

Chemin Moise Duboule 39  
1209  
Geneva  
Switzerland  
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**Re: Assessment of teaching commitment and ability for Associate Professor Sarojini Nadar's Application for promotion to rank of full professor.**

I feel honoured to be requested by Associate Professor Sarojini Nadar to write an assessment of her teaching commitment and ability as part of her application for promotion to full professor in the 2013 academic year. What excites me is the fact that Prof Nadar is an exceptional academic who excels in teaching, publications, community engagement as set out in the promotion criteria of the University of KwaZulu Natal for full professor. However, in this recommendation I will restrict myself to her teaching ability, which spills over to her supervision of postgraduate students.

My opinion of Professor Nadar's exceptional teaching and supervision are based on a long standing assessment that goes as far as 2001. However, in this report I will restrict myself to what we were able to do together from 2010-2012, since this is the period under consideration for her current application. Within the chosen period, I will limit myself to two areas: first, teaching Honours and Masters students in the African Women's Theology module, which also had some PhD students who audited the module. Secondly, I will also comment on her supervision of post graduate students and mentoring them to write for publication because there is a link between the way she comments on students' assignments and her style of supervision of dissertations and theses.

In 2011, Prof Nadar and I co-taught a module in African Women's Theology which was offered in the Gender and Religion Programme that she directed and co established. Just like we have done before, Prof Nadar does not repeat her old notes. She always finds updated information and new creative methodologies to engage students. This was also the case in 2011. This means that even students who are repeating the module are inspired in a new way by her choice of new content and method. PhD students come to sit in her classes because they hear positive stories from their friends about her methods and content of what she teaches. She does not only inspire the students but also her peers whom she is teaching with. Certainly that was my experience when I was co teaching with her. 2011 was particularly exceptional as she inspired the students to examine issues of eschatology from a feminist perspective. This is reflected in the student's choice of dissertation and thesis topics.

Prof Nadar's passion for teaching was demonstrated in her creative use of PowerPoint presentations with photos that she collects from the internet to add life to her presentations. I have seen Professor Nadar present papers at international conferences and receive a standing ovation. I have seen her put the same energy in her class presentations and evoke scholarly

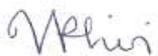
debates among students just like what happens when she presents papers at international conferences. In both foras, she uses language that is appropriate for each audience. She manages to get even the shy students to contribute in the class discussions. This is not only because she teaches feminist theology which is emotive but mostly because of her teaching philosophy which is based on creating a democratic atmosphere in class in order to promote an education system that is dialogical. The content of her teaching is inspirational because it is based not only on current publications but also on her on field research and community engagement. Therefore, what one notices is how research, community engagement and teaching come together in her teaching.

Prof Nadar has exceptional skills in team supervision of students. I have co supervised masters and PhD students with her. She has an exceptional eye for student's work which is reflected in detailed constructive comments she gives to students. Her output of Masters and PhD students in 2011 and 2012 is an example of her consistent high number of students she has supervised up to completion of their studies.

As I team supervised postgraduate students with Prof Nadar in 2011 and 2012, I received a grant from the College of Humanities, which we used to hold special seminars for our students so that we could mentor them to turn their work into publishable articles. Some of the students who joined our team were not registered with us. It was her exceptional comments to students' work that motivated them to join our team. When I left UKZN at the end of July 2012, she continued leading the team that supervised the students and managed to harvest 14 articles which have been accepted for publication in various DOHET accredited journals. For me this is an attestation of Prof Nadar's exceptional leadership abilities in supervision leading to production of academic articles for publication.

I therefore give her my full support for promotion to full professor.

With kind regards



Professor Isabel Apawo Phiri

Honorary Professor of the School of Religion, Philosophy and Classics, UKZN.