



Deepening Scholarship & Practice on the First- Year Experience with the SANRC



higher education
& training

Department:
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REPUBLIC OF SOUTH AFRICA



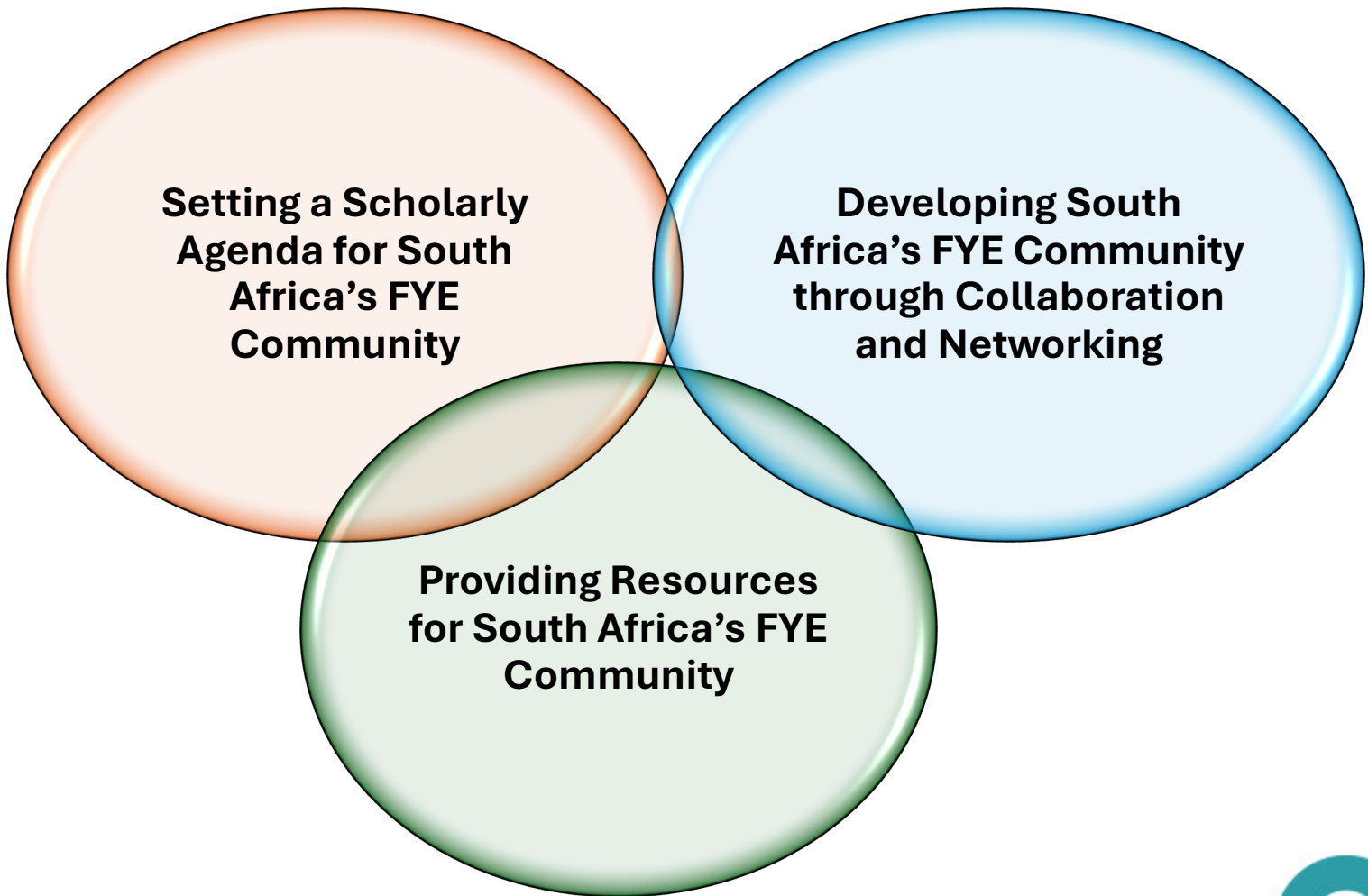
**SOUTH AFRICAN
NATIONAL RESOURCE CENTRE**
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

Background and History of the SANRC

- The SANRC is an independent centre hosted as part of the Academic Development Centre (ADC) at the University of Johannesburg (UJ).
- The SANRC is a dedicated national resource centre set up to develop and strengthen scholarship and practice amongst South Africa's public universities with regard to First Year Experience, student transitions and student success.
- There is a focus on national and international collaboration and partnership. Toward this end, the SANRC works closely with many of South Africa's 26 public universities and holds a Memorandum of Understanding (MoU) with the National Resource Centre for The First-Year Experience and Students in Transition (NRC) at the University of South Carolina in the United States.



Core Commitments of the SANRC



Phase 1: 2015-2021

This phase was about building a foundation.

The SANRC received support and guidance from an advisory group comprising:



Jean-Claude Lemmens, UP



Jennifer Keup, NRC



Thengani Ngwenya, DUT



Andre van Zyl, UJ



Professional Development & Continuing Education: The Annual SANRC First-Year Experience Conference



Professional Development & Continuing Education: 'Writing for FYE Publications' Workshops


The retreat was a partnership with Fundani CHED at CPUT in order to help capacitate FYE (as well as tutoring and mentoring) scholars and professionals from South Africa's universities with writing and publication skills. Participants at the writing workshop engaged in a fixed-term mentor-mentee relationship with experienced writing mentors.



Awareness-Raising: FYE@MyInstitution on the SANRC website



FYE@MyInstitution

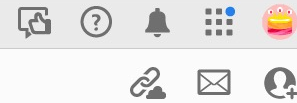
<p>University of Fort Hare</p>  <p>Find out more</p>	<p>University of the Free State</p>  <p>Find out more</p>	<p>Central University of Technology</p>  <p>Find out more</p>
<p>Cape Peninsula University of Technology</p> 	<p>University of Cape Town</p> 	<p>University of KwaZulu-Natal</p> 

Awareness-raising: National FYE Month including an online pledge for universities

National FYE Month 2019.pdf - Adobe Acrobat Pro (64-bit)

File Edit View E-Sign Window Help

Home Tools National FYE Mont... x



NATIONAL FYE MONTH

01-31 MAY 2019

This is our national month of activism in support of the First-Year Experience (FYE).

Join us!

National FYE Month will take place from 01 to 31 May 2019, and culminates in the hosting of the annual SANRC FYE Conference 2019. Your participation will make National FYE Month a success.



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Umsindo newsletter



SANRC Newsletter
Issue 1



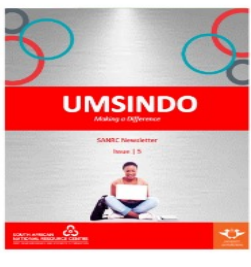
SANRC Newsletter
Issue 2



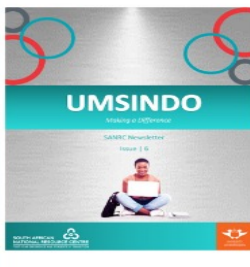
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Issue 3



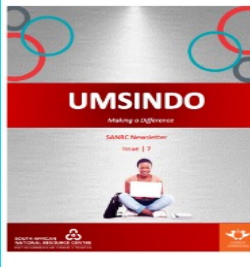
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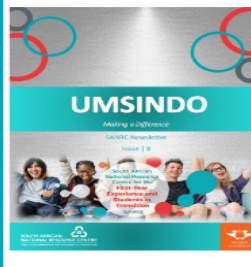
SANRC Newsletter
Issue 5



SANRC Newsletter
Issue 6



SANRC Newsletter
Issue 7



SANRC Newsletter
Issue 8



Engagement with Students (and Families) at various events such as Orientation Week, student panel discussions



Research: SANRC FYE Thought Series



FYE Thought Series 1

Van Zyl, A. (Ed) (2017). The First-Year Experience in South Africa: A Good Practices Guide.



The First-Year Experience (FYE) in South Africa: A National Perspective

By Annsilla Nyar

SANRC



FYE Thought Series 2

Nyar, A. (2019). The First-Year Experience (FYE) in South Africa: A National Perspective.



Designing the South African Higher Education System for Student Success

By Prof Ian Scott

UCT



SUPPORTED BY



FYE Thought Series 3

Scott, I. (2019). Designing the South African Higher Education System for Student Success.



Journal Special Editions on First-Year Experience



Journal of Student Affairs in Africa
Volume 4, Issue 1, 2016
The first year experience, student transitions and institutional transformation

Guest editor
Annsilla Nyar, SA SAC

AFRICAN JOURNAL MEDIA OPEN ACCESS

Journal Edition 1: JSAA Volume 4, Issue 1

Nyar, A. (Ed). 2016. The First-Year Experience, Student Transitions and Institutional Transformation.



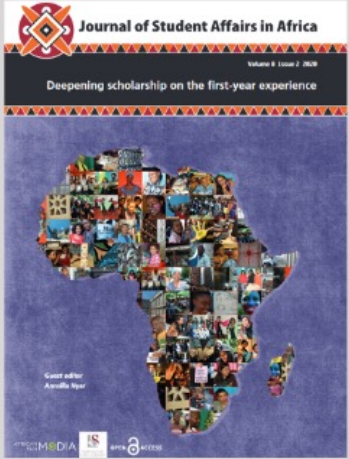
Journal of Student Affairs in Africa
Volume 6, Issue 1, 2018
First-year experience in perspective

Guest editor
Annsilla Nyar

AFRICAN JOURNAL MEDIA OPEN ACCESS

Journal Edition 2: JSAA Volume 6, Issue 1

Nyar, A. (Ed). 2018. The First-Year Experience in Perspective.



Journal of Student Affairs in Africa
Volume 8, Issue 2, 2020
Deepening scholarship on the first-year experience

Guest editor
Annsilla Nyar

AFRICAN JOURNAL MEDIA OPEN ACCESS

Guest-Edited by Dr Annsilla Nyar, 2020.

Deepening Scholarship on the First-Year Experience. Journal of Student Affairs in Africa, Volume 8: Issue 2.



Welcome to SANRC IR

SANRC IR is the South African National Resource Centre Institutional Repository. SANRC IR maintain, collect and provide information about scholarship and published records such as books, journals and articles about First-Year Experience (FYE) in universities and first-year students



First Year Experience Literature

COMPARATIVE STUDIES

SEARCH SANRC IR

Search ...

BROWSE

All of SANRC IR

Communities & Collections
By Issue Date
Authors
Titles
Subjects

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Register

DISCOVER

Author

Barefoot, Betsy O. (2)
Gardner, John N. (2)
Hunter, Mary Stuart (2)
James, Richard (2)
Swing, Randy (2)
Adams, Christina (1)

Resources: The SANRC website

The SANRC Website

<http://www.sanrc.co.za> features information about the work of the SANRC including suggested readings and essential readings.

Covid-19 Resources

Orientation

Teaching and Learning

Phase 2: 2022-2025

A new cycle, with guidance from an advisory group as below



Prof Ruth Hoskins



Dr Birgit Schreiber



Dr Andre van Zyl



Mr Ephraim Mhlanga



Dr Kasturi Behari-Leak



Prof Nthabiseng Ogude



Mr Shiba Diketane

Focus of Phase 2

To: serve the national higher education system, by supporting South Africa's universities with academic knowledge and practical training that will enable universities to serve their students most effectively in managing the trajectory of their journey through the higher education system. The SANRC work programme is focused on educating, capacitating and sensitising South Africa's universities toward the multi-faceted needs of their student populations, the concept of student transitions, and the academic, social and psychological complexities of the undergraduate higher education journey, with a particular (but not exclusive) focus on the first-year student.



The influence of student development theory

Student Development Theory

- Lots and Lots of research, many different theories

Identity Development

Ecological Approach to Development

Gender Identity Development

Psychosocial Development

Sexual Identity Development

Development of Self-Authorship

Cognitive Development

Moral Development

Ethnic Identity Development

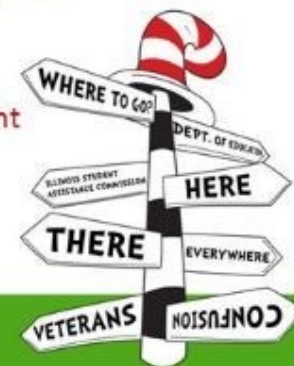
Multiracial Identity Development

Transition Theory

Spiritual Development

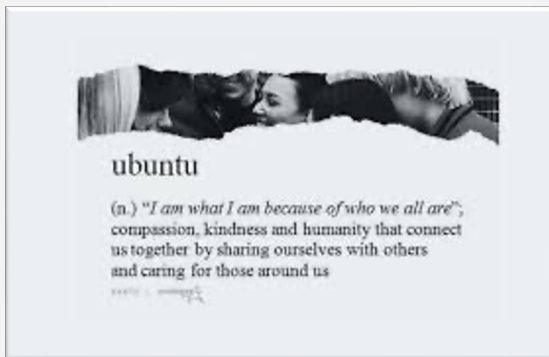
Racial Identity Development

Social Identity Development



Upholding the value system of First-Year Experience

The human touch is the foundation of the FYE value system.



Development, Production and Dissemination of Practice-Based Reports

- Good orientation practice

- Targeted support for first-generation students

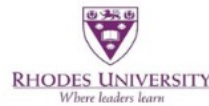
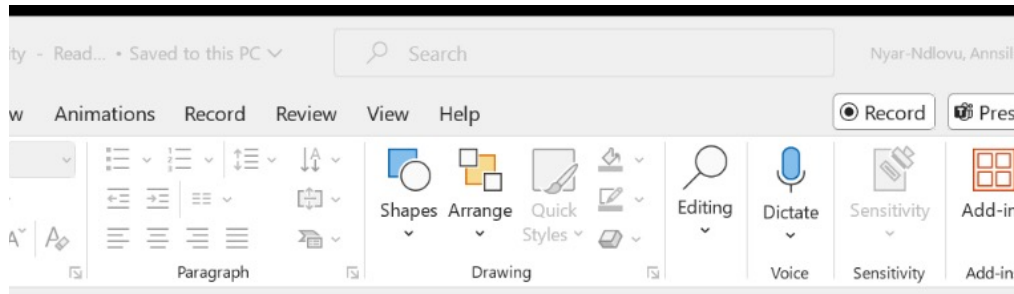
- Good teaching practice for all undergraduate teaching staff, with a focus on those who teach at first-year level

- A guide to navigating university for families and students

- A First-Year Experience primer, viz. an introductory work that will serve as basic and essential reading for all staff teaching first year students as well as scholars and practitioners in the field

International Survey of Peer Leadership (ISPL)

- In 2022 the SANRC managed the national iteration of the International Survey of Peer Leaders; a collaborative initiative with the University of Georgia and the National Resource Center for The First-Year Experience (NRC) based at the University of South Carolina (USC). Participating countries include United States, Canada, the UK and Australia.

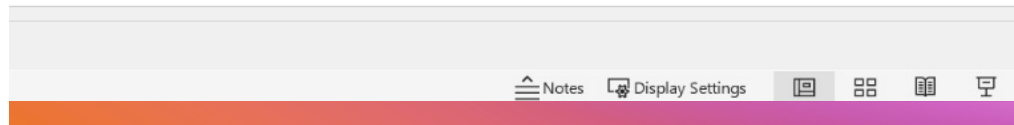


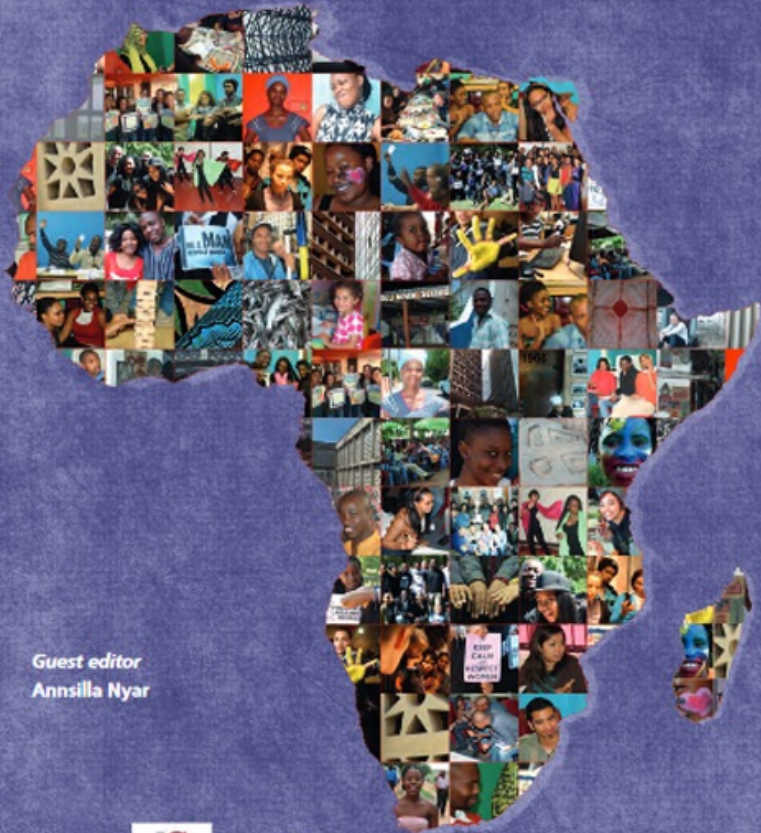
Rhodes University Peer Leader

International Survey of Peer Leaders (ISPL) is being conducted by a team of researchers around the world (Australia, Canada, Europe (Sweden, Ireland, United Kingdom), Japan, and South Africa, United States), in order to better understand the experiences of peer leaders. We would like to invite our peer leaders to participate in the South African national survey.

The survey is being managed by the University of Georgia and the [National Resource Center for The First-Year Experience and Students in Transition \(NRC\)](#). In South Africa, the national survey is being conducted by the [South African National Resource Center for The First-Year Experience and Students in Transition \(SANRC\)](#).

We invite you to participate in the ISPL. Your responses will be used to help us better understand you, your needs and experiences as a peer leader. Please click [HERE](#) to access the survey.





Guest editor
Annsilla Nyar

Special Edition of *Journal of Student Affairs in Africa* (2020)

In 2020 the SANRC published another First-Year Experience special edition of the DHET-accredited journal *Journal of Student Affairs in Africa*

First-Year Experience Capacity-Building Workshops

CAPACITY BUILDING WORKSHOPS

Presented by:



Dr Annsilla Nyar
Director: SANRC



Dr Andre van Zyl
Director: ADC at UJ

A series of Capacity-Building Workshops focused on supporting existing institutionally-based First-Year Experience programmes or helping institutions develop new and/or strengthened programmes.



Introduction to the Concept of First-Year Experience: Reframing Your Approach toward the First Year of Study and the Entire Undergraduate Experience at your Institution



Strategies for Improving Institutional Approaches to First-Generation Student Success



What Universities Can (and Should Be Doing) to Develop a Growth Mindset among Students



Becoming an 'Invitational' University: How Invitational Education Can Serve as a Transformational Theory of Practice for Universities



Building Ubuntu into the First Year of Study



National and International FYE Good Practice Guidelines

First-Year Experience Capacity-Building includes different services to universities

Quality Reviews



**SRU Quality Review:
Reflection on Practice**


Programme: 31 March 2022

PANEL MEMBERS

Dr. Annsilla Nyar

Director: Professional Support at the Academic Development Centre (UJ); Director of South African National Resource Centre for the First-Year Experience and Students in Transition

Speaking Engagements & Workshops



SANRC CAPACITY BUILDING WORKSHOP

The First-Year Experience at University of Fort Hare (UFH): How to Challenge and Support First-Year Students at UFH

26-27 July 2022
VENUE TBC

Facilitated By: Dr Annsilla Nyar, Director: SANRC

This workshop will be:

- ❖ Scholarly as well as practical
- ❖ Interactive
- ❖ Content-rich

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SOUTH AFRICAN NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

Dr Annsilla Nyar is Director of the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC). She is a seasoned higher education professional, with over two decades of high-level senior management experience in the world of academia and academic management. Recent senior management positions include: (a) Senior Researcher at the Gauteng City-Region Observatory (GCRO), a partnership between the Gauteng Provincial Government, the University of Johannesburg and the University of Witwatersrand; (b) Research Manager at Higher Education South Africa (HESA), now Universities South Africa (USA7) and (c) currently, the role of Director at the SANRC. Dr Nyar is an active and engaged ambassador for South Africa's First-Year Experience (FYE), and strives to provide clear academic and strategic leadership for the FYE movement in both national and global contexts. She is, and will always be, committed to the vision of creating a transformational and life-changing experience for university students.

Annual SANRC First-Year Experience Conference



The conference programme is structured around professional-development workshops, academic paper sessions, and workshop sessions that are intended to advance the knowledge, skills and practice of scholars and practitioners in the field.

Bi-Annual National Seminars/Webinars for all University Staff



Hosted by:
Dr Annislla Nyar
Director: SANRC

She/he/they

JOIN US!

SANRC WEBINAR

Understanding Student Experience in the Context of the 'New Normal'

We invite you to join the SANRC's inaugural webinar series. We will be hosting this webinar series on a bi-annual basis, as a way of bringing you informative content and practical know-how about First-Year Experience, and matters of student transitions and student success, more generally.

The webinar is a 90-minute long window into the kinds of issues, which truly matter for those wanting to improve the academic and social experiences of our students, and for those who are willing to work toward the goal of creating stronger and more equitable university environments.

Register **HERE** *Free

Email us **HERE**

 **Date: 29 November 2021**
 **Time: 14:00 – 15:30**
 **Platform: Zoom**



SOUTH AFRICAN NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

SANRC WEBINAR



Continuing the Fight Against Racism in our Universities: How Do we Stay Hopeful?

This webinar is a discussion of race and racism at South Africa's universities in the wake of yet another incident of racism, this time at Stellenbosch University. This latest incident of racism, involving a first-year student, weighs heavily on our hearts. It is particularly distressing for South Africa's First-Year Experience community, because we are aware of the crucial importance of that first year of study, and that the first year can be a 'make or break' experience for young people coming into the university system for the first time. It goes without saying: This should not be happening. Such an incident should not be happening to any student, let alone a vulnerable first-year student. This incident may have happened at Stellenbosch University, but it demands deep introspection from all of us working to advance student success in our country.

Join us as we discuss this important topic with **Dr Cyril Walters**, Postdoctoral Research Fellow in Higher Education Studies at Stellenbosch University, and **Dr Annislla Nyar**, Director of the South African National Resource Centre for the First-Year Experience and Students in Transition. This webinar asks: Why does racism persist in our universities? What needs to happen next? What are the implications for the way in which we, as South Africa's First-Year Experience community, work with students? While we may feel deeply discouraged right now, we discuss ways to stay positive and hopeful, as we work to serve our students in the full complexities of their journeys throughout the higher education system.

Register **HERE** *Free

Email us **HERE**



Dr Cyril Walters
Postdoctoral Research Fellow in Higher Education Studies



Dr Annislla Nyar
Director of the South African National Resource Centre for the First-Year Experience and Students in Transition

 **Date: 01 August 2022**
 **Time: 14:00 – 15:30 (SAST)**
 **Platform: MS Teams**



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UNIVERSITY CENTRE FOR DEVELOPMENT PROMOTION



SOUTH AFRICAN NATIONAL RESOURCE CENTRE
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

Blog space for the FYE Community

BLOG




Missing In-Person Conferences
The hallway conversations were half the fun...

By **Matt Reed**
January 25, 2022




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By **Matt Reed**
January 25, 2022




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BLOG



Missing In-Person Conferences
By **Matt Reed**
15 January 2022

THE HALLWAY CONVERSATIONS WERE HALF THE FUN

I'm lucky to be able to consider this a problem. In the context of the last couple of years, it's trivial. That said, the loss is real.

I was a relatively late convert to recognizing the value of academic conferences. In graduate school, the annual trek to the APSA was mostly just expensive and demoralizing. (Our "travel support" was typically enough to cover about half of airfare, after that, we were on our own.) Its only real utility, as far as I could tell, was spending time catching up with friends. Beyond that, it just seemed like a stress fest.

Admittedly, part of that was a reflection of job market anxiety, compounded by the shameless name tag ranking that dictated whether people would talk to you. (When my name tag said "Dudges," I could get into conversations. When it said "DeWily," you'd think from people's reactions that I was contagious.) When Frances For Phew commented at one that the conference was "a mechanism for the production and distribution of prestige," her observation rang true. The whole thing just felt undern. I kept my distance from conferences for some years thereafter, especially when the kids were young and extended travel would strain the home front.

After several years in administration, I went to my first League for Innovation conference. It was disorienting, but mostly in a good way. It didn't have the same toxic feel that APSA had. Yes, there was networking, and some people were clearly angling for advancement, but it felt a lot less predatory. What struck me most was how commonplace many of the issues were at campuses across the country, and, (relatedly), how differently different colleges addressed them.

The culture of the organization was different. Instead of "look at me being smarter than all of you," it was "here's something that might help." There were egos, of course, and some ideas were better than others, but there was a noticeable premium on usefulness. That appealed to the pragmatist in me. I also found that playing "loving correspondent" at conferences was a blast, since the material pretty much fell in my lap and I could just comment on it. I always got a kick out of that.

Over time, as I got to know more people in the industry, in-person conferences like the League or the AACCC also brought the "catch up with old friends" component. In the last few years prior to COVID, the major conferences were great fun.

Virtual conferences have their merits, but they're just not the same. They're physically safer, of course, which is why they exist. They're cheaper, which is nice. And they're perfectly fine for, say, watching (and taking notes on) keynote addresses. But the serendipitous hallway conversations really don't happen. Catching up with old friends is limited to side chat, which isn't much. The experience of raising new ideas falls away. Conferences are the only occasions on which I've been to Denver, Phoenix, Dallas and Charlotte, for instance. And although smartphones have reduced the sense of being sequestered from campus, it's still true that being hundreds of miles away for a few days makes it easier to shift perspective. When you're Zooming in from the office, with the phone ringing and people popping in with various issues, it's hard to get that sense of separation. What used to be a whole experience instead starts to feel like a series of Zoom meetings to reacquaint among other commitments.

For a while, the sheer novelty of virtual conferences held some fascination. That's less true now. I still attend, to the extent that I can, to get what I can out of it. Presentations can be valuable. But it's been a couple of years now, and I'm really starting to feel the loss. Those hallway conversations meant more than I realized at the time.



Student query site

DO YOU HAVE A STUDENT QUERY?
Talk to us

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If you have any queries or specific questions about any aspect of the First-Year Experience, or anything relating to that of student transitions and student success, you are welcome to place your query in the contact form below. Please note that we don't have the capacity to engage in extended communications, but we will do our best to try to answer you as succinctly and accurately as possible.

*Name:

*Surname:

*Institutions:

*Year of study: First-year Second-year Third-year Fourth-year
 Honours Masters Doctoral

*Faculty:

*Department:

*Course:

*Email:

*Query:

Submit

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*Name:

*Surname:

*Institutions:

*Year of study: First-year Second-year Honours Masters

*Faculty:

*Department:

*Course:

*Email:

*Query:

Submit

- University of Cape Town
- University of Western Cape
- Stellenbosch University
- Cape Peninsula University of Technology
- Nelson Mandela University
- Walter Sisulu University
- University of Fort Hare
- Rhodes University
- University of Witwatersrand
- Tshwane University of Technology
- University of Johannesburg
- Vaal University of Technology
- University of Pretoria
- University of Venda
- University of Limpopo
- University of Mpumalanga
- University of South Africa

DO YOU HAVE A STUDENT QUERY?
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*Year of study: First-year Second-year Honours Masters

*Faculty:

*Department:

*Course:

*Email:

*Query:

Submit

Thank you!

We have received your query and will respond to it as soon as possible.

Achievements

The SANRC has contributed to:

- the development of a professional network
- the development of a pool of national literature on FYE, student support and student transitions
- greater awareness (at both individual and institutional levels) of critical issues such as support for first- generation students
- increased exposure of First-Year Experience teaching staff, scholars and practitioners to good/promising First-Year Experience practices



Future Paths



Where do we go from here?

Opening up possibilities

