



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Implementing the New Generation of Academics Programme (nGAP)

National Research and Innovation Dialogue

8 April 2016



"STAFFING SOUTH AFRICA'S UNIVERSITIES" FRAMEWORK

Why the Staffing South Africa's Universities Framework (SSAUF) and the nGAP?

SIZE

- Unequal and/or unfavourable staff : student ratios
- Difficulty in recruiting staff, amplified in some disciplines

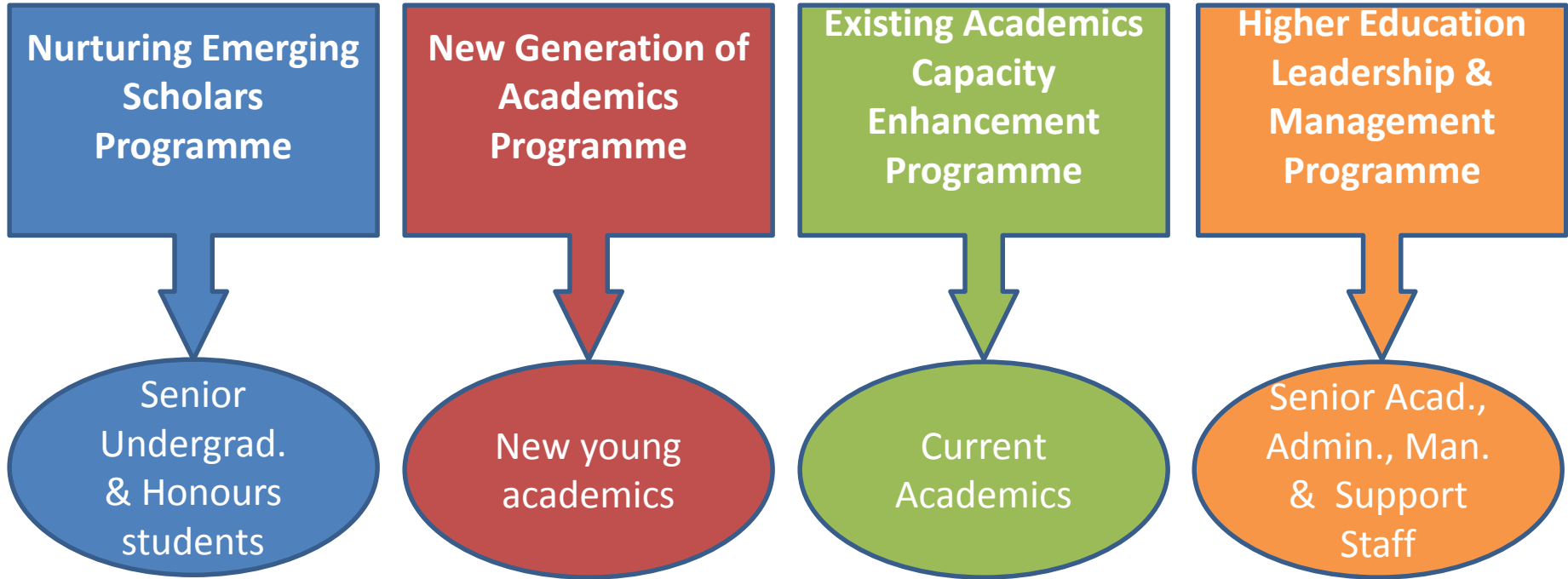
SHAPE

- Inequality of representation amongst existing staff
- An ageing academic staff cohort

SUBSTANCE

- A higher education system of variable quality
- Low throughput rates
- An inadequate postgraduate pipeline
- Qualifications and expertise of existing staff

'STAFFING SOUTH AFRICA'S UNIVERSITIES' FRAMEWORK (SSAUF)



Supplementary Staff Programme

Will enable universities to recruit, in a temporary capacity, people with specific skills to support the implementation of other SSAUF programmes, for example retired academics, experts in industry, professionals and contracted academics from other countries

SSAUF Development Programme

Cuts across the core programmes and supports teaching and research development needs in each programme.

The nGAP process

- Universities are invited to apply for nGAP posts on the grounds of equity (transformation), need and sustainability
- These are permanent academic posts that involve a comprehensive induction and development programme designed to maximise retention and success for the nGAP post holders
- The review group, managed by the Department of Higher Education and Training (DHET), makes final decisions on which posts to allocate and where noting that the posts are externally advertised
- nGAP applicants are selected by the universities at which they will work – DHET has observer status
- nGAP posts are funded on a sliding scale over six years, with universities bearing full costs from the 7th year

The nGAP Programme

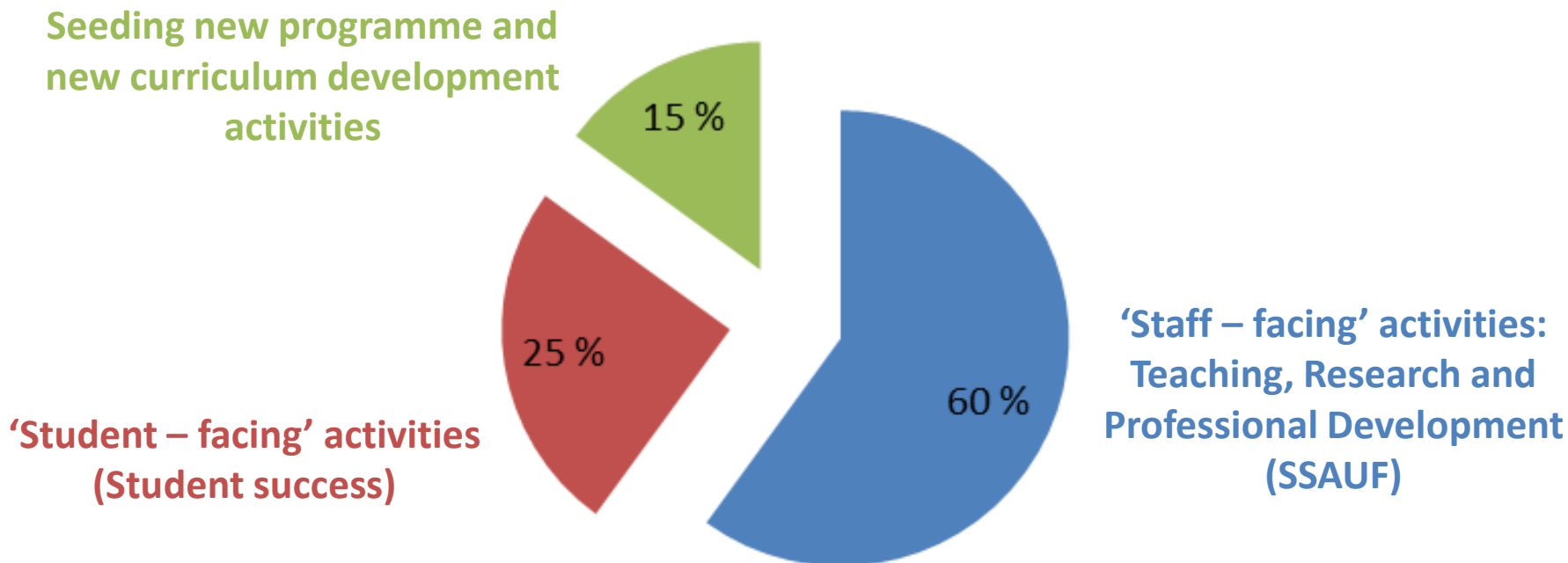
	Phase 1 Development Programme			Phase 2 Induction and early career development		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Employment	√ [reduced workload]	√ [reduced workload]	√ [reduced workload]	√ [increasing workload]	√ [full workload]	√ [full workload]
M/PhD/Post Doc study	√	√	√	Possibly still completing		
Mentoring	√	√	√	√		
Courses on research & teaching development	√	√	√	√	√	√
International mobility	The intention is to support one international mobility opportunity					
Infrastructure & equipment	Contributions towards office, equipment, research operational costs)					

Lessons learnt so far...

- Programme proving to be a viable mechanism to attract staff?
- Some challenges meeting the salary expectations of recruits in high-demand areas.
- Multiple role-players: High communication demand, need a web-based management system.
- Need for dedicated HR capacity at universities and DHET
- Underestimate the complexity of the development programme. Need collaboration and partnerships to set this up.
- Need to understand what a suitable scale for the programme is in the current economic climate.
- Significant ring-fenced funding needed to take the programme to scale.

A NEW APPROACH TO FUNDING STUDENT, STAFF AND PROGRAMME DEVELOPMENT

The University Development Grant



- + new MTEF Bids
- + NSF and SETA Contributions
- +partnership with the National Research Foundation
- +partnerships with other local and international organizations



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Thank You

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