

UMSINDO
Making a Difference

SANRC
Newsletter
Issue | 2



UMSINDO

**SOUTH AFRICAN
NATIONAL RESOURCE CENTRE**
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION



SUPPORTED BY:





Welcome

to the second edition of *Umsindo*. The end of the academic year is in sight, and many of us are now immersed in exams and marking. We hope that this edition of *Umsindo* gives you a reason to pause amidst your busy schedules in order to enjoy the content that we have gathered for you.

Umsindo is full of interesting content. Read our interview with Emerging FYE Scholar, Mrs Mimi Namalala. She gives us a glimpse into her professional and personal life and her aspirations in the FYE field.

You will also enjoy the contribution of our distinguished colleague Prof Ian Scott. Ian's work is well-known in the sector and many of you will have met Ian in person when he delivered a keynote address at SANRC FYE Conference 2017. Ian's piece in this newsletter shines a little light into his many years of experience within the field of academic development. It makes for fascinating reading.

We are excited about the appointment of a new female VC at University of Cape Town (UCT), Prof Mamokgethi Phakeng. This appointment represents fresh new energy for the institution, as well as the hope that there will be many more women in important senior management roles in higher education.

We always want to know how busy, high-achieving people such as Dr Jennifer Keup, Director of the National Resource Centre for the First-Year Experience for Students in Transition (NRC), spend their hours in the course of the typical day. We were happy when Dr Keup volunteered to tell us what her typical day looks like.

In this edition you will 'Get to Know' Celine Meyers. Celine is the SANRC research assistant who has been working hard at many things, but primarily on sourcing material for the SANRC's soon-to-be unveiled online repository of FYE resources. I truly believe that committed young people like Celine are the key to a brighter future for South Africa's FYE.

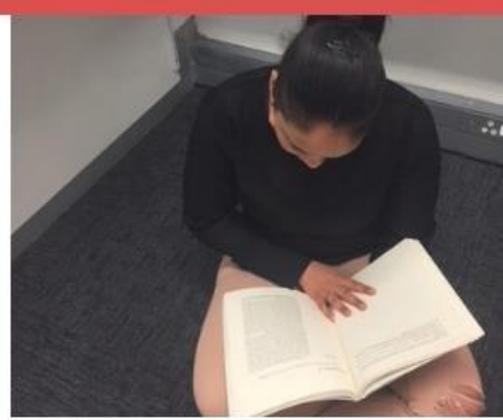
We also update you on what is happening at the SANRC. Our little Resource Room at B Green 11 is boasting quite a number of visitors now. We hope you'll soon be one of them. You should know that there are some great plans in the pipeline for expanding our current stock of books and other FYE materials. Please watch this space!

Don't forget to send us your abstracts for SANRC FYE Conference 2019. By now you will have noticed that the Call for Papers for SANRC FYE Conference 2019 has been circulated. We are so pleased to be hosting you again, and we promise to deliver yet another amazing and memorable event.

In parting, we would like to send season's greetings to all of you and our best wishes for winding down 2018 with grace and joy. May our commitment to ensuring the best possible outcomes for South Africa's students, remain as strong as ever. See you in 2019.

All the best

Annsilla Nyar
Director: South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC)



Visit the Resource Room to browse the latest books related to FYE.

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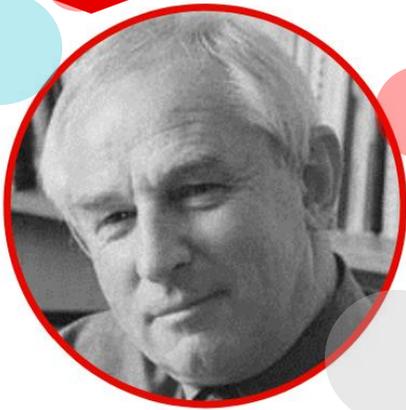


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AD THEN AND NOW: A REFLECTION ON THREE DECADES

Prof Ian Scott is currently Professor Emeritus in the Centre for Higher Education Development (CHED) at the University of Cape Town (UCT). He was Director of Academic Development at UCT for many years.

I am grateful to the editor of *Umsindo* for inviting me to contribute this reflection on my time in what I'm calling the Academic Development (AD) community. I have now completed 34 years in it, which is (Google says) equivalent to the average life expectancy of all humans in the world only a century ago. So I have had a good innings, spanning almost the whole period of the existence of our field, and this is a special opportunity to think about what has happened over the decades, what has changed (for good or ill), and, more somberly, what remains obstinately the same. I am grasping the chance to express my thoughts about some of these things in the form of a personal reflection.

On the day when I took up my post as Director of what was then the Academic Support Programme (ASP) at UCT, in July 1984, the academic staff of the unit – less a couple who were teaching or had better things to do – fitted comfortably into my modest office in Sociology, where we'd been given some space; and only four universities had entered the field. Thinking back over the decades has raised many questions for me. What, with hindsight, were the key elements of the context into which AD was inserted? What did the kind of interventions we made over time say about our understanding of the nature of the challenge we were addressing? Have we been clear about our end goal, and what vision and strategy of change have we had? What forces shape our understanding and actions today? Cutting across all these questions is the key one: From all the effort and resources invested, what has been achieved?

I can't attempt to address all these questions here, but I would like to say some things about where we've come from and the powerful formative influences and constraints that our origins and context have imposed.

I started my academic career relatively late, coming to work at UCT (my alma mater) after many years in school teaching and in the commercial world of educational publishing. As an outsider, I was sharply struck by a number of aspects of my new work environment. I'd like to pick out just two of them here.

The first was how little the campus seemed to have changed since my student days nearly two decades before. The student upheavals in the late 1960s, Soweto 1976, and the national political turmoil emanating from the tricameral parliament debacle and border wars, all seemed to have left little mark. Black African students numbered a few hundred, and the proportion of black academic staff was minuscule. However, it was the absence of change in the feel, maybe the ethos, of the university that surprised me, not the demographic facts and figures. I knew these very well, since the ASP had been established (in 1980) to find ways to significantly increase access for black students and to provide the support they might need to succeed at UCT. But I began to see (and wrote about at the time) the slow pace and daunting extent of the change needed at the university to make this viable on any significant scale, and that it would require far more than add-on initiatives designed to enable students to fit in with the traditional demands of the university.

As I started to visit and read about the other historically-advantaged, English-medium universities that had established ASP units (Wits, Rhodes and Natal), I learned that, despite their differences, a very similar ethos prevailed at them all. This applied very much to the second aspect of the context that I'd like to single out – that is, the extraordinarily powerful intellectual confidence that prevailed in most parts of the academic

community, especially the leadership. It would take many an essay to delve into the nature and particularities of this phenomenon at the southern end of Africa, but I saw it as a certitude in the institution, a fundamental belief in the universality of the dominant epistemology and the idea of 'excellence' in the scholarship of preserving, disseminating and extending knowledge in the established disciplines. I can't begin to examine the validity or otherwise of this belief here (it is far from simple), but the point of raising it is that, in much of the academic community, the certitude extended well beyond knowledge itself, into beliefs about teaching and learning that were not substantiated by anything except tradition and custom. When particular approaches to teaching are equated with academic standards and quality, the approaches are reified and there is little room or will to take account of diversity in students' educational, linguistic or social backgrounds. The depth of the belief is arguably the biggest obstacle to questioning the status quo and to inclusionary educational change.

The historically disadvantaged institutions (HDIs) injected very different contextual realities and questions into educational development work when a number of them became involved in the field later in the 1980s. The great difference was, of course, that in the HDIs educational disadvantage was clearly not a minority issue. This raised key questions about how the principles of educational redress should be applied at the level of whole institutions, and paved the way for the understanding that such questions needed to be directed not just at HDIs but at the higher education sector as a whole. So, it was that the term Academic Support came to be superseded by Academic Development (and subsequently Higher Education Development), not just to avoid the negative connotations of 'support' but to signal the much wider scope of the endeavour. Later, after the formation of the SA Association for Academic Development (SAAAD), the compass of AD came to be defined as 'student, staff, curriculum and institutional development'.

The broadening of the goals of AD was a great step forward but it carried with it a sobering reality: the need

to confront the major obstacles to the realisation of those goals on the scale needed. In particular, the academic conservatism that characterised the established universities, and in its embeddedness effectively blocked the changes required for redress, equity and inclusiveness, was a powerful force in all the institutions. This seemed anomalous in the pre-merger HDIs in particular, as the great majority of their students came from poor schooling, many of the institutions were seeking new, independent identities, and their students and staff had been in the forefront of the political struggle; yet there was very little change in the mainstream teaching-and-learning system that they had inherited from the higher education establishment. A key lesson that had to be learned was that, very often in the academic community, political and educational progressivism do not go together.

It is evident, then, that the context and dominant culture that AD was born into was not conducive to change, even in the interests of pursuing the equity and inclusivity that higher education had never had. AD's role required it to swim against the stream. This was no doubt unavoidable under apartheid, especially at the level of the state, but the new democratic dispensation was expected to offer radically different possibilities and stimuli for change that would accord fully with the principles of AD.

There have been good opportunities since 1994, made possible by a new state, constitution and government that espouse the same educational goals as AD's. High-level policies, including the higher education and post-school education white papers, have supported these goals and recognised the role of AD in pursuing them. There has been a review and revision of funding policy and a far-reaching restructuring of the sector (mainly via mergers), both of which offered opportunities for steering the sector towards student success and equity of outcomes. A key structural intervention in the form of extended curriculum programmes has been state-funded since 2004, and bigger-budget initiatives – such as the University Capacity Development Programme – have supported institutional educational activities. Major

funding has been directed to student financial aid. All of these, and a range of privately-funded projects, have had potential to improve student performance, and have thus had implications for AD. Within the broad AD field itself, specialised units and posts are well-established in most institutions, interventions have grown in sophistication, and research is playing an ever-increasing role in informing practice. Highlights have included the way the national First-Year Experience project has taken hold across the sector, focusing on the period in students' lives when they are most vulnerable. For myself, it has been a quiet pleasure to know that, on the day I formally retired from UCT, the AD operation comprised fifty people, dedicated to educational development and distributed across the institution in a range of roles.

However, it is essential for us to take careful stock of what all these initiatives have contributed to the broad transformation of higher education, by which I mean the extent to which progress has been made towards the equitable distribution of the benefits of higher education across all our communities. Such an assessment requires, first of all, a frank appraisal of the current outcomes of higher education. The key questions are: What has been achieved over these decades in terms of the definitive goals of access, student success, and equity of outcomes? And what do these outcomes tell us about where we have succeeded and failed?

The biggest change has come in the demographics of access. By 2016, African student enrolment had reached 72% of the total in higher education, and women made up 58%. This remarkable turnaround from the early 1990s has resulted in increasing numbers of African and women graduates. Regrettably, however, the picture of student completion rates (the proportion of students graduating), and equity of outcomes in particular, is very different. Recent cohort studies produced by the Department of Higher Education and Training and the CHE show that, even if we look only at contact students, under 30% graduate in regulation time, and well under two-thirds graduate even within 6 years. Racial skewing remains substantial. Most disturbingly, there is no pattern of

improvement in the main qualification types in the post-merger period.

It therefore has to be said that, since access without success has little or no meaning, the higher education sector is still failing to develop the intellectual potential in all our communities effectively and equitably, which is its central responsibility to the country.

How are we to explain this? I can't offer a formal analysis, only a personal response based on my experience and the evidence I've found. In my view, and with full acknowledgement of the negative effects of our schooling system and socio-economic inequalities, the indications point clearly to embedded conditions and flaws in our higher education sector, together with failures of imagination among the leadership. We should be able to do a great deal better with what we have. Instead, the sector has been ambivalent about priorities, reluctant to acknowledge the scale of the problem, and imprecise in diagnosing its underlying causes. Critically, the mainstream teaching-and-learning structures and approaches established decades ago are still in place despite the poor performance patterns they have produced; and most importantly, the aspects of traditional academic culture that over-protect the status quo remain highly influential. It will take committed leadership or sustained external pressure to change this.

Where does this leave the AD community? In my view, it should take great heart from the place it has made for itself, the learning opportunities and humane encouragement it has provided to tens of thousands of students, and the analysis and research it has used to promote positive institutional and systemic development – all in the face of conditions that are still not conducive to change. It needs to be prepared to continue swimming against the stream, and I hope it will also be willing to consider the kind of questions raised in this reflection, to grow its understanding of its role and how it can influence higher education's capacity to fulfil its mandate.

WOMEN VICE-CHANCELLORS IN SOUTH AFRICA

We are sure that you have noticed that the University of Cape Town (UCT) now has a female Vice-Chancellor (VC), Professor Mamokgethi Phakeng. Prof Phakeng is a well-known mathematician who formerly served as Executive Dean of the College of Science, Engineering and Technology at University of South Africa (UNISA). The appointment of Prof Phakeng represents an exciting step forward for UCT.

Currently there is a very small group of serving female VCs in South Africa. Prof Thoko Mayekiso heads the new University of Mpumalanga (UMP). Prof Sibongile Muthwa is the VC at Nelson Mandela University (NMU). Prof Xoliswa Mtoso is the VC at University of Zululand (UniZulu). Sadly, Prof Cheryl de la Rey, VC of University of Pretoria (UP) will soon leave the ranks of this small group of women leaders when she takes up the post of Vice-Chancellor at New Zealand's University of Canterbury next year. We hope to see more women in the future in this group of higher education leaders.



UNIVERSITY OF CAPE TOWN
Professor Mamokgethi Phakeng



UNIVERSITY OF MPUMALANGA
Professor Thoko Mayekiso



NELSON MANDELA UNIVERSITY
Professor Sibongile Muthwa



UNIVERSITY OF ZULULAND
Professor Xoliswa Mtoso



UNIVERSITY OF PRETORIA
Professor Cheryl de la Rey



EMERGING SCHOLAR IN THE SPOTLIGHT

Q & A WITH MRS MIMI NAMALALA

Mimi is currently working as Programme Manager for the Life Skills Programmes at TUT.

SANRC: *Tell us something about yourself and the work that you do at TUT.*

MN: I currently work as a Student Development and Support Practitioner at the Directorate of Student Development and Support at TUT. I am also the Programme Manager for the Life Skills programmes at TUT. My day to day schedule involves lecturing and programme management. I am also involved in study counselling facilitating workshops where it is required.

SANRC: *Are you comfortable with the term 'Emerging Scholar'? Do you think that it adequately describes the stage of life that you are in right now?*

MN: I guess I see myself as always emerging and ever-evolving. Many different things change my perspective about my work and how I can be more effective in what I do. I love the concept of continuous professional development. Since I joined TUT I don't think a year has gone by when I haven't been involved in training of some kind or attended a developmental workshop. I see that as my way of staying relevant to the work I do and the students I serve. I definitely know that I will never know enough but I like to constantly be curious and so if an emerging scholar is what that makes me – I embrace that. If anything, it makes me still sound young...therefore I love that!

SANRC: *Who or what inspired you to follow this career path? How did you come to develop an interest in this field?*

MN: Without sounding clichéd, I was inspired by my own passion and my own interest to be of service. I love working with students. I love facilitating. I love teaching. I love education. So at some stage in my life, I was blessed to have the opportunity to pause and discover what excites me and I guess that is just a culmination of who I believe I am as a person. It also speaks to the legacy I want to leave behind. I believe we are all called to service in a multitude of ways. For me, serving students through education is my passion and chosen career path.

SANRC: *Do you have a mentor or someone who is encouraging you to fulfil your career aspirations? If so, please tell us something about your mentor. If not, tell us about who you would like to play the role of your mentor, in order to help you drive your work goals.*

MN: So many people in so many ways. I have been mentored, matured and coached by fantastic people from the very first day I started studying towards my Bachelor's degree (and probably even before that). One of the reasons I believe I love coming to work every day is because I have colleagues who have become mentors and friends to me and who constantly push me to give my best. When I'm outside of the office, I'm equally mentored by a fantastic support network.

SANRC: *What are your plans to further develop yourself in this field? For example, would you like to write and publish? What are your long and short-term goals?*

MN: I really want to thoroughly dive into research as an immediate goal. I believe this is so important for my personal and professional development. I have struggled

to incorporate research into my day to day work so I really want to be intentional in prioritizing this from now on. I know it will make me more effective and more in love with what I do! In the long term I definitely hope to be able to publish papers, continue to present at conferences, complete my PhD, supervise and of course, continue to love my work.

SANRC: *Please name a favourite text or scholar that you often use, in the course of your work. Which scholar or theorist inspires you?*

MN: In no particular order or context – Gibran, Kolb, Dewey, Coelho and so many more.

SANRC: *Tell us what your daily routine at TUT is like, i.e. what do you do on an average day?*

MN: An average BEST day for me is coming into the office by 6 to 6.30 when it's still wonderfully quiet. First thing: I enjoy a cup of coffee. Then I sit at my desk and plan for the day. I'm most creative in the mornings so I love to create at this time – plan my lessons, write reports or work on statistics, other administrative things etc. I teach most days of the week which is when I'm most excited to work. I love my students. I love even more that I get to teach a subject like Life skills that allows me to find ways to keep 20-somethings engaged and having fun. I love laughing with my students, learning and growing with them, and when I walk out of a classroom I feel like "Oh yes, that was fun! Nothing average about that."

SANRC: *At times higher education in South Africa can be a very stressful environment (e.g. protest action). How do you cope with stressful events at work?*

MN: Coffee at work, wine at home! (Laughs). I'm very lucky to work with people that I can easily laugh with, debrief with, complain with, plan with and improve with. That is such a huge stress reliever for me. I never feel I have to take on any work-related issues alone. If I'm at home, I'm equally supported by a wonderful husband

who never fails to ask me every day "how was your day". Then there is my baby girl whose childlike perspective on life reminds me to also find my inner child and not take life so seriously.

SANRC: *Would you recommend that more can be done to help young researchers find their particular 'voice'? If so, what would you recommend?*

MN: Yes, yes and yes! I consider myself a 'young' researcher. Not in age but more in terms of what I have and have not yet achieved. I wish there were more spaces in my work environment that allowed for us 'shyer' researchers to find our voices. Research can be incredibly daunting and not everyone works at the same pace or in the same way. There can be more opportunities for people to be accommodated in terms of their way of learning and then more continuous motivators to keep us going over the long-term. The inspiring thing I see is that more and more young people are getting their PhD's. Finding a way to balance all my life balls, now that is something I am trying to get better at every day.

SANRC: *Tell us something about the real Mimi. What are your hobbies? What is your favourite way to spend the weekend?*

MN: My favourite thing to do is anything with my family. They keep me busy enough to not really have time for much else, but I love that. I also really just love to laugh. I love being around people that make me laugh from my deepest core. My family do that for me. I love my job. I truly love waking up to what I do. I feel blessed every single day that I get to go somewhere I love and do what I love to do. I love, love, love my alone time. I'm borderline reclusive although not many people would believe that, so to come home to my own space is reviving for me. Music is also on my list of favourite things to drown in. Weekends are often spent in varying degrees of family, friends, alone time, music....and wine of course (smiles).



GETTING TO KNOW...

CELINE MEYERS

Ms Celine Meyers currently works as a research assistant at the SANRC. We really value Celine for her commitment to the SANRC.

Celine was born and raised in Port Elizabeth. With her ready smile, she embodies some of the reasons why Port Elizabeth is called South Africa's 'Friendly City'. If you have encountered Celine at any SANRC event, you will have no doubt have noticed the friendliness and helpful manner which makes Celine so highly valued to us.

Family is important to Celine. She takes the responsibility of being the eldest in the family very seriously. She has two younger siblings, Felisca and Candice, both of whom look up to their elder sister and hope to follow her example. She is a first-generation student, hence her drive to achieve academically and make her family proud of her. She holds a strong work ethic at her young age, something which made her instantly compatible with the SANRC. We are all workhorses...

Celine is an academic-in-the-making. She holds a BA in Psychology and a BA Hons in Sociology (cum laude). Having completed her undergraduate degree at Nelson Mandela University (NMU), she is currently reading for her Master's Degree in Sociology at the University of Johannesburg (UJ). She hopes to complete her dissertation at the end of 2018 (we wish you good luck, Celine!). She is passionate about her studies and soaks up every bit of information that comes her way which might improve her academic standing. Celine has managed to accumulate some serious academic honours during her time at UJ (she currently sits on the dean's list in UJ's Faculty of Humanities, best Research Prize in 2016 and she has received merit awards from UJ as well as scholarship awards from the National Research

Foundation). However, it's unlikely you will find Celine speaking openly about her academic achievements.

Celine's research interests are focused on the higher education sector. Her MA dissertation is about '*online communication integration in higher education*'. She says she is intrigued by the transformation of the process of educational learning through technological advancements. Since joining the SANRC, she has grown to appreciate the FYE field for the potential it offers to transform the educational outcomes of students. Under the guidance of the SANRC Director, Dr Annsilla Nyar, she has been working hard at familiarising herself with FYE literature and the big debates in the field. Having immersed herself in the SANRC's research agenda, she has now discovered a love for the FYE field and hopes to continue her research interests in this field (FYI, we would be thrilled if you did that, Celine!). She acknowledges, she is a work in progress with plenty more to learn. She is definitely not afraid of hard work and exposing herself to new opportunities for self-advancement.

Having moved from Port Elizabeth in 2016, Celine is still new to Johannesburg. It is not easy to adapt to a new city, particularly so as a young person without an established support system. She acknowledges that she had a rocky start in Johannesburg, given how different the city is from Port Elizabeth. However, despite the initial difficult transition, she has now managed to make a home of the City of Gold. Trips home ease her nostalgia for her family and home in Port Elizabeth. Her family also regularly visits her. She spends her free time browsing through bookstores as well as enjoying Johannesburg's beautiful green spaces. Celine says: "*In a perfect world, I just want to listen to music and drive on an open road*".



A Day in the Life of Dr Jennifer Keup

and then we say our goodbyes and my older son drives them and their friends to school.

Dr. Jennifer Keup, Director of the National Resource Center for The First-Year Experience and Students in Transition, is the archetypal 'superwoman'. As a higher education leader and prolific FYE scholar, she is constantly on the go and having to combine her job with motherhood and family responsibilities. She keeps up the balancing act with grace and actually makes it all look so easy!

We were excited when Jennifer agreed to tell us about what constitutes a typical day in her life. We were also happy just to learn a little more about her and what makes her tick. Apart from her directorship of the National Resource Centre, she is also an affiliated faculty member in the Department of Educational Leadership and Policies in the College of Education at the University of South Carolina. She is a graduate of University of California, Los Angeles (UCLA) where she earned her B.A. in Psychology and her M.A. and Ph.D. in Higher Education and Organizational Change. FYI: We will soon be seeing more of Jennifer in South Africa, and we look forward to it!

6:30: My alarm is usually set between 6:00 and 6:30. My first task of the day is to get our (now) six-month old puppy out of her kennel, take her outside, and feed her. Her excitement is a wonderful way to start the day. As my coffee brews, I usually have time to do a few household chores and check in on friends and family across the globe with a quick look at social media.

7:00: I check in on my teenage sons, Aidan and Shane, to make sure that they are awake and getting ready for school (12th and 9th grades). After I prepare lunches for all of us, I shower and get ready for my day. When I am done, the boys are about ready to leave the house. There are often a few last-minute requests or updates from them

8:00-8:30/9:00: In an effort toward healthy living and greater mindfulness, I try to use this time alone at the beginning of the day to prepare and eat a healthy breakfast and then for some type of centering activity. I journal, create lists, or meditate. I find that investing even 5 minutes in this way is so helpful to my frame of mind. I live only about ten minutes from campus, so my commute to work is short and I am able to arrive between 8:30 and 9:00 each day.

8:30/9:00-10:00: I try to devote the first stretch of my day to administrative activities. I check my mailbox and address items that need my attention. I check email and peruse a handful of daily updates from news sources and higher education media outlets to be aware of the headlines as they relate to the Centre's work and strategic priorities. I find that tackling more logistical tasks in the morning is highly efficient, creates a lot of momentum for the day, and contains these demands rather than them taking over my day.

10:00-16:00: One of the things that I enjoy most about my work is the diversity of activities in which I engage. Therefore, there truly is no "typical" day. Some administrative activities may stretch well beyond a simple morning check in and I set aside time about once a week for budget and accounting work, reporting, strategic planning, and other tasks related to organizational management. My days often include meetings, either one-on-one or in a group, with members of the Centre's Leadership Team, which is comprised of the four Assistant Directors who oversee each of the Centre's areas of activity: Publications; Conferences & Continuing Education; Research, Grants, and Assessment; and Administration and Resource Development. We may be planning the next big event, discussing the launch of one of the Centre's national or international surveys,

preparing for the release of a new publication, or planning for a marketing, public relations, or social media campaign. I try to schedule most of my regular meetings on Tuesdays and Thursdays.

I also have the good fortune of collaborating with colleagues, campuses, and other higher education organizations all over the country and across the globe. For instance, the Center is currently engaged in a solutions network with five other higher education associations and organizations to provide thought leadership and technical assistance to institutions to support academic advising practices. In another example, I am currently working with the Centre's staff and International Advisory Board to develop conference programming of significance to international members of our network for the 2019 and 2020 Annual Conferences on The First-Year Experience. Another regular part of my collaborative work involves conference presentations, campus workshops, external evaluations, and service on boards. These activities often require travel and time away from the office as well as preparation and follow-up at my desk. Additionally, the Center hosts visitors with a variety of interests around FYE&SIT scholarship and best practice and I am pleased to be involved in these visits and work with these higher education colleagues.

Finally, my work allows me to engage in scholarly activities, often in connection with the Centre's research agenda, including data coding and analysis and writing research results for different audiences. I truly enjoy this work and feel lucky to have frequent opportunities to write book chapters, newsletter pieces, scholarly articles, and reviews in addition to preparing presentations for conferences and convening's for both scholars and practitioners in our field. I try to block time in my schedule on Wednesdays for research and writing.

12:30-13:15: In another attempt toward mindfulness, health, and work-life balance, I eat lunch every day. My schedule is full, so I try to use lunch meetings as a way to multi-task. However, I often eat lunch at my desk while

working. I have recently made the commitment that if I eat at my desk, I also make time to go for at least a short walk on campus to give my mind and body a break from being at a computer all day and to be among students and campus colleagues.

16:00-17:30: I try to avoid scheduling meetings at the end of my day so I have time to respond to emails, requests, or important issues that have come up during the day. This allows me to leave the office without feeling like things are hanging over my head. As a last step to my work day, I try to tidy my desk and make a "to do" list for the following day.

17:30-19:30: My favourite time to exercise is between leaving the office and returning home. It allows me to decompress and truly be "present" when I am with my children. About 5 times a week, I go for a swim at the university recreation centre, run in my neighbourhood, or attend a yoga class. Both of my sons play baseball. So, my time after work often includes going to their games to support them and their teams.

19:30: When the boys' sport schedules allow for it, we eat together at around 19:30. I enjoy cooking and teenage boys like eating. So dinner is a great way for me to connect with my kids.

20:30-23:00: My evenings usually include spending time with the boys, household tasks and chores, errands, tending to our puppy, and occasionally connecting with friends. If I was unable to exercise before, I try to squeeze in a run before bed. I love to read and have one fiction and one non-fiction book in my rotation at all times, although I don't have time to make as much progress as I would like. I try to not work too much when I am home with my sons but I do check email occasionally throughout the evening. Although our name is the National Resource Center, we are international in our work and there is always something exciting happening in our world!

ON THE HORIZON...

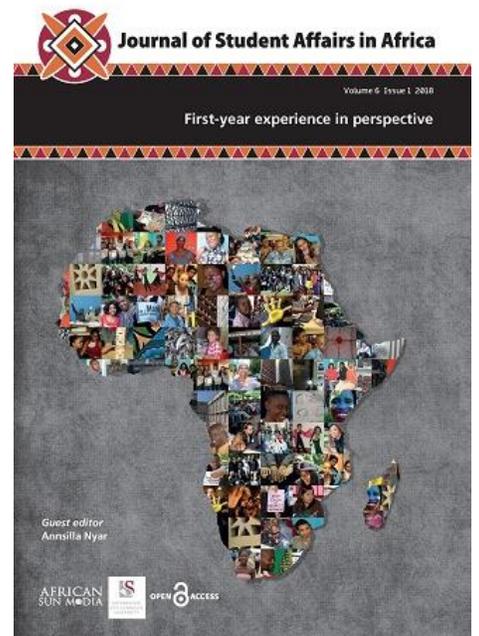


01 - 31 MAY
2019

SOUTH AFRICAN
NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

NATIONAL FYE MONTH

You will be hearing more about National FYE Month in 2019. National FYE Month will take place from 01 to 31 May 2019, and culminates in the hosting of the annual SANRC FYE Conference 2019. Your participation will make National FYE Month a success.



SANRC SPECIAL EDITION OF JSAA

This is our second guest-edited special edition of *Journal of Student Affairs in Africa (JSAA)*. We are proud to be associated with JSAA. These are exciting times as we witness the pool of South African literature on the FYE continuing to grow.

SANRC RESOURCE ROOM

Please feel free to visit the SANRC's Resource Room at B Green 11 on UJ's APB campus. We host a great collection of FYE materials and we make a mean cup of coffee. The Room is open from 10:00-13:00 on weekdays. Remember it's a reference-only Room.

Visit www.sanrc.co.za to access the full Call for Papers.



INTERESTING NEW READINGS

We would like to recommend the following interesting new readings which we have gathered. See below:

Leibowitz, B., Bozalek, B., Garraway, J., Herman, N., Jawitz, J., Muhuro, P., Ndebele, C., Quinn, L., Van Schalkwyk, S., Vorster, J.A., Winberg, C. (2017). Learning to Teach in Higher Education in South Africa. CHE. http://www.che.ac.za/sites/default/files/publications/PUB_HE%20Monitor%2014_20170401.pdf

Nyamupangedengu, E. (2017). Investigating Factors that Impact the Success of Students in a Higher Education Classroom: A Case Study. *Journal of Education*, (68), <http://www.scielo.org.za/pdf/jed/n68/07.pdf>

Ramrathan, L. (2016). Beyond Counting the Numbers: Shifting Higher Education Transformation into Curriculum Spaces. *Transformation in Higher Education*, 1 (1), <https://thejournal.org.za/index.php/thejournal/article/view/6/28>

Scott, I. (2018). Designing the South African Higher Education System for Student Success. *Journal of Student Affairs in Africa*, 6 (1), <http://www.jsaa.ac.za/index.php/jsaa/article/view/3062>



This newsletter was produced by the SANRC Team: Annsilla Nyar, Lebo Mosebua, Thapelo Cindi and Celine Meyers.

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