

More Than TWO Birds with One Stone

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UNIVERSITY
OF
JOHANNESBURG

Cape Town's Naked Eviction of Bulelani Qholani, 1 July 2020

- <https://youtu.be/aIMeBCKkBf4>



The Official Gazette from the Government signed, 28 April 2020

Nkomo
DR NKOSAZANA DLAMINI ZUMA, MP
MINISTER OF COOPERATIVE GOVERNANCE AND TRADITIONAL AFFAIRS
DATE: *28 05 2020*

SCHEDULE

Definitions

1. In these regulations, "the Regulations" means the regulations published by Government Notice No. R. 480 of 29 April 2020.

Amendment of Classification of Regulations

2. The Classification of the Regulations is hereby amended by—
(a) the addition of the following Chapter after Chapter 3:

"CHAPTER 4 ALERT LEVEL 3

- 32. Application of Alert Level
- 33. Movement of persons
- 34. Movement of children
- 35. Attendance of funerals
- 36. Prohibition on evictions
- 37. Gatherings



UJ's Teaching Evaluations then

- Section 4.4 of UJ's policy on teaching evaluations commands that,
“...Evaluation are handled *confidentially* and students complete the questionnaire *anonymously*”
- UJ struggled to enforce confidentiality and anonymity in the evaluation process.
- Initially this was never a challenge because then teaching evaluations we largely used to:
“assist faculties in the monitoring and reviewing of the quality of teaching and modules”
“To identify good practice and areas for development and improvement for academic staff”.
- Lecturers needed to be evaluated every 2nd year



UJ's Teaching Evaluations Now

- Not long ago the institution reviewed several policies
- Teaching evaluations formed part of the requirements for promotion and awards purposes.
- Some departments include evaluations as Key Performance Indicators (KPI)
- ALL first year modules to be evaluated annually.
- Overall evaluations are now high stake than before.



Worrying Patterns in Completed Evaluations

- Disturbing patterns emerged, like comments erased or tempered with or similar trends in response to the various questions.
- Discrepancy between qualitative comments and Likert scales
- An acquaintance told of a lecturer would insist that they submit their completed evaluation questionnaire based on class list to strategically note each student's response.



What is promised vs what is offered



Policy as Text vs Policy as Discourse

- Literature suggests that policy disconnect is very common in different sectors of society.
- Ball (2006), argues that it results from the lack of alignment between policy as text and as discourse.
- General lack of resources or the lack of appetite in implementing policies.
- For The World Bank (2017: 18), *“The failure of policies that are good on paper to perform their intended function and the persistence of bad ones are often not the result of policy makers’ lack of resources, will, or knowledge”*
- UJ’s circumstances had nothing to do with resources, will or knowledge. We just lacked the ‘specialized’ knowledge or expertise brought by BLUE



1st Bird: UJ's expectations

- To address the upsurge in evaluation requests.
- In-depth analysis of evaluation data and reports.
- Seamless and easy evaluation process
- Of course we were promised 'confidentiality and anonymity'
- We were promised 'Value for money'



2nd bird, Closing the Loop

- Blue has effectively enforced UJ's policy imperative of confidentiality and anonymity and the compulsory evaluation of ALL 1st year modules.
- Lecturers are no longer involved at the process at all except encouraging students to complete active evaluations.
- Evaluations are now completed at a distance which enforces confidentiality and flexible at the same time.



3rd bird: The impossible now possible

- In June this year (2020), we evaluated ALL undergraduate modules as part of Covid-19 response.
- Teaching Evaluations did not stop because students evaluate at a distance.



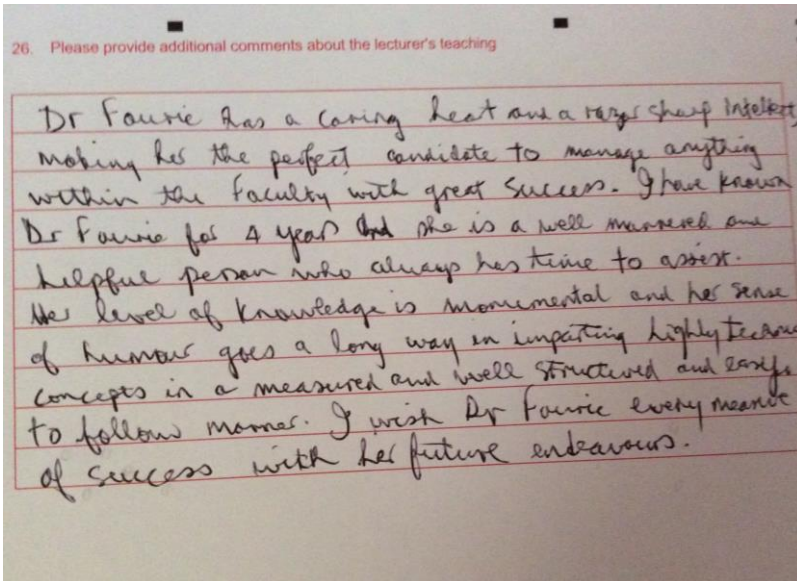
Takeaway

- If a product is suitable for your needs it / will extend itself to cover more than what you had anticipated for when buying it.
- In our case, evaluation data is high stake and as an institution that prioritizes both students and academic staff a product of this stature was necessary to ensure that the data does indeed assist faculties in the monitoring and reviewing of the quality of teaching and modules; and CASD use it “To identify good practice and areas for development and improvement for academic staff”.



Some of the Things that we avoided through BLUE

Unclear Qualitative Comments



Poorly Shaded Questionnaires

0. Not Applicable 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

Questions	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Compromising Confidentiality and anonymity.



Thank you

