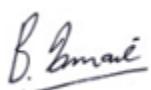


Cover Sheet for Applying for Teaching Awards

Applicant Information

Name: BADROEN ISMAIL
Department/Centre: ECONOMICS & ECONOMIC HISTORY
Email: badroen.ismail@nmmu.ac.za
Telephone number: 041-5043809 / 0835172544
Fax number: -----

Signature:



Date: 28 May 2013

Award applied for: NMMU Excellent Teacher Award

List of documentation attached:

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RECOMMENDATION LETTER FROM CHAIRPERSON OF BES EXCELLENT TEACHER AWARD COMMITTEE

<p>Faculty of Business and Economic Sciences • PO Box 77000 • Nelson Mandela Metropolitan University • Port Elizabeth • 6001 • South Africa • www.nmmu.ac.za</p> <p>TO: CHAIRPERSON FACULTY MANAGEMENT COMMITTEE</p> <p>FROM: AMANDA WERNER CHAIRPERSON: FACULTY EXCELLENT TEACHER OF THE YEAR AWARD COMMITTEE</p> <p>DATE: 20 MAY 2013</p> <p>RE: FACULTY EXCELLENT TEACHER OF THE YEAR AWARD</p>	<p> Nelson Mandela Metropolitan University <i>for tomorrow</i></p> <p><i>Designs learning to help students succeed:</i></p> <ul style="list-style-type: none">• Mr Ismail demonstrated that he is very reflective of his teaching approach and tries to improve continuously.• He has adopted blended learning to enhance the students' learning experiences.• Mr Ismail has 'translated' the main themes of chapters into plain English and posted them on the NMMU portal to assist those less proficient with formal academic language.• Mr Ismail boasts a pass rate that has never dropped below 83 per cent. <p><i>Demonstrates academic leadership:</i></p> <ul style="list-style-type: none">• Mr Ismail has served as mentor to a number of junior staff members in the Economics Department, as well as to students and staff from other departments who are involved in research.• He is involved in a number of NGO's, and in public and private sector organisations. <p><i>Enjoys a positive reputation among students:</i></p> <ul style="list-style-type: none">• Mr Ismail received overwhelmingly positive feedback from his students, evident in formal evaluations, invitations to the Beyond the Classroom celebrations and in notes from students. The feedback is not only in appreciation of him as a person, but also specifically related to his teaching approach and ability to help students understand complicated economic concepts. One person remarked that his love and passion for economics seep through to the students. <p><i>Enjoys a positive reputation among her colleagues:</i></p> <ul style="list-style-type: none">• Mr Ismail enjoys the admiration of many people on different levels in the faculty and his broad involvement outside the university also speaks of high standing in the academic field. <p><i>Engagement activities related to teaching and learning</i></p> <ul style="list-style-type: none">• While Mr Ismail felt that he could still develop much in terms of engagement related to teaching and learning, his acting as a mentor to a variety of people, his involvement in external organisations such as ERSA, being a peer reviewer for national and international journals, acting as a SAQA assessor and having reviewed the SA edition of an international economics text book confirms his engagement on many different levels.
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OVERVIEW OF TEACHING PRACTICE AND APPROACH

1.1 Teaching and learning philosophy

My teaching and learning philosophy is much the same as my philosophy in life – **to pursue excellence**. Excellence, in the context of teaching and learning, is a function of one's own *competence, character* and *contribution*. In this regard, I firmly believe that I can only excel at teaching if I have the *competence* (i.e. a sound knowledge in the field of Economics and the concomitant industry experience to ground it), *character* (i.e. a sincere desire to help form inquisitive young minds) as well as the willingness to instil good values in my students within and outside the classroom context. Once I have shared these traits with my students, would I have made a *contribution* (a difference) to their lives. William Arthur Ward stated it eloquently: “***The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.***” I do not want to be a mediocre nor a good or a superior teacher. I want to be the great teacher who excels at influencing mind sets. Only when I am able to become that great teacher who inspires his students to gain wisdom to the threshold of their own mind, would I consider my academic life well-spent because then I would have positively influenced their future. Until such time, though, will it remain a matter of persevere, persevere, persevere!

Economics is often viewed as a boring dismal science that seems to emphasise the fact that, in the face of the never-ending universal problem of scarcity, rational decisions need to be taken under difficult circumstances to minimise increasing opportunity costs. While the latter may be true, students at undergraduate level tend to think that there are a finite number of “right ways” to approach such dilemmas, often affiliating themselves with the most popular School of Thought (at the time) while ignoring others. I try to bridge these cognitive barriers because a thorough understanding of Economics compels one to view economic problems and possible solutions as complex phenomena with many shades of grey that require complex judgment calls. **It is for this reason that my teaching approach is considered somewhat eclectic, resisting a neat philosophical classification.** Some people may say that I embrace the constructivist approach to teaching and learning, where concepts of active learning and collaboration are central to the philosophy of education, but I prefer to identify themes which have emerged from my teaching experience over the past two decades and leave it to others to decide whether these themes constitute any coherent pattern.

By their very nature, people are inquisitive. The goal of teaching should be to encourage students to seek answers to questions or problems, as it is in this way that they advance. The main theme of my teaching philosophy is therefore one of **'reasoned thought'**. I seek to develop my students' higher-level reasoning skills by engaging them in discussions and encouraging them to participate in ‘role-play’ exercises in class. These role-play exercises require students to place themselves in the shoes of the entity under investigation, constantly asking themselves how they would rationally behave or react (in terms of their respective economic objectives) and what consequences said decisions would have on those surrounding them. Students are therefore actively stimulated and drawn into the lecture. Students enjoy these role-play activities and it makes them excited about learning. A pedagogical teaching philosophy such as mine causes my teaching style to be highly interactive (often exhausting) as I constantly engage my students in dialogue, and often put students into dialogue with each other.

Implementation of teaching strategy: At the beginning of every lecture I set the economic scene in a very graphical manner, get some volunteers to play the respective roles in an economic setting (placing emphasis on their respective economic goals), and continuously make changes to the scenario in play, while asking pertinent cause-and-effect questions (for example, what would happen if some variable – drought, income, perception, tastes, monetary policy, exchange rates, health care policies, etc. – were to change?). This keeps the other students riveted because they are also comparing their responses to that of the volunteering role-players. The moment that the responses are no longer in-sync, would it signal a lack of understanding – and questions are raised. Only after the scenario has been analysed and understood in a simplistic manner, do I continue to explain the rigorous economic principles (and concepts) that they have just seen in play. We do not commence with the formal lecture until the role-play exercise and brief revision of work previously dealt with, have been completed. I am of the opinion that we must continue to ask the "how?" and "why?" questions in order to advance. Only if answers to these questions continue to come (either from the teacher, or, better yet, through reasoned thought on the part of the individual posing the question), will the questions continue to flow – and greater knowledge gained.

Another important element of my teaching philosophy is **encouraging reasoned written and oral work, especially in developing logical arguments**. A major part of my teaching time is devoted to making suggestions and prodding, as

students can only learn to present their ideas more effectively if someone shows them how and why modifications could be made to their natural style of thinking so that their reasoning becomes clearer. Even though all teachers should implement this strategy, it does become ‘tricky’ at times, especially in a classroom setting of 500+ first- and second-year students, where lecturing becomes inevitable. This system does, however, work very well with my third-year students, my coursework Masters students, as well as the students I taught on the Accelerated Learnership Programme (ALP) and the Management Development Programme (MDP). Whether in a classroom setup or in meeting groups outside the classroom context, my goal remains to encourage thinking in rational analytical ways that will enable the student to find solutions to problems in other, unfamiliar situations. I particularly encourage my students to think about trends, directions, linkages as well as inter-related and underlying mechanisms as opposed to rote memorization of facts.

I view myself primarily as a **facilitator of learning**, as opposed to being this ‘expert’ who simply delivers information to students. It is impossible for me to be all things to all students. It is healthy for my students to see that I do not have all the answers and that I, too, must deal with contradictions about teaching and life just as they will. To embrace these contradictions and gaps in knowledge creates the opportunity for new understandings and ways of looking at the world. I strive to structure my teaching around my students’ needs, rather than the demands of a particular concept or text. It is in this context that I try to create the following learning environment for my students:

- (i) **A positive class atmosphere and an environment that is conducive to learning.** Students are called upon to discuss questions, but mistakes are treated as opportunities to explore misconceptions, not as a reflection of a student's ability;
- (ii) The perception that my course is a **window on the world**. It is my responsibility to equip my students with the knowledge that almost any event can be linked to the field of Economics (e.g. problems with the ozone layer, poverty, crime, household size, benefits and pitfalls of cheating on your girlfriend, etc.). Examples such as these are used to remind the student that Economics is merely the study of mankind in its ordinary business of life and that the events we are expected to describe and analyse are, at times, quite dramatic but nevertheless rational;
- (iii) **Access to a caring individual.** No, I do not know all their names, but when I am teaching to 700+ undergraduates, I ensure that I am available during my consultation hours, via email or via appointment. All correspondence from my students are responded to, whether I am able to get round to doing it at midnight or at 6am. The point is: Nothing is left unresolved in my Inbox;
- (iv) **Empowerment.** I believe that anyone can do well in Economics if they are willing to spend the time at it. Some students grasp quickly, while others need to spend more time on it. If I provide any value added, it is by encouraging all my students to be interested enough in the subject to invest more time; and lastly
- (v) **Mutual respect with reciprocal responsibilities.** Students work hard, earn their grades, and are entitled to their opinions. My task is to facilitate their learning process. However, I also believe that my students have duties toward me, to their fellow students, and to themselves. I believe that these duties support me in fulfilling my duties to other students. Therefore, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being: (a) tolerant of different points of view; (b) prepared for class; (c) willing to work hard to complete course activities; (d) willing to bring their life experiences into the classroom to benefit other students and to enrich discussions; and (e) willing to apply what they learn in class to real-life situations.

NMMU teachers (and all other teachers, for that matter) impart more by way of example than precept and our students are very perceptive in recognising when we do not practice what we preach. There are several **values** that I try to teach students, both by my words and my actions. Included among these are the following: the importance of organisation, preparation and homework; respect for other people and their views; ethical behaviour; the value of clear and effective communication in both written and oral form; the centrality of equality, to name but a few.

Personal contact with students is essential to my approach. Many students need encouragement to talk to their teachers about school work or personal matters, so I emphasise my availability for informal discussion and my willingness to help them sort out any problems they may experience. My experience as a teacher is greatly enriched by this contact with students. I am fortunate to teach at an institution where I can follow the progress of students throughout their academic program and sometimes beyond graduation. As I gained experience and confidence as a teacher, I came to realise that **teaching is my PRIMARY professional responsibility**. I have, consequently, tweaked my teaching technique for the past two decades, ensuring that I become a SAQA-accredited assessor so that I am able to identify and nurture the raw talent that is available amongst our undergraduate students. This approach seems to have contributed to an

increase in the number of senior Economics students we have had over the past few years (Note: this accolade must be shared between ALL members within our Department).

A final theme in my teaching philosophy, which I need to emphasise, relates to **teaching in an inclusive fashion**. The NMMU is a remarkably diverse institution, catering for the higher education needs of students from diverse backgrounds. In order to be a successful facilitator, I think that it is important for us to embrace, accommodate and plan for this diversity in our teaching methods and philosophies. This means who we teach to, what we teach, and how we teach must consider equity concerns, language barriers and the startlingly different socio-economic backgrounds which may have given rise to the disparity in knowledge-base. Only by acknowledging these facts, will we, as teachers and facilitators, be in a position to appreciate and celebrate the diversity of our student body.

1.2 Teaching experience and responsibilities

I have faithfully and diligently served the Economics department for 20 years (5 years as sub-head at the 2nd Avenue campus), ensuring that high teaching and assessment standards are maintained throughout. My pass rates (at 1st, 2nd, 3rd and 4th-year levels) have never been lower than 83%; I have never had any student complaint raised against me about my teaching style or subject knowledge; I have been privileged to teach at all year-levels, on different programmes (diploma, degree, graduate level) at the different campuses of the NMMU (Missionvale, Bird Street, 2nd Avenue, South) and have had flattering feedback from both students and peers during my tenure.

As a SAQA-accredited assessor (Assessment College of South Africa), am I also qualified to provide training to a host of companies via the Business School and I am also able to assess the credibility of some of the Economics modules they teach. This I have been doing for over 6 years.

SELF-EVALUATION

2.1 Criterion 1: Demonstrates a high degree of subject/discipline expertise

2.1.1 Recently I was privileged to be invited to review and provide a cover page quote for internationally renowned Professors Mankiw & Taylor's latest textbook on Economics (a South African adaptation).

Dear Badroen,

Thank you very much for sending this through, it is really helpful.

Very best wishes,

Annabel

Annabel Ainscow

Commissioning Editor, Higher Education

Cengage Learning EMEA Ltd

Cheriton House, North Way, Andover, SP10 5BE

(t): +44 (0) 1264 347318 (m): +44 (0) 7801 133714 (e): Annabel.Ainscow@cengage.com www.cengage.co.uk

From: Ismail, Badroen (Mr) (Summerstrand South Campus)

Sent: 17 April 2013 09:16 AM

To: annabel.ainscow@cengage.com

Cc: Ismail, Badroen (Mr) (Summerstrand South Campus)

Subject: FW: Providing a supportive quote for Mankiw/Taylor, 'Economics: South African edn'

Good morning Annabel

Having sent you my review of Professors Mankiw/Taylor's latest book, herewith is my quote for the cover page:

Professors Mankiw and Taylor carefully explain the foundational concepts of economics in a language accessible to most English-second-language South African students seeking a solid start in this key subject area. They make economics interesting and relevant, and deliberately link the concepts to everyday life. By combining orthodox and more innovative approaches within a relevant socio-political environment, they ensure that the student develops a thorough grounding of Economic theory and practice.

I know that this may not do justice to this excellent book, but I hope that this will suffice (for now).

With kind regards.

Badroen

From: Ainscow, Annabel [annabel.ainscow@cengage.com]

Sent: 02 April 2013 11:33 AM

To: Ismail, Badroen (Mr) (Summerstrand South Campus)

Subject: Providing a supportive quote for Mankiw/Taylor, 'Economics: South African edn'

Dear Ismail,

I hope you are well.

Following on from our correspondence last year regarding a new South African adaptation of Mankiw/Taylor, *Economics*, I am happy to say that this is now on track for publishing in August, and I was wondering whether you might be kind enough to consider reviewing and providing me with a review quote to include on the back cover?

Typical quotes we have had in the past are as follows (mostly pertaining to a dedicated Middle East adaptation as opposed to a South African adaptation, but the same principle applies), and anything along these lines emphasising the South African context would be great:

"The text lives up to the high Mankiw standard of clarity, lucidity, and accessibility. The Islamic Finance chapter is superb, as are the real-world Middle East examples."

"This outstanding economics text book is the first of its kind to present up-to-date Middle East case studies and a separate chapter on Islamic Finance. I strongly recommend that this book be taught throughout the Middle East region."

"This excellent new text is distinguished by its accessible style and real-life application to the Middle East."

Please do let me know if you would like to see the latest pdf proofs for any chapters, to assist with writing a quote.

Very best wishes,

Annabel

Annabel Ainscow

Commissioning Editor, Higher Education

Cengage Learning EMEA Ltd

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(t): +44 (0) 1264 347318 (m): +44 (0) 7801 133714 (e): Annabel.Ainscow@cengage.com www.cengage.co.uk

2.1.2 Peer reviewer of accredited journals

Journal for Development and Leadership (local/in-house)	Journal of Economics and International Finance (international)
<ul style="list-style-type: none"> • 2013 - <i>Liquidity management by commercial banks in a multiple currency environment: the Zimbabwean case.</i> • 2013 - <i>Personal financial planning for household poverty alleviation in Kenya.</i> • 2013 - <i>The impact of minimum capital requirements on the Zimbabwean banking sector.</i> 	<ul style="list-style-type: none"> ○ 2013 - <i>Public expenditure and economic growth nexus: further evidence from Nigeria.</i>

2.1.3 Member of Economic Research Southern Africa (ERSA), a research programme which is being funded by the National Treasury of South Africa.

2.1.4 Authored and structured EIGHT module guides for UG and PG use

- ‘Development Planning, Policy and Financing’ module for Economics III students at Vista University
- ‘Introduction to Economics’ study manual for Economics I students at Vista University.
- ‘Economics I’ study guide for Economics I students at the 2nd Avenue Campus of NMMU.
- ‘Economics II’ study guide for Micro-economics II students at the 2nd Avenue Campus of NMMU.
- ‘Economics II’ study guide for Macro-economics II students at the 2nd Avenue Campus of NMMU.
- Structured the programme ‘Economic Principles for Managers’ for the Management Development Centre’s ALP and MDP.
- Structured the ‘International Trade & Finance’ module for the Post-graduate Diploma in Economics at 2nd Avenue Campus of NMMU.
- Authored and structured the ‘EID501 – Issues in Development Finance’ MPhil study guide and module for the Department of Development Studies at NMMU.

2.1.5 Substantial experience in facilitating learning of a high quality at UG and PG level

- Economics 1 – Microeconomics and Macroeconomics; Economics 2 – Microeconomics and Macroeconomics
- Economics 3 – Development Planning, Policy and Financing; Economics 3 – Development Economics & Monetary Economics
- Economics 3 – Economics of Financial Markets; Economics 4 – HONOURS PROGRAMME - Development Economics
- Economics 4 – HONOURS PROGRAMME - Labour Economics and International Finance
- Economics 5 – MASTERS PROGRAMME - Issues in Development Finance
- Economics for Managers on the MDP and ALP Programmes at the MDC and Business School

2.1.6 Participation in internal and external review processes to promote high quality teaching and learning

- Pre-June 2010: With the assistance of Prof. Lloyd and Prof Wait, we revamped the Economics 1 and Economics 2 Diploma syllabi to conform to SAQA standards.
- As a SAQA registered assessor (Assessment College of South Africa), I am also qualified to provide training to a host of companies via the Business School and assess the credibility of some of the Economics modules they teach. This I have been doing for over 6 years.
- I was recently asked to comment on the ‘Higher Certificate: Islamic Finance, Banking and Law’ SAQA accreditation application from the Regent Business School.

<p>Du Toit, Frans (Dr) (Summerstrand Campus South)</p> <p>To: Ismail, Badroen (Mr) (Summerstrand South Campus) Attachments: Document8.docx (46 KB) [Open as Web Page]</p> <p>- You replied on 2013/05/14 12:06 PM.</p> <p>Hi Badroen Please find attached – a request for public comment by SAQA on a HCertificate in Islamic Banking. This is the area you’re doing your PhD on an you should therefore be able to comment.</p> <p>Part of the SAQA quality assurance process, and good for the CV. You may comment directly to ebrown@sqaq.org.za Regards Frans</p> <p>From: Bezuidenhout, Louwrens (Mr) (Summerstrand Campus North) Sent: Tuesday, May 14, 2013 11:38 AM To: Du Toit, Frans (Dr) (Summerstrand Campus South) Subject: Document8</p> <p>n Interessante ene!</p>	<p>[Public Comment Home page] [Search Qualifications] [Search Unit Standards]</p>  <p>All qualifications and part qualifications submitted for public comment, or registered on the National Qualifications Framework, are public property. Thus, the only payment that can be made for them is for the cost of the services in question. In the case of material that is not registered on the National Qualifications Framework, permission to publish this material is granted by SAQA under terms of section 17(6)(a) of the Act. SAQA reserves the right to bring the person or entity that submitted the material to account if the material is reproduced or quoted, without SAQA’s permission.</p> <p>SOUTH AFRICAN QUALIFICATIONS AUTHORITY QUALIFICATION FOR PUBLIC COMMENT: Comments: ebrown@sqaq.org.za</p> <p>Higher Certificate: Islamic Finance, Banking and Law</p> <table border="1"> <thead> <tr> <th>SAQA QUAL ID</th> <th>QUALIFICATION TITLE</th> </tr> </thead> <tbody> <tr> <td>91109</td> <td>Higher Certificate: Islamic Finance, Banking and Law</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>ORIGINATOR</th> <th>ORIGINATING PROVIDER</th> </tr> </thead> <tbody> <tr> <td></td> <td>Regent Business School (Pty) Ltd t/a Regent Business School</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">NQF SUB-FRAMEWORK</th> </tr> <tr> <th colspan="4">HEQSF - Higher Education Qualifications Sub-framework</th> </tr> <tr> <th>QUALIFICATION TYPE</th> <th>FIELD</th> <th colspan="2">SUBFIELD</th> </tr> </thead> <tbody> <tr> <td>Higher Certificate</td> <td>Field 03 - Business, Commerce and Management Studies</td> <td colspan="2">Finance, Economics and Accounting</td> </tr> <tr> <th>ABET BAND</th> <th>MINIMUM CREDITS</th> <th>PRE-2009 NQF LEVEL</th> <th>NQF LEVEL</th> </tr> <tr> <td>Undefined</td> <td>120</td> <td>Not Applicable</td> <td>NQF Level 05 Regular-Provider-ELQAC</td> </tr> </tbody> </table> <p>Comment on this qualification should reach SAQA no later than 2013-05-30</p> <p><i>In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.</i></p> <p>This qualification does not replace any other qualification and is not replaced by any other qualification.</p>	SAQA QUAL ID	QUALIFICATION TITLE	91109	Higher Certificate: Islamic Finance, Banking and Law	ORIGINATOR	ORIGINATING PROVIDER		Regent Business School (Pty) Ltd t/a Regent Business School	NQF SUB-FRAMEWORK				HEQSF - Higher Education Qualifications Sub-framework				QUALIFICATION TYPE	FIELD	SUBFIELD		Higher Certificate	Field 03 - Business, Commerce and Management Studies	Finance, Economics and Accounting		ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	Undefined	120	Not Applicable	NQF Level 05 Regular-Provider-ELQAC
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2.1.7 Involvement in scholarship (conference papers, articles, books, technical reports for industry)

Most of my academic output has come from commissioned research through the Employment Research Unit (ERU) of Vista University, the Employment Research and Training Unit (ERTU), Urban Dynamics (Regional Town Planners), as well as the Faculty of Management. In 2010 I was actively involved with the NMMU's Department of Tourism's study on behalf of the Eastern Cape Tourism Board (ECTB). This study resulted in 6 monthly reports as well as 2 quarterly reports.

Ismail, B. & Horn, G.S. 1997. *The characteristics of and constraints facing the informal sector entrepreneur in a traditional coloured community*. **Africa Insight**, 27 (2).

Ismail, B. 2000. *Predictors of income poverty in the self-employment sector: evidence from the 1993 PSLSD data set*. **Studies of Social and Economic Conditions in South Africa**. Michigan: Institute for Social Research (University of Michigan).

Le Roux, P. & Ismail, B. 2004. *Modelling the impact of changes in the interest rates on the economy*. **South African Journal of Economic and Management Sciences**, 7 (1), March 2004.

Ferreira, N & Ismail, B. 2000. *South Africa must teach kids about money*. Evening Post, August 10, 2000.

Ismail, B., Levin, M. & Sofisa, T.N. 1995. *The unemployment rate of blacks in the Port Elizabeth metropolitan area*. Port Elizabeth: Employment Research Unit. Commissioned research report.

Levin, M. & Ismail, B. 1994. *Framework for urban development in the Eastern Cape Province*. Port Elizabeth: Employment Research Unit. Commissioned research report.

Lloyd, H.R., Horn, G.S. & Ismail, B. 1999. *The viability of the establishment of a Local Industrial Park in Middelburg (Cape)*. Port Elizabeth: Employment Research and Training Unit. Commissioned research report.

Lloyd, H.R., Horn, G.S. & Ismail, B. 2001. *An urban renewal survey of the Motherwell township*. Port Elizabeth: Urban Dynamics. Commissioned research report.

Ismail, B. & le Roux, P. 2004. *Perceptions of Black Grade 9 and Grade 11 learners in the Nelson Mandela Metropole towards Mathematics and Science – A Pilot Study*. Port Elizabeth: Vukani Petroleum and Energy Institute. Commissioned research report.

Bartis, H., Ismail, B., Barends, D., Jonas, A. & Nopece, U. 2010. *Visitation to the Eastern Cape Province: December 2009 – June 2010*. Port Elizabeth: Tourism Research Unit, NMMU. Commissioned research report. **6 Monthly + 2 Quarterly Reports**.

STATISTICAL RESEARCH SUPPORT PROVIDED IN THE COMPLETION OF THE FOLLOWING RESEARCH PROJECTS:

Levin, M. & Slabbert, T.J.C. 1992. *Facts profile of the 'old' township – Middelburg (Cape)*. Port Elizabeth: Employment Research Unit.

Levin, M & Sofisa, T.N. 1993. *Poverty profile of the Kirkwood/Port Elizabeth/Uitenhage area*. Port Elizabeth: Employment Research Unit.

Levin, M. & Sofisa, T.N. 1993. *Facts profile of the 'old' township of Molteno*. Port Elizabeth: Employment Research Unit.

Levin, M. & Mullins, E.N. 1994. *Demography: Element 1 of an economic and social development study of the Eastern Cape*. Port Elizabeth: Employment Research Unit.

Levin, M. & Sofisa, T.N. 1994. *Housing and services: Element 3 of an economic and social development study of the Eastern Cape*. Port Elizabeth: Employment Research Unit.

Levin, M. & Potgieter, F.E. 1994. *Welfare and health: Element 4 of an economic and social development study of the Eastern Cape*. Port Elizabeth: Employment Research Unit.

Lloyd, H.R. & Horn, G.S. 2001. *A local economic regeneration study of the fishing industry: Kouga Municipality*. Port Elizabeth: Urban Dynamics. Commissioned research report.

Kemp, N. & Lloyd, H.R. 2005. *General Motors Enthusiasm Index Survey*. Port Elizabeth: Faculty of Management. Commissioned research report.

Kemp, N. & Lloyd, H.R. 2006. *Hesto Climate Survey*. Port Elizabeth: Faculty of Management. Commissioned research report.

CONFERENCE PROCEEDINGS

Presented a research paper at TWO international conferences held in Durban and Singapore (in absentia) respectively and also served as Track Chair at the Regional Science Association International (RSAI) World Congress that was held at ex-PE Technikon in 2004.

- Ismail, B. 2000. Predictors of income poverty in the self-employment sector: evidence from the 1993 PSLSD data set. *Studies of Social and Economic Conditions in South Africa*. Michigan: Institute for Social Research (University of Michigan). Received the **Best Paper Award** at this conference.
- Horn, G.S., Cook, G. and Ismail, B. 2007. The Coega IDZ: South Africa's gateway to international business: A case study. Singapore: Centre for Maritime Studies (National University of Singapore). Global Maritime & Intermodal Logistics Conference, 17-19 December 2007.
- Regional Science Association International. RSAI World Congress 2004 held at the Port Elizabeth Technikon – April 2004. Track chair for the following themes: Transportation Studies, Regional Studies, Urban Studies.

2.1.8 Extraordinary achievements and competencies

QUALIFICATIONS

- BCom (*UWC*); MCom (*Vista*) ; Certificate in Quantitative Social Research (*Michigan*)
- Certificate in Assessment (ETDP – SETA) – (*Assessment College of South Africa*)
- PhD (Economics) – **Ongoing** - To be completed by end of 2014

MELLON FOUNDATION SCHOLARSHIP

- As a recipient of a three-year Mellon Foundation Scholarship, I was afforded the opportunity to undertake extensive Training in Quantitative Research at the University of Michigan. During my 3-year scholarship in the USA, I undertook courses at the Inter-university Consortium for Political and Social Research (ICPSR) as well as the Institute for Social Research (ISR). I was also fortunate to study under the guidance of Prof David Lam, Director of the Population Studies Unit at UMICH and a renowned World Bank economist. Oscar Barbarin, Professor Emeritus at the University of Michigan, also served as my mentor for my three-year Graduate School studies.

AWARD FOR BEST PAPER PRESENTED AT AN INTERNATIONAL CONFERENCE

- Ismail, B. 2000. *Predictors of income poverty in the self-employment sector: evidence from the 1993 PSLSD data set. Studies of Social and Economic Conditions in South Africa*. Michigan: Institute for Social Research (University of Michigan).

GOLDEN KEY AWARDS

Multiple-recipient of the NMMU Golden Key Lecturer of the Year Award:

- Faculty Golden Key "Lecturer of the Year" Award – 2011, 2012
- Overall NMMU Golden Key "Lecturer of the Year" Award - 2012





2.2 Criterion 2: Demonstrates expertise in approaches to teaching and learning facilitation that motivates and inspires students to learn, become independent learners, and enhance their development.

2.2.1 Self-reflection on teaching and learning philosophy

I owe my constructivist approach to teaching and learning, in part, to Professor William (Bill) Yeaton, my instructor at the University of Michigan who presented a graduate-level course entitled “Design of Observational Studies for Behavioural Research”. He emphasised the fact that effective teaching is not about what we give or do to our students. It is about how we stand in relation to them and how they come to see themselves in relation to the subjects they study.

The question that constantly frames my philosophy of teaching is “Where do my students come from, what do they need to know to keep growing and how can I best support them in getting there?” The challenges I have encountered in being an effective teacher are getting to know each student in order to understand how tertiary-level education in the social sciences fit into their lives, figuring out how their values and beliefs either inhibit or enhance their growth, trying to constantly challenge them to do their best and to be confident, to stand strong with them when they get wobbly, to help them realise what it means to be economically literate, and in the end, to help them integrate their experiences into extraordinary capacities that will allow them to keep growing on their own. One of the disadvantages that we, as teachers in the Economics department seem to have created for ourselves, relate to the fact that we only get to spend one month per semester with our undergraduate students. This is not enough time for anyone to successfully apply a teaching philosophy.

2.2.2 Self-reflection on teaching practice

Establishing a fair playing field: I go to great lengths to ensure that students who have never studied Economics at school level or whose mother-tongue is not English, are not disadvantaged. I therefore summarise and rewrite entire chapters of our prescribed text in plain English and post these handwritten lecture packs onto the institutional portal. Students are expected to download and read these notes before they attend lectures. This allows them to have a better understanding of what the outcomes and content of a chapter is before they start reading the text from the prescribed textbook. They do have to understand though: There is no easy way out – my lecture packs are not a substitute for reading the prescribed textbook. As is evident from the feedback I have received from my students (see pages 18 – 28 for student comments), my students seem to appreciate this and this could also be a contributing factor to my high throughput rates.

Lecturing pace: Feedback from students has been vital to my own personal growth since I began teaching two decades ago. I have learned from them, for example, that the pace at which I present my lectures is too fast. Do I refute this? No. I admit that I bring a lot of energy to my class. However, I am of the opinion that, if I cannot get excited about my subject, why should my students be excited about it? I acknowledge that, sometimes, I tend to get “too excited and carried away” when I teach, assuming that students are able to keep pace. Beside my illegible handwriting, this has been a constant thread in some of the negative feedback I have received over the past two decades. However, I do try to make amends by slowly repeating what I have just said, thereby enabling the student to confirm his understanding of what was just taught.

Cognisance of differentials in learning abilities and prior knowledge: When planning a curriculum or interacting with students, I am always conscious of their different learning styles and rates, what prior knowledge they have and what they will need to learn in the future. In my coursework Masters module, for example, the most reliable way to assess students’ prior knowledge is to assign a task (a performance-based prior knowledge assessment, such as a mini quiz) that gauges the student’s relevant background knowledge. These assessments I use for diagnostic purposes only, and the results do not count towards the student’s DP. These mini-quizzes allow me to get an overview of students’ preparedness, identify areas of weakness, and adjust the pace of the course.

2.2.3 Student assessment techniques

As a gate keeper, I am responsible for setting standards of achievement and for evaluating the progress of my students against those standards. I insist upon excellence and therefore do not reward laziness or sloppy thinking. I do not grade on a curve, but try to apply an absolute scale, where the bar is set at a fixed height, not to be lowered.

I subscribe to the Supplemental Model of Blended Learning, for the primary reason that this model incorporates technology into the instructional approach of the course, but does not alter its basic structure. In addition to class attendance, my students are required to complete online readings or activities, or participate in lab/discussion sessions. However, there is no reduction in course meeting time under the supplemental model; a three-hour course will still meet in-class for three hours per week.

Besides the normal formative and summative assessments I schedule for my students, I also prefer to make extensive use of the benefits the hi-tech Blended Learning initiative at the NMMU present. Since the NMMU switched over to an online environment which support learning and teaching (the Moodle platform at <http://learn.nmmu.ac.za>), have I been able to merge the best aspects of face-to-face instruction with online assessment. My classroom time can now also be used to engage students in advanced interactive experiences. Meanwhile, the online portion of the course provide students with multimedia-rich content and assessments at any time of day, anywhere the student has internet access i.e. from the NMMU computer labs, the coffee shop, or the students’ homes. This allows for greater scheduling flexibility for students, as well as an increase in the number of continuous assessments I can set. As EC101, EC102, EC201, EC202 have a compulsory online assessment component to it, pass rates have increased considerably. In addition to flexibility and convenience for students, have I noted learning outcome gains and increased enrolment retention amongst my part-time undergraduate and graduate students. Online tutorial assessments count 10% towards DP and students are keen to persevere with their studies now that these assessments are available 24/7. Credit for this should be shared among the MTLC visionaries at the NMMU who initiated the Blended Learning approach, my colleagues in the department who embraced the use of the technology, as well as the ICT administrators of the Moodle platform. I am merely reaping the benefits of this initiative.

In assessing and critiquing essays and assignments, I go to great lengths to understand the student’s point of view, however erroneous, before attempting to give them my own. When I assess, I choose a conceptual path that leads from the student’s current understanding to a broader or more conventional one. The students in my classes know this and often ask me for help in their other subjects!

2.2.4 The link between my course outlines / module guides and my assessment plans and tasks

Below are sample pages of my *EID501 – Issues in Development Finance* MASTERS PROGRAMME course guide, showing the link between my course and unit objectives and my assessment plan. **NOTE:** Space does not allow me the luxury of including the entire 30-page document nor the course outlines of the other 5 modules I present.

SECTION ONE	SECTION TWO
<p>Study Unit One: Introduction to the Module</p> <p>OBJECTIVES</p> <p>By the end of this module you should be able to:</p> <ul style="list-style-type: none"> Describe, analyse and weigh significant development finance theories in terms of their relevant strengths and weaknesses in the context of emerging economies Identify, define, explain and apply key concepts in development finance, and collateral banking, credit markets and asymmetric information Explain and evaluate approaches and policy issues relevant to financial and economic development processes Identify situations, explain and manage operations concerning corporate credit, loan processing and related financial agency communications, including country risk analyses Identify, describe and discuss the key tenets of the national, provincial and local government financial management and regulatory framework Outline and explain the policy framework for municipal financial management and accountability in South Africa Explain the dynamics of financial architecture and sustainable development and the role it plays in linking developing, emerging and developed economies; Critically analyse real-life case studies in development finance applications in developing countries Explain the pathology of fraud and corruption Discuss the significance of upholding ethical standards and the implications of failure to do so <p>1.1 Purpose of the module</p> <p>The aim of the module is to introduce and analyse the issues and debates surrounding development finance, at both a global and local level. We aim to teach the skills necessary to analyse the main sources of financing for development and the manner in which they may optimally contribute to the development process. On completion of the course you should have acquired:</p> <ul style="list-style-type: none"> the ability to understand the structure of international capital flows and domestic sources of financing; as well as the ability to analyse the effect of national and international policy measures on these capital flows, and their ability to overcome 'market failure' in the capital market, at every level from global capital markets to the village economy. <p>1.2 Introduction to the module</p> <p>Students will be exposed to various significant concepts in the field of Development Finance, discuss orthodox as well as more innovative approaches in this specific study area, and analyse issues of policy relevant to financial and economic development processes. By reviewing the components of the domestic and international financial systems, and</p>	<p>Study Unit Two: An introduction to the financial system in theory and in practice</p> <p>OBJECTIVES</p> <p>By the end of this study unit you should be able to:</p> <ul style="list-style-type: none"> explain the objectives of Development Finance explain what a financial system is and how a financial system, in theory, is able to perform the functions described by Walter Bagehot almost 150 years ago. analyse the key features of the financial system, explain how financial markets differ from other markets. discuss financial theory and the major schools of thought in historical perspective. <p>2.1 Introduction</p> <p>This study unit introduces the student to the field of Development Finance and shows how the perspectives on the work of the financial system and the functions it performs have varied both historically and in modern times. The forces shaping these perspectives have been twofold. First, real-world events have both shaped the priorities of researchers, and set parameters of what seemed possible and what did not. Secondly, broad schools of thought have emerged within this real-world context, driven by both theoretical developments and, in some instances, by the ideological stances held by their protagonists. The schools of thought discussed in this study unit question the foundations of the efficient market hypothesis (that financial markets use information efficiently and allocate resources optimally – though in different ways) – and suggest either individual (psychological) or structural reasons why market behaviour may deviate systematically from that predicted by neo-classical or neo-liberal theory.</p> <p>2.2 Activity - Self-assessment questions</p> <ol style="list-style-type: none"> Explain the objectives of Development Finance. Explain what a financial system is and how a financial system, in theory, is able to perform the functions described by Walter Bagehot almost 150 years ago. Analyse the key features of the financial system. Explain how financial markets differ from other markets. Critically discuss financial theory and the major schools of thought in historical perspective. <p>2.3 Recommended further reading</p> <p>Spratt, S. 2009. <i>Development Finance</i>. London: Routledge.</p>

<p>Study Unit Ten: Finance for development – What do we know?</p> <p>OBJECTIVES</p> <p>By the end of this study unit you should be able to</p> <ul style="list-style-type: none"> bring the various strands outlined in the previous study units together and critically examining the issues that face the South African government in its pursuit to develop its financial system with the aim of spurring higher rates of economic growth and reductions in poverty levels. <p>10.1 Introduction</p> <p>In this final study unit the student is required to bring the various strands outlined in the previous chapters together and critically examine the issues that face the South African government in its pursuit to develop its financial system with the aim of spurring higher rates of economic growth and reductions in poverty levels.</p> <p>The point of departure is this respect will be the 'official advice', which is offered to developing countries by the multilateral development institutions, particularly the World Bank. To this end, we will be asking: where is the 'received wisdom' on these issues correct, and where not? Where does it go too far, and where not far enough? Where does the evidence support a particular course of action, and where is this not the case?</p> <p>10.2 Activity – Assignment topics</p> <ol style="list-style-type: none"> "Development finance institutions (DFIs) are crucial for the development of small- and medium-scale businesses across Africa, which otherwise struggle to gain proper access to finance to help build and expand their operations. It is the opening up of finance available to these businesses that will help to unlock the investment potential in Africa." (Prof Meshach Aziakpono - Programme Head of the University of Stellenbosch Business School's MPhil in Development Finance). Evaluate the performance and achievement of social objectives of any three development finance institutions (DFIs) in South Africa. Critically analyse the role of South Africa's state-owned development finance institutions (DFIs) in building a democratic developmental state as well as their role within the SADC Finance System. "Beyond aid: new sources and innovative mechanisms for financing development in South Africa." Critically discuss various innovative sources of development finance. 	<p>10.3 Recommended further reading</p> <p>These useful sources will assist you in the completion of your assignment:</p> <p>Spratt, S. and Ryan-Collins, L. 2012. "Executive Summary - <i>Development Finance Institutions and Infrastructure: A Systematic Review of Evidence for Development Additionality</i>". United Kingdom: Private Infrastructure Development Group (PIDG). http://www.ids.ac.uk/publication/development-finance-institutions-and-infrastructure-a-systematic-review-of-evidence-for-development-additionality</p> <p>Karver, J., Kenny, C. and Sumner, A. 2012. "MDGs 2.0: What Goals, Targets and Timeframe?" IDS Working Paper 398. United Kingdom: IDS. http://www.ids.ac.uk/idspublications/midgs-2-0-what-goals-targets-and-timeframe</p> <p>Carbone, G. and Sumner, A. 2012. "Reframing Aid in a World Where the Poor Live in Emerging Economies". International Development Policy. United Kingdom: Palgrave Macmillan. http://poldev.revues.org/977</p> <p>Kingombe, C., Massa, I., & te Velde, D.W. 2011. "Comparing Development Finance Institutions - Literature Review". London: Overseas Development Institute. www.dfid.gov.uk/Documents/comparing-DFIs.pdf</p> <p>Selassie, AA. 2011. "What ails South Africa?". Finance and Development. www.imf.org/external/pubs/ft/fandd/2011/12/pdf/selassie.pdf</p> <p>Beck, T., Fuchs, M., & Uy, M. 2009. "Finance in Africa, Achievements and Challenges." Policy Research Working Paper 5020. Washington: The World Bank. http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2009/08/18/000158349_20090818083808/Rendered/PDF/WPS5020.pdf</p>
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It is evident from the above, that my module outcomes and my unit outcomes are unambiguously stated and that the student is constantly made aware of what knowledge he is expected to have after completion of both the study unit as well as the course. The assignment compels the student to apply the knowledge that he/she has gained to a real-world situation and to report on it in a scientific manner. You will note that my assignment topic also links well with my module outcomes.

I insist that my assessments remain topical and relevant to the real-world situation. My assignment topics are constantly updated and students are forced to read beyond the prescribed textbook and on issues well-beyond the borders of their

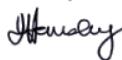
own country. For example, this year I presented the following topic to my ECO302 – Economics of Financial Markets class:

<p style="text-align: center;">1.2 ASSIGNMENT DETAILS</p> <p>THIS WILL BE A GROUP ASSIGNMENT WITH NO LESS THAN 5 MEMBERS PER GROUP. A group could be comprised of more members (maximum 7), but the minimum number of students per group should not be less than 5. No individually-completed assignments will be accepted – and no excuses will be entertained. Being able to successfully work as a member of a team is crucial to your development as a future leader in the World of Finance!</p> <p><i>"It is universally accepted that the financial system is at the heart of the modern market economy and has played a key role in the accelerated development of the world economy, particularly after the Second World War. A stream of financial innovations (for example, the introduction of negative-amortization mortgages, collateralised debt obligations (CDOs), synthetic CDOs and credit default swaps), in conjunction with a revolution in the information, communications and technology sphere, have contributed towards the growth and importance of the financial sector in a globalised world. Unfortunately, the financial system has been plagued by persistent crises over the past eight decades with the "credit crunch" of August 2007 being the most devastating the world economy has experienced since the post-Depression era."</i></p> <p>Discuss the 2007/2008 global financial crisis under the following headings:</p> <ul style="list-style-type: none">• How and why the financial crisis happened• How realistic is the Emergency Economic Stabilization Act of 2008 (EESA)• How systemic failure of economic models have given rise to the financial crisis• What should be done to avoid future financial crises

My goals in teaching are not just to promote learning of the subject matter. I also try to help the students learn to think logically, learn problem-solving methods and techniques, and improve writing skills (writing clearly and concisely, explaining step-by-step processes, providing valid reasons for logical arguments). In addition, I try to help students see the course material in a holistic context by requiring them to synthesise the various concepts of the course.

2.2.5 Peer evaluation of teaching / learning facilitation

Below are somewhat ‘dated’ copies of peer evaluation of my facilitation abilities and my contributions to course and curriculum structuring. Not a lot can be said here because we, at the NMMU or even within our Faculty, have not yet embraced a culture of having our work or assessment methods evaluated by our peers. At the University of Michigan (and I assume this to be the case at most other ivy-league institutions), peer evaluation forms an essential element of a candidate’s tenure. Hopefully this situation at the NMMU will change in the foreseeable future.

<p> MANAGEMENT DEVELOPMENT CENTRE</p> <p>11 November 2004</p> <p>TO WHOM IT MAY CONCERN</p> <p>RE: REFERENCE ON MR.BADROEN ISMAIL</p> <p>It is with the greatest of pleasure that I am able testify on behalf of Mr Badroen Ismail, in his capacity as an academic and facilitator at our Centre.</p> <p>Mr Badroen Ismail has been associated with the Management Development Centre since 2001. He has been contracted to facilitate the Economic Principles for Managers module on our Management Development Diploma, as well as several short courses in his area of expertise. It has been both a pleasure and a privilege to work with Badroen over the past few years. He has received excellent feedback from all of the course participants he has taught and has been commended for the manner in which he is able to put across a fairly tedious, academic subject, in a way which has been clearly understood and enjoyed by the course participants. His knowledge of the discipline is unquestionable.</p> <p>Badroen has always ensured that his course materials are up to date and that the latest developments and statistics are included year on year. He is both studious and disciplined in his approach to Economics and is a pleasure to work with.</p> <p>I hope that our association with Badroen Ismail will continue into the future and we would like to thank him for the valuable contributions that he has already made to the Management Development Centre.</p> <p>Should you require any further information regarding Badroen Ismail, please do not hesitate to contact me.</p> <p>Yours faithfully</p> <p></p> <p>Mrs Helen Hemsley Centre Manager : MDC</p>	<p>P E TECHNIKON 09 November 2004</p> <p>TO WHOM IT MAY CONCERN</p> <p>RE: BADROEN ISMAIL</p> <p>I have known Mr Ismail in a professional capacity for the past eleven years.</p> <p>During this period Mr Ismail developed himself in a manner that is consistent with a person who can be described a self-starter, highly motivated and totally dedicated individual.</p> <p>These traits are also reflected in the manner in which he fulfils his work, be that teaching and/or research. Regarding the former, Mr Ismail teaches a variety of courses across a spectrum of programmes and is involved with the development and structuring of numerous courses at various study levels. Furthermore, Mr Ismail never hesitates to take initiative regarding new teaching methods or the facilitation of contact sessions. His input to the teaching and evaluating process of students at all levels proved to be of highest standard.</p> <p>On the research front, Mr Ismail also proved to be a self-starter and is capable of functioning very effectively within a team context, contributing to the success of projects.</p> <p>In general, students and peers hold Mr Ismail in high esteem alike and he always maintains a professional disposition towards all individuals.</p> <p>My assessment of Mr Ismail is that he is a hardworking and dedicated person, with a great sense of loyalty and responsibility, and this makes him a highly valued member of any team.</p> <p></p> <p>Prof H R Lloyd Faculty of Management</p>
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2.2.6 Summaries of results of student evaluations

2.3 Criterion 3: Demonstrates leadership that enhances student learning, success and development.

2.3.1 Leadership role in curriculum and course development (linked to Section 2.1.6)

- **Pre-June 2010:** When our Economics 1 and Economics 2 programmes at 2nd Avenue campus were considered by the HEQC to be “passed the end date”, these programmes were assigned a category B designation which required the Department to review and recirculate the said programmes. With the assistance of Professor Lloyd and Professor Wait, we revamped the Economics 1 and Economics 2 Diploma syllabi to conform to SAQA standards. Diploma students were then issued with new study guides that were in line with the objectives of outcomes-based teaching. As sub-head and Programme Coordinator, I personally sent the revamped study guide to Professor Phillip Mohr, the author of the prescribed textbook for Diploma students for review and the feedback was very flattering – to such an extent that he and his publisher paid us a visit to get input/suggestions from us which he could then incorporate into his updated textbook. To ensure content relevance, I took the decision to update the study guide with the latest statistics and economic developments every two years.
- As a SAQA registered assessor (Assessment College of South Africa), I am also qualified to provide training to a host of companies via the Business School and assess the credibility of some of the Economics modules they teach. This I have been doing for over 6 years. I also structured, presented and updated the “Economic Principles for Managers” module on the MDP and ALP Programmes at the MDC and Business School. My success in this regard is reflected by an invitation from the Office of the Premier, via the Business School, to present the same programme to its staff members.
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From: Staphorst, Joey (Mrs) (Bird Street Campus)
Sent: 06 May 2013 05:19 PM
To: Ismail, Badroen (Mr) (Summerstrand South Campus)
Subject: Office of the Premier: Economic Overview Facilitator

Hi Badroen

It has been quite some time ago that we have spoken. Trust that you are well.

Badroen, we are currently presenting a range of leadership and management programmes to the Office of the Premier.

One of the modules is called “Economic Principles for Manager” (the old Economic Overview that you used to teach on the MDP). The reason for this e-mail to you is to extend an invitation to you to become part of this initiative.

Between October 2013 and October 2014 we have to present this 3-day programme 3 times as there are 3 groups attending. The group size varies between 24 – 27 delegates. Training is conducted in East London, at our East London offices in Devereux Avenue.

We are aware of the secondary appointment policy and hence we approach you early to see if we cannot “twist your arm” to become part of this very excited and high-level engagement initiative. We fly our facilitators in the morning of the first day and then out of EL the afternoon of the 3rd day. So, our facilitators will be out of their working environment for 3 consecutive days at a time.

Badroen, we really would like to have you on board with us again. I still remember how the delegates enjoyed the highly interactive and stimulating manner in which you've conducted the classes and believe that you will make a huge contribution towards the success of the programme.

Looking forward to your hear from you.

Kind regards, Joey

JOEY STAPHORST (MRS)

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INTERNATIONAL HEAD OFFICE & PORT ELIZABETH CAMPUS

20 Bird Street, Central, Port Elizabeth, Republic of South Africa Tel: +27 (0)41 504 4000 [Find us on Google Maps](#)

2.3.2 Initiator of the formal tutorial system for ALL Economics 1 students at 2nd Avenue Campus

Since the introduction of the new study material at 2nd Avenue Campus in 2008, have we seen an improvement in our Economics 1 student pass rates and in conjunction with the compulsory tutorial sessions which I have also introduced (and asked my Junior staff members to assist me in the presentation thereof), has throughput rates significantly increased.

2.3.3 Educating non-economic students outside the classroom context through speeches and debates

I always try to avail myself to educate non-economics students on the impact that my chosen field of study has on their lives and livelihoods. This has led to me being invited as keynote speaker to the following student societal functions: AZASCO and the Golden Key Society (somehow I have inadvertently deleted that invitation) ☺

The Azanian Student Convention (AZASCO)



TO: Mr Badroen Ismail

DATE: 18th August 2011

FROM: Azasco NMMU Branch

SUBJECT: Invitation to be a keynote speaker

Dear Sir,

Receive my humble greetings.

This communiqué serves to invite you to be a key note speaker at a function organized by Azasco (NMMU student political organization). The following is the proposed program:

Topic: The impact of the Euro-zone and US debt crisis on the South African Economy.
Time: 16:00-17:30.
Date: 15th September 2011.
Place: South Campus Auditorium.

We look forward to your favorable response.

PS: The venue will be confirmed upon your acceptance, and should you not be comfortable with the date and time, please do provide us with an alternative that is convenient for you.

Zwonaka Mogale
(Branch Chairperson)
084 392 4607

2.3.4 Mentorship of Junior Lecturers at 2nd Avenue Campus

As sub-head of the Department of Economics at the 2nd Avenue Campus for 5 years, I was in the fortunate position of having to mentor a number of junior staff members (Wasswa, Dikgang, Tessendorf, Akoto, Grant, Cloete) of varying qualities and outlooks. The task was somewhat challenging at times as I was expected to provide the necessary mentoring and subject guidance that would allow these individuals to develop into confident and successful teachers/facilitators. Ms Tessendorf and Mr Akoto have now managed to secure full-time tenure at the 2nd Avenue campus whereas Ms Cloete, after four years at 2nd Avenue Campus, have moved on to fill a position as Agricultural Economist in the Western Cape.

2.3.5 Research mentoring to lecturing associates and post-graduate students

- Provided statistical analysis support for ONE DCur (Ntlabezo – UNISA, Nursing) and TWO Masters students (Harris – NMMU, Industrial Psychology; Cook – NMMU, Logistics).
- My involvement with Masters students have always been on a contractual basis, providing a consultation service for the empirical part of their dissertations / theses.

Such a service include the following:

- o A few lectures on Design of Observational Studies for Behaviourial Research
- o Questionnaire design to support study objectives
- o Data coding, capturing and analysis
- o Assistance in interpreting and presenting the findings.

Somehow I always end up with more students requesting to complete their Honours treatise under my supervision than the Departmental quota will allow me to have. Before my move to the South Campus, have I successfully promoted FIVE honours treatise. However, since my move to South Campus in July 2010, have I supervised an additional SEVEN students to complete their Honours treatise – with another 4 students currently under my supervision. However, what gives me great joy is the fact that I was able to assist (by writing testimonials) five of these ex-Honours students of mine to secure employment. Being able to assist the student to find gainful employment at the end of a three/four-year uphill ‘battle’, is possibly one of the most gratifying emotions that an academic can experience. ☺

2.3.6 Leadership role in programme management (e.g., programme leader / coordinator)

- Programme Leader (sub-Head of Department) for ALL first-year and second-year National Diploma and BTech programmes at the Second Avenue campus of NMMU (for 5 years until June 2010).
- Programme Coordinator for EC101, EC102, EC202, ECO302 for the past three years.

Responsibilities:	
<ul style="list-style-type: none">• prepare or help in the preparation of time-table;• assign lecturers (as approved by HoD/Dean) for each module and liaise with them about the time-table;• recommend part-time lecturers to HoD/Dean/Director;• provide leadership and mentoring to Junior Lecturers;• attend the Orientation day for the Programme, if applicable, to answer any queries from students;• participate in any Programme selection panel, if applicable;• advise students on choice of modules;• provide appropriate and updated information on the Programme to students;• resolve any matters relating to time-table, classes or registration of modules; sign the module registration sheets for the Programme;	<ul style="list-style-type: none">• ensure that all module specification sheets for the Programme have been made available to the students;• ensure proper delivery and quality of the Programme;• prepare the list of examiners and moderators for each module in the Programme and submit to BoF/Examinations Section;• ensure that lecturers set examination papers in accordance with the stipulated course outcomes;• ensure that for all the modules examined in the Programme, all examination answers have been properly moderated and all marks correctly entered on the mark sheets (ITS) with the appropriate conversion done (if need be);• ensure that all the moderators and examiners have signed the ITS mark sheets;• sign off on finalised examination mark sheets;• prepare and submit the annual Programme report to the HoD.

2.4 Criterion 4: Reputation among students

Over the past 20 years, have I been privileged to teach at all year-levels, on different programmes (diploma, degree, graduate level) at the different campuses of the NMMU (Missionvale, Bird Street, 2nd Avenue, South) and have had flattering feedback. Below is an extract of some of these: Mr Gate is the current NMMU holder of the Mandela Rhodes Scholarship as well as runner-up in the Nedbank-Old Mutual Budget Speech Competition 2011, Mr Nyabereka attained his degree *cum-laude*, whereas Ms Barends is the Information Officer of the Golden Key fraternity.

From: Potgieter, Deidre (Ms) (Summerstrand Campus South)
Sent: 13 September 2011 01:06 PM
To: Ismail, Badroen (Mr) (Summerstrand South Campus)
Cc:
Subject: FW: Invitation to Breakfast : Beyond the Classroom Student Leadership Programme

Dear Mr Ismail

One of the students on the Beyond the Classroom Leadership programme has selected you as the person he/she feels has most impacted on his/her development at the NMMU and would like to extend an invitation to join us at the Leadership certification ceremony.

I would like invite him because he is so approachable, understanding and has a great sense of humour, he always explains the study material so thoroughly and no matter what your skin colour or your stature he really treats everyone with the same amount of respect. He also treats student with outmost respect and I think that a lot of lecturers should aspire to be more like him in his ways and approaches to teaching methods.

Thank you
Stewart Nyabereka

There's a contagiousness to his love and passion for Economics that seeps through to the students. He explains concepts clearly and thoroughly, yet at the same time leaving opportunity for us to research and find out relevant and recent information on our own. He also respects each individual and acknowledges and encourages high achievement. To sum it up: he is an exceptional lecturer, the impact of his ways and approaches to teaching I will undoubtedly cherish for years to come.

Thank you
David S Gate

I would like to invite Mr Ismail because I can't think of another lecturer I could possibly spend an entire morning talking to. He has managed to make a Degree in Economics seem attainable to the common man, not because he has one, but because he teaches it in such an easy manner that it doesn't always seem like rocket science. Without having ever met me, Mr Ismail has managed to form a very good understanding of who I am. He treats students with the outmost respect, sees us as individuals and most importantly replies to emails. I value and respect his opinion and it would be an honour for me to host him as my official guest.

Thank you

Alethea Barends

Regards
Deidré
Deidré Potgieter
Leadership Training & Development Officer
Student Governance and Development
South Campus
Tel: +27 (0)41 504 2167

Question B MR BADREEN has such an infectious enthusiasm about EC that rubs off on all his students. He's a great lecturer

Question B Sir was very patient and helpful. Appreciate all the effort + hard work he puts into his lectures ☺

Question B Mr. Ismail is an awesome lecturer.

Question C Mr Ismail must continue to teach EC 101! p1z! p1z! p1z! p1z!

Question A I didn't do economics in high school but Mr Ismail has equipped me so much, people would say I'm lying that I didn't do it in high school. I'm even thinking of taking economics as one of my majors.

Question A It is an interesting subject and Mr Ismail makes it more interesting by using real life examples which we can relate to ☺

Question B Ismail for president! Best lecturer I have ever had!

Question B I enjoy Mr Ismail's classes because he makes it fun to participate in class.

Question B It is almost impossible to fall asleep and get bored, you always interested in what his saying

Question C He is perfect in everything I think he should be given the whole module, just to teach it.

Question B He knows what his doing, he has a passion for it and that makes learning easy.

Question B This lecturer is super, I'm disappointed that he is leaving the class next week. Ismail you are a hero

Question B I understand most of the lecture and he makes it worth while to sit and listen

Question A The subject is awesome and the way its content is relate to us students is well

Question C If its not broken, don't fix it, the lectures are & simply the best

Question C Mr ISMAIL ALWAYS SEEKS TO BE ON A NATURAL HIGH AND ALWAYS TALKS TOO FAST. OVERALL THOUGH I FEEL THAT ALL THE LECTURERS SHOULD ADOPT THE APPROACH OF WRITING OUT SLIDES HIGHLIGHTING IMPORTANT ASPECTS BECAUSE THE DESIGNED AN BOOK IS FULL OF EQUATIONS AND GRAPHS MOST OF WHICH IS UNIMPORTANT TO FOCUS ON.

Question B Mr Ismail makes learning fun and is really engaging

Great way of explaining keeping my attention

Question C Don't change him please "We want Ismail"



Question B Good student-teacher relations uses practical examples, patience and a smile! 😊

Question B It is really easy to understand terms on topics that I didn't get after the lecture, which means that the lecturer is doing a great job.

Question B

Best lecturer I have had in my 2nd year of study at the NMU

Question B Examples are made that make sense so that I can understand what the lecture is about. He teaches in a passionate manner which make me enjoy the subject more

Question B Knowledgeable lecturer + very informative + good rapport.	Question B Ismail is very clear and enthusiastic about his teaching. Great lecturer.	Question B Ismail is a punctual lecturer who is enthusiastic when giving lectures and engages students in lectures.
Question D No need for improvements. You are excellent!	Question B Fun Outgoing and you can never sleep in class individual attention.	Question B You understand such lecture as it is thoroughly explained with given examples
Question C Can't think of anything These are my favourite lectures.	Question B Mr. Ismail is always energetic, passionate and keeps it interesting	Question D Trust Ismail for distinctions!! 
Question A Fantastic lecturer, suits my learning style.	Question B Lecturer gives you extra information of which is not provided in textbooks	Question B Mr Ismail is an excellent lecturer, always enthusiastic about lecturing.
Question B Mr. Ismail incorporates an understanding and enjoyment to his lectures which makes us as students want to learn more.	Question B he keeps the lectures interesting exciting and never boaring paying attention in his class is made for easier	Question B TIME IS TAKEN TO PREPARE LECTURE NOTES - IT'S HAND WRITTEN STRAIGHT TO THE POINT  HIGHLIGHTING IMPORTANT ASPECTS - LECTURE PERSONALISES IT WITH WITH FACES WHO GOES THE EXTRA MILE TO KEEP ONES ATTENTION AND MAKE THINGS INTERESTING
Question B MY LECTURER EXPLAINS EVERYTHING THOROUGHLY I REALLY LOVE HIS WAY OF TEACHING.	Question D I don't think improvement is needed, only he must be given the whole module to teach.	Question B you make work understandable
Question B He is not boring * He knows the subject content and makes sure everybody gets /understands before he moves on	Question B The positive aspects of the best Year teaching is that we have of EC 102, a lecturer which understand insight and killis Economics. Get A Distinction	Question A
	Question B The lecturer knows what he is talking about and can breakdown the topic at hand easily. He keeps us awake and doesn't lose our attention.	Question A Mr. Ismail's handwritten notes give a clear and  concise overview of the course or the topic discussed.

Question B
Obviously loves job and gets excited to lecture and teach.
Malles Subject Name:
Economics

Question C

You just too good to be true ...

Question C

Just keep doing what you are doing!
Mr Ismail, you are good at it.

Question B
Mr. Ismail uses language to which I can relate and he always contribute the students in his lectures.

Question B
It does not make you sleepy, lecturer is always full of energy, encouragement to focus.

Question C

- Ismail must be the lecturer throughout the year

Question B
He makes it easy to understand by explaining it almost like a story he tells which makes it easier to remember as well.

Question C
It is the best the way it is. No need for changes.

Question B
Always enthusiastic and tries best to convey work material in easily understandable way.

Question B
Everything is stimulating and fun; making the work easy to learn and understand
(The lecturer is very good at his job!!!)

Question B
The lecturer makes the work easy to understand. Very exciting approach to the work.

Question B
The lecturer is extremely engaging and gets everyone involved in the lecture.

Question B
Excellent lecturer with very good, and interesting teaching style.
Good notes.
Revision lecture with questions

Question B
Ismail always cares for individualism and so he constantly asks if we are going together

Question A
I never found the subject tough in any way coz Ismail make EC101 to be easy as cutting margarine with knife

Question B
easy to understand and class environment is enjoyable & energetic.

Question A The textbook itself is so hard to understand but when the lecturer talks about the subject it is much easier to understand.

Question B
Mr. Ismail keeps a good flow of the lecture. He gives lots of examples & diagrams in the classroom.

Question B
The lecturer keeps students interested in the subject and makes the lectures fun.

Question B
Lectures are always fun, lecturer is enthusiastic and passionate about economics which makes it easy to understand

Question B
He makes realistic examples. And he makes the subject very interesting. His teaching is very enthusiastic.

Question A
Mr. Ismail presents the lecture in a way that we can relate to it.

Question C
There is nothing that can be changed he does everything well and we don't want another lecture.

Question A
Subject is well taught Content is well researched, up-to-date and applicable

SUMMARY OF STUDENT EVALUATIONS – ECONOMICS 1, 2 AND 3

ANNEXURE 1

Question B We are able to grasp information in class and helps us because when we study we are able to recall	Question A - Good notes - entertaining lectures - content explained on our level	Question B Stories to help understanding & interaction with students by means of biological jokes or case study
Question B He is very dynamic, keeps students alert, And everything he says makes sense and you can relate to	Question B The lecturer is very motivated & passionate about the subject therefore we are motivated.	Question B The lecturer is very dynamic, keeps students alert, And everything he says makes sense and you can relate to
Question B We are made to understand, given the platform to ask questions and communicate with lecturer in areas where we have problems	Question B The teacher is always shows excitement and passion in every lecture and uses language which we understand	Question B Very funny, tries to break out of monotony. Teaching tries to relate to student. Pleasure to be taught by Mr Ismail
Question C Our next lecture must be like him.	Question B He is very expressive and he explains things very well	Question B Always interactive with students and makes relevant examples
Question B The lecturer is very interactive with the students and knows his work well	Question B The lecturer is vibrant and able to explain	Question B The way Mr Ismail summarises the lecture, makes me understand
Question B feels like we part of the lecture, uses terminology that we understand. Mr Ismail is a very good lecturer and it's very good at explaining and teaching his subjects	Question C I can not complain of anything. He has outdone himself on the teaching methods	Question B Lectures are fun and concepts are expressed in simple terms that are easy to understand.
Question C Everything was perfect. No room for improvement	Question A The subject has an exciting manner that makes all easier to grasp	Question B Mr Ismail is very interactive throughout the whole lecture
Question A It's really interesting & keeps my attention. I enjoy EC.	Question B HE MAKES THE MODULE EXCITING.	Question B - It is educational and exciting at the same time it keeps me on the edge of my seat because I need to listen more

PORT ELIZABETH TECHNIKON - INSTRUCTOR EVALUATION - 2000

- Presentation of the ~~the~~ entire course is well structured, understandable and interesting, although it has challenges as any other course.
- Economics taught me a lot, and made aware of many things that surrounds us that I used not take note of them.
- Lecture (Mr Ishmail) knows his work A to Z. Congratulation, well done.

Mr ISHMAIL IS ONE OF THE
BEST LECTURE THAT I EVER
MET WITH.

) WE NEED TO KEEP THIS MAN HERE
AT P.E. TECHNIKON.

- In my point of view, I'm surely ~~don't~~ didn't have a problem with your lecturing because you were a great lecturer and you did everything you could and you done everything that we must understand everything, you did it well, well done.
- From this course I learn a lot and the lecturer was very good I don't have any fixing against him so we must carry on with his work it is good.

PORT ELIZABETH TECHNIKON - INSTRUCTOR EVALUATION - 2000 *

I FOUND THE QUALITY OF THE LECTURER TO BE UP TO STANDARD.
LESSONS WERE PITCHED AT THE RIGHT LEVEL TO ENSURE UNDERSTANDING.

CONTENT OF COURSE WAS INFORMATIONAL AND INTERESTING. HOWEVER THE SECTIONS ON GRAPHS WAS CONFUSING.

LECTURER WAS FRIENDLY AND HELPFUL AND USED LOTS OF RELATIVE EXAMPLES TO ILLUSTRATE CERTAIN POINTS.

I think this subject is difficult: ~~too~~ much work especially graphs. I don't have a problem with you. I understand you.

- THE INSTRUCTOR'S PRESENTATION WAS VERY GOOD OVERALL.
- PREPARATION ALSO WAS EXCELLENT.
- THE INSTRUCTOR'S COMMUNICATION, PATIENTS AND ACCESSIBILITY WAS VERY UNDERSTANDABLE, GOOD AND EASY RESPECTIVELY.

The lectures make sure that everybody understand so economics is fun

In the space below, please write any suggestions you may have about how this course can be improved.

I would really like Mr Ismail to be an EC 111 lecturer again next semester. As a student he inspires me because he enjoys what he teaches and he is enthusiastic in his lectures.

In the space below, please write any suggestions you may have about how this course can be improved.

Use Ismail on a more permanent basis.
He is good - UPE needs him.

In the space below, please write any suggestions you may have about how this course can be improved.

None - ~~me~~ (write bigger!)
Keep Ismail & Fire Brown (Villa)

In the space below, please write any suggestions you may have about how this course can be improved.

In Mr Ismail's class you can sleep or wander off, even if you want to.

In the space below, please write any suggestions you may have about how this course can be improved.

I thought Ms. Brown was bad, she is, but Mr. makes things much clear you never forget what you learn in class. He tries to dig deep in our minds remove the fog & the uncertainty. Also, maybe he doesn't advise students to be enthusiastic in class. He is considerate in his ^{way} voice. Please don't bring him back to us ... we'll fail so hopelessly. Mr. and Ms. Brown are perfect!
Please bring back our lecturers and NOT Dr. Hosking! Please! Please!

In the space below, please write any suggestions you may have about how this course can be improved.

As Mr. Ismail has done, it should continue to be done like this. A lecture should tell us when to prepare for tests and give us a breakdown on how to prepare. It is a good strategy.

In the space below, please write any suggestions you may have about how this course can be improved.

I enjoyed and looked forward to the lecture. I understood basic concepts and I can

In the space below, please write any suggestions you may have about how this course can be improved.

Mr Ismail was very concerned about students who may not be following, he was making examples that make me to understand better. I wish the other lecture who is coming to teach us will do the same as him.

In the space below, please write any suggestions you may have about how this course can be improved.

This is a good lecturer, he knows his subject and enjoys it often so much that he is leaving his students behind making a little less haste and slightly longer in explaining.

In the space below, please write any suggestions you may have about how this course can be improved.

Just a comment - enjoyed lecturer because applied terms in ways we could understand.

In the space below, please write any suggestions you may have about how this course can be improved.

Bring Ismail back please!!!

In the space below, please write any suggestions you may have about how this course can be improved.

Overheads?

ABBREVIATIONS - TOO MANY!

THANKS FOR LECTURING US - HOPE YOU ENJOYED U.P.E.

In the space below, please write any suggestions you may have about how this course can be improved.

Keep Mr Ismail ear and fire K. Brown.

9

UNIVERSITY OF PORT ELIZABETH
INSTRUCTOR EVALUATION - ECONOMICS 102 - 1997

In the space below, please write any suggestions you may have about how this course can be improved.

Mr. Ismail method of lecturing, to me is excellent. Although, he goes a bit fast, varsity students are supposed to cope. He does not assume one knows the work, but tries his best to make us understand to our best ability. Many lecturers have the tendency to expect one to understand, because they understand and Economics is such a complex subject.

In the space below, please write any suggestions you may have about how this course can be improved.

No suggestion, thank you Mr. Ismail, you really helped me to understand this course. I really enjoyed your lectures.

GOOD LUCK!
CO

In the space below, please write any suggestions you may have about how this course can be improved.

When will Mr. Ismail be back?

In the space below, please write any suggestions you may have about how this course can be improved.

Ismail is going places.

In the space below, please write any suggestions you may have about how this course can be improved. Nil

(The lecturer is very good and need congratulations in helping me understand things that were unclear.)

In the space below, please write any suggestions you may have about how this course can be improved.

The best & most inspiring lecturer ever
to see U.P.E campus.

In the space below, please write any suggestions you may have about how this course can be improved.

You are much nicer than Mrs. Brown!
Your secret Valentine.

In the space below, please write any suggestions you may have about how this course can be improved.

The lecturer explains very well. He makes you understand about what is going on. Why are we having different lectures? The reason why I'm asking this is because I had a problem with my previous lecturer. She talks so loud and you don't understand what she is saying. The man we are having now is good and understandable. I wish he could not be changed.

In the space below, please write any suggestions you may have about how this course can be improved.

Co-ordinator Mr. Ismail is the kind of lecturer that UPE needs in large quantities for all subjects similar to FC111. He doesn't "spoon-feed" students, but he does clarify course objectives & material if he cuts through garbage, etc in the textbook, etc of summarizing the most important parts of the lectures & work covered. His "gold rules" approach should be noted by the course co-ordinator (his lecturing style should also be noted). Pity U.P.E. can't find what VISTA did.

In the space below, please write any suggestions you may have about how this course can be improved.

I suggest that lecturers like Mr. Ismail be available and start from the beginning of the course to lecture not just for certain sections or chapters until the end. If tutorials can be held they will help us a lot in order to assist the lecturer in certain aspects or improve students understanding & knowledge.

In the space below, please write any suggestions you may have about how this course can be improved.

I think that Mr. Ismail is an excellent lecturer, it's the subject that I don't understand or cope with.

In the space below, please write any suggestions you may have about how this course can be improved.

Wonderfull lecturer

2.5 Criterion 5: Reputation among and recognition from peers

Instead of focusing primarily on bolstering my personal vitae through research and publications, have I made the conscious decision many years ago to focus on the core business of any tertiary institution: **To provide quality teaching to each and every student that I come into contact with.** Recently I was privileged to scoop the Golden Key Faculty “Lecturer of the Year” award for the second consecutive year (2011, 2012) as well as the Golden Key “Overall NMMU Lecturer of the Year” award (2012). I was humbled to receive the following communiqués from the Dean of the BES Faculty as well as the Director of School to congratulate me in this regard.

From: Dorfling, Niekie (Prof) (Summerstrand South Campus)

Sent: 05 November 2012 11:59 AM

To: Ismail, Badroen (Mr) (Summerstrand South Campus)

Cc: Gqomo, Samkelwe (Ms) (Summerstrand South Campus)

Subject: RE: A bit of good news.... to cheer you up

Dear Badroen

Congratulations! This is a wonderful achievement and serves a deserved recognition for your very special contributions in the classroom and beyond. Thank you for flying our flag also at institutional level.

Well done once again

Kind regards

Niekie

From: Lloyd, Hendrik (Prof) (Summerstrand Campus South)

Sent: 05 November 2012 09:49 AM

To: Ismail, Badroen (Mr) (Summerstrand South Campus)

Cc: Le Roux, Pierre (Dr) (Summerstrand Campus South); Dorfling, Niekie (Prof) (Summerstrand South Campus)

Subject: FW: A bit of good news.... to cheer you up

Dear Badroen,

Congratulations! This is excellent news and the best recognition you can get for a job well done. It is truly great to work with a colleague such as yourself. Thank you for all the commitment you put into making our Department of Economics and School a place of excellence.

Many thanks and kindest regards

Hendrik

Prof H R Lloyd

Director: School of Economics, Development and Tourism

Faculty of Business and Economic Sciences

P O Box 77000

NMMU

Port Elizabeth

6031

Tel: 041 5042906

Fax: 041 5049739

2.6 Criterion 6: Demonstrates excellence in engagement activities related to teaching and learning and enhancing student success and development.

My teaching portfolio will reflect my involvement in external organisations such as ERSA, being a peer reviewer of a national (in-house) and an international journal, contributing to and critiquing programme applications to SAQA, as well as reviewing and providing a cover page quote for internationally renowned Professors Mankiw & Taylor's latest textbook on Economics (a South African adaptation).

2.6.1 Past and present industry experience to develop local & national partnerships (including liaising with industry)

- Trustee of the Community Self-Employment Centre (COMSEC).
- Board member of the Rural Research and Development Institute (RRDI) at the University of Transkei.
- Member of the consultancy team assigned to develop an economic strategic plan for the Eastern Cape. Client: Regional Economic Development Forum.
- Member of the Task Team assigned to establish the viability, structure, and management team of the Port Elizabeth Region Manufacturing Advisory Centre (PERMAC).
- My involvement in these NGO's, public and private sector organisations have allowed me the necessary market exposure to pass relevant knowledge onto my students.

From: Staphorst, Joey (Mrs) (Bird Street Campus)
Sent: 06 May 2013 05:19 PM
To: Ismail, Badroen (Mr) (Summerstrand South Campus)
Subject: Office of the Premier: Economic Overview Facilitator

Hi Badroen

It has been quite some time ago that we have spoken. Trust that you are well.

Badroen, we are currently presenting a range of leadership and management programmes to the Office of the Premier.

One of the modules is called "Economic Principles for Manager" (the old Economic Overview that you used to teach on the MDP). The reason for this e-mail to you is to extend an invitation to you to become part of this initiative.

Between October 2013 and October 2014 we have to present this 3-day programme 3 times as there are 3 groups attending. The group size varies between 24 – 27 delegates. Training is conducted in East London, at our East London offices in Devereux Avenue.

We are aware of the secondary appointment policy and hence we approach you early to see if we cannot "twist your arm" to become part of this very excited and high-level engagement initiative. We fly our facilitators in the morning of the first day and then out of EL the afternoon of the 3rd day. So, our facilitators will be out of their working environment for 3 consecutive days at a time.

Badroen, we really would like to have you on board with us again. I still remember how the delegates enjoyed the highly interactive and stimulating manner in which you've conducted the classes and believe that you will make a huge contribution towards the success of the programme.

Looking forward to your hear from you.

Kind regards, Joey
JOEY STAPHORST (MRS)
SENIOR MANAGER: BUSINESS DEVELOPMENT & CUSTOMISED LEARNING
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CONCLUDING REMARKS

Teaching is all about learning. Learning, though, is not something that can be defined as a procedure. Learning is knowledge that is acquired over time and occurs in a rather unstructured and *ad-hoc* way. In this context, is it my duty to improve my teaching techniques in such a manner that it remains focused on the learning needs of the future while still being shaped by today's students.

I love teaching and I love being a teacher. I do not teach subjects – I teach people. My goal is to teach the whole person, i.e. the cognitive, affective, and behavioural dimensions of the human being. I love developing mutually beneficial relationships with my students. However, I believe that it is a fundamental mistake to see students as customers or as clients because such a view incorrectly implies that the primary duties in the relationship are the teachers' duties to the students and virtually ignores the duties of students to their teachers, fellow students, and themselves.

Irrespective of what the outcome of this application is, I have to admit: I have really enjoyed this reflective exercise on my teaching and learning philosophy and hope that I have been able to convince the adjudicating panel that we, as academics at the NMMU, have the ability and the responsibility to change lives. ☺

LIST OF REFEREES

Prof Hendrik Lloyd

Director: School of Economics, Development and Tourism

Faculty of Business and Economic Sciences

P O Box 77000

NMMU

Port Elizabeth

6031

Tel: 041 5042906

Email: hendrik.lloyd@nmmu.ac.za

Prof Pierre le Roux

HoD: Department of Economics and Economic History

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Tel: 041 5041145

Email: pierre.leroux@nmmu.ac.za

Prof Stephen Hosking

Department of Economics and Economic History

P O Box 77000

NMMU

Port Elizabeth

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Tel: 041 5042638

Email: stephen.hosking@nmmu.ac.za

SCORE CARD**NMMU Excellent Teacher Award**

CRITERION	RATING (A)	WEIGHTING OF CRITERION (B)	SCORE ¹	COMMENTS TO SUBSTANTIATE RATING GIVEN
1. Demonstrates a high degree of subject/ discipline expertise		X 1		
2. Demonstrates expertise in approaches to teaching and learning facilitation that motivates & inspires students to learn, become independent learners, & enhance their development		X 2		
3. Demonstrates leadership that enhances student learning, success and development		X 1		
4. Reputation among students		X 1		
5. Reputation among and recognition from peers		X 1		
6. Demonstrates excellence in engagement activities related to teaching and learning and enhancing student success and development		X .5		
		Overall Total:		

- 3 (exceeds the level of excellence expected for the criterion)
- 2 (meets the level of excellence expected for the criterion)
- 1 (partially meets the level of excellence expected for the criterion)
- 0 (does not meet the level of excellence expected for the criterion)

¹ Score = (A*B)