

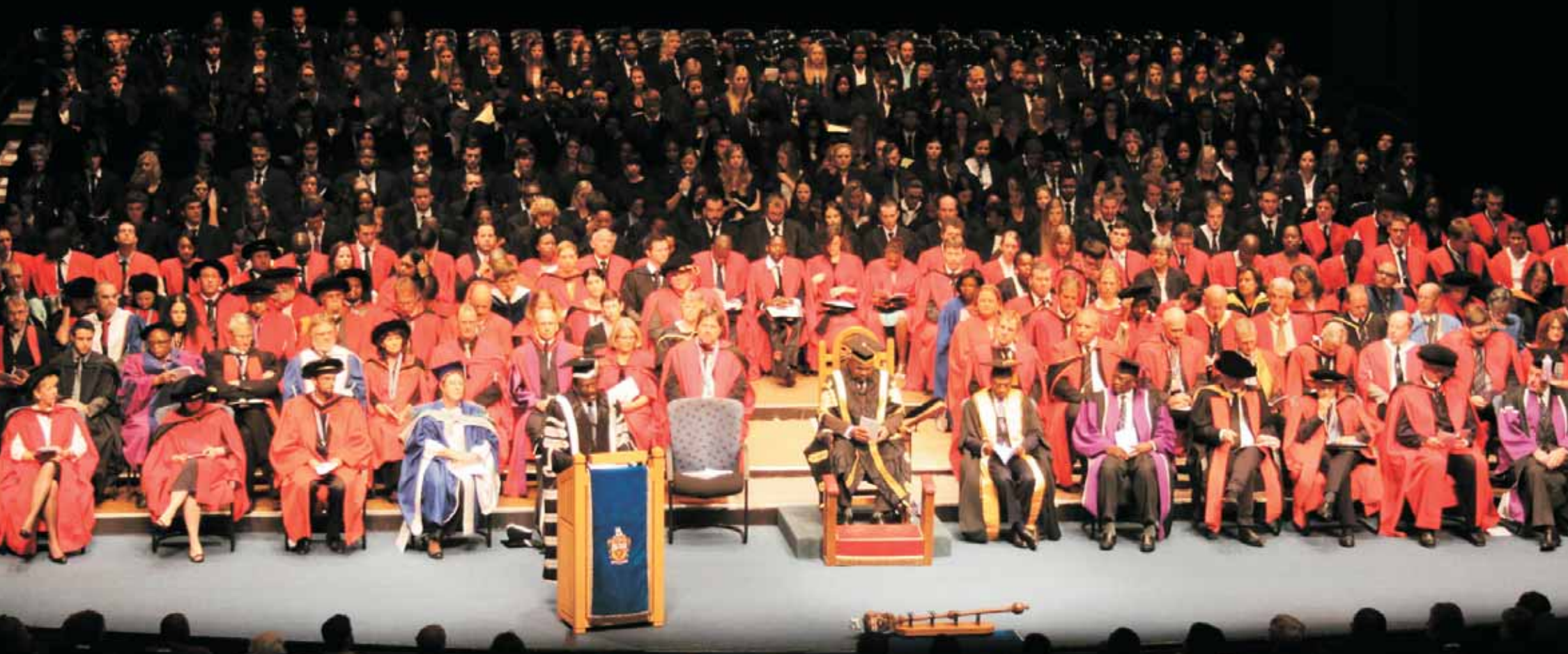
RHODES UNIVERSITY
Where leaders learn

The Rhodes University Community Newsletter

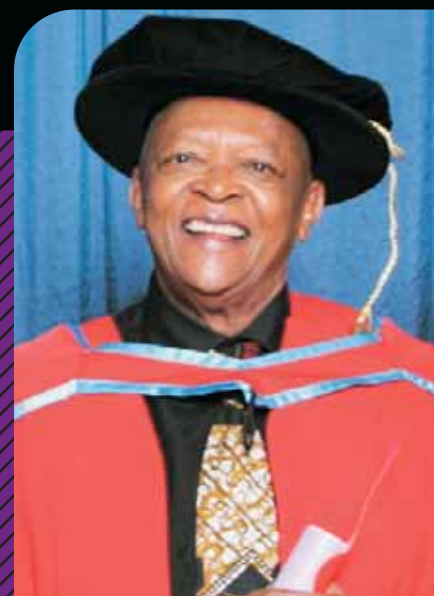
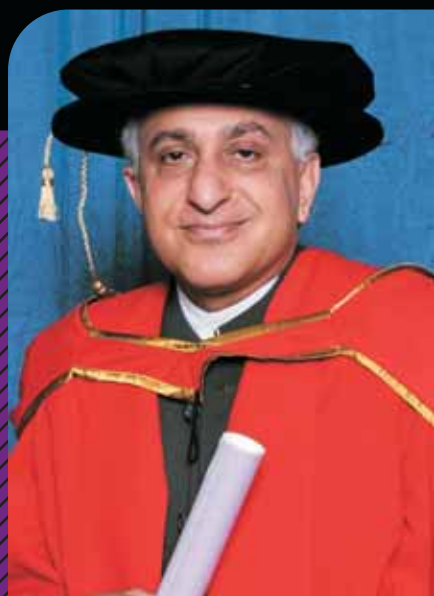
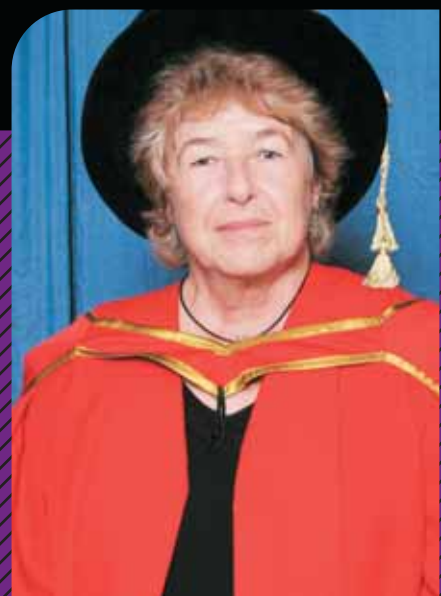
Rhodos

Staff Edition

JUNE 2015



2015 GRADUATION



Rhodos: Staff Edition Contributors

Produced by:
Communications and
Marketing Division

Editor:
Catherine Deiner

Proofreader:
Debbie Bruinders

Writers:
Thandi Bombi
Jane Berg
Dave Mann
Anima McBrown
Mako Muzenda
Sanele Ntshingana
Tsholofelo Tselaemang
Athini Majali
Heather Dugmore
Pumla Kalipa

Photographers:
Foto First
Ruan Scheepers
Hlumela Mkabile
Thabiso Mafana

Design & Layout:
Sally Dore

Rhodos Editorial team would like to express their gratitude to everyone who supplied them with pictures.

Rhodes celebrates PhD graduation record

Graduation 2015 was cause for much celebration as Rhodes University reached a new University record of 75 PhD degrees at six graduation ceremonies, beating the previous record of 71 in 2014, among other success stories.

The University also celebrated a new record of 16 PhD degrees for the Faculty of Humanities from the previous record last year of 12 PhD degrees.

The third largest Faculty, the Faculty of Science produced more PhDs than all other five Faculties combined. Congratulations to the Dean and staff.

Of a total of 2 298 students who graduated, 54% (or 1 244) obtained their undergraduate Bachelor's degree and 1 054 received postgraduate degrees and diplomas.

In 2014, Rhodes University graduated a total of 2 367 students, a University record so far. In 2013 a total of 2 288 students graduated. The University still maintains the best graduation rate among South African universities.

Of the total 2 298 graduates in 2015, 61% are women - a slight increase from 60% last year and 23% are international students up from 21% in 2014.

This graduation weekend was also Dr Sizwe Mabizela's first as the Vice-Chancellor of Rhodes University. Speaking at the 1820 Settler's National Monument in Grahamstown, Dr Mabizela congratulated the new graduates and highlighted that they needed to use their knowledge to create a better society and world.

"My appeal to you is that you become an active, engaged and concerned citizen who takes a special interest in and concern

for those who are living in the social and economic margins of our society. We cannot fail them; we dare not fail them...use your knowledge, creativity, skills, energy and expertise to ensure that the society and the world you will bequeath the next generation is better than the one you inherited from our generation."

Dr Mabizela also took the opportunity to thank the staff of Rhodes University for their role in ensuring the high graduation success rate.

"I hope you will also be the first to acknowledge the important role played by our cleaners, cooks, gardeners, janitorial staff, wardening staff, student leadership, sport societies and clubs in creating a rich and supportive intellectual, social and physical environment for you to develop, grow and succeed in your academic endeavours."

"Our University is very fortunate to have outstanding, loyal, dedicated and committed academic and support staff who take a deep and keen interest in the growth, development and academic success of each and every one of our students. As a Vice-Chancellor, I could not ask for more!" he said.

In five of the six ceremonies, Rhodes conferred honorary doctorates on individuals who have shown leadership and made contributions to various sectors in society such as Bra Hugh Masekela, Adv. Thuli Madonsela, Dr David Koloane, Dr Saleem Badat and Prof Frances Lund.

Read their features to understand why they were chosen to receive such a prestigious honour.



Lelona Fufu scholarship awarded

Thobeka Ethel Shibe is the first recipient to receive the Lelona Fufu Scholarship. This was awarded to her at her graduation ceremony on 9 April. It was an emotional moment for all when Mrs Fufu, Lelona's mother handed over the bursary to Ms Shibe.

She graduated with a triple major in Zoology, Mathematics and Statistics together with approximately 470 other graduates from the Science Faculty.

The Lelona Fufu Scholarship was established in 2012 after the senseless murder of Thembakazi Lelona Fufu who was hitchhiking to her graduation ceremony. She was due to receive an Honours degree with joint majors in Maths and Mathematical Statistics. Ms Shibe is currently doing her Honours in Mathematical Statistics.

The Scholarship in Ms Fufu's honour is awarded to students completing an Honours degree with majors in mathematical and statistical sciences. Rhodes currently awards an annual scholarship of R 90 000.00 to a deserving student and preference is given to students who, like Lelona have come through the Foundation Programme and demonstrate financial need.

"People talk about journeys and my mom has been working for so long that getting her blessing to do Honours was a big thing," says Ms Shibe. Her family is very ancestral based and she had to get the family blessing in order to come back to university.

Ms Shibe's mom who is a domestic worker in Port Shepstone sat watching her daughter graduate proudly.

"With what she earns (she earns below the minimum wage) we never went a day without food, she always made a plan. If I am half the woman that she is then I am happy, she has incredible strength," says Ms Shibe.

In 2008 Ms Shibe worked in a cousin's spaza shop for a year after her matric. It was after witnessing someone get shot right in front of her that she was adamant she needed to come to university.

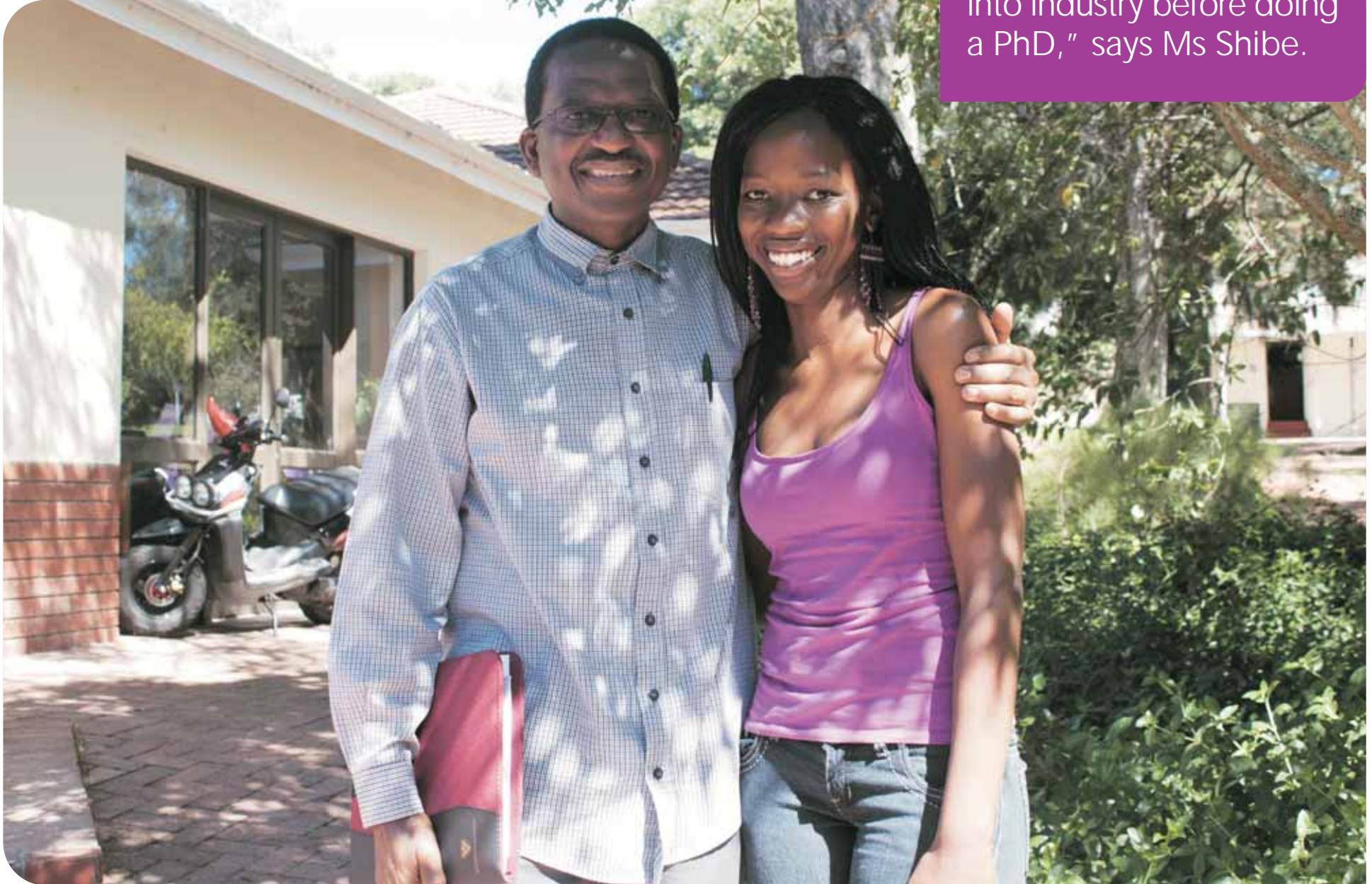
Some of her friends studying at Rhodes told her to apply. In 2009 she began studying Pharmacy because it was the closest medical degree available at Rhodes.

In high school she hated maths. "Back then there was still the thing of higher grade and lower grade. It was a pride thing to stick with higher grade and I passed it," she says.

The journey has not been easy as at the beginning of this year she was still struggling to find funding. She had funding from SAWISE to cover her MIP. She was encouraged by staff in her department to apply for the Lelona Fufu Scholarship. She thought she wouldn't get it but as the HoD sent her an email telling her to apply she decided she had to.

The Master's seed has been planted by the fact that she facilitates ADP classes and has her own lecture theatre in which to teach these classes.

"If and that's a big If I do my Master's, I will first go into industry before doing a PhD," says Ms Shibe.



Former VC and Chancellor portrait unveiled

On 9 April 2015, Rhodes University staff gathered at the senior common room to witness the unveiling of the portraits of Rhodes University Chancellor, Honourable Justice Lex Mpati and former Rhodes University Vice-Chancellor, Dr Saleem Badat.

In attendance at the event was renowned photographer George Hallett, current Vice-Chancellor, Dr Sizwe Mabizela, Registrar Dr Stephen Fourie, Dr Rosaan Kruger and many others.

With a cold beverage in one hand and a savoury finger snack in the other, the guests conversed about the auspicious occasion. The room although initially filled with quiet murmurs picked up as more and more guests started arriving.

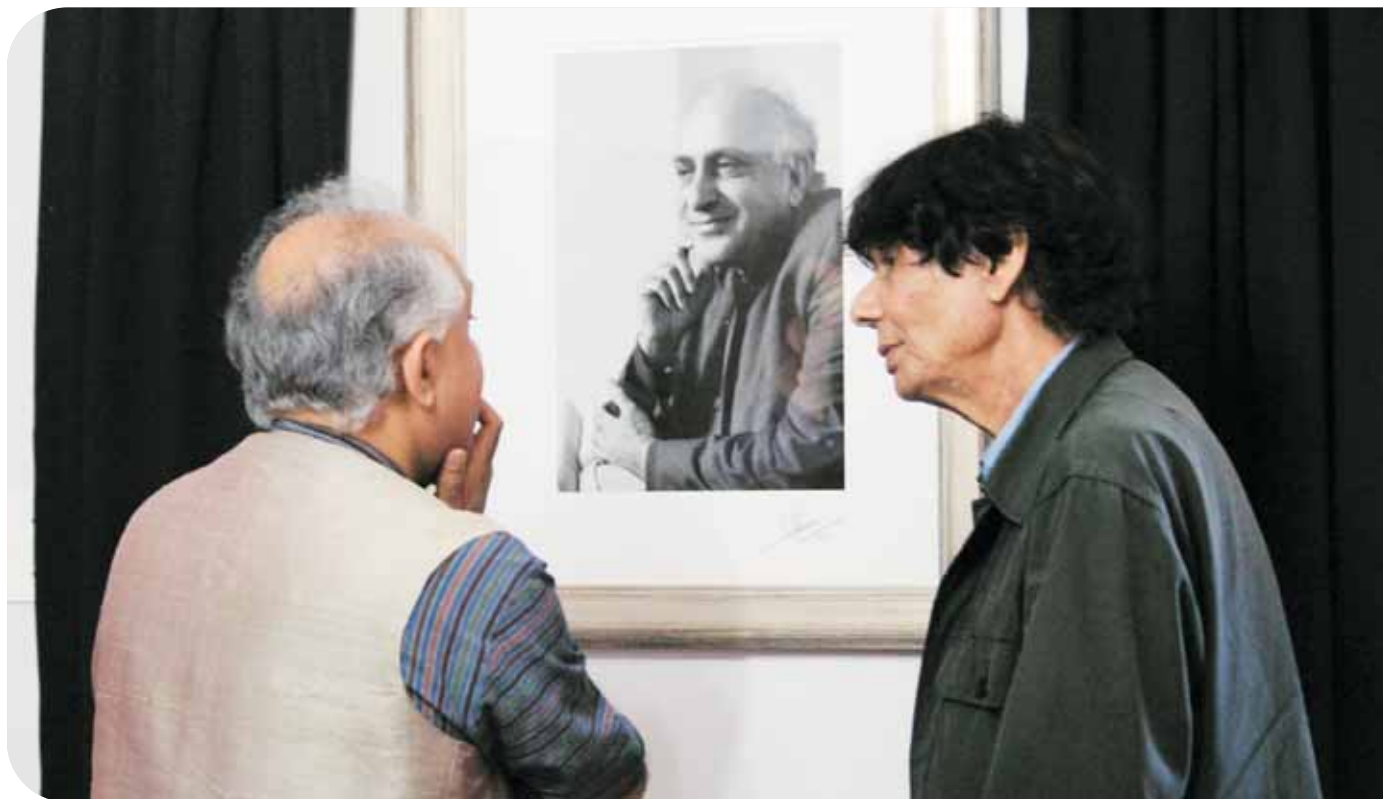
Once the buzz of murmurs among the guests was loud enough to be heard from the next room the Chairperson of the Rhodes University Council, Mr Vuyo Kahla, ushered all the guests towards the small room in which the unveiling was to take place.

"All of this ultimately reflects the continued transformational journey of our University and our society," said Mr Kahla, "It is not so much a transformational journey in terms of demographical profiles but also just of the culture of inclusivity we have been seeking to build in the University."

With this said, Mr Kahla invited Justice Mpati and Dr Badat to reveal their portraits which left the guests gasping in awe.

Mr Hallett then gave a brief commentary on his motivations behind the two portraits, "My favourite thing to talk about in my 40 years of photography is with portraiture. Whether it is upper or working class people it is important to show their dignity, it gave me a sense of equilibrium and humbleness to be able to do this for these two very important people."

"My first choice was really to invite Zapiro to do a cartoon and because that's a bit outlandish I was very happy to settle with someone as esteemed as George Hallett," said Dr Badat in response to Mr Hallett's warm words. He went on to explain Mr Hallett's level of



professionalism and thanked him for ensuring that he captured the true essence of who he is.

Justice Mpati shared his utter satisfaction with the portraits that had been unveiled.

"I remember when he took the photos," said Justice Mpati, "in the last photo, what he believed to be the last one, he just said 'Got it!' and we can truly see why."

The portraits can be viewed in the foyer between the senior common room and the Council Chamber in the Administration building.

BA degree at age 76

After retiring to Port Alfred from Johannesburg in 2009 and realising he was “useless” at golf and “didn’t like bowls” 76-year-old Martin Allison enrolled for a Bachelor of Arts degree at Rhodes University, majoring in Anthropology and History. The retired accountant graduated recently and is currently reading for a joint Honours degree in Anthropology and History.

Allison has been a chartered accountant for most of his life, having traveled to Zambia from his homeland England in 1966 to pursue a volunteer position in his chosen profession. He was born in Brighton, Sussex in 1938 and qualified as a chartered accountant in 1965.

Initially he took up a one-year post with Deloittes in London, but “I thought this could be a nice opportunity to see a bit of the world and Zambia seemed like an interesting place to go”. His internship was scheduled for 18 months but Allison ended up staying a total of 11 years, split between Lusaka and the capital of the Copperbelt, Ndola.

“My life led me to the door of Rhodes. My eyes have been opened through going to Rhodes and I’m interested in seeing other parts of the world where there’s a lot going on,” he said.

After a 10 year return to England between 1977 and 1987 his adventurous spirit led him to Johannesburg where he worked for Fisher Hoffman PKF, and to the firm’s offices in Swaziland, where he served as chairman of the Swaziland Institute of Accountants and eventually set up his own firm. His children Sue and Neil had followed him out from England and were enrolled for various degrees at the University of the Witwatersrand and Rhodes respectively.

“I remember visiting my son at Rhodes over the years and taking him and his friends down to the coast. Many years later I decided to buy property in Port Alfred for my retirement,” he said. On arriving in the small town Allison felt he needed a challenge, and began considering his options. “For a long time I had nurtured the idea of doing a degree,” he said, explaining that he had qualified as an accountant by completing a five-year apprenticeship.

Having played the violin throughout his adult life Allison considered enrolling for a BMus, but felt he lacked the necessary theoretical knowledge. He attended a range of presentations during the University’s orientation week in a bid to help him choose his courses, and settled for Anthropology and History after being suitably impressed. “I remember it was very encouraging when I received the acceptance letter,” he said.

After suffering a heart-attack in 2010 Allison pursued his commitment to academia and took up full-time



study again in 2012 while also completing Grade 7 and 8 on violin.

“I felt like a fish out of water initially, having not done any formal studying except short courses and exams in tax during the time I spent in Swaziland. But once I knew where to get the information and the format that was required, things were much better.”

On his graduation, Allison said he received a “surprisingly warm reception” from the crowd, which included his son and daughter and various family members.

Professor Leonhard Praeg Receives Vice-Chancellor's Book Award

Associate Professor Leonhard Praeg from the Rhodes University's Department of Political and International Studies received the 2014 Vice-Chancellor's Book Award on 10 April at the 2015 Graduation ceremony.

Prof Praeg received the award for his book *A Report on Ubuntu* after receiving the same award in 2009 for his book *The Geometry of Violence*. "My previous deep intellectual engagement was with various forms of postcolonial violence," said Prof Praeg, "I needed to shift focus to the 'good news' that Africa has to offer and so I ended up researching and writing about Ubuntu."

The book, which Prof Praeg describes as "a deep struggle with the meaning and place of African subjectivity in a world dominated by liberal politics and neoliberal economics," took him six years to write and aims to contextualise the dialogue on *Ubuntu* within the wider historical background of postcolonial attempts to re-articulate African humanism as a significant philosophy and emancipatory ideology.

Receiving the award was to Prof Praeg more than just recognition for his work, it also justified the claims made in the book. "When I was told I received the award I felt vindicated," said Prof Praeg. There is so much sentimental rubbish out there about *Ubuntu* which I struggled against for six years." He went on to add that the award vindicated his trust in himself as researcher and academic when he decided that *Ubuntu* is a deeply complicated question worthy of research.

Asked if he ever thought this may be another award winning book, Prof Praeg commented: "When you seriously engage the process of research and writing, a moment comes when you realise that you are no longer in control of the process, that you are not just writing what you think, that you are not in control of thinking or writing but that you are being thought, and that you are, in some mysterious sense, being written. In those moments, when you no longer know if what you are doing is right or wrong, thoughts of winning an award enter your mind to affirm that what you are doing has value," he added.

In a personal email to Prof Praeg, African philosopher Valentin-Yves Mudimbe called it 'a courageous book',



"It's lovely," he said, "it is both an honour and a sign of affirmation"

Receiving the award left Prof Praeg feeling respected by his peers, "It's lovely," he said, "it is both an honour and a sign of affirmation"

a comment deeply appreciated by Prof Praeg who said: "I really valued that comment because I thought I had been quite ruthless in dismissing many common, mainstream and sentimental conceptions about Ubuntu."

He continued: "It is not really a book about Ubuntu, it is about the question of black subjectivity in the postmodern, postcolonial world."

Professor Laurence Juma scoops the Vice-Chancellor's Distinguished Senior Research Award

Kenyan born, human rights specialist and law guru, Professor Laurence Juma has recently been awarded the prestigious Vice-Chancellor's Distinguished Senior Research Award. This award is part of the recognition by the University for his immense contribution to the research undertaken by the Faculty of Law in 2013.

"This came to me as a pleasant surprise. I'm very happy that my colleagues and peers recognised my work. I never thought my work was worthy of such recognition."

Prof Juma's research looks at the role of human rights in armed conflicts. Essentially, it seeks to unravel the interconnectedness between human rights norms and processes of conflict transformation.

"In my work, I investigate ways in which parties to an armed conflict could be sensitised about human rights. If the belligerents can use human rights as propaganda; that means they do recognise that it is important to respect people's rights."

Interestingly, this research has challenged the barriers to propagation and implementation of human rights norms both during peace negotiations and in the post-conflict period. Prof Juma illustrates this using one of the protracted wars in Africa.

"Look for example in Sierra Leone during the 10 years of civil war there were serious human rights violations. The introduction of a truth and reconciliation commission was an attempt to inject human rights into the process of resolving that conflict."

His research has resulted in the publication of his book *Human Rights and Conflict Transformation in Africa* which aims to highlight the role of human rights in conflict.

"Usually when you start a research project you don't know where you're going and you don't know whether it will be meaningful. And if it results in a book, that's a bonus."

His book challenges the previous reluctance of peace practitioners working in conflict resolution to apply human rights, and only demand for accountability after the war has subsided.

Prof Juma is also interested in customary law, particularly in how it's being taught in institutions of higher learning. His research in 2013 looked specifically at customary law, chieftainship succession and gender equality in Lesotho, where he is involved in an ongoing project funded by Rhodes University.

"This [Lesotho] project has been very dynamic and pragmatic because we've been able to participate in some of the litigation that is going on in Lesotho. Our focus for a greater part of last year was gender equality and how traditional chieftainship can be challenged along the same lines that we have seen in South Africa."

He observes that during this project there are some interesting societal changes that have been noted.

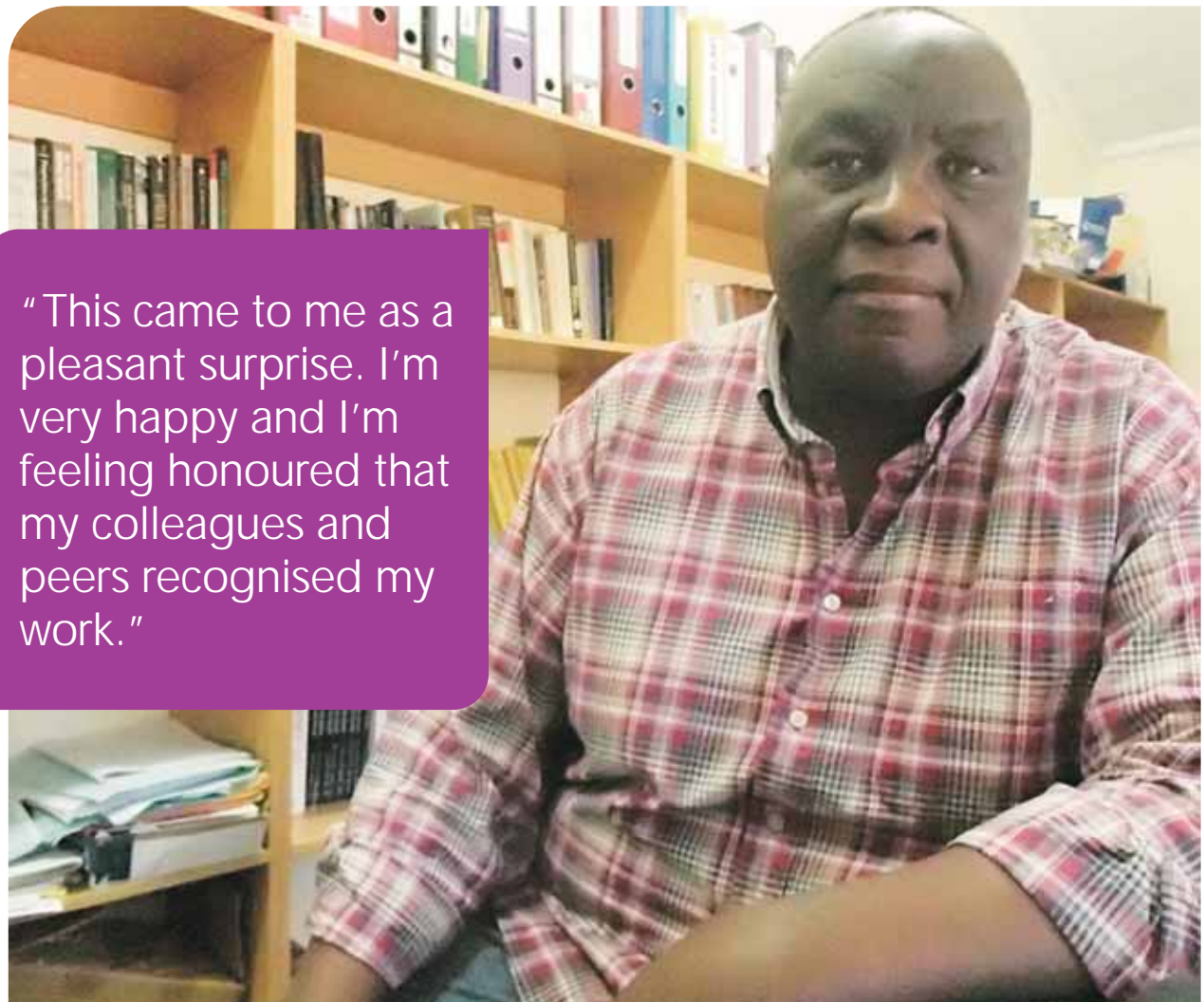
"We have sensitised people to look at society differently and to begin acknowledging the changes in society. These changes enable us to appreciate the dynamism of African legal philosophy and customary rules. We see a change in attitude towards traditional rules; younger people thinking about life

differently and appreciating constitutionalism."

Prof Juma is the only NRF rated Researcher (level C2) in the Faculty of Law.

Apart from research, Prof Juma lectures courses such as legal pluralism, public international law, human rights law, and international humanitarian law. He also serves as the current Deputy Dean of the Faculty of Law. He explains some of the difficulties in doing research while performing other roles.

"As a teacher, you don't have much time to do your work and many other things that you want to do. One hopes that in future, the Faculty of Law will create niche research areas and therefore attract enough funding. This will allow staff wishing to dedicate all their time to research to do so."



"This came to me as a pleasant surprise. I'm very happy and I'm feeling honoured that my colleagues and peers recognised my work."

Vice-Chancellor's Distinguished Senior Research Award for Professor Charlie Shackleton

"I'd like to be remembered as a good interdisciplinary thinker", he says, with sincerity in his voice.

Charlie Shackleton, is a professor in the Environmental Science Department and a research Chair holder within the South African Research Chains Initiative (SARChI) at Rhodes University.

He is wearing a green and white Scotch shirt with sleeveless khaki jacket over it. He has paired this with shorts. He sports a close shave on his head.

It is difficult to tell what kind of a person he is simply by looking at him but then he looks away from the computer and smiles. He starts to speak and the smile is also carried in his voice.

"I essentially have two areas of research interest: human well-being in rural areas and the resources available that underpin that well-being, and more recently; urban trees in contributing to urban sustainability", he says casually. He has explored the relationship between the natural resources and the lives of people in rural areas for a few decades. This research, he explains, essentially deals with two concerns: instances when resources in rural areas are inadequate and the effect of this on human lives. Secondly, he looks at the development opportunities or implications of having adequate natural resources in rural areas.

His second research interest, he says while leaning back slightly into his chair, takes a closer look at the effect nature has on peoples' financial, physical and psychological well-being.

"People have an innate need to interact with nature", he says. Prof Shackleton's research has seen him study the effects of being surrounded by elements of nature in an urban setting: from looking at the effect that the presence of trees in school grounds has on the academic performance of learners, to peoples' use of parks and trees for recreation, relaxation or provision of basic needs

such as firewood, fruits and timber.

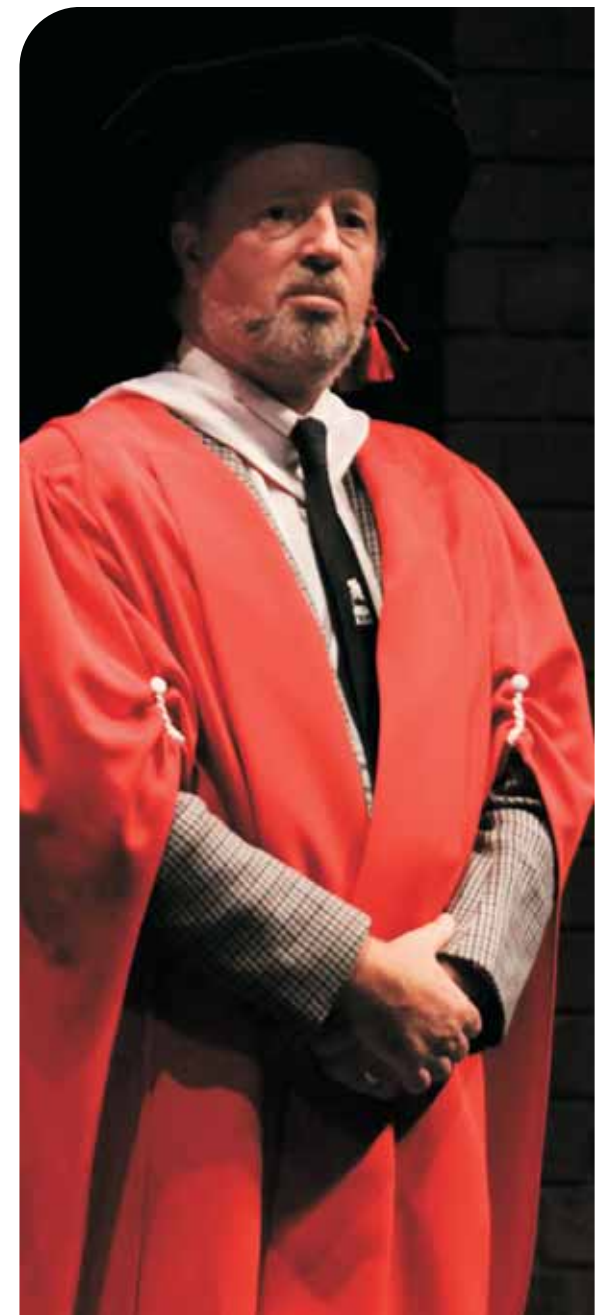
It is these two interests that have contributed to Prof Shackleton being awarded the Vice-Chancellor's Distinguished Senior Research Award. The award is presented to "recognise an established staff member of indisputable academic status, engaged in research and more general scholarly activity."

His office, alone, is indicative of the 'scholarly activity' in which he is involved.

A brown bookshelf stands against the white wall in his office. It stands tall measuring the distance from ceiling to floor. The rows are filled with books and files: lever arch files with labels and those without and thinner ring binder files. His messy desk, too, is home to piles of papers.

The news came via email. "Yes, so I opened my email and saw the news", he says laughing a characteristic high pitched laugh. "I was happy, I was pleased." His mouth extends into a smile and he laughs again, his warm eyes follow the laugh- they too, smile and laugh as he explains his feelings about the awards. For him, the award is an affirmation that the Environmental Sciences Department is doing things right in aspiring to high research quality and productivity. He stresses that the award is to an individual, but it requires a nurturing and research driven department to support and stimulate the individual. On an individual level he says that "it's cool to know that your peers recognise what you do."

Regarding what initially drew him to the work that he does, he earnestly explains that his initial plan was to study Zoology. He chose Botany as a 'filler' course and found it to be more fascinating than his major. It is this which grew his interest in studying plants but he has gone beyond just plants and places a focus on people as well.



"There is a lot more to ecology- there's people in there too. Simply knowing the biology of the species or systems is insufficient; humans are the managers, they are the ones who promote or destroy resources."

"There is a lot more to ecology- there's people in there too. Simply knowing the biology of the species or systems is insufficient; humans are the managers, they are the ones who promote or destroy resources."

Vice-Chancellor's Distinguished Senior Teaching Award

Dr Eleonora Goosen has received the Vice-Chancellor's Distinguished Senior Teaching Award for 2014, an accolade which represents her fine work and commendable influence in the Rhodes University Faculty of Pharmacy. She shares how honoured she is to receive the award.

With 30 years teaching experience Dr Goosen has a wealth of skills as an educator. She says that even in her prior high school teaching years, and in her early days as a lecturer, she quickly arrived at the important realisation that good teaching requires an educator to invest in the totality of a student's ultimate potential, promise and progress.

"You have to teach and work with the whole person," she says. "This means taking cognisance of both the cognitive and affective aspects of the teaching and learning process." That is why she tries to create a teaching and learning atmosphere that can enhance the student's confidence in themselves and in their work. She continues: "One has to take care to create a space that is conducive to the best kind of learning."

In order for a Rhodes teaching staff member to be considered for the Vice-Chancellor's Distinguished Senior Teaching Award, they either have to be nominated by a member of the teaching or student corpus - or make an individual application. For Dr Goosen, receiving this award means that much more, describing it as "simply wonderful and humbling". She says: "It means so much to me because I put my heart and soul into my teaching." From the way she speaks; sharing her ideas and passions for higher

education, it is easy to see why Dr Goosen is a deserving recipient.

The committee, which was chaired by the acting Deputy Vice-Chancellor: Academic and Student Affairs, Professor Chrissie Boughey, also included previous winners of the award. Every nominee is required to submit a teaching portfolio. Members of the committee attend a nominee's lectures and each nominee is interviewed by the committee.

Dr Goosen says the following about some of the aspects of her portfolio, which also allude to the intricacies of her unique teaching style:

- Her teaching perspectives include fully understanding the student, being aware and responsive to student diversity and taking into consideration that there are many external influences that affect student performance.
- Her teaching methods are inspired by the notion that teaching is an art; an intrinsically dynamic combination of gift and more importantly, continuous development.
- Preparing a teaching portfolio as a body of work also includes relating teaching and learning outcomes to literature.

She acknowledges that she is both a nurturer and a supporter. However she makes a note that this is not with a mothering or spoon-feeding approach. Her source of encouragement comes from providing consistent support for the development of sustained individual effort. "I try to facilitate personal agency, and at the heart of that is student confidence."

Another important and perhaps often forgotten teaching essential is that something which seems difficult, such as the material taught in pharmaceutical chemistry, can be presented by using metaphors to make knowledge of chemistry easier and more accessible.

Looking forward, Dr Goosen is excited about further developments that will be part of the new BPharm curriculum; ensuring that the Faculty of Pharmacy continues to produce excellent graduates and true future leaders.



"One has to take care to create a space that is conducive to the best kind of learning."

IN THE WORDS OF HER STUDENTS...

"I enjoyed the fact that the lecturer is very friendly and has an open door policy. We, as students, were not scared to ask any question or even just have a friendly conversation."

"I like that you care and give of your time for this course and you're easily accessible. You make us feel as if we're not alone in fighting the battle, which helps quite a lot on the psychological side of things."

"Friendly and approachable. Really loves and is passionate about chemistry. Takes time to explain concepts we do not understand. Shows concern about her students."

Professor Barry Irwin awarded the Vice-Chancellor's Distinguished Research Award



Professor Barry Irwin regards being awarded the Distinguished Research award as a long awaited achievement.

After serving at Rhodes for 11 years, the last two as an Associate Professor, Prof Barry Irwin of the Department of Computer Science was awarded the 2014 Vice-Chancellor's Distinguished Research Award for his work in developing research across the fields of Passive Internet Traffic analysis, the application of network Telescopes along with other Information Security related research. Two research awards are presented annually to deserving candidates as an acknowledgement of their scholarly excellence and their contribution to research at Rhodes University.

Noelle Obers, Rhodes University's Research and Development Project Officer, explains that awards like the one received by Prof Irwin have been handed out since 1991 to candidates that show impeccable research skills and have made exceptional progress in their research careers. The Vice-Chancellor's Distinguished Research award is awarded to staff members who are under 40 and have been in possession of a PhD for five years or less, reading through the nomination applications and motivations, Prof Irwin fitted the criteria, explained Obers.

Prof Irwin has 279 citations; he has graduated 40 Masters students and counts 50 honours graduates under his belt along with a few PhD candidates during his tenure at Rhodes University. "I've forgotten the actual number of papers I've written," said Prof Irwin, as a way of illustrating the extent of work and research that he has participated in.

Prof Irwin lists his presentation in 2013 at the NATO conference on cyber conflict, as one of the publications of which he is most proud. This work explored the Internet Background Radiation observed across the five network telescopes over a 15-month period. These network telescopes each consist of a block of 256 Internet (IP) addresses, and are deployed in IP space administered by the tertiary education network (TENET) in South Africa. The findings showed the degree of similarity of potentially malicious activity observed across these sensors, even though they are placed in three numerically distant network blocks.

With the research Prof Irwin participates in, he notes that it's not only him who puts in the hours to research and write case studies about computers

and information networks. "Three or four of my exceptional students wrote five to six papers during the course of their degrees, the award is partly due to their diligence and effort," said Prof Irwin.

His primary involvement is with Information Security related research and teaching postgraduate level. Prof Irwin's core responsibility involves the supervision of senior level postgraduate research within the Information Security and Next Generation networking (NGN) fields, which fall under the auspices of the Security and Networks Research Group (SNRG) in the Department of Computer Science. He's also a course manager for a successful MSc course focussing on Information Security related skills and research. "Conference papers don't write themselves, this [the award] is actually a recognition for the research group. They created an environment where I could work with ease," said Prof Irwin.

Upon being informed about the award, Prof Irwin was pleasantly surprised. "It was a very passive process for me, but there's also an active process of producing research over the last ten years from my side. A colleague asked for my CV, which I assume was used for my nomination," he said.

Prof Irwin received notification in late 2014 of the award, the decision having been finalised around October last year. "I consider it as recognition from peers and senior staff for all my hard work, everyone works hard but it was nice to get that public acknowledgement," he said.

The only pressure is to keep up the work and continue working at a given rate. "You don't get a special parking space after getting the award," said Prof Irwin as he laughed. However, as a major part of his future plans, he is now working in collaboration with researchers at the CSIR on various aspects of network security for both the SANREN network and at a national level.

"I considered it as recognition from peers and senior staff for all my hard work, everyone works hard but it was nice to get that public acknowledgement," he said.

Technology innovations to expand course resources for students

Improving lecture efficiency through ICTs was highlighted with this year's Vice-Chancellor's Distinguished Teaching Award. Through the Commerce Curriculum Project, Associate Professor in Accounting Kevin Barnard has been utilising tech-innovations to expand course resources for students.

"We started thinking of ideas to reduce the amount of time and lecture space needed in a course but in a pedagogically sound way," said Prof Barnard.

"It's about thinking: how could we be smarter with the lecture space that have, rather than needs to expand?" he said.

The Faculty experimented with electronic books, pre-recordings and online quizzes, but what Prof Barnard found most effective were screencasts.

"I presented my tutorials using my (touch sensitive) computer screen as a white board and recorded the session and then distributed it on RU Connected to the students," he said.

He found the feedback from students overwhelmingly positive.

"It allows you to be engaged with the material at a time and place that is convenient for you," said Prof Barnard. "Some students say they can focus in residences better than in the tutorials. Students can still come to the physical tutorial if they need something explained face to face, but many of them don't need that."

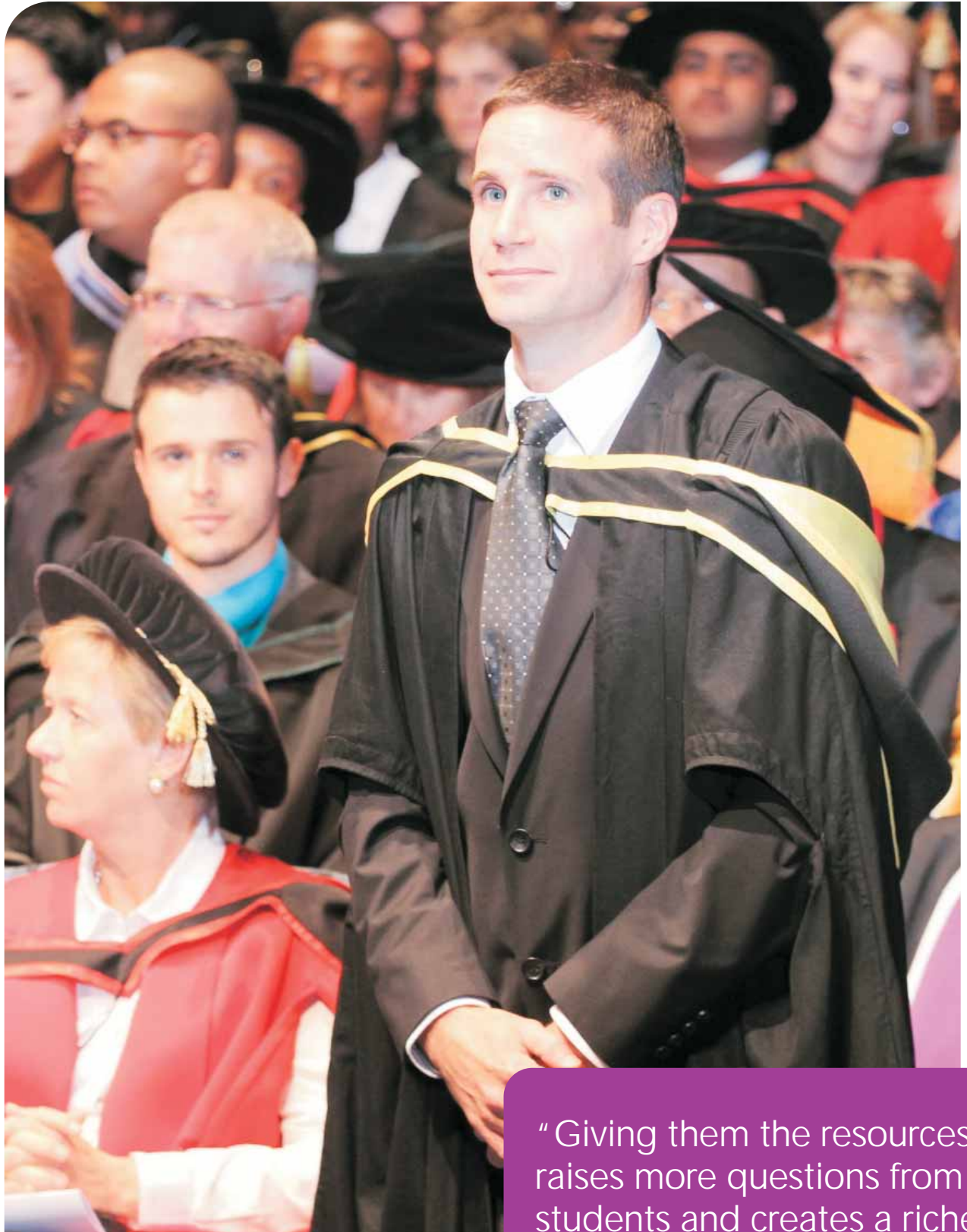
Barnard then began using the strategy for his lectures, recording and uploading them incrementally as the course progressed.

"The idea is not to push the students away with the tech and say knock yourself out," he said. "Giving them the resources raises more questions from students and creates a richer learning environment, I don't think it cuts down on contact time."

Other methods for improving teaching he has used are small formative quizzes online and connecting the course content to real world evidence, such as stock market indicators, in class.

Prof Barnard said the department has taken into account concerns about the digital divide, but said that so far few students have reported the technological medium as presenting a barrier to their learning.

"Maybe in first year it would be an issue but by third year, which is where I teach mostly, students don't seem to be having problems," he said.



He emphasised that his concept is mostly about enhancing good teaching with useful technology but not letting that technology lead the teaching.

Mainly, he feels that the award is an affirmation that he is on the right track.

"That my peers recognise that I have a passion for teaching and that I am making progress, that is really great because it gives me confidence to continue," he said.

He thinks that a lot of lecturers are looking for these kinds of solutions to improve their work but that the "academic wheel turns slowly," and change is not always smooth and speedy.

"Giving them the resources raises more questions from students and creates a richer learning environment, I don't think it cuts down on contact time."

"But I think we are gradually seeing people willing to try new things and thinking about how new technology can help us," said Prof Barnard.

He certainly thinks that this trend will continue into the future.

The Vice-Chancellor's Community Engagement Award

The Jonga Pambili Sinethemba Project group are the recipients of the Vice-Chancellor's Community Engagement Award 2014 and have since given a public lecture during Community Engagement Week.

The Vice-Chancellor's Community Engagement Award is awarded annually to a Rhodes University group or staff member who has dedicated time and knowledge to forge socially significant initiatives and partnerships in the local community.

The Jonga Pambili Sinethemba Project group team consists of Professor Sheona Shackleton, Dr Georgina Cundill, Professor Heila Lotz-Sisitka, Mr Monde Nstudu, Mr Lawrence Sisitka and Mr Nick Hamer. In their research into various aspects of food security, health, vulnerability and adaptations to climate change under multiple stressors, the group facilitated a ground-breaking social learning process in both communities that highlight the best practice model for engaged research. The model has attracted national and international attention and recognition.

Their research project has improved the academic understanding of climate change and adaptation in rural contexts and produced a number of tangible academic outputs. These outputs are seen in the team producing nine

Doctorate and Master's degrees, nine journal articles, book chapters and 53 conference presentations.

Jonga Pambili Sinethemba translates to moving forward with hope and the project was named by the communities involved.

The public lecture was divided into four sections: theoretical framing; what was actually done, exchanging knowledge and key lessons for undertaking community engagement research which were presented by various team members.

In a section titled *Thinking about Participatory Approaches*, Mr Lawrence Sisitka spoke about how the team could avoid new tyranny through the type of engagement with the community, "In these situations researchers are to act like catalysts and remain unchanged through the process," he said, "it is without a doubt that none of us remain unchanged."

Mr Sisitka went on to add that it took courage to do things differently and that they experienced many different types of courage. "I salute our community members for the courage they have brought into making everything possible for themselves as well as our team."

The evening served as a platform for this team to engage with the university on the successes they had experienced through engaging with the community.

"We feel very honoured that our work was recognised," said Prof Shackleton, "more importantly it is great that we have been given a

platform and opportunity to share with the university what we have achieved in our community."



"I salute our community members for the courage they have brought into making everything possible for themselves as well as our team."



Community Engagement - An Academic Approach

Dr Nozipho Mngomezulu and Dr Sharli Paphitis recently obtained their new titles when they received their doctorates in Anthropology and Philosophy respectively at the Saturday morning graduation ceremony on 11 April. Both received a standing ovation from Di Hornby, Director of Community Engagement.

"This is a special moment in time; it will probably never happen again," said Mrs Hornby of their achievements. She has watched them both work full-time while reading towards their PhDs.

Both Mngomezulu and Paphitis maintain that working full-time while completing a PhD takes hard work and dedication.

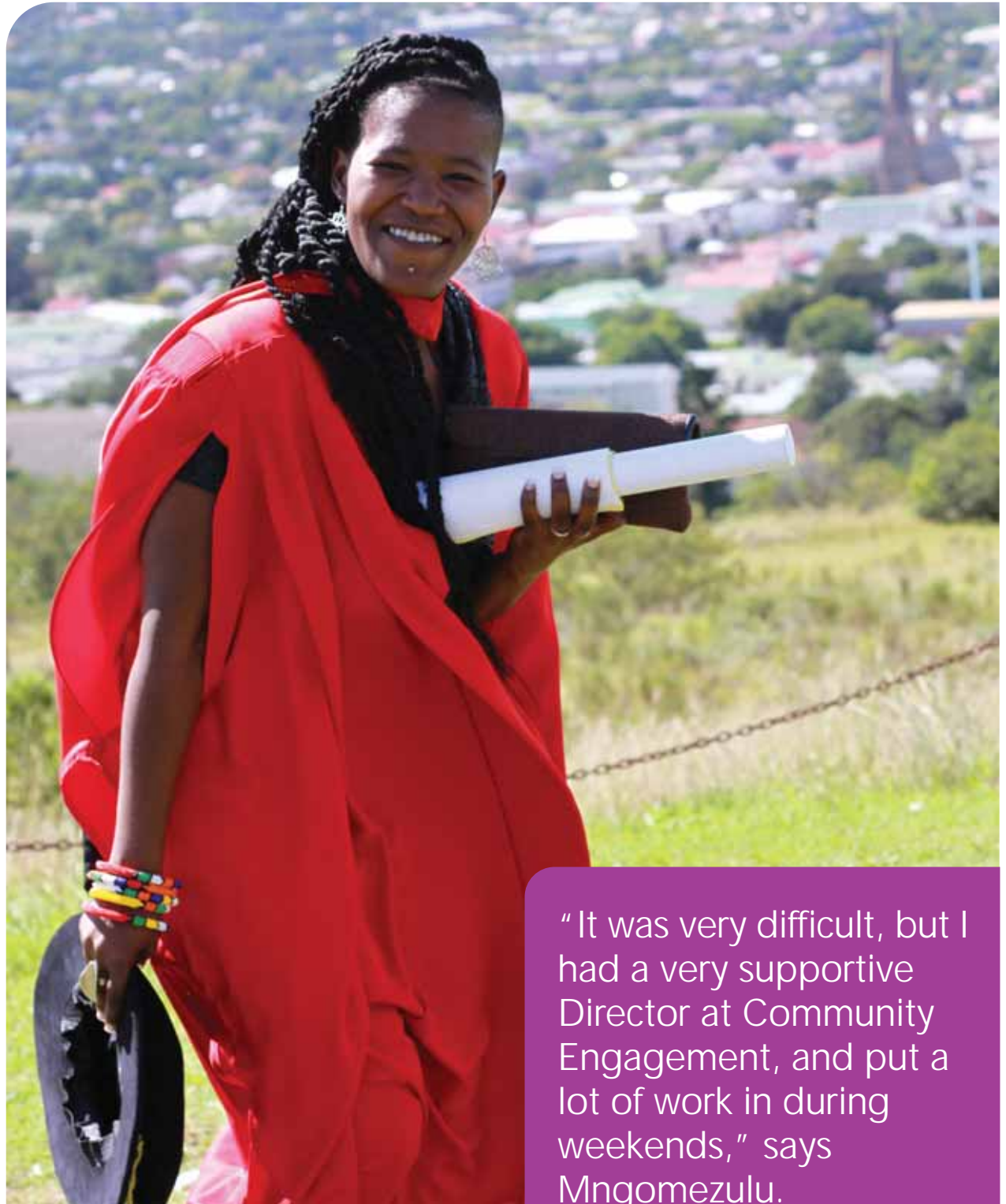
"It was very difficult, but I had a very supportive Director at Community Engagement, and put a lot of work in during weekends," says Mngomezulu.

Paphitis is used to working part or fulltime during her post-grad studies, "the balancing act is not something that I am altogether unfamiliar with, and I think that it is something that all academics need to learn to juggle - teaching, research, community engagement... family life. It was tough, and took a lot of dedication and my personal life did suffer quite a bit during the time... so I have to say that I am quite relieved to be done!"

According to Mrs Hornby, universities exist to generate and disseminate knowledge and community engagement offers a vehicle to enhance this in ways that benefit both the university and society. Community Engagement (CE) is fused into the academic project with engaged research giving attention to participatory approaches that lead to social change and the co-creation of knowledge. Service Learning is a teaching and learning strategy that integrates meaningful, planned community service to enrich the learning experience of students and to strengthen communities.

A close-knit team the CE worked together to assist the students obtain their degrees. "I made sure that the whole CE team was strong and happy, so that when the pressure was on the PhD ladies, the others would step up and carry the extra load, a bit like a family works. I tried to encourage a routine in order to keep the stress levels managed. We all believed that supporting them to get their PhDs would translate into strengthening the Rhodes CE work and help position CE at Rhodes, explains Mrs Hornby.

Mngomezulu says, "I was excited to share the day with my friends and family. The title marks the work I've done, but it doesn't change much of my day to day life."



"It was very difficult, but I had a very supportive Director at Community Engagement, and put a lot of work in during weekends," says Mngomezulu.

"I think the sheer joy of the whole experience was overwhelming. Especially because I knew that my family, friends and mentors were all there in the monument to see the final 'crowning' moment. And of course there was the relief of knowing that it was all done and dusted! As to the new 'title', I think there is a sense of pride in knowing what I have achieved, but I have not really spent too much time thinking about it yet to be honest!" adds Paphitis.

Paphitis has big plans, "I am working on a number of research papers and have plans for a book publication. I also think that we need to interrogate the nature of the epistemic goals of the university and the epistemic norms governing the knowledge production process at university. I think that community engagement has a role to play in this. I have no plans to leave Rhodes or Grahamstown, having finished my PhD here I don't plan to run off, but rather to contribute to the growth, development and transformation process of Rhodes. I have a deep commitment to the University... it has become my home in a sense.

continued... on page
FOURTEEN

continued... from page THIRTEEN

beyond our control. This vulnerability, I argued is essential to understanding what makes us human agents and persons, as distinct from any other kinds of beings which might exist." She argued that it is this vulnerability that makes

"I am working on a number of research papers and have plans for a book publication. I also think that we need to interrogate the nature of the epistemic goals of the university and the epistemic norms governing the knowledge production process at university. I think that community engagement has a role to play in this."

and ways of working that will ensure students engage with communities in a thoughtful, strategic and sustainable way.

The Siyakhana Makana initiative has been a flagship project for her - it has transformed student community engagement from random, once-off events to one where the leadership of residences, societies and clubs are trained in the conceptualisation, planning and execution of community engagement processes together with relevant community partners. Mngomezulu also feels that a background in drama and her participation in student media such as Rhodes Music Radio (RMR), has given her the ability to be a creative facilitator of a wide range of student groups.

A Mandela-Rhodes scholar, Mngomezulu is looking to the possibility of post-doctoral studies abroad, but she is confident that the systems and resources she has put in place will ensure that student community engagement at Rhodes stays on the right track.

us unique and explains why the ethical dimension of human life is of such fundamental importance to all of us.

Both Paphitis and Mngomezulu believe that having academics in the CE office has been crucial for the development and growth of CE at Rhodes. Nationally and internationally there has been an increase in the body of knowledge being generated around all facets of CE - that is, the scholarship of engagement. Having academics in the office ensures that Rhodes contributes to the debates and this growing body of knowledge.

"We are also able to bring this growing body of knowledge to the attention of the CE practitioners working across all Faculties at Rhodes to inform and enhance their practices. It also means that we are able to collaborate with our CE practitioners at Rhodes to help them to publish their CE work, which allows us to begin to tie CE and research together more closely and align the critical pillars more closely - teaching in the form of service-learning can begin to inform research through the scholarship of engagement," explains Paphitis.

A focus on issues of youth identity and leadership has informed Mngomezulu's approach to working with student volunteers and student organisations at Rhodes. One of her main aims has been to establish systems

Paphitis believes that Service Learning is starting to gain momentum at Rhodes, with an increasing number of departments and disciplines making enquiries about how to incorporate it into their curriculum and their teaching. She points out that there is much to be gained from this, while nothing needs to be sacrificed, as students benefit from being able to apply in practice what they have learnt in theory. However, she cautions that it requires careful planning and that critical reflection is an essential part of the process - in other words, the same rigour needs to be applied to Service Learning as to other parts of the academic project.

Of course that does not mean I don't plan on going to some international conferences."

In summary Paphitis' thesis examined human agency and the concept of a person. "My interest was in the question of how the internal psychological freedom required for human agency (the ability to act, to affect change in the world) is constrained by the various forces at work in the world and within our own psyches. This I argued in my thesis accounts for the human condition, a condition in which we are both in control of ourselves internally, but also, essential, and always, vulnerable to forces

Whether you are on the big stage or the small stage

Soweto born Public Protector, Advocate Thuli Madonsela, is featured on *Time* magazine's 2014 list of the 100 Most Influential People In The World. She is an outstanding example of a South African with a deep and enduring commitment to serve the people.

Rhodes University is proud to have conferred an Honorary Doctorate on Advocate Madonsela at the graduation ceremony on 10 April 2015.

It's five o'clock in the afternoon at the Pretoria headquarters of the Public Protector, Advocate Thuli Madonsela. This is home time for most people but not for her, as there is no nine to five when your work is all about making sure that corruption and wrongdoings at all levels of government are exposed.

Her office, like the Advocate herself, has a serene atmosphere that belies the rigorous work that takes place here, when members of her team, mostly advocates, regularly meet and work into the small hours to collectively assess the files of evidence and documentation before them.

She's running late and apologises for this before showing me to the lounge area of her office. From the outset she is as engaging and gracious as ever, but as we all know, her demeanor is backed by her strength of character that repeatedly reveals itself.

To establish the truth

She doesn't make a big deal of this. For her, it's simply doing her job, as she explains: "For as long as I am in this job, my team and I will investigate each case put before us, and use the constitution and the law to establish the truth. And when those in government have done wrong, my office is compelled to address this."

Madonsela says that she sometimes feels pity for the perpetrators "because when something is wrong and everyone can see it, your inability to acknowledge your wrongdoing is perpetuating your own sad life."

Regrettably, she adds, the tragedy of government wrongdoings at all levels is not restricted to the individual; it has exponential consequence for the whole country.

No choice but to take responsibility

"In this life, whether you are on the big stage or the small stage, there is no choice but to take responsibility for your actions," she elaborates.

"When those in government have committed wrongs, if they admit to them and start taking responsibility for their actions, it somehow massages the hurt, and the country can start to move forward. Fortunately South Africans are forgiving people. However, when those in

government refuse to take responsibility then there is no making amends because they perpetuate the sense that they will do it again."

More than 37 000 cases

While the Nkandla files have become the symbol of the gaping lack of responsibility at the highest echelon, it is but one of the more than 37 000 cases that the Office of the Public Protector deals with each year, the majority of which are resolved within three months.

The larger, lingering cases range from the non-delivery of textbooks to schools to the government's commitment to nuclear power deals without following the proper consultation process to the e-toll saga.

We look to Madonsela to take all this up on our behalf, which she willingly does, backed up by a skilled team of advocates in every province.

As we all know, Madonsela and her team are not afraid of taking on the top brass, but her work is as much about supporting ordinary citizens who find themselves at the receiving end of any abuse of power, be it at a national, provincial or local level.

The need for open, honest communication

"It sounds like a cliché but at the heart of all this is the need for open, honest communication," she says.

"People need the space and freedom to be able to communicate what they think, feel and need. If you don't give them this then they stop communicating or they tell you what they think you want to hear because they are afraid of the consequences of being open and honest."

"Irrespective of whether you are the head of a country or a company or a parent, the need for open, honest communication is the same. I hope I do this with my team and I am getting better at doing this with my children."

As a single mother

As a single mother, Madonsela is the sole parent to her son, Wantu Madonsela, who was pursuing a theology degree but decided this is not his calling, and her daughter, Wenzile Madonsela who is studying law. Their father and Madonsela's partner, Nhlanhla Mngomezulu, passed away some years back.

Wantu and Wenzile are both in their twenties now, but when they were young, Madonsela had to accept that she could not be there for them as much as she would have liked to have been.

"There were some balls I couldn't avoid dropping. I would be on my way to a school event when I would be called to a critical meeting," she explains. "It pained me that I could not always be there for my children but as a working mother it was not



always possible as I had to support us financially. At the same time I have always believed in playing my part in making a better country for us all."

A supportive network of friends

This doesn't leave much time for herself, but Advocate Madonsela says she is fortunate to have a supportive network of friends: "They are also extremely busy professional women, they are all lawyers, and when we are able to get together and catch up it really helps us to relax and get perspective on life."

She adds that they all completely understand that frequent contact is not possible but it does not affect the quality of their friendship.

Where possible, she tries to make time to walk, meditate in the garden of her home in Pretoria, go to church and listen to classical music. Holidays, however, are few and far between.

Durban, Cape Town and the Victoria Falls are three of her destinations of choice, and she would very much like to visit Israel. "I'm fascinated by ancient civilisations and I often wonder how they would view us and what we have done to this Earth," she explains.

I'm concerned for the Earth

"I'm concerned for the Earth. We rush ahead with what we think is 'development', often without sufficient environmental impact studies, and then we land up with all sorts of severe environmental problems, including global warming."

TO READ MORE... visit:
<https://www.ru.ac.za/graduation-gateway/graduationnews>

The Mystery of Life

Born in 1938 in Alex Township, Joburg, Dr David Koloane had an inner compulsion to become an artist and to help other black South African artists find their way.

On Friday 10 April, Rhodes University proudly conferred an Honorary Doctorate on this artist, activist, intellectual, writer, critic, educator, mentor and curator.

Why are some people able to rise above their circumstance when others are not?

"That is the mystery of life," smiles Dr David Koloane who grew up in Alex Township in the 1940s, always carrying a pencil around with him, because what he most wanted to do was to draw. And draw he did.

When he went to the movies at the only cinema in Alex - the King's Cinema - he would come home and recreate Superman or Batman on paper. When he watched the local jazz bands - and there were many in Alex at the time - he would recreate them on paper.

Their son's sketches entertained his parents, Andrew and Rebecca Koloane, but they never imagined they would develop into "a serious job" and that their son would become an artist, a leader and a legend.

The achievement of this required a long, difficult journey.

You have to drive yourself

"To develop a career in the visual arts, you have to see to it that you drive yourself over the long distance," he explains. "You have to commit everything to what you know you need to do, even when your family and friends ridicule you or question what you are doing."

"It is not all that different today from when I was young. There is more access to art education today in the large cities, but there are still no art institutions in many provinces. The townships and rural areas are totally ignored - there is an absence of museums and galleries here - so it is difficult for people to understand what art is all about."

He believes this is to society's detriment because "art helps to refine our minds and our characters; it makes us more human when we start experiencing the aesthetic value of life, irrespective of our hardships."

He offers the example of a wooden spoon used to mix porridge over the centuries in the rural areas. "People see the wooden spoon as functional, but there is also an aesthetic side to everyday objects," he explains.

"For me, art is also about cleansing one's spiritual life. To be able to see the beauty and finer aspects in life, not only the ugly aspects, helps to make us better people," he says.

At the same time he does not shy away from the ugly side or from making strong political statements through his art.

Malnourished, stray township dogs

He is renowned for his 'mgodoyi' series, the term for

malnourished, stray township dogs. "The stray dogs were a metaphor for black people during the apartheid era when black people were treated like stray dogs that had no place and no origin.

"Stray dogs are also a metaphor for gangsterism as they can be very vicious and menacing. You see their eyes glowing in the dark and you fear them because you know they are there but you don't know when they might attack."

Sharing art with all people

Dr Koloane's social and political activism through art is as important to him today as it was when he was a young man. A big part of this is his commitment to sharing art with all people, which, in his 77th year, he continues to do wherever he finds himself.

He recently went to see a William Kentridge show at the Joburg Art Gallery (JAG), which is situated in the inner city precinct of Joubert Park.

Before he went into the exhibition he walked around the park.

"Joubert Park is a meeting space for urban-based people, often from the rural areas," he explains.

"There are always a lot of people in the park but most who don't know what happens inside JAG - or that they can come inside and see the exhibitions for free," he explains.

So he asked a group of people chatting in the park if they wouldn't like to come and see the exhibition. "They replied that they were not keen to come with me right then but they would go and see what is there some day."

Human responses and the details in our lives

He is fascinated by human responses and the details in our lives, including, for example, how women look at themselves in the mirror and the time they take to paint their lips. He produced a series called 'The Lipstick Series', which was shown at the Goodman Gallery in Joburg.

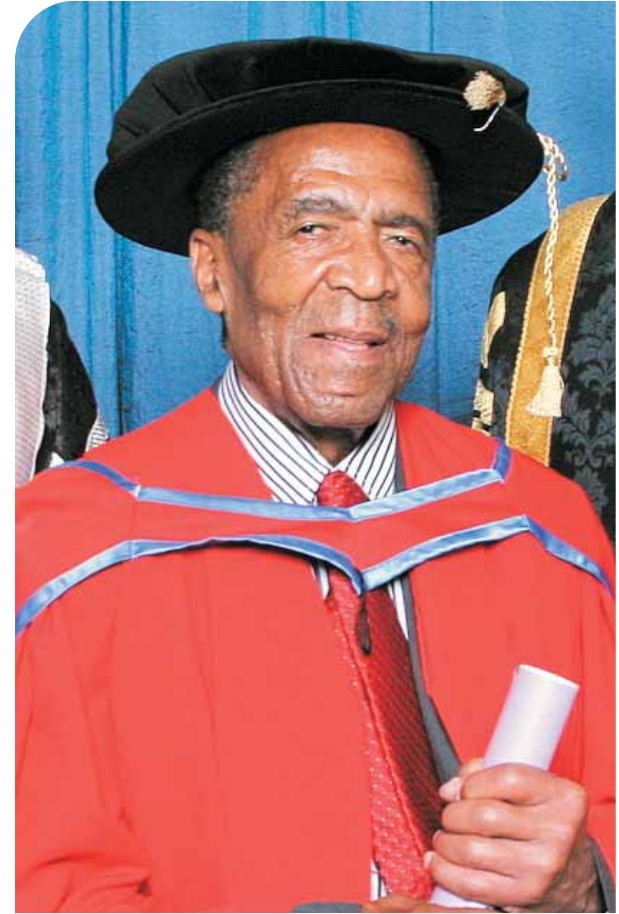
Medium-wise he's currently on an interesting journey of getting "more and more involved in charcoal". He has been looking at the etchings of artists from previous eras, including Spanish artists who covered the Spanish Civil War.

There is so much colour in black and white

"It has made me realise there is so much colour in black and white that I no longer think about colour as I used to, or feel the need to use colour."

Apart from etchings, he is also keen on printmaking: "I've always had this graphic aspect to my work because I draw so much," says Dr Koloane whose art path started taking form when his family moved to Orlando West, Soweto, while he was in high school. Here he was introduced to Louis Maqhubela a fellow high school learner who was equally obsessed with art and who studied at the Polly Street Art Centre from 1956 to 1958. Situated in the inner city, Polly Street was an informal training centre for black artists.

"Louis took me to my first art gallery in Joburg. I had



never been to a gallery and I did not know anything about the art world or that black people could be artists. To me it was a far-fetched idea that a black person could be an artist," he recalls.

His gallery visit inspired him to read about artists like Van Gogh, and to hone his own skills, with Maqhubela advising him.

In 1966 Maqhubela won an annual art competition in Joburg called 'Artists of Fame and Promise' and part of the prize was a three-month trip to Europe.

While he was away Dr Koloane's father passed away. He had been a tailor with his own little shop in Orange Grove. This left his mother with nothing but her small income from working at a crèche in Soweto. To help his mother, Dr Koloane left school in Grade 11 and found a job in the local municipal offices as a clerk.

After hours and on weekends he continued developing his painting and drawing skills, and when Maqhubela returned, he filled him in on what was happening in the art scene in Europe, as well as advising him what type of paper to buy and which paints to use.

He showed me the way

"He showed me the way and we are still good friends today. He lives in London where he is a working artist, and I always see him or stay with him when I am there."

Dr Koloane was in London last year, exhibiting at the Saatchi Gallery as part of an exhibition featuring the works of artists from Africa and Latin America.

"I had done a series of soccer drawings during the 2010 World Cup, which appealed to them. I used charcoal and pastel, and all that I showed was the legs of the players in motion - it was about movement and dexterity," he explains.

TO READ MORE... visit:
https://www.ru.ac.za/graduation_gateway/graduationnews

A time to dance...

A time to create our own culture...

Mr Hugh Masekela was awarded an Honorary Doctorate by Rhodes University on 9 April 2015. He talks about his first flight to freedom and about the need to conserve and keep on creating South African and African culture.

"Shall we dance?" he says to the waitress as she steps aside to show him to his table at the Hyatt Hotel in Rosebank, Joburg. She smiles with delight that Mr Hugh Ramopolo Masekela himself has asked her to dance.

The Hyatt lounge is a favourite meeting place for this man born to music. It's a short drive down Oxford Road from his home in Killarney, Joburg. He's not often here as his touring calendar is intense. At the age of 76 he has back-to-back performances all over the world.

He's spent quite a bit of his life on airplanes but his first ever flight remains the most memorable because it was his flight to freedom. Thirty years would pass before he returned home in 1990, following the release of Nelson Mandela in February 1990.

Leaving South Africa at the age of 21

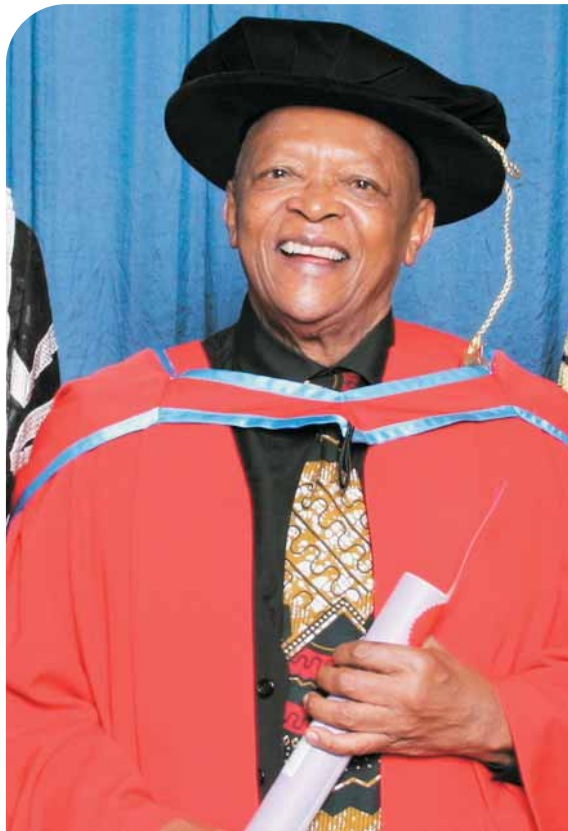
"I left South Africa at the age of 21 in the same year of Sharpeville, which happened in March 1960. After this, the apartheid government started furiously detaining all activists," he explains. "As a musician you were automatically regarded as an activist or a communist or of breaking the Immorality Act."

To get out of South Africa, Masekela had applied for a passport on a music ticket to study in New York. Already a successful professional musician, and a member of 'The Jazz Epistles' (the first African jazz group to record an LP), he had been offered a scholarship at the Manhattan School of Music, where he was to be tutored by jazz virtuoso Dizzy Gillespie.

"It was very difficult for a black person to get a passport in the 1960s. You had to get all sorts of official letters of invitation from the relevant people overseas, which I managed to do, with plenty of help, as always, from our close family friend, Trevor Huddleston."

An Anglican priest, Huddleston was a legendary activist in South Africa who was extremely well connected in political, moneyed, society and academic circles. He made a point of being connected, not for personal gain, but to help the dispossessed communities he served in South Africa, and to help bright, talented young people, like Masekela, to achieve the greatness for which they were destined.

His first trumpet at the age of 14



Huddleston was a catalyst in Masekela's career. He used his small savings to buy a 14-year-old Masekela his first trumpet, and a few years later influenced Louis 'Satchmo' Armstrong himself to send Masekela a second trumpet when he met him at a gathering in the United States.

"When my mother called me to say my passport had arrived, months of apprehension turned to excitement combined with a different form of apprehension as I wasn't yet out of South Africa," Masekela recalls.

An associate of Huddleston's funded his plane ticket and he immediately headed for what was then Jan Smuts Airport, now Oliver Tambo, to get on a plane to London. From there he would fly to his new life in New York.

My heart was in my throat

"My heart was in my throat as they closed the door of the plane at Jan Smuts," Masekela recalls. "I thought the cops would burst in any minute and remove me. It was only when we were in the air and beyond South Africa's border that I started to relax and enjoy my first ever flight and the taste of freedom."

"So there I was sitting on the plane and this glamorous stewardess comes up to me and says: 'Sir, what would you like to drink?' I nearly jumped out of my skin because I had never ordered a legal drink in my life and everyone on the plane was looking at me, the only black person on the flight.

In the shebeens where I drank

"In the shebeens where I drank, you see, one person would be assigned as the pourer, and we would then share one glass between a bunch of us and hand the brandy around. A full bottle was called a straight; a half bottle was a half jack, the next size was a nip, followed by a honey and a

half nip. I wanted to ask the stewardess for a honey and two beers, but I realised that she would not know what that is."

"Fortunately I remembered a scene from a movie I had seen starring Humphrey Bogart, and I had never forgotten what he said when he ordered a drink in classic Bogart drawl, 'Give me a triple scotch on the rocks, light on the soda'. Which is what I then ordered from the stewardess, in those exact same words and in the exact same Bogart drawl. All those people staring at me could not believe their ears!"

Arriving in London and then New York was "fantastic!" he exclaims.

Young, ambitious and very cocky

"I was young, ambitious and very cocky. I felt I could achieve anything but it still took some time before I stopped carrying my passport around with me all the time. Every time I saw a policeman I would check I still had it because you would get arrested in SA for failure to produce your ID documents on demand."

As he tells his story, several strong messages emerge for young people setting out to make their mark on the world. It's Masekela's way of imparting knowledge, without lecturing.

What flutters your heart

The first message is to find out what flutters your heart in this big, wide world. This isn't about men, women and love, because this will surely come, and sometimes go. Hugh, in his self-ironic style, says it has taken him 76 years and four divorces to find out that he was not destined for marriage.

A second message is that everyone needs a mentor or a helping hand, and, in turn, to be that for someone else. For Masekela it was Huddleston and his parents, Paulina and Thomas-Selema Masekela. His parents knew that their restless, troublesome son had to follow his musical heart and Huddleston believed in him. "He once asked me what it was that I wanted and I told him that if I could get a trumpet I wouldn't trouble anyone anymore."

Hold on tight to freedom

A third message is that young people need to hold on tight to the freedom they now have.

A fourth message is that you need to be brave, strong and relentless in the pursuit of what you want in this world. You also have to have a measure of cockiness or 'chutzpah' as the Jewish people call the combination of guts and fearlessness. It's no surprise that one of the albums that fueled Masekela's fame, and which includes the exquisite 'Stimela', was titled 'I am not afraid' (1974).

TO READ MORE... visit:
https://www.ru.ac.za/graduation_gateway/graduationnews

From Grahamstown to New York – A giant leap for higher education

Rhodes is proud to have conferred an Honorary Doctorate on Dr Saleem Badat at the graduation ceremony on 10 April 2015. Dr Badat is the former Vice-Chancellor of Rhodes University.

For eight years Dr Saleem Badat walked the corridors of Rhodes University and through the streets of Grahamstown.

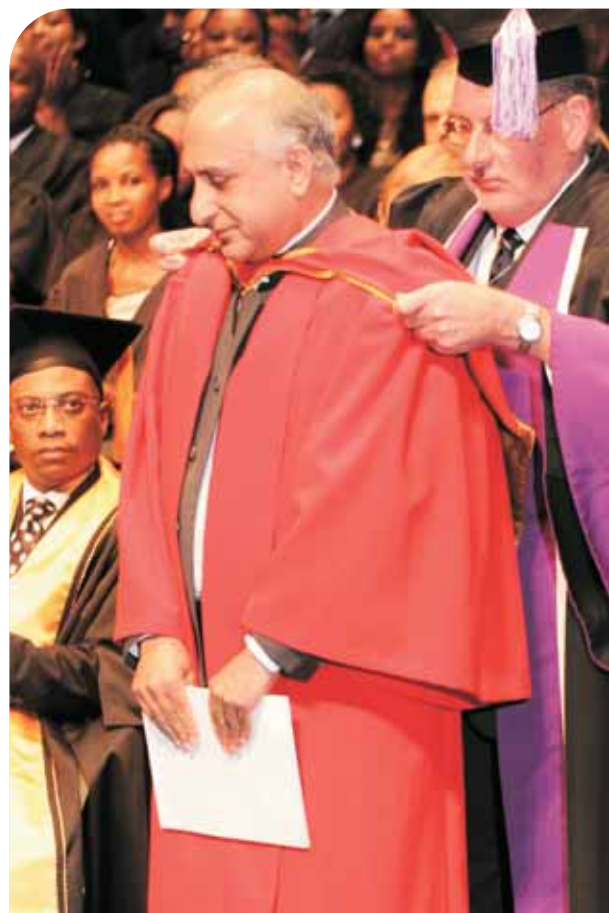
Now he walks through Central Park from his apartment on the upper west side to his office at The Andrew W. Mellon Foundation on New York's upper east side. On 1 August 2014 he took up his new post here as the Programme Director of International Higher Education & Strategic Projects.

"It's good to have money to spend on excellent Arts and Humanities causes instead of having to plead for money, which universities have to do," says Dr Badat as he enters the historic complex of townhouses in which the Mellon Foundation is based.

That's another two kilometres clocked up. He walks four kilometres to and from his home on the upper west side every day. "If you don't like walking, don't move to New York," he says. "I'm doing almost 50 kilometres a week, including walks with my dog Joey from South Africa. He loves New York and Central Park."

Dr Badat ascends the stairs to his second floor office with its beautiful old bay windows overlooking 62nd Street. Across the corridor is the President of the Mellon Foundation, Dr Earl Lewis.

The Mellon Foundation is a major funder of Arts and Humanities programmes and initiatives in South Africa, as well as in the United States, Canada, the United Kingdom, France and Germany.



An exciting cross-fertilisation of ideas

"It's extremely stimulating being in this position as I interact with some of the top research universities and institutions, scholars and researchers from around the world. There's an exciting cross fertilisation of ideas," says Dr Badat, explaining that Mellon specifically supports the Arts and Humanities, and seeks to promote international collaboration, diversity and social inclusion as part of the transformation of society. Universities offer fertile ground for this.

A good example is the Accelerated Development Programme at Rhodes University, which aims to build a next generation of academics, and which Mellon has supported for the past 15 years. To date, 44 predominantly black and women academics have completed the programme, which is all about cultivating outstanding young academics. Most are now in full-time posts, many with doctoral degrees.

Next generation academic programme (nGAP)

This programme has become the model for a national next generation academic programme called nGAP, which the Department of Higher Education and Training (DHET) has agreed to fund from 2015.

Dr Badat was instrumental in this. As the former Chair of the Board of Higher Education South Africa (HESA), he raised funds and convened a working group of academics from several South African universities who put together the nGAP proposal, which the DHET accepted in 2013.

In his new position he is tasked with deciding on which project proposals from South African 'research universities' to motivate to the Mellon Foundation Board for funding.

Towards selecting these, Dr Badat will annually spend some six weeks in South Africa, engaging with the leadership of research universities on their institutional priorities and keeping in touch with the higher education and socio-political terrain.

Increase the number of black and women professors

One of the projects he currently has in mind is how to increase the number of black and women professors at South African universities.

"I need to discuss this further with my colleagues in South Africa but we could potentially design a programme of support for promising associate professors, to strongly assist them, without any compromise of promotion criteria, to become full professors in a shorter period of time," Dr Badat explains.

"I would also like to look into why there are no black South Africans registered for PhDs in Philosophy. Philosophy is an extremely important discipline that grapples with important ethical and moral questions about how we live in society."

He says that our society and thinking will be terribly impoverished if we do not produce a new generation

of philosophers, particularly black philosophers, who focus on new questions and issues, and produce new knowledge and thinking.

Mellon budget of over R100-million

The 2015 budget Dr Badat has from Mellon for the selected projects in the Arts and Humanities at South African universities is \$9 million dollars or over R100-million.

The total Mellon budget is \$300 million, with most of the funding going to a small number of major research universities out of some 4000 American universities and colleges.

Seven South African universities, including Rhodes, currently benefit from Mellon and Dr Badat will be looking for exciting new institutional priorities and programmes that can produce new knowledge, support outstanding scholars and postgraduate students from disadvantaged backgrounds, enhance the experiences of postgraduate and undergraduate Arts and Humanities students, and impact positively on institutional change.

He will also connect South African arts and cultural organisations with strong outreach initiatives, such as the Iziko Museums, to Mellon's Arts and Cultural Heritage Programme.

The Arts and Humanities are severely neglected

Mellon solely funds the Arts and Humanities, and Dr Badat explains why:

"We are living in a world where the Arts and Humanities are severely underappreciated and neglected. Yet our challenge, in a context of lack of human rights, serious inequalities, poverty and environmental degradation, is to build just and humane societies and cities in which people of different nationalities, social and economic backgrounds, languages and cultures can work, live and flourish together. The reality is that you cannot address these issues without the Arts and Humanities and on the basis of Science and Technology alone."

Refocus on the Arts and Humanities

One of his goals is to encourage South African universities to refocus on the major contribution to society of the Arts and Humanities and its wide range of disciplines - from Fine Art to Drama and Music to Anthropology and Gender Studies to History and Sociology.

He explains that the perception created by politicians and policy makers here and elsewhere is that the STEM areas - Science, Technology, Engineering and Mathematics - can solve all our problems. This leaves an impression that the Arts and Humanities are dispensable, and that if you do a degree in this field, you are wasting resources and won't find a job.

TO READ MORE... visit:
https://www.ru.ac.za/graduation_gateway/graduationnews

The People's Academic

Professor Francie Lund has made a significant difference to child and women poverty alleviation in South Africa. In 1995 she chaired the Lund Committee on Child and Family Support that led to the introduction of the Child Support Grant (CSG) in 1998. She has also championed the rights of those excluded from the formal economy, notably informal workers, particularly street traders.

Rhodes University is proud to have conferred an Honorary Doctorate on Prof Lund at the graduation ceremony on 11 April 2015.

Prof Francie Lund well deserves the title of 'people's academic' as she has fought long and hard to improve the living and working conditions of the majority of South Africans.

She is widely known as one of the key activists and policy drivers in the battle to address child and women poverty in South Africa. In 1995 she chaired the Lund Committee on Child and Family Support that led to the introduction of the Child Support Grant (CSG). It is a landmark of progressive post-apartheid South African social policy.

Prof Lund trained as a social worker and sociologist, and she has a Master's degree from the University of KwaZulu-Natal.

She is currently a Senior Research Associate at the University of KwaZulu-Natal's School of Built Environment and Development Studies and the Director of the Social Protection Programme of the global research and advocacy network WIEGO (Women in Informal Employment: Globalising and Organising).

11 million children on the Child Support Grant

Eleven million children in South Africa are currently on the R320 per month Child Support Grant according to the 2014 South African Child Gauge of the Children's Institute (www.ci.org.za). Children in need up to the age of 18 qualify for the grant, which is paid to the primary care giver.

"I am just amazed by the positive effect of this grant in terms of the improvement in child nutrition and increase in school attendance, among other things," says Prof Lund.

The importance of good research

"This improvement is based on solid empirical research, which not only determines whether the programme is achieving its aims, but also dispels the widespread public cynicism that the grant encourages women to have more children, and is wasted on items like cosmetics. These beliefs are not supported by large surveys or smaller qualitative studies," continues Prof Lund who has authored a number of significant articles and reports on South African social policy, including authoring *Changing Social Policy: the Child Support*



Grant in South Africa (HSRC Press).

She characteristically combines research and theory with on-the-ground partnerships, and has been a champion of engaged research for three decades. As part of her WIEGO work she spends time with host families of informal traders in Durban to experience how they live and what they do with their Child Support Grant.

Heading a household of nine

One host family is headed by 28-year-old Nodumo Koko. She looks after a household of nine people in Chesterville, a formal township 10 kms from the Durban city centre.

Prof Lund explains that her main source of income is her informal 'restaurant' at her stall at Berea Station. She is known as a good cook and she produces tasty meals with no electricity and minimal running water - she uses gas, and gets water from a tap near her stall.

In 2011 when Prof Lund first visited Koko, her two children Yolande (11) and Xolo (3) were both receiving the Child Support Grant.

Xolo's grant was used to pay his crèche fees, so that his mother could go to work to earn for the household. She pays the fees the moment she receives the grant.

Yolande's grant paid for the transport to her school, situated three townships away - a school with a high academic standard, as opposed to the school near their home, which has a poor academic standard. Yolande is very bright and doing well at school, and Nodumo says the best opportunity in life that she can give to Yolande is to ensure she gets a good education.

The link between women's income and childcare

As an extension of the work Prof Lund does within WIEGO - on both child support and with women who work informally - she is currently exploring

the connection between women's income and childcare provision.

"There's a lot of research about children's rights and children's development but there is almost no research about whether childcare enables women to participate in the labour market," says Prof Lund.

"I don't see how we can talk about women's economic empowerment unless we look at women's ability to earn. To this end we started the global Child Care Initiative which is busy with research in Asia, Latin America and Africa that illuminates this link, concentrating on poorer women who work informally. We intend to contribute to the growing movement to put childcare on the map and to motivate for more government and community-based support for childcare facilities."

The greatest job creation environment

Expanding on the issue of economic empowerment, Prof Lund believes that the greatest job creation environment in South Africa is the informal sector.

"By addressing the needs and issues of this sector we encourage positive participation and growth in the informal economy, and we start to address the unemployment problem, which is arguably the biggest problem we have in South Africa," she says.

Millions of people in the informal sector

For fifteen years WIEGO has argued that the millions of people in the informal sector - who are either harassed or treated as non-existent - need to be recognised by government and the private sector, appropriately regulated and assisted by government and the local councils in which they operate.

Take Warwick Junction as one example. It is the city of Durban's primary transport hub, with 460 000 commuters every day and more than 5 000 traders operating here, most of them informal. That's a significant number of people in one space, contributing to the economy.

In 2000 Prof Lund was the lead consultant for the technical task team that developed a policy for the informal economy and informal workers in the City of Durban. The policy was passed in 2002.

Business on the pavements

Before this, most informal traders in the City of Durban did business on the pavements, which created hostility with the formal traders or retailers.

Without a safe space to store their goods overnight, the informal traders protected their goods by sleeping next to them. On top of this, their goods were, and still are, frequently confiscated or damaged during police raids.

TO READ MORE... visit:
https://www.ru.ac.za/graduation_gateway/graduationnews

An interdisciplinary approach and a fresh perspective

How long does it take to contextualize and compile a fresh perspective on West German Literature of the 1950s? After receiving the Vice-Chancellor's Distinguished Senior Teaching Award in 2014 Head of Section for German Studies, Dr Undine Weber has now completed her PhD in German Literature, research which has absorbed over a decade of work.

Titled, *Wolfgang Koeppen and Tradition: Aspects of Intertextuality in the so-called Postwar Trilogy*, Dr Weber's PhD investigates the legacy of French and Anglo-American Modernism in Koeppen's fiction.

"I think it was the interdisciplinary approach which lengthened the process," said Dr Weber. "But you know nowadays you have to move beyond the discipline, and I felt that there was a lot that people had not taken into account."

For instance, Dr Weber identifies the influence of both French and Anglo-American Modernism on Koeppen's work through the writers E.E. Cummings, Charles Baudelaire and Thomas Mann. However, she finds that he utilizes the techniques of Modernism while transcending them.

An author of only three books who died in poverty and with little popular following, Koeppen proved a somewhat obscure subject of study.

"He had always been on my mental list of people to read, you know, but it was only when I first moved to Rhodes (and I didn't know that many people so I spent a lot of time in the library) one day as I was thinking, 'what shall I read now?' I came across him completely by chance," said Dr Weber. "But then when I was reading, I thought, 'Good God, this is just so powerful, I really must do something about this.'"

In particular she was struck by his commentary on the socio-political and historical context of West Germany in the '50s and his treatment of the American occupation there.

She speaks about the long gestation of her PhD and the challenges of her other administrative commitments with a buoyant, self-effacing, good humor.

"Because it is really the kind of work you do after hours and on weekends, and in your (she mimes scare quotes) 'holidays'," Dr Weber laughs.



"And hopefully to compile a book," says Dr Weber, and chuckles at the ambition. "There is always so much to do."

"There is so much admin, and sometimes it's a great antidote to research because it feels good to be able to accomplish small things when you have this great unfinished thing hanging over you all the time."

But after all these years she says, the sensation of finishing is, "weird".

"Very weird! As if the whole weight of ten years has just been lifted off your shoulders," said Dr Weber. "And I almost miss those late nights studying, and the exciting feeling when you find something that you think other people haven't seen yet."

It's these gaps in the current knowledge or a new perspective which Dr Weber says are what she looks for when researching.

"I just want to say to those people who are still in the middle of it, that really they are right when they say, it's not as hard as it seems. But it's always a challenge, because you never finish when you think you ought to, and it can be disheartening when there is a lot of pressure to finish," said Dr Weber.

Looking to the future, Dr Weber is thinking of changing the focus of her research to one which is more related to the space she lives in now. She feels it's important that her work reflects the South African society she finds herself in and her recent papers "Beyond Language: German Studies in a South African University Context" and "Can studying a foreign language build or improve (inter-)cultural competence?" have been turning towards this direction.

Babalwa Magoqwana: Rhodes PhD graduate and pioneer

We are living in the most exciting times of the contemporary era and the academic space has proven this. Amidst contentious debates and interesting discussions about name changes and statue removals, we take a moment to reflect on the individual excellence and achievements of Dr Babalwa Magoqwana, lecturer at Rhodes' Department of Sociology.

Dr Magoqwana received her PhD in Industrial Sociology this year, and has devoted a special focus on the Sociology of Labour Markets and Work Studies in her career thus far. Her passions stem from a life of first-hand experience and witness to the socio-political and socio-economic tensions surrounding what it means to be part of South Africa's black majority today. As a specialist in her field of Labour Studies, Labour Markets, Work and Local Government this young leader is driven by her compelling story.

She was born and raised in King William's Town, and shares the significance of having come from two generations of domestic workers. Where some may have expected that she too would become a domestic worker like her mother and grandmother, she decided otherwise. She talks about a turning point in her life when she accompanied her mother to work, whilst in Grade 10, and observed the blatantly appalling working conditions to which they were subjected. "It is then that I decided that education was going to be the way," she says. "I kept thinking: this is not life."

As South Africa celebrates its 21 years of democracy, there has never been a better time to recognise and uplift transformative merit. We cannot deny it: just over two decades later this is a society that is still marred by inequality, poverty, unequal education opportunities and high unemployment. The dark legacy of Apartheid is still felt by the most vulnerable populations in the country. It is a crucial observation that the young, black South African female in particular has the overwhelming feat of overcoming a trio of challenges. Yet Dr Magoqwana is undeterred. "I am not that history, my intellect feeds from the oppression of my mom and grandmom."

Having received financial support from Rhodes University she has an Honours in Social Science with Industrial Sociology and a Master's in Social Science. She praises the influence of her supervisor Professor Jimi Adesina. He believed in her; motivated her not to give up on advancing her studies. He is one of the first people to affirm that she "is making history" in her own family and to society's greater benefit.

Above her achievements, Dr Magoqwana's sense



"I need black students in this university to see that it is possible. I look forward to seeing more graduates that are fully aware of all the problems in the African context, whilst still immersed and connected to the global."

of humanity is also notable. Lieketso 'Dee' Mahoto - a friend - says: "She is who she is because of where she is; where she comes from. The same person who stands in front of lectures is the same person who you sit with and the same person that is my friend." As a role model and pioneer for young black women especially, she fully embodies what she considers a primary belief in her life: *ubuntu*.

She speaks about the importance of co-existence and one's freedom being embedded in mutual humanity. She believes that these are at the cornerstone of true leadership.

Where leaders learn is more than just a motto, it is learning

leadership with responsibility. Dr Magoqwana shares her pride in having obtained her PhD and now being part of a contingent of inspiring young black females who are paving the way for more great leaders. But she is aware that "it is not enough".

"I need black students in this university to see that it is possible. In the future I look forward to seeing more graduates that are fully aware of all the problems (and possible solutions) in the African context, whilst still immersed and connected to the global."

Ntombekhaya Fulani - the champion of the teachers

The office is very neat and tidy, borderline immaculate. Far from cold and sterile, it is formal yet inviting, an office that has truly taken the personality of its owner, Ntombekhaya Fulani. A member of the Rhodes staff, she has been with the university for a long time, from her student days to the present. For Mrs Fulani, her energy and passion for education and development are integral to her work and studies at Rhodes University.

Mrs Fulani's relationship with Rhodes has been going since the beginning of her academic career. "My undergrad, my Honours, my Master's - everything, I've done here." Rhodes was a natural choice for her. A Grahamstown native, she grew up in the shadow of the Clock Tower. Married to her husband who is also employed by the university. "When you study at Rhodes and your spouse is at Rhodes, you get that 75% off (tuition). So, that's one of the benefits!"

Mrs Fulani graduated with a Master's degree in Education, her focus being a comparative study on literacy development in Grade 4 English and isiXhosa textbooks. With her knowledge in tow, she officially joined Rhodes staff as a lecturer with Institute for the Study of English in Africa (ISEA) in the Education Faculty. In her current position, she deals with teachers looking to upgrade their qualifications. Mrs Fulani is very hands-on with her work, using her research and skills in the field. "I normally go into their (the teachers') classrooms and see how they are applying theory and things like that." She also looks at how teachers use textbooks, focusing on textbook evaluation.

Before working as a lecturer, she spent five years teaching at George Dickerson Primary School, right here in Grahamstown. Before that, she taught at a farm school in Adelaide. This background in education has come in handy, especially when it comes to her students.

Mrs Fulani knows full well the importance of choosing the right textbooks - it makes the difference between a solid educational base, and a rocky start for children in primary school. What she's noticed in her classroom visits is a serious problem. "Whenever I went to visit teachers, I would notice that they don't know how to do textbook evaluation," she says. They would simply choose textbooks from publishers that they recognise, without knowing whether the material was suited to the students' needs. In addition, teachers didn't plan their lessons, essentially going into the classroom blind and with no direction.

"They could see the advantages of planning, but because it's not stated in the curriculum, they felt



"My undergrad, my Honours, my Master's - everything, I've done here."

that it shouldn't be done. It's about time that they become critical thinkers, look at the curriculum, and see that it was designed by people who had opinions. They are also entitled to their own opinions."

With three academic qualifications to her name, Mrs Fulani is looking to add a fourth, a PhD, again at Rhodes. "I have all three (degrees) of them here, why go somewhere else?" She is proud of the degrees she obtained, but says she will always be a teacher

at heart, and she shares a special connection with the teachers she trains. Her teacher reflexes kick in whenever she visits one of the classrooms, the desire to stand in front of the blackboard - like an adrenaline rush. She channels all that energy into making primary school teachers the best that they can be.

A dedicated educator, she remains the champion of the teachers in Grahamstown.

Dropping law for language in higher education

Studying African Languages was never the plan for recent MA graduate, Wanga Gambushe. Growing up in King William's Town, the young Gambushe had dreams of studying law, but it was his older brother who spotted Gambushe's affinity for languages when he would interpret church services for the congregation and pushed him to take it further.

After completing his undergraduate degree at the University of the Western Cape majoring in isiXhosa and Linguistics, Gambushe arrived at Rhodes in 2012 to study towards his Honours and Master's in African Languages.

"My paper focused on African languages in higher education," explains Gambushe. "Having looked at the results of the Honours study, I wanted to take it further, which led to the MA research."

His study looked specifically at the implementation of multilingualism in South African higher education and explored the use of isiXhosa in teaching and learning contexts at Rhodes University. Basing his research in the Cell Biology module offered by the Biological Sciences and Botany Departments, his Master's resulted in the development of a model for the implementation of multilingualism in teaching and learning practices.

The journey to complete his MA was a long and trying one for Gambushe and involved many late nights in the African Languages Department compiling data. "Conducting a study that involves fieldwork and human subjects is very challenging, because they hold the power for your study to succeed or fail," he says. "I was promised interviews by a number of students, and when the time for the interview came they didn't pitch, but it's one of those things you have no control over and it worked out in the end."

Still fresh out of university, Gambushe is now working as the editor of the isiXhosa National Lexicography Unit based at the University of Fort Hare and is loving every day at his new job.

Reflecting on his time spent at Rhodes, Gambushe cites the African Languages Department as one of the most progressive and committed departments on campus. Having supervisors that you have formed close relationships with, and who you can turn to when days are dark can make all



the difference. Gambushe says he couldn't have hoped for better supervisors than Dr Dion Nkomo and Dr Pamela Maseko.

"I am so grateful for their guidance and for them always pushing us to do more. Even when we felt we had given all we could give, they always wanted more, and I can tell you we were not happy about that," he says laughing. "They are wonderful, warm, intelligent and creative people and it was a pleasure working with them, in both my Honours paper and my MA study."

Gambushe adds that while there are departments that are taking incredible steps towards a truly integrated learning environment on campus, there is still a lot of work to be done in terms of overall transformation at Rhodes. "Rhodes has a lot of

"Yes Rhodes has opened some doors for me, but let me tell you in a couple of years what Rhodes and my MA have done for me."

monolingual English speaking white academics who cannot identify with their black bi- or multilingual students," he says. "Having more black multilingual lecturers would create a situation where students see a lecturer they can identify with, and the lecturer would be able to assist the student because they understand where the student is coming from."

He also urges those who are thinking of studying African Languages to pursue it with all they have. "We need more African language scholars and there is so much scope for exciting fresh research areas yet to be investigated in African languages," says Gambushe.

From a young Kings William's Town boy who had a knack for languages to a Rhodes MA graduate now in the working world, Gambushe continues to look forward saying, "Yes Rhodes has opened some doors for me, but let me tell you in a couple of years what Rhodes and my MA have done for me."

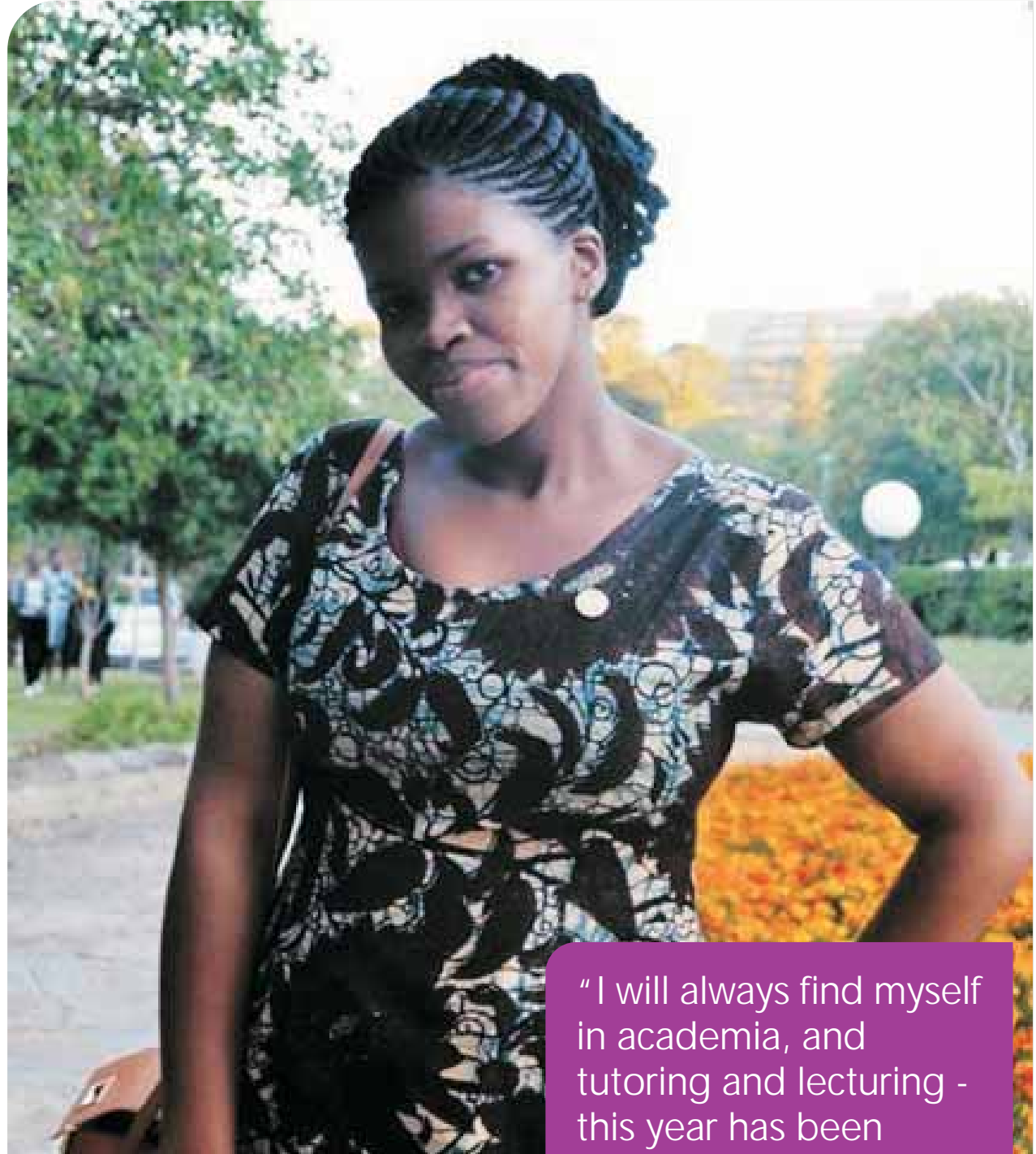
A Master's graduate with passion for change through language

When Sisonke Mawonga arrived at Rhodes University in 2009 as part of the Extended Studies Programme, she was given a glossary with a few isiXhosa terms to help her and other students who weren't used to being taught in English. After obtaining her undergraduate degree, Honours degree, and an endless amount of memories at Rhodes, that glossary stayed with her. In fact it was that very glossary that formed the main idea behind her Master's thesis.

Graduating with her MA in African Languages this year, Ms Mawonga looked at bilingual teaching practices in higher education institutions in South Africa. It was a topic that she had first-hand experience in and one that is particularly close to her heart. "I went to a high school in Queenstown where the syllabus was English, but the main language of teaching was isiXhosa," explains Ms Mawonga. "The transition to Rhodes where you're taught in English can be very tough for many isiXhosa mother tongue speakers. The glossary I was given was created in 2008 and aimed to help students like me by translating English academic terms into isiXhosa, but it wasn't enough and that's what inspired me to actually work towards my Master's."

With a two year scholarship from the Centre for Critical Research on Race and Identity (CCRRI), Ms Mawonga set off on the two year journey to attain her Master's. "It was not easy," she says with a grin. "The proposal was the worst part for me, but after it was approved I was able to exhale and really get to work and I loved it." The guidance of her two supervisors, Dr Pamella Maseko and Dr Dion Nkomo is something that Ms Mawonga said played an integral part in her getting through the more difficult stages of her thesis.

Speaking of the quality of the Rhodes University African Languages Department, Ms Mawonga explains, "There really is no better place to study African Languages and African Cultural Studies than here at Rhodes. My supervisors and I formed a close relationship and they encouraged me to stay strong when I thought I couldn't do it anymore. The staff here put you out there, they don't just spoon feed you. You have all



the resources, a fantastic library, everything is already there and you just have to find your way."

Being a teaching assistant, part time lecturer, and tutor for isiXhosa for Journalism, Pharmacy, and non-mother tongue students, Ms Mawonga is afforded a small break this year and some time to reflect. Her office sits on the top floor of the School of Languages. Soft sunlight and the sound of birds chirping filter through the clear curtains, tea cups and a novel or two line the windowsill. "The way Rhodes is now, compared to when I got here, there is change, but it's a drop in the ocean," she says.

"There are still people who are conservative about transformation and learning other people's languages. It will take a long, long time for real change to be seen,

"I will always find myself in academia, and tutoring and lecturing - this year has been wonderful, but I'm starting to get bored," she says with a laugh.

but at least something is happening, and I have hope that we will change."

On the topic of studying further, Ms Mawonga explains that the break from studying has been welcome, but the itch to start towards her PhD in African Languages is getting harder to ignore. "I will always find myself in academia, and tutoring and lecturing - this year has been wonderful, but I'm starting to get bored," she says with a laugh. "I was even thinking of registering for my PhD in the second semester of this year, but maybe I just need to rest a little longer before I hit the books again." She looks down at her hands, folded together on the desk in front of her before looking up with a quiet smile and says, "Who knows? Perhaps one day soon I will finally be Dr Mawonga."