

## CHAPTER 15

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### **An imagined discussion about tackling doctoral supervision**

*Vernon Trafford*

Is it true that The Man is retiring?

*It seems so. He is 65.*

Really? He can't be that old! But he could be because he is older than my Dad! You know Dad was one of his students?

*No. I thought you came from the north.*

We do, but Dad registered for his doctorate when the family moved to Stellenbosch.

*I didn't know that. What was his topic?*

I've forgotten the title but it was something to do with development and education.

*I see. Did you read it?*

Well it passed and Dad did not have to make any alterations. I understand that not many doctoral candidates achieve that so it must have been good. And, YES I did read it to see what it was all about. Mind you, The Man would not have let Dad submit his thesis until he considered that it was ready and would pass.

*Isn't that a bit arrogant? How did your Dad feel about it?*

It was not a problem. You know The Man. Outwardly, he is gentle in manner and style but inside he really does understand what research is all about. He sets high and hard standards for himself as well as for his doctoral candidates. He doesn't want any candidate to fail and so he enters into a psychological contract with each one.

*Pardon? Psychological contracts – what are they ?*

Let's call it an unwritten agreement entered into between The Man and a candidate covering what each would provide to the other. Think of it as an agreed way of operating that determines the relationship between supervisor and candidate. It would include establishing arrangements for submitting, reviewing and returning written work, frequency of tutorials, proof-reading and complying with the protocols. All that sort of stuff. Put simply it clarifies how they would collaborate during Dad's doctoral registration.

*OK. But what about the submission?*

Well, it was Dad who submitted his doctoral thesis not me but. . .

*I know that!! What happened when your Dad submitted?*

Dad had finished his research and the second draft of his thesis had been approved by The Man. Dad was prevented from submitting early . . .

*What do you mean – early? What was the problem with submitting early?*

At that time, the prevailing regulations stated that part-time doctoral candidates had to be registered for at least two years before their thesis could be submitted. He was unhappy with the rule because he believed he had met the scholarly requirements of producing a doctoral thesis at the expected standard to pass.

*How did he know that?*

Because The Man said that he was satisfied with the quality of Dad's thesis. He was careful not to tell Dad that he would pass. Just saying that it was ready to be submitted was what Dad hoped to hear. He was so reassured by those words. Really he was – even at his age! Now for the clever part. Dad's argument was simple: if the university-appointed supervisor judged that his thesis was at the 'pass level' why should he be prevented from submitting it for another academic year?

*What a fascinating non-issue! What happened next?*

The issue went to a meeting that considered such matters. The Man spoke for almost five minutes calmly pointing out the merits of natural justice over man-made bureaucratic procedures. It was a fine example of philosophy being applied in practice as he challenged the assumption that compliance with rules and

regulations should take priority over contributing to knowledge in a research-rich university.

*Oh I like that.*

By pointing that out he stepped onto very thin ice in that meeting. Quite recently someone told me that The Man was listened to in utter silence. When he sat down there was momentary silence until most members applauded and banged the table. The Man smiled as permission was granted for Dad to submit his thesis.

*So it all turned out OK?*

Yes. Dad respected The Man because he chose to formally question a procedure in public. It could easily have been rejected but he believed Dad was being unfairly treated and he chose to support his candidate. Other academics might well have acted similarly, but The Man's actions are typical of his deep-held beliefs and strong personal values. He was not opposing the university but pointing out that university management and administration exist primarily to serve the best interests of its staff and learners. Right?

*Absolutely! But tell me, what is your Dad's profession?*

After two degrees in psychology and gaining his professional membership he became an organizational psychologist. We moved to Stellenbosch when he was appointed human relations director for an import and export company of – guess what – a wine!

*I don't quite see how your Dad's career path fits onto The Man's academic interest in higher education or curriculum management. Why did he want to supervise your Dad's doctoral research that surely was concerned with the import and export of wines? Please don't think my questions are criticising your Dad, they are not. But I am curious about The Man's reasons for agreeing to supervise a doctoral topic clearly outside his areas of academic expertise. Can you explain?*

I'll try. Did you know that The Man's undergraduate studies included mathematics and education? I thought not. This gave him an appreciation of science and, no doubt, the foundation theories of social sciences also when he studied how

institutions operated in the public and private sectors. This introduced him to management and policy-making in entrepreneurial contexts which, as we know, he draws on occasionally. It was after his involvement with health education programmes and developing those related degrees that higher education and curriculum became his main academic interests.

*That's OK but how did it prepare him to supervise your Dad's doctorate?*

Let me ask you two fundamental research questions before I answer your question.

*Go on. I'm ready.*

Good. Here is my first question. What is the significance of episteme for doctoral supervisors? My second question will follow later.

*Not knowing what episteme means I would guess it concerns knowledge. Therefore, your question is about knowledge. Maybe it is knowledge of a candidate's topic area that makes someone interested in supervising that particular piece of research. How about this as an answer – it is the essential knowledge of a field and its related discipline that is required by a supervisor in order to supervise a specific research topic to successful completion?*

Not bad – especially if you don't know what episteme means. But you have fallen into the conventional way of viewing supervision – that doctoral supervisors have to be expert in their candidate's areas of research. The Man accepts that familiarity with the field is always useful. But he goes beyond that rather restrictive perspective. He argues quite firmly that he cannot be an expert in each of his candidates' topics nor is he willing to be a trainer in the complexities of either their respective disciplines or research methodologies. Also, every candidate is told that excellent books exist on these areas and they can be easily accessed. Maybe he then says quietly that he understands the research process. OK?

*Wonderful.*

Good. The Man expects his candidates to spend time reading followed by thinking and usually some further reading. I understand that if candidates are still unclear on an issue they can seek advice from The Man who is always willing to explain anything and help them. Based on his considerable supervisory experience The

Man believes his primary role as a doctoral supervisor is ‘helping candidates to think like researchers’.

*I like that. Very neat! Is that what episteme means?*

It is. But episteme is more than just thinking. It is a particular way of thinking. Displaying episteme allows us to establish and create knowledge that others can instantly recognize and accept. This is absolutely essential in doctoral research where candidates are expected to make a contribution to knowledge. To do that though candidates have to understand what others expect from their research and then ensure that what they submit in their theses meet those expectations.

*Didn't you touch on that earlier when you mentioned psychological contracts and mutual expectations?*

I did. But let me add something else about episteme. Supervisors have to help candidates develop confidence in explicitly explaining their choices as to how they undertake their research. Some candidates either cannot explain why they made those choices or they believe that their readers – examiners usually – will somehow instantly understand why they made their methodological choices without them needing to provide any explanatory text in their theses. It happens. Whoops!

*Whoops indeed!*

You can see exactly how these concepts are linked if supervisors really understand the importance of their candidates having the capability to think like a researcher. It focuses their attention on the process of doing research and what is involved in undertaking high quality research rather than constantly focusing on details of the topic or mechanics of particular research methods. The Man understands that. This is why he sees his supervisory role as helping candidates – such as my Dad.

*Yes. Did he recognize that at the time?*

Probably. When Dad talked about doing his doctorate he always said The Man asked so many questions and recommended so few books or articles to read. He was surprised by that approach to supervising.

*Can you remember if he said how those questions were expressed? Did most of them start with the word ‘WHY?’*

Now that you mention it - YES! That's right. He also said something about feeling as though he was in the presence of Socrates.

*Why did he feel like that?*

It was The Man's constant questioning, the low level of directed action plus being encouraged to work things out for himself. He realized that The Man was gradually developing his capacity to think deeply about research as a researcher.

*It seems that . . .*

Hold on . . . he was helping Dad to understand episteme. What he was really saying, but without actually saying it, was that it was up to Dad to think about, plan and write in order to demonstrate and then, of course, to justify his scholarship with The Man at tutorial meetings. That's right isn't it?

*It is. Everything that the examiners hoped to see must have been in your Dad's thesis there for them to see. And so he passed. The Man had obviously done his job in helping your Dad to think like a researcher!*

I'm sure now that Dad felt like that too.

*That's nice. Before we move on there are some things that seem to be missing from our discussion of how The Man tackles doctoral supervision.*

Oh, what are they?

*Well, after you asked me about episteme we discussed how important it had been for your Dad. That was interesting and could be called 'high theory'. I don't have a problem with that even though it seemed to be the central concern for The Man. Surely, there are other things of importance that make him a good doctoral supervisor?*

Such as?

*Well, deciding whether or not to accept someone to supervise depends on how many have applied, their qualifications, suitable topics, how many candidates he was already supervising and all of that. Why did The Man decide to supervise your Dad since his topic had little to do with Higher Education?*

University regulations normally limit the number of candidates a supervisor may have which varies between universities and often between Faculties. I am sure that The Man saw them as guidelines rather than absolutes when he accepted my Dad.

*I see. Go on . . .*

Let's not forget that we all learn differently and at various rates. Age comes into it too. Also, some candidates gain doctorates with virtually no supervision, others depend on their supervisors from registration to completion expecting almost constant supervision, whilst a few just consume time before being judged unlikely to complete successfully and depart. Inevitably, supervisors have to use their personal experience in deciding who to accept or not accept.

*That's not a very clear situation, is it?*

It certainly isn't. There are no absolutes either in the selection process or what happens to doctoral candidates after registration. We know the majority will strive to pass and they do. A few never finish their research. It's a complicated situation.

*So why did The Man accept your Dad?*

Maybe he saw parallels between generic developmental issues in my father's company and education settings: both involve identifying some form of professional need, both plan for change, both have to be creative in various ways and both analyze policy. Also, managing resources is there as are staffing concerns and all have parallels in educational settings. If development is educational, and education is developmental then there are similarities. The Man might simply have wanted a change from more of the same.

*Sorry, what do you mean more of the same?*

The Man has supervised numerous theses and masters dissertations. He may have wanted the challenge of supervising a topic that would make him think. Alternatively, he may have been attracted by your Dad's proposed methodology. Why not?

*So you are suggesting that constantly supervising in the same narrowish academic area hardly increases one's knowledge?*

Yes I am. It may increase a supervisor's list of references, but how can anyone be excited at the prospect of yet-another identical . . . Sorry, let me explain. My problem is when someone claims ten years of supervisory experience but has actually supervised the same topic or methodological approach annually for ten years. This is purely repetition.

*I follow your argument, but isn't that experience?*

Not really. Think about 'experience'. What does it mean? How is it acquired? I bet The Man knows what it means. Tell me when you've decided what it means.

*I'll do that.*

Now for my second question. Are you ready for something you may not immediately associate with doing a doctorate?

*Yes. Go ahead.*

Four years ago a colleague told The Man about a book that changed his view of research and, by implication, how doctoral research might be supervised. It was about ignorance. The Man was so intrigued by the title that he ordered the book for his Kindle and read it from cover to cover in 24 hours. When he finished he admitted that it had influenced his thinking about supervision and 'doing research' too. Why was that?

*Have you read this book?*

Yes, and it had the same effect on me.

*I have not read the book so let me think through what it might contain. The title suggests that it isn't explicitly about knowledge. Thus, it is possibly about a recognized absence of knowledge and it could be about the need to start there to create or discover something that is knowledge. How is that so far?*

Quite good. However, although knowledge is a big subject, ignorance is a bigger one and so it is ignorance rather than knowledge that drives science. Science is not a guaranteed method of finding out things and getting results. In fact, science could be likened to looking for a black cat in a dark room when there is no cat



in the room! Science may be a hit-and-miss process especially if hypotheses are merely formalized assumptions that can be proven to be wrong.

*That is a terribly pessimistic view of the world, isn't it?*

It could be. But we must start somewhere and hypotheses are useful even if they are unproven because that outcome adds to knowledge about the assumption doesn't it?

*Yes.*

Now think about this. Although ignorance may be wilful stupidity or plain indifference to facts and logic, another type of ignorance follows from the absence of fact, insight, understanding or clarity about something. This form of ignorance is knowledgeable, perceptive and insightful and is – ideally – what doctoral candidates display as they formulate gaps in knowledge and research questions, design research and advance conceptual conclusions.

*Are you implying that The Man does this in supervisions? Instead of emphasizing knowledge that may have been created or tested he encourages candidates to extend their conclusions by acknowledging what remains unknown about their topic? If so, this would be a more powerful piece of text than something called 'Issues for Further Research'.*

Got it! Thoroughly conscious ignorance is a prelude to knowledge. It can determine research intentions as well as research questions. Thus, answering those research questions . . .

*. . . raises thinking to a higher level!*

Absolutely. You got it again!

*This means doctoral supervisors should challenge candidates to tell examiners not what they are seeking to investigate but what they are seeking to discover. This emphasis is important because then doctoral candidates can reveal knowledge that has been created plus identify the extent of ignorance that remains.*

Exactly. I've enjoyed our chat and The Man would have enjoyed it too.

*I agree. Thanks for explaining some intricacies of doctoral supervision and how you believe The Man supervises his doctoral candidates. Having a psychological contract, seeking to achieve episteme and questing after ignorance with candidates makes sense. It is The Man's strategic starting point for tackling doctoral supervision. He couldn't achieve good supervisory outcomes if his candidates' starting points and thinking processes were unclear, woolly or just wrong, could he?*

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# CURRICULUM VITAE

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*Professor E.M. Bitzer*

## 1 Personal Details

Elias Matthys (Eli) Bitzer

Professor of Higher Education and Director: Centre for Higher and Adult Education

Department of Curriculum Studies, Faculty of Education, Stellenbosch University

## 2 Academic Qualifications

B.A.(UFS) Majors: English and Mathematics

HED (UFS) Higher Education Diploma

B.Ed.(UFS)

M.Ed.(UFS) Research topic: An educational structure for an extramural education system: a grounded perspective

D.Ed.(UFS) Research topic: The development of leadership and management of heads of departments at the University of the Free State: an educational leadership and management perspective.

## 3 Professional Career

1975-1978 Teacher at JBM Hertzog Secondary School, Bloemfontein

1979-1980 Professional officer: Education research and educational development

1981-1982 Lecturer-researcher, University of the Free State

1983-1986 Head of Organisational Development and Research at the Bureau for University Education, University of the Free State

1987-1990 Deputy Director, Bureau for University Education

1991-1996 Director: Academic Staff Development, University of the Free State

1996-1997 Director: Academic Development Bureau, University of the Free State

1998-2016 Professor of Higher Education, Stellenbosch University

2003-2005 Chair of the Department of Curriculum Studies, Stellenbosch University

2007-2016 Director of the Centre for Higher and Adult Education, Stellenbosch University

## 4 Contributions to Professional Organisations

- President (1991-1992) and vice-president (1989-1990) of the South African Association for Research and Development in Higher Education (SAARDHE)
- Honorary member and Fellow: SAARDHE (since October 1992)
- Honoured by SAARDHE with the Johann Pauw Memorial Award and presenting the Johann Pauw Memorial Lecture at the 10th Annual conference, Rand Afrikaans University, 18 March 1997
- Consulting editor: *South African Journal of Higher Education* (1992-1996; 1998-present)
- Member of the SA Association for Academic Development (SAAAD), Chairperson of the Programme and Paper Committee of the 1995 SAAAD National Conference at the Technikon Free State, Bloemfontein
- Member of the Executive Committee of the South African Institute for Management (SAIM), 1991, Chairperson of the Free State Branch of SAIM, 1992.
- Secretary, local branch of UDUSA (Union of Democratic University Staff Associations), 1993-1995
- Convenor: Interest group on the Theory and Practice of Teaching, Education Association of South Africa (EASA), 2000/2001

## 5 Awards

- Rated by the NRF as C3 researcher for three consecutive terms of 5 years (2002-2006, 2007- 2011 and 2012-2016)
- Recipient of the Rector's Award for excellence in research, Stellenbosch University, 2008
- Recipient of an award by the Deputy Vice-Chancellor: Research for one of the 50 most productive authors of academic publications at Stellenbosch University in 2011, 2013
- Recipient of the Chancellor's Award, Stellenbosch University, 2016

## 6 Publications

- Author or co-author of 73 articles in accredited journals
- Author or co-author of 13 book chapters
- Chief editor of 3 scholarly books
- Co-editor of 2 scholarly books

### 6.1 Articles (accredited)

Bitzer EM and Strydom AH. 1986. Management Development of Department Heads at a medium-sized South African University. *South African Journal of Education*, 6 (4).

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- Smith-Tolken A and Bitzer EM. 2015. Theoretical underpinnings of 'service' as scholarly action in experiential learning pedagogies. *Innovations in Education and Teaching International*. <http://dx.doi.org/10.1080/14703297.2015.1008545>
- Bitzer EM. 2015. Alternative metaphoric narratives for research education: the doctoral quest. *Journal for New Generation Sciences*, 13(3): 1-16.



- Theron E and Bitzer EM. 2016. Studente se leerbetrokkenheid aan 'n privaat-hoëronderwysinstelling. *Tydskrif vir Geesteswetenskappe*, 56(1): 207-220.
- De Jager E and Bitzer EM. 2016. The professional identity of accounting lecturers at a research-led university. *South African Journal of Higher Education* 30(4). In press.

## 6.2 Articles (non-accredited)

- Bitzer EM and Strydom AH. 1985. Management development comes to campus. *Human Resources Management*, 4 (2).
- Strydom AH, Bitzer EM and De Beer KJ. 1995. Educational development through the Community College in a developing region of South Africa. *Community College Journal for Research and Practice*, 19(2).
- 1995. Cultivating a community of learners through academic development. *Academic Development*, 1(2).
- Bitzer EM and Venter JA. 1996. Cultural diversity on Campus: A Community of Learners Perspective In: Bitzer EM. (Ed.). *Perspectives on Multiculturalism*, A Collection of Occasional papers, University of the Orange Free State, July.
- 1998. Transformation and democratisation of public higher education governance in South Africa: A new, co-operative model. Conference proceedings: Building a culture of democratic education in a young democracy. Konrad Adenauer Foundation, Stellenbosch University, 21-24 July.
- 2000. Shaping and sizing: Proposed transformations of the higher education landscape in South Africa. Conference proceedings: Democratic transformation of education in South Africa. Konrad Adenauer Foundation, Stellenbosch, 27-28 September.
- Koen MP and Bitzer EM. 2009. Academic leadership in higher education: A participative perspective from one institution. *Academic Leadership in Higher Education. The Online Journal*, 8(2).
- Trafford V, Leshem S and Bitzer EM. 2014. Conclusion chapters in doctoral theses: some international findings. *Higher Education Review*, 46(3): 52-81.

## 6.3 Books, monographs and book chapters

- Strydom AH and Bitzer EM. 1989. A management framework for universities. (Monograph). Bloemfontein: University of the Free State.
- Strydom AH and Bitzer EM. 1989. 'n Bestuursraamwerk vir universiteite. (Monograph). Bloemfontein: University of the Free State.
- 1990. Enkele invalshoeke vir opvoedkundige navorsing, toegespits op navorsing oor universiteitsonderwys. (Monografie).
- Strydom AH, Bitzer EM and Beylefeld AA. 1991. Campus Trends in Southern Africa (2). (Monograph).
- Strydom AH, Bitzer EM, Beylefeld AA and Pienaar HJ. 1990. Campus Trends in Southern Africa (1). (Monograph).
- Strydom AH, Bitzer EM and Lategan LOK. (eds.) 1995. Community Colleges for South Africa. Bloemfontein: Academic Development Bureau, University of the Free State.
- Strydom AH and Bitzer EM. 1992. Guidelines for external quality assurance through peer review in university departments. Bloemfontein: Unit for Research into Higher Education, University of the Free State.

- Bitzer EM (ed). 1997. Perspectives on Multiculturalism. A Collection of occasional papers. Bloemfontein: University of the Free State. July.
- Bitzer EM, Strydom A and Phalatsi MM. 1997. Guidebook for Learning Facilitators. Bloemfontein: University of the Free State.
- Randell C and Bitzer EM. 1998. Staff development in support of effective student learning in South African distance education In: Latchem C and Lockwood F (eds). *Staff Development in Open and Flexible Learning*, London: Routledge.
- 1998. Academic development and tutorials in the community college. In: Strydom AH and Lategan LOK (eds): *Introducing Community Colleges to South Africa*. Bloemfontein: University of the Free State.
- Bitzer EM and Kapp CA (eds). 1998. A manual for academic staff developers in further and higher education. Published as part of the Free State Links Project in the Australian-South African Links Programme.
- 2002. Transformation of higher education: from policy papers to plans. In: Reuter L and Döbert H (eds). *After communism and apartheid – Transformation of education in Germany and South Africa*. Frankfurt am Main: Peter Lang.
- 2004. Co-operative learning. In: Gravett S and Geysers H (eds.). *Teaching and learning in higher education*. Pretoria: Van Schaik.
- Bitzer EM (ed). 2009. *Higher education in South Africa: a scholarly look behind the scenes*. Stellenbosch: SUN MeDIA.
- Bitzer EM. 2009. Journeying with higher education studies and research: A personal perspective. In Bitzer EM (ed). *Higher education in South Africa: A scholarly look behind the scenes*. Stellenbosch: SUN MeDIA.
- Bitzer EM and Wilkinson A. 2009. Higher education as a field of study and research. In: Bitzer EM (ed). *Higher education in South Africa: A scholarly look behind the scenes*. Stellenbosch: SUN MeDIA.
- Bitzer EM and Albertyn RM. 2010. *Late entrants into the academic profession: conceptual constructions of hope in a faculty of Education*. Chapter submitted for a special edition of a Faculty of Education publication on the Pedagogy of Hope. Stellenbosch University.
- Bitzer EM and Botha N (eds). 2011. *Curriculum inquiry in higher education: some confirmations and possibilities*. Stellenbosch: SUN MeDIA.
- Bitzer EM and Botha N. 2011. Introductory chapter. In: Bitzer EM and Botha N (eds). *Curriculum inquiry in higher education: Some confirmations and possibilities*. Stellenbosch: SUN MeDIA.
- Bitzer EM. 2011. Inquiring the curriculum in higher education: a limited (South African) perspective. In: Bitzer EM and Botha N (eds). *Curriculum inquiry in higher education: some confirmations and possibilities*. Stellenbosch: SUN MeDIA.
- Bitzer EM. 2011. Trans-disciplinarity and space in a postgraduate health sciences education curriculum. In Bitzer EM and Botha N (eds). *Curriculum inquiry in higher education: some confirmations and possibilities*. Stellenbosch: SUN MeDIA.
- Bitzer EM, Frick BL, Albertyn R, Grant B and Kelly F (eds). 2014. *Pushing boundaries in postgraduate supervision*. Stellenbosch: SUN MeDIA.
- Frick BL, Albertyn R and Bitzer EM. 2014. Candidates, supervisors and institutions: pushing postgraduate boundaries: an overview. In: Bitzer EM, Frick BL, Albertyn

- R, Grant B and Kelly F (eds). *Pushing boundaries in postgraduate supervision*. Stellenbosch: SUN MeDIA.
- Frick BL, Bitzer EM and Albertyn R. 2014. Conceptualising risk in doctoral education: navigating boundary tensions. In: Bitzer EM, Frick BL, Albertyn R, Grant B and Kelly F (eds). *Pushing boundaries in postgraduate supervision*. Stellenbosch: SUN MeDIA.
- Costandius E and Bitzer EM. 2015. *Engaging higher education curricula: a critical citizenship education perspective*. Stellenbosch: SUN MeDIA.
- Costandius E and Bitzer EM. 2016. Engaging critical citizenship curricula – a case in the visual communication design course at Stellenbosch University. In: Costandius E and Odiboh F (eds). *The relevance of critical citizenship education in an African context*. Stellenbosch: SUN MeDIA.
- Bitzer EM, Leshem S and Trafford, V. 2016. Becoming doctorate as an end point and a point of departure: Intervention experiences of doctoral supervisors and candidates. In: Fourie-Malherbe M, Albertyn R, Aitchison C and Bitzer EM (eds). *Postgraduate supervision: future foci for the knowledge society*. Stellenbosch: SUN MeDIA.
- Bitzer EM. 2016. Research into doctoral education: a survey of institutional research projects in Southern Africa. In: Botha J and Muller N (eds). *Institutional research in South African Higher Education – intersecting contexts and practices*. Stellenbosch: SUN MeDIA.

## 6.4 Conference contributions

### (i) Papers (local)

- Bitzer EM and Strydom AH. 1984. Onderwysleierskap en -bestuur aan universiteite: Die kritiese rol van departementshoofde in die verbetering van onderwys. Paper delivered at a national congress of the Committee of University Principals. Bloemfontein, September.
- 1989. Akademiese personeevalueerling aan universiteite: Enkele oorwegings in teorie en praktyk. Conference of the SA Association for Research and Development in Higher Education, Stellenbosch University, 30-31 March.
  - 1990. Finansiering van die vestigingsfase van 'n spesiale residensiële onderwysprogram. Conference of the SA Association for Research and Development in Higher Education, University of Pretoria, 24-26 October.
  - 1993. Video-based tutorial systems: Finding a niche in academic development. Conference of the SA Association for Academic Development, University of the Western Cape, 1-3 December.
  - 1994. Cultivating a community of learners in a culturally diverse university environment. International conference on 'The principles of multicultural tertiary education', Vaaldriehoek Technikon, Vanderbiljpark, 5-7 April.
  - 1994. Video-based tutorial delivery systems in university teaching and learning. Conference of the SA Association for Research and Development in Higher Education, Cape Town, 13-15 June.
  - 1994. Resente perspektiewe oor tersiêre onderwys. Symposium of the Faculty of Agriculture on 'Die behoefte van die bedryf ten opsigte van tersiêre opleiding in Suid-Afrika'. University of the Free State, Bloemfontein, 23 September.
- Bitzer EM and Malherbe WS. 1994. Internal quality assurance in university teaching – a case study. Forum of the Southern African Association for Institutional Research, Unisa, Pretoria, 17-18 November.

- 1994. Evaluation frameworks, standards and practices: Potentially useful examples in higher education. Plenary paper during the SAAAD Evaluation Forum. University of Natal, Durban, 30 November. Published in *Evaluation Debates*, 1(1).
  - 1994. Cultivating a community of learners through academic development. Conference of the SA Association for Academic Development, University of Natal, Durban, 1-3 December.
  - 1995. Community colleges: Examples of links to tertiary education and development. Conference on 'The University and Community Colleges', Unisa, Pretoria, 6 March.
- Bitzer EM and Lategan LOK. 1995. Using tutors and video in learning facilitation. Ed Futurum conference, University of the Free State, Bloemfontein, 27-28 July.
- Bitzer EM (ed). 1995. Conference Proceedings of the Annual Conference of the SA Association for Academic Development, Technikon Free State, Bloemfontein, 29 November-1 December.
- 1996. Student access to curriculum development – A case study in nursing education. Pre-conference proceedings. The SA Association for Academic Development, University of Fort Hare, Alice, 27 November-29 November.
  - 1997. From teaching to learning: Are we willing, able and ready to shift the paradigm? The Johann Pauw Memorial Lecture delivered at the conference of the SA Association for Research and Development in Higher Education, Rand Afrikaans University, Johannesburg, 18-20 March.
  - 1997. Staff and students as learning partners to affirm campus diversity. Conference of the SA Association for Research and Development in Higher Education, Rand Afrikaans University, Johannesburg, 18-20 March.
  - 1998. Transformation and democratisation of public higher education governance in South Africa. Symposium on 'Democracy in Education' presented by the Department of Educational Policy Studies and the Konrad Adenauer Foundation, Stellenbosch, 21-24 July.
  - 1998. Inaugural professorial address at the University of Stellenbosch: 'Hoër Onderwys as 'n studieveld – Uitdagings in 'n tyd van omvorming', 21 April.
  - 1998. Co-operative governance in South African higher education: A new model, a new policy research agenda. Conference of the SA Association for Research and Development in Higher Education, University of the Free State, Bloemfontein, 22-24 September.
- Bitzer EM and Hudson H. 1999. Gehaltebeoordeling deur personeeëvaluering en -ontwikkeling in verdere en hoër onderwys. Werkseminaar aangebied tydens die kongres van die Opvoedkundevereniging van Suid-Afrika, Wellington, 13-15 Januarie.
- Bitzer EM, Engelbrecht L and Kapp CA. 1999. The potential of co-operative education in strengthening the principles and objectives of the NQF in higher education. Conference of the SA Association for Research and Development in Higher Education, Peninsula Technikon, Cape Town, 30 June-1 July.
- 1999. National standards for higher education practitioner programmes in South Africa: Exploring ideas and avenues. Workshop presented at the annual conference of the SA Association for Research and Development in Higher Education, Peninsula Technikon, 30 June-1 July.
  - 1999. Initial ideas on benchmarking programme architecture at South African universities. Conference on 'Self-evaluation for Quality', presented by the Unit for Research into Higher Education, Bloemfontein, 30 August-2 September.

- 2000. Co-operative learning and indigenous African thought. Congress of the Education Association of South Africa, University of the Free State, Bloemfontein, 19-21 January.
  - 2000. Linking co-operative learning to social constructivism, ubuntu and the African renaissance. Conference of the SA Association for Research and Development in Higher Education, University of the Witwatersrand, Johannesburg, 28-30 June.
  - 2000. Shaping and sizing: proposed transformations of the higher education landscape in South Africa. Conference on 'Democratic Transformation of Education' in collaboration with the Konrad Adenauer Foundation, Stellenbosch University, Stellenbosch, 27-28 September.
  - 2001. Education for teaching in a globalised African context? Perspectives and possibilities. Congress of the Education Association of South Africa, University of Port Elizabeth, Port Elizabeth, 16-18 January.
  - 2001. Africa shaping and sizing: proposed transformations of the higher education landscape in South Africa. In: *Democratic transformation of education in South Africa*. Published conference report. Johannesburg: Konrad Adenauer Stiftung.
  - 2001. South African legislation on limiting private and foreign higher education: protecting the public or ignoring globalisation? Conference of the SA Association for Research and Development in Higher Education, University of the Free State, Bloemfontein, 21-23 March.
  - 2001. Adult education for regional development: A case for promoting cultural tourism. Conference on 'Globalisation and Higher Education: views from the South' of the Society for Research into Higher Education, Cape Town, 27-29 March.
  - 2001. Championing and celebrating and promoting teaching in South African higher education: a few reflections. Plenary paper at the international conference on 'Improving University Teaching and Learning', Rand Afrikaans University, Johannesburg, 9-12 July.
  - 2001. Shaping higher education in South Africa by National Plan: Creating order or infringing on institutional autonomy? Conference on 'Democratic transformation of Education in South Africa', Stellenbosch, 5-6 September.
- Bitzer EM and Menkveld H. 2003. Teaching, research and community learning: attempts towards scholarship in an undergraduate education programme. Congress of the Education Association of South Africa, University of Stellenbosch, Stellenbosch, 14-16 January.
- Bitzer EM and Troskie-De Bruin C. 2003. Prior schooling characteristics and the performance of first- year students at the University of Stellenbosch. Congress of the Education Association of South Africa, Stellenbosch University, Stellenbosch, 14-16 January.
- Bitzer EM. 2003. Assessment of student development outcomes in higher education. Conference of the SA Association for Research and Development in Higher Education, Stellenbosch University, Stellenbosch, 25-27 June.
- Bitzer EM and Beylefeld AA. 2003. Possible restrictions to knowledge contribution using action research. Conference of the Kenton Education Association and the Southern African Comparative and History of Education Society, Goudini, 30 October-2 November.
- Bitzer EM. 2003. University students' perceptions of their own development: comparisons to peer group characteristics. Conference of the SA Academic Development Association, Cape Technikon, Cape Town, 3 – 5 December.

- Bitzer EM and Menkveld H. 2004. Drawing on indigenous knowledge: learning in and from a community. Joint conference of the SA Association for Research and Development in Higher Education and the Productive Learning Cultures Project, (University of Bergen, Norway), Balmoral Hotel, Durban, 10-12 June.
- Bitzer EM. 2005. Exploring research priorities for secondary education with the New Partnership for Africa's Development (NEPAD): a pilot study. Congress of the Education Association of South Africa, Northwest University, Potchefstroom, 12-14 January.
- 2005. 'African' and 'Western' universities: Possible similarities and differences in organisational typology? Conference of the SA Association for Research and Development in Higher Education, University of Kwazulu-Natal, Durban, 27-29 June.
- 2006. The scholarship of teaching: recognising, rewarding and improving the status of teaching in higher education. Congress of the Education Association of South Africa, Ilanga Estate, Bloemfontein, 18-20 January.
- Menkveld H, Reddy CPS and Bitzer EM. 2006. Practicum in teacher education: an institutional survey. Congress of the Education Association of South Africa, Ilanga Estate, Bloemfontein, 18-20 January.
- Bitzer EM. 2006. The scholarship of teaching and learning. Keynote address at the Fall Teaching Academy for academic staff, University of Stellenbosch, 30-31 May.
- Reddy CPS, Menkveld H and Bitzer EM. 2006. Underpinning theories of initial teacher education – the BEd practicum. Conference of the International Society for Teacher Education, Technopark Protea Hotel, Stellenbosch, 21-23 June.
- Bitzer EM. 2006. Stakeholders in quality: a response to Loyiso Jita's paper. Response paper delivered at a colloquium on the question: "Does quality assurance contribute to broadening or narrowing democracy?" Stellenbosch University, 10 August.
- 2006. Testing the boundaries of academic workload distribution in a Faculty of Education. Congress of the Education Association of South Africa, Wilderness, 28-30 November.
- Reddy CPS, Menkveld H and Bitzer EM. 2006. Perspectives from a national survey of the BEd practicum. Paper at the congress of the Education Association of South Africa, Wilderness, 28-30 November.
- Hilsdon J and Bitzer EM. 2007. A functional narrative model to assist students in preparing postgraduate study proposals. Paper at an international conference on Postgraduate Supervision, Protea Hotel, Stellenbosch, 23-26 April.
- Bitzer EM and Albertyn R. 2007. Promoting teaching and learning scholarship through postgraduate studies in the field of higher education. Conference on the Scholarship of Teaching and Learning, Protea Hotel, Stellenbosch, 22-23 May.
- Bitzer EM, Botha J and Menkveld H. 2007. The review of teacher education programmes and transformational quality. Conference of the SA Association for Research and Development in Higher Education, University of Pretoria, Pretoria, 1- 4 July.
- Bitzer EM. 2007. Teaching professors: Potentially risking status inflation. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Central University of Technology, Bloemfontein, 19-21 November.
- Bitzer EM. 2008. Quality as ideology: Brief encounters with some ideas from Ron Barnett. Congress of the Education Association of Southern Africa, Langebaan, 8-11 January.

- Bitzer EM and Albertyn R. 2008. 'n Hoorbare stem vir magister en doktorsgraadstudente se studiebelewensse. Conference on Scholarship of Teaching and Learning, Protea Hotel, Stellenbosch, 20-21 May.
- Bitzer EM. 2008. A university department as a community of practice: A quality promotion perspective. 'Higher Education as a Social Space', joint conference of HELTASA/SAARDHE, Rhodes University, Grahamstown, 30 November-3 December.
- Bitzer EM. 2009. The often silent voice of the postgraduate student in education. Congress of the Education Association of Southern Africa, Karridene, Kwa-Zulu Natal, 13-16 January.
- Bitzer EM. 2009. The potential use of IR in research into doctoral success: A user's perspective. Forum of the Southern African Association for Institutional Research. Nelson Mandela Metropolitan University, Port Elizabeth, 21-23 September.
- Bitzer EM and Vandenberg SJE. 2009. Doctoral risk and success: A potentially useful ontological framework. Conference of the Higher Education Learning and Teaching Association of Southern Africa, University of Johannesburg, Johannesburg, 25-27 November.
- Bitzer EM and Menkveld H. 2010. An evaluation of the Fund for Innovation and Research in Learning and Teaching (FIRLT) scheme at Stellenbosch University. Conference on the Scholarship of Teaching and Learning, Stellenbosch Lodge, Stellenbosch, 11-12 May.
- Bitzer EM. 2010. Doctoral success as ongoing quality business: a possible conceptual framework. Forum of the Southern African Association for Institutional Research, University of Johannesburg, Johannesburg, 21-23 September.
- 2011. Towards wisdom-like knowledge in the university: Enhancing academic-institutional researcher partnerships. Forum of the Southern African Association for Institutional Research, Lagoon Beach Hotel, Cape Town, 11-13 September.
- 2011. Professional development of postgraduate supervisors: Opportunities for renewal and change. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Nelson Mandela Metropolitan University, Port Elizabeth, 30 November-2 December.
- 2012. Internationalising best practices in promoting doctorateness and doctoral education. Conference of the International Education Association of South Africa, Cape Sun Hotel, Cape Town, 29 August-1 September.
- 2012. International standards for the research doctorate? A case for quality in two selected countries. Forum of the Southern African Association for Institutional Research, Bloemfontein, 3-5 October.
- 2012. How does doctoral education matter? Identity change through doctoral journeys across disciplines. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Stellenbosch University, Stellenbosch, 28-30 November.
- De Jager E and Bitzer EM. 2012. Effective teachers and their practices: A student feedback perspective. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Stellenbosch University, 28-30 November.
- Bitzer EM, Trafford VN and Leshem S. 2013. Internationalisation of best practices in doctoral education: A longitudinal perspective. Conference of the International Education Association of South Africa, Central University of Technology, Bloemfontein, 21- 24 August.

- 2013. Study experiences of part-time South African doctoral candidates – an analytical case study approach. Forum of the Southern African Association for Institutional Research, Umhlanga, Kwazulu-Natal, 30 October-1 November.
  - 2013. Challenges facing part-time doctoral candidates: Cases from higher education studies. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Unisa, Pretoria, 27-29 November.
- Trafford V, Leshem S and Bitzer EM. 2014. International criteria for doctoral theses: Evaluating conclusions chapters in three countries. Conference of the International Education Association of South Africa, Sun International Hotel, Johannesburg, 20-23 August.
- Bitzer EM and Fourie-Malherbe M. 2014. Employing institutional research: from compliance to self-knowledge to international rankings. Forum of the Southern African Association for institutional research, St George Hotel and Conference Centre, Pretoria, 16 – 18 September.
- Bitzer EM. 2014. Alternative metaphoric narratives for research education: the doctoral quest. Conference of the Higher Education Learning and Teaching Association of Southern Africa, University of the Free State, Bloemfontein, 18-21 November.
- Bitzer EM. 2015. The role of institutional research in research on doctoral education. Forum of the Southern African Association for institutional research, Cape Peninsula University of Technology, Cape Town, 29 September-1 October.
- Costandius E and Bitzer EM. 2015. Engaging critical citizenship curricula: a case in the visual communication design course at Stellenbosch University. Conference of the Higher Education Learning and Teaching Association of Southern Africa, North-West University, Potchefstroom, November.
- Archer E, Bitzer EM and Van Heerden BB. 2016. Exploring enablers and disablers involved in the teaching and learning of patient-centeredness in an undergraduate medical curriculum. Conference of the Higher Education Learning and Teaching Association of Southern Africa, Cape Town, November.

(ii) *Papers Abroad/International conferences in South Africa*

- Bitzer EM and Strydom AH. 1984. University education in a developing country: the revolution in the role of a department head. 24<sup>th</sup> Congress of the Association for Institutional Research, Fort Worth, Texas, March.
- 1985. Management development for heads of academic departments. International Seminar on Staff/Faculty Development, Leysin, Switzerland, August.
  - 1988. Strategic planning in an African higher education context. 23rd Annual Conference of the Society for College and University Planning, Toronto, Canada, 31 July-3 August.
  - 1990. Reaching out to developing communities: evaluating and planning for non-traditional university education. 25th Annual Conference of the Society for College and University Planning (SCUP), Atlanta, Georgia, 29 July-1 August.
  - 1991. A proposal for the accreditation of programmes and units at universities in Southern Africa. International conference of the Hong Kong Council for Academic Accreditation on Quality Assurance Higher Education, Hong Kong, 15-17 July.
  - 1992. Participant in working groups at the 3rd International Working Conference on the measurement of quality in post-secondary education. Council for National Academic Awards, London, 15-16 April.



- 1992. Participant in discussion on research planning at the Center for the Study of Higher Education, Penn State University, USA; Panel member at the annual conference of the Association for the Study of Higher Education (ASHE). Minneapolis, USA, 26 October-7 November.
- Grobler JJ and Bitzer EM. 1994. Meeting the needs and expectations of learner diversity in one classroom. 19<sup>th</sup> conference on Improving University Teaching, College Park, Maryland, USA, 4-7 July.
- Van Rensburg LD and Bitzer EM. 1995. Enhancement of student centred learning in basic chemistry. 20<sup>th</sup> conference on Improving University Teaching, City University, Hong Kong, 10-13 July 1995.
- 1995. Academic development by video-based tutorials. Annual conference of the Higher Education Research and Development Society of Australasia, Rockhampton, University of Central Queensland, Australia, 4-8 July.
- Bitzer EM and Mbuli N. 1997. Staff development in South Africa and Australia: the Institutional Links Project. *The Australian*, Wednesday, February 12:39 and *Campus Review*, February 12 – 18: 11.
- Bitzer EM and Mbuli N. 1997. Staff development needs in the Free State Network Institutions. Annual conference of the Higher Education Research and Development Society of Australasia, Adelaide, 8-11 July .
- Latchem C, Radloff A and Bitzer EM. 1997. Collaborative staff development for quality teaching and learning in South African further and higher education. Annual conference of the Higher Education Research and Development Society of Australasia, Adelaide, 8-11 July.
- 1999. Assessing learning in the MPhil (Higher Education Studies): paving new ways with cornerstones. Annual conference of the Higher Education Research and Development Society of Australasia, Melbourne, 12-15 July.
- 2000. Understanding co-operative learning: a case study in tracing relationships to social constructivism, Ubuntu, outcomes-based education and the African renaissance. 45<sup>th</sup> World Assembly of the International Council on Education for Teaching (ICET), Windhoek, Namibia, 17-21 July.
- 2001. Assessment of student outcomes in higher education. Assessment Conference of the American Association of Higher Education, Denver, Colorado, 24-26 June.
- 2003. Transformation of higher education in South Africa: from policies to implementation. International symposium presented by the German Institute for Educational Research in collaboration with the University of Erfurt and the Bundeswehr University of Hamburg, Berlin, 24-26 January.
- 2004. Informing a holistic approach to teaching and learning: Assessing students' perceptions of their own development. Conference of the Higher Education Research and Development Society of Australasia, Miri, Malaysia, 5-7 July.
- 2005. Learners that change: Assessing students' perceptions in undergraduate studies. Conference of the Higher Education Research and Development Society of Australasia, Sydney, 3-6 July.
- 2006. Student perceptions of their own generic skills competence and academic performance: a continuously critical business. Conference of the Higher Education Research and Development Society of Australasia, Perth, 10-13 July.

- Bitzer EM and Albertyn RM. 2008. Academic professional development by higher degree: one possibility for facilitating the teaching-research nexus. Higher Education Close-Up Conference, Breakwater Lodge, Cape Town. 26-28 June.
- Bitzer EM. 2008. Academic and social integration in three first-year groups: a holistic perspective. Southern African Conference on the First-year experience, Protea Hotel, Stellenbosch, 8-10 September.
- Bitzer EM and Albertyn RM. 2009. Supervisor responses to the student's voice. 2nd Biennial Postgraduate Supervision Conference, Spier Estate, Stellenbosch, 28-30 April.
- Bitzer EM. 2009. Students' supervision needs and experiences: what are postgraduates (un)happy about? Conference of the Higher Education Research and Development Society of Australasia, Charles Darwin University, Darwin, 6-9 July.
- 2009. Rethinking trans-disciplinarity and curriculum spaces in a Health Sciences Education coursework master's programme. 3rd Triennial Conference of the International Association for the Advancement of Curriculum Studies, Somerset West, South Africa, 7-10 September.
- 2011. Universal standards for the research doctorate? A quality assurance perspective. International conference on Knowledge Production in Higher Education, Cape Town, 28-31 March.
- 2011. Wisdom lost? Change and continuity in university transformation. International conference on Knowledge Production in Higher Education, Cape Town, 28-31 March.
- Bitzer EM and Albertyn R M. 2011. Alternative approaches to postgraduate supervision: a planning tool to facilitate supervisory processes. 3rd Biennial Postgraduate Supervision Conference, Spier Estate, Stellenbosch, 18-21 April.
- Bitzer EM. 2011. Doctoral success: an ongoing quality business. Annual conference of the Association for Institutional Research, Toronto, 21-25 May.
- Bitzer EM and Vandenbergh S. 2011. Becoming and being: Triangulated accounts of identity formation upon doctoral completion. Annual conference of the Higher Education Research and Development Society of Australasia, Gold Coast, Australia, 4-7 July.
- Bitzer EM. 2012. Transitions in postgraduate research: Stories from African higher education. Keynote address at the 10th Quality in Postgraduate Research Conference, Adelaide, Australia, 17-19 April.
- Trafford V, Leshem S and Bitzer EM. 2013. Interrogating conclusions chapters in doctoral theses: some international evidence. International Conference on Development in Doctoral Education, Edinburgh, 11-12 April.
- Bitzer EM, Trafford V and Leshem S. 2013. Promoting doctorateness: Crossing disciplinary and systemic boundaries by international supervisor cooperation and support. 4th Biennial Postgraduate Supervision Conference, Spier Estate, Stellenbosch, 24-26 April.
- Frick BL, Bitzer EM and Albertyn RA. 2013. Doctoral risk in higher education. 4th Biennial Postgraduate Supervision Conference, Spier Estate, Stellenbosch, 24-26 April.
- Bitzer EM, Trafford V and Leshem S. 2014. Crossing borders in preparing doctoral candidates and supervisors for global research contexts. Annual conference of the Higher Education Research and Development in Australasia, Hong Kong Baptist University, Hong Kong, 7-10 July.

- Costandius E and Bitzer EM. 2014. Engaging higher education curricula – a case of the Critical Citizenship module in arts communication education. International Conference on the Relevance of Critical Citizenship in an African Context, Stellenbosch University, 26-27 November.
- Herman N and Bitzer EM. 2014. Caring for the well-being of university teachers as a potentially productive approach to professional learning (PL). Oxford Education Research Symposium, Oxford, 11-13 December.
- Bitzer EM. 2015. Digitally empowered or at a deficit? The plight of part-time distance doctoral candidates. 26th International Conference of the International Council on Distance Education, Sun City, 13-16 October.
- Bitzer EM, Trafford VN and Leshem S. 2015. Becoming doctorate as an end point and a point of departure. Postgraduate Supervision Conference, Spier Estate, Stellenbosch, 24-27 March.
- Bitzer EM, Trafford VN and Leshem S. 2015. Intervention experiences of doctoral supervisors and candidates. 19th Annual International Education Association Conference, Port Elizabeth, 19-21 August.
- Bitzer EM. 2016. Trends in South African doctoral education. International Doctoral Education Research Network, Adelaide, 18 April.
- Bitzer EM. 2016. Institutional research and doctoral education: a perspective from South(ern) Africa. 12th biennial conference on Quality in Postgraduate Research, Adelaide, 19-21 April.

(iii) *Posters abroad*

- Archer E, Bester MM, Bouhuijs PAJ, Bitzer EM, Cilliers FJ, de Villiers MJ, Frick BL, Leibowitz BM, van Heerden BB. 2007. The development of a Masters programme in Health Sciences Education: an Interdisciplinary approach. "Towards Unity for Health" (TUFH) Congress, Kampala, September.

## 7. Supervisor for PhD and Master's Studies

### 7.1 Supervisor for PhD studies (completed)

- Fourie M. 1996. Institutional governance of higher education in transition.  
Co-supervisors: Profs G S Niemann, D Vermaak. University of the Free State.
- Beylefeld AA. 2003. Integration and assessment of critical outcomes in a learning programme for first-year medical students.  
Co-supervisors: Profs HR Hay, HJ van der Spuy. University of the Free State.
- De Villiers D B. 2003. Kurrikulumontwikkeling vir volhoubare sportbestuursopleiding in Suid-Afrika.  
Co-supervisors: Prof A E Carl, Dr J H Malan. Stellenbosch University.
- Louw AJN. 2005. Staking van studies aan landbou-opleidingsinstellings in die Wes-Kaap: Waarskynlike oorsake van studentestaking en moontlike strategieë vir studente-ondersteuning.  
Co-supervisor: Dr C Troskie-De Bruin. Stellenbosch University.
- Crafford S. 2006. A curriculum framework for consumer learning at a higher education institution.  
Co-supervisor: Dr M Welgemoed. Stellenbosch University.

- Engelbrecht FDJ. 2007. A framework for the design and implementation of competency-based teacher education programmes at the University of Namibia.  
Co-supervisor: Prof A E Carl.
- Van Schalkwyk SC. 2007. The role of academic literacy in first-year students' learning in the Faculty of Arts.  
Co-supervisor: Prof C van der Walt.
- Smit I. 2008. 'n Opleidingsraamwerk gerig op gehalte aborsiesorg vir verpleegkundiges aan hoëronderwysinstellings in die Wes-Kaap.  
Co-supervisors: Dr D Boshoff, Prof W Steyn.
- Sutherland T. 2009. A curriculum framework for an introductory programme in the National Diploma: engineering at the Vaal University of Technology.  
Co-supervisor: Prof C A Kapp.
- Stefan DC. 2009. Developing a framework for an undergraduate haematology curriculum in a faculty of health sciences.  
Co-supervisor: Dr F Cilliers.
- Smith-Tolken A. 2010. Community engagement at a higher education institution: exploring a theoretical grounding for scholarly-based service-related processes.  
Co-supervisor: Prof R Newmark.
- Costandius E. 2012. Engaging the curriculum in a visual communication design programme: a case study at Stellenbosch University.  
Co-supervisor: Dr C Troskie-de Bruin.
- Bosman V. 2014. An analysis of student development in the context of a mentoring programme for first-year students at a university residence.
- Herman N. 2015. The role of context in decision making about professional learning by lecturers at a research-intensive university.  
Co-supervisor: Prof B Leibowitz, University of Johannesburg.
- McCreanor C. 2016. A curriculum framework for the professional development of corporate social responsibility practitioners in South Africa.  
Co-supervisor: Professor PGW Jansen, VU University Amsterdam.
- Matimbo F. 2016. Towards understanding programmatic quality in private universities in Tanzania.
- Petersen M. 2016. The role of feedback in reflective university teaching.  
Co-supervisor: Prof S van Schalkwyk.
- Archer E. 2016. Engaging patient-centeredness in the MBChB curriculum: a case of the final year medical students.  
Co-supervisor: Prof BB van Heerden.

## 7.2 Co-supervisor for PhD studies (completed)

- Frick BLF. 2007. Continuing professional development (CPD) in the Faculty of Science, Stellenbosch University: in search of a holistic conceptualization.  
Supervisor: Prof CA Kapp.
- Nel C. 2007. Oorgang van skool na universiteit: 'n Gevalstudie aan die Universiteit van Stellenbosch.  
Supervisor: Dr C Troskie- De Bruin.
- Wilson L. 2012. Community engagement in higher education: a case of the internship master's degree in play therapy at Huguenot College.  
Supervisor: Prof R Newmark.

- Mkhabela Z. 2014. The role of education and training in service delivery in local government in Mpumalanga Province.  
Supervisor: Dr BL Frick.
- Robinson C. 2014. A curriculum framework for leadership development in FET Colleges.  
Supervisor: Dr BL Frick.
- Omingo M. Academic development in private universities in Kenya.  
Supervisor: Prof B Leibowitz.

### 7.3 Study leader for MPhil (Higher Education) (completed)

- Wilke L. 1997. Die evaluering van 'n leerfasiliteringstelsel vir voorgraadse studente.  
Study leader: JJ Grobler. Co-study leader. University of the Free State.
- Forson L E. 1998. The functioning of the academic skills programme at selected campuses of Vista University, 1992 – 1996. MEd. University of the Free State.  
Co-study leaders: L Barnard, EVE Pretorius. University of the Free State.
- Cilliers F. 2001. An evaluation of the internal validity of specific learning outcomes in Phase II of a revised undergraduate medical curriculum.
- Herman N. 2001. The application of international benchmarks to an internet-based distance education programme at the University of Stellenbosch.
- Phasha EST. 2001. The support needs of students at Sekhukhune College of Education.
- Phatudi NC. 2001. Assessing learner needs for student academic support and development in the early childhood education department of the South African College for Teacher Education (SACTE).
- Roscheniko IHF. 2001. Perceptions of academic workload with particular reference to research: a cross-sectional survey of lecturing staff at the Port Elizabeth Technikon.
- Westraad SF. 2002. An evaluation of the design and implementation of an outcomes-based education Business Studies bridging programme.
- Joubert L-M. 2002. Enhancing the quality of first-year biology teaching at the University of Stellenbosch.
- Mtose X. 2002. The use of teaching portfolios in the in-service professional development of school educators.
- Van Schalkwyk SC. 2003. Generic learning outcomes in a Technikon diploma programme: a critical analysis.
- Naudé KL. 2004. Semantic awareness of foundation-year and first-year physics learners at the University of Pretoria.
- Erenstzen DV. 2005. Effective clinical education in physiotherapy: students' and clinical teachers' views at Stellenbosch University.
- Archer E. 2008. Using simulation in a clinical skills centre to achieve procedural competency in a Critical Care Nursing programme.
- Appollis J. 2008. Perceptions of staff on collegiality and accountability in promoting quality assurance at Helderberg College.
- Gugushe T. 2009. Curriculum innovation among educators in South African dental schools : attitudes, beliefs and perceptions.
- De Jager E. 2009. Studente se belewenis van 'n addisionele hulpgroep in 'n eerstejaarsmodule in Finansiële Rekeningkunde.

- Essa I. 2010. Exploring students' reasons for non-completion in a postgraduate non-clinical nursing programme presented via interactive telematic education at Stellenbosch University.
- Koen M. 2010. Exploring assessment in one South African higher education classroom.
- Chainda A. 2010. Investigating third-year students' perception of the effect of the application of ICT on learning at a teachers college in Namibia.
- Maart R. 2011. The alignment of assessment practices in prosthetic dentistry.
- Jacobsz J. 2012. Stakeholders' perceptions of an institutional quality audit: a case study.
- Coetzee K. 2012. The value of facilitation and mentoring in a management and leadership fundamentals programme for registered nurses.
- Mohapili A. 2012. Exploring student teachers' active learning through self-assessment, peer assessment and reflection in a Namibian College of Education.
- Bester M. 2013. Embedding graduate attributes in higher education curricula: an investigation into staff conceptions and orientations.
- Van Zyl A. 2013. Teaching strategies of nurse educators regarding a potential theory-practice gap: an explorative study.
- Vandenbergh S. 2013. Determining factors that contribute to doctoral success at Stellenbosch University.  
Co-study leader: Dr BL Frick.
- Swart C. 2013. An analysis of the tourism curriculum at Boland College: what the tourism industry in Stellenbosch requires from entry level employees.
- Theron E. 2014. Student engagement as a way of enhancing student success at a private higher education institution.
- Matlala S. 2015. The experiences of secondary school B.Ed (in-service) mathematics teachers about teaching mathematics through problem solving approach.  
Co-study leader: Prof D Wessels.
- Conradie L. 2016. Die problematiek van Wiskunde en Wiskundige Geletterdheid as voorbereiding vir BAgric-studie aan die Elsenburg Landbou-Opleidingsinstituut.
- Ross K. 2016. Factors influencing the academic success of first-year students in chemistry at an agricultural training institution.
- Van der Merwe, C. 2016. Experiences of feedback on medical students' clinical skills performance in a clinical skills centre. (cum laude).

## 8. Workshops Facilitated

Workshops/short courses facilitated or co-facilitated in the past 15 years that benefitted participants from higher education institutions.

Workshop topics include:

Assessment in higher education; Curriculum and programme design in higher education; Departmental leadership; Postgraduate supervision; Quality promotion in higher education; Staff development in higher education; Supervising research design; The challenge of doctorateness; Transformative learning; Using co-operative learning in university teaching; Writing retreats to promote the writing of articles and other academic publications.