- There is no clear method of determining 20% workload.
- Teaching subjects that are not aligned with lecturers' experience and competencies.
- On joining the programme, nGAP lecturers are not inducted on nGAP.
- Some lecturers pay for certain services out of pocket, thinking that they will be reimbursed, but are not. One participant shared that they paid for editing of their thesis but could not be reimbursed because apparently, they had not followed the university due process in appointing the editor.

Expectations:

- To receive full support from the universities and DHET, so that they be able to adapt easily and quickly to the university environment, understand nGAP, manage workload and studies, and achieve nGAP expected outcomes.

1.5 Being an nGAP lecturer - experiences, challenges, and lessons learnt

1.5.1 Address by nGAP alumni: Dr Moloto

Dr Moloto opened his address by pointing out that most of the challenges presented by the groups have been around since 2015 when the programme started. In his experience, these challenges are caused by those implementing the programme not fully understanding what they are /should be doing. His comments, based on his experiences, on the challenges expressed by the nGAP lectures were as follows:

- nGAP lecturers have the responsibility to identify their mentors. It is not solely the responsibility of the university. Ideally, a mentor has to be someone who the lecturer feels confident that they will help them, can learn from them and will have a good and impactful mentorship relationship.
- Mentees can change mentors if they are not deriving expected support and value from the appointed mentor.
- Studying at an institution where one is not employed is allowed. However, it has some challenges which can be addressed between the nGAP lecturer and their line manager. For example, normally if one is registered at same university where they are employed, they get the benefit of not having to pay fees.

- For those finding the current allocation for fees not sufficient for international registration and tuition, there is a wealth of resources out there which can assist with complementing nGAP funding. One just has to search and be plugged into various information sources.
- When an nGAP lecturer joins a department at the university, they should find someone they can build a relationship with to guide them around the university requirements and help them with the day-to-day challenges they may experience in adapting to the university environment.
- nGAP lecturers are employed as permanent members of the university staff, however, are put on a 6-month probation period.
- nGAP lecturers should familiarize themselves with the SOP and read it over and over again. If the lecturer feels that there is something that is not being done by the prescripts of the SOP, they should take that up with their nGAP Manager. It is therefore very important that lecturers know who the nGAP manager at their university is.
- On the issue of whether a mentee can have a mentor who is outside the university where the mentee is employed. A mentor can be anybody. In the early years of nGAP, it indicated that a mentor can even be a retired academic or someone in the industry, as long as they can listen, guide, and are capable of helping an nGAP lecturer reach their mentorship goals.
- The SOP allows for mentors to be paid although in some universities the policy may not allow it. nGAP lecturers need to familiarise themselves with the policies of the universities which employ them.

1.5.2 Questions and comments

- Having an HOD as a mentor or supervisor has to be considered carefully as it can be problematic and present conflict of interest issue when HOD has to enforce university policy and make decisions that affect nGAP lecturer.
 - The SOP states that “a mentor must be appointed for each academic”. The role of an nGAP lecturer in this process is not stated. So, the expectation from the nGAP lecturer is that when they assume duty, there should already be a mentor appointed by the university for them. The SOP must clearly state the role of the lecturer in the appointment of a mentor.
 - There are cases where there are discordances between university policies and the nGAP SOP, leaving nGAP lecturers not knowing which of the two to follow, and also making it as if nGAP managers are incompetent. For example, in one university, mentors for nGAP lecturers are not paid, and it is said this is university policy. However, other lecturers who are not on the nGAP programme have external mentors and they are paid.
- o Dr Moloto encouraged lecturers to familiarise themselves with the policies of the universities which employ them, and to not just accept explanations which say certain things cannot be done because university policy does not allow.
- o Ms Cakwe state that if there's a clash between the SOP and the university policy, the latter takes precedence.
- How much time is provided to an nGAP to register and submit a research proposal after assuming duty?
- o Universities will grant an nGAP lecturer six months to eight months to submit their proposal once they are registered.

1.5.3 Presentation by Dr M Madiba, UNIVEN

Dr Moloto opened his address by pointing out that most of the challenges presented by the groups have been around since 2015 when the programme started. In his experience, these challenges are caused by those implementing the programme not fully understanding what they are /should be doing. His comments, based on his experiences, on the challenges expressed by the nGAP lectures were as follows:

Key points:

- Was in the first cohort of nGAP
 - What worked?
- o HOD, Dean and nGAP manager who were committed to making the programme work and encouraged the lecturer to register.

- o HOD, Dean and nGAP manager who were committed to making the programme work and encouraged the lecturer to register.
- o Visit from DHET and the first workshop
- o Enrolment in self-development activities/workshops
 - What hindered the lecturer's growth?
- o Red tape
- o Heavy workload
- o Lack of understanding of nGAP by colleagues
- o Change of management in the lecturer's department
- o Poor time management skills.
 - Completed master in 2 and ½ years, was panicking because her counterparts were already doing their PhDs.
 - Applied for scholarships and was awarded a Fullbright scholarship to study PhD at Wake Forest University School of Law for three years.
 - Benefits of being a part of nGAP:
- o Awareness and adoption of alternative, multi-faceted approaches to learning.
- o Acquire analytical and problem-solving skills.
- o Enhanced interest in global issues as well as a broader general knowledge.
- o Self-development and awareness
- o Maturity and social poise
- o A tremendous sense of accomplishment upon completion.

1.5.4 Discussion and Comments

Question 1 to Dr Madiba. Would she advise a mentee who went through the program, to become a mentor once they have completed the programme?

Response: Yes, those who have gone through the programme should become mentors and should take full advantage of opportunities/platforms such as this induction workshop to meet other nGAP scholars, share information, experiences and aspirations.

TEA - BREAK

1.6 Presentations

1.6.1 Managing the mentor-mentee relationship - looking back on our nGAP journey: Presentation by Mr Kagola and Mr Sibeko

Key points:

- Types of mentoring sessions: One-on-one sessions with mentor, group sessions with feedback from participants/cohorts and Mini groups sessions.
- Some of the mentoring takes place in writing retreats.

- Development Plan: should be developed by nGAP lecturers. Lecturers to be intentional in about what they want to achieve and the trajectory for their career.
- Monitoring of the implementation of development plans.
- Maximise utilisation of nGAP funds in achieving personal development goals including planning for workshops, conferences, etc.
- What worked for the presenters in their relationship with their mentors? Personal development plan - career pathing, trajectory tracking and accountability.
- Learning as one goes along and being flexible to adapt to changes.

1.6.2 Research and academic integrity: presentation by Dr L Horn, UCT

Key points:

- Both junior and senior colleagues can breach RI norms and standards.
- Pay attention to authorship and publication ethics.
- Always acknowledge/reference your sources, including when you use the work of your students.
- Responsible research overarching framework: Research and innovation, research integrity and responsible conduct of research, research fairness, research ethics and research compliance.
- Take home message: do not reduce research ethics and research integrity into a compliance checkbox.
- Research integrity: The use of honest and verifiable methods in proposing, developing, performing, evaluating, reporting, and translating research. It affects all parts of the research cycle.
- Research ethics: Ethical principles that govern research involving humans, animals and the environment.
- A deficit of academic and research integrity results from getting used to getting away with short cuts and other dubious conduct.
- DHET, DSI, ASSAF, CHE, NRF USaf joint statement on ethics research and scholarly publishing practice: <https://www.nrf.ac.za/statement-on-ethical-research-and-scholarly-publishing-practices/>
- Important value: Honesty, transparency, courage, trustworthiness, respect for other students, lecturers and rules, fairness and responsibility.
- Obstacles to academic integrity: fear, double standards, official channels, personal connections and power.
- Institutional pillars of academic and research integrity: clear and robust institutional policy; clear institutional investigation procedures; adequate RCR and academic integrity education at all levels; visible institutional culture of integrity; Taking whistle blowing and complaints from all levels seriously; Early warning systems that can identify contexts that could lead to breaches in research or academic norms and standards.

1.6.3 Role of an nGAP manager: presentation by Dr Shoba Rathilal, DUT

Key points:

- nGAP is founded the transformation agenda.
- Part of transformation is to fast track the development and change the profile of staffing in South African high education institutions.
- Transformation is a complex concept and involves the advancement of disciplinary scholarship.
- Besides getting a PhD, the transformation agenda is about what type of a PhD is an nGAP manager doing, that is leading the transformation in the discipline?

- Previously, universities paid a lot of attention on grant management and coordination of nGAP, and not on professional and strategic leadership.
- Being an nGAP manager requires that nGAP managers hold transformation and innovation at their heart, not just focus on compliance to SOP and institutional policies and procedures.
- In addition to managing the implementation of the programme at their universities, nGAP managers should be visionary and strategic.
- nGAP managers should also strive to lead through encouragement and support, and develop relationships with all key role players inter alia, nGAP lecturers, DOH, DVC, Finance, HR etc.
- nGAP managers should be the agents of change and should be able to engage DHET in terms of the contextual realities and how they feed back into how nGAP is conceptualized and advanced.
- Managing the programme is also about how do nGAP managers engage the lecturers in having a common understanding of the program and meeting its goals.
- nGAP managers have the responsibility to mentors; to share their understanding of the program, but more importantly, to establish a community of practice.
- There's a gap in the program. It's time that nGAP managers should be building the scholarship and talking back to the program by having a community of practice to share how they do things and what is working.

1.7 Discussion and comments on presentation

Question 1: How do you deal with a situation where you caught in the middle of a conflict with a Senior member on one side and a colleague on the other side? Where pressure comes from both sides to supply information.

Response: Try following your own university internal mediation process, if it does not work, call for external mediation – someone senior and preferably trained in medication, from another department.

Question 2: What can a PhD student do if they find out that their supervisor or somebody in their department is publishing their work without their knowledge?

Response: Be transparent, voice concern and get facilitation from a neutral party, it must be evidence-based when these allegations and suspicions are raised. Basic principles must be applied such as transparency and inclusive resolution.

Question 3: Chat GTP and AI to clean up written work, how do you assist your students to stay within ethical limits?

Setting of boundaries for usage of these models and pro-actively drafting of guidelines for the usage of the AI generative tools by institutions.

Response: Based on all experiences shared, it appears that this program is intended to transform the higher education landscape. And so, all of the challenges that the lecturers are experiencing are also in part contributing to that transformed landscape. It seems therefore that what is required is the establishment of various communities of practice.

Request by Ms Cakwe to one of the delegates to share their experience of applying for an international scholarship as well as the negotiation with the university to be away from work for two to three years.

Due to time constraints, the above request could not be addressed.

1.8 Summary and closure: Dr Kota-Nyathi, NMU

Ms Shabalala indicated that Dr Kota-Nyathi would go through her presentation due to time constraints but the presentation would be circulated with all others the following week.

Summary points:

- It is encouraging to see many young people who are nGAP lecturers.
- It is important for nGAP lecturers to realise that they have what a lot of people would give their all to have.
- Academia is a career like no other. nGAP lecturers are touching lives and their own life has been touched.
- nGAP lecturers are tasked with a huge mandate of transforming higher education. This is a challenging task because higher education has evolved and is not the same as it used to be.
- nGAP lecturers encouraged to work hard and create an academic portfolio, and to make it a habit to co-create, collaborate and network.

END OF DAY 1

2. Day 2: Mentors and Managers Workshop

2.1 Opening, introductions and welcome

Ms Silindile Shabalala welcomed delegates to the second day of the nGAP induction workshop and introduced the DHET's team and the nGAP Implementation Support Partner – Nelson Mandela University's (NMU) team. She informed the delegates that Ms Mandia Cakwe, who was supposed to outline the purpose of the workshop and provide an update on nGAP Phase 9, was going to be 30 minutes because she was attending a meeting with the Director General.

2.2 Purpose of the workshop

Ms Shabalala explained that the purpose of the workshop was to engage with nGAP lecturer mentors and get nGAP managers. She indicated that the aim was to carry through with the issues that were discussed in the previous workshops.

2.3 Update on nGAP Phase 9

- There have been delays experienced within the Department.
- Following the release of the ministerial statement, DHET realised that there are additional funds to allocate additional posts, so, the review committee was called to review additional posts. There are now 140 posts instead of 85.
- A submission for this amendment is awaiting approval and awards should have been communicated to universities end of September.
- Phase 10 call will come out by end of September.

2.4 Advancing Early Career Research & Scholarship Programme: presentation by Prof. S Burton

Key points:

- Overview of Advancing Early Career Researchers and Scholars (AECRS) Programme, hosted by Universities South Africa and funded by the department of Science and Innovation.
 - o Programme been running for 3 years and developed on the basis of a number of research reports, issues expressed by various stakeholders, and initial mapping on capacity building programmes and interventions that were in place for emerging researchers. A number of gaps and needs were identified through this process.
 - o Areas of concern: lack of/limited capacity and expertise for supervision and training of early career academics; mentorship – expertise for mentorship matching, shortage of black mentors; monitoring and evaluation, particularly evaluation the impact of academic support interventions implemented.
- Have established a community of practice for postgraduate education; two platforms have: Thuso Connect and Thuso Resources <https://thusoresources.usaf.ac.za/>; working on the monitoring and valuation.
- Thuso connect is an online nation-wide platform designed to connect mentors and mentees (academics and researchers) and enable them to participate in an online interactive mentorship programme. The platform also offers mentors and mentees a number of free online resources and tools to use in their mentorship programme
- Currently in the process of developing a system which can be used to monitor the impact of academic development interventions such as Thuso connect and others.
- AECRS and DHET currently in talks to collaborate on development of this M&E system and on the possibility of leveraging on the Thuso connect to set-up a similar platform for nGAP mentees and mentors.

2.5 Comments and questions

Question 1: Is there a possibility for nGAP mentors and mentees to utilise the platform to connect with one another on the platform?

Response: The possibility exists for creating a sub-section to enable nGAP mentors and mentees to connect through the platform. However, the Thuso Connect algorithm will not necessarily do the linking in the same way that this is done in the nGAP mentorship programme. This will be explored with the service provider.

Question 2: Is it possible to add a function which nGAP managers can use to confirm the existence of structured mentorship relationships between nGAP mentees and mentors, and produce related reports?

Response: It should be possible to create this functionality for the nGAP managers. Prof Burton asked that the participant should send her an email and outline what they need.

2.6 Presentation of proposed amendments to the SoP

Ms Shabalala projected the SoP and indicated that they became effective from January 2021. She further explained that the projected SoP is the document that was discussed last year during nGAP managers' workshop. The text highlighted in orange are changes made by DHET, informed by the inputs that were made during last year's workshop. She went through the document and explained the SoP paragraph by paragraph and the changes that are proposed. This was followed by questions and comments captured below.

2.7 Comments and questions on proposed amendments

Question : Is the amended SoP applicable to all nGAP lecturers in the system or only to the new cohort? There might be a legal issue with the applicability of the amendments to nGAP lecturers who have already signed contracts.

Response: The SoP states that "The policies and processes prescribed in this document refer to all phases of the new generation of academic programs implemented to date. And that will be implemented in the future unless a revised version of the document replaces this one". Ms Shabalala explained that each time the SoP is revised, the latest iteration supersedes all the previous editions, therefore this amended SoP is applicable to all phases of GAP.

Comment: Some of these amendments might not be practical to implement across all phases of nGAP given the condition of service some lecturers, especially in the earlier phases of nGAP might have signed. There may be a need for a separate document/terms and conditions for such cases.

Comment: Consideration to develop two addendums to be SoP, to be signed by nGAP lecturers. One should be for lecturers who joined/are joining the programme with a Master's degree and the other for an individual who already hold a PhD. It should be stated in the amended SoP that the addendum must be signed by an nGAP lecturer.

Response: By changing the SoP to accommodate Masters and PhD holders, by default, the addendum that they will sign will be different.

Comment: On the issue of legal applicability of the amended SoP to the earlier phases of the programme, the addendum should specify that these phases are excluded from the new changes.

Response: The issue will be raised with the relevant authority in DHET for approval and the decision will be communicated.

Question: When the duration is cut to 6 years for PhD holders, will funding which was initially allocated for year 7 and 8 still be available or will it stop at year 6? It means that the salary coming from DHET will now be for 4 years not 6 years. Furthermore, will the 18% allocation of salary for 6 years now be for 4 years?

Response: The allocation will be amended to align with the amendments

Question: With the new table, it seems that PhD holders are getting the benefit of a 50% reduced workload for the first three years, while a Master's degree holder takes full workload at year 4 after completing PhD. Why is this the case?

Response: A master's holder gets 20% reduced workload for the first three years, and 50% at year 4 if they are still completing their PhD. At year 5, they assume the full workload, whether they have attained the PhD or not.

Question: How does a university handle the case of an nGAP lecturer who is employed as permanent and enjoys all the benefits of a full-time employee but is not making any progress on their studies until they reach year 8 of the programme?

Response: As previously emphasized, the university, as an employer, must deal with such cases according to their policies. The university can also report such cases to DHET to see if there's any support that can be provided to help the lecturer complete their studies.

Comment: Part of being successful in the nGAP programme is obtaining a PhD. However,

Question: Is there a possibility that a reduced workload can be moved to a later stage of one's studies instead of having it at right at the start?

Response: The current SoP is an outcome of the intensive interactions and negotiations between DHET and universities. The latter, as academic experts, provided guidance in terms of the allocation of workload. If universities determine that there is a need to review the current allocation, DHET will be open to consider such a request. It is important to understand that attainment a PhD is the first and critical aspect of an nGAP lecturer's career path as an academic, therefore the reduction of workload early on allows a lecturer to have sufficient time to first attain a PhD. Then after that, the lecturer is inducted at stage two.

Comment: nGAP is not a scholarship but a programme geared toward the development of an academic. A compulsory component of nGAP is attaining a PhD. From a university perspective, as nGAP managers and mentors should make the universities understand that nGAP lecturers are not entitled to a life-long PhD, they are given benefits and support for their career development and they must deliver and be responsible and accountable.

TEA-BREAK

2.8 Engagement on the establishment of a community of practice for Mentors

2.8.1 Background and comments on the Thuso connect mentorship programme

Ms Mandisa Cakwe commenced the session by outlining the following issues which have been raised previously

- Mentors are not sure that they are conducting mentorship correctly. It was proposed that a community of practice should be established.
- Two people were nominated to kick-start the process of the establishment of the CoP however, no progress has been achieved to date.

She then indicated that the session is dedicated to nominating a committee which will drive the agenda of mentor development. She further stated at Universities South Africa is also trying to do something similar to what nGAP in terms of mentor development, therefore they are considering collaborating so that there is no duplication and wastage of resources. She asked the delegates to share what they think of the initiative that was presented by Prof Burton in the morning. The following views were expressed:

- The Thuso connect platform is useful in exposing mentors to other resources that are available out there to assist mentors, however there is a need to coordinate all these platforms/resources to prevent information overload.
- Resources presented are excellent but the key aspect of mentorship is physical human interaction. Therefore, creation of CoP and other initiatives which will facilitate face-to-face training of mentors is needed.

Ms Cakwe asked the delegates if nGAP managers and Mentors would be willing to work with USaf and the response was a unanimous yes.

One delegate made a comment that she tried registering on the platform and one of the requirements was to have 10 years' experience as an academic/supervisor. This requirement makes the platform inaccessible to nGAP mentors.

In response, Ms Cakwe pointed out the following:

- The platform was not established for nGAP. It should be able to accommodate nGAP mentors' requirements when the collaboration with USaf has been established.
- Currently, Thuso connect does not have established training programme for mentors .

2.8.2 Nomination of a committee that will work on establishment of a development programme for nGAP mentors

It was agreed that the nomination process will be guided by the following:

- Number of Committee members: 8
- Representation of all types of universities using the following classification:
 - University of technology, traditional university, historically disadvantaged university, comprehensive university
 - 2 members from each university category
- Regional representation

The following nominations were made and accepted:

	Name	University	Type
1	Prof. Caroline Khaotane	TUT	University of Technology
2	Prof. Learnmore Kambizi	CPUT	University of Technology
3	Prof. Germarie Viljoen	NWU	Traditional
4	Dr. Mareve Biljohn	UFS	Traditional
5	Prof. Matilda Mokgatle	SMU	HDI
6	Prof. Adigun	UNIZULU	HDI
7	Prof. Cina Mosito	NMU	Comprehensive
8	Ms. Tshegohatso Chifokoyo	SPU	Comprehensive

2.8.3 Key functions of the committee

A number of functions were suggested including the following:

- Develop an nGAP mentorship concept note.
- Identify experts that we have in the country.
- lead the process of establishing a community of practice for nGAP mentors.
- Identify relevant resources that are already available and can be used for the nGAP mentorship programme.

However, consensus was reached on the following 2 key functions:

- Development of guidelines for nGAP mentoring.
- Engagements with various key stakeholders.

2.9 Review of proposed amendments to the SoP

Ms Shabalala led the process of reviewing the SoP. The table below presents proposed amendments (highlighted in orange), and comments/inputs given by the delegates are captured in the third column.

Paragraph No.	Proposed Amendments	Comments
7	The nGAP is intended to support universities to recruit academics into permanent positions in line with their staffing and development plans.	Supported
9	Table 1	There is no need to have a separate table for someone who joins the programme with a PhD Cutting the number of years to 4 for PhD holders will affect the salary of lecturers because it means that the allocation of funds will have to change for PhD holders Differentiation is supported on the proviso that it makes the workload clear, therefore making administration easier for the universities.
10	Footnote 2: Lecturers need to remain at the university two years after completing the programme to plough back to the university Stage 3 is meant to protect universities and improve retention of nGAP lecturers. During these 2 years, lecturers will be allowed to utilise remaining funds in their respective cost centres to participate in further developmental programmes and travel.	Supported
10	Academics must fulfil probationary requirements in accordance with paragraph 9 as would any other academic. Probationary requirements should be aligned to the agreed upon workload.	Supported
11.2	Academics must fulfil probationary requirements in accordance with paragraph 9 as would any other academic. Probationary requirements should be aligned to the agreed upon workload.	Supported
11.7	A Masters degree with a 70% average pass mark is the standard requirement for consideration as an nGAP academic. Appointment of candidates who already hold a Doctorate/PhD is supported, however, the requirement of the 70% average pass mark from a Master's degree still applies. Below is a table that illustrates the model for entering the programme at this level.	Universities will motivate to consider 65% if necessary. DHET should make it explicit that motivation for 65% can be made when all avenues have been exhausted.

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PROPOSED AMENDMENTS TO SOP

PARAGRAPH NO.	PROPOSED AMENDMENTS	COMMENTS				
7	The nGAP is intended to support universities to recruit academics into permanent positions in line with their staffing and development plans.	Supported				
9	If the academic is awarded and has accepted a Future Professors Programme opportunity, they will forfeit the nGAP award without penalties.	Supported				
10	<p>Table 1</p> <p>Stage 2 Induction and early career development</p> <table border="1"> <tr> <td>Year 4</td> <td>Year5</td> <td>Year6</td> <td>Stage 3² Year 7 & 8</td> </tr> </table>	Year 4	Year5	Year6	Stage 3² Year 7 & 8	<p>There is no need to have a separate table for someone who joins the programme with a PhD.</p> <p>Cutting the number of years to 4 for PhD holders will affect the salary of lecturers because it means that the allocation of funds will have to change for PhD holders.</p> <p>Differentiation is supported by the proviso that it makes the workload clear, making administration more accessible for the universities.</p>
Year 4	Year5	Year6	Stage 3² Year 7 & 8			
10	Footnote 2: Lecturers must remain at the university for two years after completing the programme to plough back to the university. Stage 3 is meant to protect universities and improve the retention of nGAP lecturers. During these two years, lecturers can utilise the remaining funds in their respective cost centres to participate in further developmental programmes and travel.	Supported				
11.2	Academics must fulfil probationary requirements by paragraph 9, as would any other academic. Probationary requirements should be aligned to the agreed-upon workload.	Supported				
11.7	A master's degree with a 70% average pass mark is the standard requirement for consideration as an nGAP academic. Appointment of candidates who already hold a Doctorate/PhD is supported. However, the 70% average pass mark requirement from a Master's degree still applies. Below is a table that illustrates the model for entering the programme at this level:	Universities will be motivated to consider 65% if necessary. DHET should make it explicit that motivation for 65% can be made when all avenues have been exhausted.				

	Stage 1 Induction and early career development					Stage 3 ³
	Year 1	Year 2	Year 3	Year 4	Year 5 & 6	
Table 2	Employment	[reduced workload 50%]	[reduced workload 50%]	[full workload]	[full workload]	Remain at the University [full workload]
	Post-Doctoral ³ Studies/Professional Teaching Studies/Publications Mentoring	√	√	√	√	
	Participation in development activities as part of the SSAU-Development Programme (SSAU-DP)	√	√	√	√	
	Research Costs	Contributions towards the lecturer's research and publication costs.				
	International mobility	The intention is to support one international mobility opportunity, to take place at any point during the six-years of participating in the programme where it will have maximum benefit for the development of the lecturer.				
12.1	An nGAP academic who has not yet embarked on doctoral studies must be immediately supported to enrol in a relevant doctoral programme in their lecturing discipline. Depending on what qualifications are already held by the academic, enrolment could be for a doctoral, post-doctoral or appropriate professional teaching programme. Doctoral study registration must be completed within the first six months of joining the programme..					Supported
13.1	The university must appoint a mentor for each academic from the point of taking up the position and at least for the first four years of the academic's participation in the programme. Mentors are envisaged to be experienced and successful academics. Semi-retired or recently retired disciplinary experts, recognized as good academics, are ideally placed for the mentorship role.					The purpose of the paragraph is to ensure that the university appoints a mentor. The other issues, including whether and how the mentee participates in this process, lie with the universities.
15.4	Academics with a Master's degree and undertaking doctoral studies (proposal stage) can apply for support for research costs from the National Research Foundation (NRF), which has established a dedicated fund. Information about this opportunity is available from the research offices of each university.					Supported
Table 3	nGAP component	Maximum amount that can be paid from the DHET funds (%)				
	Salary costs of the nGAP appointees	18% (54% over the 3-year period) of the total allocation per nGAP appointee per year for each of the first three years				
		14% of the total allocation per nGAP appointee for the fourth year (university contribution to meet gap)				
		9% of the total allocation per nGAP appointee for the fifth year (university contribution to meet gap)				
		5% of the total allocation per nGAP appointee for the sixth year (university contribution to meet gap)				
	A contribution towards registration and tuition fees for postgraduate studies of the nGAP academic	2% of the total allocation per nGAP appointee over the full registration period				
	Costs associated with assigning a mentor for each nGAP academic	4% of the total allocation per nGAP appointee over the first four years of the nGAP programme				
	Costs associated with the nGAP academics' participation in the Staffing South Africa's Universities Development Programme (SSAU-DP)	5% of the total allocation per nGAP appointee over the full programme				
	Costs of equipment and activities needed to support the studies of the nGAP academic registered for a PhD.	5% of the total allocation per nGAP appointee over the full programme				
	Candidates that entered the programme with a PhD can use this allocation to cover costs for further research and publication developmental needs.					
International conference/mobility participation costs	2% of the total allocation per nGAP appointee over the full programme					
TOTAL	100% = Specific allocated amount for the 4- or 6-year programme					
	Virements will be done internally at the university.					

20	The university and academic must manage the costs of the individual budget items listed above within this allocation. Budget virements are allowed between budget items, except for the salary and the SSAU-DP budget line items.	Supported
29	The funds that will be needed to enable the appointment of lecturers/academics into the allocated posts and to support their full participation over the four or six years of the nGAP will be transferred to each university. Funds will be shared once the university submits a report to the Department illustrating satisfactory progress in implementing the programme. These funds can only be utilised to confirm that the university agrees with the policies and processes for managing the nGAP, as described in this document, by signing the agreement document (nGAP terms and conditions) that will be sent to universities and submitted to the Department.	Supported
	The nGAP is positioned as a prestigious programme in the sector, and candidates who demonstrate a passion for pursuing a career as an academic and who have demonstrated high scholastic ability must be recruited. Prospective candidates should have achieved an average of 70% or above in the Master's degree. This condition can be waived on approval by the Department's Deputy Director-General, but only following a substantial motivation submitted by the university. Motivation is allowed only for candidates who obtained 65% or above. The motivation must include confirmation that the candidate will be accepted at a university for a Doctoral/PhD study with an average of 65% pass mark.	Supported
51 - 57	<p>Change Management</p> <p>51. Universities are monitoring the implementation of the nGAP, which necessitates changes as and when necessary based on the monitoring outcomes.</p> <p>52. Therefore, universities are expected to make changes internally, with the approval of the respective Deputy Vice-Chancellor. The following changes, however, need to be approved by the Department:</p> <ul style="list-style-type: none"> a. extensions of the period a lecturer takes to complete the programme; b. changes to the discipline of the allocated post; c. utilisation of interest accumulated. <p>53. Records of changes made must be provided as part of the annual 54. report that is submitted to the Department.</p> <p>54. Requests for changes directed to the Department can only be considered up to the end of October with full justification for such requests.</p> <p>55. Changes must be recorded on the standard change request template provided by the Department.</p> <p>56. Changes regarding budget virements (managed internally by the university) must be illustrated in a table that indicates the movement of funds from one budget line item to the other.</p> <p>57. Outcomes for changes submitted to the Department must be communicated to the universities within two weeks from the submission date.</p>	Supported

51 - 57	<p>Change Management</p> <p>51. Universities are monitoring the implementation of the nGAP, which necessitates changes as and when necessary based on the monitoring outcomes.</p> <p>52. Therefore, universities are expected to make changes internally, with the approval of the respective Deputy Vice-Chancellor. The following changes, however, need to be approved by the Department:</p> <ol style="list-style-type: none"> a. extensions of the period a lecturer takes to complete the programme; b. changes to the discipline of the allocated post; c. utilisation of interest accumulated. <p>53. Records of changes made must be provided as part of the annual 54. report that is submitted to the Department.</p> <p>54. Requests for changes directed to the Department can only be considered up to the end of October with full justification for such requests.</p> <p>55. Changes must be recorded on the standard change request template provided by the Department.</p> <p>56. Changes regarding budget virements (managed internally by the university) must be illustrated in a table that indicates the movement of funds from one budget line item to the other.</p> <p>57. Outcomes for changes submitted to the Department must be communicated to the universities within two weeks from the submission date.</p>	Supported
64 - 65	<p>Project Management</p> <p>64. Each university must appoint a manager for the nGAP utilising the interest accumulated from the funds where necessary.</p> <p>65. The role of a manager is to coordinate and oversee the effective implementation of the nGAP at the university. Responsibilities of the manager include:</p> <ul style="list-style-type: none"> • Ensuring that the university applies for posts advertise by the Department; • Manages and approves the changes made during the implementation of the programme; • Be a liaison between the university and the Department; • Submits reports to the Department; • Coordinate all activities of the nGAP in the university 	65. add 'where necessary' at the end

Ms Shabalala thanked the delegates and stated that DHET would submit a request to the Director General to approve the revised SoP. Once approved, DHET will share it with the sector.

She expressed the DHET's appreciation of the effort made by delegates to attend the induction workshop and declared it closed.



**INDUCTION WORKSHOP PROGRAMME:
NEW GENERATION OF ACADEMICS PROGRAMME (NGAP)**

(NGAP LECTURERS, MENTORS, AND MANAGERS)

14 AND 15 SEPTEMBER 2023

EMPERORS PALACE, JOHANNESBURG, SOUTH AFRICA

PROGRAMME DIRECTORS: DHET AND NELSON MANDELA UNIVERSITY (ISP*)

DAY 1 - 14 SEPTEMBER 2023

Lecturers Workshop (Lecturers, mentors and managers)

08:30-09:00	Registration of delegates	DHET and ISP
09:00-09:10	Opening, introductions and welcome	Ms Siliindile Shabalala (DHET)
09:10-09:20	Purpose of the workshop	Mr Calvin Pennells (DHET)
09:20-09:40	Presentation on the implementation of SSAUF and nGAP	Ms Mandisa Cakwe (DHET)
09:40-10:00	Presentation by the National Research Foundation (NRF)	Dr Sello Manoto (NRF)
10:00-11:00	Discussion and comments on Presentations	Chair: DHET

11:00 – 11:20 TEA BREAK

11:20-11:50	Group Discussions on Challenges and Expectations	All
11:50-12:50	Presentations from Group Discussion	All
12:50-13:10	Being an nGAP lecturer: Experiences, Challenges, and Lessons Learnt	Dr Mantwa Madiba (UNIVEN) Dr Moloto
13:10-13:30	Discussion and comments on Presentations (nGAP lecturers who have successfully completed the programme as respondents)	Dr Kota-Nyati (Facilitator) and Respondents
13:30-14:30 LUNCH		
14:30-14:50	Managing the mentor-mentee relationship: Looking back on our nGAP journey	Mr Kagola and Mr Sibeko (Mandela Uni - Phase 3 and 4)
14:50-15:10	Role of an nGAP Manager	Dr Shoba Rathilal (DUT)
15:10-15:30	Presentation on Ethics	Dr Lyn Horn (UCT)
15:30-15:45	Discussion and comments on presentations	Chair: ISP
15:45-16:00	Summary and closure	Dr Kota-Nyati (ISP)
18:30-22:00	GALA DINNER (EMPERORS PALACE CONFERENCE CENTRE)	ISP

DAY 1 - 14 SEPTEMBER 2023

GALA DINNER

18:15-18:30	Welcoming drinks	Emperors Palace
18:30-18:35	Words of welcome	Dr Harrie Esterhuyse (ISP)
18:35-18:50	Entertainment – South African voices	Wits Voice Ensemble
18:50-19:20	The nGAP at our universities: Mr Thulani Mthombeni (UKZN) Dr Mandy Hlengwa (RU) Miss Edwina Fransman (NWU)	UKZN RU NWU
19:20-19:30	Questions and discussion	Dr Harrie Esterhuyse (ISP)
19:30-22:00	Dinner	All
11:00 – 11:20 TEA BREAK		

DAY 2 - 15 SEPTEMBER 2023

Mentors and Managers Workshop

08:30-09:00	Registration of delegates	DHET and ISP
09:00-09:05	Opening, introductions and welcome	Ms Silindile Shabalala (DHET)
09:05-09:20	Purpose of the workshop and update on Phase 9	Ms Mandisa Cakwe (DHET)
09:20-10:00	Presentation and Engagement with Mentors	Prof Stephanie Burton
10:00-11:00	Discussion and way forward	Chair: DHET
11:00-11:20 TEA BREAK		
11:20-11:30	Presentation of SoP Proposed Amendments (to get to the final SOP doc)	DHET – Ms Mandisa Cakwe (DHET)
11:30-12:30	Engagement with Managers	nGAP Managers
12:30-13:00	Discussion and way forward	Chair: ISP
Official proceedings concluded		
13:00-14:00 LUNCH		

*Implementation Support Partner

LIST OF ATTENDEES

University	Title	Name	Surname	Gender	Dates attended	
CPUT	Dr	Noluthando	Hlazo	F	14	
CPUT	Ms	Nomxolisi	Jantjies	F	14	15
CPUT	Prof	Cina	Mosito	F	14	15
CPUT	Ms	Molopetsane	Naketsane	F	14	
CPUT	Prof	Learnmore	Kazimbi	M	14	15
CPUT	Mr	Shaylin	Nundlal	M	14	
CPUT	Mr	Zandisile	Sitoyi	M	14	
CPUT	Mr	Prince	Williams	M	14	
CPUT	Mr	Sibusiso	Xego	M	14	
CUT	Ms	Pearl	Tsumake	F	14	15
CUT	Mr	Samkelo	Mehlala	M	14	15
CUT	Dr	Lehlohonolo	Motake	M	14	15
CUT	Dr	Moselane	Nhlapo	M	14	
CUT	Dr	Pieter	Potgieter	M	14	15
DUT	Dr	Gilberte	Lincoln	F	14	15
DUT	Ms	Senamile	Motha	F		15
DUT	Dr	Nomcebo	Mthombeni	F	14	15
DUT	Ms	Anna	Mulaudzi	F		15
DUT	Ms	Nhlanhla	Nkosi	F		15
DUT	Ms	Smangele	Nzama	F	14	
DUT	Dr	Shoba	Rathilal	F	14	
DUT	Dr	Godfrey	Mazibuko	M		15
MUT	Ms	Lungisile Siso	Hlophe	F	14	
MUT	Ms	Lungile	Madondo	F	14	15

NMU	Ms	Elizabeth	Maqhubu	F	14	15
NMU	Ms	Samkelisiwe	Msweli	F	14	
NMU	Mr	Obakeng	van Dyk	M	14	
NWU	Ms	Edwina	Fransman	F	14	15
NWU	Ms	Nikita	Govender	F	14	
NWU	Ms	Felicity	Nthatsi	F	14	
NWU	Ms	Carli	Rautenbach	F	14	
NWU	Dr	Kgomotso Brenda	Samuel	F	14	
NWU	Prof	Germarie	Viljoen	F	14	15
NWU	Prof	Susan	Visser	F	14	15
NWU	Prof	Pierre	Jordaan	M	14	15
NWU	Mr	Katlego	Lentswe	M	14	
NWU	Mr	Simangaliso Lesley	Mashego	M	14	
NWU	Dr	Katlego	Moloto	M	14	
NWU	Mr	Tshepo	Ramatabana	M	14	
NWU	Dr	Motlhale Judicial	Sebatana	M	14	
NWU	Mr	Chris	Sejaphala	M	14	
NWU	Prof	Kenny	Uren	M	14	15

RU	Prof	Megan	Campbell	F	14	15
RU	Ms	Zikho	Dana	F	14	
RU	Dr	Mandy	Hlengwa	F	14	15
RU	Dr	Ellen	Ledwaba	F	14	
RU	Ms	Zola	Mbinda	F	14	
RU	Prof	Mamzo	Mothibe	F	14	15
RU	Ms	Karabelo	Ramosala	F	14	
RU	Mr	Silindokuhle	Mavuso	M	14	
SMU	Ms	Mohora	Malebatja	F	14	
SMU	Ms	Marisca	Meyer	F	14	
SMU	Prof	Mathilda	Mokgatle	F	14	15
SMU	Dr	Thokozile	Mosiane	F	14	
SMU	Ms	Pertunia	Mushasha	F	14	
SMU	Ms	Cinga	Ntyatyela	F	14	15
SMU	Ms	Evida	Poopedi	F	14	
SMU	Dr	Sandeepa	Rajbaran-Singh	F	14	15
SMU	Mr	Theo	Bengu	M	14	
SMU	Mr	Raikane	Seretlo	M	14	

SPU	Ms	Tshegohatso	Chifokoyo	F	14	15
SPU	Ms	Gail	Motlhaudi	F	14	15
SPU	Dr	Abongile	Zwenu	M	14	
SU	Dr	Zelda	Barends	F	14	15
SU	Ms	Gabriels	Carmen	F	14	15
SU	Ms	Delecia	Davids	F	14	
SU	Dr	Humaira	Fataar	F	14	
SU	Mr	Michael	Meyer	M	14	
TUT	Prof	Caroline	Khoathane	F	14	15
TUT	Ms	Ayanda	Musombuka	F	14	
TUT	Ms	Louisa	Neethling	F		15
TUT	Ms	Nelly	Nkosi	F	14	
TUT	Ms	Vuyokazi	Rorwana	F	14	15
TUT	Dr	Sibongile	Simelane	F		15
TUT	Ms	Tshifhiwa	Tshauambea	F	14	
TUT	Mr	Thersy	Mangena	M	14	
UCT	Prof	Mary	Masehela	F		15
UCT	Ms	Phumelela	Nqelenga	F	14	
UFH	Ms	Natasha	Bezuidenhout	F	14	
UFH	Mr	Siphosethu	Mapete	M	14	
UFH	Prof	Themba	Mjoli	M	14	15

UFS	Dr	Mareve	Biljohn	F	14	15
UFS	Ms	Duduzile	Dlamini	F	14	
UFS	Ms	Mary	Masiloane	F	14	
UFS	Ms	Mamokete	Ratsoane	F	14	15
UFS	Prof	Nyasha	Mboti	M	14	
UFS	Mr	Lindokuhle	Mlongo	M	14	
UFS	Mr	George	Muller	M	14	
UFS	Prof	Nicholas	Pearce	M	14	
UJ	Ms	Raji	Bashonga	F	14	
UJ	Ms	Noluthando	Mdlalose	F	14	
UJ	Dr	Jacquiline	Moodley	F		15
UJ	Ms	Ofhani	Musekwa	F	14	
UJ	Ms	Akhona	Neka	F	14	15
UJ	Ms	Lerato	Semetse	F	14	
UJ	Ms	Meagan	Strydom	F	14	15
UJ	Mr	Arthur	Mahoati	M	14	
UKZN	Ms	Duduzile	Diza	F	14	
UKZN	Dr	Doras	Sibanda	F	14	15
UKZN	Dr	Nombuso	Zondo	F	14	15
UKZN	Prof	Michael	Gebreslasie	M	14	
UKZN	Mr	Mpumelelo	Gumede	M		15
UKZN	Dr	Xolani	Mbuyise	M	14	
UKZN	Mr	Thulani	Mthombeni	M	14	15
UKZN	Mr	Colin	Richmond	M	14	
UKZN	Mr	Mthobisi	Zondi	M	14	

UL	Prof	Mamare	Bopane	F	14	15
UL	Prof	Owence	Chabaya	F	14	15
UL	Dr	Ablonia	Maledu	F	14	15
UL	Ms	Peaceful	Mokoto	F	14	
UL	Ms	Nomandla	Nxusa	F	14	
UL	Mr	Dennis	Mashishi	M	14	
UL	Mr	Dimakatso	Mathe	M	14	
UL	Mr	Mokgerwa	Monama	M	14	
UL	Prof	Newman	Wadesango	M		15
UL	Mr	Mtyalela	Zolisa	M	14	
UMP	Ms	Noluthando	Mnisi	F	15	15
UMP	Ms	Phindile	Dube	F	14	
UMP	Ms	Prudence	Kutumela	F	14	
UMP	Ms	Busisiwe	Vilakazi	F	14	
UMP	Mr	Sukoluhle	Mazwane	M	14	
UMP	Prof	Tarombera	Mwabvu	M	14	15
UMP	Mr	Lebohang	Neo	M	14	
UMP	Dr	Oluwasogo	Olorunfemi	M	14	
Unisa	Ms	Oniccah	Dlamini	F	14	
Unisa	Dr	Gloria	Ledwaba	F	14	
Unisa	Dr	Sinebongo	Mdyogolo	F	14	
Unisa	Mr	Chad Lee	Bedeker	M	14	15
Unisa	Dr	Lucky	Nesengani	M	14	
Unisa	Dr	Christiaan	Smit	M	14	

UNIVEN	Ms	Kamogelo	Manyatja	F	14	15
UNIVEN	Ms	Tshepiso	Setokoe	F	14	15
UNIVEN	Mr	Phungo	Esrom	M	14	15
UNIVEN	Mr	Matome Glacious	Kapa	M	14	
UNIZULU	Ms	G	Lebakeng	F	14	
UNIZULU	Prof	Motia Sewela	Mabusela	F	14	15
UNIZULU	Ms	O	Mnethu	F	14	
UNIZULU	Ms	KM	Sedibeng	F	14	
UNIZULU	Prof	Makhosazana	Vezi-Magogana	F	14	15
UNIZULU	Ms	Hapiness	Vidima	F	14	15
UNIZULU	Ms	Nomzamo	Xaba	F	14	15
UNIZULU	Prof	Matthew	Adigun	M	14	
UNIZULU	Mr	Z	Bukhosini	M	14	
UNIZULU	Dr	Willard Taurayi	Chinaka	M	14	15
UNIZULU	Dr	Anilkumar	Kishnannair	M	14	15
UNIZULU	Mr	Vhutshilo	Makananise	M	14	15
UNIZULU	Mr	ML	Mkhize	M	14	
UNIZULU	Mr	MB	Nhlumayo	M	14	
UNIZULU	Mr	Mduduzi	Tshabangu	M	14	15
UNIZULU	Dr	Sheunesu	Zhou	M	14	15
UNIZULU	Mr	TL	Zungu	M	14	
UNIZULU	Mr	SG	Zwane	M	14	

UP	Ms	Tebogo	Lebeko	F	14	
UP	Ms	Zwivhuya	Mashele	F	14	
UP	Mrs	Khodani	Sengwane	F	14	
UP	Ms	Sumaya	Vayej	F		15
UP	Dr	Nico	Botes	M	14	15
UP	Dr	Louw	Botha	M		15
UP	Dr	Abe	Kasonga	M	14	15
UP	Mr	Luthando	Thomas	M	14	15
VUT	Ms	Nkele	Baloyi	F	14	15
VUT	Ms	Liberty	Lepule	F	14	15
WITS	Ms	Relebogile	Mapuroma	F	14	
WITS	Ms	Lavanya	Naidoo	F	14	
WITS	Ms	Matsobane	Nong	F	14	
WITS	Ms	Andisiwe	Ramorake	F	14	
WITS	Prof	Antonia	Wadley	F		15
WITS	Dr	Mudzuli	Maphupha	M	14	
WSU	Dr	Sakyiwaa	Boateng	F	14	15
WSU	Ms	Avela	Jojo	F	14	
WSU	Mrs	Nolwazi	Ndamase	F	14	15
WSU	Ms	Nelisa	Tembani	F	14	
WSU	Dr	Adebiji Sunday	Adeyanju	M	14	
WSU	Dr	Zwelijongile	Baleni	M	14	15
WSU	Mr	Sizwe	Masuku	M	14	
WSU	Mr	Edwin Matome	Matsepe	M	14	

WSU	Mr	Ngcweleshe	Mawethu	M	14	15
WSU	Prof	Clever	Ndebele	M	14	15
WSU	Prof	Oladejo	Olowu	M	14	15
WSU	Mr	Isiphile	Petse	M	14	
DHET	Ms	Salvation	Andrease	F	14	
DHET	Ms	Nombulalo	Kota	F	14	15
DHET	Ms	Khutjo	Ledwaba	F	14	
DHET	Ms	Itumeleng	Lelaka	F	14	
DHET	Ms	Nosipho	Ma	F	14	
DHET	Ms	Silindile	Shabalala	F	14	15
DHET	Mr	Oscar	Mukhorro	M	14	15
DHET	Ms		Malope			15
NMU-ISP	Dr	Phumeza	Kota-Nyathi	F	14	15
NMU-ISP	Ms	Silindile	Malangeni	F	14	15
NMU-ISP	Dr	Harrie	Esterhuyse	M	14	15
NMU-ISP	Mr	Sanele	Thwala	M	14	15

END