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FOREIGN FACULTY IN SOUTH AFRICAN UNIVERSITIES: A CASE STUDY OF THE UNIVERSITY OF THE WITWATERSRAND

By

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A research report submitted to the Faculty of Humanities,
University of the Witwatersrand, Johannesburg,
in partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION

Supervisor: Prof. M. Cross

DECLARATION

I hereby declare that this research report is my own, unaided work. It is being submitted in partial fulfilment of the requirements for the degree of Master of Education, in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination, at any other University.

_____

Nevensha Sing
Johannesburg, 2004

DEDICATION

This work is dedicated to my beloved parents, Mr. and Mrs. W. M. Sing, for being my inspiration, believing in me and guiding me, throughout my life.

To my darling husband, Dayalan Kisten, whose encouragement, patience, understanding and love has enabled me to complete this degree.

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- My family and friends, for their love, support and encouragement.
- Aksara, Avyakta and Vyasti, my adorable nieces, for making stressful days seem brighter and filled with laughter and hope.

ABSTRACT

This study aims to investigate the experiences, problems and challenges faced by Foreign Faculty at the University of the Witwatersrand (Wits), with a special focus on how both the institution and the Foreign Faculty address them. The broader focus of the study is to examine and explore how universities address the challenge of internationalisation at the faculty level.

An increase of faculty from Africa at an institutional level highlights the changing features of North to South and South to South faculty mobility, within an increasingly international and globalised world. While Foreign Faculty are accepted into internationally acclaimed universities (such as Wits), the study reveals the limited nature of the knowledge base documenting the experiences of Foreign Faculty in South African Universities. The research indicates that in spite of high level qualifications and research experience many Foreign Faculty are required to accept middle-level lecturer and senior lecturer positions. Findings also indicate that Foreign Faculty often experience a variety of challenges as a result of moving from one country / system to another. This study represents a contribution towards the debate on the employment of Foreign Faculty.

KEY WORDS

Internationalisation; International Staff; Foreign Faculty; Staff Mobility; Brain drain – gain.

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Chapter One: Introduction

1.1 Background

In response to the "high skills" crisis facing South Africa and in line with equity concerns, the 2001 National Education Plan of the Department of Education encourages the employment of Foreign Faculty, particularly from African countries, on a contractual basis. The Department of Labour, the Department of Trade and Industry and the Public Service Commission share this approach.[1] This is seen not only as a strategy to minimize the shortage of qualified staff in some institutions, but also as a way to introduce role models for aspiring faculty members from historically disadvantaged backgrounds.

Over the last decade, tertiary education has become a major global export commodity.[2] Unfortunately no current data on quotas by nationality, region of origin, rank, race, gender, length of tenure or academic qualification is available for academic faculties. However, it is known that almost two thirds of the foreign academic staff employed at South African Higher Education Institutions come from Europe.[3] A study conducted at the Education Policy Unit (EPU) at the University of the Western Cape shows that Foreign Faculty from Europe are mostly male, hold a doctorate, are employed at a senior level and are at historically white institutions in South Africa.

The table on the following page highlights the distribution of Foreign Faculty, at the institutions included in the EPU study. The study was limited to the following institutions: University of Durban Westville (UDW), University of the Free State, Potchefstroom University, Rand Afrikaans University, University of Stellenbosch, Vista University, Border Technikon, Eastern Cape Technikon and University of Pretoria.

[1] Cross and Rouhani (1999, p.14)
[2] Ramaphele (1999, p.10)
[3] Education Policy Unit (EPU, University of the Western Cape. 1999, p.6)

Table 1: Foreign Academic Staff by Region and Gender (1996 and 1998)[4].

Region	Honours		Masters		Doctorate	
	M	F	M	F	M	F
SADC	1	0	6	2	6	0
Other Africa	10	1	1	0	2	0
Europe	3	4	6	5	35	3
Asia	0	0	6	2	7	0
North America	0	1	1	0	3	3
South America	1	0	1	0	0	0
Australasia / Oceania	1	0	1	0	1	0

M = Male

F = Female

The data also shows that most Foreign Faculty staff members came from Europe and that staff from countries within the Southern Africa Development Community (SADC) comprised a small number of employees, only 10% of the total Foreign Faculty at South African institutions in 1998. Less than 10% of other Foreign Faculty members came from other countries in Africa. The data shows that most foreign staff come from Europe; of this group thirty-eight have doctorates as compared to only two with doctorates from the rest of Africa. This implies that academics from the North have more of an opportunity to achieve their academic goals than their counterparts from the South.

The terms "brain drain" and "brain gain" are used to describe the movement and possible loss or gain of academics, from their countries of origin. The geographic structure of this movement has been characterized by the transfer of skilled labour from developing to more developed countries. The term "brain exchange" is used to describe the significant exodus of the best scientists, and scholars from the poorest countries to the industrialized nations.[4]

The phenomenon of the out-migration of academic talent from regions, most notably within Africa, is the result of both deteriorating conditions in universities, as well as the political and economic problems these regions face. This exodus has removed a large proportion of the best academic talent from Africa.

[4]Altbach & Teichler (2001, p.15)

Jairam Reddy found that, due to the undermining of democratic structures and their replacement by corrupt dictatorships, economic mismanagement and perennial droughts; a devastating trail of poverty and underdevelopment has been left in much of the African continent.[5] Features of African higher education systems include physical facilities in need of maintenance and refurbishment, a lack of technological infrastructure, poorly resourced libraries and most notably, a massive brain drain of skilled academic staff. According to World Bank estimations, approximately 23, 000 qualified academic staff emigrate from Africa each year in search of better working conditions.[6]

This has involved the movement of highly skilled academics to European countries, where close to 70, 000 trained Africans live.[7] According to Eshiwani, the brain drain is further associated with a concentration of African academics in the United States.[8] Some countries, such as Australia, Canada and the United States, have traditionally been open to hiring academics from overseas. Others including Japan, France and Germany have barriers to hiring foreign academic staff as well as to obtaining citizenship. Newer academic systems, including those in the Gulf States and Singapore, hire foreign academics either on a permanent or a contractual basis.

South Africa poses a new challenge to current research, in the sense that it provides opportunities for academics from the South to move from lesser to relatively more advanced developing countries below the equator. However, given the legacy of dependence of the South on the North, the extent of movement from SADC countries to South Africa is limited.[9]

The EPU data further reveals that there was a decline in the number of Foreign Faculty from 1996 to 1998. The causes of this decline are unknown. One can, however, speculate that they may be related to job insecurity and environmental uncertainties.

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[5] Reddy (1999, p.10)
[6] World Bank (1999) cited in Reddy (1999)
[7] Teferra (1997)
[8] Cited in EPU (1999, p.10)
[9] EPU (1999, p.46)

The data from the EPU suggests that Foreign Faculty were mainly employed on a contractual basis and sometimes moved between institutions when these institutions were undergoing profound restructuring and rationalization processes. Thus some Foreign Faculty tended to be victims of 'rightsizing' strategies. In general, it seems that Foreign Faculty did provide valuable services with respect to exposing students and fellow faculty to international ideas and more culturally varied experiences.

My interest in the internationalisation of higher education as an area of research is informed by three fundamental concerns: policy imperatives, a lack of research on the topic and the growing challenges facing South African higher education institutions in a period of globalisation. The challenge for South African institutions is to balance international and regional imperatives with the demands imposed by local social, economic and political conditions.[10] This research project focuses on the Foreign Faculty at the University of the Witwatersrand.

1.2 Aim of the Research

The aim of the research is to investigate the experiences, problems and challenges faced by Foreign Faculty at Wits with a special focus on how both the institution and Foreign Faculty address the challenge of internationalisation. The objectives of the study are three-fold. Firstly, to evaluate how National and Institutional policies address the issue of Foreign Faculty in South African universities. Secondly, to examine the push and pull factors, contributing to the influx of Foreign Faculty in South African universities. Thirdly, to explore the expectations, experiences, problems and challenges faced by Foreign Faculty in South African universities.

[10] Ramaphele (1999, p.5)

1.3 Value of the Research

Research reporting the experiences of Foreign Faculty in South African Universities is limited. Cross and Rouhani indicate that data concerning faculty flows still remains to be generated.[11] They cite only two systematic attempts to scan faculty influx into South African universities: the Southern African Migration Project and the study of international staff at higher education institutions in South Africa.[12] The present study aims to contribute toward filling this gap. Foreign Faculty is a relatively new and developing phenomenon, and institutions need a knowledge base, in order to provide insight into how to manage the problems faced by Foreign Faculty. In this regard the present study represents an attempt to extend the debate opened by previous studies: Cross and Rouhani, Education Policy Unit of the University of the Western Cape and Ramaphele.[13]

1.4 The Research Report

The research report consists of seven chapters. Chapter 1 provides the aim and focus of the study, the rationale and an outline of the chapters.

Chapter 2 reviews the main debates on mobility, in the context of the internationalisation of higher education. The changing nature of skilled labour and labour mobility is explored. The significance of Foreign Faculty members within a higher education institution is considered as well as the problems and experiences Foreign Faculty members face.

[11] Cross and Rouhani (1999, p.4)
[12] Ramaphele (1999)
[13] Cross and Rouhani, (1999) Education Policy Unit of the University of the Western Cape (1999) Ramaphele (1999)

Chapter 3 comprises the process and methods of data gathering and analysis. It describes the research design, the interview design, the population researched, the sample size, sampling methods, interview methods, the interview process and data analysis. The limitations of the research are also presented.

Chapter 4 discusses contextual issues, providing a brief historical background on Wits and analysing the Wits policy on internationalisation, indicators of the commitment of the institution to the internationalisation process. This chapter also explores data from the Wits Staff Records System (STARS), which contains figures for comparison between the number of Foreign and South African faculty by gender, race, country of origin and position occupied at Wits during 2002 and 2003.

Chapter 5 explores the employment of Foreign Faculty at Wits with regards to national and institutional policies and their respective policy constraints, as experienced by the interview respondents. The Relocation Allowances Policy and the Staff Induction Policy of Wits are also briefly explored in this chapter, along with legislative provisions impacting on the employment of Foreign Faculty.

Chapter 6 explores the expectations, experiences and challenges faced by Foreign Faculty at Wits. Prior to entering a new country and a new institution, various expectations were held by these academics. These expectations were not always met, due to the realities of each unique situation. The experiences of most Foreign Faculty were similar in nature, yet individual perspectives varied. The challenges that each Foreign Faculty member has had to face has been affected by his/her orientation to the new country, its people, customs, traditions and lifestyle. Challenges faced by foreign academics included securing a place to live, purchasing a car, becoming accustomed to the local currency and banking system, becoming acquainted with employment pre-requisites for spouses seeking employment, and settling children into a different education system. Finally this chapter investigates the push and pull factors affecting Foreign Faculty seeking employment in South Africa.

Chapter 7 discusses the findings related to the employment of Foreign Faculty at Wits and provides recommendations and suggestions for further research.

Chapter Two: Literature Review

2.1 Introduction

This review scrutinizes the main debates on faculty mobility, within the context of higher education internationalisation, both nationally and internationally. The chapter begins by clarifying some key terms. The section on international debates on faculty mobility has three parts. The first part focuses on the changing nature of skilled labour and labour mobility. It highlights the increasing independence and autonomy of the skilled workforce, in relation to employers and space within the country.

The second part examines the significance of Foreign Faculty within a higher education institution. Issues such as the shortage of skills locally, the contribution of Foreign Faculty towards role modelling, opportunities for new knowledge or research areas and cross-fertilization at academic and cultural levels are presented. Because many professional fields are interdisciplinary, developing interdisciplinary effectiveness is important to the practice of those professions. This suggests that it takes some degree of intercultural competence in order for interdisciplinary work to be effective.

The third part focuses on the problems and experiences of Foreign Faculty. The notion of applying the social construction of meaning to the experience of an international faculty exchange is examined. The review explores the 'push and pull' factors applicable to Foreign Faculty seeking employment in South Africa and the implications of these in the context of this study. This discussion of the international debates on faculty mobility informs the conceptual framework used in this study.

2.2 Clarification of Key Concepts

This section discusses the meaning of Foreign Faculty vis-à-vis international faculty and internationalisation vis-à-vis globalisation of higher education in South Africa respectively. The aim is to clarify the meaning of key concepts used in the study.

Foreign Faculty vis-à-vis International Faculty

In this research report, the word 'faculty' is used interchangeably with the words 'staff', 'staff member' and 'academic'. The definition of Foreign Faculty is consistent with that used by the South African Department of Home Affairs. According to their definition, such individuals are neither South African citizens, nor permanent residents, nor do they have diplomatic exemption.[14]

The definition of 'foreignness' is malleable and susceptible to manipulation.[15] It is clear that an individual's resident status and country of birth are the overriding factors in defining 'foreignness,' providing both a functional and an instrumental definition. However, the situation is more complex than it may appear to be on the surface and there is evidence to suggest that the definition is also economically and politically constructed.[16] The real issue is not foreignness per se or the crossing of international boundaries. As maintained by Cross and Rouhani, the foreign clientele of South African tertiary institutions consists broadly of two types: faculty from the developed world and faculty from the less developed African countries. Many of the first group, those from developed countries, constitute an almost invisible category of international faculty who are not seen as a financial threat to or by national faculty.

'Foreignness' in higher education has sometimes been redefined to focus on competition for scarce resources.[17] In this sense 'foreignness' implies an ideological underpinning. South African black-staff would expect to be the primary beneficiaries of the new government's equity focus. However, the very nature of higher education requires a focus on merit or excellence.

[14] Ramaphele (1999, p.8)
[15] ibid: 8
[16] Cross and Rouhani, (1999, p.10)
[17] Ramaphele (1999, p.10)

Black South Africans could feel vulnerable to being overlooked for postgraduate placing and other employment opportunities in higher education, due to competition from better-prepared black faculty coming from other parts of Africa who were not victims of Bantu education.

The meaning attached to the word 'foreign' is complicated because South Africa has the dynamics of a highly immigrant society, giving rise to a number of scenarios: faculty who are

- born in South Africa and hold **only** a foreign country's citizenship and **no** South African citizenship;
- born in South Africa and hold South African citizenship, **as well as** citizenship of another country (e.g. English, American, etc.);
- born outside South Africa and hold South African citizenship; or
- born outside South Africa and hold dual citizenship (South Africa and country of origin).

For the purposes of this research, the terminology 'Foreign Faculty' refers to the academic staff of an institution who fall into all the following categories:

- **do not hold** South African citizenship and have achieved their **primary qualification in their country of origin;**
- could have achieved their higher qualifications in South Africa;
- are employed at the institution on a contractual or permanent basis; require work permits.

Internationalisation vis-à-vis Globalisation of Higher Education in South Africa

According to Castells, in many societies, and certainly in the West, the demand for higher education has reached the status of a social need, regardless of the actual functional requirements of the economy or the institutions.[18] This social need, as an expression of the aspirations of all societies, has led to the upgrading of education.

[18] Cited in Muller et al (2001: p.211)

The terms 'globalisation' and 'internationalisation' are often used interchangeably, yet they have different meanings. The New Shorter Oxford English Dictionary defines 'globalisation' as the process pertaining to, or involving, the whole world and 'internationalisation' as making something international in character or use. The American Heritage Dictionary defines 'internationalisation' as making something international, or putting it under international control and 'globalisation' as making something global or worldwide, in scope or application. 'Globalisation' is defined by the Webster Dictionary as the act of globalising or the condition of being globalised,' generally referring to the process and consequences of instantaneous worldwide communication made possible by new technologies.[19]

The EPU study established that internationalisation in higher education is linked to three overlapping, but analytically distinct phenomena:

- the movement of staff across national borders;
- the exchange of knowledge and ideas, and
- the forging of co-operative agreements, aimed at promoting the academic labour market and cultural factors.[20]

These phenomena are linked, in turn, to underlying political, economic and social factors. Political reasons are related to a country's foreign policy, to issues of national security, peace, etc. Economic factors include the demands of the labour market, financial incentives, competition, etc. Institutional buildings, the enhancement of quality in education and international academic standards, are some examples of social factors.

There are three main arguments against the view that globalisation is simply a higher form of internationalisation.[21] First, internationalisation presupposes the existence of established nation states, while globalisation is either agnostic or positively hostile to nation states. Second, internationalisation is most strongly expressed in the 'high,' historical worlds of diplomacy and culture, while globalisation is expressed in the 'low' and contemporary worlds of mass consumerism and global capitalism.

[19] Grunzweig & Rinehart (2002, p.7)
[20] EPU (1999, p.19)
[21] Scott (2000, p.4)

Third, internationalisation, because of its dependence on the existing inequalities across nation states, tends to reproduce and even legitimatise hierarchy and hegemony.

According to Scott, globalisation, by contrast, can address new agendas in the areas of global climate change, worldwide pollution and sustainable technologies. Most importantly, it can address the inequalities between North and South and the nations within which these areas are not tied to the past.

There are four functions that represent the main tasks performed by universities: generation and transmission of ideology, selection and formation of the dominant elites, production and application of knowledge, and training the skilled labour force. Emphasis on one function over another varies according to country, historical period and specific institution.[22]

From this perspective the university is challenged by globalisation in three main ways. First, the university is challenged by its close identification with the promulgation of national cultures. Second, it faces challenges related to communication and information technology, and the emergence of global research cultures and networks. Third, challenge has resulted from globalisation markets, which have undermined the high public expenditure of welfare states, on which universities depended for the bulk of their income.[23]

In the US, conflicting interests are evident in the different degrees of emphasis which universities place on their strategies for internationalisation. Dominant interests are also reflected in who plays the leadership role in promoting internationalisation on university campuses. Some universities are beginning to recognize the importance of trying to obtain political support for the promotion of internationalisation. Ludeman outlines the essential components of a broad strategy for building an international ethos on campus, whilst acknowledging that implementation would need to reflect different national and institutional contexts. This strategy includes educating faculty

[22] Castells cited in Muller et al. (2001, p.210)
[23] Scott (1998: p.6)

by offering numerous cross-cultural educational experiences, such as the utilization of international experts to provide programmes on campus and for local communities, thereby promoting global awareness and achieving a higher degree of intercultural awareness.

According to Ludeman the most difficult, yet potentially most far-reaching and effective strategy is the internationalisation of the curriculum. Ludeman elaborates as follows:

> This will require faculty to move from the traditional discipline-based look at the curriculum to a model that is interdisciplinary. Every course would need to be examined for inclusion of international themes. Also, international studies degrees and country-specific institutes or centers would give the particular campus an emphasis that reflects the talent of the faculty. A top-notch effort to internationalise a campus should include an International Education Awards and Recognition programme that honours both outstanding international and domestic faculty who are involved with the institution and its exchange programmes, and to faculty who have supported and added to the campus globalisation effort.[24]

In Ludeman's view, the terms 'globalism' and 'internationalism', as opposed to 'globalisation' and 'internationalisation', are more applicable to the role of higher education.[25] 'Globalism' and 'internationalism' are associated with the condition or quality of being international in character with appropriate principles, concerns, or attitudes, while 'internationalisation' encapsulates a conception of the role of higher education in developing an international spirit and ethos, advocating for a community of interests among nations, and the condition or quality of being international in character. Ludeman (*supra)* reiterates the view expressed in a paper on the importance of internationalisation produced by the American Council on Education, which states that:

> Our futures depend on our ability to develop globally competent citizens who are comfortable with diversity at home and abroad and confident that they will be able to handle the change that will inevitably continue to take place in our world.

Employing Foreign Faculty at a higher education institution enables and enhances understanding and the sharing of viewpoints and perspectives between national and foreign faculty. Internationalisation can help to build an understanding of different cultures and the way in which this affects approaches to the global market.

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[24] Ludeman R B, Turner M, and Kaunda L L (2001, p.5)

[25] Ludeman R B, Turner M, and Kaunda L L (2001)

Ludeman further argues that higher education has an obligation to develop a globally literate citizenry and workforce, through internationalising curricula, expanding exchange programmes for faculty, students and researchers, and through development and cooperative programmes with partners abroad. The degree to which countries are able to devote resources to the work related to internationalisation is a function of their own socio-political realities and their associated political priorities.

> Of priority for much of South African higher education is the need to make the system responsive to the needs of transformation from the dark years of apartheid to an efficient system that services the need of all of society. This has meant considerable effort on the part of educational leaders and has put a strain on what is a limited capacity to manage the day-to-day occurrences of the running of an institution. To what degree these institutions can be stretched to work effectively with the management of Internationalisation issues with counterparts around the world, is of concern. Responding to every changing directive from the government and the complexities of policy making, leave little time to monitor and take advantage of cross national activities.[26]

2.3 The Changing Nature of Skilled Labour and Labour Mobility

This section elaborates on both international and South African perspectives on labour mobility, in the context of the internationalisation of higher education.

International Perspectives

With regard to the globalisation of labour Castells emphasizes two phenomena that have to be considered.[27] The first is the global search for talent and, in that sense highly skilled labour is increasingly situated within a global market. The second is the increasing pressure from countries with much lower standards of living to access the developed world by any available means, for example, people from poor countries becoming migrants.

From an international perspective, the growth of the labour market for scholars and researchers is one of the keys to mobility.[28] Professional people are increasingly less dependent on their employers and have more autonomy in deciding where and for whom to work. They are less bound by loyalty either to their employers or their home

[26] Ludeman R B, Turner M, and Kaunda L L (2001, p.3)
[27] Castells cited in Muller et al. (2001, p.13)
[28] Altbach and Teichler (2001, p.9)

country. This leads to higher mobility of skilled labour. The United States of America, Denmark and the United Kingdom, for example, have adopted an "open employment" policy towards Foreign Faculty, who are employed on the basis of academic merit regardless of nationality and status.[29] By contrast, Italy and Japan have a "closed employment" approach, in the sense that their laws restrict the employment of Foreign Faculty.[30]

Different conceptions and interests regarding the role of internationalisation are clearly evident. For some, the motivation to promote internationalisation is primarily financial. For many academics the promotion of internationalisation is a consequence of recognizing the need to equip students to operate in a global market, which transcends national boundaries. The kind of motivation is therefore linked to economic imperatives. On the other hand, there are many academics in the North who support internationalisation for humanistic reasons, viewing it as a vehicle for contributing to enhancing the capacity of people in the South to compete more favourably with their counterparts in the North. From this perspective, internationalisation is considered a viable strategy for developing a globally literate citizenry and workforce. However, as Kaunda argues:

> For globalisation to work, South/North movement must also be promoted. Xenophobic tendencies are the result of a one-sided life experience. The current economic situation prevailing in the developing world does not allow a great deal of South/North movement. This needs to be addressed or else it will be interpreted as a re-colonization of the African continent by Europe and the United States.[31]

Goodwin summarizes the question of patterns of academic mobility by explaining that North-South flows remain dominated by the search for skills, as well as by the attempts to promote the development assistance process, made by more senior scholars from the North.[32] In the North, patterns of mobility reflect desires both to facilitate experiential learning and to develop 'continental consciousness', in both Europe and North America. Goodwin (*supra)* explains that vestigial efforts to develop regional coherence in Asia and Latin America are visible but not yet easily understood.

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[29] Cross and Rouhani (1999, p.13)
[30] Research Institute for Higher for Higher Education (R.I.H.E.) cited in Cross and Rouhani (1999, p.13)
[31] Ludeman R B, Turner M, and Kaunda L L (2001, p.6)
[32] Higher Education Policy Series 29 (1998, p.367)

The imbalance in the flow among regions makes it clear that, while there should be a rough equivalence between partners in exchange, there cannot be symmetry, as the objectives of the actors are too diverse. The vigorous exchange programme in Europe is directed mainly toward elites, resulting in a danger that an elite 'European' culture will confront domestic, vernacular cultures within individual member nations.

Goodwin *(supra)* questions whether there will ever be more than ten percent of a given population that will experience academic mobility. He concludes that more time and resources should be devoted to developing truly effective multicultural education, and more research must be conducted in order to reveal the full cultural impact of academic mobility.

South African Perspectives

As already indicated, it is assumed that an international responsibility, complementary to an institution's needs, is central to a university's mission. As Ramaphele puts it:

> By its very nature, university education demands the transcendence of all boundaries, be they physical, cultural, real or imaginary. It is transnational, transcontinental and transcultural. Many in its pursuit travel the length and breadth of earth to gain new and enriching experiences. Universities have an international responsibility as generators of new knowledge for the international community. Their fundamental role is the pursuit of truth and advance, growth and dissemination of knowledge… The university is global and universal, local and regional… South Africa… needs to take cognisance of the fact that although universities are international, they are also integrated into a given society and region, social, political and economic system. All these factors affect their activities and dictate in large measure, the nature of their mission. The challenge for South African institutions is to balance such international imperatives with the demands imposed on them by local social, economic and political conditions.[33]

According to Reddy the material conditions for higher education in South Africa that were influenced by the ideology and practice of apartheid in South Africa, have resulted in severe distortions in the higher education system.[34] In order for South African higher education institutions to become part of the 'global village,' they need not only to take cognisance of international higher education developments, but also make a contribution to those developments. In order for South African Universities to

[33] Ramaphele (1991, p.5)
[34] Reddy (1999)

be part of the international community, internationalisation is an active engagement imperative.

The EPU study by the University of the Western Cape found that international co-operation has been historically limited, as a consequence of South Africa's long standing isolation from international politics and the marginalisation of South Africa's higher education institutions. The system of education in South Africa has been elitist and exclusionary. Post-apartheid 'massification' of higher education in South Africa provides a real challenge for the country's universities.[35] Recognition of the academic, cultural and financial benefits to be gained from international staff needs to be carefully balanced with the country's commitment to redress the inequalities of the legacy of the apartheid education system of the past. This study found that like the United States of America, South Africa has adopted an "open employment" policy towards Foreign Faculty, who are employed on the basis of academic merit regardless of nationality and status.

South Africa's higher education system is underpinned by strong regional consortia, such as the Eastern Seaboard Association of Tertiary Institutions (ESouth AfricaTI), the Confederation of Open Learning Institutions of South Africa (COLISouth Africa), the Foundation of Tertiary Institutions in the Northern Metropolis (FOTIM) and the International Education Association of South Africa (IEASouth Africa) which link higher education institutions, promoting staff mobility and the sharing of intellectual knowledge and ideas. Furthermore, structured agreements between South African higher education institutions and their overseas counterparts have increased, in line with South Africa's increased international acceptance.

Kishun elaborates on internationalisation in South Africa.[36] He argues that in order for a democratic country such as South Africa to achieve its goal of reconstruction and development, while aiming to be a global player in the new order world, it must manage the forces of globalisation, to meet the basic needs of the country.

[35] The massification process involves the transition from an elite to a mass-based education system
[36] Cited in Scott (1998, p.61)

Globalisation is an international pressure manifesting itself in different forms. First, as Kishun argues, globalisation asserts the dominance of the "market ideology," knowledge and information-driven social and economic development, and the spread of new technologies, which privilege particular skills directly linked to the domains of science, mathematics, and technology. According to Kishun, the 'market ideology,' influences the attitude of the university towards what has been termed the 'market university' whose primary characteristic, as defined by Orr is the 'co-modification' of knowledge, which can be manufactured, bought and sold.[37] Linked to this is the 'co-modification' and increasing autonomy of skilled labour.

For a country such as South Africa to participate in internationalisation on an equal basis with countries in the North, will take time and will not be easy. Turner suggests a three-pronged approach for South Africa, as follows:

> The development of a coalition of South African higher educational institutions with NGOs and international donors and because the implications are very important, government, international donors, the business community and higher education should consider a strategy for meaningful participation in the interest of South Africa. Avoid the fostering of inwardness or xenophobia within the higher education institutions and all members of the educational community… [38]

2.4 The Significance of Foreign Faculty in a Higher Education Institution

The literature presents three main perspectives concerning the mobility of faculty across country borders. The first perspective relates the presence of Foreign Faculty to the nature of the university. The assumption is, that while the university was established under a national state, it generally remains global in nature, in that it requires an international dimension to fulfil its goals.[39] Accordingly, Foreign Faculty not only bring in extra income that is needed, but also bring new research opportunities. The second perspective concentrates on developments that have led to the influx of expatriates into many developing countries after independence. The third perspective looks at more recent developments regarding labour mobility, linking them to the restructuring of the global market and the globalisation and internationalisation of higher education.

[37] Kishun (ibid.)
[38] Turner (2001)
[39] Scott (1998)

The significance of the role of Foreign Faculty has been argued along different lines. The cross-fertilization argument holds that the presence of Foreign Faculty serves not just to fill a gap but also to add new research or knowledge opportunities and cultural enrichment to the university. As Coombe puts it, "Universities remain great national storehouses of trained informed, inquiring and critical intellects and the indispensable means of replenishing national talent."[40]

According to Castells, university systems in most countries are overwhelmed by numbers and handicapped by lack of resources.[41] It is crucial that universities are conceived as complete academic centres of learning and research, with all levels of training (undergraduate, graduate, and doctorate), offering as many areas of study as possible. Universities provide the basic research enabling innovation to take place, and they are also the source of training for the personnel required for the knowledge needed for the service-based industries of the new century within a global framework.[42] The fulfilment of this goal may require the integration of international dimensions, which will introduce new experiences, practices and perspectives.

There is a body of literature that argues that international or intercultural experiences hold numerous benefits for the university. Foreign Faculty could be catalysts in the promotion of these experiences.[43] Mutual benefits accrue to inter-institutional collaboration, involving faculty exchange. The impact of this collaboration can assume different forms. Canto and Hannah describe phases of collaboration. The traditional phase (also referred to as classic, technical and vertical or asymmetric partnership), is when collaboration is based on the perceived lack of knowledge and techniques within developing countries, the training of students in the universities of developed countries and the circulation of scholars from developed to developing countries and transference of techniques.[44]

[40] Cited in Cloete, et al. (2002, p.15)
[41] Castells as cited in Muller, et al. (2001)
[42] Altbach and Teichler (2001)
[43] Vincenti (2001, p.42)
[44] Canto and Janet (2001, p.26 – 41)

The horizontal partnership phase of collaboration emerged when financial aid was provided by Northern organizations in the 1970's. Canto and Hannah further outline the characteristics of horizontal partnerships as follows: the existence of previous knowledge of partners; the establishment of realistic expectations; the genuine exchange and sharing of experiences and the application of one another's knowledge, as opposed to a one-way transfer.

An interesting scenario noted by Canto and Hannah concerning the benefits of inter-institutional collaboration is that the vast majority of international academic collaborations undertaken by Brazilian groups continue to take the traditional form.[45] However the Brazilian example below shows that employing Foreign Faculty involves more than just being there in name and presence, but more importantly, it requires interaction between Foreign Faculty and national faculty as partners.

> Brazilians go abroad to learn, while foreigners come to Brazil to do research or to teach. We go abroad in search of what is lacking in the country. When foreign graduate students or scholars come spontaneously to Brazil, it is generally because we are interesting objects of research or offer interesting research material, rather than because we are interesting partners. Of course, there are also some important exceptions. For example, the Brazilian-French co-operation programme, established through a Comite Francais d'Evaluation de la Cooperation Universitaire avec le Bresil (CAPES-COFECUB) agreement. [46]

Yershova argues that the imperative to integrate the intercultural perspective into all university courses and programs – in other words, to internationalise the curriculum – requires sufficient intercultural sophistication on the part of the faculty.[47] Consequently, universities should find ways of creating both opportunities for professional development and incentives to motivate the faculty toward internationalising their courses and instructional methods. It is important to note that infusing the intercultural perspective into the curriculum does not mean adding extra readings or activities to the syllabus, but rather denotes viewing the course through a different lens, or through multiple lenses.[48] Thus, the need for the employment of Foreign Faculty in higher education institutions is essential.

[45] Canto and Janet (2001) op cit, p.32
[46] Canto and Janet (2001) op cit, p.32
[47] Yershova et al. (2000)
[48] Mestenhauser & Ellingboe 1998 cited in Yershova, et al. (2000, p.67)

As with people who have been influenced by study or travel abroad, there are certain characteristics that are generally associated with sojourners (people who temporarily reside in a country other than their country of origin). Hammer revealed that the general personal characteristics of sojourners to be intellectual curiosity, positive ego identity, personal warmth and openness, and extroverted social orientation.[49]

Hammer further identifies sojourners as members of international and transnational social networks, who have supranational reference groups. Three aspects of intercultural effectiveness are

- the ability to manage psychological stress;
- the ability to effectively communicate; and
- the ability to establish interpersonal relationships.

Improvement in the quality of South African universities will probably have to come from a combination of several policies. The following strategies are suggested by Castells:

- The training or retraining of young faculty and doctoral students in centres of excellence of advanced countries, after taking the necessary measures to provide them with the scientific and professional conditions to receive them in their home countries after their training period.
- The recruitment of nationals of third world countries established in the universities of advanced societies, offering them equal or better conditions of work than the ones they enjoy in the universities where they are employed.
- The use of visiting faculty as priming devices for the setting up of linkages between less developed and more developed university centres.
- The use of talent existing in private firms and the public sector of Third World countries, as adjunct professors able to provide their experience and knowledge to a university world that had been generally ignored because of the low social and economic status of the university system.

[49] Cited in Vincenti (2001)

- The establishment of joint research centres and training programmes between technologically advanced private firms (either national or multinational) and national universities supported by international organizations.[50]

Castells states that the most important infrastructure in the economy of our age is the human brain and the collective capacity of a given society to link all its brains, with the brains of the world.

2.5 The Problems and Experiences of Foreign Faculty

From the literature three themes emerge with reference to the problems and experiences of Foreign Faculty. These include employment issues, social relationships and the flexibility of academic institutions. With regard to employment issues, Cross and Rouhani explain that in Japan "Japanese nationality" is a prerequisite for the employment of public servants and professors at national and public universities, hence foreigners may not legally be appointed as regular faculty members.[51] In all cases, Foreign Faculty if employed, should display superior academic ability to their national counterparts, in their particular field. The policy for appointing Foreign Faculty in South Africa is slightly different from Japan, in that the pre-requisite for appointment is that the post should be advertised to South Africans first and if no suitable South African is found for the appointment the post is then advertised internationally.

There are two main models as regards appointment procedures for Foreign Faculty.[52] In the American-British model, legally universities are corporations with autonomy from public authorities (central or local government) and legally, faculty are employees of the university, not public servants.. This model forestalls legal problems in the appointment of Foreign Faculty. By contrast, in the so-called

[50]Cited in Muller et al (2001, p.219)

[51]Cross and Rouhani (1999, p.14)
[52]Cross and Rouhani (1999, p.14)

continental model, in use in France and Germany, legally faculty are "public servants" of central or local government, and the appointment of Foreign Faculty is made possible by the application of exceptional treatment. Most countries seem to be converging towards an internationally - open academic marketplace. Discrimination against Foreign Faculty is under attack, based on the assumption that it is contrary to the traditional concepts of the universality of knowledge and academic freedom.

Cross and Rouhani maintain that there is an increasing awareness that the presence of foreign scholars assists greatly in the development of scholarship and cultural interaction in the receiving countries.[53] Most importantly, the economic value of overseas markets for a range of educational and training markets has offered an important alternative to the dwindling national budgets for higher education.

As regards social relationships, given the different backgrounds and biographies of Foreign Faculty, their integration is not always smooth and frequently results in frustration and conflict. Due to a lack of knowledge, national and Foreign Faculty and Foreign Faculty and their students often hold different expectations of one another and if these relationships are not well managed mistrust may ensue. Each of these groups may establish their own agenda without considering the expectations of the other party. A lack of mutual understanding can lead to partial achievement of goals. The literature indicates that such potential conflicts arising from diverse expectations could well be avoided by a deeper mutual understanding. Daniel affirms that, "unfamiliarity creates misunderstanding, and misunderstanding, suspicion".[54]

The notion of applying the social construction of meaning to the experience of an international faculty exchange is examined by McNamee and Faulkner.[55] These authors argue that people draw on three different sources, to give meaning to life; social relationships, work and leisure activities, and convictions to idea systems. They also argue that separation from one's home culture produces discomfort and adjustment burdens resulting from the discrepancy created by the new cultural setting with regard to the sources of meaning just listed.

[53] Cross and Rouhani (ibid)
[54] Daniel, N. (1975) *The cultural Barrier.* Cited in Canto and Janet (2001)
[55] McNamee, S. J. & Faulkner, G. L. (2001)

McNamee and Faulkner suggest some practical ways to help close the gap of meaning and uncertainty in the case of international exchanges. Most pertinent are the following.

Firstly, with respect to social relationships, home contacts can soften the potential disruption of this major source of life meaning. Maintaining home contacts should not be done at the expense of developing new ones in the host country. Secondly, with respect to work relationships, some general prior understanding of the culture, the structure of higher education, and background information on the host institution itself will help to orientate the academic professionally.

Knowing what will be expected of the academic, and at least having a tentative schedule of events, will assist both parties in reducing anxiety as to what might happen, when, and to make preparations accordingly. Finally, the academic should have some advance understanding of the cultural traditions, values, beliefs, customs, and ways of life of the host country. If people are prepared for a potential culture shock and for the new environment this will decrease stress levels and may lessen the impact of exposure to a different culture. It is not the strongest that survive, or the most intelligent, but those most responsive to change.[56]

Finally, the flexibility of academic institutions with regard to Foreign Faculty, as well as attitudes towards internationalisation may impact on the experiences of Foreign Faculty. The responses of South African universities to internationalisation can be grouped into three broad categories: proactive, reactive and passive (laissez faire).[57]

Wits, UCT, Pretoria, and Stellenbosch are institutions that fall into the proactive category. These institutions view internationalisation as a positive development, not only as a source of additional income, but also as an opportunity to create inter–institutional linkages and partnerships, a long term drive towards internationalisation and a strategy to encourage staff development. Reactive responses come from institutions that appear to have no long-term plans, as regards internationalisation.[58]

[56] Charles Darwin

[57] Cross and Rouhani (1999, p.18)
[58] Cross and Rouhani (ibid)

Their responses are arrived at, in reaction to a situation such as the presence of a delegation of faculty from abroad. Passive responses come from those universities for whom internationalisation is a distant reality, incidental and an additional burden.

Depending on the category that the institution falls into, Foreign Faculty members may have a lot to process. For example, some institutions already have a structured curriculum in place, some have a less structured curriculum and, in some instances, the Foreign Faculty member is faced with the task of developing a new curriculum.

2.6 Push and Pull factors

The factors that contribute to faculty mobility are extensive. 'Push' factors refer to those that contribute to an individual leaving the place of origin and 'pull' factors refer to those that attract an individual to a new country. Lee and Altbach link mobility to positive and negative factors associated with the place of origin, and the place of destination as well as intervening obstacles and personal factors.[59] This framework, outlining push and pull factors, hints at personal factors and opportunities for personal advancement as the principal factors giving rise to faculty mobility.

Summarised in **Table 2** on the following page, these factors draw on elements such as available opportunities, motives, expectations and incentives in accounting for mobility.

[59] EPU, 1999, op cit, p.28

Table 2: Variables affecting the Decision to Study in South Africa[60]

Key variables pertaining to home country **(Push factors)**	Key variables pertaining to host country **(Pull factors)**
Preferred courses and programs not offered	Competitive fees
Concerns about the quality of professional degrees	Relatively stable political situation
Concerns about the quality of instruction and delivery	Geographical and cultural proximity
Budgetary constraints in promoting higher education	Availability of appropriate educational facilities Provision
Poor research infrastructure and low research output	Changing donor approach
Stipulations of multi-lateral and bi-lateral agreements	Congenial socio-economic and political environment
Political legacies	Opportunity for general international life experience
The need to stimulate economic development in Southern Africa	The relative strength of the higher education systems in Southern Africa

Source: Cross and Rouhani (1999)

Rouhani and Kishun (op cit.) suggest three other pull factors attracting academics to South Africa, i.e. globally competitive fees, a relatively stable political situation marked by the recent transition to democracy, and global integration. Rouhani and Kishun link the latter factor to South Africa's membership in influential international organizations and the country's increasing leadership role in three regional bodies: the Indian Ocean Rim Association for Regional Co-operation (IORARC), the Southern African Development Community and the Non-Aligned Movement.[61] They note that South Africa has, in the recent past established diplomatic relations with 164 countries and joined more than 70 international organizations. As such, South Africa is well positioned to boost its international image and thus attract international faculty.

[60] Cross and Rouhani (1999)

[61] EPU, 1999, op cit, p.30

2.7 Conceptual Framework

It is evident, from the literature researched, that the significance of the role of Foreign Faculty in South African Universities, has been explained in several ways and that markets, rather than states and institutions, play a central role in labour mobility. Higher education institutions are the key to knowledge production and management and, as such, need to reflect on their capacity. The literature also reveals that, with the impact of globalisation, the mobility of faculty and the presence of Foreign Faculty is more likely to increase and that institutions under the pressure of globalisation and increasing labour autonomy now have to compete for access to and retention of, professional labour. This author submits that the major challenge for South African higher education institutions is to balance international and regional imperatives with the demands imposed by local social, economic and political conditions.

This study is based on the following key assumptions, drawn from the literature review:

- Under globalisation, markets, rather than states and institutions, play a central role in labour mobility. Professional people are increasingly less dependent and less bound by loyalty either to their employers or their home countries as regards employment issues. They have more autonomy in deciding where and for whom to work. This leads to a higher mobility of skilled labour.
- Under globalisation, the mobility of faculty and the presence of Foreign Faculty is more likely to increase.
- Under the pressure of globalisation and the increased autonomy of labour institutions now have to compete for access to, and retention of, professional labour.

Clearly a study of faculty mobility cannot be separated from the role of markets, the changing role of the state, global forces and the increasing autonomy of labour. All these factors have a high bearing on how institutions make choices regarding faculty recruitment and retention**.**

Chapter Three: Research Methodology

3.1 Introduction

The purpose of this chapter is to elaborate on the methodology used in the study. A qualitative, case study orientated approach was used to provide a platform from which to obtain a knowledge base on Foreign Faculty in South African Universities. The reason for choosing a case study approach is that that it enables the researcher to tell the story through the eyes of the respondent and thus gain an understanding of the challenges facing Foreign Faculty in South Africa.

3.2 Research design

A number of data gathering methods were used during the research process. These included an extensive literature review, analysis of documents, analysis of data from the Wits database on staff records (STARS) and in-depth interviews with Foreign Faculty at the University of the Witwatersrand (Wits).

Literature Review

A comprehensive review of the relevant literature (books, articles in academic journals, as well as theoretical and contextual studies, etc.) was conducted on the internationalisation of higher education and faculty mobility in South Africa and elsewhere.

Analysis of Documents

In order to gain insight into how Wits addresses the challenge of internationalisation at the faculty level, its institutional policy was reviewed. Background information such as policy statements concerning key mediators of the internationalisation process were examined in order to arrive at an understanding of policies at both the institutional and the national level.

Documents gathered and analysed included the Wits policy on internationalisation, the Wits Human Resources (HR) Work Permit Policy, the Wits HR Induction of New Academic Staff Members Policy, the Wits HR Relocation Allowances Policy, the Wits Staff Records System (STARS) and the South Africa Immigration Policy (Aliens Control Act, Act no 96 of 1991)..

Case Study

While acknowledging the limitations of a case study approach due largely to its subjective nature, qualitative research can be designed to contribute to theory, practice, policy, and to social issues and action.[62] Moreover, the case study design is appropriate for exploratory and discovery-orientated research. As mentioned earlier, exploratory studies examine a topic on which there has been little prior research and are designed to stimulate further inquiry. Qualitative research and case study designs may be further justified, in terms of feasibility issues related to obtaining valid data. Qualitative research is undertaken when the nature of the situation or the individual is such that the use of an instrument is not permitted. For the purposes of this research, a case study of the Foreign Faculty at Wits was carried out. This methodology is suited to a study in which phenomena are studied within their context.[63]

In–depth Interviews

The type of interview selected for the study was 'standardised open–ended,' in which the exact wording and sequence of questions are pre-determined and the questions are open-ended. Establishing trust, being genuine, maintaining eye-contact, and conveying meaning through phrasing, cadence, and tone of voice enables the researcher to "hear" and connect with the interviewee and thus to elicit more valid data than a rigid approach. After several interviews, the researcher usually feels at ease and can adjust the interview to accommodate each individual. Interview questions can focus on experiences, behaviour, opinions and values, feelings, knowledge, sensory perceptions, as well as the individual's background and demographic information.

[62] Schumacher & McMillan (2001, p.399)
[63] Yin (1994)

Advantages of Interview Studies

Advantages of interview studies include the following: flexibility (different questions may be more appropriate for different respondents); response rate (many people feel more confident about their speaking than their writing ability); non-verbal behaviour (the interviewer can assess the validity of a respondent's answer, by attending to his or her non-verbal behaviour); question order (the interviewer can ensure that the questions are answered in the correct order); spontaneity (the interviewer can record spontaneous answers, thereby reducing the chance of the respondent retracting his or her first answer); and completeness (the interviewer can ensure that all the questions are answered). In addition, interview studies allow for follow-up probes in order to elicit more information on a particular subject.

Disadvantages of Interview Studies

Interviews are time consuming. In addition, they require the interviewer to work at the respondent's convenience. The interviewer needs to ensure that all instructions and questions are fully understood by the respondent in order for answers to be valid and to provide accurate data. Interviews can be inconvenient both for the respondent and the interviewer.

Interview Focus

In addition to asking basic demographic details (age, gender, nationality, department and academic specialization), questions were designed about the following:

- Programme and courses taught by respondents
- Length of employment
- Reasons for coming to work in South Africa
- Reasons for renewing contracts or returning after a contract has been completed
- Policies for the employment of Foreign Faculty
- Participation in decision-making
- Living and working conditions

- Expectations and experiences
- Problems and challenges (social, regulations, bureaucracies)
- Research and educational problems

Interview Process

Purposeful sampling was used in the selection of faculty interviewees, and staff interviewees were selected on the basis of information made available by STARS. After obtaining the contact details of Foreign Faculty employed at Wits, the target population this research considered, the researcher telephoned all potential interviewees to invite them to participate in the study. The objectives of the research and the interview process, was clearly explained to participants and target dates for interviews were agreed upon. Most participants responded with a great deal of enthusiasm and excitement; many expressed that they viewed this as an opportunity to voice their expectations and feelings regarding their experiences at Wits. Interviews lasted approximately 45minutes, however, some lasted one or two hours and went more in-depth.

Purpose of Structured Questionnaire

Being part of a team of (Masters in Education) students at the School of Education that was conducting a major survey on internationalisation at Wits was of benefit to the research. This project was managed by Cross, assisted by a team of 28 PhD students and MA students, from all faculties.[64] Project participants included the International Office, Africa's Centre for International Relations, specialists in Data Management and Statistical Analysis and Information Systems and specialists from the Office of Alumni Affairs. The structured questionnaire used in this study was adapted from the major survey done by the team. It served to elicit responses around the perceptions and experiences of Foreign Faculty on issues such as academic collaboration, international dimensions of professional life, internationalisation of the curriculum, and improving internationalisation at the university.

[64] Cross et al. (2004)

3.3 Validity and Reliability of the Research

The validity and reliability of the data collected and the response rate achieved depends largely on the design of questions, the structure of the questionnaire and the rigour of pilot testing.[65] The researcher spent much time adapting the questionnaire, in order to ensure that the impact of these variables was positive.

Interpreting the experiences, problems and challenges faced by Foreign Faculty from a case study perspective is subjective and can lead to discrepancies in data control and data interpretation[66]. Validity depends on the observational and inferential skills of the researcher, and this cannot be considered free from bias. Even though this technique is considered a viable form of research, most problems around interpretative bias remain unsolved. The issues of reliability and validity are inherent methodological problems in any qualitative research: "One cannot separate the investigator from the object of inquiry."[67] Reliability is the extent to which the repetition of the same study in similar situations would yield similar conclusions.[68] The research instruments (interviews and a questionnaire) were pilot tested, in order to identify shortcomings prior to use.

The issue of validity addresses itself to the truth of an assertion made about something in the empirical world.[69] Validity assumes two forms: external validity and internal validity.[70] External validity relates to the extent to which research findings are applicable to other contexts, that is, 'generalisable' the findings of the study are. Internal validity refers to the consistency of the effects of the interview questions, that is, the degree to which the interview questions are able to measure what they are intended to measure.

[65] Saunders, et al. (1997)
[66] Milon & Diesenhaus (1972)
[67] Rudestam & Newton (1992)
[68] Hopkins & Newton (1996); Rudestam & Newton (1992)
[69] Stanfeld (1993, p.69)
[70] Gay (1992) and Marshall, & Rossman (1994)

3.4 Data Collection

This section describes the population target group, sampling and the aim of the data analysis used in this study.

Sampling

For the purposes of this research, the target group is defined as academics who do not hold South African Citizenship, who have achieved their primary academic qualification in their country of origin and who are employed by Wits on either a contractual or permanent basis. The population from which the sample was selected is based on information from STARS, and is skewed specifically towards the non–South African academic staff with *five or less years of experience,* employed at Wits. Thus the task focused on relatively 'new' Foreign Faculty, who may not have applied for South African citizenship.

As already mentioned, purposive sampling was employed in this study. Respondents included two heads of school, one professor, one associate professor, two senior lecturers, one lecturer, one associate lecturer and one research staff member (part-time lecturer). Respondents were distributed across the Humanities, Engineering and the Built Environment, Health Sciences and Science faculties. Respondents represented the SADC countries, the rest of Africa, Europe, South America and Asia. Because the crucial factor was not the number of respondents but rather the potential of each person to contribute to the development of insights into and an understanding of the phenomenon, the first-hand experience of respondents was considered to be an appropriate area of study.[71] Respondents were assured of confidentiality regarding their identity; their names and the schools they come.

[71] Merriam (1988, p. 77)

Data Analysis

From the data collected, emerging themes and patterns were identified, also similarities and differences regarding the experiences of Foreign Faculty. The fundamental aim being to derive meaning from the data collected. The quantitative data from the STARS database is presented in frequency tables. The remainder of the data, based on the information collected from the interviews and questionnaires, is presented in the form of narrative, descriptive report. All data collected was analysed, however, selection was made in the creation of the report, based upon the aims of this specific research.

3.5 Difficulties Encountered During the Research

Complying with the criteria selected for the study was difficult, because the STARS data did not provide the breakdown of citizenship that was required. Phone calls were made to selected Foreign Faculty to establish whether they met the criteria and whether they were prepared to be interviewed. The second constraint was experienced as a result of the outdated internal (hard copy) Wits phone directory. As a result it was difficult to obtain the correct contact details for some Foreign Faculty who were employed after the publication of the 2001 directory. In addition the Intranet at Wits only provides telephone numbers of staff members who have a phone line, and those who do not have a phone line are very difficult to trace. A third difficulty experienced was unavailability of respondents; some were either too busy, did not have the time or were not interested in participating in the study. In an effort to counteract this constraint, comprehensive and self-explanatory interview questionnaires were designed by the researcher, and handed out to the interviewees, to complete in their own time.

Chapter Four: Foreign Faculty at the University of the Witwatersrand: Contextual Issues

4.1 Introduction

This chapter offers a brief contextual background of the University of the Witwatersrand (Wits). It further explores the establishment of Wits International Office with reference to the institution's policy on internationalisation. An analysis of the Wits Staff Records System (STARS) is presented in tabular form. Other tables present comparisons between the number of Foreign Faculty and South African (S.A.) faculty, the number of Foreign Faculty by gender and race, the number of Foreign Faculty with 5 or less years experience by position occupied at Wits in 2002 and 2003, and the number of Foreign Faculty by country of origin.

4.2 Background

Wits, currently consists of five mega-faculties, as follows:

- Commerce, Law and Management
- Engineering and the Built Environment
- Health Science
- Humanities, Social Sciences and Education and
- Sciences.

Within these faculties, there are 36 schools. There are approximately 2 970 academic staff members at Wits of which 186 are recognized as 'foreign' according to the definition adopted in this study. Attempting to keep abreast with international trends, Wits has committed itself to the process of internationalisation through sponsorship of the National Research Foundation, the International Office and the establishment of a Deputy Vice-Chancellor with a portfolio of external relations. In addition, Wits School of Education is conducting a survey on internationalisation at Wits.

Furthermore, Wits is a member of the Association of African Universities (AAU), the World League of Universities, the Association of Commonwealth Universities (ACU) and the International Education Association of South Africa (IEASouth Africa). In line with this, it might be expected that Wits would cater to a number of international students, however, **Table 3** below presents the statistics for the 2003 student headcount at Wits. Only 5.3% of these students are internationals.

Table 3: Statistics[72]

Student headcount – 2003	24 381
International students – 2003	1 300
Black students 1996-2003	8 185 to 15 820
Number of degrees conferred in 2002	4 160
Number of postgraduate degrees conferred – 2002	1 860

Table 4 provides some insight into the internationalisation process at Wits with regard to the employment of Foreign Faculty, indicating that there has been an increase in the number of Foreign Faculty employed at the university.

Table 4: Comparison of the Number of Foreign Faculty and South African Faculty employed in 2002 & 2003[73]

Wits Mega-Faculties	**Foreign Faculty**		**South Africa Faculty**	
	2002/08	**2003/08**	**2002/08**	**2003/08**
Commerce, Law and Management	40	43	207	204
Engineering & the Built Environment	52	62	112	123
Health Sciences	21	37	143	172
Humanities, Social Sciences & Education	60	76	334	351
Sciences	62	64	192	213
Totals	**235**	**282**	**988**	**1063**

[72] Wits Home Page
[73] Staff Records (STARS) database, August 2003

As can be seen from **Table 4** the number of Foreign Faculty at the institution increased from 2002 to 2003. In August 2002, the foreign staff numbered 235. This increased by 31 people in 2003. In August 2002, the South African Staff totalled 988. This increased by 75 people, in 2003. These figures show that the movement of foreign academic staff into Wits is growing steadily. Such a finding is in keeping with the response to the "high skills" crisis facing South Africa and is in line with equity concerns.[74] Interesting to note is the increase in the number of South African academic staff employed to cater for the increasing number of new student enrolments at Wits. The increase in employment of Foreign Faculty also indicates the commitment of Wits to addressing the challenge of internationalisation, through the perception that by employing Foreign Faculty Wits is improving and enhancing the international experience for both staff and students at the institution. In terms of appointments by gender and race there have also been significant shifts.

Table 5: Comparison of Foreign Faculty, according to Gender and Race[75]

RACE (CODE)	FEMALE	MALE
Black (B)	20	69
White (W)	50	129
Indian (I)	3	4
Asian (A)	1	4
Chinese (H)	0	2
Total	**74**	**208**

In 2003, 35.5% of Foreign Faculty were female, 65.5% were male.[76] The data shows significant differences between male and female foreign staff with respect to the number who are employed, and also indicates that the majority of the Foreign Faculty employed at the institution are white males from Europe.

[74] Cross and Rouhani (1999)
[75] Ibid
[76] STARS, August (2003)

The difference in numbers of male and female Foreign Faculty not only corresponds closely with the unequal social status of women in developing countries, but also slants the general employment data for male and female staff at Wits. The data presented in **Table 6** reveals further significant findings in relation to the type of position Foreign Faculty hold at the university.

Table 6: Foreign Faculty with Five or less Years Experience at Wits (1998 – 2003), by Designation[77]

DESIGNATION	NO
Tutor	3
Senior Tutor	7
Claim Paid Academic	13
Lecturer	51
Visiting Lecturer	2
Associate Lecturer	18
Senior Lecturer	42
Professor	6
Associate Professor	5
Adjunct Professor	3
Head of School	3
Researcher	14
Visiting Researcher	2
Associate Researcher	3
Senior Researcher	8
Research Fellowship	1
Academic Director	3
Education Developer	1
Administrative Officer	1
Total	**186**

This data demonstrates that 23% of the Foreign Faculty at Wits occupy Senior Lecturer positions. When the above data was compared to Foreign Faculty's country of origin, it appeared that academics from the South are more likely to accept junior positions at the institution, than academics from the North.

[77] STARS, August (2003)

This finding can be linked to the out-migration of academic talent from regions, most notably in Africa, due to deteriorating conditions in universities, as well as political and economic problems in home countries. Furthermore, the geographic structure of this movement is characterized by the movement of skilled labour from developing to more developed countries.

Having learned that staff from SADC or developing countries are more likely to accept junior positions than academics from developed countries or the North, it is necessary to determine emerging trends in Foreign appointments at the institution to determine whether the findings are consistent.

Table 7: Countries of Origin of Foreign Faculty, with Five or less Years of Experience at Wits (1998 – 2003)[78]

Country of Origin	Number of Foreign Faculty
SADC	49
Rest of Africa	39
Europe	67
Asia	12
North America	7
South America	9
Australia & New Zealand	3
TOTAL	**186**

The data in **Table 7** reveals that staff from SADC countries comprises only 26.3% of Foreign Faculty at WITS. Staff from the rest of Africa comprises 21%. Data shows that the highest number of Foreign Faculty at Wits during the 5-year period came from Europe. The data indicates that professional people are increasingly less dependent on their employers, and have more autonomy in deciding where and for whom to work; it presupposes that they are less bound by loyalty, either to their employers or their countries of origin in decisions regarding employment, resulting in higher mobility of skilled labour.

[78] STARS, August (2003)

4.3 Conclusion

The data presented in this chapter indicates a significant increase in the number of Foreign Faculty at Wits as a result of the institution's strategy for internationalisation. However, the data also indicates clear discrepancies in what is understood by the concept of internationalisation as seen in the gender inequality, the importance placed on 'European males' in academia and the insidious lack of professional regard towards academics from the SADC countries as indicated by the 'lower positions' they hold within the university.

It can be asserted from these findings (supported by the Internationalisation Survey at Wits School of Education) that because of the inferior quality of service that is offered to international students, let alone international faculty, the university, while having the intent of promoting internationalisation, is not facilitating the process of faculty mobility across SADC countries or from South Africa to overseas universities.

Chapter Five: National and Institutional Policy regarding the Employment of Foreign Faculty at Wits

5.1 Introduction

This chapter explores the national and institutional policies affecting the employment of Foreign Faculty and the respective policy constraints, as experienced by the interview respondents in this study. A detailed explanation of the process adopted by Wits with regard to the employment of Foreign Faculty is provided. Becoming a Foreign Faculty member is not merely a matter of relocating to a new country. Complications and implications emerge for foreign academics contemplating this transition at many levels: logistic, financial, social, emotional, cultural, environmental and professional. In the author's view the Relocation Allowances Policy of Wits is to some extent welcomed by foreign academics, as it does address some of the issues they encounter. An outline of this policy as well as the policy on the induction of new staff members is explored in the course of this chapter.

5.2 National and Institutional Policy Analysis regarding the Employment of Foreign Faculty

This section analyses the South African Immigration policy, Wits Policy on Internationalisation, Wits Human Resources Work Permits Policy, Wits Relocation Allowances Policy and finally, Wits Human Resources Induction of a New Academic Staff Member Policy.

The South African Immigration policy[79]

In February 2001 the then minister of education, Kadar Asmal, announced the National Plan for Higher Education (NPHE).[80] The NPHE developed a plan to transform the apartheid-based system of higher education in order to fulfil the white paper goals of equity, efficiency, and social development.

[79] Aliens Control Act, Act No 96 of 1991
[80] Cooper David (2001, p.7)

The 2001 National Education Plan of the Department of Education and Training encouraged the employment of Foreign Faculty, particularly from African countries, on a contractual basis. The Department of Labour, the Department of Trade and Industry and the Public Service Commission all share this approach.

Wits currently has no specific internal policy, regarding the employment of Foreign Faculty, however, such employment at the university is governed by the requirements of South African legislation, with regard to work permits. The South African immigration policy is embodied in the Aliens Control Act, which is prescriptive in its requirements for applicants who desire to immigrate permanently to South Africa. To a large extent, legislation dictates the regulation of Foreign Faculty in South Africa.

The initial legal requirements for Foreign Faculty revolve around the suitability of the candidate, whose presence in the country must not be harmful in any way to the welfare of South Africa. This entails the requirement that the applicant be of good character, and that his/her presence in the country is deemed to be desirable. An essential criterion is that his/her occupation should in no way jeopardize the employment of local residents who possess similar skills and qualifications, but rather should contribute some skill that is scarce and needed in the country.

In addition to the Aliens Control Act that contains the immigration policy, the Department of Home Affairs also takes into consideration other relevant legislation. Any foreign national that is seeking employment in South Africa requires a work permit. All initial applications for work permits, study permits and work-seeker permits need to be lodged by the applicant at least 8 weeks prior to the proposed date of departure for South Africa. In terms of current legislation, such an application must be done via the South African diplomatic representative (the Embassy, the High Commissioner or the Consulate) in the country in which the foreigner holds a passport or in which s/he normally resides and to which s/he returns after any period of temporary absence. Arrangements for travel to South Africa can only be finalised when such a permit has been issued and a copy faxed to the relevant university's Human Resources (HR) Office.

Foreign candidates from countries without South African diplomatic representation must submit their applications to the nearest South African representative. Alternatively, such a candidate may engage the services of an attorney or registered agent who is granted power of attorney to act on his/her behalf, and submit the application at a local office of the Department of Home Affairs. The applicant is then obliged to await the outcome of the application outside South Africa. Permission to enter the country is only granted once a permit has been affixed to the applicant's passport.

The South African Immigration policy is certainly in line with the policies of many other countries in the world. However, as will be shown in the following chapters, there appear to be a number of issues that arise at the implementation stage.

Wits Policy on Internationalisation[81]

The current university policy on internationalisation focuses on recruitment of international students. Whilst this policy plays an important role in creating an internationalised climate at Wits, the Survey Report suggests that a more holistic approach be employed.[82] Wits has an International Office that has as its main focal point the concerns and best interests of the university's international students.[83] Wits study abroad programmes include the admission of students to existing courses which last a maximum of one semester, or to ones aimed at attracting premium fee-paying students into short 3-6 week programmes, which are adapted from existing academic options to suit the needs of international students.

Wits policy on internationalisation is reviewed regularly by the Senate International Policy Committee, to ensure that it reflects the University's strategic plans.[84] Wits claims that it is committed to the internationalisation of its staff, students and curricula. This commitment is declared in the university's mission statement and expanded upon in its strategic plan.

[81] S98/2134B Wits Policy on Internationalisation
[82] Cross et al (2004) Survey Report (2004)
[83] Cross et al (2004) Survey Report (2004)
[84] S98/2134B Wits Policy on Internationalisation

The policy is founded on the premise that the university aims to attract a diverse cultural mix of staff and students, while fostering the mobility of students and staff to other countries as a part of their development. This is achieved by conference attendance, staff and student exchanges, and by collaborative research and teaching programmes. At the core of the Wits policy on internationalisation, lies the objective of bringing Wits in line with other major universities around the world. The fact that Wits is ideally located within the hub of South Africa's economy constitutes a golden opportunity to expand its area of influence both regionally and globally.

The Survey Report suggests however that from an operational perspective, although the International Office currently services international students it does not facilitate the outward movement of local students who wish to study overseas.[85] The survey also found that the objectives of the current policy of recruiting and enrolling international students, is not being achieved because the university fails to offer a satisfactory service to international students. Following recent debates in Senate and amongst different departments, Wits Business plan is under discussion. The policy on Internationalisation needs to address issues in a section that caters for the specific needs of Foreign Faculty employed at Wits.

Wits Human Resources Work Permits Policy

The Department of Home Affairs and Labour handle applications submitted by foreigners (or their agents) for work permits. The focal point in their consideration is determining whether or not a South African citizen is available, who has the capacity to perform the job in question. The Human Resources (HR) Department at Wits has structured a policy that stipulates the procedures, conditions and requirements to be followed in applying for a work permit. With all employment opportunities South Africans are first given the option to apply. The position is advertised nationally for a period of four weeks. If it is determined that there is no suitable South African candidate and the HR department is satisfied that there are no South Africans with the required skills available for the particular appointment, then the position is advertised internationally.

[85] Cross et al (2004) Survey Report (2004, p.31)

The appointment of a foreign national is discipline-specific and international advertising is done through the discipline's accredited publications such as its academic journals.[86] Only applicants whose qualifications, experience and skills are commensurate with the position being offered, are considered in the preliminary phase of selection. This is done in order to maintain transparency and thus eliminate the ills of nepotism and the like.

Applicants are cautioned not to resign from their current employment until a work permit has been secured. Work permits are therefore usually only issued to foreign nationals who have the skills capacity to fill a vacuum in the South African workplace. Foreign nationals possessing valid work permits and currently employed are entitled to apply for immigration (permanent residence) permits while resident in South Africa. Work permits may be issued for a period of 12 months and are renewable in South Africa if the employment contract is for a longer period, or for the duration of the contract (up to a maximum period of 3 years).[87] Appropriate permits may be issued to the spouse or dependant children of a foreigner who possesses a valid temporary residence permit.[88]

The university shows its commitment to hiring Foreign Faculty; by reimbursing the cost of the work permit application and its subsequent renewal if required, at the rate currently charged within South Africa, for the duration of the contract. Should the staff member resign during the course of the contract s/he is required to refund a pro-rata portion of the cost of the current permit. The university, however, is only responsible for the costs relating to an employee's work permit. Costs relating to work, study, temporary residence or other permits required by the employee's spouse, partner or dependants, etc., must be borne by the employee. Employees wishing to extend or renew their work permits, or whose status within the university has changed, must submit the relevant form and documentation to the Department of Home Affairs.

[86] Cross and Rouhani (1999, p.14)

[87] This change to a 3-year permit has only been implemented since 2002 /2003. It used to be expensive and time consuming for foreign nationals to go back to their country of exit to renew their permit.
[88] Section 26(5) of the Aliens Control Act (Act No 96 of 1991)

The procurement of a work permit is quite an elaborate and time-consuming process. The following documentation is required depending on the type of permit being applied for, and is as per The Boston College Center for International Higher Education, which is provided to the applicant by the University:[89]

- A copy of the Contract of Employment issued by the University and duly signed by the prospective employee.
- The Curriculum Vitae of the candidate.
- A motivation from the university as to why the position on offer could not be filled by a South African citizen or permanent resident. Substantial proof outlining the steps taken to recruit South African citizens or permanent residents must be submitted. These would include, among others: copies of advertisements placed; data or the number of applications made by South African citizens or permanent residents; and reasons for their lack of suitability.
- Application form 81-1738, with the relevant sections already completed. The applicant is required to complete the remaining section/s.
- A statement from the university, undertaking to repatriate the employee and his/her dependants, should this become necessary.
- Certification by a chartered accountant, confirming that the foreign national is employed on terms and conditions which are not inferior to those offered to South Africa citizens or residents in the relevant market segment, and where necessary, describing the job in general terms and certifying that the position exists, falls within a relevant quota category, is to be filled by the foreign national, who possesses the legal qualifications (including any South African Qualifications Authority (SAQA) requirement) required for the performance of the tasks required..
- An undertaking by the employer to notify the Department of Home Affairs as to when the foreign national is no longer employed, or is employed in a different capacity or role.

[89] HRG/03 Human Resources: Work Permit

The preceding documentation requirements are a clear indicator of the stringency adopted when employing a foreign national. This process is strictly adhered to by Wits in order to maintain professional transparency and to ensure that no South African feels 'cheated or discriminated against,' when an employment opportunity favours the recruitment of a foreign national.

The rights of the foreign national are protected by the adoption of such policies by ensuring that conditions for the foreign national are not inferior to those offered to South Africa citizens or residents in the relevant market segment. It is small wonder that many Foreign Faculty feel as if the acquisition of a work permit is more arduous than the work itself.

The process is cumbersome due largely to the backlog of applications for work permits at the Ministry of Home Affairs and the lack of infrastructure, resulting in unnecessary delays. Whilst the reader may gather that the process (as detailed above) is cumbersome, the researcher asserts that one must appreciate the necessity of regulating the presence of foreign academics. However, the moral support from the employer selecting the foreign candidate is vital in order to facilitate the process.

Wits Relocation Allowances Policy

The Wits relocation allowances policy caters only for new full-time staff members.[90] It does not provide for the needs of academics in junior positions that are part-time or sessional staff. The relocation allowances policy outlines the travel, removal and settling-in allowances payable to new full-time members of staff (academic and support services), who are relocating from outside Gauteng Province and the regulations that govern them. 'Travel' is defined as from the nearest airport to, and/or by the most direct route from the appointee's current base to Johannesburg.

The same applies, where relevant, to the appointee's return to that base, on completion of a fixed-period contract.

[90] HRG/12 Human Resources: Relocation Allowances

If the staff member is appointed against a University-funded post, all costs are charged to the appropriate school/faculty/department/division and if the staff member is appointed against an externally funded post, all costs are charged to the relevant grant. The relevant HR office is responsible for making all travel and removal arrangements and payment is made in South African currency. However, if a staff member resigns from the University's employ before completing his/her contract or three years' service (in the case of those employed on a continuous basis or where the contract period exceeds three years), he/she is required to refund a portion of the relocation allowances paid to him/her by the university, pro-rata to the un-expired portion of the period. This refund becomes due immediately on resignation.

Wits Human Resources Induction of a New Academic Staff Member Policy

This policy provides a checklist as an aid to heads of schools/research entities to ensure that new members of the academic staff are welcomed and properly introduced into their new work environments. The checklist is divided into two sections: one for use prior to the new staff member's arrival and one for use upon arrival. The focus is on the head of school designating a general mentor who arranges transport from the airport, or wherever relevant, to his/her destination, and is in charge of facilitating the newcomer's general well being. The Head of School together with the general mentor is responsible for the following: introducing the newcomer to other staff members; clarifying the job description and responsibilities; informing the switchboard of the newcomer's arrival; taking the newcomer around the building; taking the newcomer to the HR office to get the necessary access cards/documents; explaining the conditions of service; discussing and explaining policies and procedures relating to probation and the confirmation or non-confirmation of an appointment; agreeing upon criteria for measuring performance and providing an introduction to the Centre for Learning, Teaching and Development. Within a period of 3 to 6 months an informal meeting is held, in order to facilitate the establishment of an informal social and support network for the newcomer.

5.3 National and Institutional Policy Constraints

This section provides an analysis of both the National Policy Constraints on Foreign Faculty gaining employment in South Africa and the constraints of Wits Institutional Policy respectively.

National Policy Constraints on gaining employment in South Africa

The pleasure of seeking and filling an employment opportunity at Wits is often overshadowed by the difficulties experienced by Foreign Faculty in trying to secure a work permit. Below is a brief overview of some of the difficulties experienced by some Foreign Faculty who participated in this study.

A professor indicated that bureaucracy in his country of origin (Zimbabwe) was often very stringent. The waiting lines at the South African Embassy were exhausting and sometimes reached half a kilometre in length. The personnel at the South African Embassy of his country of origin seemed over-stressed, intolerant and unable to deal with applicants. Another Professor found the Turkey bureaucracy extremely exacting, as a work permit can take between 5 to 6 months to obtain. Thus the period of waiting for a work permit is very long. For a lecturer from Zimbabwe the process took more than 6 months. These are some indications as to the tediousness of the process of securing a work permit.

In some instances a further difficulty arose when the work permit was denied and they undertook the arduous completion of an appeal to prove that no South African academic was suitable for that particular job. In these instances the waiting period for the work permit was even longer. Interestingly the applicants in this situation expressed their appreciation of the motivational and supportive role played by their respective schools at Wits who assisted with their appeal.

On an implementation level the national immigration policy exhibited gender barriers. In India it is acceptable for urban, educated, married women to retain their maiden names after marriage. A senior lecturer from India was requested by the South African Consulate in India to change her maiden surname to that of her spouse, who is

South African, prior to leaving India, to forestall any problems in South Africa. This potential impediment was resolved in her country of origin. The legal position has since changed in South Africa whereby it is no longer compulsory for a South African married woman to take her husband's surname.

The xenophobic tendencies of some personnel seemed to be prevalent at the South African Home Affairs Department, as expressed by one professor who found that the treatment received was below respectable and tolerable standards. A common opinion expressed by participants in the study was the need for the South African Home Affairs Department to rise to 'international standards.' This would entail training of staff to make them more accommodating and cordial to foreigners. The latter opinion was substantiated by some Foreign Faculty, who remarked that the personnel did not realize that Foreign Faculty entering South Africa were to be of benefit to Wits. Xenophobic tendencies and disrespectful treatment of some foreign nationals raises the important issue of human dignity.

Foreign Faculty, who have been employed at Wits university for more than five years have voiced that prior to 2003 it was very expensive (in terms of travel and accommodation), as well as time-consuming to go back to their country of origin, in order to re-apply for a work permit. The policy has since changed and is more reasonable, as a foreign national can now apply to renew his/her work permit in South Africa. The responses just reported are a clear indication that Foreign Faculty at Wits experience difficulties due to national policy constraints. The main areas of concern seem to be the tedious process that applications entail and the sub-standard treatment received at the hands of Home Affairs personnel.

Foreign nationals employed at Wits are of the opinion that their role as employees in South African Institutions is mutually beneficial and that their presence within South Africa should be viewed with a socially acceptable degree of respect, rather than disdain. They do not seek any special treatment, but contend that simple courtesy and kindness would be appreciated. Despite evidence of some unpleasant encounters by several foreign nationals, it must be added that the majority of respondents enjoyed comfortable interactions with the South African Home Affairs Department.

In order for the university's internationalisation efforts to materialize, the concerted efforts and cooperation of other relevant stakeholders, such as the Department of Home Affairs, is imperative.

Institutional Policy Constraints of Wits University

The study reports a general consensus among all Foreign Faculty candidates interviewed that they were not hindered by the institutional policy requirements of Wits. The respective schools were clear in their advertisements, regarding the necessary job requirements. Being experts in their respective fields, facing no competition (as no South African was suitable for the job) some respondents experienced no institutional constraints regarding their employment at Wits.

The main focus of the Induction Policy seemed to be general adjustment to and keeping abreast of the system at Wits. While the policy caters for an induction course respondents viewed this as non-compulsory and did not attend. Participants in the study felt that the Induction Policy should address the need for a support structure to assist foreign academics in securing a home and transportation, familiarizing them with the local currency and banking systems, finding schools for their children, etc.

Some concerns were expressed by Foreign Faculty about the Relocation Allowances Policy. One respondent was concerned that the policy excludes academic staff in junior positions. The general feeling was that the work input and output of a junior lecturer is just as valuable as that of a staff member employed at a higher level. The respondent felt that the policy should cater for at least partial reimbursement of the costs involved in relocating, irrespective of the entry level of the faculty member. Some Foreign Faculty from developing countries said the settling-in allowance did not seem realistic in view of the high cost of living in South Africa. Some professors from Europe felt that costs covered per meter squared are inadequate, as this only covered half the costs of bringing the books and materials they needed in South Africa.

5.4 Conclusion

Overall Wits relates positively to the challenge of internationalisation at the faculty level. There is a positive relationship between national and institutional policies and the issue of employing Foreign Faculty in South African universities. However this chapter has also shown that South Africa's employment of Foreign Faculty in an institution is not a straightforward matter. South Africans are given the opportunity to apply for an appointment first, before international academics have that opportunity. South Africans are not, in any way prevented from availing themselves for any specific appointment. The national and institutional policies are structured in such a way that the rights of both the South African and the foreign academic are not infringed. There are elements of the Induction of New Staff Members Policy and the Relocation Allowances Policy constraints that need to be addressed, in order to accommodate the experiences and challenges faced by Foreign Faculty.

The Department of Labour encourages the employment of Foreign Faculty, however the Department of Immigration has placed certain constraints, for example, restrictions in the employment of a partner in South Africa and marginalisation in the employment of women. Elements of the Immigration Law are therefore at odds with the Constitution of South Africa that protects the rights of women. Thus tensions do exist between policies and practice. The chapter has shown that the main concerns and difficulties with regards to the employment of Foreign Faculty are not at the policy level but rather at the implementation level. These are related to the process of applications for work permits and manifestations of xenophobia and gender discrimination.

Chapter Six: The Expectations, Experiences and Challenges of the Foreign Faculty at Wits

6.1 Introduction

This chapter discusses the push and pull factors which contribute towards Foreign Faculty seeking employment in South Africa. It delves into respondents' views around their expectations of Wits and their experiences thereafter. Working in a new environment presents challenges and the Foreign Faculty's opinions regarding their participation in the decision-making process at Wits and their working conditions are explored.

6.2 Analysis of Findings

Reasons for coming to work in South Africa

Many of the contributing push and pull factors (elicited in their interviews) affecting the decisions of participants to work in South Africa are outlined below. Firstly, in terms of pull factors the political climate in South Africa is attractive to foreign nationals, both from the South and the North. South Africa's celebration of 10 years of democracy and the government's commitment to, and support of equal opportunities is a strong draw-card to many foreign nationals, coming from countries characterized by unrest, as well as to many academics from the North, who wish to be part of South Africa's transformation. Secondly, 'the infrastructure that supports life, that is, the availability of water, electricity, roads, food, etc., is much better in South Africa.' These are luxuries enjoyed in South Africa and yet they are frequently unavailable to many people in most developing countries.

The basic desire to make a better life, the opportunity to improve one's personal standard of living, exerts a pull on foreign nationals to come to South Africa. For respondents whose country of origin is close to South Africa it is cost effective to travel to and from South Africa, and they have the opportunity to provide financial assistance and purchase basic goods for family members still living in the country of

origin. For example, one male respondent in a junior position from Zimbabwe felt that better financial opportunities exist in South Africa and salary structures are fair. A male professor from Europe, however, felt that the salary structures at Wits are not yet in line with international standards for the higher academic levels.

The view was expressed that better professional and academic development opportunities are available in higher education institutions in South Africa. There are sponsored facilities for further studies and the opportunity to apply for this facility is open to all. Some expressed the view that funding for research is more readily available in South Africa than in the country of origin. Some respondents said that, although budgets in certain schools at Wits are limited, they are still much better than those previously experienced, for example, research teams at Wits collaborate in order to secure the necessary funding. The opportunity for collaboration made respondents feel valued and encouraged a sense of personal growth. Thus the standard of research in South Africa by international ratings encourages researchers to apply to Wits.

Another contributing push and pull factor expressed by a lecturer was that in his home country, promotion in his field of research was not an easy or fair process. Nepotism was the order of the day and this affected many academics in higher education institutions. He stated that, "If it happens here in South Africa, there is a system in place to investigate the decision and heads will roll for wrong-doings!" Accountability within the higher education system in South Africa, such as in an institution like Wits, removes the fear of promotions that serve the interests of nepotism. The accountability factor is attractive to foreign academics. A male junior lecturer from Zimbabwe stated that, "there is also less pilfering here in South Africa of basic chemicals used in labs. There was no accountability in my previous department, either upwards or downwards."

A senior lecturer in a higher education institution in her country of exit, expressed that she felt marginalized and victimized. The respondent said that, "the staff was culturally hostile. My PhD threatened the faculty and the fact that I was an outsider did not help. Colleagues made it clear that they will not speak in English in front of me and chose to revert to their mother tongue. I felt marginalized and victimized, feeling that my opinion counted for nothing." The blatant display of animosity, with

its underlying roots of xenophobia, which existed amongst staff members at the previous institution, encouraged this academic to move to South Africa in the hope of encountering a non-hostile environment. On a lighter note, a lecturer applied to Wits because her spouse is South African and she wished to live and work in South Africa with him!

Generally the above responses from Foreign Faculty show that South Africa holds a myriad of attractions to many foreign academics. These pull factors range from general amenities that make life more comfortable, for example, electricity, safe water and good roads, to good institutional governance. In addition de-escalating exchange rates and political and economic instability in many developing countries and the resultant collapse of their educational systems, has led to an influx to the South, making South Africa a sought-after destination. This shift is in line with the SADC protocol that promises technical co-operation between countries within the Southern African region.

In the case of faculty mobility from the South, contributing factors are a better standard of education, geographic proximity, political factors, linguistic factors and cultural adaptation. In the case of faculty mobility from North to South, contributing factors include the opportunity to gain first-hand experience of the cultural, political, social and economic changes taking place in South Africa.

Expectations and experiences of Foreign Faculty

An expectation expressed by a male senior lecturer was that Wits was an enabling environment, with an exemplary standard of research and access to resources for research. The respondent has since enjoyed the 'free' atmosphere of the school and of the university in general, and has been inspired by senior colleagues' involvement in significant research. However, for some, the expectations of smooth research opportunities did not materialize, due to a lack of time and the pressure to deliver results in their respective departments, as a result of the restructuring taking place within some schools. The heads of school participants expected and were prepared for the amount of paper work constituting the administrative workload of their jobs.

A general feeling expressed by all respondents was that xenophobia was not present amongst the academic staff at Wits. One participant was informed that interaction would be difficult and thus expected poor relations across cultural lines. The participant did experience this to some extent, when he was excluded from certain social functions. Whether this was the result of racism or a matter of personal affinity amongst colleagues is a question that can be explored in further research.

One male respondent from Europe felt that academics in South Africa are still in 'pigeon-holes' with regards to their thinking. He said "there is no team work. Whites do not want to work with people of colour." It was agreed that the paucity of interaction and teamwork between the various cultural groups stems from the legacy of apartheid in South Africa. However, a head of school believed that the mindsets of individuals would change with time and effort.

True internationalisation involves more than just the mixture of cultural groups. Emphasis should rather be placed on the free and willing interaction of academics from different cultural groups. Such interaction promotes understanding, tolerance and, ultimately, the shedding of the legacy of apartheid.

One head of school was employed for the purpose of restructuring the department. It was believed that the rightsizing would be better accepted by South Africans if it were enforced by an 'outsider.' The problem in this department was a lack of black staff. The respondent conveyed that, "Apartheid is so deeply entrenched in the system. The government has made political changes, systems have changed, but the institutional system at Wits has not changed." Another view expressed was that white South African staff are incapable of heeding instructions from a non-white. A further opinion was that white liberals do not respond well to bottom-up styles of management, as they tend to regard suggestions as commands, thus creating unnecessary tension.

A senior lecturer was of the opinion that the quality and culture of South African students is not of a high standard and left a lot to be desired. The respondent believed that the average student lacked motivation, and that this accounted for the drastic decrease in the number of enrolments in the final years of degree completion.

Another respondent claimed that the work of students is of poor quality and that some staff did not pull their weight in nurturing students.

In conclusion, the study also demonstrates that the opinions of Foreign Faculty towards South African staff and students are motivated to some extent by their perceptions of apartheid. It also demonstrates that there are perhaps communication gaps amongst Foreign Faculty, South African Faculty and students. The study shows that it is imperative that this issue be addressed. For example, team building can be used as an effective bridging mechanism to ensure cultural, and racial harmony.

Challenges Experienced by Foreign Faculty

With regard to the challenges experienced by Foreign Faculty the production of research was the most prominent. Ranging from associate lecturers to heads of school, the general opinion was that a full teaching load together with the time-consuming demands of administration, cut deeply into the time scheduled for research and publication. The research staff member's greatest challenge was to secure external funding for his/her field of research. A senior lecturer was of the opinion that although the university's subscriptions to electronic databases appeared to make access to journals a little easier, the lack of sufficient funding limited the extent of literature reviews, due to the high cost of journal hardcopies. Further challenges affecting the production of research included the lack of or inadequate professional assistance in terms of computer facilities, issues and accessibility. Another challenge highlighted was that of attracting larger numbers of research students in the various schools.

One respondent expressed that social issues posed a challenge as the South African staff in his/her particular department tended to have social gatherings on weekends to which Foreign Faculty were not invited. These 'socials' on weekends would be casually mentioned in passing thus making interaction between colleagues strained. It seems imperative that one has a sense of self- worth and knows one's role and importance or benefit to a department, in order to be able to function optimally in such a situation.

People management skills with regard to buffering conflicts, managing stress in others, and going through the process of restructuring, was a further area that presented challenges for heads of schools. This is exacerbated by the fact that the country, as well as the university is undergoing a phase of transition, and stress is an unavoidable facet of any process of ongoing transition.

Participation in the Decision- Making Process

In general the consensus was that Foreign Faculty were provided with the opportunity to participate in decision-making at one level or another. Regular staff meetings are held to discuss student issues and needs, and various subject forums promote discussion regarding programs in which Foreign Faculty participate. Respondents expressed that they do make use of these opportunities to voice their opinions heard within certain guidelines, and in a consultative capacity. Senior lecturers and professors expressed that they are provided with adequate opportunities to participate in the various school and faculty committee meetings. Some respondents including the two heads of school and the associate professor are in positions where decision-making is part of their job profile.

Working Conditions

The response of all the participants, with regard to their working conditions was that they are expected to function under fair conditions but are obliged to carry what they consider to be a heavy workload. One lecturer expressed that the prevalent mood at Wits is extremely result-driven and that this drive negates the human element of understanding and support from upper management, in cases where expectations prove to be difficult to fulfil, due to unavoidable personal circumstances.

An associate lecturer was not wholly satisfied with his working conditions and his status as an associate/junior lecturer. He felt that the university failed to recognize and acknowledge his prior qualifications, and that this was unfair. The hierarchy of Wits is relatively strong and the researcher observed that the maintenance of effective working conditions between associate and higher-level lecturers is a source of tension.

A generally held sentiment by Foreign Faculty was that salary structures at Wits are low when compared to those of many other universities.

Views on Internationalisation

In terms of responses to the structured questionnaire all respondents ranked a lack of funds as the most important barrier to collaborative activities. All respondents agreed that interactions with colleagues on an international basis were very important and that the university should recruit more international staff.

The majority of respondents agreed that the internationalisation of the curriculum did not mean that a course should focus on a particular region outside South Africa, but rather that the internationalisation of the curriculum should generate a course which presents alternative views and perspectives from around the world. Such a course would focus on issues of an international nature, foreign languages, and emphasize international dimensions and comparative skills. The resultant outcome would be that the knowledge and skills provided would have broad-based international application.

In order to improve internationalisation at the university, Wits should engage in the following activities as ranked by the respondents as most important:

- encourage international academic collaboration activities
- recruit more international students and faculty
- provide guidance to faculty, as to how to internationalise their curriculum
- provide resources for research into international issues
- integrate local issues and incorporating regional issues into the curriculum
- include two or more international courses focusing on global issues, as part of any core curriculum.

Wits response to internationalisation falls into the proactive category.[91] Wits views internationalisation as a positive development, and as an opportunity to create inter-institutional linkages and partnerships. The research found that Wits has embarked on a long-term drive towards internationalisation and a strategy to encourage staff development.

6.3 Conclusion

The expectations and experiences of Foreign Faculty at Wits are reportedly rich and varied. It emerges that transformation at Wits is an ongoing process. Academics are committed to achieving good working relations and encouraging their students to reach their potential. Wits employing Foreign Faculty implies more than them just being there in name and presence, but more importantly, it requires the interaction between Foreign Faculty and South African faculty as partners.

A general view expressed by the respondents was that xenophobia is not prevalent amongst the academic staff at Wits. The imperative to integrate the intercultural perspective into all university courses and programs, in other words, to internationalise the curriculum, requires sufficient intercultural sophistication on the part of the faculty. Apart from this challenge, the study also demonstrates that the time constraints placed on academics by their workloads hinders the opportunity and progress of personal research.

In addition Foreign Faculty also have to contend with the lack of self motivation and commitment displayed by some students and the perception that the quality and culture of South African students is not of a high calibre and that there is room for improvement. Consequently, universities should find ways of creating both opportunities for professional development and incentives to motivate both South African and Foreign Faculty toward internationalising their courses and instructional methods. Wits as a higher education institution, has all the potential to be a leading example of an institution resolved to achieving internationalisation.

[91] As discussed in Chapter 2

Chapter Seven: Conclusion

7.1 Conclusion

The study of Foreign Faculty in South African higher education institutions has proved to be challenging. Gamson argues that there are two important aspects of higher education, which one should not seek to change: community and autonomy. [92] The researcher concurs with this viewpoint, which substantiates the essence of academia. The term 'community' refers to the relationship among and between the students and which serves to reinforce the fact that they are part of a common endeavour, extending beyond their individual needs and interests. 'Autonomy' refers to the ability of institutions and faculty, to carry out the primary mission of higher education in a democracy which is to educate the general population, enabling them to participate intelligently within the public realm, as well as to contribute toward generating an understanding as to how physical, aesthetic, political, and social worlds work. One must, however, appreciate the culturally diverse obstacles, that may hinder these processes.

Patterns of Foreign Faculty mobility and employment are changing, in turn, affecting the patterns of employment of Foreign Faculty at Wits. The study shows that the Foreign Faculty coming from the rest of the continent are concentrated in middle level jobs despite their level of qualifications and Wits therefore pays them less. Whether this is a type of discrimination or whether middle level positions are appropriate is a question requiring further research.

Foreign Faculty experience a variety of problems and challenges, as a result of being away from their home countries. Areas of difficulty highlighted by the participants in this study include: need for orientation to a new country, its people, customs, traditions and lifestyle; need to be familiarized with employment pre-requisites for spouses seeking employment, with local currency and banking systems; need for information to assist with securing a dwelling, motor-vehicle financing and purchase, and selecting schools for children.

[92] Gamson (2000, p.4) International Higher Education Journal, Spring

This study reveals the limited nature of the knowledge base documenting the experiences of Foreign Faculty in South African universities. Being a new and developing phenomenon within this country, institutions are in need of a knowledge base, to provide insight into the problems faced by Foreign Faculty and the means which are available for addressing these difficulties. It is recommended that extensive research be conducted on an ongoing basis into the many areas highlighted in the present study. It is the researcher's opinion that the resultant findings could play a role in facilitating a smoother transition process for Foreign Faculty.

The findings of this study show that the Internationalisation Policy at Wits requires refinement to further enhance the experiences of Foreign Faculty. The findings indicate that the number of Foreign Faculty is increasing, however, the policy does not presently serve to enhance the outward mobility of local staff and students.

Data from this study confirms that the three aspects of intercultural effectiveness are: the ability to manage psychological stress; the ability to effectively communicate, and the ability to establish interpersonal relationships. Foreign Faculty and national faculty need to be aware of the effectiveness of their interaction.

New trends are emerging in the conceptions of internationalisation. Internationalisation is not just having Foreign Faculty at an institution but involves interactions that enhance the international experiences of other faculty and students. In terms of policy, Wits has come a long way in a short period of time in developing a model of internationalisation, as reflected in the experiences and perceptions of faculty. They tend to celebrate existing institutional policies, however, tensions do exist at the practical level and to some extent this is a reflection of the inconsistency between institutional and national policies.

7.2 Advice for Practice

The following advice is offered by the researcher for institutions that employ Foreign Faculty. Firstly, institutions should periodically evaluate the services they offer to Foreign Faculty, with the aim of assessing the appropriateness of such services in terms of keeping abreast of changing trends and pressures. Secondly, South African Faculty together with Foreign Faculty should attend compulsory workshops or seminars, which focus on how to interact with individuals from different cultural backgrounds. Such activities should aim to encourage a culture of understanding, tolerance and respect for academics whose backgrounds and life experiences are different.

This activity would serve to strengthen and encourage the support systems that are needed by Foreign Faculty. It is also suggested, with regard to enhancing support systems, that a support group be established for new foreign academics employed at higher education institutions.

7.3 Recommendations for Further Research

Issues emerging from this study that may be of interest to other researchers for further study include the following:

- Given the growing numbers of Foreign Faculty in higher education institutions, it is pertinent to explore to what extent they have made impact on the institution itself in terms of curriculum and course content.
- Their impact on the institution may be further explored by attention to changes in the attitudes or perceptions of local faculty and students and gains in intercultural knowledge and understanding.

7.4 Suggestions

- The researcher submits that Wits needs to pay greater attention to the quality and capacities of Foreign Faculty support services. It is suggested that South African higher education institutions address the challenge of providing adequate orientation programmes for Foreign Faculty. Such programmes should be compulsory, and should include the provision of practical information. Orientation needs to begin prior to the Foreign Faculty's arrival in South Africa. Specifically, areas such as obtaining work permits, securing accommodation, social orientation and travel, need to be addressed.

- It is suggested that a programme to assist new Foreign Faculty adapt and settle into the South African setting should be developed. This should include introducing a real estate agent to assist with accommodation needs, providing an introduction to financial institutions, and disseminating information on the location of schools for children, etc.

- It is suggested that resources be allocated to expand the existing services for Foreign Faculty employed at Wits provided by the International Office. Expansion should involve defining policies and structures, as well as a host of other fundamental issues: building capacity for effective management, research and teaching as well as the provision of guidance on how to internationalise curricula, etc.

- It is suggested that the institution should encourage meetings on a regular and ongoing basis with the Department of Home Affairs to discuss legislative and other issues pertaining to the employment of foreign academics. The aim is to develop and maintain a synergy between Wits and the Department of Home Affairs.

- Its is advised that the Institutional Policy on Internationalisation be reviewed regularly to ensure that it keeps abreast with the demands of internationalisation and the pressures of globalisation. Such a policy should accommodate the special needs of Foreign Faculty in terms of orientation and support issues.

- The researcher suggests that the current Relocation Allowance Policy be amended so as to include any foreign academic, irrespective of his/her level of appointment. For lower levels of appointment, a partial re-imbursement of costs should be considered.

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