

The Association Liaison Office for University Cooperation in Development
Promoting Higher Education Partnership for Global Development

Institutional Partnerships Program
Semi-Annual Progress Report
April 30, 2005

Partnership Title: ALO Leadership Development at the University of the Western Cape

Development Field/ Sector: Higher Education Leadership and Administrative Transformation

Lead U.S. Institution: University of Missouri

Host Country: South Africa

Lead Host Country Partner Institution: University of the Western Cape, South Africa

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Period Covered by Report: October 1, 2004 – April 31, 2005

QUALITATIVE ANALYSIS

1. In one or two sentences, state the overall objective of this higher education partnership and its intended development results.

The purpose of this mutually beneficial project between the University of the Western Cape (UWC) and the University of Missouri (UM) is to build capacity in academic leadership and nursing education at UWC in Cape Town, South Africa by 1) developing an academic leadership program at UWC and 2) revising and restructuring UWC's nursing curriculum to accommodate the needs of 21st century nursing students in South Africa.

2. In approximately 200 words describe the development issue the partnership addresses and the most noteworthy development outcomes that have occurred during the reporting period, whether intended or unintended, and their significance.

This cooperative project has two branches: development of faculty leadership at UWC and enhancement of the nursing program at UWC. Project A concerns the development of an academic leadership program for professors who will serve in new leadership roles. Project B concerns restructuring of the existing school of nursing so that it can meet the challenges presented by the new leadership role UWC will play in a new province wide nursing education consortium.

Project A: Leadership

A Leadership Development Program was designed in year one and implemented in February 2005. Fourteen UWC professors were selected to receive academic leadership training. Following a 4-day facilitated session UWC leadership trainees continue to hold a monthly forum on management issues. An early outcome of the Leadership Development Program was a peer mentoring project created to increase the number of scientific publications by women faculty.

Project B: Nursing

The enhanced Bachelor of Nursing degree program is up and running with 344 students enrolled. The program boasts a new collaboration between UWC (historically a Black University), Stellenbosch University (historically Afrikaner), and the University of Cape Town (historically British). This unprecedented partnership, referred to as the Cape Higher Education Consortium (CHEC), brings together students from diverse backgrounds and has created partnerships between faculty of the Universities.

A cooperative Master Degree in Nursing between UWC and UM has been designed and is in the final stages of approval by the South African Nursing Council. The target date for the first Master Level student enrollment is January, 2006.

Based upon the evidence provided by objectives already achieved as described in this report, it is clear that the ALO project is fully operational and is ahead of schedule in meeting its stated objectives.

3. What activities have the partner institutions undertaken during this reporting period to achieve the stated partnership objectives and development outcomes?

Project Activities: Year One, Quarters Three and Four

An overview of program activity from October 2004 through April 2005 is as follows:

October 11-20, 2004 - Jan Persens, Tyrone Pretorius and Anita Maurtin-Cairncross of UWC traveled to Missouri to finalize plans for implementation of the UWC academic leadership program. In addition, Professor Persens consulted with Professor Libbus to finalize plans for the next 6 months on the nursing component of the project. Professor Persens met with Dr. Turner to finalize the ALO project report which was submitted on October 31, 2004 and they reviewed the overall project operation plans for the next six months. All project staff also met with the ALO project evaluator, Dr. Tanya Whitehead.

October 31, 2004 – The following Mid-year evaluation reports to ALO covering period April 2004 – September 2004 were submitted: Fiscal year-end Progress Report covering new activities April 1, 2004 – September 30, 2004; Quarterly Cost Share Report (OSPA); Quarterly Financial Expenditure Report (OSPA); Interim Foreign Tax Report covering April 1 – October 31, 2004 (OSPA)

November, 2004- -The UWC leadership Project A team developed a communication and operational plan, including: schedule and budget for implementation of the UWC Academic Leadership Program in February 2005. These plans included communication with UWC deans and department chairs, creation of a UWC leadership program advisory committee, protocols for selection and recruitment of initial leadership program participants at UWC, arrangements for launch of the program with the initial program participants, plans for on-going contact among the participants and program coordinators and selected consultant and advisers, detailed analysis of participant leadership styles, strengths, individual and group consultation to enhance leadership skills, identification of consultants to engage in 2005 leadership program implementation at UWC, development of supplemental funding to augment ALO funded activities in 2005 and beyond.

November, 2004- The UWC nursing Project B team responded to the preliminary report of the UM faculty which identified strengths, challenges and potential areas of collaboration in the three areas of 1) teaching, 2) research, and 3) academic faculty development. After the UWC Project B team leader, Thembisile Khanyile, worked directly with UM colleagues in Missouri in November 2004 action plans with timelines were in place. During this time plans for a new Masters in Nursing Education program were reviewed and refined by the cross-university Project B team, with the first date for enrollment of a pilot group of 10 Master Level students projected to be January 2006.

January 31, 2005 – The following reports to ALO were submitted: Quarterly Cost Share Report (OSPA), and Quarterly Financial Expenditure Report (OSPA)

January 2005- The evaluator, Dr. Tanya Whitehead, met with all project leaders from both UWC and UM to collect information on project development.

February 1 – 10, 2005 - Session 1 of the new UWC Leadership Development Program was implemented.

March, 2005- A Monthly Leadership Forum for UWC Leadership Development Program trainees was instituted. A Quarterly Workshop with presenters was instituted at UWC by academics.

March, 2005- A Peer Mentoring project for faculty women trainees in the Leadership Development Program was initiated to increase the number of scientific publications among faculty women.

April, 2005- The evaluator, Dr. Tanya Whitehead, reviewed records and conducted interviews with all project leaders in both universities and the Interim Report was submitted to US AID.

Details on progress of both projects over this six month period are as follows:

Project A: Developing an Academic Leadership Program at UWC

Project Leaders: Dr. Anita Maurtin-Cairncross (UWC) and Dr. Lora Lacey- (UM)

GOAL OF PROJECT A: Developing an academic leadership program at UWC

Objective 1a: Establishment of an academic leadership program as an ongoing institutional effort to improve operating processes and systems and to support academic leadership development.

Objective 2a: An increase in the capacity and capability of faculty interested in academic administration, departmental chair and other leadership opportunities.

Overview

UWC faculty Dr. Anita Maurtin-Cairncross, Professor Jan Persens and Professor Tyrone Pretorius met at the UM campus in Kansas City with UM faculty Dr. Lora Lacey- and Dr. Ron Turner to finalize the plans for the Academic Leadership Program (LDP) at UWC. Dr. Rob Williams was in attendance as a consultant for development of the Academic Leadership Development program to be held in February 2005 at UWC. During this work session, the representatives from UWC determined that they would like to make slight modifications in the UM LDP which was used as the model and have Dr. Rob Williams serve as the facilitator for the initial session.

A time line was developed to allow for the initial session to be moved from July 05 to Feb 05 so that the program would better align with UWC's academic calendar. The revised timeline called for the initial session to be implemented in February 2005 with the remainder of the program to be implemented throughout the 2005 calendar year.

A synopsis of the Leadership Development Program (LDP) at UWC is as follows:

1. Identification of no more than 10 - 15 participants who are academic faculty in leadership positions at UWC.
2. Implementation of 360 degree leadership style evaluation for each LDP participant that included the following: a self evaluation, evaluation of participant by both their superior and from a person who reports to them, and by two peers.
3. A facilitated 3 to 5 day interactive and hands-on session using case studies and simulations to discuss real issues academic leaders face. Individual and group work to assess individual leadership styles, work with other department chairs/faculty to solve actual problems, develop an informal network of expertise, enhance personal leadership skills and work with other emerging leaders at UWC.
4. Creation of a system for quarterly workshop sessions at UWC throughout the year for Leadership Development Program follow-up sessions to concentrate on topics of interest to the group.
5. Monthly informal "Brown Bag" lunch meetings at UWC at which Leadership Development Program participants may meet to discuss common concerns/issues, upcoming campus initiatives and share ideas and advice.

Project B: UWC Visit to University of Missouri School of Nursing in Kansas City;
Project Leaders: Thembisile Khanyile, R.N., Ph.D. (UWC) and Dr. Kay Libbus (UM)

GOAL OF PROJECT B: Revising and restructuring UWC's nursing curriculum to accommodate needs of 21st Century nursing students in South Africa

Objective 1b: Development of an *Academic Learning Program* to assist underachieving students

Objective 2b: Development of appropriate teaching and learning materials for nursing education at UWC

Objective 3b: Revise UWC nursing course syllabi and program, plan outlines and develop report on teaching methodologies and technologies based on analysis of UWC's nursing program

Overview

UWC Professor Thembisile Khanyile, R.N., Ph.D. traveled to all three Nursing School partner locations at the University of Missouri (St. Louis, Kansas City, and Columbia) from Monday, Nov 29 to Wed, Dec 1, 2004 to meet with nursing faculty. Details of the meetings are shown in Appendix A, B, and C.

Meeting outcomes were as follows:

1. Consolidation of proposed areas of nursing school collaboration, development of timelines and partnerships
2. Advice received from UM on the plan for the Masters in Nursing program at UWC
3. UWC presented questions about teaching and assessment models utilized by Missouri faculty. UWC academics then adapted similar strategies for use at UWC
4. A Cape Higher Education Consortium (CHEC) Platform monitoring and evaluation plan was created for the restructured nursing education program serving students from three universities in the western cape at the behest of the South African government.
5. A proposal to obtain clinical skills laboratory equipment for the Groote Schuur and Tygerberg community nursing sites for UWC clinical nursing experiences was developed
6. Plans were set in place for a new undergraduate nursing student exchange between UWC and UM. Decision was made for UMKC School of Nursing to take leadership role in this multi-site effort.
7. A restructure plan of the nursing program was submitted to UWC CHS Faculty for internal approval and submission to senate, and to the South African Nursing Council for approval
8. By the end of April 2005 a proposal will be developed by UWC for acquiring additional educational and computer resources.

4. How have the activities benefited (or will they ultimately benefit) the U.S. institution? How have they benefited the community surrounding the U.S. institution?

The UWC/ UM partnership has had direct impact on the education of students at the UM system. 30 UM students have benefited from having professors from UWC speak in classes, 6 statistics students gained experience in working on data collection tools, 1 statistics student participated in the interviews and data entry, and 8 UM students

benefited from participating directly with the project by traveling to South Africa, as shown in Question 15.



Figure 1: UM Statistics Students Prepare materials for the US AID Evaluation



Figure 2: UM statistics student, Cheryl Phelps, serves as research assistant shown here in the UWC International Relations library working on the ALO project in South Africa.

5. Describe the extent and nature of engagement of other collaborating U.S. institutions in partnership activities during this reporting period.

UM students raised funds from US businesses, churches and individuals to pay for their travel to South Africa. Between January 2005 and April 2005 they raised \$27,000 by holding book sales, a benefit dance, and giving talks at businesses.

6. How have these activities contributed to (or do you anticipate they will contribute to) development in the host country?

- There is now an historic collaboration of the schools of nursing among all three universities in Cape Town that have traditionally served segregated populations. The South African Ministry of Higher Education has assigned to the University of the Western Cape the leadership role in nursing education. Therefore, this project has designed a collaboration between an historically English medium institution (University of Cape Town), an historically Afrikaans medium institution (University of Stellenbosch) and an historically Black institution (University of

the Western Cape) in which all nursing students will be educated together, with the first two years of training occurring at the University of the Western Cape.

- The reality is that nursing in South Africa will still require substantial financial and human resource inputs funded by the State. This was illustrated by a recent report (see Appendix E) on a study in which it was demonstrated that “nursing at clinics countrywide is in such crisis that staff are buckling under a nurse: patient ratio of 1: 90 instead of 1:35, and as a consequence nurses face severe personal health risks.”
- The concentrated effort by this project on the development of leadership among academics at UWC will have an impact on the whole tertiary education sector where presently the severe shortage of leadership is experienced.



Figure 3: UWC Nursing Clinical Training at UWC. Students watch and take notes as one student carries out the Professors instructions on a mechanical patient.



Figure 4: Students attend a UWC Nursing Lecture at the bedside of a mechanical patient

7. Describe the extent and nature of engagement of other collaborating host country institutions in partnership activities during this reporting period.

- Funding from an outside source for the Academic Leadership Program at Bell Rosen from Tertiary Education Linkages Program (TELP).
- The University of Cape Town accommodates 5 of UWC's female researchers in their research development program.

8. How has your partnership strengthened the host country higher education institution during this reporting period?

Project A: Academic Leadership Development

- Faculty at UWC are networking with UM faculty partners to enhance research, teaching, and leadership skills.
- Use of the UM model for leadership development among UM faculty was adapted to the training needs at UWC and implemented for 14 new leaders at the level of chair or head of department.
- About 20% of UWC faculty have accepted the opportunity to take part in the new Leadership Development Program supported by US AID in year one, and will have had their leadership capacity developed through participation in the year-long project.
- UWC Academic Leadership Development participants report that they feel connected to each other as colleagues in a new way, and that their ability to

provide high quality leadership to their departments has been enhanced by participation in the training.

- 80% of the women enrolled in the Leadership Development Program have joined a support group to increase publications among women faculty at UWC. The group meets for 2-3 hours every second week, and works on enhancing the writing skills of participants. The goal is for each professor to publish a paper in the coming year.

Project B: Nursing Program Development

- The Master in Nursing program at UWC developed in partnership with UM with US AID support has been approved by Senate and is now under review by the South African Department of Education. It is slated to begin operation with a pilot group of 10 students in January 2006.
- In the first term of the consolidated nursing program in the Western Cape (CHEC consortium in nursing education) 360 students were enrolled. At the second term the pass-rate for these non-traditional students was 96%. 100% of the 44 students who did not pass the courses on the first try re-enrolled in the same program in year two. There are currently 344 first year students enrolled in the CHEC consortium, and 300 second year students enrolled.
- There are already inquiries from student applicants for the January enrollment in the new master level School of Nursing program at UWC.

9. Has your partnership informed policy at the institutional, community or national levels in the host country through policy relevant research consultations, analysis, advice and/ or direct assistance? (e.g., helped increase the enrollment or participation of underserved students, adopted a policy of services to the community etc.) If yes, fully describe.

- The School of Nursing at the University of Western Cape is working to modernize the clinical nursing requirements for nursing students through the South African Nursing Council (SANC). In the past SANC has required the clinical placements of students to be at bedside in hospitals. The provincial and national need for nurses is not met by this protocol. Instead, there is a need for nurses to serve as the backbone and the major provider of Primary Health Care in poor communities. This issue of service to the community is being addressed through this project.
- Due to the historically underserved of disadvantaged Black South Africans by the educational and higher educational programs, the University of the Western Cape has allowed entry to students -even those with poor entry preparation- and has established methodology to prepare students with a disadvantaged start to succeed in college level work within the first year or so of entry to college.

- A new service learning project component has been developed and implemented. In this project students from the UM system and the UWC system will work together in community service in the most underserved communities in the Cape Town area. The first 8 students to participate arrived in Cape Town in April 2005.
- The partnership is crafting a new model of Nursing Education for the country across all levels of nursing training. All over the country people are watching to see how this model will work in South Africa.

10. Has your partnership conducted collaborative research during this reporting period to address a development problem in the host country? If yes, fully describe.

- UWC professor Thembisile Khanyile, R.N., Ph.D. and UM professor Kay Libbus, R.N., Ph.D. are collaborating on a project to evaluate the impact of HIV/ AIDS training programs offered by selected organizations in the Western Cape, South Africa. This project will involve three master level students who will focus on different areas of HIV/ AIDS training programs. One will look at Non Government Organizations (non-profits), another will study Governmental training, and the third will study Faith-Based Organization projects.
- UWC professor Cheryl Nikodem with UM partners are engaged in a randomized clinical trial on two drugs vs. a control drug on babies exposed to HIV and to treat pneumonia. Funded by Discovery Labs, Medical Research Council, UMSAEP funding. Total funding is over R1,000,000:00. This project will change international practice of treating PCP, additionally two post graduate students will do their thesis on this study: a Doctoral Nursing Student will earn her doctorate and a Master Level student will do the cost-benefit ratio study.
- UWC post graduate student Felicity Daniels is doing her dissertation research under the guidance of Dr. Kay Libbus of UM on the outcomes of the Master Level Nursing program to begin in January 2005.

11. Has your partnership adapted curricula or introduced methods of instruction relevant to host country development needs during this reporting period? If yes, fully describe.

Project A: Academic Leadership Development

- The UM model of higher education leadership development has been adapted to the needs and interests of the University of the Western Cape for the development of the leadership capacity of 20% of the current faculty leaders in year one of the training program.

Project B: Nursing Education

- UWC nursing leaders have adopted the use of multiple choice questionnaires. Through a process of research and development, multiple choice exams have been

added to the UWC array of assessment tools for undergraduate nurses, replacing some of the term paper and essay style assessment tools that were previously the only assessment tools in use.

12. Has your partnership undertaken activities to equip individuals for participation in the host country's workforce? If yes, are some of these efforts targeted to underserved or disadvantaged groups? Please fully describe.

- In the first half of year one of the program 360 new nursing students were enrolled in 2004. The pass rate was 96%. Of the students who did not pass, 100% re-enrolled in the nursing education program in 2005.
- In the second half of year one of the program 300 new nursing students were enrolled in January 2005.

13. Has your partnership been involved in community outreach activities in the host country during this reporting period? If yes, fully describe.

A Mental Health Day was held by Student Outreach office of the School of Nursing at UWC on October 8, 2004. Partners were the Special Olympics, Lentgeur Hospital, Molenbeen School, Astra School, and the Entech Wheelchair Rugby Club.

There were 200 youth in attendance.



Figure 5: UWC Nursing Students Community Event with community partners

14. Has your partnership been involved in building the host country's trade capacity during this reporting period? If yes, fully describe.

Not Applicable to this project

15. Have there been any synergies, serendipities, or human interest stories for the partnership during this reporting period? If yes, fully describe.

After Professor Jan Persens, ALO project leader from UWC, spoke to a UM community organizing class in the College of Arts and Sciences in Kansas City in fall 2004, students and their Professor began to plan a community service project in South Africa. They raised funds through book sales and a benefit dance, which paid their expenses for a two week community service visit to South Africa in April 2005 with professor Dr. Tanya Whitehead. Their service learning project was to help prepare an orphanage for children with AIDS who lost their parents to AIDS.



Figure 6: UM Class visits South Africa April 2005

Student names: (Back row) Ira Lockhart, III; Brenda Butts, Safa Plenty, Cheryl Phelps, Cathy Thomas, Elden Bookhart, III. (Front row) Thomas Martin, Monique Brooks, Cicely Adams, Katina Williams, Jenna Rhodes.



Figure 7: UM Students (from left: Safa Plenty, Cathy Thomas and Elden Bookhart, III) Raise Funds for their trip to SA



Figure 8: UM Students in South Africa with the Children at the Oceans of Mercy Children’s Village, an AIDS orphanage in Port Elizabeth, South Africa

16. What challenges has your partnership encountered in carrying out its planned activities during this reporting period?

Overall:

During this past quarter our Project Director, Dr. Ron Turner of UM, retired. He has provided leadership from the UM side over an 18 year period to the collaboration efforts between the two universities. While he will be missed, before his retirement Dr. Turner worked closely with the UWC head of project, Dr. Jan Persens and with his UM replacement, Dr. Joel Glassman who will serve as acting project director, to assure a smooth transition. Dr. Glassman’s CV is attached in Appendix D.

Project A: Leadership Development

- The Academic Leadership Development Project will need to find a streamlined method for selecting participants. There are 7 schools, known as Faculties. There is space in the training program for 3 persons from each of the 7 Faculties. It has been decided that to meet the needs of the institution to provide capacity building where it most needed, one of the three must be a woman, and two of the three must be Black. There has been discussion around the issue of the correct level of person to train for leadership given that individuals are not appointed to leadership positions but are elected, and each serves in the role of Chair for only 2 years.
- A White Paper is being developed to address the problems of an elected, rotational leadership that lasts only 2 years. It is thought that senior persons in the department have experienced the difficulty that Heads of Departments have in trying to reconcile their management and academic roles, and therefore they do not seek these leadership positions. However, that leaves only junior faculty to serve in leadership capacities, and they do not garner respect from their more senior colleagues.

- There has been some concern that the personality trait psychometric tool used in the Leadership Development Program is not value free. The administration of the Leadership Development Program has begun to seek a South African version of the 360 degree rating tool given to participants in the program in the effort to reduce cultural bias.

Project B: Nursing Education

- The nursing program continues to seek ways to fund the purchase of library materials, computers, and mechanical clinical tools for use in the new, extended nursing program.
- The nursing program continues to work with the South African Nursing Council (SANC) and the South African Department of Higher Education to modernize requirements and to assure effective collaboration between the universities in the Cape Higher Education Consortium.
- Nursing School administration is concerned about how to maintain educational quality given the great increase in the numbers of students enrolled, and the diversity of the students. This is being closely monitored and discussed.

Outline your partnership's planned activities for the next six months, paying particular attention to achieving stated objectives:

Project A: Leadership Six Month Plan

May 2005 to October 2005

- 1) Implement quarterly Leadership Development workshops: May, August and November. Topics for Quarterly Workshops are:
 - a. Organizational Structure and Committee Structure at UWC
 - b. Appointment versus Election of Heads of Departments
 - c. Code of Conduct and Disciplinary Procedures at UWC
 - d. Financial Management at UWC
 - e. Conflict Resolution training
 - f. Mentoring, team building and the development of synergy within teams and departments
- 2) Monthly ALP Participant Brown Bag Meetings will continue under the leadership of Dr. Anita Maurtin-Cairncross.
- 3) Monthly Writers Workshops for Women in Leadership Positions will continue with a goal of one publication per participant prepared by the end of year one.
- 4) A year-long process evaluation of the new Academic Leadership Program was undertaken with the services of Dr. Tanya Whitehead to obtain multi-model input

from Leadership Development Program planners, administrators and participants. The evaluation will provide information to be used by planners to determine what changes, if any, should be made in the academic leadership training program offered in the coming year. An Interim report will be made in May 2005 and the final report will be made in January 2006.

Project B: Nursing Education Six Month Plan

May 2005 – October 2005

- 1) Another 300 new students will be enrolled in the Cape Higher Education Consortium (CHEC) nursing collaboration at the start of the next term in June 2005.
- 2) Prepare to open a pilot project Master Level in Nursing Education degree granting program in January 2006 with 10 students
- 3) Prepare method by which graduate nursing research projects will be jointly supervised by professors from both UWC and UM.
- 4) Monitor the progress of UWC graduate school of nursing doctoral candidate who is evaluating the nursing education program for her dissertation.
- 5) Monitor the quality of nursing education given the increase in nursing enrollment
- 6) Establish joint research projects and trial studies between the UWC and UM.
- 7) Two higher education administrators in the School of Nursing at UM will come to UWC to strengthen the Mental Health component of the Post Graduate training.
- 8) A student exchange program has been started between UM and UWC. It is expected that 4 students from UM will travel to UWC in 2006 for a 3 week exchange. During their stay they will work on projects directly with the UWC nursing students.
- 9) UWC school of nursing faculty will work toward a shared philosophy of teaching and learning in higher education and increase commitment to the school of nursing mission and vision.
- 10) UWC will establish funding stream for computers, library materials, and other nursing school technology.
- 11) UWC Dr. Normafrench Mbombo will travel to the University of Missouri to establish a research project with UM faculty.
- 12) Professor Thembisile Khanyile will travel to the University of Missouri to work on the research project with Professor Kay Libbus.

13) UWC will continue to aggressively address the challenges identified in the 2004 self evaluation. These are:

- a.** The challenge of working within the South Africa Nursing Council guidelines which focus on a bedside nursing – hospital based clinical placement for students rather than providing clinical training that will meet the provincial and national need for nurses to serve as the backbone and major provider for Primary Health Care.
- b.** That UWC will work aggressively to increase in the number of UWC nursing faculty who have earned advanced degrees.

| | | This period (October 1, 2004- April 31, 2005) | Since beginning of ALO funding |
|--|---|--|--|
| 1. | How many exchanges has the partnership supported for host country participants? | Faculty: 4 Undergrad: Grad Students: Administrators: Others: | Faculty: 8 Undergrad: Grad Students: Administrators: Others: |
| Describe the nature and duration of the exchanges. See Appendices A, B and C | | | |
| 2. | How many exchanges has the partnership supported for U.S. participants? | Faculty: 2 Undergrad: 9 Grad Students: Administrators: Others: | Faculty: 6 Undergrad: 9 Grad Students: Administrators: Others: |
| Describe the nature, location and duration of the exchanges. Reporting Period 1: Project Director, Project A and Project B Coordinators and Evaluator traveled to South Africa. Reporting Period 2: Project A Coordinator and Evaluator traveled to South Africa | | | |
| 3. | How many internships has the partnership supported? | Faculty: Undergrad: 1 Grad Students: Administrators: Others: | Faculty: Undergrad: 1 Grad Students: Administrators: Others: |
| Describe the nature, location and duration of the internships. The evaluator provided an opportunity for a research assistant to assist in data collection and analysis, April 2005. | | | |
| 4. | Approximately how many host country nationals have been trained | Females: Undergrad: 340 | Females: 648 Males:56 |

| | | | |
|---|---|---|--|
| | (formally / informally, short term/ long term) through partnership activities (e.g. degree programs, certificate programs, seminars, workshops, extension days, etc.)? | Males: Undergrad: 26 Females: Faculty: 8 Male Faculty: 6 Total: 380 | Total: 704 |
| 5. | How many times has your partnership consulted/ collaborated with a host country government entity/ organization? | Twice: the School of Nursing at UWC has consulted with South African Ministry of Higher Education and the South African Nursing Council as described in detail above. | |
| 6. | How many times has your partnership participated in host country government sponsored panels and/or any other initiative to inform policy within the host country. | | |
| List and describe the nature of participation in the panels and/or initiatives. | | | |
| <ul style="list-style-type: none"> • Clinical trial of drug intervention for neonatal HIV treatment to reduce morbidity and mortality. • Renewal of nursing education curriculum in which UWC played an essential role in national policy formation • The consortium of three historically academically and culturally diverse universities which now will share the teaching platform for nursing education | | | |
| 7. How many new degree programs has your partnership established? Please indicate the type of degrees (e.g., AAs, Bas, MAs, MSs, PhDs) the fields and describe the programs. | | | |
| UWC and UM have developed a new degree program- a Master of Nursing Education degree to be offered for the first time at the University of the Western Cape. | | | |
| 8. | Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions? | Estimated total dollar amount: R13,000:00 (\$2,000) from TELP for the Academic Leadership Program at Bell Rosen | Estimated total dollar amount: \$29,600 |

| | | | |
|--|--|--|--|
| | | <p>R3,600:00 (\$600) From UWC Skills Development Fund for the psychometric instrument used for the 360 degree leadership evaluation prior to the Leadership Training in February 2005.</p> <p>USD \$27,000 from businesses and churches in USA to fund travel and study for 8 UM students in SA for 2 weeks.</p> | |
|--|--|--|--|

List separately and estimate the dollar amounts.

R13,000:00 (\$2000) for Academic Leadership Program session held at Bell Rosen February 1 – 5, 2005.

R3,600:00 (\$600)
From UWC Skills Development Fund for the instrument used for the 360degree leadership evaluation prior to the Leadership Training in February 2005.

USD \$27,000
UM students held a book sale, a benefit dance, and gave informative talks to raise funds from businesses and churches in the US to fund the travel of 8 students from UM to take part in a service learning project in South Africa April 1 – 16, 2005.

Appendix A

Project B: UWC Visit to University of Missouri School of Nursing in Kansas City:

UWC Professor Thembisile Khanyile, R.N., Ph.D.

Monday, Nov 29 to Wed, Dec 1, 2004

- --meeting with Kit Smith for purpose of general orientation and tour of the School of Nursing
- --attended undergraduate Community Health course with faculty Teri Scott and Susan Bennett and approximately 40 students. Dr. Khanyile observed class project for that day (received topic, researched topic, and created posters all that morning in class) and was very interested in the teaching techniques used for the class session. About one half hour was devoted to open discussion between Dr. Khanyile and the students, with each asking the other about education and nursing in their respective countries.
- --Lunch meeting with Kit Smith to review schedule and objectives for visit at UMKC. Decided to concentrate on undergraduate teaching issues, development of FNP program, and possible research collaboration.
- --meeting with Dean Lora Lacey-Hahn for formal welcome to the School of Nursing. Also discussed the relationship between UMKC and UWC Schools of Nursing and follow-up from Dean Lacey-Hahn's summer trip to South Africa.
- --meeting with UM Associate Dean Thad Wilson for overview of undergraduate and graduate programs
- --attended BSN completion class with faculty member Maithe Enriquez and 6 students. Guest speaker Carlos Poston presented, followed by lively discussion. The purpose of this session was to give Dr. Khanyile an opportunity to see another level of nursing education and different teaching strategies.
- --Meeting with Maria Little at St. Vincent's, a community based center with whom the School of Nursing has several collaborative (both educational and service) projects. Discussion revolved around educational experiences for students, as well as the nurse run adult clinic at the site. Also established an important contact for both Dr. Khanyile and Maria as they discussed Maria's previous, and future, visits to South Africa.
- --meeting with faculty member Anita Skarbek, focusing primarily on the use of academic service learning in undergraduate courses.
- --lunch meeting with Marje Fonza to explore some historical African American sites in KC and to discuss a variety of topics.

- --meeting with Thad Wilson and Melissa Smith to discuss issues involved in the development of a post-graduate primary health program
- --meeting with faculty member Lynn Rasmussen to discuss online clinical programs and courses
- --meeting with faculty members Teri Scott, Susan Bennett, and Jan Rice to discuss undergraduate teaching issues and strategies: test construction, clinical experiences, and evaluation methods
- --tour of nursing skills lab and discussion of lab experiences/strategies with Mary Wieliczka
- --attended small reception with approximately 15 School of Nursing faculty and community partners
- --breakfast meeting with faculty members Maithe Enriquez, Pat Kelly, Lora Lacey-, Peggy Ward-Smith and Jennifer Hunter to discuss research interests and collaboration
- --attended pathophysiology class with faculty member Jan Rice and 42 students. Dr. Khanyile was very interested in the problem based teaching strategy that was used in the class session.
- --attended lunch session with students for open exchange and discussion. About 15 students attended and participated in lively discussion of nursing and nursing education in both the United States and South Africa. There was great interest expressed in developing the opportunity for some kind of student exchange program.
- --Attended SBC presentation to gain knowledge of various distance education technologies and their applications

Appendix B

Project B Detail 2: UWC visit to University of Missouri at Columbia School of Nursing

Visit of UWC Professor Thembisile Khanyile, RN, PhD

December 2 – 7, 2004

- Meeting with Kay Libbus and Rose Porter, RN, PhD Dean, MU Sinclair School of Nursing. The discussion concerned general orientation to the MU School of Nursing and the relationships between the UWC school of nursing and the MU Columbia School of Nursing.
- Tour Tiger Place with Dean Porter and Dr. Rebecca Johnson. Purpose was to acquaint Professor Khanyile with the extent of the MU gerontological nursing program.
- Dinner meeting with Dr. Kay Libbus; joined by Marge Sable, School of Social work and Kristen Metcalf-Wilson, School of Nursing. Purpose: both of these faculty have been to UWC at least once and we were able to discuss collaborations between the UWC school of nursing, UWC school of Public health, and the University of Missouri.
- Meeting with Gina Oliver, RN, Ph.D. at UMC's School of Nursing. The purpose to discuss MS in nursing education; The professors compared the SA and MU programs to begin planning the collaborative program.
- Meeting with Beth Traudes at the UMC technology lab. Purpose: to observe organization of our clinical lab during a teaching session; She was very interested in the practice of peer teaching that she observed during this session; She was also given a set of the books that are used in our clinical laboratory education to take back to UWC.
- Brown bag seminar: Recognition of Prior Learning (RPL) –S455. We had a group of perhaps 25 people who came to this seminar – by far the largest brown bag seminar this semester – there were many questions and much interchange and her talk was excellent.
- Meeting with Vicki Conn, RN, PHD, Dean of Research. Purpose of the meeting: to examine the ways in which the research and scholarship endeavor is run in our school and to discuss methods for facilitating research in her UWC setting. Dr. Khanyile was very enthusiastic about this meeting and was making concrete plans based on the information that she received.
- Dinner with Kay Libbus and Verna Rhodes. One of our retired faculty who has had much experience and a long term commitment to international collaboration

cooked a dinner for all of us. Attendees were: Roxanne McDaniel, the associate dean of students at the SON, Rose Porter, the Dean of the SON, and Sherry Kist, the coordinator of the RN-BSN program were present. Since the RN-BSN program often uses RPL in placing students in their program, the discussion from noon was continued during dinner.

- Picked up by Kay Libbus to go to 9710 seminar with PhD students and faculty. This seminar was for second year PhD students who are doing a research practicum course. The first hour of discussion centered on some specific readings related to nursing as a science and nursing theory. This was a very stimulating conversation, Dr. Khanyile participated and asked to take a set of the readings home with her. Next, faculty and students discussed the upcoming comprehensive examinations to help students learn how to prepare. After this, more faculty and students came and we had a large pot-luck lunch. After lunch, faculty left so students could have a frank discussion about the student view of comps. Dr. Khanyile was very interested in this entire topic since our doctoral programs are much more structured than theirs; She was given quite a bit of material that she asked for about our PhD program.
- Worked on Research Proposal with Kay Libbus. Dr. Khanyile wrote and submitted a proposal for evaluating HIV training programs for lay workers and volunteers; She was funded through the UMSAEP program; We planned specific activities with a time-table.
- Dean Rose Porter took Dr. Khanyile to the Chancellor's Reception. Purpose: To have the opportunity to introduce her to University Officials. She had a wonderful time and was very pleased to have been able to meet the University President and other officials. She also spent a great deal of time talking to Dean Porter.
- Meeting with Connie Brooks, PhD, RN. Purpose: To discuss public health and public health nursing in the U.S. and in South Africa.
- Meeting with Marge Whitman, MS, RN regarding problem based learning – they had a fruitful visit and she was presented with several books on PBL.
- Dr. Ron Turner took Dr. Khanyile to a working lunch. This was a two hour lunch during which they discussed the future of the program and the importance of developing the 2005 plan.
- Meeting with Rose Porter at the request of Dr. Khanyile. She requested this meeting with Dean Porter to discuss some educational leadership issues. She was very pleased with the meeting outcomes.

- Tea meeting with JoAnne Banks-Wallace, RN, PhD. Dr. Banks-Wallace is an African American faculty member in nursing and has been to South Africa – she introduced her to other African American faculty and students on campus.
- Meeting with Roxanne McDaniel, RN, PHD, Associate Dean for Undergraduate and Masters programs , Linda Cupp, director of MU Direct, and Kay Libbus to discuss on-line course delivery for MS in nursing education program. This was an excellent meeting. Meeting outcomes include the development of a name for the program and developed a time-line for program development.
- Dr.s Khanyile and Libbus drafted the 5 point plan for the second year of the nursing ALO collaboration between UWC and UM in Nursing.
- Lunch with Kay Libbus and Cindy Russell. Topics under discussion were the possible areas or research collaboration between her faculty and ours.

Appendix C: UWC visit to UM Schools of Nursing at St. Louis

UWC Visit to University of Missouri St. Louis College of Nursing

Visit of UWC Professor Thembisile Khanyile, RN, PhD

November 22-23, December 8-9

- Met with Dean Lucille Travis, RN, PhD, CRNA, BC and Dr. Kim Stieglitz for welcome, general orientation to College of Nursing, overview of programs, and general relationship with UWC to date.
- Tour of College and introductions with staff and faculty with Kim Stieglitz.
- Met with Dr. Peggy Ellis and Sue Farberman about masters in education program, nurse practitioner programs (family, pediatric, adult, acute care), including implementation and evaluation. Role of problem based learning and advanced nursing practice education discussed. Binders and printed master's program materials were provided.
- Lunch with Kim Stieglitz, Roberta Lee, Sue Farberman with discussion of programs on both campuses and general goals for visit.
- Meeting with Diane Saleska, nursing clinical skills lab coordinator. Demonstration of the "Simulation Man" computer driven practice model; tour of skills laboratory, shared resources of vendors, financial needs.
- Meeting with Chris Tobnick, technology support specialist at College of Nursing. Demonstration of MyGateway blackboard system, course utilization, UM system uses. Discussion of college use of technology.
- Meeting with doctoral faculty (Drs. Hsueh, Bachman, Fish) regarding program, potential collaborations, online availability and capability, areas of interest of faculty in order to serve as outside readers and support PhD students.
- Dr. Khanyile presented her tiered plan for UWC coordinated system of education at sponsored lunch with a number of UMSL faculty and staff in attendance. Also served to support cultural exchange and increase awareness of South Africa and academic system.
- Met with Dr. Jean Nelson, a long time faculty working extensively in undergraduate education using problem based learning. Discussion was lively, including many issues of real-life education and initiation of changing learning styles.
- Meeting with Dr. Joel Glassman, Director, Center for International Studies to discuss visit, experiences in collaboration with UWC and UM. Had discussion of

evaluation of educational programs as changes were implemented. Dr. Glassman followed up with connection to Dr. George McCall to assist with planning.

- On the return visit, the focus was on discussion of research projects. Met with Drs. Donna Taliaferro and Roberta Lee, who are planning a funded visit to UWC in April and May 2005. The visit is intended to be an assessment of research areas and introductions/collaboration with interested UWC faculty.
- Lunch meeting with Stieglitz, Lee, Taliaferro, Jerry Durham focused on evolving primary needs of UWC and potential funding sources.
- Afternoon meeting via polycom with UMC and UMKC and Dr. Khanyile, who provided a synopsis and summary of her visit. All campuses seemed to find this very informative, and appreciative of the work accomplished by all.
- Center for Teaching and Learning Directors Drs. Peggy Cohen and Cheryl Bielema, both who are familiar with the UWC program, met with Khanyile and Stieglitz to discuss strategies for change in major curriculum revisions.
- On the final day, Dr. Khanyile attended an Information technology Workshop with Stieglitz on using Centra and MyGateway for online learning, and significant new innovations. Fatigue from the trip had set in, so a couple hours were spent touring St. Louis.

Appendix D.

Dr. Lora Lacy Haun, head of the Leadership Development Project on the UM side traveled to South Africa for the first two weeks of February 2005 with Leadership Training consultant Rob Williams. External formal evaluations are planned to occur at the mid-point (April 2005) and at the end (January 2006) of the ALP project.

The following report is by UWC Academic Leadership Program Coordinator, Anita Maurtin-Cairncross



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REPORT ON ACADEMIC LEADERSHIP PROGRAM: FEBRUARY 7 – 10, 2005 AT BELL ROSEN

Background

The Academic Leadership Program (ALP) culminated from a funding proposal that was jointly written between the International Relations Office and the Office of the Vice-Rector: Academic at the University of the Western Cape (UWC). The proposal had two components viz, on the one hand, leadership capacity building for UWC and on the other hand, curriculum development support for the Department of Nursing at UWC as they would be the only center to offer a regional undergraduate program in Nursing. This proposal was submitted and approved by the American Liaison Organization (ALO).

This report will only focus on the ALP component of the proposal. The primary aim of the funding was to develop an ALP modeled on the program at the University of Missouri (UM). Travel trips between UWC and UM was the major component of the budget.

Activities commenced with Dr Lacey- visiting UWC in mid-July to early-August, 2004. The purpose of this trip was to ascertain the leadership needs at UWC. Meetings were conducted with Deans and Heads Of Departments. In October 2004, Professors. Pretorius (Vice-Rector: Academic) and Persens (Director: International Relations Office) as well as Dr Maürtin-Cairncross traveled to UM-Kansas City to plan the ALP for

UWC. Initially, the workshop was planned for August, 2005. ***However, the project team decided that the program should be moved to Feb 2005 to allow for a full year of implementation and evaluation prior to the end of the ALO funding period that ends April 2006.*** but the ALO representatives requested that activities be re-scheduled to February 2005, in order for the evaluation to be completed at the end of the funding term in December, 2005.

Planning of pre-workshop activities

The ALP would consist of various activities such as the completion of psycho-metric assessments; a four day workshop at the beginning of the year, monthly 'brown bag lunches' and quarterly meetings. However, there were other processes that also needed to be clarified prior to the commencement of activities. These included: selection of participants; the venue (and the issue of residential vs. non-residential); date of the workshop.

At UMKC it was resolved that:

- The pilot ALP would include only academic Heads of Departments (three participants per faculty would be allowed)
- The venue would be 'off campus' and be residential to ensure full participation
- Deans would be required to nominate participants using their own criteria. One criterion that would be stipulated was that one participant is a woman.
- The workshop would be scheduled for the week prior to the commencement of classes

However, on returning to UWC some of these decisions had to be amended to increase the relevance make this workshop more cost effective. And thus, the ultimate decisions included:

- To reduce costs, the workshop would be 'off-campus' but non-residential and thus the venue would be in the environs of UWC
- The stipulated criterion with regard to participant selections was expanded to state that at least one participant be black and one be a woman
- The date for the workshop was re-scheduled to the first week of classes because;
 - * the bulk of junior and senior student registration took place in the week prior to the commencement of classes and

* the term at UWC is only seven weeks long and when colleagues become embedded in teaching and committee work, it would be more difficult to participate in this program

The phases of the project

1. Psycho-metric assessments
 2. Academic Leadership Competency Inventory – to be completed by participants and raters (identified by participants) to serve as a 360 degree feedback assessment.
 3. ALP workshop (February 7 – 10, 2005 at Bell Rosen Hotel).
 4. Monthly ‘informal’ lunches
 5. Quarterly day –long ‘workshops’.
 6. Certification at the end of the year.
- The ALP commenced with **psycho-metric assessments**. Because of the cost involved in the instruments used by UM, it was resolved that comparable instruments would be sought in South Africa. These assessments were loaded onto terminals in a computer laboratory by an external consultancy in order for all the participants to complete these in one session. The test was administered jointly by the consultancy and staff from the Industrial Psychology department at UWC. Reports were generated and e-mailed to the consultant for analysis. This exercise was completed on December 1, 2004. On this day participants also submitted their self rating on the ACLI as well of the names of persons¹ who they chose to rate them. Thus a total of four raters as well as the self-rating from the participant formed the 360 degree feedback. These were confidential reports and thus the completed forms were returned to the Office of Staff Development using self-addressed envelopes which were provided. These reports were also submitted in the sealed envelopes to the UM-consultant for analysis.
- **The ALP workshop:** the workshop was facilitated by Dr R Williams who facilitates the ALP for the UM. Dr Lacey- also traveled to Cape Town to co-facilitate the workshop as she would be developing the evaluation instrument and thus would need to understand the dynamic as well as observe the positive and weakness of the workshop. Participants for the workshops included three participants from the Dentistry and Science faculties, respectively; one participant from the Arts faculty; five from the Faculty of

¹ Raters were to come from the categories: a person you report to; a person who reports to you and two peers..

Community and Health Sciences (CHS) as it was resolved that because Nursing was included in CHS faculty both the Head of Departments (HOD) and the deputy HOD of the Nursing department as well as the other three nominations would be included. Workshops were conducted from 09h00 to 16h00 daily.

The topics for the first day included Leadership in action, values in leadership and follower-ship. The day was concluded with participants engaging in their own and other participants' psychometric assessments from the Values and Motivation Inventory (VMI). The rector's input and his responses to questions asked also provided 'space' for relevant discussions to leadership issues at UWC.

On Day Two, participants engaged in various small group activities which included case studies, self assessment activities as well as sharing the results of another psycho-metric assessment, viz the Jung Type indicator.

Day Three was when the participants were involved in role playing which was a very powerful and effective tool for elucidating challenges related to leaders at UWC. The topics and discussions were UWC specific and thus provided opportunities for valuable learning experiences for all participants. The results of the Occupational Personality Profile were discussed individually and in groups for feedback.

On the final day of the workshop activities involved peer mentoring and peer coaching. This was a very effective form of engagement with challenges which were stipulated by individual participants. This type of group work activity within and between groups provided for the development of many interpersonal and leadership skills.

The evaluations of the participants (attached) reflect the positive experiences of participants. In the final session of the day, when participants had to "graduate" another participant and make concluding comments, all participants spoke about the value of this workshop to their leadership roles. All participants were eager to continue with the monthly meeting where they would be able to further share and learn from each other.

Some of the challenges of this workshop

- ❑ It would have been preferred if all faculties were represented.
- ❑ The case studies were 'too American' as stated by the facilitators themselves

- There should have more opportunities to frame the context of the workshop.

THE WAY FORWARD

Participants agreed to meet at a scheduled time during the next week to plan the dates for the monthly 'brown bag lunches', the quarterly workshops as well as the topics of the workshops.

Appendix E: CV of acting Program Director, Dr. Joel Glassman

BRIEF VITAE

March 2005

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Education:

B.A., with Honors in Political Science. The City College of New York, June, 1966

M.A., Political Science. University of Michigan. August, 1968.

Ph.D., Political Science. University of Michigan. June 1974.

Current Academic Experience at UM-St. Louis:

Associate Provost, Academic Affairs, 2004-

Director, Center for International Studies. 1992-

Chairperson, University of Missouri South African Education Program. 1995-

Associate Professor of Political Science. 1979-

Selected Major Publications:

Engineering Education in the People's Republic of China. National Academy Press.
1983. (co-author).

"Education and Culture." *China: A Country Study.* 1981.

"Educational Reform and Manpower Policy in Communist China, 1955-1958." *Modern China.* 1977.

Selected Recent Grant Activity:

Project Director. "Leadership Development at the University of the Western Cape [South Africa]." Subagreement of Cooperation between the American Council on Education and the University of Missouri. Cooperative Agreement between the U.S. Agency for International Development and the American Council on Education, through the Association Liaison Office for University Cooperation in Development. \$100,000.

Project Director: "University of Missouri-University of the Western Cape Linkage." Tertiary Education Linkages Program, United Negro College Fund Special Programs-U.S. Agency for International Development. July 1, 1999-June 30, 2003. \$454,613.

Project Director: "The Birth of the Commercial and Industrial Revolutions in the U.S. and Japan." [An exhibition in St. Louis]. 2004. The Japan Foundation. Yen 800,000.