University of the Free State

IN DEO SAPIENTIAE LUX

Annual Report
2003

Annual Report to the Minister of Education 2003 University of the Free State

The submission of the 2003 Report of the University of the Free State to the Minister of Education complies with the format and content of the annual report of a higher education institution to the Minister as prescribed by the Minister in the Regulations for Annual Reporting by Higher Education Institutions in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

INDEX

1. REPORT OF THE CHAIRPERSON OF THE COUNCIL

1.1 Statements of self-assessment of the achievement of the Council in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)

Evaluation of objectives reached in terms of strategic priorities

At the Executive Management Summit of 23-24 January 2003 the four strategic priorities of 2002 were reconfirmed for 2003. These strategic priorities were:
⇒ Quality
⇒ Equity
⇒ Financial sustainability
⇒ Restructuring of higher education.

The fact that the 2002 strategic priorities were reconfirmed and accepted as the driving force for 2003, established some continuity in the strategic planning and implementation processes at the UFS. An important dimension that was added to these four strategic priorities was the one of rethinking and implementing these priorities within the new role of the University of the Free State in the central part of South Africa, as a reconstituted university (post-incorporation) with a new and larger role regionally and nationally. With regard to financial sustainability, for example, the post-incorporation UFS would have to manage new risks in terms of the financial sustainability of the incorporated satellite campus (Qwaqwa). Furthermore, the strategic priority of restructuring of higher education was seen as one that would be strategic for a limited period of time; post-incorporation the main aim would be the establishment of one institution, one management system and one institutional culture. All the activities of the UFS were driven by the quality imperative, among other things, to give effect to its motto to be a university of preference.

The fact that the 2002 strategic priorities were reconfirmed did not imply that the UFS would be entering a 'maintenance' phase; rather the year 2003 was on the one hand a period of consolidation, and on the other a period of 'unpacking' the internal and external environments of the institution, in order to disaggregate and specify the challenges that have to be addressed. These challenges would require very good strategic and operational planning.

One such challenge that was identified was the one of pro-active enrolment planning and differentiated growth management. A host of variables had to be considered: the new funding framework that would be introduced in 2004, planned vs. actual student numbers, the rapid growth in student numbers of the past two years, the effect of the pending incorporation of the Vista (Bloemfontein) Campus on capacity and student numbers. What was striven for was the establishment of a stronger link between academic planning and financial planning in order to optimise the funding framework without distorting the nature of the UFS as a university. Whereas some progress was made in this regard, much detailed work remains to be done in 2004.

A further challenge in strategic planning was the 'translation' of institutional priorities into aims and objectives at faculty and departmental level; in other words the 'translation' of strategic planning into operational planning and implementation. A primary challenge in this regard was the effectiveness and quality of decision-making and implementation to give practical effect to the institutional priorities. Good progress has been made to

establish structure and procedures for support and monitoring of planning and implementation at both institutional and operational levels. This led, inter alia, to a proposal for the establishment of a Planning Unit for the UFS.

The following **critical issues** were identified for 2003:

➢ **Quality development and assurance systems.** These included quality of students, admission/access, through-put; quality of teaching and research, quality of staff, quality of service delivery. Various surveys were done during 2003 to measure quality of processes (particularly in the support services), and these were followed by measures that were put in place for quality improvement. As far as teaching and learning is concerned, a framework for programme self-evaluation was developed for implementation in 2004. To enhance the quality of research a Strategic Framework for Research Development was drawn up and, after broad consultation, approved by the relevant governance and management structures. The quality of staff was addressed by making available R1m in the annual budget for staff development purposes, and developing a performance review system for staff.

➢ **Equity:** During 2003 good progress was made with the Equity Policy and Plan, and initiatives for diversity training were continued.

➢ **Financial sustainability:** Tight budget control and taking academic planning as the point of departure for financial decision-making contributed to the priority of financial sustainability.

➢ **Restructuring:** After the legal incorporation of the Qwaqwa Campus on 1 January 2003, huge challenges with regard to implementation had to be addressed during 2003. One of these matters that proved to be particularly challenging was the development of a management model for the Qwaqwa Campus with a view to managing the campus as an integral part of the UFS, while at the same time making provision for the effective functioning of the campus. The model was implemented during the course of 2003 with good results.

1.2 A summary of attendance by members at meetings of the Council

Key: ✓ = Present
✘ = absent with apology
- = absent without apology/not yet member/no longer member

Group 1

Non-personnel members:

		Mrt	Jun	Sep	Nov
1.	Judge S.P.B. Hancke	✓	✓	✓	✓
2.	Mr D.C.M. Gihwala	✘	✓	✘	✓
3.	Dr N. Bagarette	✘	✘	✓	✘
4.	Mr J.C. Crowther	✘	✓	✓	✓
5.	Mr J.H. Fourie	✘	✘	✘	✘
6.	Mr C.J. Grobler	✓	✓	✓	✓
7.	Dr F. de K. Kotze	✓	✓	✓	✓
8.	Dr J.M. Laubscher	✓	✓	✓	✘
9.	Dr G.P.V. le Roux	✓	✓	✓	✓

No.	Name				
10.	Dr V. Litlhakanyane	✓	✓	✓	✗
11.	Mr L.G.A. Masoetsa	✓	-	-	-
12.	Mr M.J. Matlole	-	✓	✓	✓
13.	Ms M. S. Mlamleli	✓	✗	✓	✗
14.	Mr F.K. Morule	✗	✗	✗	✗
15.	Dr M.D. Mosimege	✓	✗	✓	✓
16.	Prof. J.D. Nortje	✓	✓	✓	✗
17.	Dr C.M. Nwaila	✗	✗	✗	✗
18.	Mr J.D. Steenkamp	✓	✓	✗	✓
19.	Mr P.J. Steytler	✓	✓	✗	✓
20.	Prof. S.C. Walters	✓	✗	✗	✗

Group 2

Executive staff members

No.	Name				
21.	Prof. F.C.v.N. Fourie	✓	✓	✓	✓
22.	Prof. M. Fourie	✓	✓	✓	✓
23.	Prof. G.N. van Wyk	✗	✓	✓	✗
24.	Prof. T. Verschoor	✓	✓	✓	✓

Group 3

Non-executive staff members

No.	Name				
25.	Dr C.R. Dennis	✓	✓	✓	✓
26.	Prof. D.J. De Waal	✓	✓	✓	✓
27.	Prof. J.J. Henning	✓	✓	✓	✓
28.	Mr S. Kosana	✗	✗	✗	✗
29.	Mr W.S. Malherbe	✓	✓	-	-
30.	Prof. M.M. Nel	✓	✓	✗	✓
31.	Prof. D.F.M. Strauss	✓	✓	✓	✗

Group 4

Students

No.	Name				
32.	Mr M. Botha (from 2003-09-01)	-	-	✓	✓
33.	Mr Q. du Plessis (2002-08-31 - 2003-09-01)	✓	-	✓	✓
34.	Ms A. Laubscher (to 2003-08-31)	✓	✗	-	-

<u>**Group 5**</u>

In advisory capacity

35. Mr V.F. Collett	✓	✓	✗	✓
36. Mr A. Fisher	✓	✓	✓	✓
37. Mr L.S. Geyer	✓	✓	✓	✓
38. Rev C.D. Jaftha	✓	✗	✓	✗
39. Mr C. Liebenberg	✗	✓	✗	✗
40. Mr A. van der Bijl	✓	✓	✓	✓
41. Prof. D.A. Viljoen	✓	✓	✓	✓
42. Prof. I.N. Steyn	✓	✓	✓	✓

Secretariat

43. Mrs E.C. Bezuidenhoudt	-	-	-	✓
44. Mr R.C. Gouws	✓	✓	✓	✓

1.3 Matters of significance considered by the Council during the period

PURCHASE OF MAINFRAME SOFTWARE FOR ADMINISTRATIVE PURPOSES

The Council approved that new integrated mainframe computer software be purchased in 2003. They decided on "PeopleSoft". In total approximately R24.5 million will have to be spent on the project in 2003 and 2004.

KOVSIE SPORT PROJECT

The strategy of this project is to establish the UFS as a centre of excellence –

- in the identification and development of sport talent in the community and on campus;
- in the rendering of exercise and sport science services;
- in stepping up on research in sport development, exercise and sport science;
- in sport performance by improved coaching in a limited number of sport codes with special emphasis on soccer;
- in sport facilities by upgrading existing facilities and establishing facilities for soccer and hockey; and
- by improved marketing of sport at Kovsies to recruit students and clients.

It was approved by the Council.

COOPERATION AGREEMENT: WITHAN HALL

The Council approved the co-operation agreement for a trial period, taking into account the required contract to be entered into.

The purpose of the co-operation agreement is

a) "The proposal provides the University of the Free State with a risk free opportunity to achieve its strategic objective of internationalizing its activities by utilising a campus in the United Kingdom which is already internationalized and which itself constitutes a 'gate way' to Europe and the Far East"

b) " ....the proposal gives Withan Hall the opportunity to further develop its stable of good class internationally recognised programmes and collaborate in various respects with another world class university."

UFS LANGUAGE POLICY

At a meeting of the Council on 6 June 2003, the draft language policy as submitted, was approved.

The language policy implied the following among others

- Bilingualism/multilingualism in the academic and administrative components of the University are fully established (more room for cultural diversity is therefore also established).
- Afrikaans and English are established as the two main languages in teaching and administrative usage.
- The policy provided for support and development to Sesotho as scientific language in University context.

Among others, the policy also provided for students and staff with disabilities.

The following were taken into account in the policy:

i)   the provisions of the National Constitution;
ii)   the Government's Language Policy for Higher Educational Institutions;
iii)   respect for language rights of all students and staff at the University.

VICE-RECTOR PORTFOLIOS

The Council approved that three posts at the level of Vice-Rector be advertised.

CONTRACTING OUT OF THE ASSETS REGISTER

The following were approved:

- A tender amounting to R1 666 152 for establishing an assets system and training, and that the amount be financed from the provision for strategic matters.
- The full contracting out of the operation of the assets system at a yearly rate of R347 144.00 and that the costs be financed from a re-allocation of the available SLEs.

FARMOVS/PARAXEL: EXERCISING OPTION TO TAKE UP SHARES

The Exco recommended that the University buy 100 000 Farmovs Parexel shares from the employees' share trust on 1 September 2003 at the total price of R9 million. The proposal was approved by the Council.

SALE OF UFS PROPERTY

It was approved that the Thaele Business Centre located at the corner of Mampoi and Motabang Streets, Phuthaditjhaba (Qwaqwa) be sold in the light of the poor condition of the Centre.

LEAVE POLICY AND STUDY BENEFIT SCHEME

Revised leave policy and study benefit schemes were approved.

APPOINTMENT OF VICE-RECTORS

It was approved that
- Prof. M. Fourie be offered the post of Vice-Rector: Academic Planning
- Dr R.E. Moraka be offered the post of Vice-Rector: Student Affairs
- Prof. T. Verschoor be offered the post of Vice-Rector: Academic Operations.

1.4 Operational information

1.4.1 Changes in operational structures

Organisation chart: 2003

RECTOR AND VICE-CHANCELLOR
Prof Frederick Fourie

- Registrar: General - Prof Izak Steyn
- Registrar: Strategic Planning - Mr Willem Malherbe
- Director: Physical Resources & Special Projects - Ms Edma Pelzer
- Director: Diversity & Equity - Mr Billyboy Ramahlele
- Head: Strategic Communication - Mr Anton Fisher
- Campus Head: Qwaqwa - Prof Peter Mbati

VICE-RECTOR: ACADEMIC OPERATIONS -
Prof Gerrit van Wyk (acting)

- Deans of Faculties:
  - Economic & Management Sciences - Prof Tienie Crous
  - Humanities - Prof Gerhardt de Klerk
  - Natural & Agricultural Sciences - Prof Herman van Schalkwyk
  - Health Sciences - Prof Letticia Moja
  - Law - Prof Johan Henning
  - Theology - Prof Hermie van Zyl (acting)

- Registrar: Student Academic Services – Mr Vernon Collett
- Director: Research Development - Prof Frans Swanepoel

VICE-RECTOR: ACADEMIC PLANNING -
Prof Magda Fourie (acting)

- Deans of Faculties (see list above)
- Director: CHESD
  - Prof Driekie Hay (acting)
  - Mr Francois Marais (acting)

- Registrar: Information Services & Technology - Mrs Alida Dippenaar
  - Director: Library & Information Service - Mr Clemence Namponya
  - Director: Computer Services - Mr Emil Altona
  - Director: User Services - Mr Dirk Bester

VICE-RECTOR: STUDENT AFFAIRS -
Prof Teuns Verschoor (acting)

- Dean of Students - Dr Natie Luyt (acting)
- Director: Kovsiesport - Mr James Letuka (acting)
- Director: Kovsie Counselling & Development - Prof Koos Venter
- Accommodation Services
- Kovsie Health

CHIEF DIRECTOR: COMMUNITY SERVICE -
Rev Kiepie Jaftha

- Director: MUCPP - Prof Basie Wessels
- Protection Services
- Logistical Services

CHIEF DIRECTOR: OPERATIONS -
Prof Niel Viljoen

- Director: Financial Administration - Mr Chris Liebenberg
- Director: Budgets - Mr Arie van der Bijl
- Director: Human Resources - Mr Lourens Geyer
- Head: UFS Marketing - Dr Ivan van Rooyen

1.4.2 New senior appointments

Heideman, N.J.L. Prof. – Vice-Dean: Faculty of Natural and Agricultural Sciences

Keulder, P.C. Prof. - Acting Academic Head: Qwaqwa Campus of the UFS

Liebenberg, C. Mr - Director: Financial Administration

Malherbe, W.S. Mr - Registrar: Strategic Planning*

Moja, L.M. Prof. - Dean: Health Sciences

Mbati, P.A. Prof. - Head: Qwaqwa Campus of the UFS

Steyn, I.N. Prof. - Registrar: General

Van der Bijl, A. Mr - Director: Budgets

Van Schalkwyk, H.D. Prof. - Dean: Faculty of Natural and Agricultural Sciences

*His previous position was: Registrar: General and Strategic Planning.

1.4.3 Academic research achievements

ACADEMIC RESEARCH ACHIEVEMENTS

The University of the Free State is a leading research university, and in terms of conventional measuring methods recognized as one of the top group in South Africa. The number of research outputs per academic compares favourably with the best in the country. These sustained achievements are the result of a deliberate commitment to further develop and enhance research at the University.

The University's approved research strategy is currently being implemented, focusing on a number of research objectives i.e.:
- Strategic Focus to Research Development
- Quality Assurance
- Equity
- Financial Sustainability
- Support Systems
- Output Dimension.

Aligning the University's research themes with NRF Focus Areas has positioned the University as a research-led institution within the higher education sector. These focus areas include:
- Ecosystems and Biodiversity
- Sustainable Livelihoods
- Economic Growth
- Globalisation Challenge
- Indigenous Knowledge Systems
- Higher Education Restructuring.

These themes, recognising national needs, are to a large extent inter- and multidisciplinary and reflect the University's capacity and already high-level scholarship in some of these areas.

Significant achievements include:

- An increase in the number of NRF-rated researchers, from 68 in 2002, to 80 in 2003, of whom 8 (10%) fall in the B category. Twelve per cent of these researchers improved their evaluation status during 2003. The Faculty of the Humanities has 20% of the total number of evaluated researchers. This was the first year that researchers in the Humanities were also rated by the NRF.
- The University has increased its research allocation by statutory science councils from R7 880 000 in 2002 to R10 854 600 in 2003. Research grants have also been received from state departments, parastatals, private companies and donors.
- The Ford Foundation has made a grant of more than R2 m for a collaborative research project involving other universities in SADC for research in the areas of HIV/AIDS and reproductive and sexual health rights, guided by Prof. Charles Ngwena.
- An increase in total research outputs i.e. accredited publication units, from 346.1 in 2002 to 377.3 in 2003. Research master's graduates increased from 68 in 2002 to 91 in 2003 and doctoral graduates from 86 in 2002 to 94 in 2003.
- Integration of community and research activities as well as integrated service learning
- Successful graduate exchange programmes with recognised international universities
- Establishment of constructive collaborative agreements with a number of international institutions.

The contributions mentioned have been made despite the high demands of increased student numbers, transformation and institutional restructuring.

1.4.4 Operational sustainability

During 2003 it was decided, after extensive research, to purchase PeopleSoft programs for the management of Student Affairs, Human Resources and Finance. Total cost involved is R25 million and this will enable the University to compete on an international basis as far as system software is concerned.

1.4.5 Prestigious awards to staff and students

Honorary degrees were awarded to:

Dr EWA de Corte {D.Ed. (h.c.)}
Dr HA Serebro {Pd.D (h.c.)}
Prof AG Sykes {D.Sc. (h.c.)}
Judge Leonora van den Heever {LL.D. (h.c.)}

Council medal

Prof HCJ van Rensburg

No **Chancellor's medal** was awarded in 2003.

1.4.6 Changes in the permanent infrastructure e.g. new plant and buildings

In 1999 the Council approved a new physical plan ("The Structural Plan" by the firm Markewicz English) for the UFS Campus. This gave new momentum and focus to the variety of physical needs and possibilities that confronted the UFS management

at that stage. After many years in which only a little and sometimes no money could be appropriated for physical facilities, the successful completion of the financial turning strategy has enabled the UFS since 2002 to engage in detailed planning proceeding from the structural plan and to finance its implementation.

The largest and most spectacular new structure completed in 2003 is certainly the new **students' centre** (Thakaneng Bridge). It was taken into use in **July 2003** and the building, which includes a shopping bridge, connects the academic buildings on the east campus with the library and other facilities on the west campus. In this way the campus has obtained a new physical core. The building was erected in association with a development company and the commercial spaces in the centre are also run as a joint UFS/private sector enterprise.

The campus entrance from Nelson Mandela Avenue has also acquired a different look since January 2003. A new security guard house was erected to meet a long felt need of the security guards doing long shifts of duty at this point.

The further detailed planning done in 2002 in respect of academic buildings and lecture halls gave rise to the launching and completion of several projects in 2003. The projects form part of plans that will be implemented gradually in 2004 and afterwards. The following projects were completed:

- Extensive construction work on the Agriculture and Biology Buildings. This project was especially aimed at housing all the plant sciences in one building and finding a place for the new confocal microscope, and resulted in many departments having to move and being rearranged.
- The installing of facilities in the Education building to provide for the Bloemfontein College of Education (BCE) activities which had to move out of the BCE complex.
- The rearrangement of the BCE offices and lecture hall complex to provide for the newly consolidated sport structure of the UFS (The Department of Human Movement Science, Kovsie Sport and CESS).
- The conversion of the Human Movement Sciences Building to house the Department of Drama and Theatre. The office division has been completed and the old gymnasium will be converted into a new small theatre in 2004 to replace the old Scaena which was demolished to make room for the new students' centre.
- A part of the BCE complex was converted to house History of Art and Fine Arts. The construction work will be completed early in 2004.
- The conversion of House Francken to a modern office block for UFS Marketing.
- The conversion of the building of UFS Marketing for the School of Nursing.
- Conversions on a smaller scale in various buildings to create facilities for departments and personnel, especially those that had been accommodated in the Main Building and the Reitz Dining Hall Complex. The two historical complexes had to be vacated to make it possible for renovation, which will be completed during 2004 in both cases, to start.
- The equipment of a multipurpose lecture hall in the Psychology Building.
- The upgrading of the Stabilis Lecture Hall Complex and the Genmin Lectorium. Together these two complexes provide 2 000 seats and they are used intensively.
- The conversion of the ground-floor parking bays at the CR Swart Building to offices and the installation of a lift.
  In all cases attention was devoted to the backlog regarding maintenance needs, fire protection and making buildings accessible to persons with disabilities during the renovation process.

The additional detailed planning that was done during 2002 with regard to the traffic network led to the following being embarked on and completed:

- The creation of a parking area east of Farmovs Parexel to serve the new students' centre and the west campus.
- The construction of a connecting road to connect the southern bridge across DF Malherbe Avenue with the ring road to the west campus.
- The upgrading and extension of the parking area in Campus Avenue South.
- Changes to roads and entrances to connect the students' centre and other new developments to the traffic network.
- Changes at the Nelson Mandela Avenue entrance to promote pedestrian safety and effective traffic flow.

The additional detailed planning done during 2002 in respect of the pedestrian network gave rise to the following being embarked on and completed:

- The route from Campus Avenue South to the Nelson Mandela Avenue entrance.
- The routes on either side of the Psychology Building to the new students' centre.
- Connection routes to and between the old BCE buildings on the west campus.

Other important projects that were embarked on or completed:

- The upgrading of the CR Swart Auditorium, one of the prestige venues of the UFS used for inaugural lectures and other select events, was completed.
- The erection of an auditorium and other facilities at the Boyden Observatory, as part of a master plan developed in 2003 has started and the facilities will be taken into use officially in May 2004.
- The redesigning of the first floor of the George du Toit Building to provide for better rendering of administrative services to students. The project was to be completed early in 2004 in order to be ready in time for the registration scramble.
- The renovation of the two beautiful historical complexes of the UFS, the Main Building and the Reitz Dining Hall Complex started in 2003. The renovation of the "alumni house" part of the latter has been completed and the rest of the complex will be ready in 2004. The conversion of the Main Building to accommodate the Rector and the executive management will be completed in 2005.

In all projects the requirements of persons with physical disabilities were addressed specifically. Four buildings were equipped, among others, with lifts, and each centimetre of the new pedestrian routes was designed with a view to persons in wheelchairs and persons who have vision disabilities.

In view of the fact that the function of many buildings and venues had changed, a need was felt for new names. The Council passed a resolution in this regard in September 2003.

1.4.7 Achievements in meeting social responsibility commitments, including composition of staff and student bodies

A) Achievements in meeting social responsibility commitments

The University of the Free State (UFS) approved a Policy for Community Service in August 2002, thus becoming the first South African University to recognize that Community Service Learning should be an integrated part of the teaching/learning and research activities of the UFS. By doing that the UFS has aligned itself with the

Strategic Imperatives for Higher Education in South Africa and complied with the objectives of the White Paper on Education (3 July 1997) which states:

➢ "To promote and develop **social responsibility** and awareness amongst **students** of the role of higher education in **social and economic development** through **community service programmes**" [1.27(8)]

➢ "To demonstrate **social responsibility** of **institutions** and their **commitment to the common good** by making available expertise and infrastructure for **community service programmes**" [1.28(5)]

Please refer to the **Community Service Policy** for a detailed analysis of the implementation objectives, the specified activities and the outcomes that have been achieved. These documents can be viewed on the web page of the UFS at www.uovs.ac.za and choose "Community Service".

B)   Student Services and extra-curricular activities

With regard to **Student Services** refer to par. 1.4.14

Par. 5.5 will deal with **extra-curricular activities**.

C)   Relationships with the community, both academic and service

The focus in the Community Service Policy is on the integration of Community Service into the teaching, learning and research activities of the UFS. This will enforce the drive towards service learning which will enable the students and staff to be more action-focused in their academic interventions.

The key aspects of the Service Learning approach is quality, cost-effectiveness, sustainability and integration. The aim is to achieve and promote partnerships with the different communities. Three partnerships have been established, namely

- Mangaung University of the Free State Community Partnership Programme (MUCPP),
- Free State Rural Development Partnership Programme (FSRDPP)
- Qwaqwa University of the Free State Community Development Partnership Programme (QUCDPP).

With regard to the linkages of service learning to academic activities, Community Service Portfolio Committees have been established in the six faculties, whilst an over-arching Central Community Service Committee are in place which serves as an important discussion forum for all role-players from the university, community and services sector partnership.

To date 45 projects have been registered on the Community Service database and can be viewed on the following web page: www.uovs.ac.za and click "Community Service".

D)   Employment Equity Situation

▪ **Composition of staff**

The University of the Free State incorporated the Qwaqwa Campus of the University of the North in 2003. This incorporation did not meaningfully contribute to the employment equity situation of the UFS. However, the UFS took giant steps to improve its staff profile especially in senior staff positions. Black and female employees dominated the promotions and appointments into top and senior management levels.

After 100 years of existence, UFS appointed the first female as its Deputy Vice-Chancellor: Academic Planning and later the first female Dean of the Faculty of Health and Allied Sciences, was also appointed. A Black man was appointed to be Deputy Vice-Chancellor: Student Affairs to take up office on 1 January 2004. Faculties promoted 11 women into Associate Professor and Professor positions.

After realising the difficulties involved in recruiting black persons into academia, the University initiated a "Grow our own Timber" programme in order to develop, recruit and appoint blacks into academic positions. A similar programme is being launched in support services where black staff members with potential are recruited, trained and appointed. In 2003, 6 black persons were appointed through this process.

The University has set aside R 2 million in order to improve its employment equity situation. Although there is a general commitment to appoint black staff into vacancies, qualified black persons are reluctant to work in the Free State Province.

▪ **Campus Climate**

The University Council has approved a compulsory Diversity Sensitisation seminar and workshop for all staff members in order that an atmosphere conducive to diversity can thrive. Parallel to this training, is the Social Contract process launched by the Vice-Chancellor which is a campus-wide dialogue about the future of the institution, its values and principles.

The Office for Diversity and Equity is responsible for facilitating the resolution of conflicts caused by diversity throughout the campus. Regular social interactions are organised to facilitate interactions of different cultural groupings.

▪ **Conclusion**

The University of Free State has done reasonably well in realising its employment equity targets given the fact that it underwent two processes of staff rationalisations during the four previous years. Employment Equity is one the four strategic priorities of the University and is driven from the highest level of the institution.

1.4.8 Financial health/viability, including funding sources and material changes

Refer to the Annual Financial Review (Section 8 of the Report).

1.4.9 Sub-committees of the Council

a)   Those committees with a mandate of strategic or financial significance are chaired by individuals with appropriate skills and experience:

(i)   Chairperson of the Audit Committee

Dr Jacobus Martin (Kobus) Laubscher
(B.Com, B.Com. (Hons), MS, Ph.D, AEP)

b)   Significant matters on the agendas of these committees affecting the institution that are unresolved at the year end or have not come before the Council

▪ Alignment of Conditions of Service: Qwaqwa

The formal negotiations with the unions representing Qwaqwa staff members were conducted during 2003 and will continue in 2004. For more details see **Annexure A**.

▪ Vista

The date for incorporation for Vista University was 2 January 2004. Formal negotiations between representatives of UFS Management and representatives of staff on the Vista Campus on alignment of conditions of service will commence early in 2004. For more details see **Annexure A.**

c)   Summaries of attendance

Summary of attendance of the Audit Committee

Key: ✓ = present
          ✗ = absent with apology

Name	27 February	5 June	13 November
Fourie, FCvN (Prof)	✓	✗	✗
Fourie, JH (Mr)	✗	✗	✗
Howard, N (Mr)	✓	✓	✗
Kotze, F de K (Dr)	✓		✓
Laubscher, JM (Dr)	✓	✓	✓
Liebenberg, CR (Mr)	✓	✓	✗
Litlhakanyane, V (Dr)	✗	✗	✗
Naicker, D (Mr)	✓	✓	✓
Nortje, JD (Prof)	✓	✓	✓
Nwaila, CM (Dr)	✓	✓	✗
Rossouw, L (Mr)	✓	✓	✓
Van den Berg, G (Mr)	✓	✓	✓
Viljoen, DA (Prof)	✓	✓	✓

Attendance list: Members of the Financial Resources Committee

Name	12 March	14 May	14 August	24 October
Dr. P. Burger	✘	✘	✘	✓
Prof. J.V. du Plessis	✘	✘	✓	✓
Mnr. R.C. Gouws	✘	✓	✓	✘
Prof. H.C. Swart	✓	✓	✘	✘
Mnr. A. van der Bijl	✓	✓	✓	✓
Prof. H.A. van Wyk	✘	✘	✘	✓
Prof. H. van Zyl	✘	✘	✘	✘
Prof. G.M. Wessels	✘	✘	✓	✘
Prof. M.J. Crous	✘	✘	✓	✓
Prof. D.A. Viljoen	✓	✓	✘	✓
Mnr. P.D. Mabaso	✘	✓	✓	✓

1.4.10 Significant student data and relevant statistics including realisation of transformation targets

UFS STUDENT PROFILE 2003: HEAD COUNT

FIRST TIME ENTRY											
Faculty	**White**		**Coloured**		**Indian**		**Black**		**Male**	**Female**	**Total**
	Male	Female	Male	Female	Male	Female	Male	Female			
Occasional Study	0	2	0	0	0	0	0	0	0	2	2
The Humanities	147	408	21	61	7	10	412	693	587	1172	1759
Law	64	61	7	20	2	4	52	43	125	128	253
Natural and Agricultural Sciences	192	104	17	16	11	3	256	231	476	354	830
Economic and Management Sciences	301	210	56	56	64	44	461	568	882	878	1760
Health Sciences	54	158	1	9	0	3	20	30	75	200	275
Theology	8	4	1	0	0	0	10	2	19	6	25
FIRST TIME ENTRY TOTAL	**766**	**947**	**103**	**162**	**84**	**64**	**1211**	**1567**	**2164**	**2740**	**4904**

UNDERGRADUATE											
Faculty	**White**		**Coloured**		**Indian**		**Black**		**Male**	**Female**	**Total**
	Male	Female	Male	Female	Male	Female	Male	Female			
Occasional Study	1	5	1	0	0	0	1	1	3	6	9
The Humanities	358	1095	32	119	10	17	965	1728	1365	2959	4324
Law	209	222	29	55	9	6	156	129	403	412	815
Natural and Agricultural Sciences	574	318	36	42	27	12	658	594	1295	966	2261
Economic and Management Sciences	923	610	120	121	95	77	977	1150	2115	1958	4073
Health Sciences	241	671	20	29	11	10	126	194	398	904	1302
Theology	34	11	1	1	0	0	26	4	61	16	77
UNDERGRADUATE TOTAL	**2340**	**2932**	**239**	**367**	**152**	**122**	**2909**	**3800**	**5640**	**7221**	**12861**

POSTGRADUATE DIPLOMA OR CERTIFICATE											
Faculty	**White**		**Coloured**		**Indian**		**Black**		**Male**	**Female**	**Total**
	Male	Female	Male	Female	Male	Female	Male	Female			
The Humanities	28	90	25	25	0	0	647	1319	700	1434	2134
Law	523	239	17	10	58	24	68	32	666	305	971
Economic and Management Sciences	0	3	2	0	0	0	9	12	11	15	26
Health Sciences	1	1	0	0	0	0	0	2	1	3	4
Theology	1	0	0	0	1	0	7	0	9	0	9
POSTGRAD DPL OR CERT TOTAL	**553**	**333**	**44**	**35**	**59**	**24**	**731**	**1365**	**1387**	**1757**	**3144**

POSTGRADUATE {Honours, Masters and Doctoral}											
Faculty	**White**		**Coloured**		**Indian**		**Black**		**Male**	**Female**	**Total**
	Male	Female	Male	Female	Male	Female	Male	Female			
Occasional Study	0	0	0	0	0	0	0	1	0	1	1
The Humanities	152	369	44	52	2	7	614	1032	812	1460	2272
Law	51	38	4	4	0	0	53	18	108	60	168
Natural and Agricultural Sciences	394	206	14	9	10	14	338	151	756	380	1136
Economic and Management Sciences	313	152	37	11	42	26	367	185	759	374	1133
Health Sciences	162	252	6	44	12	7	115	530	295	833	1128
Theology	88	5	5	0	5	0	36	2	134	7	141
POSTGRADUATE TOTAL	**1160**	**1022**	**110**	**120**	**71**	**54**	**1523**	**1919**	**2864**	**3115**	**5979**

Faculty	White		Coloured		Indian		Black		Male	Female	Total
UFS TOTAL											
	Male	Female	Male	Female	Male	Female	Male	Female			
Occasional Study	1	5	1	0	0	0	1	2	3	7	10
The Humanities	538	1554	101	196	12	24	2226	4079	2877	5853	8730
Law	783	499	50	69	67	30	277	179	1177	777	1954
Natural and Agricultural Sciences	968	524	50	51	37	26	996	745	2051	1346	3397
Economic and Management Sciences	1236	765	159	132	137	103	1353	1347	2885	2347	5232
Health Sciences	404	924	26	73	23	17	241	726	694	1740	2434
Theology	123	16	6	1	6	0	69	6	204	23	227
UFS TOTAL	**4053**	**4287**	**393**	**522**	**282**	**200**	**5163**	**7084**	**9891**	**12093**	**21984**

1.4.11 Campus development

(Refer to par. 1.4.6, page 14)

1.4.12 Facilities and major capital works

(Refer to par. 1.4.6, page 14)

1.4.13 Events

DEVELOPMENTS, ACADEMIC AND OTHER, THAT INFLUENCE PROGRESS TOWARDS THE ATTAINMENT OF THE MISSION AND OBJECTIVES OF THE INSTITUTION

SPECIAL EVENTS

Special events were the inauguration of the new Chancellor, Dr. Franklin Sonn, and the new Rector and Vice-Chancellor, Prof. Frederick Fourie, as well as the official opening of the newly-incorporated Qwaqwa Campus of the UFS.

The inauguration mentioned above took place on Friday 7 February 2003 and was a historic event for the UFS, being the first time that a Chancellor and Rector were inaugurated at the same function. It was also significant in signaling the UFS's commitment to continued transformation.

The official opening of the Qwaqwa Campus (formerly of UNIN) took place in January 2003 and was another milestone in the restructuring of higher education. Attended by students, parents and community leaders, the official opening marked the first incorporation to take place in the country as part of the restructuring of higher education.

OTHER EVENTS

UFS Marketing is also responsible for a number of activities that contribute towards the mission and objectives of the University of the Free State.

These include:

- student recruitment, with a clear objective towards realization of transformation targets;

- open days on the Bloemfontein and Qwaqwa campuses of the University;

- a number of road shows, e.g. Kimberley, Welkom/Kroonstad, Oudtshoorn/George and in Qwaqwa;

- involvement in a number of career exhibitions.

Recruitment of new first-year students was done primarily by personal visits by a dedicated marketing team who visited close to 500 identified schools. There is a

definite focus on schools in previously disadvantaged communities, demonstrated by the fact that more than 240 different schools from this segment are included. The success rate is reflected in the fact that 42,9 % of the learners from schools in previously disadvantaged schools in the Free State who passed with matric exemption in 2002 registered at the UFS in 2003. The overall student composition also reflects the success in this regard.

The annual Open Days (two days) on the Bloemfontein campus were attended by an estimated 10 000 pupils from various provinces. All faculties and many individual departments of the UFS had displays and exhibits and they provide maximum information to potential students. Up to 60 per cent of the learners visiting the Open Days were black. This event is a highlight on the marketing calendar which serves as a vital forum to provide the maximum possible information to learners.

Similarly to the above, an Open Day was offered on the Qwaqwa Campus of the UFS. The objective was to attract students to this campus specifically in order to, contribute towards the viability and sustainability, on the one hand, provide crucial University training for this very poor community on the other hand.

Road shows and career exhibitions take the UFS into the local communities to reach the many potential students who are not reached by any of the previous actions. The UFS has at least a minimum presence at about 80 career exhibitions all over the country.

The above stand out as the main points of the integrated approach of UFS Marketing to inform potential students about the academic programmes of the UFS, as well as all the bursaries and financial aid schemes available at and via the institution. Transformation and accessibility are two of the cornerstones of the approach.

1.4.14 Student services

STUDENT SUPPORT SERVICES

The UFS Support Services set itself the following goals for 2003

◘   Promotion of an academic campus atmosphere

◘   To provide a peaceful, co-operative and multi-cultural campus atmosphere

◘   To offer our students the opportunity of developing their full potential through training and facilitation.

In order to achieve the above-mentioned goals, an impressive 285 projects were undertaken, of which the majority (245) were community-service orientated. Twelve projects entailed student leadership training and 14 projects were aimed at multicultural development.

A very successful annual "Proudly South African" day was held in which creativity was promoted and where environment-friendliness was encouraged. In the same vein a Kovsie Day was held where multiculturality was promoted.

1.4.15 Distance learning

UFS open learning programmes

The modest UFS undergraduate open learning component currently can be found in the following CESM categories:
- Architecture and environmental design (specifically Quantity Surveying and Property Management);
- Management Sciences (B.Com and BML); and
- Law (LL.B. and two Postgraduate Diplomas in Financial Planning).

Quantity Surveying and Property Management

The UFS is the only South African university that offers a professionally accredited three-year Certificate in Quantity Surveying, Construction Management and Project Management, and a professionally accredited four-year Bachelor's degree in Quantity Surveying by means of open learning. The development of these programmes in open learning mode (resource-based learning combined with some contact sessions) was done at the request of the professional board of Quantity Surveyors.

Initially students without matriculation exemption could gain entry to the profession only by means of the qualification of one private provider. Dissatisfaction with this programme led to the professional body requesting public higher education institutions to develop a programme that would open up access to students. The Certificate in Quantity Surveying, Construction Management and Project Management, developed by the UFS for this purpose, was duly accredited by the professional body. By offering this Certificate via open learning, the UFS is serving the needs of students who are disadvantaged both educationally (lack of matriculation exemption) and geographically (far from contact institutions presenting qualifications in this field).

The B.Sc. (QS) is also a professionally accredited qualification and caters for students who want to acquire a degree. By means of a unique bridging component, this programme also makes provision for access by candidates without matriculation exemption.

The UFS believes that the offering of these two qualifications in open learning mode makes a unique and much-needed contribution to providing access for students from historically disadvantaged communities to a professional field that has traditionally been 'closed' to such students.

Management Sciences

In Management Sciences the UFS presents the following undergraduate programmes in open learning mode: the Bachelor's degree in Management Leadership (BML) and the B.Com. degree.

Both of these are fully presented on-line and in this respect the programmes are unique in South Africa. This is the only case of a full B.Com offered online.

The BML programme (Bachelor in Management Leadership) is unique in South Africa.

- It is a management degree that caters particularly for non-traditional students, particularly (a) working adults who have not had prior university opportunities, and also (b) adults who do not have matriculation exemption and would thus not normally gain access to university studies.
- By employing *recognition of prior learning* and open learning this programme has pioneered enhanced access particularly to historically disadvantaged adult students.
- It plays a major role in empowering adults in the workplace, both in the public and private sectors.
- No other university offers anything similar to this really unique qualification, which was developed in partnership with the School for New Learning at DePaul University in Chicago. This institution is a pioneer in adult learning and community-directed learning programmes in the USA. This link also provides important quality benchmarks for the BML.
- The BML is offered in two modes: full contact learning at various learning sites in metropolitan areas, including Bloemfontein, and online learning via the e-Degree initiative.

The need for programmes such as the B.Com to be offered in open learning mode is attested to by the significant number of applicants for these programmes. Clearly it serves a need and a niche in the market different from that served by traditional distance learning institutions such as UNISA. In any case, in terms of the total student numbers of an institution like UNISA, the UFS online B.Com numbers are insignificant and pose no threat.

Both these online offerings display the characteristics discussed below, and hence are totally responsive to the very legitimate concerns about distance and open learning expressed in the National Plan.

It is important to note that from 2002 internet-supported e-learning material and support have also become an option for students <u>on campus</u> who wish to experience other modes of teaching/learning in addition to 'traditional' contact tuition.

- This was done as a pilot study in which traditional contact sessions will be supplemented with e-learning material and support via the university computer network.
- This shows that the intention of the UFS to explore creative use of new technology both on-campus and off-campus is sincere and not an opportunistic scheme. It is part of a longer-term learning mode development programme.
- It also demonstrates how the online learning experience is starting to have tremendous innovative and efficiency effects on the on-campus contact learning situation, directly benefiting students, also with regard to their 'technological empowerment'.

Financial Planning

In the case of the Diploma and Advanced Diploma in Financial Planning, the UFS was approached by the Financial Planning Institute (FPI) of South Africa, against the background of the UFS having served for 15 years as moderators for ILPA (the forerunner of FPI). At the stage (1997) when the FPI approached the UFS to become involved in offering the two diplomas in resource-based mode, no other university in South Africa had the necessary experience and expertise to provide such programme offerings. No other similar qualifications are provided at this level. The only similar programmes are in-house training programmes at a lower level provided by financial institutions themselves.

The Certificate in Financial Planning is internationally accredited and through this qualification the student gains membership of the Financial Planning Institute. This also serves as a market standard in the corporate and financial world providing students with entry into this highly competitive and challenging labour market.

The UFS is playing an increasingly stronger role with regard to programme planning and curriculating for both these qualifications, and is paying particular attention to quality assuring the programmes. Providing these qualifications in resource-based learning mode opens up opportunities for hundreds of students all over the country who may otherwise not have gained access to this kind of training. We believe our involvement in the programmes is contributing also to the quality of the training that students are receiving.

LL.B.

In 1998 the Faculty of Law at the UFS received the award of Best Law Faculty in the country from the Attorneys' Fidelity Fund. A number of factors contribute to the excellence of this Faculty and its academic programme offerings:

- The Faculty houses a significant number of research units and centres, e.g. the Centre for Business Law, the Research Unit for Economic Crime, the Centre for Human Rights Studies, the Unit for Employment Equity Law, the Centre for Continuing Legal Education, the Centre for Legal Ethics, the Centre for Financial Planning and the Centre for Estate Planning. The research and consultancy work done by these units and centres have an enriching effect on the Faculty's programme offerings and postgraduate student supervision.
- Another important factor is the number of practicing legal practitioners who are affiliated to the Faculty, providing invaluable linkages with current legal practice. This too has an enriching effect on the Faculty and its offerings. The combination of academic research work done by the above-mentioned units and centres and the contributions of legal practitioners works well towards maintaining and enhancing the high quality of the programme offerings of this Faculty. By making these quality programmes available via open learning, the Faculty is contributing to the training of high quality legal practitioners, also among those who are unwilling or unable to study at a residential university or through traditional distance education.

The LL.B. degree is offered fully on-line by the UFS. This not only enables students who are unable to study full-time at a residential university to qualify as legal practitioners, but also provides students with more interactive opportunities than traditional distance education. Communication between lecturers and e-Degree

students is maintained by means of an on-line chat room making provision for group discussions and individual enquiries. In addition, a qualified legal practitioner has been appointed by e-Degree to assist students on a full-time basis with any enquiries or problems.

It should be kept in mind that all legal practitioners will in future be required to have an LL.B. qualification. For those practitioners who currently have a B.Proc. or B.Iur. degree only, an advanced LL.B. offered on-line by the UFS provides a unique opportunity to upgrade their qualifications, irrespective of their geographical location. The same is true for articled clerks who, because of a lack of available positions in large towns or cities, have to do their internships out of range of a university.

These on-line offerings all display the characteristics discussed in the section below, and hence are totally responsive to the very legitimate concerns about distance and open learning expressed in the National Plan.

Characteristics of the open and e-learning offerings of the UFS

The UFS approach to open learning and its open learning expertise and strengths, notably efficiency and quality, are evident from the fact that:
- Where the National Plan expresses concern about the quality of distance learning programmes of institutions, in this case the design and delivery is explicitly focused on high quality of learning and efficiency of delivery.
- From the beginning it was spelled out, as a first design principle, that the University cannot and will not compromise its quality name and good standing for the sake of a few hundred or couple of thousand extra students.
- Academic staff were specifically trained by experts also versed in overseas experience, in the design and writing of open learning and online learning course material, and in the use of dedicated interactive internet-assisted learning methods and sessions (e.g. online seminars). Likewise administrative staff were equipped to provide online students with the necessary administrative support.
- The University academic staff are directly and actively involved in the design of curricula and learning materials, in the quality assurance of online material, in online contact and face-to-face contact sessions, in online seminars, in assessment of student papers and essays, in examinations (setting and marking of papers), and in moderating marks and success rates.
- Students also have direct telephone and email/internet access to lecturers, and in fact appear to have more frequent feedback and contact than is possible in on-campus learning situations, where numbers constrain individual contact possibilities. In any case, in most cases the online contact is complemented by a number of face-to-face contact sessions.
- Pass rates in some online learning programmes, e.g. Accounting, exceed those of equivalent contact programmes.

The National Plan also raises the legitimate issue of overlap. Undergraduate distance education programmes may by definition overlap with that of dedicated distance education institutions – but so does any contact programme, given the fundamental choice of a student anywhere in the country (and in the central region) between the UFS and say, UNISA. Contact institutions also overlap with each other,

since they offer similar qualifications to students from all over the country. (Indeed, that is the whole idea of a degree of standardisation, as implied by the SAQA system of standardised qualifications. "Overlap" of core outcomes in learning programmes is built into the system.)

On the other hand, while there may be an appearance of nominal overlap or even duplication, it still leaves significant room for a unique and quality 'product'. Indeed, in this context the UFS programmes have a distinctiveness that lies in the combination of innovative programme design (niche programmes), sensitivity/responsiveness to student, employer, regional and national needs, and innovative, modern delivery methods, including various open learning and mixed mode models to suit the spectrum of students from poor, rural students to sophisticated, urban students, from traditional matriculants to working adults.

The National Plan states that the National Working group must inter alia advise on the broader role of distance education in higher education "in the light of current and future international trends and the changes in information and communication technology". These trends constitute an imperative that no institution can ignore or escape. It will not be in the interest of human resource development in South Africa to deny these technologies to students of so-called contact learning institutions.

The challenge is to find a bona fide, balanced and responsible way to implement the new technology and the new dynamics of open learning. **This balance is unlikely to be found in a blanket ban on technology-supported open learning for students, but rather in an innovative combination of technology with variable degrees and formats of on-campus or off-campus contact with lecturers and professors, with emphasis on quality and cost-effectiveness.**

- These technologies and new learning modes are creeping into the traditional on-campus learning situation, creating a rich multi-media learning environment where face-to-face contact with a lecturer (often in very large lecturing halls) is only one of many forms of interaction, and not necessarily the best one at all times in a learning period (a semester or a 1- or 3-year study period of a qualification).
- In fact, at the UFS the online learning experience is starting to have tremendous innovative and efficiency effects on the on-campus contact learning situation. Whereas staff were slow to take up computer-assisted and resource-based learning methods and to introduce flexible and open learning formats, the internet and online learning environment has quickly opened their minds to the potential and creativity of such learning methods and formats.
- Furthermore, on-campus students are increasingly requesting access to the online learning material, either because it may be better and more interesting than their current material or because it provides an additional dimension of learning, another angle, yet another learning experience to complement their contact learning sessions.
- To quote the NPHE, it is possible to embrace the new technologies, new partnerships and new approaches, but not at the expense of the social values and moral purpose that is the defining characteristic of human endeavour – and, let it be added, the *intrinsic nature of the university as institution*.

What the UFS is doing, is to pursue and 'unpack' such an approach.

Full <u>library access</u> is available to all online and open learning students, also electronically, and they share in all the student support facilities and services that are available to regular UFS students. The fact that the online offerings are fully <u>interactive</u> enhances the attractiveness and effectiveness of these programmes.

Another aspect concerns students that reside far from the main campus. Some novel programmes such as the BML degree for working adults are offered in contact mode in select locations outside the Free State. The mode of learning and contact is exactly the same as for Bloemfontein students, i.e. this is no 'distance' education programme, but a standard contact programme – although it is offered at learning sites outside Bloemfontein. This is a unique degree serving a particular niche and need, i.e. of working adults, which clearly reflects a national human resource priority.

The quality and pertinence of higher education offerings will have to rise to cope with the challenges of globalisation. The UFS believes that international co-operation made possible by the above-mentioned open learning examples has a particular contribution to make as it helps to ensure standards of excellence, international contacts and enables the exchange of useful experiences.

The BML and two Postgraduate Diplomas in Financial Planning are also offered on an "online contact" mode for those working adults whose working conditions and access to technology make this more effective. All the design and delivery consideration listed above apply here. In addition, since these are unique and niche programmes, there is no question of overlap or duplication with any other institution.

Of course, traditional research master's and doctoral programmes usually also are in a 'distance' mode, given that the typical student is busy with more or less independent research, often far removed from the campus, but subject to regular supervision and feedback from the supervisors. In this case online contact also serves to *improve* the quality of the supervision and support given by the supervisors as well as, for example, the library.

It is essential to realise that what the UFS is doing in open learning, is a *bona fide* and dedicated effort to use open learning methods and technologies for the benefit of students and in responsiveness to national and regional human resource and other needs, without in any way compromising the integrity and responsibilities of the UFS as a responsible higher education institution.

1.4.16 Working with industry

The University is working closely with industry in various areas. It is impossible to reflect all activities in this report. The following are representative examples:

- **Agriculture:** Breeding of soft wheat cultivars for biscuit-making (GWK), frost damaging in wheat (ARS), disease control in the bird industry (Country Bird, Bedson Africa, Aviproducts, ICA International Chemicals, Countrybird, Kemklean), diet problems in wild animals (Marakele Park and Molatek), problems with dairy cows (VIRBAC), grading of lucern hay (Senwesko), evaluation of frost on wheat (Agri Risk Specialists).

- **Physical and Mathematical Sciences:** Surface investigations on steel (ISCOR), oxidation of pure titanium (SOMCHEM), risk analyses (Eskom), development of an anti-cancer drug (Astra Zeneca).

- **Groundwater studies:** Projects on coal geohydrology and pollution monitoring for Anglo Coal, Ingwe, Sasol, Iscor, Xstrata, Coaltech, Eskom and Necsa.

- **Biological Sciences:** Insect control on new crops, (INCrop and NOK), holistic health management on pistachio nuts and walnuts (INCrop and Green Valley Nuts), chromosome numbers in Lachenelia (ARC), a wide variety of biotechnology projects for Billiton, Sappi, Volkswagen Stiftung, Malaysian Palm Oil Industry, ICA Laboratories, Des-O-Germ, ICA, Bedson Africa. Stability of oils (Palm Oil Industry).

- **Earth Sciences:** Geological Dating (McKnight Geotechnical Consultation) and a wide variety of geological projects for the mining industry.

- **Building Sciences:** Training programmes and short courses for Chartered Institute of Builders, Telkom and VEESA.

- **Food Sciences:** Improvement of cheeses (Clover, Parmalat), survival of probiotics in yoghurts (Woolworths), milk standards (The Dairy Standard Agency).

1.4.17 Significant changes that have taken place

Refer to par. 1.3.

....
Mr Justice S P B Hancke
Chairperson of Council

2. THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE

2.1 An account of the Council's governance by means of a separate corporate governance statement in which detail of governance structures, responsibilities and procedures is provided

THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE: 2003

AUDIT COMMITTEE

The Audit Committee whose chairperson and members are members of Council, was established ten years ago. Both the internal and external auditors have unrestricted access to the Audit Committee, which ensures that their independence is in no way impaired. Meetings are held at least twice a year and are attended by the internal and external auditors and appropriate members of the executive management. The Audit Committee operates in accordance with written terms of reference, confirmed by the Council, which provide assistance to the Council with regard to:

ensuring compliance with applicable legislation, the code of business conduct of the University, and the requirements of regulatory authorities;
matters relating to financial and internal control, accounting policies, reporting and disclosure;
internal and external policies;
activities, scope, adequacy and effectiveness of the internal audit function and audit plans;
assessment of all areas of financial risk and the management thereof;
review and approval of external audit plans, findings, problems, reports and fees;
compliance with the Code of Corporate Practices and Conduct; and
compliance with the HEI's Code of Ethics.

Dr. J.M. Laubscher
Chairperson: Audit Committee

2.2 Council

2.2.1 Council Committees

a) Audit Committee

REGULATIONS OF THE AUDIT COMMITTEE (as revised in 2003)

NAME

The committee is known as the AUDIT COMMITTEE OF THE UNIVERSITY OF THE FREE STATE.

STATUS

- The Audit Committee functions as a separate subcommittee of the University Council.

- The Audit Committee is formally instituted by the Council which ratifies the Regulations.

OVERALL PURPOSE/ OBJECTIVES

The Committee has the following goals among others:

- To assist the Council in fulfilling its supervisory responsibilities.

- To facilitate effective working relationships between the Council of the University, the Executive Committee of the Executive Management (Exco), the Management, the external auditors and the internal auditors.

- To review the financial and non-financial reporting process.

- To review the system of internal control and management of all financial risks, information systems, accounting practices, the university's process for monitoring compliance with laws and regulations, its own code of business conduct and audit processes of the University.

- To perform his or her role effectively, each committee member will obtain an understanding of the detailed responsibilities of committee members as well as the institution's business, operations and risks.

COMPOSITION

- The Audit Committee consists of six members who are not full-time personnel or students.

- The majority of these members need to be financially literate.

- The Audit Committee is appointed by the Council.

- The Chairperson of the Audit Committee will be nominated by the Council.

- The Council reserves the right to remove any members from the Committee and to fill any vacancies created by such removal.

- Meetings of the Audit Committee may, as arranged by the Chairperson, be attended by representatives of the external auditors, the Executive Committee and its officers and the Internal Auditor.

- If the Chairperson of the audit committee is absent from a meeting, the members present will appoint a chairperson from among themselves.

- The Meeting Administration Division of the University will manage the secretarial duties of the Audit Committee meetings.

- The Audit Committee meets on a regular basis with a minimum of two meetings a year. The Committee determines the dates of meetings taking into consideration the dates on which interim and final reports of the external auditors become available.

- Special meetings may be called as follows, after consultation with the Chairperson:

* any member of the Council;

* members of the Committee;

* the external auditors; and

* the Internal Auditor.

- Minutes will be kept of meetings and reports submitted to Council via the Executive Committee of the Council as soon as possible thereafter.

- Members present at a meeting form a quorum with a minimum of three members of the Council, provided that the majority of the members present must be persons who do not occupy an executive position at the University.

- Matters are decided by a majority of votes and, should a tie of votes occur, the Chairperson does not have a casting vote.

AUTHORITY

The Audit Committee, under direction of the Chairperson, as authorised by the Council, has the power :

- to conduct interviews with other Council members, the Executive Committee, executive officers, advisers or staff members of the University;

- to liaise directly with the external and/or internal auditors;

- to investigate matters that it considers necessary and to obtain advice from external experts;

- to co-opt suitable persons to serve on the Audit Committee where specific expertise is required; and

- to seek any information from external parties.

The Audit Committee

- may lay claim to the required resources that it may find necessary to perform its duties properly and that are reasonably affordable; and

- have access to records and information of the University.

Vacancies

- If a vacancy occurs on the Audit Committee, the Chairperson of the Audit Committee must inform the Council without delay.

- The Council must fill the vacancy on receipt of such notification or within a reasonable period of time thereafter.

ROLES AND RESPONSIBILITIES

The basic roles and responsibilities of the Audit Committee include the following:

External audit matters

- Assessment of the proposed audit scope and approach of the external audit and assurance that all critical risk areas are addressed in an effective way.

- Verifying and evaluating the effectiveness of the external auditors' performance.

- Ensuring that the external audit is not limited or handicapped to any extent.

- Supervising Management's evaluation of the external auditors' independence.

- Considering the acceptability of the essential levels that have to be applied in decision-making on the scope of audit procedures and the level of errors that have to be reported.

- Recording the dates on which reports must be handed in and on which annual financial statements and other applicable requirements have to be finalised.

- Identifying steps that must be taken to avoid problems encountered in the previous year in order to avoid unnecessary auditing work.

- Considering the following aspects:

    (i) The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.

    (ii) Significant differences of opinion between the external auditors and the Management.

    (iii) Any material unsolved accounting and audit problem that was identified during the external audit.

    (iv) Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced as against that contained in the original audit plan.

- Recommendations to the Council on the appointment and/or re-appointment of the external auditors and consideration of the budgeted audit fees and remuneration paid to the external auditors.

- After completion of the audit, a review of the audit results and the quality and contents of the financial information presented before the annual financial statements are issued, and submission of a report in this regard.

- Ensure that management responds to recommendations by the external auditors.

Financial reporting

- General

    (i) Identification of important risks to which the University is exposed and confirmation that the internal control systems involved are adequate and function effectively.

(ii)   Considering, with the internal and external auditors, of any fraud, illegal acts, deficiencies in internal control or other similar issues.

(iii)   Review of significant accounting and reporting issues, including recent professional and regulatory pronouncements, and understand their impact on the financial statements.

(iv)   Ask management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.

(v)   Review any legal matters which could significantly impact on the financial statements.

Annual financial statements

(i)   Review the annual financial statements and determine whether they are complete and consistent with the information known to committee members; assess whether the financial statements reflect appropriate accounting principles.

(ii)   Pay attention to complex and/or unusual transactions such as restructuring charges and derivative disclosures.

(iii)   Focus on judgmental areas, for example those involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.

(iv)   Meet with management and the external auditors to review the financial statements and the results of the audit.

(v)   Review the other sections of the annual report before its release and consider whether the information is understandable and consistent with members' knowledge about the institution and its operations.

Internal audit matters

(i)   Review the activities and organisational structure of the internal audit function and ensure no unjustified restrictions or limitations are imposed.
(ii)   Evaluate the suitability, qualifications and abilities of the internal auditing staff and concur in the appointment, replacement, reassignment or dismissal of the Internal Auditor
(iii)   Provide a forum for direct reporting of the findings of the Internal Auditor.
(iv)   Evaluate the efficiency and effectiveness of the Internal Audit function.

(v)   Meet separately with the Internal Auditor or discuss any matters that the committee or auditors believe should be discussed privately.
(vi)   Ensure that significant findings and recommendations made by the internal auditors are received and discussed on a timely basis.
(vii) Ensure that management responds to recommendations by the internal auditors.

Performance audit

(i)   Evaluate whether management is setting the appropriate "control culture" by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.

(ii)   Consider how management is held to account for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.

(iii)   Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.

(iv)   Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.

(v)   Obtain regular updates from management and the institution's legal counsel regarding compliance matters.

(vi)   Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.

(vii)   Review the findings of any examinations by regulatory agencies.

(viii)   Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.

(ix)   Evaluate whether management is setting the appropriate "tone at the top" by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.

(x)   Review the process for monitoring compliance with the code of conduct.

(xi)   Regularly update the Council about committee activities and make appropriate recommendations.

(xii)   Ensure that the Council is aware of matters which may significantly impact on the financial condition or affairs of the institution.

(xiii)   Perform other supervisory oversight functions as requested by the full Council.

(xiv)   If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist.

(xv)   Review and update the charter; receive approval of changes from the Council.

(xvi)   Evaluate the committee's own performance on a regular basis.

b)   Finance Committee

Management performs the functions of a Finance Committee and submits the budget for approval to Council.

c)   Remuneration Committee

Remuneration Model (See Annexure B)

The purpose of this model is to pass the maximum benefit to employees at the UFS without affecting the financial sustainability of the institution. It is a multiple-year, income-related, remuneration-improvement model. It is a dual model

- that is linked to income and performance; and

- that uses inflation as point of departure.

The following policies are approved by the Council:

- **Leave Policy**

There have been a number of developments that necessitated a review of the policy. Not only has entirely new labour legislation been passed, but internally a number of issues have arisen that have to be addressed as a matter of urgency.

Some of the most important leave-related issues are the following:

- The teaching model has been modified to the extent that it has become necessary to regulate academic staff's leave.

- Forfeiting accumulated leave is addressed in the most recent labour legislation.

- The financial liability with respect to accumulated leave has escalated out of porportion.

- The operational requirements of a modern university makes it practically impossible for management staff to take long leave.

Employment Policy and Procedures (See Annexure C)

This document stipulates the guidelines and procedures for the employment of personnel (external and internal appointments in vacant positions) by the UFS. This policy of the UFS is intended, at all times, to pursue the following broad objectives:

- To recruit, select (interview) and appoint top-quality personnel to fill vacant positions. **The policy and the principles apply to all employees and post levels, even though adjustments are made with regard to the procedures for the appointment of personnel at the level of the executive management so that the process of appointments may become even more inclusive at this level.**

- To promote employment equity with respect to all population groups, both genders and persons with disabilities at all post levels, with

specific reference to the objectives outlined in the Employment Equity Plan.

2.3   Statement on conflict management

Refer to 2.4 below.

2.4   Statement on worker and student participation

<u>Worker participation</u>

The UFS has entered into formal recognition agreements with UVPERSU (the majority union) and NEHAWU. Monthly meetings are held between the industrial relations division and with the unions individually. Executive Management also meets both unions separately on a quarterly basis.

Worker anticipation is encouraged throughout the infrastructure and systems, committees, etc. by representation in various formal structures, i.e. Gender Committee, Institutional Forum and Employment Equity.

<u>Student participation</u>

Two students from the Students' Representative Council are full members of the University Council, and of Senate. Students and trade unions are also represented on the Executive Management, the Institutional Forum and on the Monitoring Committee (an *ad hoc* committee that deals with requests for late registration from individual students which is empowered to extend registration dates for individual students).

2.5   Statement on code of ethics/code of conduct (See Annexure D)

This code has been formulated to promote the highest ethical and moral standards and to foster an understanding of the conduct excpected from staff. The role of the University is to create, preserve, transmit and apply knowledge and understanding through teaching, research, creative works and other forms of scholarship. In carrying out this role the University reaffirms its commitment to the values. Staff members should be aware that breaches of aspect of this Code may fall within the scope of improper conduct and could therefore result in disciplinary action being taken.

3. SENATE REPORT TO THE COUNCIL

3.1 Changes in academic structures

No changes.

3.2 Composition of Senate

- Rector and Vice-Chancellor
- Vice-Rectors
- Registrars
- Two members of the Council elected by the Council.
- The Deans of the faculties
- The full professors of the University
- Academic employees (two representatives of the Lectorate and one (1) representative of the Associate Professors)
- Administrative employees (in advisory capacity)
- Two members of the Students' Representative Council elected by the SRC.

3.3 Significant developments and achievements in

a) Instruction

- Limitation on access to certain courses

The term "limitation" can be interpreted in various ways. The interpretation is to a great extent determined by the viewpoint of the prospective student requiring access or the institution providing the access. Prospective students can experience limitations as unnecessary obstacles, whilst institutions consider limitations as a way of checking if students will be able to comply with the requirements to obtain the degree at the end of their studies, with the main purpose of quality access with success, taking efficiency, effectiveness and ethics into account.

Currently the UFS administers a number of regulations, instituted by national legislation as well as institutional specific regulations. The latter can be professional and/or discipline specific requirements and are administered at modular level.

The necessity for prerequisites is based on the underpinning knowledge that is required to successfully attain the outcomes of the qualification that the student enrols for.

The UFS is currently (2003-2004) in a process of institution-wide programme evaluation that will include the evaluation of prerequisites and the relevance and continued applicability thereof for qualifications and/or modules in, among others, evaluating the coherence of the content of a qualification.

- Levels of academic progress in levels of study

UFS SUCCESS RATES 2003

FIRST TIME ENTRY {Including QwaQwa}					
	White	**Coloured**	**Indian**	**Black**	**Total**
Occasional Study	66.88%	60.49%	62.58%	49.12%	51.43%
Undergraduate Diploma or Certificate	58.58%	71.83%		69.52%	68.63%
General Academic 1st Bachelor's Degree	78.35%	68.37%	62.10%	60.82%	69.93%
Professional 1st Bachelor's Degree	80.96%	63.96%	68.76%	74.92%	78.47%
FIRST TIME ENTRY TOTAL	**78.91%**	**65.40%**	**62.97%**	**60.90%**	**69.33%**

Total Contact and Distance UNDERGRADUATE {Including QwaQwa}					
	White	**Coloured**	**Indian**	**Black**	**Total**
Occasional Study	59.05%			61.68%	59.65%
Undergraduate Diploma or Certificate	89.18%	93.78%	100.00%	81.08%	82.12%
General Academic 1st Bachelor's Degree	77.30%	63.70%	66.87%	60.15%	67.59%
Professional 1st Bachelor's Degree	87.49%	67.04%	84.61%	70.10%	81.89%
UNDERGRADUATE TOTAL	**81.94%**	**65.34%**	**71.18%**	**65.02%**	**73.12%**

DISTANCE - UNDERGRADUATE					
	White	**Coloured**	**Indian**	**Black**	**Total**
Occasional Study	60.65%			69.80%	67.02%
Undergraduate Diploma or Certificate					
General Academic 1st Bachelor's Degree	76.16%	72.86%	85.96%	62.61%	70.09%
Professional 1st Bachelor's Degree	75.80%	64.10%	63.39%	66.49%	71.93%
DISTANCE - UNDERGRAD TOTAL	**75.66%**	**70.83%**	**83.39%**	**63.74%**	**70.32%**

CONTACT - UNDERGRADUATE {Including QwaQwa}					
	White	**Coloured**	**Indian**	**Black**	**Total**
Occasional Study	64.26%	59.88%	60.68%	57.79%	58.88%
Undergraduate Diploma or Certificate	82.82%	88.52%	100.00%	76.77%	77.61%
General Academic 1st Bachelor's Degree	77.70%	64.79%	63.07%	58.73%	68.85%
Professional 1st Bachelor's Degree	85.74%	66.27%	81.37%	71.71%	81.06%
CONTACT - UNDERGRAD TOTAL	**81.11%**	**65.16%**	**66.81%**	**64.33%**	**73.13%**

UFS GRADUATES AND GRADUATION RATE: 2003*

Output of Graduates					
	White	**Coloured**	**Indian**	**Black**	**Total**
Undergraduate Diploma or Certificate	50	12	1	532	595
General Academic 1st Bachelor's Degree	517	32	13	392	954
Professional 1st Bachelor's Degree	309	12	5	67	393
UNDERGRADUATE	**876**	**56**	**19**	**991**	**1942**
Postgraduate Diploma or Certificate	396	33	15	763	1207
Postgraduate Bachelor's Degree	47	7		137	191
Honours Degree	275	23	8	547	853
Masters Degree	315	32	14	218	579
Doctoral Degree	54	1	1	28	84
POSTGRADUATE	**1087**	**96**	**38**	**1693**	**2914**
Graduates TOTAL	**1963**	**152**	**57**	**2684**	**4856**

CONTACT Graduation Rate					
	White	**Coloured**	**Indian**	**Black**	**Total**
Undergraduate Diploma or Certificate	54.35%	63.16%	100.00%	36.84%	38.24%
General Academic 1st Bachelor's Degree	18.17%	10.74%	6.52%	12.75%	14.81%
Professional 1st Bachelor's Degree	13.66%	8.22%	12.82%	7.05%	11.58%
UNDERGRADUATE	**16.87%**	**12.10%**	**8.04%**	**18.29%**	**17.18%**
Postgraduate Diploma or Certificate	61.79%	51.92%		37.18%	38.92%
Postgraduate Bachelor's Degree	27.27%	17.50%		23.62%	23.97%
Honours Degree	59.65%	37.70%	47.06%	40.73%	45.32%
Masters Degree	26.36%	27.36%	14.29%	17.43%	21.62%
Doctoral Degree	15.65%	7.14%	10.00%	17.50%	15.88%
POSTGRADUATE	**33.86%**	**31.87%**	**18.42%**	**31.47%**	**31.95%**
CONTACT Total	**22.04%**	**19.43%**	**11.54%**	**24.82%**	**23.32%**

DISTANCE Graduation Rate					
	White	**Coloured**	**Indian**	**Black**	**Total**
Undergraduate Diploma or Certificate					
General Academic 1st Bachelor's Degree	19.28%		3.03%	2.21%	7.62%
Professional 1st Bachelor's Degree	26.92%			11.76%	18.95%
UNDERGRADUATE	**21.10%**		**2.78%**	**3.27%**	**9.39%**
Postgraduate Diploma or Certificate	41.94%	22.22%	18.29%	23.53%	37.24%
Postgraduate Bachelor's Degree	18.52%				9.43%
Honours Degree					
Masters Degree	26.83%	60.00%	16.67%	8.25%	19.41%
Doctoral Degree					
POSTGRADUATE	**39.21%**	**25.00%**	**18.09%**	**15.13%**	**32.79%**
DISTANCE Total	**35.72%**	**10.84%**	**13.85%**	**8.46%**	**25.26%**

* The relatively low graduation rate is a misleading indication of graduating students at the UFS due to the calculation of graduates as a % of all enrolled students. The UFS enrolments grew by 32% from 2002 to 2003 and the above being a ratio is a result of higher student numbers. The output of graduates as indicated above gives a better indication of the productivity of the UFS in this regard.

▪ Awards and achievements

Faculty of Law

a)   New senior appointments

       None

b)   Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
UFS Bursaries	7
Absa Prize	1
Bar Prize	1
Butterworths Prize	2
Gildenhuys vd Merwe Prize	1
Jeanne Groenewald Prize	2
Hofmeyr Herbstein Gihwala Prize	1
Honey and Partners Prize	1
FPI Prize	2
John and Kernick Prize in memory of WE John	2
Joos Hefer Prize	1
Juta Prize	1
McIntyre and V/D Post Prize	1
Naude Prize	1
Naude Prize	1
Symington & De Kok Prize	1
Kovsie-Alumni Trust Prize	1
Law Society Prize	2
Rentmeester Insurers Prize	1
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	2
Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	3
Moritz Bobbert Medal	3

Faculty of the Humanities

a)   New senior appointments

       None

b) Prestigious awards to staff and students

Prof. Heidi Hudson (associate professor in Political Science) was one of 16 scientists who took part in the Fullbright American Institutes Programme on US Foreign Policy in Columbia, USA.

Camilla Wiltshire (a fourth-year student in Fine Arts) was one of two prizewinners and winners in the SASOL Wax Art Competition. There were two categories, she won the category "Wax as the medium" and received prize money of R45 000.

Faculty of Theology

a) New senior appointments

Prof. D.F. Tolmie, Department of New Testament   -   Full Professor
(Promotion from 1 May 2003)

Prof. J. Janse van Rensburg, Department of Practical
Theology   -   Full Professor
(Promotion from 1 May 2003)

Dr. J. van den Berg, Department of Practical Theology. He accepted the post of senior lecturer from 1 July 2003

b) Prestigious awards to staff and students

Staff

Britz R.M. Prof.: For the project *Injustice, inequality and the poor – the case of the reformed articles of faith as expressed in the Confessio Gallicana (1559) and the Heidelberg Catechism (1563).* Prof. Britz received special funds from the University and the NRF.

Students

Alumni Trust award for the best M.Div.II student: G.J. Snyman
CLF award for the best leadership : M.Div.II G.J. Snyman
AJK award for the dissertation in youth ministry: M.Div. II J.A. Beukes
ABSA award for the best M.Div.II -dissertation D.J. Adlam
CC Oosthuizen award – Best M.Div. I student P.A. le Roux

Faculty of Economic and Management Sciences

a) New senior appointments

None

b)   Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Carl & Emily Fuchs Prize	1
Bloemwater Prize	1
HP Langenhoven Prize	3
Finansies & Tegniek Prize	1
Kloppers Prize	2
Lifegro Prize	1
Coronation Prize	1
KPMG Prize	1
PricewaterhouseCoopers Prize	4
Lidemann Prize	1
Oelofse Prize	1
Kovsie-Alumni Trust	2
Marais & Crowther Prize	1
Toyota awards	1
Moores Rowland Prize	3
Ernst & Young Prize	2
Campher Management & Entrepreneurial Award	2
Peoples Bank Prize	3
PPS Prize	1
Sasko Prize	1

Faculty of Natural and Agricultural Sciences

a)   New senior appointments

    None

b)   Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Prizes of the Free State Institute of Architects	5
Bannie Britz Building Science book prize	1
South African Council for the Architectural Profession (SACAP) medal	1
South African Institute of Architects Prize	1
Prizes of the Association of South African Quantity Surveyors	3
Branch Prize	1
Bell John Prize	1
W H Malan Prize	1

David Haddon Prize	1
The Royal Institution of Chartered Surveyors Prize	1
Grinaker-LTA Building Prize	1
Chartered Institute of Builders SA (CIOB) Student Prize	1
Billiton Prize	1
Merck Prize and Achievement Medal	1
SASOL Prize and Achievement Medal	1
IMP (Nikon) Prize to Entomology Students	1
Siemens Prize	2
Geography Award	2
J S le Roux floating trophy	1
Anglo Gold Prize	1
South African Society of Crop Production Medal	1
Soil Science Society of South Africa Medal	1
Omnia Fertiliser Merit Award	1
Absa Bank Prize	1
LEVSA Prize	1
Standard Bank Cash Prize	1
Senwes Limited	1
IMP (Nikon) Prize	1
Roche Diagnostics Book Prize	1
Merck Prize and Achievement Medal	1
SA Bioproducts Prize	2
J P van der Walt Prize	1
Andries Brink-Sasol Prize	1
SAAFoST (South African Association for Food Science and Technology)	1
SA Association for Dairy Technology Academical Prize	1
VVLU Prize	1
Rama Prize and floating trophy	1
Beth Erlank Prize	1
Van Schaik Prize	1
Prof E M van Zinderen Bakker Prize	1
Merck Prize and Medal	1
Plaaskem Prize	1
Crompton Uniroyal Chemical Incentive Prize	1
McGraw-Hill Prize	7
Centre for Agricultural Management donors' bursary	3
Free State Agriculture Merit Bursary	1
Centre for Sustainable Agriculture Merit Award	2
Wallace van Zyl Book Prize	1
The Charles Venter floating trophy	1
The Wim Botha Prize	1
SAPI Prize	1

Pfizer Cash Prize	1
SASAS Merit Prize	1
SA Stud Book Prize	1
Voermol Foods Prize	1
Farm Vision Merit Award	1
Kynoch Merit Award	2
Grassland Society of Southern Africa Medal	1
First National Bank Merit Award	1
De Beers Merit Award	1
Van Schaik Prize	1
C B van Wyk Prize	2
Quintiles Clin Data Trophy and Certificate	1
Reitsma Prize	1
Statistics Achievement Prize and Floating Trophy	1
Hardus van Rensburg PPS Prize	2
Le Roux Germishuizen PPS Prize	2
Henning Wilken PPS Prize	1
Frist National Bank Merit Bursary	1
Kovsie Alumni Trust Awards	2
The Chris Small Prize	1
Dean's Award	1

Faculty of Health Sciences

a)   New senior appointments

        None

b)   Prestigious awards to staff and students

AWARDS, BURSARIES AND PRIZES	NUMBER OF STUDENTS
Kovsie Alumni Award	1
Van Schaik Prize	1
PPS Prize	1
Dr W Grundell Floating Trophy	1
Hitech Therapy Prize	3
Physiotherapy Medal	1
Kagiso Khulani Supervision Food Services Prize	2
Nestlé Prize	1
Abbott Laboratories Floating Trophy	1
Abbott Laboratories Prize	1
Egbert Olivier Prinsloo Prize	1
Community Health Prize	2
Welch Allyn Prize	1

Dirk van Velden Medal	1
Pharmacology Prize	1
J A Olivier Prize	1
McGraw Hill Prize	1
Medsien Medical Bookshop Prize	1
Undergraduate Research Prize	4
Welch Allyn Prize	3
Ophthalmology Prize	1
Tyco Medal and Book Prize	1
Van Schaik Prize	1
Pharmacology Prize	1
Helmut Schimpff Prize	1
Ophthalmology Prize	1
Medical Society of South Africa: OFS Prize	1
Cornelis Wessels Medal	1
Sanofi-Synthelabo Prize	1
Smith & Nephew Prize	1
Horace Wells Medal	1
Janssen-Cilag Prize	1
Japie Hough Medal	1
Nestlé Prize	1
Paul Fischer Medal	1
SA Academy of Family Practitioners	1
Theo Arndt Medal	1
Imperial Bank	1
Obstetrics and Gynaecology Medal	1
PPS Insurance Company Prize	1
Psychiatry Medal	1
Medical Physics Floating Trophy	1
PPS Insurance Company Prize	1
Huisartskunde Medal	1
Henrietta Stockdale Floating Trophy	1
Old Mutual Floating Shield	1
Nita Posthimus Wisseltrofee	1
Abbott Laboratories Floating Shield	1
Annelene Schoeman Floating Trophy	1
Medsien Medical Bookshop Prize	1
Pro Mente Sana Floating Trophy	1
PPS Prize	1
General Clinical Practice Floating Shield	1
Medi Nurse Trophy	1
Annelene Schoeman Floating Trophy	1
Regional Society of Community Nurses of the Free State Floating Trophy	1
Critical Care Floating Trophy	1
Sarine Fourie Floating Trophy	1
Molly Vermaak Floating Trophy	1
Leon Seymore Floating Trophy	1
C A Loubser Floating Trophy and medal	1
HIV/AIDS Floating Trophy	1
Marlene Viljoen Floating Trophy and	1

medal	
Solomon Floating Trophy	1
Smith and Nephew Book Prize	1
Cura Per Miseri Cordiam Floating Trophy	1

b)   Research

The University of the Free State is a leading research university, and in terms of conventional measuring methods recognized as one of the top group in South Africa. The number of research outputs per academic compares favourably with the best in the country. These sustained achievements are the result of a deliberate commitment to further develop and enhance research at the University.

▪ Summaries of various programmes

Subsequently an attempt is made to provide a glimpse of the broad spectrum of the programmes and projects in which staff at the University are involved. Some of these include:

Department of Microbial, Biochemical and Food Biotechnology

Oil research to benefit science, our community and University business

An innovative oil research programme established in 1983 by Prof. Lodewyk Kock in the Department of Microbial, Biochemical and Food Biotechnology has not only led to successful basic research on the oil metabolism of yeasts, but has also been applied successfully to benefit our community, especially the poor through the establishment of the South African Fryer Oil Initiative (SAFOI). This research has now developed into a business for the University where edible oils in the market are evaluated to ensure high quality to the consumer.

Yeasts in dairy products - contaminants or useful?

Traditionally yeasts are associated with beer-brewing and lactic acid bacteria for cheese-making. For many years, all yeasts were considered to be contaminants in the dairy industry, causing bad flavours and unwanted bloating in cheese and yoghurt. Research by the Food Biotechnology research group of the Department of Microbial, Biochemical and Food Biotechnology over the past ten years has shown that yeasts are an integral component of various foods and beverages and can be used to advantage in fermented dairy products.

Novel biocatalysts for industrial use

An understanding of the enzymes studied by Prof. Martie Smit of the Department of Microbial, Biochemical and Food Biotechnology and her research group might make it possible for us to derive value-added products from simple, cheap hydrocarbon substrates, such as candle wax and monoterpenes. It will also give us a better understanding of the processes taking place in the human liver during the metabolism of toxins and drugs and in many other organisms during the biodegradation of pollutants and pesticides.

Centre for Sustainable Agriculture

Training and research for sustainable agriculture: Caring for the land

Sustainable Agriculture comprises "agricultural practices that meet the needs of the current generation without compromising the ability of future generations to meet their needs." Most of the time South Africa is able to meet its own food requirements, with some food available for exports. However, the inherent limitations of the natural resource base and variable climate dictate that land-users be very circumspect in how they use and manage these resources so as to retain their productive capacity. Ninety per cent of South Africa can be regarded as arid, semi-arid and dry sub-humid, and desertification can occur in these areas.

Department of Animal, Wildlife and Grassland Sciences

Game ranching and conservation in dire need of research

Game ranching is unique to southern Africa and while traditional livestock production, e.g. cattle and sheep farming, can be practised in every country in the world, the rich wildlife resource of southern Africa is without competition in the world. With the rapidly diminishing wildlife resources on the continent the value of our wildlife is growing, with a huge potential of earning foreign currency.

Department of Plant Sciences

Baking better quality bread

South Africa produces about 2.3 million tons of wheat annually, all of which is used for making bread. The impact of this wheat on bread quality is important to wheat breeders, producers, millers, bakers and consumers. There is therefore a real need in South Africa and the rest of Africa to have a selection strategy in place for breeding programmes of commercial cultivars. Prof. Maryke Labuschagne and her postgraduate students manipulate protein quality in South African wheats by identifying 'quality genes' and incorporating them into wheat-breeding lines.

Institute for Groundwater Studies

Managing a Karoo borehole

Groundwater forms the largest source of fresh water available to humankind. The general view in South Africa is that Karoo aquifers do not contain large quantities of groundwater, hence the name Karoo, which is the Koi word for dry. However, large volumes of groundwater are pumped daily from mines and the basements of buildings in areas underlain by the Karoo formations, which is not what one would expect from aquifers with a limited yield. The Institute has been investigating this seemingly contradictory behaviour of Karoo aquifers in detail over the past decade.

Department of Zoology and Entomology

There's something fishy in the Okavango

The Fish Parasite Research group, lead by Prof. JG van As of the Department of Zoology and Entomology has recently acquired a concession to establish a semi-permanent field research station in the Ngami Land section of the Okavango Delta.

In order to make the most of this unique opportunity, they developed a concept that goes far beyond research only, but also to contribute towards the improvement of the quality of life of one of the most isolated communities of people in the world. The presence of a high-tech research camp will elevate the status of conservation vigilance in one of the last remaining pristine wilderness areas on the planet.

Department of Architecture

Building with earth

The Unit for Earth Construction of the Department of Architecture at the University of the Free State has for some time now been empowering several disadvantaged communities with practical knowledge in a range of earth construction techniques.

Unit for Language Facilitation and Empowerment

To communicate in many tongues

The Unit for Language Facilitation and Empowerment (ULFE) concentrates on four main areas: sign language, language management, language technology, and interpreting services. Research projects include the training of deaf learners with the aid of Sign Language; aspects regarding the implementation of a multi-lingual policy; the problems experienced by interpreters; and applying technology for translations.

Department of English and Classical Culture

Ancient medicine revisited

Modern medical knowledge and detective work on ancient manuscripts enabled Prof. Louise Cilliers of the Department of English, Latin and Classical Culture and Prof. Francois Retief, founder Dean of the Faculty of Medicine and later Vice-Chancellor of the Free State University to produce a series of articles on such surprising topics as the actual cause of Alexander the Great's untimely decease, and the grisly effects of crucifixion on the unfortunate victims.

Faculty of Law

UFS jurist has deep impact on entrepreneurial law

It is a generally accepted fact that small business forms the true backbone of any market-orientated economy. South Africa is no exception in this regard. For more than two decades Prof. Johan Henning, Dean of the Law Faculty, has applied himself to the advancement of the legal position of small entrepreneurs by developing the appropriate legal forms for the individual entrepreneur or small groups of entrepreneurs that will satisfy the reasonable requirements and expectations of small businessmen.

Department of Constitutional Law and Philosophy of Law

Nurturing a human rights culture

With the advent of the new political and constitutional dispensation in 1994, a culture and legal infrastructure for the protection of human rights and fundamental

freedoms was inscribed into South Africa's political and legal economy. The Department of Constitutional Law and Legal Philosophy of the Faculty of Law of the University of the Free State has a vested interest in the consolidation of a human rights culture in South Africa. Through its Centre for Human Rights Studies, the Department is committed and actively involved in the promotion of human rights values.

Our democracy: What are its origins?

There is currently a renewed interest worldwide in the origins of the democratic "rule by law" state, and the general contribution of the Reformation on Western European systems of law, particularly with regard to the office of magistracy. These ideas greatly influenced the relationship between church and the legal system during the early Cape settlement.

Centre for Health Systems Research and Development

The sociology of health care

The Centre for Health Systems Research & Development (CHSR&D) was established at the University of the Free State (UFS) in 1993 in recognition of a longstanding tradition of research and training in the sociology of health and health care in the Department of Sociology.

School of Nursing

Male reproductive health in Lesotho

Most reproductive health programmes in Lesotho are designed for women only, such as the family planning programmes which focus only on women and children, and exclude men. Yet men like women, have different reproductive health needs and problems at different stages of their development.

Department of New Testament

New insights from the New Testament

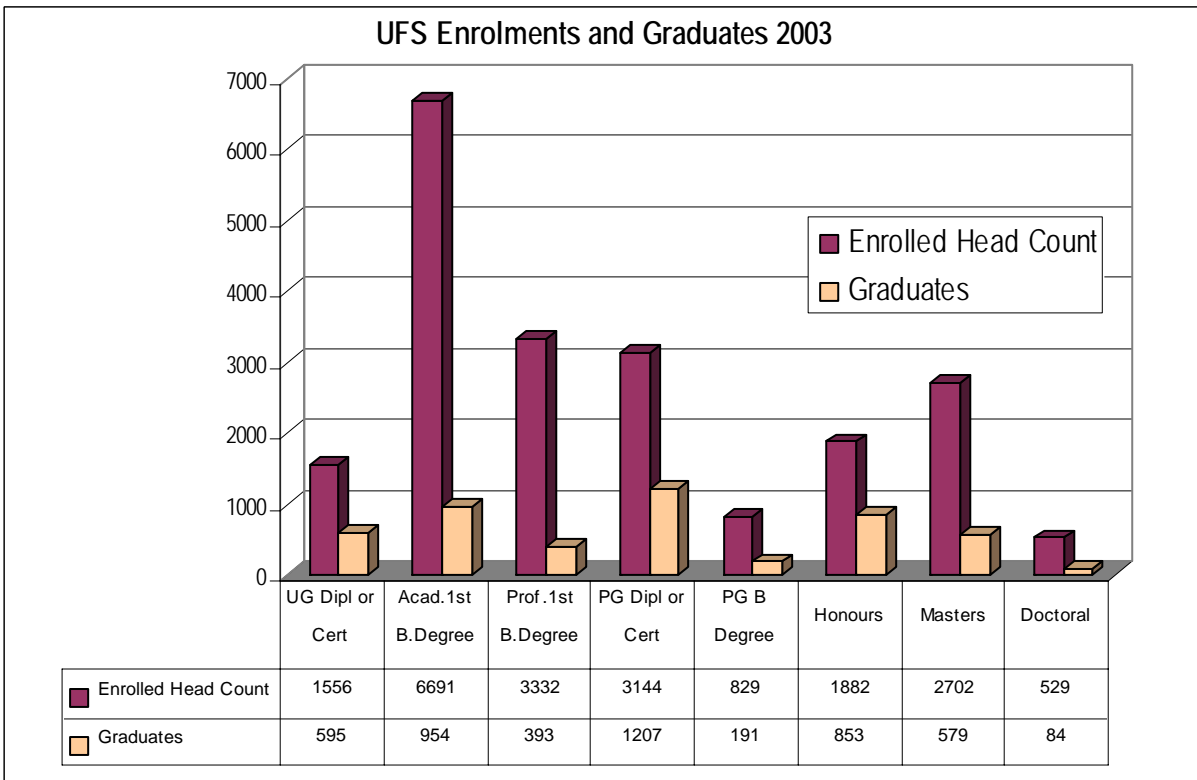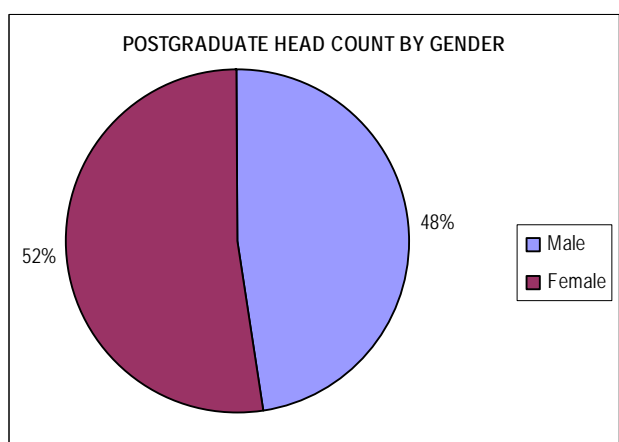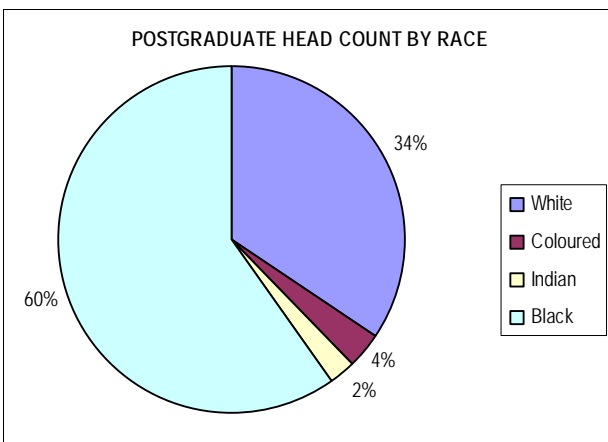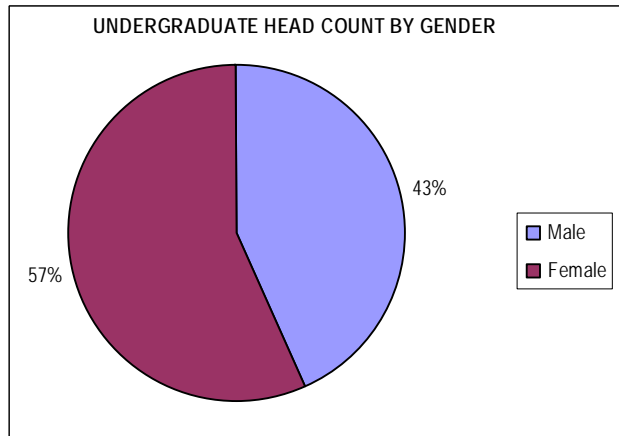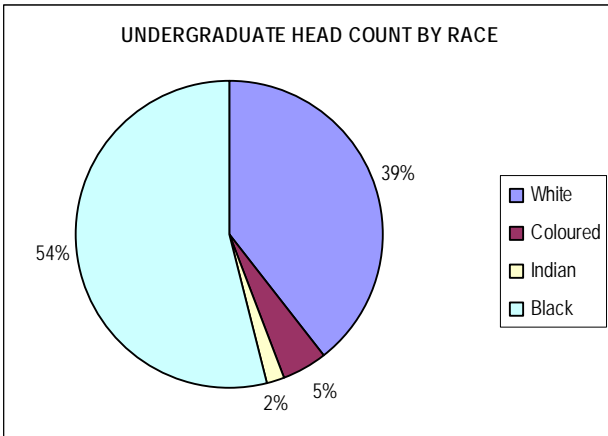Can there still be life in something almost two thousand years old? Put this question to the members of the Department of New Testament and you will hear an enthusiastic "yes". Although the New Testament is almost two thousand years old, there are still many new discoveries to be made! This is exactly what the members of this department try to achieve in their research.

c)   Funding

The University's share of the research allocation by statutory science councils has increased to R10 854 600. Research grants have also been received from state departments, parastatals, private companies and donors. Also refer to paragraph 1.4.3

3.4   Composition and size of student body

STUDENT PROFILE CHARTS

UNDERGRADUATE HEAD COUNT BY RACE

- White — 39%
- Coloured — 5%
- Indian — 2%
- Black — 54%

UNDERGRADUATE HEAD COUNT BY GENDER

- Male — 43%
- Female — 57%

POSTGRADUATE HEAD COUNT BY RACE

- White — 34%
- Coloured — 4%
- Indian — 2%
- Black — 60%

POSTGRADUATE HEAD COUNT BY GENDER

- Male — 48%
- Female — 52%

UFS Enrolments and Graduates 2003

	UG Dipl or Cert	Acad.1st B.Degree	Prof.1st B.Degree	PG Dipl or Cert	PG B Degree	Honours	Masters	Doctoral
Enrolled Head Count	1556	6691	3332	3144	829	1882	2702	529
Graduates	595	954	393	1207	191	853	579	84

3.5 Access to financial aid and provision thereof

Main Campus

A total of 989 students at main campus received financial assistance. A breakdown of sources of funding is as follows:

Main Campus

NSFAS/DE	R 13 556 077,00
NSFAS/Irish Aid	R 99 866,00
NSFAS/ECProv	R 80 000,00
NSFAS/Thintana	R 4 993,00
NSFAS/NGO	R 55 310,00
NSFAS/DE Education	R 3 202 500,00
	R 16 998 746,00

Qwaqwa Campus

Financial assistance is a core aspect at the campus that is situated in a very poor area. In 2003 financial assistance was also discussed with the Minister by the management of the University.

In 2003 discussions were held with student leaders to help as many students as possible to register.

A total of 938 students at Qwaqwa Campus received financial assistance. A breakdown of sources of funding is as follows:

Qwaqwa Campus

NSFAS/DE	R 6 839 923,00
NSFAS/National Skills	R 5 599 755,00
NSFAS/Irish Aid	R 49 933,00
NSFAS/DE Education	R 3 202 500,00
	R 15 692 111,00

Total allocation to UFS

NSFAS/DE	R 20 396 000,00
NSFAS/Irish Aid	R 149 799,00
NSFAS/ECProv	R 80 000,00
NSFAS/NGO	R 55 310,00
NSFAS/National Skills	R 5 599 755,00
NSFAS/Thintana	R 4 993,00
NSFAS/DE Education	R 6 405 000,00
	R 32 690 857,00

3.6 Changes in tuition fees charged

The increase in tuition fees charged between 2002 and 2003 was 8%.

....
Prof FCvN Fourie
Rector and Vice-Chancellor (Chairperson: Senate)

4.   INSTITUTIONAL FORUM

4.1   Instances of advice sought by and the advice given to the Council

4.1.1 COMPOSITION OF THE INSTITUTIONAL FORUM (IF)

The composition of the IF remained the same as in 2002.

4.1.2 MATTERS ON WHICH ADVICE WAS GIVEN TO COUNCIL IN 2003

Council was advised on:

- The University's Language Policy.
- Names of buildings and venues on campus.
- Election/appointment procedures for the posts of three Vice-Rectors, two Deans and one Vice-Dean.
- The recomposition of Council.

Council did not refer any matter for advice to the Institutional Forum.

SIGNED: ....
Chair of the Institutional Forum

5. REPORT OF PRINCIPAL ON MANAGEMENT/ADMINISTRATION

5.1 Managerial/administrative aspects of the operations of the institution including new senior executive/administrative appointments and the achievements of the administrative structures and resources, both personnel and systems, assessed in terms of realistic expectations

Heideman, N.J.L. Prof. – Vice-Dean: Faculty of Natural and Agricultural Sciences

Keulder, P.C. Prof. - Acting Academic Head: Qwaqwa Campus of the UFS

Liebenberg, C. Mr - Director: Financial Administration

Malherbe, W.S. Mr - Registrar: Strategic Planning*

Moja, L.M. Prof. - Dean: Health Sciences

Mbati, P.A. Prof. - Head: Qwaqwa Campus of the UFS

Steyn, I.N. Prof. - Registrar: General

Van der Bijl, A. Mr - Director: Budgets

Van Schalkwyk, H.D. Prof. - Dean: Faculty of Natural and Agricultural Sciences

*His previous position was: Registrar: General and Strategic Planning.

Human Resources

The year 2003 was characterised by substantial progress regarding the Performance Management Project PMP Ke Nako.

▪ Performance Management System (PMP Ke Nako)

In February 2002, the University of the Free State embarked upon the design and implementation of a performance management system, consisting of five elements, namely remuneration strategy, performance management, job evaluation, development and improvement as well as career planning and pathing.

The Technical Committee consisting of the external and internal consultants has made significant progress with the individual elements of the total project. Some of the elements have progressed further than others, for example, the performance review system (PRS) and total package conversion. However, significant progress has been made with job grading and some with staff development. There are specific and justifiably sound reasons for this differentiation in progress and these are outlined in the text below.

The purpose of this project is to modernise the management of human resources at the University across a wide front. The project consists of the following integrated sub-projects.

- **Performance management.** During 2003 a participative design process was followed to enable six pilot groups (Exco members form one of these groups) to start with the first phase of the project, namely concluding work agreements and formative measuring of performance during 2004. The suggested way forward for the implementation of the PRS is to adopt a gradualist approach. The following stepped approach is therefore proposed:

1. Workshops with Deans and Heads of Department will be scheduled early in 2004 to explain the process for implementation and to discuss related matters. This process will obviously include Chief Directors, Directors and their line management in the case of the support services pilot groups. In the case of the Executive Management Committee, this process has already been completed and they are finalising workload agreements.

2. The PRS will be initially implemented with the conclusion of workload agreements between manager and subordinate. To this end, part B of the document provides a detailed process. The PRS will be based on a portfolio system, and individuals will be responsible for gathering evidence in support of achievement against set objectives, agreed criteria and specific budgets and deadlines, where applicable.

3. During the year, continuous monitoring of performance will occur and the necessary support and encouragement will be given to employees. Also during the year, the consultants will refine the system and factor in standardised forms for the various sources of information. Furthermore, a process of rolling out the performance review system to the rest of the staff members who do not form part of the current pilot group must be undertaken through workshops and communication.

4. At the end of 2004, a formative (qualitative) review of performance during the year, as substantiated by evidence in the personal portfolio, will be made with a view to identify areas of weakness that need to be addressed, as far as practicable, by staff developmental interventions. This review will probably only be based on a top-down and peer assessment of performance outcomes.

5. For current pilot groups, 2005 will be a year during which the system, in its refined format, will be used and will end with a summative assessment of performance. At the same time, the system will be introduced as a pilot run for the remainder of staff at the institution.

6. At the end of 2006, the summative assessment of performance will be linked to remuneration for the first time. By this time the system will be fully refined and the personal portfolio will be IT based, i.e. electronically driven.

It is felt that by adopting the above-mentioned approach the system can be gradually introduced and entrenched in the minds of employees before it becomes fully operational. This will address issues of excessive workload, practical administrative processes and engender a measure of acceptability (create a paradigm of performance management).

- **Staff development.** During the year a unit in CHESD was created to take responsibility for managing the training and development of staff. R1 million was made available to finance the training programmes. Operation of the unit was aligned with requirements stipulated by legislature, as well as development needs resulting from the performance management system.

- **Converting to a total-package remuneration system.** Preparations were finalised and a pilot group of approximately 340 staff members will convert to this remuneration system on 1 March 2004.

- **Post grading.** In order to modernise the salary structure of the University, a large-scale post grading exercise was initiated with the assistance of Remchannel. More than 500 posts were graded, and the results will be used in 2004 to revise the salary structure.

Progress has been made with modernising the policy framework by the approval of new policies in respect of leave and study benefits. The existing leave policy could no longer meet the requirements for running a modern university, and from 1 February 2004 academics will be subject to leave regulations. At the same time long leave was restructured and converted to vacation leave.

Integration of the management of staff on the Qwaqwa Campus provided major challenges. Not only do their conditions of service have to be aligned, but departments

have to be expanded or reduced, and remuneration costs have to be managed down to a sustainable level.

Finance

The most important characteristic of the 2003 financial year was that the success of the turn-around strategy made it possible to make R67 391 000 available to spend on strategic matters. The most important reason for the success of the turn-around strategy was the rapid increase in student numbers. R34 000 000 of the above-mentioned funds were used as further funds for the so-called pillars of a sound-practice budget.

The major objective of the turn-around strategy, apart from improving the overall financial position of the UFS, was to establish a sound expenditure pattern with balanced allocations to staff, capital, operational expenses, etc. Such a pattern is one of the most fundamental requirements for the continued existence of a robust, high-quality university. To ensure this, core categories of expenditure were identified as pillars of a sound-practice budget. In such a budget particular attention is paid to funding key elements of capital nature, durable equipment, library and information sources, computer and other infrastructures, etc. The pillars are formulated in terms of desirable percentages of total income. In the past few years these percentages have been phased in.

As far as application of the balance of strategic funds is concerned, the following needs to be mentioned:

Remuneration costs and equity

Phasing in of housing allowance	R1,6 million
Medical benefits	R2 million
Human resource development	R1 million
Equity	R3 million
Provision for leave gratuity	R2 million

Student matters

Campus security	R1 million
Teaching aids: lecture halls	R1 million
Open and adult learning	R0,5 million
Sports plan	R1 million
Computer laboratory	R3,4 million

Other strategic matters

Community service	R0,6 million
Entrepreneurial support	R1 million
Establishing programmes, marketing	R2 million
Replacement of computer systems	R5 million

General salary increase

The aim of a real improvement in salaries of 15% over three years, which was set as management objective in November 2001, has almost been reached. Unfortunately the effort was partially foiled by the totally unforeseen weakening of the rand and the associated high inflation during 2002/3.

In spite of this an increase of 10,88% in salaries on 1 January 2004 will bring the cumulative real increase from 2001 to 2004 to 13 %. (If it had not been for the weakening of the rand in 2002, the real increase would have been more than 16 %.) In monetary terms (nominal) general salary levels will be about 36% higher in 2004 than in 2001.

Looking ahead at 2004

All the indications are that the rapid growth in subsidy income experienced by the UFS in recent years will stabilise during 2004. However, the good news is that stabilising will occur at a much higher level, thanks to the success of the turn-around strategy. Strategically employable funds should therefore still be available for further development of the University, but growth in these amounts will probably decrease substantially.

5.2   The adequacy of staffing levels, particularly in critical areas

The adequacy of staffing levels, particularly in critical areas is cause for concern. This is specifically relevant for the undermentioned faculties where a specific need is experienced for qualified individuals from previously disadvantaged communities:

• Faculty of Health Sciences specifically in the School of Medicine.
• Faculty of Natural and Agricultural Sciences specifically in the Department of Physics.
• Faculty of Management and Economic Sciences specifically in the Department of Economics.

The problems stems from the acceptance of positions in the private sector by individuals after they obtain the necessary tertiary qualifications. The University is however attending

to this matter through the launch of a Project – Grow your own timber – that is aimed at the identification of individuals on graduate level for mentorship positions.

Management also identified strategic priorities that include the following key areas:

• The empowerment of personnel through the utilisation of a mentorship programme and ongoing in-service training in order to enhance peer relations.

• The establishment of a diversity training programme in order to sensitise staff members to differences and similarities in order to be more flexibile.

• The realignment of the Employment and Equity Policies to be in line with demographic developments within the Province and the Country.

5.3   The extent to which equity targets in the workplace have been realised

Employment Equity Situation

The University of the Free State incorporated the Qwaqwa Campus of the University of the North in 2003. This incorporation did not positively contribute to the employment equity situation of the UFS. However, the UFS took giant steps in improving its staff profile especially in senior staff positions. Blacks and females dominated the promotions and appointments into top and senior management levels.

After 100 years of its existence, UFS appointed the first female as Deputy Vice-Chancellor: Academic Planning, and later the first female Dean of the Faculty of Health and Allied Sciences, was also appointed. A black male was appointed as Deputy Vice-Chancellor: Student Affairs. Faculties promoted 11 women into Associate and Professorship positions.

After realising the difficulties involved in recruiting blacks into academia, the University initiated a "Grow our own Timber" programme in order to develop, recruit and appoint blacks into academic positions. A similar programme is being launched in support services where blacks with potential are recruited, trained and appointed. In 2003, 6 blacks were appointed through this process.

The University has set aside R2 million to improve its employment equity situation. Although there is a general commitment to appoint blacks into vacancies, there is a reluctance of highly qualified blacks to work in the Free State Province.

Campus Climate

The University Council has approved a compulsory Diversity Sensitisation for all staff members in order that an atmosphere conducive to diversity can thrive. Parallel to this training, is the Social Contract process launched by the Vice-Chancellor which is a campus-wide dialogue about the future of the institution, its values and principles.

The Office for Diversity and Equity is responsible for facilitating the resolution of conflicts caused by diversity throughout the campus. Regular social interactions are organised to facilitate interactions of different cultural groupings.

Conclusion

The University of Free Sate has done reasonably well in realising its employment equity targets given the fact that it underwent two processes of staff rationalisations during the

four previous years. Employment Equity is one the four strategic priorities of the University and is driven from the highest level of the institution.

5.4   The quality of information available to management and the administrative processes

The University has a small but effective and efficient Management Information office responsible for HEMIS reporting and also for supplying relevant information for strategic planning, rolling plans, quality assurance including programme self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handles all *ad hoc* requests for management information from functional units within the University as well as outside *ad hoc* requests for statistical data on the University.

5.5   Student Services and extra-curricular activities

With regard to Student Services refer to par. 1.4.14

Extra-curricular activities: KOVSCOM

Purpose

To develop the full potential of student volunteers in order for them to render community service to the broad community of Bloemfontein without forced academic pressure. This opportunity equips them to become involved in community service development once they have completed their studies.

Projects

◘   Omega Service Centre for the Aged in Heidedal. (70 – 80 elderly.) The centre qualifies as an Assisted Living for the Aged Centre.

◘   Faculty and Associations

- 4 Empowerment clinics in Heidedal. All clinics focus on building the learners' self-esteem.
- Reading for the Blind students.
- Psychology Student Association – 28 projects at 5 institutions.
- 3 Blood donation clinics.

◘   Residence Projects

- 15 Residences participated in ± 100 projects.
- 1 Wall-painting project.

◘   Therapeutic Horse Riding

- Two schools and Hospice involved - ± 25 projects.

◘   Youth and Differentiated Projects

- 7 Institutions ± 55 projects.

5.6 Relationships with the community, both academic and service

MUCPP

Mangaung-University of the Free State Community Partnership Programme (MUCPP)

What started off as a primary health-care project with the Medical Faculty and W.K. Kellogg Foundation joining forces to serve the Mangaung community of Bloemfontein, over time developed into a holistic partnership between the University and the Mangaung/Heidedal community, with offices, training facilities and full-time staff located in the heart of the Mangaung community. Current programmes address issues of health, economic and agricultural development, education, sport and recreation, youth activities, construction development, as well as administrative and financial development.

(See Annexure E – Community Service Policy)

A PREVIEW – OBJECTIVES FOR 2003

The following will constitute the focus areas for 2003:

a. The implementation of the policy objectives
b. The establishment of CHESP on the UFS campuses
c. The establishment of the CS flagships of the UFS
d. The establishment of the Qwaqwa Campus as the third flagship of the UFS.
e. The establishment of an effective communication strategy.

OBJECTIVE	ACTIVITIES

1. The implementation of the policy objectives	1. Broaden the representation on the CCSC to include more representatives of the Public and Private Sectors
	2. Scheduled visits to Deans and Vice-Rectors
	3. Attending and rendering support to the CS Committees in the Faculties
	4. Facilitating role for the eight CCSC Task Teams.
	5. Coordination role for CCSC meetings.
	   Scheduled meetings for 2003:
	     • 13 March
	     • 12 June
	     • 21 August
	6. Effective cooperation with CHESD as well as the Education and Research Committees of the UFS.
	7. Conference on CS Research: 15 and 16 October 2003
	8. Expand cooperation with political role players.
	9. More "best practice" visits to other tertiary institutions in SA
	10. Participating in national and international CS related Conferences.

2. The establishment of CHESP on the UFS campuses.	1. Upgrading of the management and administration of the CHESP pilot program 2. Development of CS curricula in cooperation with CHESD. 3. Effective participation in the MERP and the Quality Assurance programme. 4. Complete the preparatory work for the speedy transfer of the second R1m grant from JET. 5. Investigate the extension of the CHESP principles with UFS seed money.
3. The establishment of the CS flagships of the UFS: • **MUCPP:** Mangaung University of the Free State Community Partnership Programme • **FSRDPP:** Free State Rural Development Partnership Programme	▪ **MUCPP** ▪ Enhancement of the MUCPP amongst UFS personnel and students – quarterly bus tours to Mangaung and Heidedal ▪ Assistance with project management and the development of new projects within the policy framework ▪ Establishment of a culture of "quest for excellence" in the project managers and beneficiaries. ▪ Establish closer liaison between KOVSCOM and MUCPP projects. ▪ Expanding of the activities/projects to Heidedal, Thaba 'Nchu and Botshabelo. ▪ Facilitate the establishment of more CSL modules with the MUCPP as base. ▪ **FSRDPP** ▪ Facilitate the establishment of partnerships within the CS policy framework ▪ Establish a multi-disciplinary approach – involve more UFS faculties / departments as well as CHESP modules ▪ Ensure that the FSRDPP receives the same flagship attention as the MUCPP – UFS funding and personnel ▪ Render assistance with the establishment of a management structure – a workshop with all relevant role players in April 2003 – determine development priorities ▪ Render assistance to market new projects.
4. Establish Qwaqwa Campus as the third CS flagship of the UFS	1. Ms Mami Maduna was appointed as CS coordinator 2. Finalize the appointment of an Admin Assistant 3. Facilitate the presentation of the CS policy to personnel 4. Ensure meaningful participation in CS Committees and relevant activities 5. Facilitate the recording of CS projects where Qwaqwa personnel are involved in terms of - size - participants - funders

	6. Arrange a CS Summit on Qwaqwa Campus, determine development priorities and resource capacities 7. Coordinate the implementation of our CHESP module for 2003 8. Coordinate administrative and management support 9. Identify a UFS input that will make a difference in the lives of the Qwaqwa community – possibly short courses in partnership with the Dept. of Agriculture and Faculty of Natural and Agricultural Sciences. 10. Sensitize the UFS (Bloemfontein) to the development need of Qwaqwa.
5. The establishment of an effective communication strategy.	1. **WEBSITE AND DATABASE** ▪ Maintenance of the website and database ▪ Facilitate the effective participation of CS Committees in the faculties and project managers ▪ Facilitate training opportunities for novice project managers ▪ Develop a guide for project proposal development 2. **NEWSLETTER** ▪ A newsletter at least twice a year ▪ Ensure the cooperation of the UFS Communication Division (Anton Fisher and Leatitia Pienaar) – as part of the UFS communication strategy ▪ Distribution to all stakeholders / partners, national and international – alumni, funders. ▪ Marketing tool 3. **GENERAL COMMUNICATION** ▪ Regular meetings with UFS Communication Division ▪ Empowerment of students, project leaders and community members to communicate on project activities ▪ In addition to and in partnership with the communication mechanisms of the faculties

5.7   Changing patterns in providing academic courses

The following programmes were approved by the institution in 2003 and also by the relevant national authorities:

1. Bachelor of Arts (Management)
2. Bachelor of Arts (Economics)
3. Master in Sport Medicine

4. Advanced Diploma in Nuclear Medicine Radiography.

They were implemented as from 2004.

5.8   A statement of self-assessment of the achievement of the Principal in attaining objectives set for the period under review with summary detail of realised achievements (self-evaluation)

The vision of the University is to be an excellent, equitable and innovative university. To move towards realising its vision the UFS formulated its **mission** as follows:

The pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by promoting the following within the ambit of financial sustainability:
♦ An academic culture
♦ Critical scientific reflection
♦ Relevant scientific education
♦ Pure and applied research
♦ Community service
♦ Development of the total student as part of its academic culture.

The above mission has been pursued with due consideration of the following **values** of the UFS:
♦ Academic freedom and autonomy
♦ Excellence
♦ Fairness
♦ Service
♦ Integrity.

Within the ambit of the above the UFS chose the following as its **strategic priorities** which were operationalised within functional units of the UFS (faculties and administrative units) and managed by the Rector (Principal) and his executive team:
♦ Quality and excellence
♦ Equity and redress
♦ Restructuring higher education
♦ Financial sustainability.

Although much has been achieved towards the accomplishment of the objectives derived from the above priorities during 2003, the restructuring of higher education has placed a significant additional burden on the system in terms of management time and other indirect costs relating thereto. In this regard the progress from the time of the incorporation of a financially non-sustainable Qwaqwa Campus (as from 1 January 2003) towards achieving a high level of substantive incorporation, including the development and implementation of a management model that would be contributory towards the attainment of the mission, vision and strategic priorities of the UFS as a whole, could be described as one of the major management / administrative achievements of the UFS during 2003.

....
Prof FCvN Fourie
Rector and Vice-Chancellor

6. REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS

The University maintains systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisition, use or disposition of such assets. Such systems are designed to provide reasonable assurance to the University and Council regarding the preparation of reliable published financial statements and the safeguarding of the University's assets.

The internal control systems include a documented organizational structure and division of responsibilities, established policies and procedures, which are communicated throughout the University, and the careful selection, training and development of its people.

Information systems utilizing modern information technology are in use throughout the University. All have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability and security. Accepted standards are applied to protect the privacy and ensure the control over all data including "back-up" procedures. The systems are designed to promote ease of use for all users. The development, maintenance and operation of all systems are under the control of competently trained staff.

In utilizing electronic technology to conduct transactions with staff and third parties, the control aspects are given close scrutiny, and procedures designed and implemented to minimize the risk of fraud or error are in place.

The Internal Auditor monitors the operation of the internal control systems and reports findings and recommendations to management and the Council through the Audit Committee. Corrective actions are taken to address control deficiencies and other opportunities for improving the systems when identified. The Council, operating through its Audit Committee, provides supervision of the financial reporting process.

There are inherent limitations in the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change with circumstances.

The University assessed its internal control systems as at 31 December 2003 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy document. Based on its assessment, the University believes that, as at 31 December 2003, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

In other matters on the agendas of the Audit Committee there were no outstanding items that exposed the University to loss arising from undue material risk.

Gert van den Berg
Internal Auditor

Dr J.M. Laubscher
Chairperson: Audit Committee

7. REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF

7.1 Identification, assessment and management of risk

"Risk can be defined as a potential threat or possibility that an action or event will adversely or beneficially affect an organisation's ability to achieve its objectives".

The exposure of the University to specific "risk events" has been assessed, advisory and decision-making structures established, line management responsibilities and accountabilities allocated and monitoring mechanisms created.

The University's assessment and management of risk is briefly described by the following categories of risk, risk register (management positions and structures) and actions taken (also refer to par. 6 of the Report).

CATEGORY	RISK REGISTER	RISK ASSESSMENT AND MANAGEMENT
▪ Financial category		
i) Financial instruments: - Interest rate fluctuations - Unanticipated loss of capital	Director: Financial Administration, Executive Management, Director: Budgets, Chief Director: Operations and Audit Committee of Council	Continuous assessment of market fluctuations (i.e. return on investments) and alternatives weighed up accordingly. Interest rate risk, exchange rate risk and credit risk are addressed. Loans e.g. are restructured in order to gain cost benefit. Financial instruments are thereby applied in order to reduce uncertainty over future cash flow arising from movements in interest and exchange rates and to manage the liquidity of cash resources. All interest rate transactions are subject to approval by the Director: Financial Administration before execution. Quarterly financial reports are submitted to and discussed with Exco.
ii) Currency and foreign exchange.	Director: Financial Administration	Monitored on a daily basis.
iii) Fees increase effects	Director: Financial Admin, Director: Budgets	Reconciliation and internal budgetary reallocations if

			necessary.
iv)	Physical disaster – fire, flood	Chief: Director: Community Services and Vice-Chancellor. Executive Management, Council Committees and Council	Policies and procedures regarding safety risks are put in place and linked to evacuation drills. Disaster Fund, administered through the Rector's Office.
v)	Uncompleted contracts	Chief Director: Operations and Director: Physical Resources and Special Projects	Risks covered by specific clauses taken up in contracts entered into by the UFS.
vi)	Liquidity – inability to raise funds	Presently not a risk.	-
vii)	Intake – declining student numbers	Vice-Rector : Academic Planning and Planning Unit Registrar: Student Academic Services and Access Committee	Refer to par. 1.1 of the Report regarding pro-active enrolment planning and management of growth in student numbers as operational plan derived from financial sustainability as strategic priority for 2003.
viii)	Fraudulent activities – staff and students/contracts/ tenders	Director: Internal Audit and his Unit	Audits on internal financial procedures/controls and forensic investigations are executed when necessary. Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council.
ix)	Credit – non-payment of amounts due	Director: Financial Administration and his Department	Management of non-payment by different debt collection strategies. In 2003 a significant amount was collected of outstanding monies due since 2001 and 2002.
x)	Inadequate or lapsed insurance cover.	Chief Director: Community Service, also responsible for managing health and safety regulations and insurance matters with applicable staff	Continuous assessment of insurance cover versus capital risk areas.
xi)	Change: structural	Director: Physical Resources and Special Projects; Resource Committee and Executive Committee and Council	Refer to par. 1.4.6 on "changes in the permanent infrastructure e.g. plant and buildings". The Structural Plan aims at optimal utilization of existing physical structures in order to accommodate changing needs (upgrading and conversions). Where deemed necessary, new buildings (e.g. the student centre) are erected in association with development

		companies in order to share risk and benefit between the University and private sector enterprise.
xii) Change: operational (internal and external imperatives)	Chief Director: Operations and Executive Management	Implementation of recommendations of a management capacity audit of especially top management (Coetzee and Koorts audit). Internal reorganization of human capital ensures the best fit between the changing needs of a modern higher education environment and the skills profile available within existing staff.
▪ **Non-financial category**		
i) Competitive attractiveness	Director: UFS Marketing, Deans of Faculties and Executive Management	Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.
ii) Campus unrest	Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)	Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.
iii) Reputation – damage to image	Rector, Exco, Executive Management, Council and every staff member and student of the UFS	The Department of Strategic Communication being the professional advisory unit to management and Council on such risks.
iv) Threats to health and safety	Chief Director: Community Service, also responsible for managing health and safety regulations with applicable staff	The OSH Act and applicable university policies applied.
v) Operational – process inadequacies	Vice-Rector: Academic Planning with the Unit for Quality Assurance	Regular quality assurance audits on institutional policies, procedures and events like student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self evaluation and professional boards (where applicable).
vi) Operational – security inadequacies	Chief Director: Community Service, assisted by a consultancy team	An audit of security risk areas was executed in 2003 by contracting external specialists. Risk areas were identified and plans drawn up and implemented in order to counter such risks.

vii)	Personnel – incompetent staff	Director: Human Resources and relevant line managers	Refer to par. 1.4.9 (b) on reporting on Performance Management System and par. 5.1 on Staff Development.
viii)	Compliance – laws, procedures	Registrar: General and Registrar: Strategic Planning	Institutional governance and liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a contracted law firm).
ix)	Country local – political/ economic/social	Executive Management collectively and every line manager Rector and Vice-Chancellor Planning Unit assessing internal and external forces and imperatives on strategic direction	Annual strategic planning of Executive Management, followed by strategic and operational plans of each unit within the institution – linked to the budgetary process. Monitoring through self- and institutional assessment of progress. Adaptations made where necessary.
x)	Country foreign – political/ economic/social	Vice-Rector: Academic Operations with the Director: Research and International Office	Regular international contact through participation in conferences abroad and formal agreements with institutions of international standing.
xi)	HIV/AIDS	Vice-Rector: Student Affairs with the HIV/Aids Unit	Guided by the HIV/Aids Policy and preventative programmes and launching of actions and monitoring of case statistics.
xii)	Operational – process failures, e.g. information	Chief Director: Operations with the Director: Computer Services and his staff Registrar: Information and Computer Services and Registrar: General	A proposal on an electronic document management system was approved by Exco. Piloting will take place in 2004.

....
Prof FCvN Fourie
Rector and Vice-Chancellor

The most important characteristic of the 2003 financial year was that the success of the turn-around strategy made it possible to make R67 391 000 available to spend on strategic matters. The most important reason for the success of the turn-around strategy was the rapid increase in student numbers. R34 000 000 of the above-mentioned funds were used as further funds for the so-called pillars of a sound-practice budget.

The major objective of the turn-around strategy, apart from improving the overall financial position of the UFS, was to establish a sound expenditure pattern with balanced allocations to staff, capital, operational expenses, etc. Such a pattern is one of the most fundamental requirements for the continued existence of a robust, high-quality university. To ensure this, core categories of expenditure were identified as pillars of a sound-practice budget. In such a budget particular attention is paid to funding key elements of capital nature, durable equipment, library and information sources, computer and other infrastructures, etc. The pillars are formulated in terms of desirable percentages of total income. In the past few years these amounts have been phased in.

As far as application of the balance of strategic funds is concerned, the following need mention.

Remuneration costs and equity
Phasing in of housing allowance	R1,6 million
Medical benefits	R2 million
Human resource development	R1 million
Equity	R3 million
Provision for leave gratuity	R2 million

Student matters
Campus security	R1 million
Teaching aids: lecture halls	R1 million
Open and adult learning	R0,5 million
Sports plan	R1 million
Computer laboratory	R3,4 million

Other strategic matters
Community service	R0,6 million
Entrepreneurial support	R1 million
Establishing programmes, marketing	R2 million
Replacement of computer systems	R5 million

General salary increase

The aim of a real improvement in salaries of 15% over three years, which was set as management objective in November 2001, has almost been reached. Unfortunately the pitch was queered by the totally unforeseen weakening of the rand and the associated
high inflation during 2002/3.

In spite of this an increase of 10,88% in salaries on 1 January 2004 will bring the cumulative real increase from 2001 to 2004 to 13 %. (If it had not been for the weakening of the rand in 2002,

the real increase would have been more than 16 %.) In monetary terms (nominal) general salary levels will be about 36% higher in 2004 than in 2001.

Looking ahead at 2004

All the indications are that the rapid growth in subsidy income experienced by the UFS in recent years will stabilise during 2004. However, the good news is that stabilising will occur at a much higher level, thanks to the success of the turn-around strategy. Strategically employable funds should therefore still be available for further development of the University, but growth in these amounts will probably decrease substantially.

Prof D A Viljoen
Chief Director: Operations

Approved by UFS Council on 4 June 2004

Mr Justice S P B Hancke
Chairperson of Council

THE UNIVERSITY OF THE FREE STATE

PROGRESS REPORT ON INCORPORATIONS:

HUMAN RESOURCES MATTERS

A. QWAQWA CAMPUS

1.1 The transitional arrangement regarding the management of conditions of service is that the previous conditions of service of Qwaqwa staff members have been honoured pending the outcome of the negotiation process in aligning conditions of service.

1.2 As from 1 December 2003, all staff members became members of the UFS Pension or Provident Funds, which include the group life assurance benefits.

1.3 Membership of a medical aid is one of the matters under discussion in the formal negotiation process. A current problem relating to medical aid, is the fact that Qwaqwa staff members receive a higher subsidy, compared to the staff at the UFS Main Campus. At this stage, Qwaqwa employees have the option to join the Discovery Medical Aid, the scheme of the UFS Main Campus. It is envisaged that all staff members will become members of Discovery Health Care on conclusion of the negotiation process.

2. In an effort to align conditions of service effectively, two interim Negotiations Forums have been established. Formal negotiations commenced in April 2003 and it is anticipated that the negotiation process will be concluded by June 2004.

2.1 During October 2003 a package offer was presented by the UFS Management, which include the phasing in and phasing out of benefits in an effort to align the benefits with those of the UFS Main Campus.

2.2 The next meetings with the two Negotiation Forums are scheduled for 8th and 9th March 2004 respectively. We regard these meetings as of the utmost importance, because after a year of continuous negotiations, discussions and debate, the final offer made at the end of 2003, will have to be decided upon.

2.3 On conclusion of the alignment of conditions of service, the next phase is the job grading of all positions at the Qwaqwa Campus. It appears that discrepancies exist in the job levels and grading between staff of the two different campuses. Preliminary investigations have shown that the Qwaqwa grading and salary scales are higher than those at the UFS Main Campus.

2.4 On completion of the phases mentioned above, it will be important to determine the affordability of the remuneration costs at the Qwaqwa Campus. It is possible that some of the employees could be rationalized due to affordability and / or operational requirements.

3.   Care was taken to include and involve all stakeholders, including trade unions during incorporation-related activities and processes.

B.   Vista Campus

1.1   The transitional arrangement regarding the management of conditions of service is that the previous conditions of service of Vista staff members have been honoured pending the outcome of the negotiation process in aligning conditions of service.

1.2   UFS Management is in the process of continuous communication and consultation with Vista Campus staff as far as the Pension and Provident Funds are concerned.   This includes formal presentations as well as individual consultations.   It is envisaged that staff at Vista Campus will exercise their options by 30 June 2004.

1.3   Vista Campus employees attended formal presentations regarding the Discovery Medical Aid of the UFS Campus, as well as individual consultations to address personal enquiries.

Employees at Vista Campus have the option to join the Discovery Medical Aid (UFS Main Campus).   It is anticipated that all staff members will become members of Discovery Health Care on conclusion of the negotiation process.

2.   The harmonisation of the conditions of service and benefits was started by establishing a Joint Negotiations Forum.   This Forum was agreed upon and established during a meeting where all staff members were invited to be present.   The Forum is constituted to involve and include all stakeholders, including the trade unions.

This Joint Negotiation Forum, focussing on all incorporation-related activities and processes, will meet early in March 2004.

MULTIPLE-YEAR, INCOME-RELATED, REMUNERATION-IMPROVEMENT MODEL

1. INTRODUCTORY REMARKS

1.1 One of the explicitly stated objectives of the turn strategy was to have a well-remunerated professional personnel corps; in other words, to appoint, develop and retain high-quality personnel, as well as attract such staff to the UFS, and then remunerate them accordingly. *In particular, it is important once more to make academia an attractive career.*

1.2 It is also important that staff should see the benefits of the turn strategy, and should preferably experience these in a personal and tangible sense.

1.3 This objective should be seen against the background of a tertiary education sector which, as a sector, has built up a backlog in the past 30 years in relation to other sectors in the economy, specifically also the public sector.

1.4 Moreover, there are indications that specific levels of remuneration at the UFS have developed a gap relative to comparable institutions; in other words, within the university and higher-education sector.

1.5 This is a complex issue, and should be dealt with cautiously, among others, as a result of the complexities and dangers of, for example, the concept of market-relatedness, interinstitutional remuneration comparisons, comparisons over time, differences in living and housing costs in other university centres, financial sustainability problems at particular institutions as a result of unaffordable salary increases, etc.

1.6 Nonetheless, and in spite of varying interpretations of the factual situation with regard to salaries, *UFS management would like to state clearly that the institution would like to offer more competitive remuneration levels*, for the sake of both staff and the UFS's long-term positioning as one of the top universities in South Africa.

1.7 The wise approach is to improve remuneration structures and opportunities in ways typical of universities that promote scientifically based innovation; seek top performance and quality; and continue to remain financially sustainable as institutions.

1.8 *Management has set itself the goal to improve personnel remuneration over the period 2002 - 2004, subject to* long-term financial sustainability and limitations on affordability, as well as to achieve specific turn strategy, financial and student-number objectives (e.g. sustained income at a level of at least 12 000 subsidy FTE students).

- It is difficult to link specific figures to such an improvement. However, a general 15 % real improvement (15 % above inflation) in remuneration over a three-year period (in other words by 2004) was envisaged, together with a further potential 15 % on a differentiated basis for individuals who perform well and are innovative, and who actively create and exploit academic and research opportunities.

- The results of the Remchannel project to determine the competitiveness of UFS salaries in relationship to other universities should impact on the general 15 % real improvement target.

- Care must be taken that the further 15 % differentiation basis for individuals who perform well, should also cater for the needs and aspirations of the support services.

1.9 Achieving the remuneration objective will therefore also depend explicitly on client orientation, the quality of service, co-operation and innovative approaches from all staff to achieve the stated objective, which will make possible and sustain an improved remuneration system.

1.10 Such an approach therefore creates an important incentive for staff to be innovative and quality-driven in their work. In essence, the real improvement is similar to long-term "share options" and "profit-sharing" / dividends because staff will benefit directly from success at the Institution.

1.11 Any improved remuneration situation that emanates from the success of the turn strategy and involves a concerted effort to achieve growth and income objectives, will also have to take into account the risks and uncertainties of the new era, and will have to include mechanisms to cope with negative shocks and forces that impact on the UFS's financial position - a corrective action that may be taken in a relatively easy and relatively painless way by means of an almost automatic downscaling of "additional" remuneration during hard times.

1.12 Mergers and amalgamations may not influence the salaries of UFS personnel and there should be parity between salaries once mergers have taken place.

1.13 This therefore implies that an agreement will have to be reached on a potentially variable element in each remuneration package, in other words, the additional real 15 % (in terms of differentiation) improvement, say, will be, and remains, subject to particular objectives, and the Institution must be in a position to reverse this improvement, either partially or in full, when the University enters difficult times. (The recipient of improved remuneration will probably have to sign a corresponding agreement.)

1.14 Apart from ways in which general remuneration levels may be increased, mechanisms have to be created within an ordered post-level system and remuneration model, so that individuals may be offered new opportunities for improved and performance-based remuneration. This implies, therefore, that a larger measure of differentiation in remuneration will develop than before.

1.15 We must also look at remuneration possibilities on a wider scale than the mere salary component. In the context of an entrepreneurial and innovative university, and given recent initiatives at the UFS, there are additional remuneration opportunities such as the following:

- Earning incentives on research outputs, up to R5 000 per accredited research output in the new research turn strategy. For a productive academic-researcher, research output may easily earn an additional 10 % on annual salary.

- Additional remuneration from contract research.

- Additional direct remuneration from teaching initiatives such as *eDegree* (Riverbend) for lecturers and faculties who participate in this kind of initiative.

- Additional remuneration from entrepreneurial initiatives ('profit-sharing'), including research partnerships, consultation work in a UFS 'consultancy company', short courses, etc.

- Performance bonuses.

- General "turn-dividend" bonuses.

- New, extended remuneration scales with merit tracks.

These opportunities could constitute a significant addition to individuals' total annual remuneration. As the above amounts do not contribute to a person's pension or provident fund, advice on private pension plans should be provided where applicable.

1.16 The effective operation of such a system will probably imply that a transition will have to be made to a "cost-to-company" remuneration basis, at least as far as the provision of a comprehensive package of remuneration information to individual members of staff is concerned.

1.17 To finance and implement a new system that exhibits greater differentiation, we will have to deal cautiously with general salary increases so that some room will be left for meaningful and constructive differentiation in the system. However, this cautionary note should not be interpreted as a diminishing of management's commitment to the establishment of a competitive salary structure for the UFS.

2. THE FRAMEWORK OF THE MODEL

2.1 The purpose of the model is to pass the maximum benefit to employees at the UFS without affecting the financial sustainability of the institution.

2.2 It is a **multiple-year, income-related, remuneration-improvement model**. It will be a dual model

- that is linked to income and performance; and

- that uses inflation as point of departure.

2.3 The salary adjustments will be subject to the following fundamental principles:

1) That management is committed to applying a full 53 % of the total income (see definition) of the UFS for staff remuneration costs.

2) That the staff remuneration costs will not exceed 53 % of the UFS's income.

3) Salary adjustments will be linked to

- the UFS's performance (income);

- the individual's performance.

4) The following have to be provided from the apportioned 53 %: increase in, for example

- general inflation adjustments in salaries

- fringe benefits

- growth SLEs

- affirmative action SLEs

- individual performance

- real improvement of salaries

- improvement of salaries of lowest paid employees

- statutory levies.

5) If the UFS experiences financial problems, the model should provide that a part of the adjustments decreases 'automatically' and is therefore reversible.

3. OPERATIONALISING THE MODEL

3.1 September: Income is estimated, total remuneration costs are calculated and "space" for improvement of salaries and fringe benefits is determined.

3.2 October: Negotiations are entered into and agreement is reached on the application of the estimated available funds. The agreement is made dependable on the estimate of the rand value of the expected subsidy from the authorities. (This value is determined by, among others, the a-value.)

3.3 November: As soon as the a-value (and therefore the income) is known, the agreement is implemented.

3.4   If the a-value is announced too late for implementation in the following January, an agreed upon minimum increase is implemented and the rest is corrected retroactively as soon as possible thereafter.

3.5   If after a year, there is a substantial difference between the estimated and actual income, the difference is carried over to the next round of negotiations.

Definitions:

For the purposes of this agreement the following definitions apply:

Income is defined as : the total income of the central budget which mainly comprises subsidy, tuition fees and the third income stream, but not the investment income from reserve funds.

Remuneration cost is defined as: the total cost of staff remuneration (total cost to company). This includes:

- Salaries
- Fringe benefits
- Employer contributions
- Statutory levies

Note:
The School of Medicine and School of Allied Health Professions are not included.

University of the Free State

Employment policy and procedure

(Approved by the Council on 17 September 2001)

UNIVERSITY OF THE FREE STATE

EMPLOYMENT POLICY AND PROCEDURES
(external and internal appointments in vacant positions)

1.0   INTRODUCTION

1.1   This document stipulates the guidelines and procedures for the employment of personnel (external and internal appointments in vacant positions) by the UFS. This policy of the UFS is intended, at all times, to pursue the following broad objectives:

> To recruit, select (interview) and appoint top-quality personnel to fill vacant positions. **The policy and the principles apply to all employees and post levels, even though adjustments are made with regard to the procedures for the appointment of personnel at the level of the executive management so that the process of appointments may become even more inclusive at this level.**

> To promote employment equity with respect to all population groups, both genders and persons with disabilities at all post levels, with specific reference to the objectives outlined in the Employment Equity Plan.

1.2   Section 6 of the Employment Equity Act (Act 55 of 1998) prohibits discriminatory advertisements for vacant positions, or application forms, or any enquiry during interviewing, or otherwise, that may signal a limitation, or preference, based on race, religion, colour, ethnic or social origin, gender, marital status, age, political conviction, etc. This section applies to any form of job application or enquiry, and any type of job advertisement in the organisation.

As a result of new labour legislation, the employment process (and therefore interviewing also) is increasingly seen as a mine-field of dangers to the employer and interviewer. Equity, non-discrimination, impartiality, and an unbiased attitude are principles that confront the contemporary interviewer. Thus, the perception arises easily that almost no questions may be put to candidates. The interviewer finds him / herself in the hopeless situation where he / she has to distinguish between candidates without being allowed to explore the facts.

However, the above-mentioned situation is an extremist application of these principles. The Constitution provides guidance in this respect, stipulating that, although the applicant's human rights may not be infringed, those rights are not absolute, and can indeed be limited where such a limitation is reasonable and justifiable in our society. This aspect is addressed later in Point 6 (Specific guidelines with respect to posing questions in the process of interviewing).

1.3   The obligations imposed by the Employment Equity Act (Act 55 of 1998), viewed in the context of the UFS personnel profile, indicate that urgent attention must be paid to making this profile more representative, which means that more appointments will have to be made from the designated groups.

1.4 The following aspects are outlined in this document:

> The employment procedure
> Recruitment policy (internal and external)
> Policy with regard to interviewing
> Record-keeping, evaluation, reporting and monitoring of the employment process

2.0   PROCEDURE FOR MAKING APPOINTMENTS

If a vacancy arises in a faculty or a department, the following procedure is followed:

2.1   The Human Resources Department must be informed that a vacancy has to be filled, and that the position has to be advertised. The following documents must accompany the request:

> The form with the details of the advertisement **(Form A)**
> A brief outline of the vacant position, which has to be prepared in collaboration with the Human Resources Department **(Form B)**

2.2   The post is advertised internally and / or externally by the Human Resources Department. **(See Point 3.1.)**

2.3   The Department's nominations committee, with the interviewing panel **(see Point 4.1 – Nomination Committee/Interview Panel)**, draws up a shortlist of the candidates (3 to 5 persons) who must be invited for interviews.

2.4   The Department makes a summary of the applications on the shortlist with whom interviews will be conducted **(Form C – Summary of Applicants)**.

2.5   The Department makes arrangements for interviews with the candidates whose names are on the shortlist:

> Arrange appointments with candidates.
> Inform the Human Resources Department of the travel and accommodation arrangements for the candidates.
> Once the final travel and accommodation arrangements for the candidates have been made, feedback is given to the Department.
> The Department informs the candidates of the travel and accommodation arrangements, confirming the date, time and place of the interviews.
> The Department confirms the final arrangements with the members of the interviewing panel.

2.6   The scheduled interviews are conducted with the candidates whose names are on the shortlist. **(See Point 4.0 – Policy with respect to interviewing).**

2.7   The interviewing panel submit their report and recommendation **(Form D)** to the Dean / Director for his / her recommendation. The advertisement that was placed, as well as the summary of the candidates **(Form C)**, is submitted along with the recommendation.

2.8   Once the appointment has been recommended by the Dean / Director, all the documentation is sent to the Director: Human Resources, who deals with the documentation in terms of approved policy: Appointments and Promotions (Appended).

2.9   Once the appointment has been approved, the Human Resources Department processes and finalises the applicant's appointment.

➢ The successful candidate is informed that his / her appointment was successful by sending a written offer to him / her.
➢ If the person accepts the job offer, the unsuccessful candidates with whom interviews were conducted, as well as other applicants, are informed in writing, that their applications were unsuccessful.
➢ **A copy of the documentation mentioned in Points 2.7 and 2.8, together with the approval, is sent to the Employment Equity Officer for record-keeping, reporting, evaluating and monitoring of the employment process.** The information then forms part of the Employment Equity Plan, as well as the progress report which has to be submitted on a regular basis, in terms of the Employment Equity Act, to the Director General of the Department of Labour. **(See Point 5.0 – Record-keeping, reporting, evaluating and monitoring the employment process.)**

3.0   RECRUITMENT POLICY

This policy stipulates guidelines for recruiting top-quality candidates to fill vacant positions, and is intended, at all times, to promote the objectives of the UFS (by means of securing the services of top-quality personnel) and the equitable representation of all population groups, both genders and persons with disabilities at all post levels, with specific reference to the objectives that are outlined in the Employment Equity Plan of the UFS.

It is important, at all times, that a balance be maintained between quality (top-quality personnel) and employment equity (among others, to address under-representation of personnel from the designated groups).

3.1   INTERNAL versus EXTERNAL RECRUITMENT

3.1.1 Internal recruitment and / or promotion must only be used on their own in filling a vacant position where these internal actions will not lead to conflict with the objectives outlined in the Employment Equity Plan, and can be justified by the availability of suitable personnel internally. Thus, if under-representation of the designated groups has been identified for the particular post level and post category within which the vacant position falls, then internal recruitment and promotion should not be used as the exclusive means, unless adequate numbers of suitably qualified candidates from the particular designated groups that are under-represented are available internally.

3.1.2 In cases where there are adequate numbers of candidates from the particular under-represented designated groups within the UFS, and it is therefore decided to use internal recruitment, adequate publicity of the vacant position that is available must be launched within the UFS so that all suitable candidates are given the opportunity to submit an application for the position in question. Thus, informal internal recruitment must be avoided.

3.1.3 Where the decision is taken that external recruitment is required to increase the probability that the under-representation that was referred to earlier will be addressed, internal recruitment must be done together with external recruitment to ensure that no absolute obstacles against appointing persons from the non-designated groups are imposed.

3.1.4 If, because of the specialist requirements of a specific vacant post, there are no internal candidates for that post, then external recruitment, without internal recruitment taking place at all, may be used.

3.2 GUIDELINES FOR EXTERNAL RECRUITMENT

3.2.1 If it is decided to also recruit externally to fill a particular vacant position, the Employment Equity Plan must be consulted so that the geographic area (regional, provincial, national or even international) within which recruitment for a particular post level and category has to be done, can be identified.

3.2.2 Once the geographic area in which the institution has to recruit for the particular post level and category has been determined, a decision as to which groups should be specific target areas for recruitment actions has to be taken on the basis of the under-representation of the particular groups that are required to be advantaged, in terms of the Employment Equity Plan, in the particular post levels and categories.

3.2.3 The recruitment method that is selected with respect to advertising and other forms of publicity must time and again be identified in ways consistent with the need to reach particular target groups so that candidates from the designated groups may be recruited. Here it is of specific importance to note the languages that are used for publishing the advertisements, as well as the composition of the user public of the medium utilised (in specific cases, for example, a "search committee" can be appointed, if required). Practical guidelines, stipulated in the Employment Equity Plan in particular, have to be taken into account and followed closely.

(See specific policy regarding Qwaqwa Campus appointments (par 4.1.5 – Qwaqwa Campus.)

4.0 POLICY WITH RESPECT TO INTERVIEWING

Prior to the interview, steps must be taken to ensure that the most representative pool of qualified applicants is recruited **(see 3.0 – Recruitment Policy).**

Any questions, posed during the employment process, that do not have direct bearing on the job, may appear to be discriminatory, and may dissuade any good prospective employee from taking any further interest in the position.

4.1 NOMINATIONS COMMITTEE / INTERVIEWING PANELS

The goal of this policy is to stipulate policy guidelines for forming nominations committees and interviewing panels that will promote an unbiased and transparent selection process in the appointment and promotion of staff in ways consistent with the objectives of the UFS, and in particular the Employment Equity Plan. The nominations committee will be responsible for drawing up the short-list, and will then serve as the interviewing panel when the interview is conducted.

4.1.1 COMPOSITION

➢ Panels must consist of at least five persons. The Department must strive to form a panel that consists of members of both genders and an additional member from the designated group, unless such a composition is not possible on reasonable grounds. When a job description requires specific skills, knowledge, experience or formal qualifications, there must preferably be someone on the panel who is familiar with these skills, and has the background with respect to the above-mentioned requirements. The panel must consist of at least the following members:

- Two representatives of the Department, and of these two one must be the head of the Department / Departmental Chairperson or Division Head (this person generally acts as chairperson of the panel).
- A representative of the Office of Diversity and Equity (observer).
- A representative of UVPERSU (observer).
- A representative of NEHAWU (observer).

- It is optional that a representative of the Human Resources Department and / or a representative of the Employment Equity Committee should be members of the panel. These persons must preferably be part of the panel, but attendance is not compulsory and will be determined by the need. Human Resources will assist the Department in determining such a need and making the necessary arrangements.

- Any other person / persons as the need arises.

Consensus, observers and the right to vote

The interviewing panel must attempt to achieve consensus with respect to the candidate who is the most suitable for the post. The observers are full members of the panel and may participate fully in the interview. If consensus is not achieved, a decision is taken on the basis of a vote as to which candidate must be recommended for appointment in the post. In this case, only members of the Department / Division will have the right to vote. The chairperson has a deciding vote if there is a tie of votes.

➢ The chairperson of a panel must have adequate experience of interviewing.

➢ Each member of the panel must have access to the following:

- Adequate information with regard to the vacant position.
- Selection skills.
- Adequate knowledge of the Employment Equity Act.

4.1.2 RESPONSIBILITIES

A nominations committee / interviewing panel has the following responsibilities:

➢ Members of the panel must be aware of the requirements (as well as the minimum requirements) of the particular post, and must make an objective and informed choice on that basis.

➢ Members must be acutely aware of the selection criteria, and that they are permitted to propose changes to these criteria.

➢ Members have to draw up a shortlist (generally 3 to 5 persons) of the applicants that must be invited to these interviews. Members have to determine which of these candidates comply with the particular criteria inherent to the vacancy in question.

➢ The interview structure must be planned so that all applicants are subjected to the same selection criteria.

> Members must attempt to achieve consensus with regard to ranking candidates in an order of preference on the basis of the interviews conducted, and reasons for the ranking must be provided. Only if consensus is not reached, will the panel proceed to a vote. Only members of the Department have voting rights, and the Chairperson has a deciding vote if there is a tie of votes.

> Information must be kept safe and dealt with as confidential.

> The panel must (if required) provide reasons to applicants why they were not considered for the vacant position.

> Members must keep all the information and documentation available until the necessary recommendation has been approved, and they are therefore required to accept co-responsibility for the recommendations.

4.1.3 RESPONSIBILITIES OF THE CHAIRPERSON OF THE PANEL

The chairperson of the panel has the following responsibilities:

> To ensure that the process proceeds in accordance with policy.

> To ensure that each member of the panel will make his full and legitimate contribution to the decision-making process.

> To ensure that panel members are aware of their duties and responsibilities.

> To ensure that the report and the recommendation **(Form D)** are drawn up and / or presented professionally, and that an accurate account of the decision that the panel has taken is given **(see 2.7 – Recommendation of panel to the dean / director).**

> If the panel has not reached consensus with regard to the recommendation, the chairperson must ensure that the members who did not agree with the decision, draw up a report in which the reasons for their opinions are provided. This report must be submitted to the dean / director together with the recommendation **(see Point 2.7)**.

4.1.4 CHECKLIST

> Ensure that interviewing panels are representative.

> Ensure that panel members are aware of the main principles stipulated in the Employment Equity Act.

> Ensure that members of the panel have the necessary training and insight to perform their tasks properly.

> Ensure that members of the panel are fully informed regarding their responsibilities and duties pertaining to the process of selection.

4.1.5   QWAQWA CAMPUS (approved by the EXCO on 20 February 2004)

4.1.5.1 Approval was granted that specific provision be made for representation of Qwaqwa personnel on selection committees in the case of senior appointments that affect the Qwaqwa Campus directly. The following was decided:

4.1.5.2 In the case of all appointments, the Qwaqwa Campus must at least be consulted and the shortlist must be circulated to them for inspection and comments.

4.1.5.3 Where practically possible and cost-effective, the Qwaqwa Campus can have representatives on all interview panels, but in the case of all appointments at the level of Senior Lecturer, Deputy Director and higher, at least one of the following persons must be a member of the panel: Campus Head, Acting Academic Head or Co-ordinator: Human Resources.

4.1.5.4 The aspects that must be taken into account with regard to the composition of a panel are therefore the following:
1) The level of the post
2) Internal arrangements of the faculty or division
3) Practical feasibility of the proposed composition
4) Cost-effectiveness

4.2 THE INTERVIEW

4.2.1 An interview is conducted in order to get to know more about the suitability of persons who applied for a particular vacancy.

4.2.2 When information that is not relevant to the job is requested during the interview, this may be seen and experienced as discriminatory in terms of the Employment Equity Act. **(See Point 6 – Guidelines for asking questions.)**

4.2.3 Although no interviewer can envisage every possible situation, he / she should be sensitive to any kind of circumstance that may arise during the interview, and that may lead to a complaint of discrimination.

4.3 GUIDELINES WITH REGARD TO ASKING QUESTIONS

Questioning must be consistent with the type of question that will allow the panel to identify the applicant who is the most suitable candidate for the position; however, the questions have to be meet the norms of acceptability set by the Employment Equity Act. **(See Point 6 – Guidelines for Asking Questions.)**

5.0 RECORD-KEEPING, REPORTING, EVALUATING AND MONITORING THE EMPLOYMENT PROCESS

5.1 To be able to evaluate recruitment actions at the UFS as a whole on a regular basis, it is necessary that certain information be collected and regularly updated by the Human Resources Department. The information has to include at least the following:

➢ The number of candidates who apply for a vacancy within the UFS.

➢ The number of persons from each of the designated groups who applied for each vacant position.

➢ The number of candidates from each designated group with suitable qualifications that applied for each vacant position.

➢ In each case where it was decided to recruit internally only, the reasons for the decision must be provided.

➢ For each recruitment action, both internally and externally, the method used to reach the target groups must be provided.

5.2 Copies of the following documents are submitted by the Senior Officer: Human Resources to the Employment Equity Officer for record-keeping, evaluating, reporting and monitoring of the employment process:

➢ A copy of the advertisement (internal, external or both).
➢ Form A – Details of the advertisement.
➢ Form B – Description and requirements for the vacant position, used for purposes of placing an advertisement so that the vacancy may be filled.
➢ Form C – Summary of the applicants for the post.
➢ Form D – Report on and recommendation regarding the appointment of a personnel member in a vacant position.
➢ Approval of the appointment.

This information then forms part of the Employment Equity Plan, as well as the progress report that has to be submitted on a regular basis to the Director-General of the Department of Labour, as stipulated by the Employment Equity Act.

5.3 As part of monitoring the implementation of the Employment Equity Plan, the Human Resources Department has to evaluate the recruitment actions of the UFS, using the above-mentioned information, and then with specific reference to the following questions:

➢ Have the correct target groups been identified, with specific reference to the needs of the Employment Equity Programme of the UFS?

➢ Will the media that are used for recruitment reach the target groups that have been identified for particular recruitment actions in terms of the Employment Equity Programme?

➢ If the media that are used for recruitment do indeed reach the target group, does the content of the particular recruitment material succeed in convincing adequate numbers of suitably qualified candidates from the target group to apply for the particular position?

➢ Do the recruitment methods or the content of the recruitment material give rise to the perception that absolute obstacles are created for the non-designated groups?

5.4 If the evaluation indicates that the recruitment methods are indeed successful in recruiting suitable candidates from the designated groups to address existing under-representation, consideration should still be given in the evaluation process to the possibility that future imbalances may be created should the recruitment methods be continued. Recruitment methods must therefore be adjusted on an annual basis, so that the changing needs of the UFS with respect to the personnel profile may be met.

6.0 GUIDELINES WITH RESPECT TO ASKING QUESTIONS IN INTERVIEWING

6.1 BACKGROUND

As stated briefly in Point 1.1, the employment process (and therefore interviewing too) is seen increasingly as a minefield of dangers for the employer and the interviewer, mainly due to new

92

labour legislation. Equity, non-discrimination, impartiality, and an unbiased attitude are all principles that contemporary interviewers have to confront. The perception therefore arises easily that almost no questions may be put to candidates. Apparently, the interviewer finds himself/herself in the hopeless situation where the panel has to distinguish among candidates without exploring the facts.

However, the above-mentioned situation is an extreme application of these principles. The Constitution provides guidance in this regard and stipulates that, although human rights may not be violated, those rights are not absolute and can indeed be limited where this is reasonable and justifiable in our society.

This principle is also applicable to the process of interviewing. The point of departure is that certain questions are unacceptable. However, questions are allowed if they are reasonable and justifiable. **The principle that informs a reasonable and justifiable approach in the interview process is relevance to the job.**

6.2   RELEVANCE TO THE JOB

Relevance to the job is a broad concept. In the milieu of interviewing, this requires in general that the questions put to candidates must be relevant to the position for which the interview is being conducted. Relevance to the job provides some leeway and freedom to interviewers in the interviewing process, albeit that such freedom is limited. Relevance to the job therefore requires that questions must at all times be related and relevant to the particular vacant position that is on offer.

Enquiries probing whether a candidate has a driver's licence will therefore not be job relevant where the available post requires a person who has to work on a computer for the entire day. However, where the vacant post is for a bus driver, enquiries that focus on the possession of a licence will in certain circumstances be regarded as relevant to the job. It is clear from the example that questions may be relevant to the job under certain circumstances, while in others not at all. Relevance to the job can also address, for example, enquiries about a person's race. Normally, any questions about a candidate's race would be unacceptable; however, from the perspective of an affirmative action purpose, such questions may become job relevant and acceptable.

Questions about a candidate's social interaction, involvement in committees, interpersonal relations, etc, can be regarded as job relevant where the post in question requires a high measure of liaison with the public. However, where the post entails no interaction with the public, such general questions will be difficult to justify as job relevant.

6.3   INHERENT JOB REQUIREMENTS

Closely related to job relevance is the principle of the "inherent requirements of a job." Questions that are related to the inherent requirements of a job can be asked, and such questions will be justifiable as job relevant. Where a specific post requires that the candidate **must be able** to speak French, this requirement is an inherent requirement of the post, and a candidate can be asked whether she / he is proficient in French, without any fear of discrimination on the grounds of language. However, where a post does not have French as an inherent requirement, questions about the candidate's ability to speak French will not be job relevant, and could possibly entail discrimination on the grounds of language.

93

The above-mentioned examples therefore illustrate the importance that interviewers obtain clarity, prior to the interview, about the inherent requirements of the vacant position. This will prompt panels to make their questions more structured and more relevant, and will assist them in eliminating unnecessary and irrelevant questions.

6.4   A GOLDEN RULE IN QUESTIONING

To formulate specific rules for assessing questions in terms of relevance for the job is difficult, given the variability of the interviewing process. Each interview and each question must therefore be assessed on its own merits. However, an easy test question that can be asked is the following: **"Is this question going to assist me to establish whether the candidate will be able to do the job or not?"**

IN CONCLUSION: Interviewing must not necessarily take place in terms of a predetermined questionnaire. An important technique in interviewing is to put the candidate at ease at the start of the interview. A relaxed candidate can be assessed more readily. Often it is a good tactic to ask more general questions about background, hobbies, interests, etc. to relax the candidate. An interviewer must be sensitive, at all times, for questions that may offend, or create the impression of offence or bias. The interviewer directs the interview. The impression of the interviewing process that is created in the candidate is therefore directly dependent on the interviewer, who is obliged to act fairly and sensitively, and to be able to distinguish between what is acceptable and what not.

UNIVERSITY OF THE FREE STATE

SPECIFIC GUIDELINES WITH RESPECT TO ASKING QUESTIONS IN INTERVIEWING

These guidelines serve as the golden rules for interviewing, while RELEVANCE TO THE JOB is the criterion that determines whether any question is acceptable or unacceptable.

1   NAME

Acceptable:	-	Name under which the applicant was educated or appointed in the organisation's service.
Unacceptable	-	Questions probing name changes, whether made by way of a court order or for any other reasons, are unacceptable.
COMMENT:		**Avoid any questions that pertain to the applicant's maiden name.**

2   ADDRESS

Acceptable:	-	Current and previous addresses in the Republic.
Unacceptable	-	Enquiries that pertain to addresses overseas where these may be used to trace the national origins of the individual.

3   AGE

Acceptable:	-	Questions probing whether the applicant is permitted to work in terms of the appropriate legislation that governs age restrictions for work in the RSA.
Unacceptable	-	Any other request for information about age or date of birth, or any other enquiry that signals a preference for a youthful individual or an older person, a recently graduated person, a retired person, etc.
COMMENT		**If the exact age is required for an employee benefits plan or any other legal purpose, these details may be established once the person has been appointed.**

4   GENDER

Acceptable:	-	Enquiries about gender are only allowable when this aspect is an inherent requirement of the job, or if such an enquiry promotes a justifiable equity decision.
Unacceptable	-	Any enquiry about gender, pregnancy, family planning or arrangements with respect to family care.

5   MARITAL STATUS

Acceptable:	-	If willingness to be transferred or to travel is part of the job description, the applicant may be asked whether he / she will comply with this requirement.
Unacceptable	-	Any enquiry about the applicant's marital status (married, unmarried, divorced, engaged, widow / widower, etc.); whether the applicant's spouse is subject to possible transfer; questions pertaining to the applicant's spouse's position.
COMMENT:		**Information about dependents may be established once the appointment has been made, if required for purposes of employee benefits. The name and the address of a person who**

95

has to be informed in case of an emergency may also be requested from the applicant. An applicant may also be asked whether he / she is subject to any circumstances that may prevent his / her concluding a minimum service commitment.

6 PLACE OF BIRTH, NATIONALITY, ETHNIC OR NATIONAL ORIGIN, CITIZENSHIP

Acceptable: - Questions probing whether the applicant is legally permitted to work in the Republic in terms of the appropriate legislation. Enquiries with respect to ethnic origin are acceptable if the employer is an ethnic organisation or agency, or if ethnic origin is an inherent job requirement.

Unacceptable - Any enquiry that pertains to place of birth, the applicant's nationality or the nationality of parents, grandparents, family or spouse, ethnic origin, mother tongue or citizenship status.

COMMENT: **Documentary evidence of authorisation to work in the Republic (work permits, visa) can be requested once the appointment has been made.**

7 LANGUAGE

Acceptable: - Enquiries about the languages that the applicant speaks, reads or writes, if such an enquiry is relevant to the job.

Unacceptable - Questions that pertain to the applicant's mother tongue or where knowledge of a language was acquired.

COMMENT: **Testing or selecting applicants with respect to language proficiency is not allowed, unless relevant to the job.**

8 RACE, COLOUR

Acceptable: - No enquiries are permitted, unless these are made for purposes of a legal equity action programme.

Unacceptable - Any enquiry that discloses a person's race, colour, etc. (including the colour of the eyes, hair or skin).

9 PHOTOGRAPHS (GENDER, RACE, AGE)

Acceptable: - None are permitted.

Unacceptable - Any request for a photograph.

COMMENT: **Photographs for security documents or UFS files can be taken once the appointment has been made.**

10 RELIGION

Acceptable: - The interviewer may clarify the required work schedule and ask whether such a schedule will pose any obstacles to the applicant.

Unacceptable - Any enquiry that discloses religious denomination, affiliation or preference, including questions about willingness to work on any religious holidays, religious customs, religious dress. Also avoid asking for testimonials or references from religious office-bearers.

COMMENT: **Once the person has been appointed, the person may be asked questions about the religious holidays for which he / she will require leave. In terms of the Employment Equity Act, the University is compelled, within reasonable bounds, to accommodate an employee's religious convictions.**

11 TRAINING AND / OR EDUCATION

Acceptable: - Enquiries are permitted re academic, career, professional or technical

96

institutions that the applicant has attended, and the nature and the level of training received.

| | Unacceptable | - | Any specific enquiry for information with respect to attendance of schools of a particular religious denomination that can be utilised for discriminatory purposes is prohibited. |

12   ORGANISATIONS

Acceptable: -   Enquiries about membership of any organisation on condition that the applicant is not required to list any club or organisation that may signify race, religion, colour, age, gender, marital status, ethnic or national origin, physical or psychological disability, or political conviction, etc.

Unacceptable   -   A request that the applicant must list all clubs, organisations that he / she belongs to is prohibited.

COMMENT: **It is acceptable to enquire, once the person has been appointed, whether the person would like to join a work-related activity or organisation.**

13   REFEREES

Acceptable: -   It is acceptable to obtain information from referees, including previous employees with respect to an applicant's job performance.

Unacceptable   -   Any enquiry directed to a referee that will disclose an applicant's race, gender, religious convictions, age, marital status, ethnic or national origin, etc.

COMMENT: **In general, the same limitations apply that are applicable to questions put directly to applicants.**

14   MEDICAL INFORMATION

Acceptable: -   Medical testing is acceptable if this is required by legislation or is justifiable in the light of medical facts, circumstances on the job, social policy, the equitable distribution of benefits or the inherent requirements of a job.

Unacceptable   -   Any general investigation of the nature of a physical or psychological disability or a requirement that an applicant must list all former or existing physical or health problems is prohibited.

COMMENT: **In general, it is desirable to perform medical testing or make medical enquiries once a job offer has been made, and only if the employee's medical condition has bearing on his / her duties on the job. A job offer can be made subject to the successful taking of a medical test.**

15   DISABILITIES

Acceptable: -   Questions probing whether the applicant has any health conditions that may affect his / her ability to do work; or questions whether the applicant has any condition that has to be considered in the selection process.

Unacceptable   -   A general list of disabilities, limitations or health problems; probing whether the applicant abuses alcohol or drugs; probing whether the applicant has undergone any psychological treatment; or probing whether the applicant has been hospitalised for emotional problems; or probing whether the applicant has ever received accident insurance.

COMMENT: **A disability is only relevant to the capacity to perform work, if it:**
* **poses a threat to the safety of others' property;**

97

- **prevents the applicant from performing her / his work safely and satisfactorily, even after reasonable attempts have been made to accommodate the applicant's disability.**

16 WORK SCHEDULE

Acceptable:	-	Questions about the applicant's willingness to maintain the required work schedule.
Unacceptable	-	Any enquiry with respect to the applicant's willingness to work on any particular religious holiday is prohibited.
COMMENT:		**It is acceptable, once the person has been appointed, to ask the person about the religious holidays for which he / she will require leave.**

17 LENGTH, WEIGHT, PHYSICAL STRENGTH

Acceptable:	-	Such enquiries are allowed if they are directly related to the requirements of the job.
Unacceptable	-	Any enquiry that may be discriminatory because proportionally it excludes more members of the designated groups and which cannot be justified in terms of the inherent requirements of the job is prohibited.

18 POLITICAL CONVICTIONS

Acceptable:	-	No enquiry whatsoever is allowed.
Unacceptable	-	Any request that requires of the applicant to disclose political affiliation, activity or membership is unacceptable.

19 SEXUAL ORIENTATION

Unacceptable:	-	No enquiries with respect to sexual orientation are permitted.

20 FAMILY STATUS

Acceptable:	-	Questions as to whether the applicant will be able to work for the required hours and, where relevant, overtime.
Unacceptable	-	Questions about the number of children or dependents; or arrangements with respect to taking care of children.
COMMENT:		**Contact persons in case of emergencies and / or details of dependents can be established once the appointment has been made.**

21 CRIMINAL RECORD

Acceptable:	-	Enquiries that pertain to criminal records and convictions must be avoided, unless such enquiries are directly relevant to the job.
Unacceptable	-	Questions whether the applicant has any previous convictions; whether the applicant has ever been arrested; whether the applicant has a criminal record.

UNIVERSITY OF THE FREE STATE

DETAILS FOR ADVERTISEMENT

To ensure the correct placement of advertisements, the following information must reach the Human Resources Department (Room 258) **before** or **on** the 3rd working day of each month.

DEPT. / DIVISION: _____

TITLE OF POST: _____

WORDING (e.g. requirements, duties, etc.):

_____

_____

_____

_____

_____

_____

_____

MINIMUM ACCEPTABLE QUALIFICATIONS: _____

DATE OF ASSUMPTION OF DUTIES: _____

In the case of further enquiries, provide a more detailed outline of the duties involved in the above-mentioned post:

_____

_____

_____

_____

_____

This form must be accompanied by an outline of the vacant position (Form B).

_____   _____
HEAD OF DEPARTMENT / DIRECTOR   **DATE**

UNIVERSITY OF THE FREE STATE

OUTLINE AND REQUIREMENTS OF THE VACANT POSITION FOR PURPOSES OF PLACING AN ADVERTISEMENT TO FILL THE POSITION

DEPARTMENT: _____

TITLE OF THE POSITION_____

1.   MAIN PURPOSE OF THE POSITION : (one sentence why the position exists)

_____

_____

2.   MAIN TASK DESCRIPTION : (main tasks, plus a brief outline of these)

_____

_____

_____

_____

_____

_____

_____

_____

3.   REQUIREMENTS FOR THE VACANT POSITION: (Requirements that have to be met successfully

        to hold the position – the minimum requirements are the inherent requirements of the post)

3.2   Formal qualifications: Minimum   _____

                                Ideal :   _____

3.2   Legal requirements: Minimum :   _____

        (e.g. valid driver's licence   Ideal :   _____
        registration with controlling body)

_____   _____

HEAD OF DEPARTMENT   **DATE**

100

UNIVERSITY OF THE FREE STATE

SUMMARY OF APPLICANTS

DEPARTMENT : _____

POSITION : _____

PERSONAL DETAILS 1. Name 2. Salary	QUALIFICATIONS (also state at which university obtained and the date)	FORMER TRAINING (e.g. in-service training)	EXPERIENCE (current and previous employers)	REFEREES	CONTRACTUAL OBLIGATIONS	BURSARIES FOR STUDY, MEMBERSHIPS AND GENERAL COMMENTS (only those that have specific bearing on the post)	PUBLICATIONS	FUTURE POTENTIAL

101

PERSONAL DETAILS 3. Name 4. Salary	QUALIFICATIONS (also state at which university obtained and the date)	FORMER TRAINING (e.g. in-service training)	EXPERIENCE (current and previous employers)	REFEREES	CONTRACTUAL OBLIGATIONS	BURSARIES FOR STUDY, MEMBERSHIPS AND GENERAL COMMENTS (only those that have specific bearing on the post)	PUBLICATIONS	FUTURE POTENTIAL

UNIVERSITY OF THE FREE STATE

REPORT ON AND RECOMMENDATION REGARDING THE APPOINTMENT OF A PERSONNEL MEMBER IN A VACANT POSITION

1.   DEPARTMENT / DIVISION : _____

2.   POSITION TO BE FILLED : _____

3.   CEILING-BASED MANAGEMENT (affordability) :

    3.1 Allocated ceiling amount   _____

    3.2 Current remuneration costs   _____

    3.3 Estimated cost of appointment _____

    3.4 "New" remuneration costs   _____

4.   ADVERTISING THE POSITION :

    When (date) : _____

      internal   [ ]   external   [ ]   both   [ ]

    Which media : _____

                      _____

5.   DATE/S OF INTERVIEW/S : _____

6.   INTERVIEWING PANEL: Name (and "status") of members, e.g. Chairperson / Nehawu / Uvpersu/ Human Resources / Employment Equity Committee / Diversity and Equity etc.

    _____(_____)

    _____(_____)

    _____(_____)

    _____(_____)

    _____(_____)

    _____(_____)

    _____(_____)

Apologies: _____   _____

           _____   _____

7. SUMMARY OF THE NUMBER OF APPLICANTS :

White men	☐	Black men	☐	Disabled	☐
White women	☐	Black women	☐	**Total number of applicants**	☐

8.   CANDIDATES ON THE SHORTLIST WITH WHOM INTERVIEWS ARE TO BE
CONDUCTED:

_____   _____

_____   _____

_____   _____

9.   IF THE RECOMMENDATION IS FOR AN APPLICANT **NOT SELECTED FROM THE
DESIGNATED GROUPS (REASONED ARGUMENT) :**

_____

_____

_____

_____

_____

_____

10. SUCCESSFUL CANDIDATE
NAME _____
REASONED ARGUMENT (In brief) :

_____

_____

_____

_____

_____

104

_____

_____

_____

11.　　RECOMMENDED RANK :

　　　　_____

12.　　ACCOUNT AGAINST WHICH THE SALARY MUST BE DEBITED:

　　　　_____

13.　　MUST THE CANDIDATE RECEIVE A BONUS (only in the case of external funds) :

　　　　 _____

14.　　DATE ON WHICH DUTIES HAVE TO BE ASSUMED (Or the period of the appointment) :

　　　　_____

15.　　THE FOLLOWING MANAGERS RECOMMEND THAT THE VACANT POSITION BE FILLED
　　　　AND THAT THE ABOVE-MENTIONED CANDIDATE BE APPOINTED:

_____　　　　_____
HEAD OF DEPARTMENT / HEAD OF DIVISION　　　　**DATE**

_____　　　　_____
DEAN / DIRECTOR　　　　**DATE**

_____

UNIVERSITY OF THE FREE STATE

CODE OF CONDUCT

AND

PROCEDURE FOR REPORTING

POSSIBLE ILLEGAL ACTS

AND IRREGULARITIES

(APPROVED BY COUNCIL ON 07 MARCH 2003)

EXECUTIVE SUMMARY

This document is a concise and succinct outline of the ethical and moral standards that obtain at the University, as well as the behaviour expected of members of staff. This document also outlines procedures that members of staff may use in reporting possible illegal acts and irregularities by the UFS or its employees, for further investigation, and how they may enjoy the necessary protection in the event that they report such acts.

A.   CODE OF CONDUCT

1.   The aim of a code of conduct

To promote the highest ethical and moral standards at the University. Excellence and the maintenance of high and integrity-driven standards must be respected and promoted. The role of the University is to create, preserve, transfer and apply knowledge and understanding by means of teaching, research, creative work and other forms of scientific practice, as well as appropriate management. In fulfilling this particular role, the University confirms its commitment to specific values (see paragraph 1.4 of the detailed document). All members of staff should be aware of and act in ways that are consistent with the spirit associated with the role and the values of the University.

2.   Specific guidelines to be met

To promote the highest ethical and moral standards at the University, the following guidelines may be followed.

2.1   Conflicts of interest

Members of staff must ensure that their personal interests do not conflict in substantive terms with their university duties and responsibilities, nor that these can be regarded as being in conflict with the latter.

2.2   Outside work and private practice

To become involved in outside work, all members of staff must obtain prior approval, in terms of the existing Constitution that governs outside work, and they are compelled to ensure that outside work does not conflict with their normal work.

2.3 Accepting presents and benefits

Members of staff may not ask for presents nor benefits for themselves nor accept any such presents on behalf of another person, be it direct or indirect, where such an act can compromise or influence them in their official capacity.

2.4 Public comment

The University is committed to the right of members of staff to express their opinions in public on any issue; however, where matters are related directly to policy and other decisions taken by management, individuals have to state clearly that they are voicing their own opinions and that their views do not necessarily represent the views of the UFS.

2.5 Membership of trade unions

University staff have the right to join trade unions and to choose whether they want to participate in trade union activities.

2.6 Use and security of official information

University staff must ensure that they maintain the integrity, confidentiality and privacy of official university documentation and information, which they are allowed to access, so that the privacy of the individuals involved may be protected.

2.7 The use of official facilities and equipment

Members of staff must use university resources efficiently.

B. REPORTING ILLEGAL ACTIONS AND IRREGULARITIES

1. The aim of this document

To make provision for procedures that may be invoked by employees who would like to report illegal or irregular actions; as well as to make provision for protecting employees who report these actions (in terms of the Protected Disclosures Act, Act no. 26 of 2000).

2. Types of illegal acts and irregularities that can be reported

The *Protected Disclosures Act, Act no. 26 of 2000,* stipulates the types of illegal and irregular actions that can be reported.

3. Procedures for reporting disclosures

Disclosures of information may be made to specific officials. The allegations are referred via the reporting channels to the Internal Auditor and investigated further. The Rector has the discretion to make other arrangements with regard to the investigation. A register will be kept and updated.

4. Protection of employees

The *Protected Disclosures Act, Act no. 26 of 2000,* provides protection to an employee who makes a protected disclosure so as not to compromise the said employee's career at all.

Examples of career disadvantage are defined in section 4.4 of the detailed document.

5. Remedies

An employee who feels that he or she has been disadvantaged by the disclosure of information is given further protection by the Act.

6. Anonymity

A person who makes an allegation may remain anonymous, and this in itself will not prevent the matter from being investigated further.

UNIVERSITY OF THE FREE STATE

CODE OF CONDUCT

AND

REPORTING PROCEDURES

FOR POSSIBLE ILLEGAL ACTS AND IRREGULARITIES

TABLE OF CONTENTS

A. CODE OF CONDUCT

1. The aim of a code of conduct

1.1 The code of conduct has been formulated to promote the highest ethical and moral standards at the University.

1.2 The University is a unique tertiary academic institution. The maintenance of high and integrity-driven standards must therefore always be respected and promoted.

1.3 All members of staff of the University are accountable, via the Rector, to the University Council. Members of staff should be aware of the fact that offences against aspects of this code fall within the scope of improper behaviour, and can therefore lead to disciplinary action.

1.4 Members of staff at the UFS, in executing their duties, are required to

➤ maintain and continuously develop their knowledge and understanding of their areas of expertise or their professional domains;
➤ exercise their best professional and ethical judgement and take unbiased decisions on the basis of the available factual information;
➤ treat students, members of the public and other members of staff with respect, impartiality, courtesy and sensitivity;
➤ maintain a co-operative and collaborative approach to work relationships;
➤ are able to deal spontaneously with what are often complicated professional and ethical issues that may confront them in their work;
➤ perform their tasks with dilligence and meticulous care;
➤ act in ways that are fair and reasonable, and perform their work with integrity and objectivity;
➤ respect the confidentiality of information that may be disclosed to them in the course of their work;
➤ maintain policies and practices that promote equal opportunities, health and safety;
➤ ensure that university resources are used efficiently and effectively, and where possible, implement improvements and reduce waste;
➤ act in accordance with university aims, policies and procedures;
➤ comply with legal, industrial and administrative requirements; and
➤ ensure that their participation in non-university activities does not conflict with the fact that they are in the service of the University.

2. Specific guidelines that must be met

To promote the highest ethical and moral standards at the University, it is expected that members of staff must comply, among others, with the following specific guidelines.

2.1 Conflicts of interest

2.1.1 Members of staff must ensure that their personal interests do not conflict with their university duties and responsibilities, nor that these interests can be regarded as conflicting with the latter. A conflict of interests is judged in terms of the probability that members of staff with a particular interest can be influenced improperly when they perform their duties, or that it may appear as if they are improperly influenced.

Examples of cases where a conflict of interests may arise, include the following:

➢ Contracts or transactions between the university and the member of staff, or his/her immediate family. This also includes any partnership or business undertaking in which the member of staff or his/her immediate family and friends, as important shareholders, directors, or principals, hold a substantive interest.

➢ Involvement in a tender process in cases where the member of staff or his/her family holds a substantive shareholding.

2.1.2 Members of staff must inform the person whom they normally report to (e.g. vice-rector, dean, head of department, director), preferably in writing, if a conflict of interests arises.

2.1.3 Situations may occur where members of staff work with family members of persons with whom they have a close personal relationship. University policy stipulates that a close personal relationship with a member of staff does not in itself compromise any individual's chances of employment, promotion or transfer. Where such relationships between members of staff, or with prospective employees exist, situations might arise that could potentially lead to conflicts of interest, as occurs in the case of supervisory relationships and employment-related decisions. In such cases, the member of staff must report the situation to his immediate line-manager to whom he/she generally reports, preferably in writing.

2.1.4 Where such arrangements cannot be avoided, the individual involved has to inform his immediate line-manager to whom he/she normally reports, preferably in writing. The UFS rejects any intimate or sexual relationship between members of staff and students in the strongest possible terms.

2.2 Outside work and private practice

2.2.1 The University encourages members of staff to make a contribution to society, not only by way of teaching and research, but also by means of support to government, professions and industry in a range of activities that include consultation work, contracting, co-operative research and involvement in committees.

2.2.2 To engage in outside work, all members of staff have to obtain prior approval in terms of the existing Constitution that governs outside work, and they are compelled to ensure that outside work does not clash with their ordinary work.

2.2.3 Members of staff must consult the Constitution that pertains to Outside Work so that they may be familiar with the conditions that govern outside work.

2.3 Accepting presents and benefits

2.3.1 Members of staff may not ask for presents or accept benefits on their own or others' behalf, be it directly or indirectly, that can compromise or influence their official role. Presents or hospitality that is on offer, for example, to encourage a person to purchase something, is unacceptable.

2.3.2 Presents that are used by the donor for advertising purposes, may be accepted. The guideline amount of R200 (to be adjusted according to the annual inflation rate) may, however, not be exceeded. However, individuals must ensure that they do not compromise themselves by accepting such presents.

If a donation exceeding an amount of R200 is offered to a member of staff, and this may possibly be to the advantage of the University to accept it, such a donation has to be declared to the appropriate Rector / Vice-Rector / Chief Director and information must be fowarded to the Department of Human Resources.

2.3.3 The Department of Human Resources will keep a "**register of presents**".

2.3.4 Money may not be accepted in the form of a present.

2.4 Public comment

The University subscribes to the right of members of staff to comment in public on any matter. However, where the matters that are discussed are related directly to policy and other decisions of university management, it is important that, unless the member of staff represents the University officially, individuals clearly state that they are expressing their own opinion, and that their opinion does not necessarily represent that of the University.

2.5 Trade union membership

University staff have the right to join trade unions, and to choose whether they want to participate in trade union activities. The value of effective processes of

consultation between trade unions and management is recognised and all agreements will be honoured.

2.6 Use and security of official information

2.6.1 University staff have to ensure that they maintain the integrity, confidentiality and privacy of official university documentation and information which they may access so that the privacy of the individuals involved may be protected. In general, members of staff must only disclose information if they are legally compelled to do so, when their normal duties necessitate such disclosure, when they are expected to give evidence in a court of law, or if the information has been approved officially for public release.

2.6.2 Members of staff must only be given access to information, including information stored in information systems and files, for the purposes for which authorisation has been obtained; members of staff must not allow any other unauthorised person to gain access. All reasonable precautions must be taken, including passwords and file-protection measures, so that unauthorised access is prevented.

2.6.3 The basic principles of the *Promotion of Access of Information Act, Act no. 2 of 2000,* must be taken into account.

2.7 The use of official facilities and equipment

Members of staff must utilise university resources efficiently. Unless explicit permission has been granted, university resources may not be used for private purposes.

B. REPORTING ILLEGAL ACTS AND IRREGULARITIES

1. The aim of this document

This document outlines a strategy that has been developed to sensitise university staff to possible illegal acts and irregularities, as well as the structures that the University has in place to curb such acts. Provision has been made for procedures that:

➢ allow employees to disclose information that has bearing on illegal or irregular acts by the University or employees in the service of the University; and
➢ provide for the protection of employees who make such disclosures (in terms of the *Protected Disclosures Act, Act no. 26 of 2000*).

2. Types of illegal acts and irregularities that can be reported

Disclosure of information that pertains to any act on the part of the University, where such a disclosure is made by an employee who has reason to believe that the information in question indicates one or more of the following as stipulated by the *Protected Disclosures Act, Act no. 26 of 2000*:

(a) that a crime has been committed, is being committed or will most probably be committed;

(b) that a person has neglected, is neglecting or is most probably about to neglect to comply with a legal duty that the person is subject to;

(c) that an injustice has occurred, is occurring or is likely to occur in the legal process;

(d) that the health or safety of an individual has been endangered, or is being endangered, or is likely to be exposed to such a danger;

(e) that the environment has been damaged, is being damaged, or is likely to be damaged;

(f) that unfair discrimination as intended by the Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000); or

(g) that any matter alluded to in paragraphs (a) to (f) has been intentionally concealed, is being concealed or is likely to be concealed.

3. Procedures for reporting disclosures

Staff members who would like to make disclosures, can do so in the presence of the following officials who have the responsibility to ensure that the disclosure of information is investigated and that they will provide feedback within two weeks of the report.

- Rector
- Vice-Rector: Academic
- Vice-Rector: Student Services
- Deans
- Dean: Student Services
- Chief Director: Operations
- Chief Director: Community Service
- Director: Finance
- Director: Human Resources
- Registrar: General and Strategic Planning
- Registrar: Academic Student Services
- Chairpersons/Fulltime representatives of Trade Unions
- Internal Auditor

All allegations are referred via the above-mentioned reporting channels to the Internal Auditor and they are then investigated further. It is within the Rector's discretion to make other arrangements.

Allegations should be recorded in writing; however, oral allegations also have to be investigated. Internal Audit will keep a register up to date.

However, all parties involved have a responsibility to guard against the process being exploited to commit libel with intent.

4. Protection of employees

4.1 The *Protected Disclosures Act, Act 26 of 2000,* provides protection to an employee who makes a protected disclosure so that such an employee is not subject to career disadvantage.

4.2 A protected disclosure is a disclosure that is made in good faith by an employee who, on reasonable grounds, believes that the information that is made known, and any allegation contained therein, are true in a substantive sense; and who does not make the disclosure for personal gain, with the exception that a reward is payable in terms of the Act.

4.3 No employee may be subjected by his or her employer to a situation that entails a disadvantage to his/her career, on the grounds or partially on the grounds that he or she has made a protected disclosure.

4.4 Examples of career disadvantage

Career disadvantage implies that an employee who has made a protected disclosure of information is affected negatively in his career. The following are examples of career disadvantage as stipulated in the *Protected Disclosures Act , Act 26 of 2000*:

(a) to be subject to disciplinary steps;

(b) to be fired, suspended, expelled, demoted, harassed or intimidated;

(c) to be transferred against your will;

(d) to be refused a transfer or promotion;

(e) to be subjected to stipulations or conditions of service or retirement, which change, or are kept unchanged, to the disadvantage of him or her;

(f) to be refused a testimonial, or to be provided with a testimonial that compromises the person's position;

(g) to be refused appointment to a job, profession or office;

(h) to be threatened with any of the actions mentioned in paragraphs (a) to (g) above; or

(i) otherwise to be affected negatively with regard to your service, profession or office, including work opportunities and job security.

5. Remedies

An employee who feels that he or she has been disadvantaged by the disclosure of information outlined above, is given further protection under the *Protected Disclosures Act, Act 26 of 2000*. Where applicable, section 4 of the Act stipulates certain remedies.

6. Anonymity

A person who makes an allegation, may want to remain anonymous. This in itself is no reason to take the matter further, and for this reason, as much supportive evidence as possible should be obtained so that the matter can be investigated properly.

Once the investigation has been completed, Internal Audit will inform the person who had made the allegation of the outcome. The outcome of the investigation will be made known to the Rector and/or the Auditing Committee for possible further investigation and action.

(bgek0321)

COMMUNITY SERVICE POLICY
(Implemented in 2003)

INTRODUCTORY REMARKS

- The policy document is set out in the foundational framework and implementation mechanisms.
- The complete foundational document is available on the Internet at the following address: www.uovs.ac.za (select "Community Service").
- The approved policy will be phased in over three years, and will be integrated in the three-year rolling plan of the University of the Free State (UFS).

PREAMBLE

The University of the Free State upholds the vision **to be an excellent, equitable and innovative university,** and promotes an academic culture through excellent teaching, learning and research. The UFS also strives to be a leader in the reconstruction and development of the country. Therefore, the Executive Committee of the University instructed that a policy document be compiled according to which community service (CS) must be developed as a core function at the UFS. It must increasingly be integrated with teaching, learning and research.

With this policy, the UFS endorses the following three points of departure of the transformation process in the higher education sector:

(1)   increasing democratic participation;
(2)   greater emphasis on development; and
(3)   an increase in co-operative partnerships.

The UFS regards integrated CS programmes as mechanisms that will promote the above-mentioned transformation process.

The UFS acknowledges the importance of the new paradigm of open systems of knowledge, and the production of knowledge in dynamic interaction with the interests of communities. This paradigm is included in integrated CS programmes and research.

The UFS accepts the challenges of the current South African development context, and regards well-considered, well-administered, integrated CS programmes as one of the mechanisms through which this can be addressed.

DEFINITION OF TERMINOLOGY

Community

The UFS uses the term "community" in an inclusive sense when generally referring to service actions and programmes of the UFS. These actions and programmes also include partnerships with those communities that do not fall within the geographical service area of the UFS, and that were previously regarded as "indigent".

Integrated CS programmes imply –

- the joint and mutual acquisition of abilities (knowledge, skills and attitudes/dispositions)
- by all members of the community service partnership (lecturers and students at the UFS, members of communities and service sectors)
- in teaching, learning and research programmes
- aimed at a better understanding, handling and resolution of community needs and challenges
- through available expertise, resources and infrastructure.

In view of the immediate socio-economic context within which the UFS functions, a predominantly developmental approach will increase the relevance and value of integrated CS programmes.

These programmes must be based on interdisciplinary, intersectoral efforts to find local solutions to the national and international challenge of safeguarding all people through environmentally sustainable actions.

COMMUNITY SERVICE CATEGORIES

The UFS distinguishes between the following two CS categories:

CATEGORY A

CS projects and programmes that are integrated in curricula and linked to learning programmes, as well as research aimed at CS. The following sub-categories are identified in this category:

1. Compulsory practicals and community service.
2. Internships and work study programmes.
3. Core modules: compulsory practicals that are linked to learning programmes.
4. Elective and foundational modules.
5. CS research aimed at the community (problem-solving, developmental and needs-based).

CATEGORY B

Extra-curricular community involvement, i.e. CS that takes place outside teaching/learning and research programmes. The following sub-categories are identified in Category B:

1. CS ('community service' as a humanitarian form of assistance) by lecturers and/or students that takes place voluntarily ('volunteerism').
2. Consultation services in community context.
3. Workshops and short courses for community members.
4. Contract research on community challenges.
5. The initiation and management of development projects by staff members.

THE OBJECTIVE OF INTEGRATED COMMUNITY SERVICE PROGRAMMES

To establish and develop integrated CS as part of the core functions of the UFS in such a way that it contributes to the status of the UFS as an excellent, equitable and innovative university. This involves –

- the integration of CS with the teaching, learning and research activities of the UFS;
- the nurturing of existing, and the promotion of new CS initiatives,
- through quality partnerships with communities and the various service sectors.

MECHANISMS FOR THE PRACTICAL IMPLEMENTATION OF INTEGRATED COMMUNITY SERVICE

- The establishment of integrated CS as a core function at the UFS

- The integration of CS in learning programmes and curricula

- Acknowledgement and support for staff at the UFS

- The development of co-operative partnerships with communities and service sectors

- The funding and marketing of integrated CS programmes and projects

- The promotion of research aimed at CS and problem solving

- Quality assurance for integrated CS programmes (monitoring and evaluation)

- Integration into national and international processes regarding CS learning and research.

A Slogan for Community Service at the UFS

- ➢ We learn and serve in partnerships for sustainable development

- ➢ Ons leer en dien in vennootskappe vir volhoubare ontwikkeling

- ➢ Re ithuta le ho sebeletsa ka selekane bakeng sa ntshetsopele e nepahetseng

Resolution: Adopt the Community Service Policy
The UFS (Executive Management, Senate and Council) adopts the proposed Community Service Policy.

SECTION B: PRACTICAL IMPLEMENTATION

Objective 1: Establish integrated CS as a core function at the UFS
The UFS commits itself to:
1.1   Including CS in the vision, mission and values of the UFS.
1.2   Establishing an Executive Structure with a set of rules for CS (Chief Directorate, a central Community Service Committee and CS Faculty Committees).
1.3   Strategically utilising resources to support CS integrated learning programmes and research.

Objective 2: Integrate CS in learning programmes and curricula
The UFS commits itself to:
2.1   Promoting the development of programmes that include CS modules (at least one per learning programme).
2.2   Developing curricula of CS modules, preferably in co-operation with partners.

Objective 3: Give recognition and support to UFS staff for CS
The UFS commits itself to:
3.1   Include and take into account integrated CS in personnel development and performance management.

3.2   Developing a system of recognition and incentives for integrated CS.

Objective 4:
Develop co-operative partnerships with communities and service sectors
The UFS commits itself to:
4.1   Promoting local and regional partnerships at all levels.
4.2   Setting democratic participation by partners (communities and service sectors) in every aspect of CS programmes as the ideal.

4.3	Obtaining inputs from communities and service sectors regarding their needs and challenges.
4.4	Recognising and supporting service delivery sites in the community, e.g. the Mangaung-University of the Free State-Community Partnership Programme (MUCPP) and the Free State Rural Development Partnership Programme (FSRDPP).

Objective 5: Funding and marketing of integrated CS projects and programmes

The UFS commits itself to:

5.1	Take into account the funding of integrated CS programmes in an appropriate manner in allocation formulae (eg. SLE allocations to and within faculties)
5.2	Encourage academic departments to integrate the operating costs of integrated CS programmes into their operational budgets.
5.3	Making funds available for the establishment of integrated CS programmes.
5.4	Investigate incentives for personnel to obtain project funding from outside sources.
5.5	Promote the marketing of integrated CS projects and programmes

Objective 6:   Promote CS orientated research aimed at problem solving

The UFS strives to:

6.1	Support needs-based CS research, aimed at development and problem solving.
6.2	Promote interdisciplinary, intersectoral, holistic CS research with partners.
6.3	Promote programme evaluation and impact studies regarding CS initiatives.
6.4	Manage CS orientated contract research according to an appropriate incentive system.
6.5	Investigate an appropriate incentive system to promote CS research.

Objective 7:   Include integrated CS in the UFS's quality assurance of programmes

The UFS strives to:

7.1	Subject integrated CS programmes to the same quality assurance processes as all other learning programmes at the UFS.
7.2	Promote participation in programme evaluation, such as the Monitoring and Evaluation Research Programme (MERP), developed for the Community-Higher Education Service Partnerships (CHESP) programme.

Objective 8:	**Integration into national and international processes regarding CS learning and research**

The UFS strives to:

8.1   Encourage, promote and fund participation in national CS initiatives, as well as international liaison regarding "service learning" and CS research.