



# University of the Free State Integrated Report 2012



UNIVERSITY OF THE FREE STATE  
UNIVERSITEIT VAN DIE VRYSTAAT  
YUNIVESITHI YA FREISTATA



South Campus, Bloemfontein

# Integrated Report

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UNIVERSITY OF THE FREE STATE  
UNIVERSITEIT VAN DIE VRYSTAAT  
YUNIVESITHI YA FREISTATA

1 January – 31 December 2012

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### UFS and integrated reporting

This Council-driven report reviews the overall performance, non-financial and financial, of the University of the Free State (UFS) for the period 1 January to 31 December 2012. This is the first report of the UFS to its stakeholders within the framework of an integrated report as described by King III, the guidelines published by the International Integrated Reporting Committee and the Draft Regulations for Reporting by Public Higher Education Institutions published in 2012.

The conditions under which higher education institutions operate have become more demanding in the last two decades and there is a growing need for universities to be more explicit and transparent about the manner in which their core functions (teaching, research and community engagement), as well as its administrative operations, are defined by and support good governance, sustainability and the notion of corporate citizenship. The University welcomes this opportunity. In particular, the UFS sees this first integrated report as the beginning of the alignment of its financial and non-financial reporting with a complex notion of higher education sustainability and its relationship to social transformation in South Africa.

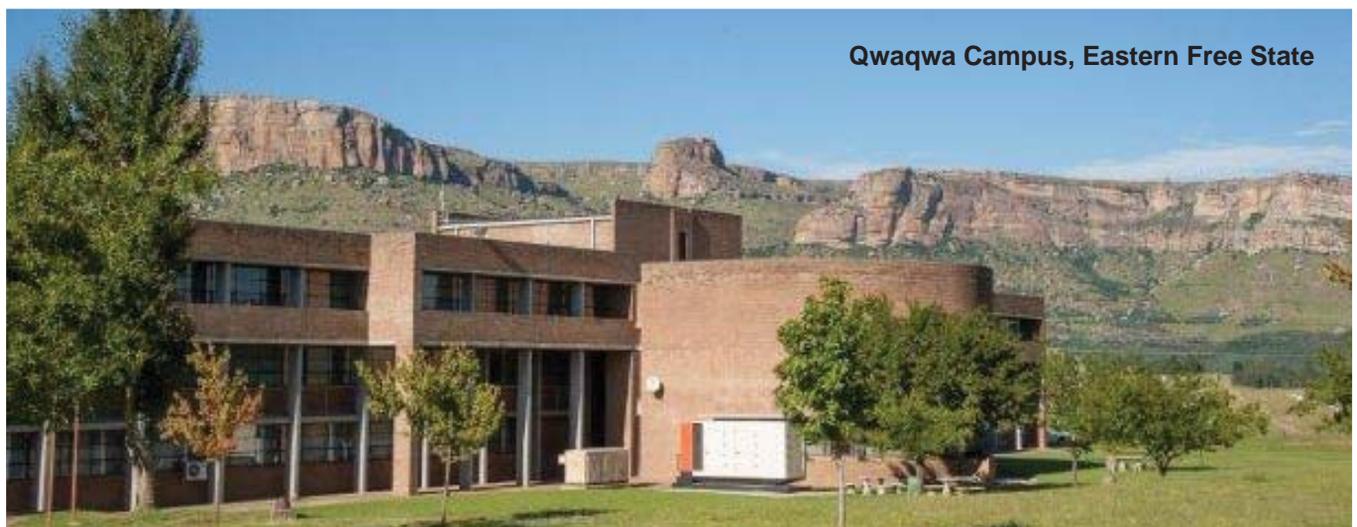
The UFS has defined materiality, i.e. those things that could make a difference to the University's performance, internally with its Council, and expects this process to improve as integrated reporting becomes a manner of managing the UFS's overall performance.

Assurance on the financial performance, the results of its operations and the financial position of the University is obtained through the performance of internal and external audits. Assurance on non-financial performance submitted through the Higher Education Management System (HEMIS) is obtained via external auditing as required by the Department of Higher Education and Training (DHET). The UFS has also developed an internal monitoring system to measure its performance in the achievement of its strategic goals, which will be fully operational by the end of 2013.

This report constitutes a transition from previous reporting requirements to the new requirements. We see integrated reporting as a process, with each year bringing new insight on how to improve our reporting to stakeholders and therefore we welcome feedback on its design and content. Comments and questions can be directed to: [langeml@ufs.ac.za](mailto:langeml@ufs.ac.za)

**The report is designed to be informative and accessible, and is structured as follows:**

- Chapter 2 provides information on the strategy of the University;
- Chapter 3 presents non-financial and financial indicators of good and poor performance;
- Chapter 4 contains reports on the review of performance and challenges facing the UFS;
- Chapter 5 provides an overview of the UFS, its staff and students;
- Chapter 6 outlines how the UFS is governed; and
- the Addendum, which includes a glossary and additional information.



Qwaqwa Campus, Eastern Free State

# Vision, Mission and Values

## Our Vision:

A university recognised across the world for excellence in academic achievement and in human reconciliation.

## Our Mission:

The University will pursue this vision by its mission of:

- Setting the highest standards for undergraduate and postgraduate education.
- Recruiting the best and most diverse students and professors into the University.
- Advancing excellence in the scholarship of research, teaching and public service.
- Demonstrating in everyday practice the value of human togetherness and solidarity across social and historical divides.
- Advancing social justice by creating multiple opportunities for disadvantaged students to access the University.
- Promoting innovation, distinctiveness and leadership in both academic and human pursuits.
- Establishing transparent opportunities for lifelong learning for academic and support staff.

## Our Values are:

- Superior scholarship.
- Human embrace.
- Institutional distinctiveness.
- Emergent leadership.
- Public service.

### Operational context

Internationally, the growing importance of knowledge as the origin of competitive advantage in a globalised world continues to be a major driver of higher education demand and expansion into the 21<sup>st</sup> century. The explosion in the demand for higher education is combined with two other processes: (i) a shortage of funding, aggravated by the negative impact of the 2006 financial crisis on national states and donors, resulting in universities being expected to do more with fewer resources; (ii) a heightened need for higher education institutions to account for the effectiveness and efficiency with which they discharge their responsibilities, which implies that no university can operate outside an IT environment, whether in relation to its core functions or in terms of its management and strategic processes.

In South Africa, basic and post-secondary education remain fundamental issues to be addressed by 2030 to bridge the development gaps identified in the National Development Plan. The nine main challenges focused on in the Diagnostic Report of the National Planning Commission (unemployment, poor basic education, poor infrastructure, corruption, poor service delivery, spatial exclusion from development, unsustainable economy, failing health system and social divisions) are all areas to which higher education can and ought to contribute. For universities to be effective contributors to development institutions, require steady and sufficient funding, clarity about their purpose and role in the higher education system and an accountability regime that provides sufficient freedom to interpret and translate national imperatives into institutional goals. Not all these elements are currently present in the national higher education system.

Despite fairly generous support in infrastructural funding South African higher education institutions are not receiving sufficient funding in terms of the balance between earmarked and block grant funding while the level of support of poor students through the National Student Financial Aid Scheme (NSFAS) does not meet current demand. This is forcing institutions to raise funds for student fees or to exclude students who cannot afford tuition fees. In terms of the core functions of universities, the drive for increased access and articulation within the post-secondary systems challenges universities administratively as well as academically.

Within these external constraints and demands the UFS is invested in contributing to national development and realising its own vision and mission.

### Key stakeholders

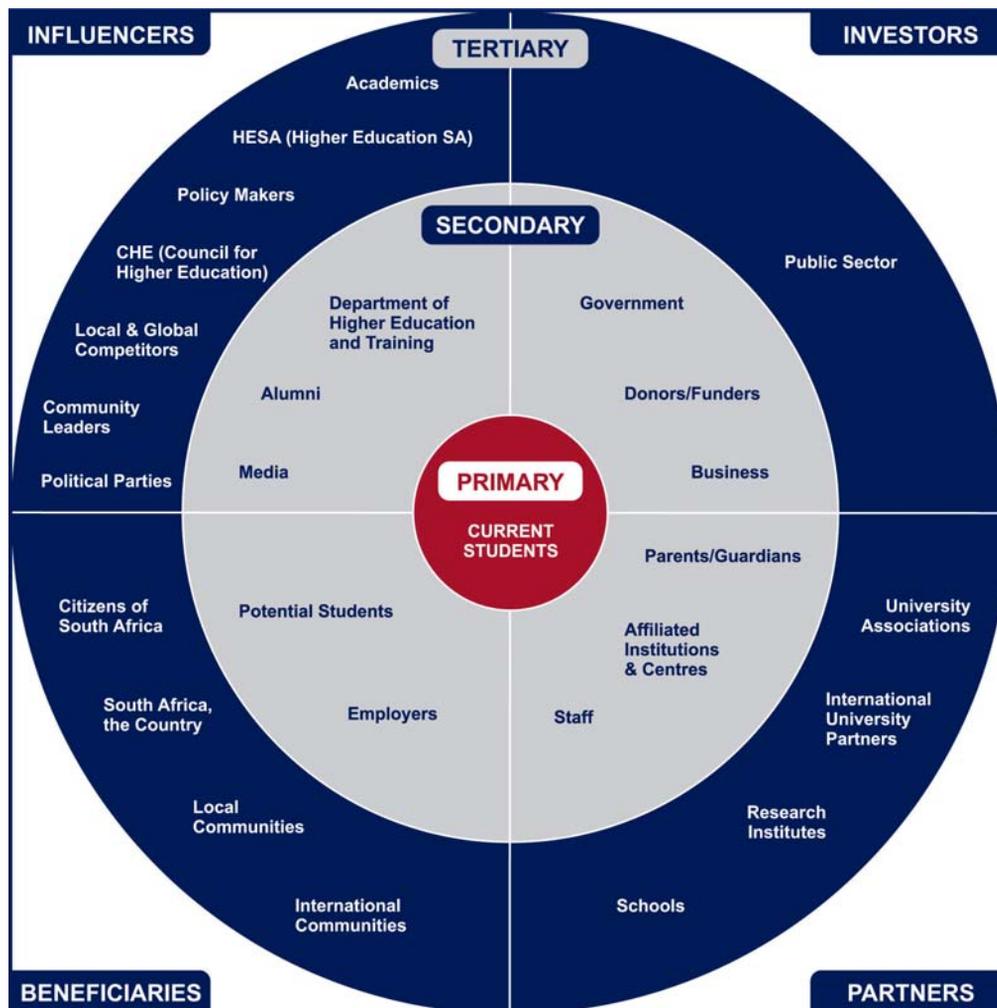
The UFS philosophy on stakeholder engagement rests firmly on our involvement with people who may be affected by the decisions we make or who can influence the implementation of our decisions. Our stakeholder engagement is thus a key part of our corporate social responsibility.

The University has a wide range of stakeholders and interest groups, with very different expectations of the University. Responding to this reality requires that the UFS has a stakeholder engagement framework that is continuously evolving and being developed.

Our stakeholders are broadly grouped as:

- Primary (our direct stakeholders).
- Influencers (stakeholders who create the environment in which we operate).
- Beneficiaries (stakeholders who gain from our existence).
- Investors (stakeholders to whom our image and performance are important).
- Partners (stakeholders who have a vested interest in the institution).

## KEY UFS STAKEHOLDERS



In our endeavour to develop positive and productive relationships with external stakeholders, we engage with them in various ways and at various levels in order for their concerns to be heard and documented. Our engagement is informed by corporate governance and legislative requirements, as well as risk and reputation management principles.

The UFS has made great strides in the growth of productive partnerships with key stakeholders during the past year. Great attention has been given to building relationships with our primary stakeholders (current students); this included regular ‘Talk to Me’ sessions on all three campuses, where students had the opportunity to talk directly to the Vice-Chancellor, and interaction through formal structures with among others the Central Student Representative Council (CSRC), and the use of new social media as vehicles for student communication.

In terms of secondary stakeholders (parents, alumni, donors, government, business, potential students, the community, etc.), interactions included Open Days on the Bloemfontein and Qwaqwa Campuses, where prospective students and their parents could learn more about the University and what it has to offer; regional engagements with alumni across the country; frequent visits to donors and representatives of the business sector to ensure that the UFS project is of interest to them; and engagements at different levels of provincial and national government.

One of our primary student recruitment campaigns during 2012 entailed visits to schools across the country as well as Namibia by a team led by the Vice-Chancellor. This recruitment strategy has had a big impact on the perception of the schools that were not traditional feeder schools of the University in the past.

Another important stakeholder group is the community of the Free State. The UFS Schools Change Programme was, for instance, implemented to turn around learner performance in the last three grades of high school leading to the senior certificate examination. With this aim the University works closely with the provincial government, state agencies and other stakeholder groups.

In relation to our relationships with influential bodies such as HESA and the CHE, UFS top management and senior staff members are involved in various task teams, interest groups and initiatives organised by the higher education sector.

## Risk assessment and management

The UFS has made dramatic progress in improving its public standing since 2009 and has achieved important successes in the different elements of its strategy. However, the operational context and internal difficulties combined to pose a number of challenges to the University. The following section presents the issues that can make a major difference in the performance of the university (i.e. the material issues) in relation to the goals of our Academic and Human Projects.

## Risk analysis

MATERIAL ISSUE	ACADEMIC	HUMAN	SUPPORT	STRATEGIC INITIATIVE/INTERVENTION
<p><b>Attraction and retention of highly qualified diverse academic staff</b></p> <p><i>The profile of academic and support staff in terms of diversity and professional excellence is essential to the success to the academic and human project of the UFS. Currently the equity profile of academic staff is unsatisfactory. High quality teaching and research staff are unequally distributed across programmes.</i></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Creation of a class of senior professors.</li> <li>• Implementation of new criteria for staff promotion.</li> <li>• New procedure for the appointment of academic staff.</li> <li>• Systematic investment in the development of top young academics to become professors.</li> <li>• Review of succession planning strategy at faculty level.</li> <li>• Analysis of internal obstacles to the attraction and retention of diverse staff.</li> </ul>
<p><b>Attracting excellent and diverse undergraduate students</b></p> <p><i>For its academic and human projects to succeed the UFS needs to attract a large number of good students from a variety of environments. Currently the UFS is losing some of its white undergraduate students. At the same time it is finding it difficult to increase substantially its throughput and success rates across all its student body.</i></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Raising of academic admissions criteria.</li> <li>• Providing alternative access point for students with potential but insufficient points.</li> <li>• Use of National Benchmark Test to place students.</li> <li>• Targeted intense marketing of the University nationally, regionally and internationally.</li> <li>• Monitoring of performance in teaching and learning through agreed upon indicators.</li> <li>• Identification of targeted interventions at programme level.</li> </ul>

MATERIAL ISSUE	ACADEMIC	HUMAN	SUPPORT	STRATEGIC INITIATIVE/INTERVENTION
<p><b>Attracting excellent and diverse postgraduate students</b></p> <p><i>The UFS has indicated its intention to become a top research intensive university. Currently it is not attracting sufficient numbers of master's and doctoral students to attain this objective by 2016.</i></p>	✓			<ul style="list-style-type: none"> <li>• Employment of senior professors who will be supervisors and mentors</li> <li>• Successful application for 3 DST/NRF Research Chairs</li> <li>• Development of a strategy for recruitment of postgraduate students.</li> <li>• Establishment of the Postgraduate School</li> <li>• Re-establishment of the Higher Degrees Committee of Senate</li> <li>• New policy of incentives for research productivity</li> </ul>
<p><b>Quality of undergraduate programmes</b></p> <p><i>In order to successfully compete for good students all the UFS undergraduate programmes must be recognised as operating at the cutting edge of both disciplinary and professional fields and curriculum. Currently the quality of undergraduate programmes is unevenly distributed across faculties and departments.</i></p>	✓	✓		<ul style="list-style-type: none"> <li>• Establishment of the Centre for Teaching and Learning</li> <li>• Development and implementation of a project for the review of the undergraduate curriculum.</li> <li>• Development and implementation of student feedback system at module level</li> <li>• Inclusion of the scholarship of teaching and learning in the new criteria for staff promotion</li> <li>• Creation of the Academic Planning and Development Committee of Senate</li> </ul>
<p><b>Quality and quantity of research outputs</b></p> <p><i>The UFS goal to become a research intensive university requires greater number, visibility and impact of all research outputs. Currently the UFS must increase both the number and impact of its publications and increase the number and quality of its postgraduate graduates.</i></p>	✓		✓	<ul style="list-style-type: none"> <li>• Appointment of 5 Senior/Research Professors.</li> <li>• Support of Research Clusters.</li> <li>• Monitoring of research publications by department.</li> <li>• Monitoring of the postgraduate student enrolments and graduations.</li> <li>• Promotion Policy focused on publications' placement and impact.</li> </ul>
<p><b>The depth of institutional transformation</b></p> <p><i>Since 2009 the UFS has undergone rapid change. A large number of interventions were put in place to shift aspects of the institutional culture that acted as obstacles to the realisation of the academic and human projects. Much visible change has taken place since; however, it is necessary to ensure that change is sufficiently rooted and widespread in the institution.</i></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Creation of a Transformation Desk at the Institute for Reconciliation and Social Justice.</li> <li>• Monitoring of the transformation of the core functions of the university by DIRAP.</li> </ul>
<p><b>The long-term sustainability of UFS performance beyond its current leadership</b></p> <p><i>Since 2009 the UFS has attracted growing number of students, donor funding, academic and media attention due to the standing of its current leader and leadership of the University. This raises the question of the sustainability of change and transformation in the long-term.</i></p>	✓	✓		<ul style="list-style-type: none"> <li>• Capacity development for promising young academic and managerial leaders, e.g. participation in the American Ace programme, HERS and HESA leadership development programme for staff.</li> <li>• The active recruitment of new academic and managerial leaders at all levels of the institution.</li> </ul>

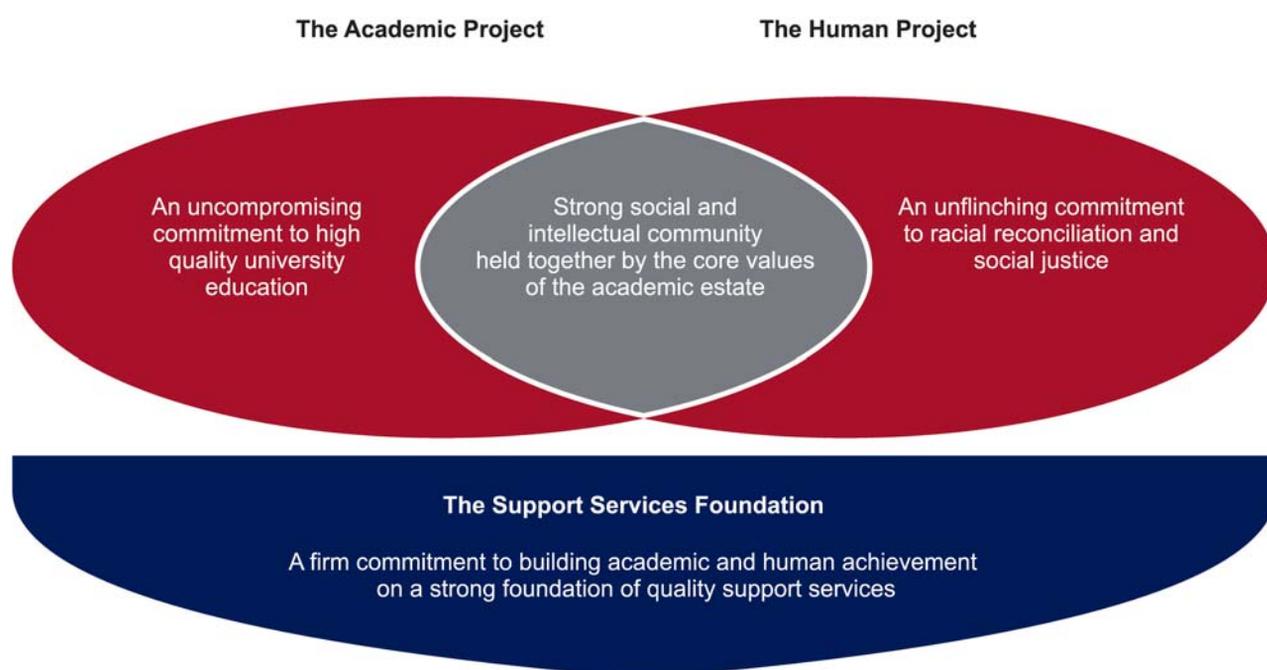
MATERIAL ISSUE	ACADEMIC	HUMAN	SUPPORT	STRATEGIC INITIATIVE/INTERVENTION
<p><b>Appropriate management and integration of processes</b></p> <p><i>The success of the University's strategy depends to a large extent on its ability to integrate management, administrative and academic process and manage it management information effectively. Although some steps have been taken in this regard, much remains to be done for the University to achieve its goal</i></p>	✓		✓	<ul style="list-style-type: none"> <li>• Development of sustainability model for faculties.</li> <li>• Creation of Enrolment Planning Forum.</li> <li>• Adoption of integrated reporting.</li> <li>• Development of an institutional monitoring system.</li> </ul>
<p><b>Appropriate infrastructure</b></p> <p><i>The maintenance of strong and reliable financial, physical and ecological environments as the foundation of a healthy and sustainable university, and the required physical expansion of facilities to accommodate growth in student numbers, is challenged by:</i></p> <ul style="list-style-type: none"> <li>• Sufficient effective governance and management frameworks and systems</li> <li>• Maintenance of effective IT systems</li> <li>• Maintenance of infrastructure</li> <li>• Sufficient funding for maintenance and expansion of facilities</li> </ul>			✓	<ul style="list-style-type: none"> <li>• Development and implementation of a model of institutional sustainability.</li> <li>• Review of the IT strategy</li> <li>• Alignment of core and operational functions in relation to strategic goals</li> </ul>
<p><b>Financial and operational sustainability</b></p> <p><i>For the UFS to achieve its mission, it depends on the availability of sufficient funding and appropriate systems to monitor, predict and management change. In order for the University to provide access to growing numbers of students, it requires a committed availability of NSFAS funding. This is currently not the case. In addition, the decrease of block grant funding due to the increase in earmarked funding in the government subsidy impacts on the University's ability to manage financial and operational sustainability</i></p>	✓		✓	<ul style="list-style-type: none"> <li>• The institution is developing a fundraising strategy</li> <li>• The institution is developing a policy and system for the regulation and management of third stream income.</li> <li>• Kresge funding is providing for the development of institution-wide advancement capacity.</li> </ul>

## Our strategic plan

The Strategic Plan 2012 – 2016 is the result of a consultative process. Approved by Council in 2012, it is the first strategy under the leadership of the new Rector.

The UFS strategy stands on two pillars of, the Academic Project and the Human Project, which are underpinned by the Support Services Foundation. The diagram below provides a representation of the intersection between the two pillars and between the pillars and the foundation of the strategy.

### Foundations for the UFS Strategic Plan



## The Academic Project

In 2008, the UFS had one of the lowest undergraduate success rates in the country. Before this the University had dealt with a serious financial crisis by retrenching staff, closing units, multiplying modules and taking up students in large numbers in order to build up revenue. This resulted not only in falling standards and disappointed graduates but also generated frustration and demoralisation among staff, for whom poor standards, large classes and a multiplicity of programmes were made exponentially more demanding by the need to teach in both Afrikaans and English. In the area of research, despite the large number of PhDs, the staff had a poor record of research output. Publications typically occurred in low-status local journals. The pressure to publish for promotion or subsidy income led to quantity over quality, short-term output over long-term intellectual incubation of ideas, description rather than analysis.

Against this background the Academic Project seeks to reinstitute academic excellence through the pursuit of the scholarship of teaching and learning and research. The initiatives associated with the Academic Project aim to build a strong academic institution marked by distinctiveness in teaching, research, and public scholarship.

## The Human Project

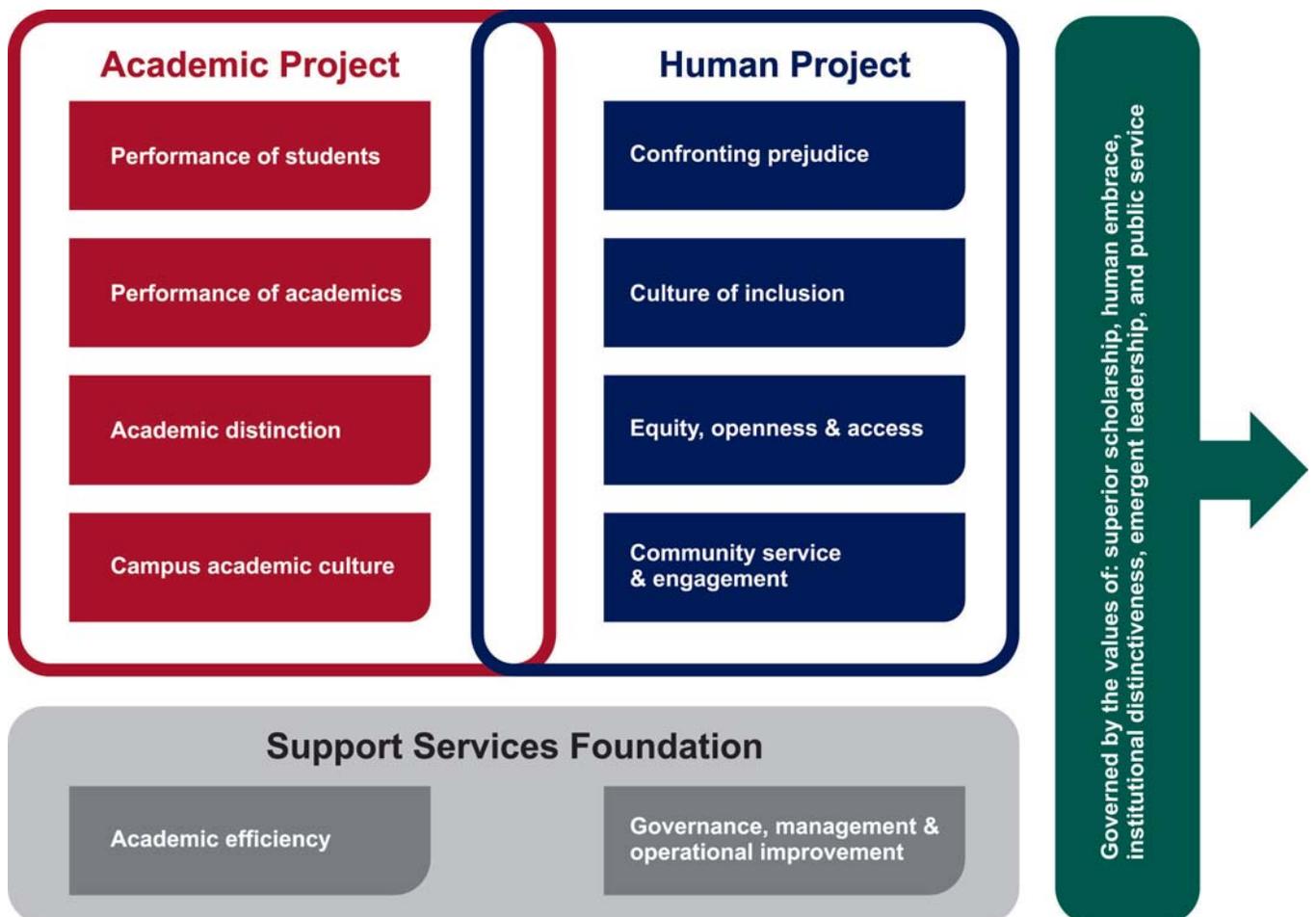
The appointment of the new Rector came in the wake of the infamous Reitz incident (2008), an event of racial humiliation which reverberated across South Africa and which branded the University as a place of racial tension and prejudice. The University set itself the task of transforming itself from a community of segregation and distrust through a process of understanding and reconciliation into a moral society and an anchor point for the community around it.

The initiatives associated with the Human Project are aimed at the development of a sense of a common humanity and openness to other perspectives, experiences and cultures, all of which constitute fundamental values of the academia.

The Academic Project and the Human Project reinforce each other and, often, individual initiatives support both projects. In many of the initiatives, excellence is reinforced by the breaking down of historical barriers and in turn the breaking down of human barriers creates the intellectual openness on which to build institutional excellence.

The diagram below provides a representation of the main elements of each strategic pillar and its support foundation:

### Strategic objectives



# UFS strategy

The table below shows the degree of implementation of the different initiatives that address the strategic objectives under each of the two pillars and the foundation structure. It must be understood that those initiatives that are indicated as implemented in the table still need to be evaluated for the UFS to be able to ascertain their effectiveness. Similarly, areas where outcomes have not been achieved imply that UFS is working on improving its performance.

ACADEMIC PROJECT				
Strategic objective	Initiative, activity, process			
Performance of students	Compulsory class attendance.	Quality of tuition	Academic admissions criteria	Establishment of the CTL
Performance of academics	Academic promotion policy	Minimum research output requirement	New system of tenure	
Academic distinction	New class of senior professors	Academic clusters for research	Research chairs	Prestige scholars programme
Campus academic culture	Postgraduate school	Repositioning student affairs	Campus intellectual culture	
HUMAN PROJECT				
Strategic Objective	Initiative, activity, process			
Confronting prejudice	Residence policy	Student anti-prejudice programmes	Integration on campus	Institute for Studies on Race and Social Justice
Culture of inclusion	Compulsory undergraduate curriculum	Review of language policy	First-year study abroad programme	
Equity, openness and access	Addressing staff diversity	Access to leaders: building a campus community	Inter-campus equity	Qwaqwa revitalisation strategy
Community service and engagement	University-school partnership	No student hungry programme		
SUPPORT SERVICES FOUNDATION				
Strategic Objective	Initiative, activity, process			
Academic efficiency	Review of academic administration	Systematic academic and enrolment planning		
Governance, management & operational improvement	Upgrade of facilities		Evidence-based decision making	Fundraising strategy
	Marketing strategy	ICT strategy	Faculties as profit centres	

**KEY:**

Ongoing: 

Initiated: 

Not initiated: 

Discontinued: 

# Performance highlights

## Chapter 3

The UFS strategy has two pillars: the Academic Project, which focuses on the overall improvement of the quality of scholarship, and the Human Project, which focuses on the University's commitment to social justice and reconciliation. Both are underpinned by the Support Services Foundation, which focuses on the quality of the institution's support services. The following performance indicators reflect the progress made by UFS in these three areas. Unless specified all indicators provide information for 2012.

THE ACADEMIC PROJECT		
Indicator	Trend	Explanation
<b>Number and quality of UG students</b>		
• % of first-year students with average admission point score of 30 or above	↑	Up from 57.6% in 2011 to 61% in 2012
• Degrees and certificates conferred	↑	* Up from 2 965 in 2010 to 3 086 in 2011 (provisional 2012 data: 3037 )
<b>Number and quality of postgraduate students</b>		
• Number of postgraduate enrolments	↓	Decreased by 5.4% from 7 226 in 2011 to 6836 in 2012
• Number of postgraduate degrees conferred	↑	* Increased from 2 578 in 2010 to 2 758 in 2011 (provisional data for 2012: 3 112)
• % of doctoral students completing in less than four years		* 25% in 2011
• % of research master's students completing within two years		* 43% in 2011
<b>Achievements in research</b>		
• Number of research publications	↑	* Grew by 17% from 2010 to 2011
• % of articles appearing in internationally indexed scientific journals	↑	* Increased from 57% in 2010 to 63% in 2011
• Number of NRF rated researchers	↑	Increased from 95 in 2011 to 109 in 2012
• Number of patent registrations		Two patent registrations and four provisional patent registrations

\*Audited data for 2012 is not yet available.

\*\*Physical development included expansion and improvement of education infrastructure on three campuses, increased student accommodation on Bloemfontein and Qwaqwa Campuses, improvement and expansion of research space for academics, refurbishment and expansion of laboratories.

# Performance highlights

THE HUMAN PROJECT		
Indicator	Trend	Explanation
<b>Alternative pathways for access to higher education</b>		
• Success rate of students in UPP	↑	* Up from 69.4% in 2010 to 77.8% in 2011
• Enrolment of adult learners	↑	Up from 4 413 in 2011 to 5 549 in 2012
<b>Diversity and equity in campus life</b>		
• Increase of black student enrolments	↑	72% in 2012
• Increase of female student enrolments	↑	62% in 2012
• Diversity of staff	↓	21.8% black academic staff in 2012
<b>Relationships with external stakeholders</b>		
• UFS Schools Partnership project	↑	31 schools involved, focusing on improvement of infrastructure, enhancing learning in Gr 12 subjects and early identification of talented school leavers
<b>Leadership and citizenship development</b>		
• UFS 101	↑	Reached 1 984 students in 2012 (estimated to reach over 4 000 in 2013)
• Global Leadership Summit	↑	20 universities across 3 continents attended summit hosted by UFS
• Service learning	↑	22% of all UFS qualifications have one or more modules involving service learning
• F1/Leadership for Change Programme	↑	By 2012 the programme had involved 292 students and student leaders

SUPPORT SERVICES FOUNDATION		
Indicator	Trend	Explanation
<b>A sustainable university</b>		
• Proportion of income saved	↑	Reached 2% target up from in 2011
<b>Robust management and governance systems</b>		
• Unqualified audits	↑	Consistently received unqualified audits over the last 10 years
• System to monitor the achievement of strategic goals		Developed in 2012
• Management and council meetings	↔	Met regularly during 2012
<b>Increased third stream income</b>		
• Increase in gift and donations	↑	Increased 10% from R 55 278 791 in 2011 to R61 020 450 in 2012.
<b>Physical expansion</b>		
• Investment in physical infrastructure	↑	In 2012 R129 645 489 invested in physical infrastructure, compared to R111 800 000 in 2011 **

### Chairman of Council report

In 2012, the UFS established a stronger foundation for governance through the recruitment of new expertise for Council (accounting, finance, management and governance), the establishment of stronger subcommittees of Council, including separate finance and audit committees, the provision of development opportunities for members (e.g. invited speakers on King III and Integrated Reporting), the approval of risk management registers, and the adoption of new policies to govern everything from third-stream income to academic work.

The work of the Council is based on a new transformative platform for its work established with a new Statute, new symbols (academic and marketing brands) representing the University, and new policies. The Council became more diverse in 2012 and has strong expertise from a variety of fields. There are no vacancies on Council and all constituencies are fully active in Council.

Council in 2012 functioned as an effective and efficient governance entity. Vigorous debates and exchanges of ideas happen in the context of respect and regard for every member of Council. Conflict of interest registers are in place and every member of Council is required to comply. Unqualified audits are the norm and there is systematic attention to the work delivered by internal and external auditing to ensure compliance across the university. Council took careful oversight of the major infrastructural projects of 2012 including the building of new residences on two of the campuses, using a rigorous financial model that ensures sustainability for these investments.

There is a healthy and critical interaction between Council and management as well as respect for the boundaries that separate these two important functions. The Institutional Forum plays a critical and active role in advising Council on policies and senior appointments.

Given these strong accountability measures to which Council subjects the University, a concern for Council is the respect for institutional autonomy and the ways in which, sometimes inadvertently, new policies and regulations begin to stifle the right of the UFS to decide on key matters of governance, management and administration. In this respect the forum of Chairs of Councils of universities is one vehicle for expressing very serious institutional concerns about threats to autonomy.

The regular Council retreats provide opportunity to strengthen relationships among Council members, build capacity among new members (beyond the normal induction), and review progress with respect to the governance of the UFS.

### Vice-Chancellor's report

In the past four years, the University has made significant progress in respect of its two foundational commitments, the Academic Project and the Human Project. There are now more students entering the University who satisfy the higher requirements set for admission (30 admission points (AP)). This will improve the throughput and graduation rates of incoming students. The Centre for Teaching and Learning (CTL) was launched in 2012 to provide new and experienced academics with technology-supported training and to advise on how to conduct the scholarship of teaching throughout the university.

The 2012 installation of a new Postgraduate School and a Postgraduate Strategy Committee, chaired by the Vice-Chancellor, is expected to also increase the number and quality of postgraduate students.

# Performance review and outlook

The volume of total research output has increased steadily with every year (555 estimated units in 2012) and the contribution of the new Senior Professors project as well as the five research clusters has helped to improve the quality of research activities and the spread of postgraduate recruitment beyond South Africa.

The creation in 2012 of an Open Learning environment on the South Campus continues to open alternative pathways for students who do not immediately qualify for access to mainstream qualifications to “bridge” into formal degrees after a year or two of intensive academic support in our novel University Preparation Programme. In this way the University does not compromise on its high academic standards but provides, rather, a mechanism for all students to satisfy the requirements of our Academic Project.

We have made significant progress in building inclusive, democratic and embracing campus cultures which affirm the value and dignity of all students and staff. With the steady increase of black students in a majority black campus, our goal remains to retain our diversity in a university that serves as an experiment in teaching students to live and learn and love together. At the same time, we intend to build diversity in the almost exclusively black Qwaqwa Campus. Our quest for diversity stretches beyond race and ethnicity, however, to include geographical diversity (within and outside South Africa), and the recruitment of more students and staff with disabilities. The 2012 Sense of Belonging report, an annual survey of institutional culture and climate among students, demonstrated two things: that human relations have improved greatly across the campuses but that much more needs to be done to deepen human engagements across historical divisions of race, class, ethnicity and campus.

While in 2012, this former white university now has a majority of black students and an equal proportion of black and white employees among administrative staff, much more needs to be done in attracting black academics, black students in professional fields like Optometry and Architecture, white male students in fields like Law, and male students across the disciplines.

No university can function without a strong third-stream income and in 2012, there has been a gradual increase in non-state and non-tuition funds. This should accelerate with the competitive funding received from the Kresge Foundation intended to build a stronger Advancement infrastructure (offices, personnel, programmes) at the UFS.

Financial sustainability is a major commitment and the UFS has not only maintained its record of unqualified audits, but has steadily built the culture of risk management and performance management throughout the system. Internal auditing is a strong instrument, used regularly, to secure financial and operational compliance in every department of the University. The investment in green-friendly technologies has significantly reduced energy wastage in the residences and offices, with crucial savings to the budget. The allocation of 2% of income to reserves has been maintained, and the staffing budget is managed tightly against a 53% of income norm.

What integrates the systems and functions of the University is the alignment of everything we do with our two pillars, the Academic and Human Projects, built on a solid foundation of professional support services as described in the Strategic Plan adopted in 2012. In the process, we discovered how much still needs to be done to align the still disparate and independent activities of the three campuses, seven faculties and more than 100 departments of this large university.

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## Budget review

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During 2012, the average growth in the traditional income base, namely subsidies, grants and fees, was 7%. This is mostly attributable to an increase in student numbers and the inflationary increase in state appropriations. The approved increase in tuition and other fee income for 2012 was 12%.

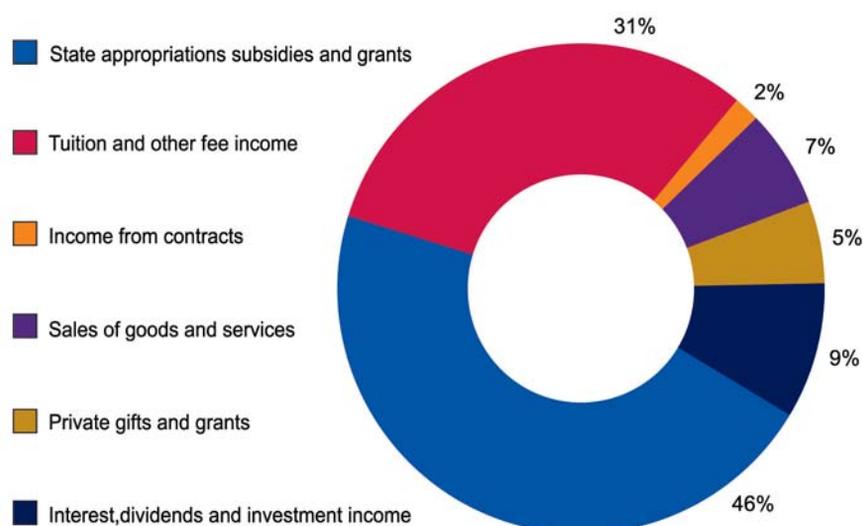
# Performance review and outlook

## Total income per main component including investment income.

	2012	2011	% change
State appropriations – subsidies and grants	R 891 791 758	R 834 246 262	7%
Tuition and other fee income	R 604 470 517	R 540 321 085	12%
Income from contracts	R 33 325 347	R 38 377 621	-13%
Sales of goods and services	R 124 933 358	R 142 785 900	-13%
Private gifts and grants	R 46 278 715	R 55 278 791	-16%
Other	R 1 191 473	R 1 343 249	-11%
Interest, dividends and investment income	R 161 606 272	R 200 326 275	-19%
<b>Total Income</b>	<b>R 1 863 597 440</b>	<b>R 1 812 679 183</b>	<b>7%</b>

As can be seen from the table above, the UFS is still heavily dependent on state subsidy and fee income. Despite important increases in the amount of donor funding received between 2011 and 2012, the UFS is not generating sufficient third-stream income, in particular through contracts, to be able to offset variations in the size of state appropriations.

**Total income per main component**



**The UFS aims to allocate 2% of its income to building its reserves and in 2012 it achieved its target in this regard.**

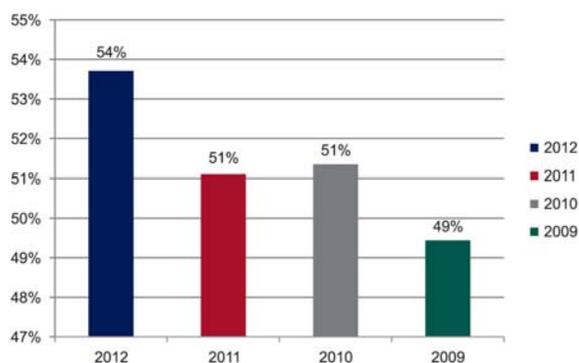
## Expenses

As can be seen in the table and figure provided below, staff salaries constitute the largest expenditure item of the UFS. The 2012 increase in the staff costs includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and the increase in staff numbers.

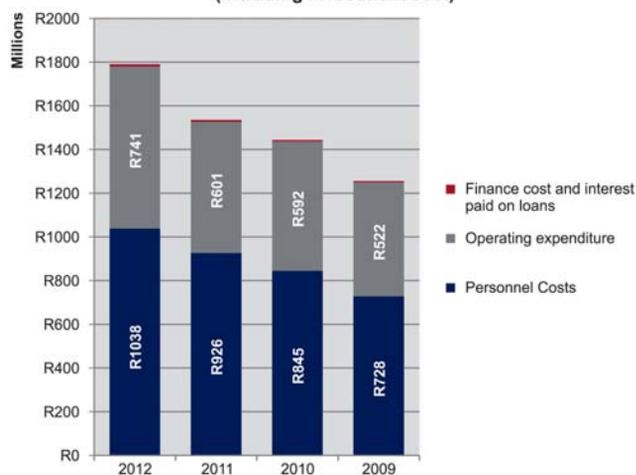
### Total expenditure per main component

	2012	2011	% growth
Personnel Costs	R 1 038 116 394	R 926 212 928	12%
Other operating expenses	R 612 612 122	R 538 806 791	14%
Depreciation and amortisation	R 70 515 851	R 61 878 317	14%
Finance cost and interest paid on loans	R 10 488 294	R 8 408 476	25%
Loss with revaluation of inventory	R 82 183	R 53 370	54%
	R 1 731 814 844	R 1 535 359 882	17%

Personnel costs as a % of income



Comparison of staff cost with operating expenditure (including investment cost)



# Performance review and outlook

## UNIVERSITY OF THE FREE STATE CONSOLIDATED STATEMENT OF FINANCIAL POSITION as at 31 December 2012

	Notes	2012 R ' 000	2011 R ' 000 (restated)
<b>ASSETS</b>			
<b>Non-current assets</b>			
Intangible assets	2	2 595	1 588
Property, plant and equipment	3	791 088	674 449
Investment property	4	39 902	40 957
Available-for-sale financial assets	6.1	1 841 020	1 520 362
Investment in associate	7	30 513	35 982
Student loans	8	6 710	5 886
Retirement benefit surplus	14	-	5 403
		<b>2 711 829</b>	<b>2 284 626</b>
<b>Current assets</b>			
Available-for-sale financial assets	6.2	576 655	561 927
Inventories	9	4 914	4 633
Biological assets	10	6 092	5 626
Trade and other receivables	11	105 419	129 890
Student debtors		22 489	23 686
Other		82 931	106 204
Cash and cash equivalents	12	112 768	129 525
		<b>805 848</b>	<b>831 603</b>
Property held for sale	5	-	1 370
<b>Total assets</b>		<b>3 517 677</b>	<b>3 117 599</b>

# Performance review and outlook

	Notes	2012 R ' 000	2011 R ' 000 (restated)
<b>FUNDS AND LIABILITIES</b>			
<b>Funds and reserves</b>			
Property, plant and equipment: Unrestricted designated funds, Restricted funds, and non-distributable funds.		1 161 516	1 019 045
Restricted funds - Residences		26 664	28 993
Restricted funds - Education & general		322 645	325 988
Endowment and trust funds		75 621	76 495
General		247 024	249 493
Unrestricted funds - Education & general		1 011 640	989 214
Unrestricted designated funds		614 451	598 991
Unrestricted use funds		397 189	390 223
		<b>2 522 466</b>	<b>2 363 240</b>
<b>Non-current liabilities</b>			
Borrowings	13	6 391	8 114
Post-employment medical obligation	14	588 712	468 240
Retirement benefit liability	14	58 631	-
Accrued leave	14	129 169	126 004
		<b>782 903</b>	<b>602 358</b>
<b>Current liabilities</b>			
Trade and other payables	15	127 271	117 853
Deferred Income	16	77 718	25 414
Borrowings	13	1 727	3 802
Accrued leave	14	5 591	4 931
		<b>212 308</b>	<b>152 001</b>
<b>Total funds and liabilities</b>		<b>3 517 677</b>	<b>3 117 599</b>

# Performance review and outlook

## UNIVERSITY OF THE FREE STATE CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME for the year ended 31 December 2012 (all amounts in R'000)

	2012					2011 Restated
Notes	Council controlled unrestricted	Specifically funded activities restricted	SUB - TOTAL	Student & staff accom- modation restricted	TOTAL	TOTAL
<b>TOTAL INCOME</b>	<b>1428 216</b>	<b>209 196</b>	<b>1637 412</b>	<b>64 579</b>	<b>1701 991</b>	1612 353
State appropriations - subsidies and grants	840 442	51 327	891 768	24	891 792	834 246
Tuition and other fee income	496 766	10 720	507 486	63 889	571 375	521 163
Income from contracts	6 460	26 865	33 325	-	33 325	38 378
for research	200	14 548	14 748	-	14 748	18 065
for other activities	6 260	12 317	18 577	-	18 577	20 313
Sales of goods and services	65 885	58 386	124 271	663	124 933	142 786
Income from short courses	8 552	24 544	33 096	-	33 096	19 158
Private gifts and grants	9 841	36 438	46 279	0	46 279	55 279
Profit on disposal of property, plant and equipment	279	31	309	4	314	289
Gain / (Loss) with revaluation of livestock	( 8)	886	878	-	878	1 054
<b>TOTAL EXPENDITURE</b>	<b>1442 727</b>	<b>212 308</b>	<b>1655 035</b>	<b>66 292</b>	<b>1721 327</b>	1526 951
Personnel Costs	955 450	57 762	1013 212	24 904	1038 116	926 213
Academic professional	485 098	21 381	506 479	579	507 058	451 815
Other personnel	470 352	36 381	506 734	24 325	531 058	474 398
Other operating expenses	416 681	154 543	571 225	41 387	612 612	538 807
Depreciation and amortisation	70 516	-	70 516	-	70 516	61 878
Loss with revaluation of inventory	80	3	82	-	82	53

# Performance review and outlook

## UNIVERSITY OF THE FREE STATE CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME for the year ended 31 December 2012 (all amounts in R'000)

		2012					2011 Restated
Notes	Council controlled unrestricted	Specifically funded activities restricted	SUB - TOTAL	Student & staff accom- modation restricted	TOTAL	TOTAL	
	<b>(14 510)</b>	<b>(3 112)</b>	<b>(17 623)</b>	<b>(1 713)</b>	<b>(19 335)</b>	85 402	
<b>OPERATING SURPLUS / (DEFICIT) FOR THE YEAR</b>							
Other income	<b>151 350</b>	<b>10 256</b>	<b>161 606</b>	<b>1</b>	<b>161 607</b>	200 326	
Interest and dividends	<b>91 000</b>	<b>10 000</b>	<b>101 000</b>	<b>1</b>	<b>101 001</b>	93 877	
Investment Income	<b>60 664</b>	<b>5 410</b>	<b>66 074</b>	<b>-</b>	<b>66 074</b>	100 574	
Profit/(Loss) from associate	<b>( 314)</b>	<b>(5 155)</b>	<b>(5 468)</b>	<b>-</b>	<b>(5 468)</b>	5 876	
Finance cost	<b>7 882</b>	<b>653</b>	<b>8 535</b>	<b>-</b>	<b>8 535</b>	6 830	
Interest paid on loans	<b>1 950</b>	<b>-</b>	<b>1 950</b>	<b>3</b>	<b>1 953</b>	1 579	
<b>Net Surplus / (Deficit) for the year</b>	<b>127 008</b>	<b>6 490</b>	<b>133 498</b>	<b>(1 715)</b>	<b>131 783</b>	277 319	
<b>OTHER COMPREHENSIVE INCOME</b>							
Revaluation of investments to market value at year end	<b>149 467</b>	<b>346</b>	<b>149 814</b>	<b>-</b>	<b>149 814</b>	(19 878)	
Realisation of previous investment revaluation	<b>( 149)</b>	<b>-</b>	<b>( 149)</b>	<b>-</b>	<b>( 149)</b>	( 702)	
Recognition of post-retirement medical actuarial losses	<b>(62 339)</b>	<b>-</b>	<b>(62 339)</b>	<b>-</b>	<b>(62 339)</b>	(39 433)	
Recognition of post-retirement pension actuarial losses	<b>(61 528)</b>	<b>-</b>	<b>(61 528)</b>	<b>-</b>	<b>(61 528)</b>	(11 716)	
<b>Total comprehensive surplus / (deficit) for the year</b>	<b>152 459</b>	<b>6 836</b>	<b>159 296</b>	<b>(1 715)</b>	<b>157 581</b>	205 592	

# Performance review and outlook

## UNIVERSITY OF THE FREE STATE CONSOLIDATED CASH FLOW STATEMENT as at 31 December 2012

	Notes	2012 R' 000	2011 R' 000
<b>Cash flow from operating activities</b>			
<b>Cash generated from operations</b>	26	<b>266 449</b>	<b>240 043</b>
<b>Investment income less cost of finance</b>			
Dividends received		22 339	18 312
Interest income		78 662	75 565
Finance cost		(8 535)	(6 830)
Interest paid on loans		(1 953)	(1 579)
<b>NET CASH INFLOW FROM OPERATING ACTIVITIES</b>		<b>356 962</b>	<b>325 511</b>
<b>Cash flow from investing activities</b>			
Purchase of property, plant and equipment and patents		(190 839)	(150 518)
Purchase of investments		(1 883 646)	(2 745 818)
Proceeds on disposal of investments		1 697 617	2 580 986
Proceeds on disposal of assets		5 451	2 404
Acquisitions of subsidiaries, net of cash acquired			
Proceeds/(Loss) on sale of investments		1 496	2 082
<b>NET CASH OUTFLOW FROM INVESTING ACTIVITIES</b>		<b>( 369 922)</b>	<b>( 310 865)</b>
<b>Cash flow from financing activities</b>			
Repayments on borrowings		( 3 798)	( 114)
<b>NET CASH OUTFLOW FROM FINANCING ACTIVITIES</b>		<b>( 3 798)</b>	<b>( 114)</b>
<b>Increase / (Decrease) in cash and cash equivalents</b>		<b>(16 757)</b>	<b>14 533</b>
<b>Cash and cash equivalents at beginning of year</b>		<b>129 525</b>	<b>114 993</b>
<b>Cash and cash equivalents at end of year</b>		<b>112 768</b>	<b>129 525</b>

## Responding to teaching, learning and research challenges

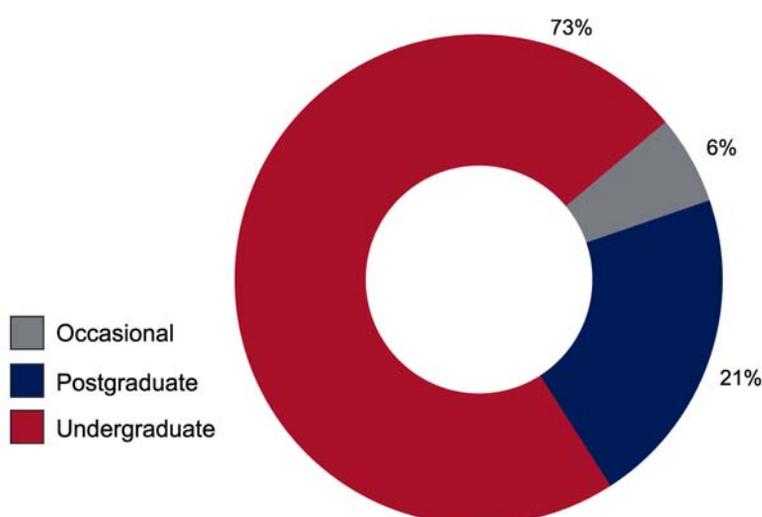
Under the heading of the Academic Project, the UFS's strategy focuses on the core functions of teaching and learning, and research. The driving force of the Academic Project is an uncompromising attitude towards standards in the three constitutive elements of an excellent university: a) the performance of students; b) the performance of academics; and c) the campus academic culture. These elements of the University strategy are given special impetus by the decision of transforming the UFS into a research-intensive institution. This decision implies a substantive change in the current institutional profile and performance of the UFS in both teaching and learning, and research. It requires a change in the manner in which the UFS recruits and selects students, and a change in the type and quality of programmes offered at different faculties.

### Enrolment trends

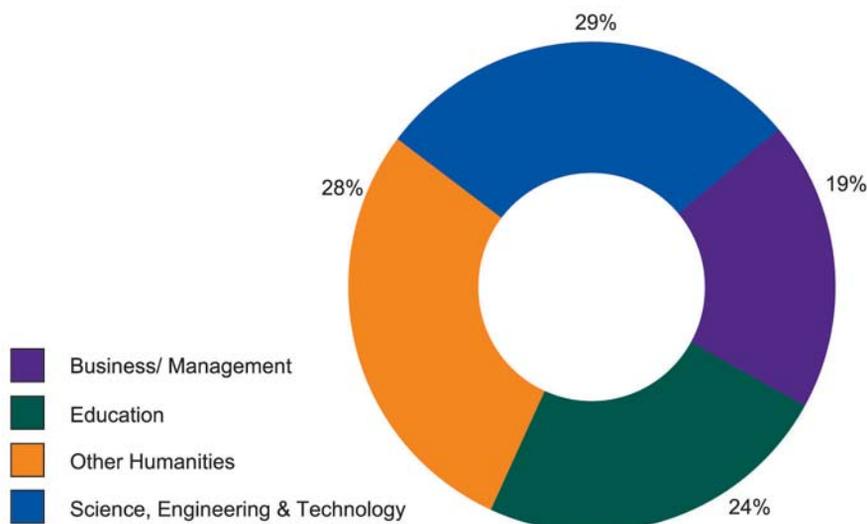
In 2012, the UFS enrolled 32 334 students of whom 73% were at the undergraduate level, 21% were at the postgraduate level and 6% were occasional students. This represents an increase in the proportion of undergraduate students in the total enrolments of the University. The concomitant decreasing participation of postgraduate students in UFS enrolments is an area of concern and a range of interventions to address this problem are being considered.

The distribution of UFS enrolments across fields of study is consistent with that of a broad-based university that provides education in the disciplines and in the professions across most fields of study. In 2012 figures: Science, Engineering and Technology (29%), Business/Management (19%), Education (24%) and Other Humanities (28%).

Headcount enrolments by qualification type, 2012



Headcount enrolments by major field of study, 2012



## Teaching and Learning at undergraduate and postgraduate level

In terms of its performance and future outlook, the following addresses salient aspects of the UFS' core functions:

### Undergraduate admissions

The UFS increased its AP requirement in 2010 to 30 and above, depending on the degrees. Since then, the AP scores of our applicants have improved. In 2012 the number of applicants with low scores decreased markedly, providing the University with a better pool of school-leavers from which to select first-year students. Despite the increase in APs, it is still the case that the majority of our students are underprepared for university-level study.

The many challenges currently experienced in the South African schooling system are evidenced in the results of our first-year students who write the National Benchmark Tests (NBTs). In the 2012 cohort, only 32.8% of our students performed at the proficient level in the academic literacy domain, 25.0% in the quantitative literacy, and a particularly concerning 10.9% in mathematics. The results of the NBT are used at the UFS to place students in academic literacy development modules in order to support their success in the programmes of their choice. The results are also an integral part of the student profiling work that is included in the institutional monitoring system.

School-leavers' lack of readiness for university study at national level has a number of important consequences for all higher education institutions in South Africa. It reduces the pool of students who qualify for admission to Science, Engineering and

# Performance review and outlook

Technology fields of study, an area of priority for the country; increases competition with other institutions; and, makes it increasingly difficult for the institution to attract the best qualified students in the system. It heightens the need to implement additional academic development modules and language support interventions, tutorials, the placement of students into extended programmes and so on. It increases the time to completion in most programmes, thus directly impacting on the institution's graduation rate, which is one of the agreed performance indicators with the DHET. Finally, students' lack of readiness for university education also requires greater focus on and investment in staff development so that university lecturers can respond appropriately to the needs of all students.

Responding to these challenges necessitates the creation of a reputation for excellence across all programmes that can make the UFS an institution of choice, and putting in place academic and pedagogic innovations that will ensure our students' success and therefore the competitiveness of our graduates across all programmes. A number of initiatives in this area have been rolled out during 2012. Of particular importance are the implementation of the work of the CTL in the faculties and the process of review of the undergraduate curriculum led by the Directorate for Institutional Research and Academic Planning (DIRAP). During this year, the University has also set the basis for implementing various interventions to better understand the profile of our students, develop a better system for the identification and classification of the schools they come from, and monitor students' performance at module level once they are at the University.

## Student performance

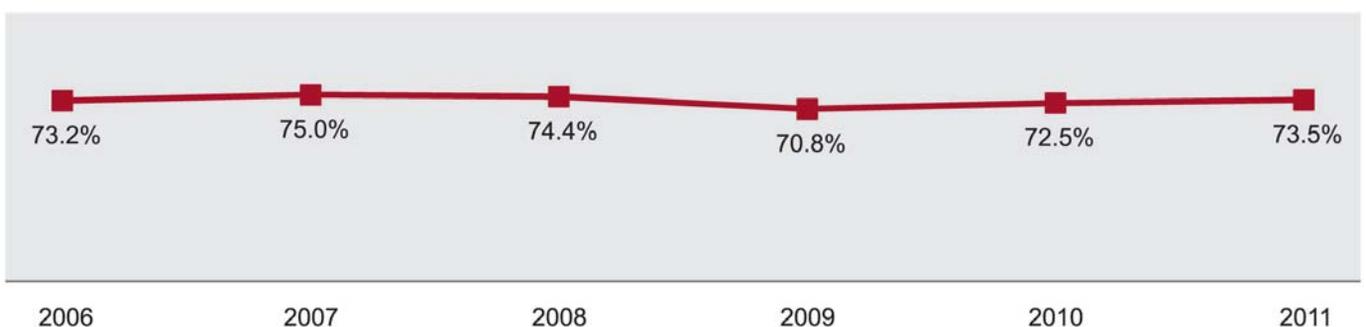
Success rates are an indication of how well students do as they progress in their studies. They measure how many students have successfully finished a course; thus in many respects success rates, particularly at module (course) level, can be seen as proxy for the quality of teaching and learning.

### • Undergraduate success rates

The current success rate for undergraduates for the South African higher education system is 75%. As can be seen in the diagram below, since 2009, the UFS' undergraduate success rate has been steadily moving upward, with 2011 and 2012 rates being at 73.5%. In its strategic planning, the UFS has set 79% as the target success rate by 2016. This planned increase is underpinned by a series of initiatives to improve the quality of teaching and learning at the UFS.

Given the importance of undergraduate teaching and learning in terms of both the number of students involved and its foundational knowledge for professionals and future researchers, improving the quality of teaching and learning at this level is an area of attention for the institution. Despite all these challenges the actual number of students graduating from the UFS has been increasing over time.

**Undergraduate success rate**  
(successful funded UG FTE credits as a percentage of all enrolled funded UG FTE credits)



- **Postgraduate success rates**

The UFS is encouraged by the rapid growth in the numbers of doctoral graduates from 55 in 2008 to 107 in 2011. This improvement in the number of doctoral graduates is a reflection of the growing focus and emphasis on postgraduate education, in particular doctoral education. Although this is a marked improvement, if the UFS wishes to reposition itself as a strong research university, our enrolment planning projections show that this number will still need to increase quite substantially.

At doctoral level the success rate grew to 91.5% in 2011, from a low of 51.8% in 2006. The provisional data for the year under review is currently insufficient to estimate a success rate at master's and doctoral levels.

The newly appointed senior professors are beginning to contribute to a changing culture within the doctoral education environment, and this is also likely to have an impact on quality. Also important is a focus on the development of supervision skills among academic staff with doctorates.

- **Undergraduate curriculum**

The strategy of enrolment expansion implemented in the early 2000s had a considerable effect on the organisation of, particularly, the undergraduate curriculum. Although this manifests itself differently in each faculty and, notwithstanding examples to the contrary, a recent analysis of the curriculum shows that the University is still to counter some of the problems posed by the modularisation of the curriculum. Taking into account the results of this study, Senate approved two interventions: the development of a core undergraduate curriculum (UFS 101) built around multidisciplinary, and oriented toward social and intellectual transformation; and a process of review of the curriculum with a two-pronged focus: technical (streamlining the curriculum and aligning it with the Higher Education Qualifications Framework) and conceptual (benchmarking of the curriculum against international disciplinary standards).

- **UFS101**

The second cohort of UFS 101 students started their course in 2012. Experiences in the pilot year with a group of selected students, as well as during the first year of its roll-out as part of the undergraduate curriculum for all programmes, have been built on to adjust, replace and change some of the content, modify the level of demand and introduce variations and improvements where necessary. The overall outcomes of this module have been very positive. Among the strategic goals behind the module is the conviction that students exposed to different, more interesting and more challenging types of learning will themselves demand better curriculum and better teaching from their lecturers thus becoming themselves catalysts of change. At the same time the lecturers who participated in UFS 101 are modelling teaching and learning for the rest of the University at a variety of levels. The next step is the structural inclusion of UFS 101 in the obligatory undergraduate curriculum of the University conceptually, administratively and financially (so far UFS 101 is not subsidised by the DHET but has been supported through internal fundraising).

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## Performance of academics

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In the last few years the UFS has put in place several measures in order to better understand the quality of teaching of its staff and by implication the lack of educationally productive communication in the classroom. The creation of the CTL in 2012 was an important step forward in the University's ability to help staff to reflect on, change and improve their teaching. The approach is based on the importance of research to provide evidence not only of the effectiveness of suggested practices but also of the impact of current practices. Particularly important in this regard is the research undertaken in the area of student engagement in order

# Performance review and outlook

to determine the quality and outcomes of the student experience from the perspective of both staff and students. The findings of this research will inform concrete interventions to improve teaching and learning at the University.

Among other important projects, the CTL, in collaboration with the Institute for Reconciliation and Social Justice, has set up a 'Difficult Dialogues' project, an initiative aimed at equipping lecturers and facilitators to engage students in difficult dialogues in the classroom. In addition, the 'critical dialogue conversations' run by the institute is providing a constant stimulus for UFS staff and students to work together in recognising and understanding the other and the self.

The inclusion of the scholarship of teaching and learning in the criteria for academic staff promotion has heightened the profile of teaching at the University, aided by the showcasing and reward of good teaching in the rigorous process of the selection of the best teacher in the Vice-Chancellor's Teaching Excellence Award, run annually.

The fact that the University does have some good and excellent teachers does not detract from the fact that much needs to change for the institution to achieve a 79% success rate by 2016. Part of this change depends on the UFS's ability to confront and engage academics with their own perceptions and practices. DIRAP is developing a research project that investigates how staff perceptions of students influence the manner in which the students are taught, and thus could help to increase student success but also to have passes that reflect the institution's stated drive for excellence. As such, the overall aim of this study is directed at precisely the challenge of finding ways to recognise and understand the self and the other.

## Research

A recent report commissioned by the Deputy Vice-Chancellor: Academic, shows that the "UFS' comparative research performance (within the group of the top 10 SA universities) provides some cause for concern. Depending on which research or knowledge output indicators one applies, the UFS is ranked either in the 7<sup>th</sup> or 8<sup>th</sup> position in the national university system in the country" (Mouton, 2013: 21).

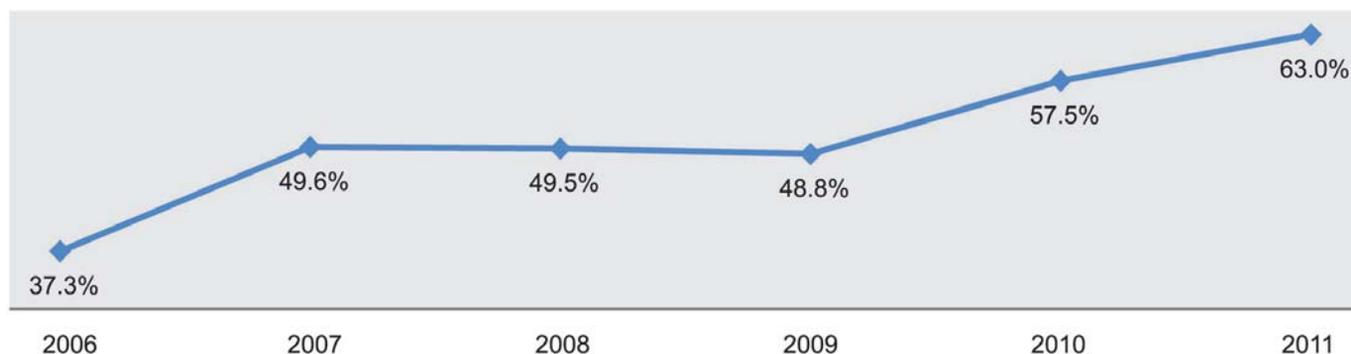
The following table summarises the important indicators in terms of research performance in 2012

Indicator	2011	2012		Trend
NRF rated researchers	95	109	A 15% increase over the previous year, continuing the trend over previous years	↑
NRF funding	R27m	R26m	There has been a decline in the level of funding received from the NRF – continuing a trend from 2009	↓
Publication output units	512	550	This reflects an increase of 7%. Note that 2012 figures are provisional	↑
Postdoctoral fellows	33	42		
Doctoral graduates	107		2012 data not yet available	
Research master's graduates	136		2012 data not yet available	

During 2012, there were indications of some change in the pattern of publications in some of the faculties, especially in the choice of journals for the publication of research. The UFS is still working towards achieving greater visibility of its research and minimising the practice of local and in-house publishing that is not conducive to either greater visibility or greater quality. This also impacts on the international footprint of the University.

# Performance review and outlook

Publication output units (POUs) generated from articles published in internationally indexed journals as a percentage of POU's generated from articles published in all DHET accredited journals



An important challenge (which is relevant to many other universities) relates to the fact that a relatively small number of staff members produce a disproportionate volume of the total research output – with 60% of staff members contributing very little to the overall research output.

In addition, the UFS shares with the rest of the South African universities the problem that the most productive researchers are of retirement age or post-retirement age and no clear generational replacement is in sight. A number of strategies have been put in place since 2009 to start to address this:

- The recently established Postgraduate School is dealing with the quality of postgraduate education at the institution by focusing on the education of postgraduate students as researchers and at the same time improving the quality of supervision.
- In order to address the critical issue of generational replacement of ageing academics, the UFS implemented the Prestige Scholars Programme (PSP), located in the office of the Vice-Chancellor. This programme makes a concentrated intellectual and material investment in young and upcoming academics who are to become the new University professors. This programme was implemented with a first cohort of young researchers during 2011 and 2012. Among the successes of the programme are the achievement of Y1 and Y2 National Research Foundation (NRF) ratings by academics, the securing of different types of NRF funding, the appointment of two PSP academics to the Fulbright programme and the completion of PhDs in the few cases in which participants did not already hold doctoral degrees. This aside, these young scholars have been exposed to a variety of intellectual experiences in order to receive advice in the planning of their academic trajectory to the professoriate.

The approval by Senate of a new policy for academic promotion formalised the new aspirations of the University by increasing the demand on academics' performance in all core functions instead of promotion being a function of the length of service at the institution.

A number of initiatives have been implemented to bring new intellectual life into the institution. Particularly important among them is the appointment of 25 senior professors in key areas of research and curricular endeavour. The impact of some of these appointments in terms of increased postgraduate students and research outputs is still to be computed, but the impact of these academics' presence on campus is already felt. International visitors, and symposia and seminars with invited academics from other South African and African universities, are some of the indicators of a new intellectual atmosphere on campus. In any week the calendar of non-curricular academic activities of the university is such that it is difficult for any one person to attend all that is on offer.

# Performance review and outlook

The UFS was successful in the application of three SARChI (South African Research Chairs Initiative) Chairs, which were finalised in 2012. These were for:

- Prof Melanie Walker for the Chair in Higher Education and Human Development.
- Prof Hendrik Swart for the Chair in Solid State Luminescent and Advanced Materials.
- Prof Zakkie Pretorius for the Chair in Disease Resistance in Field Crops.

SARChI is a strategic instrument of the Department of Science and Technology and the NRF, aimed at strengthening research and innovation capacity in public universities, enhancing the training of a new generation of researchers and the further development of established researchers in all knowledge areas while responding to national priorities and strategies. As such, it is expected that these Chairs will make a major contribution towards increased research output and postgraduate student training at the University.

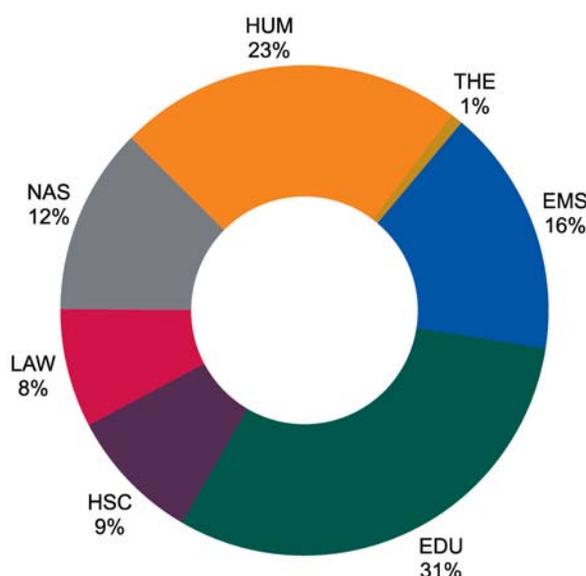
Despite the many remaining obstacles and areas for attention at faculty and institutional level, there is no doubt that the UFS is moving towards the achievement of its strategic goals.



### The story of the UFS

Established in Bloemfontein in 1904, the UFS is one of the oldest South African universities. Today it consists of three campuses each with its own identity – Bloemfontein Campus, Qwaqwa Campus (350 km from Bloemfontein, in the Eastern Free State) and the South Campus (just outside Bloemfontein). More than 2 700 academic and support staff contribute to the education of more than 33 000 students distributed across seven faculties, namely Education, Economic and Management Sciences, Health Sciences, Humanities, Law, Natural and Agricultural Sciences, and Theology.

**Total headcount enrolments per faculty, 2012**



### Priorities

The arrival in 2009 of the new Vice-Chancellor, Prof Jonathan Jansen, ushered in a process of widespread and profound change at the UFS and increased public interest in the University. A new uncompromising attitude towards academic standards has been tempered with an openness to confront and tackle deep social issues. This has resulted in the University attracting top local and international academics and an increasing number of students who see the institution as a dynamic social laboratory of the country.

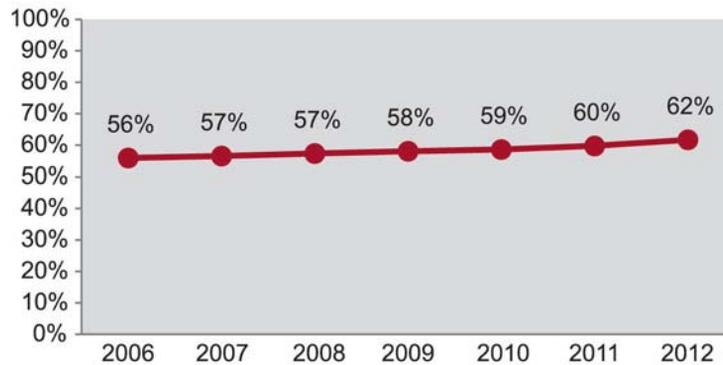
### Students

In the last six years there has been a steady increase in the number of black students enrolled at the University. In 2012, black students accounted for more than 70% of the student body and white students for less than 30%. Achieving the appropriate demographic balance at the institution in order to deliver on our goal of educating a new generation of South Africans for whom race does not carry the weight of the past, requires a variety of strategies that range from marketing to the management of the change in institutional culture and the review of the University curriculum.

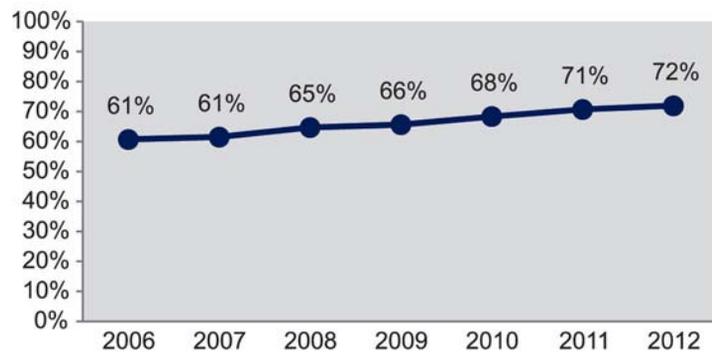
# Organisational overview

With respect to gender, in the last few years the UFS has seen a much larger growth in the enrolment of female students compared to male students. The University monitors these gender trends at institutional, campus and faculty levels, in order to understand the longer term implications should this decrease in male student enrolment continue as well as to provide a basis from which appropriate interventions can be identified.

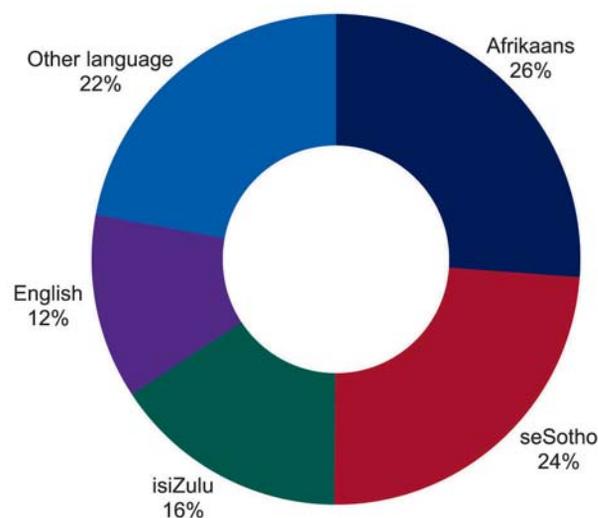
**Female enrolments as a percentage of total enrolments**



**Black enrolments as a percentage of total enrolments**



**Home language of enrolled students, 2012**



# Organisational overview

Particularly interesting, given the history of the UFS, is the impact that changes in the composition of the student body have had on the distribution of students by home language as well as on students' choice of medium of instruction. In 2012, a total of 26.2% of the enrolled students reported Afrikaans as their home language, 24.0% reported Sesotho, 15.6% IsiZulu, and 12.2% English. Interestingly, despite this, in 2012 78.7% of our students chose English as their preferred medium of instruction.

The UFS is predominantly an undergraduate university that provides education in the disciplines and in the professions in most fields of study. In 2012 71.4% of these enrolments were at the undergraduate level, 22.1% at the postgraduate level and 6.5% were occasional students.

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## Staff

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The academic programmes of the University are supported by 2 740 full-time staff of whom 1 686 are support and 1 054 academic (including academic management). Unlike the student trends, staffing trends at the UFS have remained relatively stable over the past 10 years, although the total numbers have shown some growth. In 2012 black academics constituted 21.18% of the staff and white academics 78.82%. For support staff the percentage of black staff is 48.14%. The University knows that this is an area in which much more progress needs to be made in order to achieve our own goals in terms of diversity.

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## Revenue

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In 2012 the total revenue of the University was about R1.7 billion. Of this, some R1.4 billion is 'council controlled' and the remainder is funding earmarked for specific activity. The breakdown of the income is R840m in subsidies and grants, and R496m from student fees. The remainder (R91m), 'third-stream income', comprises sales of goods and services, contract work, gifts and grants and interest and dividends. The bulk of the council-controlled expenditure consists of R955m for staff costs.

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## Operating structures and activities

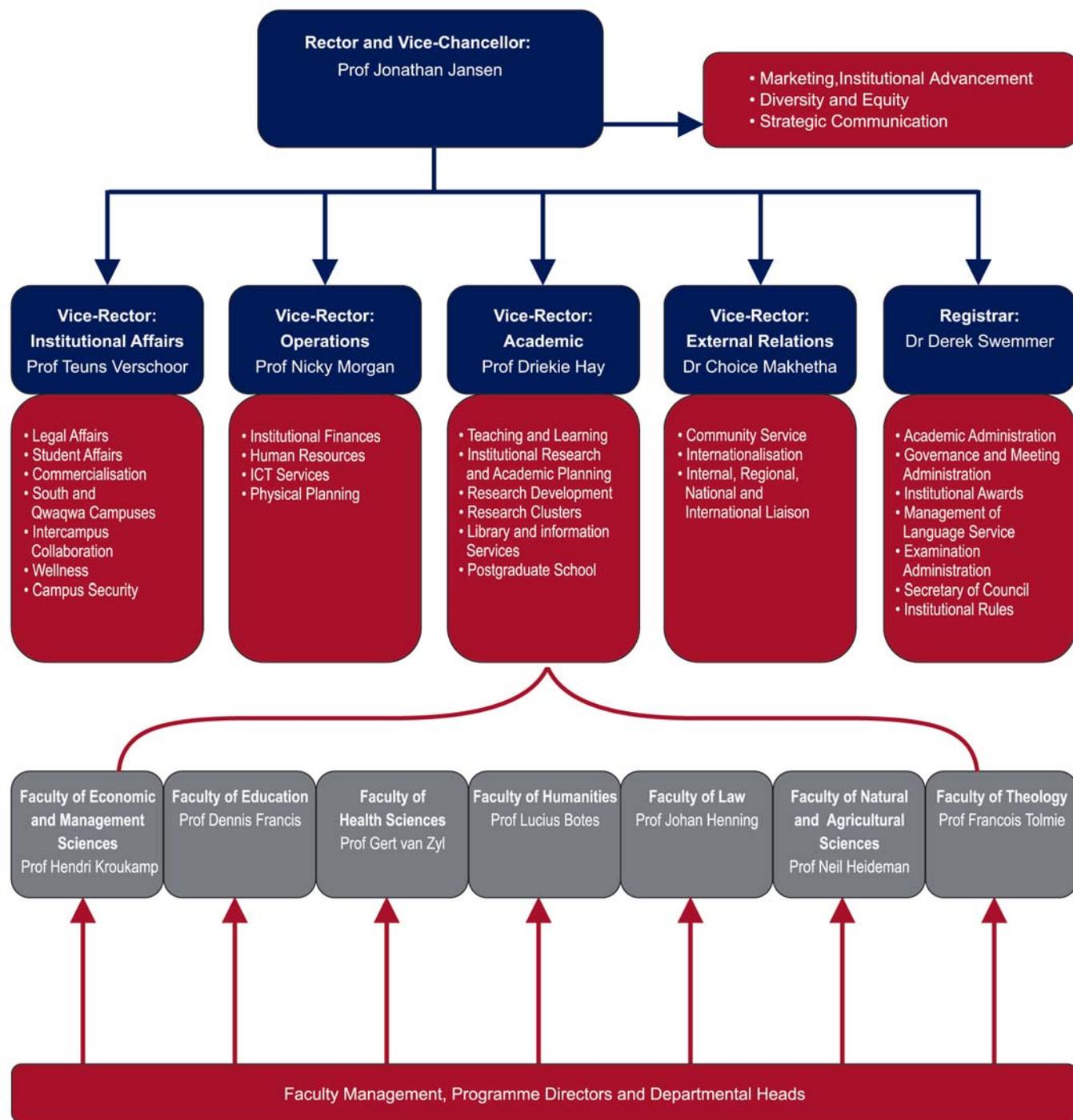
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The UFS operates across three campuses. The Bloemfontein Campus is the original seat of the institution and offers the full spectrum of academic activities to some 22 000 students. The Qwaqwa Campus, situated on the outskirts of Phuthaditjhaba in the mountainous Eastern Free State, caters for about 3 800 students enrolled in the faculties of Education, Economic and Management Sciences, Humanities and Natural and Agricultural Sciences. The South Campus, also designated as the School for Open Learning, is situated just outside Bloemfontein, and is mainly focused on the provision of alternative access to higher education for 6 500 students between school-leavers and adults who are accommodated in the University Preparation Programme and Extended Programmes, and distance education respectively.

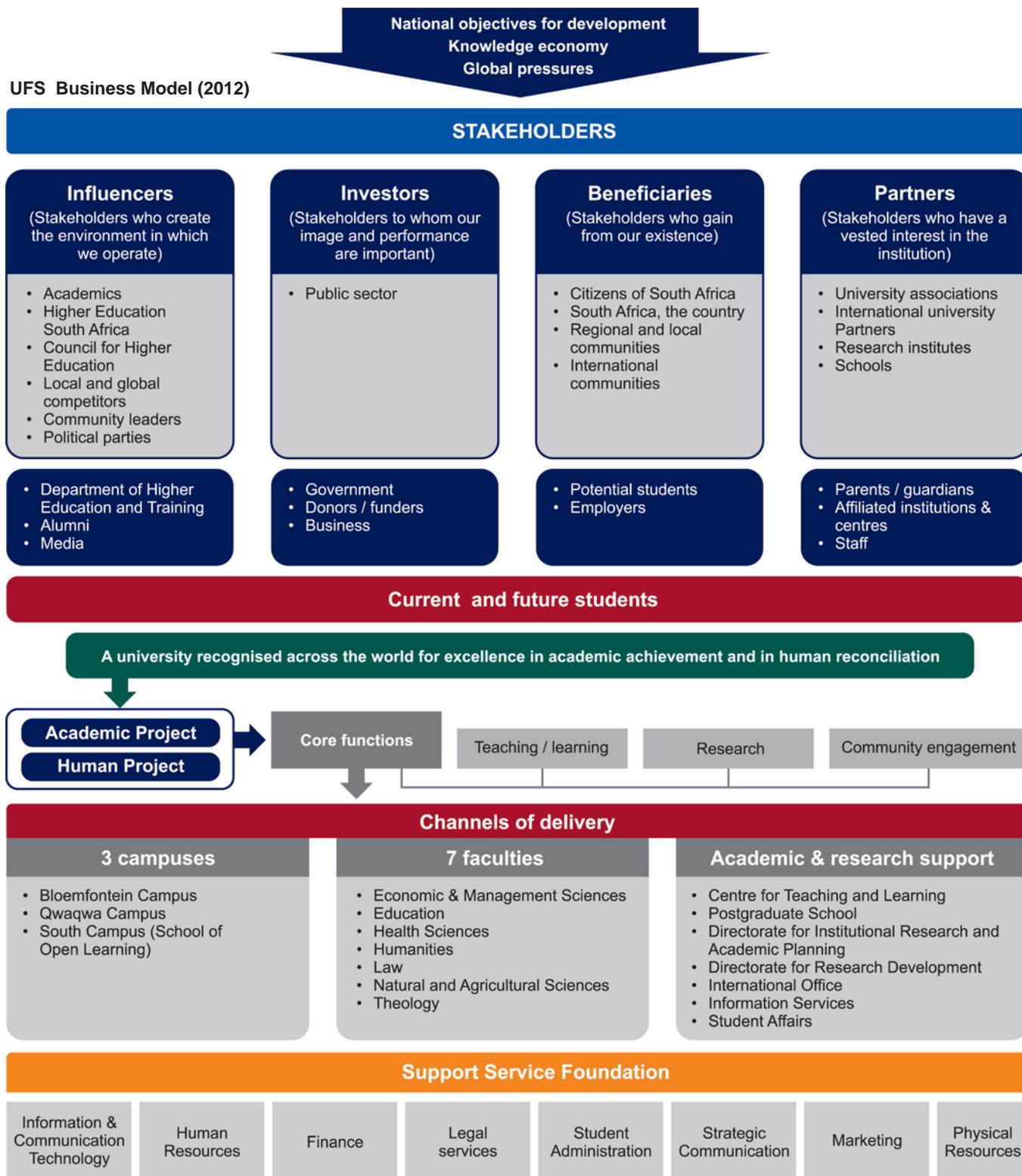
# Organisational overview

The organisation's operational structure and business model are illustrated in the following diagrams.

## Organisational structure of the UFS (2012)



# Organisational overview



# Organisational overview

## Who leads the UFS

The University is led by a governance structure contained in the Statute of the University of the Free State as amended (Government Gazette 33490 Vol 542 of 27 August 2010).

### Chancellor

The Chancellor of the UFS is the ceremonial head of the university and confers degrees in its name. Council appoints the Chancellor for a five-year term of office. The current Chancellor is Dr Khotso Mokhele.



Dr Khotso Mokhele

Dr Khotso Mokhele was appointed as Chancellor of the UFS on 4 June 2010.

He was awarded a BSc Agriculture degree from Fort Hare University, and continued his studies at the University of California Davis (USA) on the Fulbright-Hays Scholarship Programme, completing his MSc (Food Science) and PhD (Microbiology). He was subsequently a postdoctoral fellow at Johns Hopkins University (USA) and the University of Pennsylvania (USA).

Dr Mokhele is the recipient of honorary doctorates from eight South African universities, including the UFS, and from Rutgers University in the USA.

As President and CEO of the Foundation for Research Development (1996 – 1999) and the National Research Foundation (NRF) from 1999 to 2006, Dr Mokhele played a central role in providing visionary and strategic direction to the South African science system. He was the Founder President of the Academy of Science of South Africa, Chairperson of the Economic Advisory Council to the Premier of the Free State (2001 – 2004), and a member of the Advisory Council on Innovation to the Minister of Science and Technology (2003 – 2007). His role in securing government and international support for the Southern African Large Telescope Project is evidence of his dedication to science in South Africa. The success of this project laid the basis for South Africa being selected to host more than 70% of the Square Kilometre Array, an international mega telescope for radio astronomy. In recognition of his contribution to the development of science, he was the recipient of the Technology Top 100 Lifetime Achievers Award in 2009 and the National Science and Technology Forum Award in 2005.

His role in science is recognised internationally as he was an elected Vice-President: Scientific Planning and Review of the International Council for Science and Chairperson of its Committee for Scientific Planning and Review (2005 – 2008) as well as being a member of the Committee on Developing and Transition Economy Countries of the International Social Science Council (2008 – 2010). He also represented South Africa on the executive board of UNESCO and was awarded the Member Legion of Honour of the Republic of France for his work in strengthening scientific ties between South Africa and France.

Dr Mokhele's current corporate positions include: Non-Executive Chairman: Board of Directors, Impala Platinum Holdings Ltd (Implats) and Adcock Ingram Holdings Ltd; Non-Executive Director: African Oxygen Ltd (Afrox), Zimbabwe Platinum Holdings Ltd (Zimplats), Hans Merensky Holdings Ltd and Tiger Brands Ltd. He is the President of the Hans Merensky Foundation (South Africa) and a Trustee of SciDev.Net (a web-based scientific magazine based in London, UK) and Start International Inc (USA). He was Chairman of the Rhodes Scholarship Selection Committee for Botswana, Malawi, Namibia, Lesotho and Swaziland (2007 – 2011) and had served on the South Africa at Large Rhodes Scholarship Selection Committee for more than 10 years.



Judge Ian van der Merwe

### Council

The Council of the University is a statutory structure with a strategy, policy-making and monitoring responsibility. It is a representative body appointed in terms of the Statute of the University. The full function and composition of the Council is contained in the Statute.

The University's stakeholder groupings are well represented on the Council, drawing members from a broad spectrum of competencies in the fields of finance, physical planning, human resources, auditing, health, information technology, law, education, medicine, among others.

The Chairperson of Council is appointed for a three-year term of office by the Council. The current Chairperson of Council is Judge Ian van der Merwe.

# Organisational overview

Judge Ian van der Merwe joined the Council in March 2007 and has served as Chairperson since 1 January 2010.

He obtained a B Juris degree at the UFS in 1976 and an LLB at Unisa in 1978.

Judge Van der Merwe served as a state advocate from 1979 – 1980 and in 1981 he joined the Free State Society of Advocates. He then practiced as an advocate in private practice until 2003 and obtained the status of Senior Counsel in March 1994. Judge Van der Merwe was appointed Judge of the Free State High Court on 1 August 2003 and has been an Acting Judge of the Supreme Court of Appeal since 1 December 2012.

Judge Van der Merwe has served as chairperson of a number of boards, including the Free State Society of Advocates (2000 – 2003), Kovsie Law Alumni (2001), the Disciplinary Committee of the Free State Rugby Union (until 2003) and the Governing Body of Grey College (2004 – 2007).

## The governing structure of Council in 2012 comprised:

Name	Appointment	Constituency & role	Key area of expertise
Van der Merwe, Judge CHG	Appointed: 2007/09/03 Appointed Chairperson: 2010/01/01 Reappointed (2 <sup>nd</sup> term): 2013/01/01	Elected by the Donors  Chairperson of the Council	Law  Judge of the High Court
Kieswetter, Mr ES	Appointed: 2004/11/27 Reappointed (3 <sup>rd</sup> term): 2012/11/27 Appointed as Vice- chairperson: 2011/06/01	Appointed by the Council  Vice-chairperson of the Council	Finance  Group CEO, Alexander Forbes
Jansen, Prof JD	Appointed: 2009/07/01	UFS Rector and Vice- Chancellor of the UFS	Academic Education
Makhetha, Dr KC	Appointed: 2012/10/01	UFS Vice Rector: External relations  Rotating Vice Rector on the Council	Academic
Mosia, Mr D	Appointed: 2012/09/07	Appointed by Minister of Higher Education & Training	Medical research  Wits Health Consortium
Jawodeen, Ms S	Appointed: 2012/06/12	Appointed by Minister of Higher Education & Training	Labour law and trade unions National Secretary, Nehawu
Mhamba, Mr T	Appointed: 2012/06/12	Appointed by Minister of Higher Education & Training	Sector education and training (SETA)
Makgoe, Mr PHI	Appointed: 2010/11/01	Appointed by Premier of the Free State	Education MEC: Education, Free State Province

# Organisational overview

Name	Appointment	Constituency & role	Key area of expertise
Van Zyl, Prof GJ	Appointed: 2012/01/01	Elected by Senate	Academic Dean: Health Sciences, UFS
Van Zyl, Prof H	Appointed: 2009/06/07	Elected by the Senate	Economics UFS Business School
Towe, Father PJ	Appointed: 2006/06/13 Reappointed 2010/06/13	Elected by religious community	UFS Campus ministries
Kriek, Ms L	Appointed: 2012/06/19	Elected by Alumni	Human relations; change management
Randlehoff, Adv MD	Appointed: 2010/11/01	Elected by Alumni	Law
Madlala, Mr H	Appointed: 2010/11/01	Elected by Alumni	Education School principal
Colditz, Mr P	Appointed: 2010/11/01	Elected by Convocation	Law; education development Chief Executive Officer: Federation of Governing Bodies of South African Schools (FEDSAS)
Hoffman, Prof MJM	Appointed: 2009/11/29	Elected by academic staff who are not members of Senate	Academic Department of Physics, UFS
Gouws, Mr RC	Appointed: 2012/06/19	Elected by the non- academic staff	Student discipline
Chemaly, Mr R	Appointed: September 2011 until 31 August 2012.	Chairperson of Central Student Representative Council	Student
Clayton, Mr WA	Appointed: September 2012	Chairperson of Central Student Representative Council	Student
Khumalo, Mr S	Appointed: September 2012	Chairperson of Student Representative Council (Qwaqwa Campus)	Student
Mzangwa, Dr BE	Appointed: 2009/02/25	Appointed by South African Local Government Association: Free State	Medicine Executive Mayor, Thabo Mofutsanyana District Municipality
Smuts, Dr EM	Appointed: 2012/16/09	Chairperson of Institutional Forum	Academic; Centre for Teaching and Learning, Qwaqwa Campus

# Organisational overview

Name	Appointment	Constituency & role	Key area of expertise
Crowther, Mr JJ	Appointed: 2000/11/27 Reappointed (4 <sup>th</sup> term): 2012/11/27	Appointed by Council	Printed media Retired newspaper editor
De Klerk, Mr NV	Appointed: 2008/06/05 Reappointed (2 <sup>nd</sup> term): 2012/06/05	Appointed by Council	Law Admitted attorney of the High Court
Vosloo, Dr SM	Appointed: 2004/06/04 Reappointed (3 <sup>rd</sup> term): 2012/06/04	Appointed by Council	Medical Cardio Thoracic Surgeon
Louw, Mr W	Appointed: 2009/09/11	Appointed by Council	Director of companies Retired Sasol Executive member
Ntsele, Mr NA	Appointed: 2009/09/11	Appointed by Council	Director of companies CEO of Pamodzi Investment Holdings
Schoeman, Mr KB	Appointed: 2011/09/16	Appointed by Council	Economics, financial management CEO of Kagiso Trust
Foster, Mr DA	Appointed: 2012/06/04	Appointed by Council	Finance Retired chartered accountant



The Council for 2012 of the University of the Free State

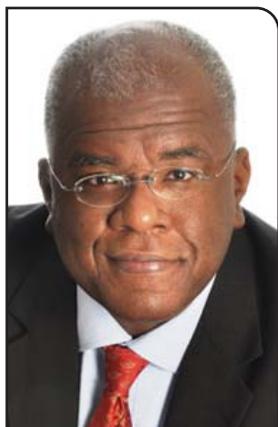
## Rectorate

The Rector and Vice-Chancellor is the academic, administrative and management head of the University. The Rectorate is the top management of the University, and is made up of the Rector and Vice-Chancellor, assisted by four Vice-Rectors and the Registrar.

# Organisational overview

## Members of the Rectorate in 2012 were:

### Rector and Vice-Chancellor: Prof JD (Jonathan) Jansen (PhD, Stanford University)



Prof JD (Jonathan) Jansen

Prof Jonathan Jansen was appointed as Vice-Chancellor and Rector of the UFS on 1 July 2009. He is an Honorary Professor of Education at the University of the Witwatersrand, received honorary doctorates in Education from Cleveland State University (USA) and the University of Edinburgh (UK). He is a Fellow of the Academy of Science of the Developing World (TWAS), a Visiting Fellow at the NRF, a Fulbright Scholar to Stanford University (2007 – 2008), and the former Dean of Education at the University of Pretoria (2001 – 2007).

He completed his undergraduate education at the University of the Western Cape (BSc), his teaching credentials at Unisa (HED, BEd), and his postgraduate education in the USA (MS, Cornell; PhD, Stanford).

His most recent books are *Knowledge in the Blood* (2009, Stanford University Press), while he has also co-authored *Diversity High: Class, Color, Character and Culture in a South African High School* (2008, University Press of America). In these and related works he examines how education leaders balance the dual imperatives of reparation and reconciliation in their leadership practice.

Prof Jansen serves as Vice-President of the South African Academy of Science and from this vantage point led three major studies on behalf of the academy, including an inquiry on the role of the South African PhD in the global knowledge economy and another investigation into the future of the humanities in South Africa. He recently served on the boards of bodies such as the Centre for the Study of the Internationalization of Curriculum Studies, University of British Columbia; the International Commission on the Child of the Association for Supervision and Curriculum Development (Washington DC); and as member of the general assembly, International Association for the Advancement of Curriculum, among others.

He has served as international consultant to UNESCO, the World Bank, the governments of Namibia and Zimbabwe, USAID, SIDA (Swedish), CIDA (Canadian), the European Union, Germany, the Netherlands, DFID (UK) and the USA (through agencies such as the Academy for Educational Development in Washington DC). He has served as national consultant to the South African Qualifications Authority, the Council on Higher Education (CHE), Higher Education South Africa (HESA), the Human Sciences Research Council, SAMDI (now PALAMA), and the NRF.

He chaired various ministerial committees on further education and training (appointed by former Minister Kader Asmal) and school evaluation and teacher appraisal (appointed by former Minister Naledi Pandor). In addition, he has advised provincial governments on school change.

## Vice-Rectors



Prof HR (Driekie) Hay  
(Vice-Rector:  
Academic)



Dr KC (Choice) Makhetha  
(Vice-Rector:  
External Relations)



Prof NI (Nicky) Morgan  
(Vice-Rector:  
Operations)



Prof T (Teuns) Verschoor  
(Vice-Rector:  
Institutional Affairs)



Dr DK (Derek) Swemmer  
(Registrar)

# Organisational overview

## Other statutory governance structures required by the Statute

### 1. Senate

The Senate is responsible for the strategic direction of the academic, research and community service functions of the University and for the determination of policy and rules concerning academic matters.

### 2. Convocation

All permanent academic staff from lecturer to professor, all permanent support service staff from Deputy Director, Rector and Vice-Chancellor by virtue of their respective offices and all students (current and former) who obtained a formal qualification at the University are members of the convocation.

### 3. Institutional Forum

The Institutional Forum advises the Council on issues affecting the University as required by the Act, and must perform such functions as decided by the Council.

### 4. CSRC

The student body of the University is represented by a Central Student Representative Council (CSRC), which comprises councils from the Bloemfontein and Qwaqwa Campuses. Members of the CSRC hold office for one year.





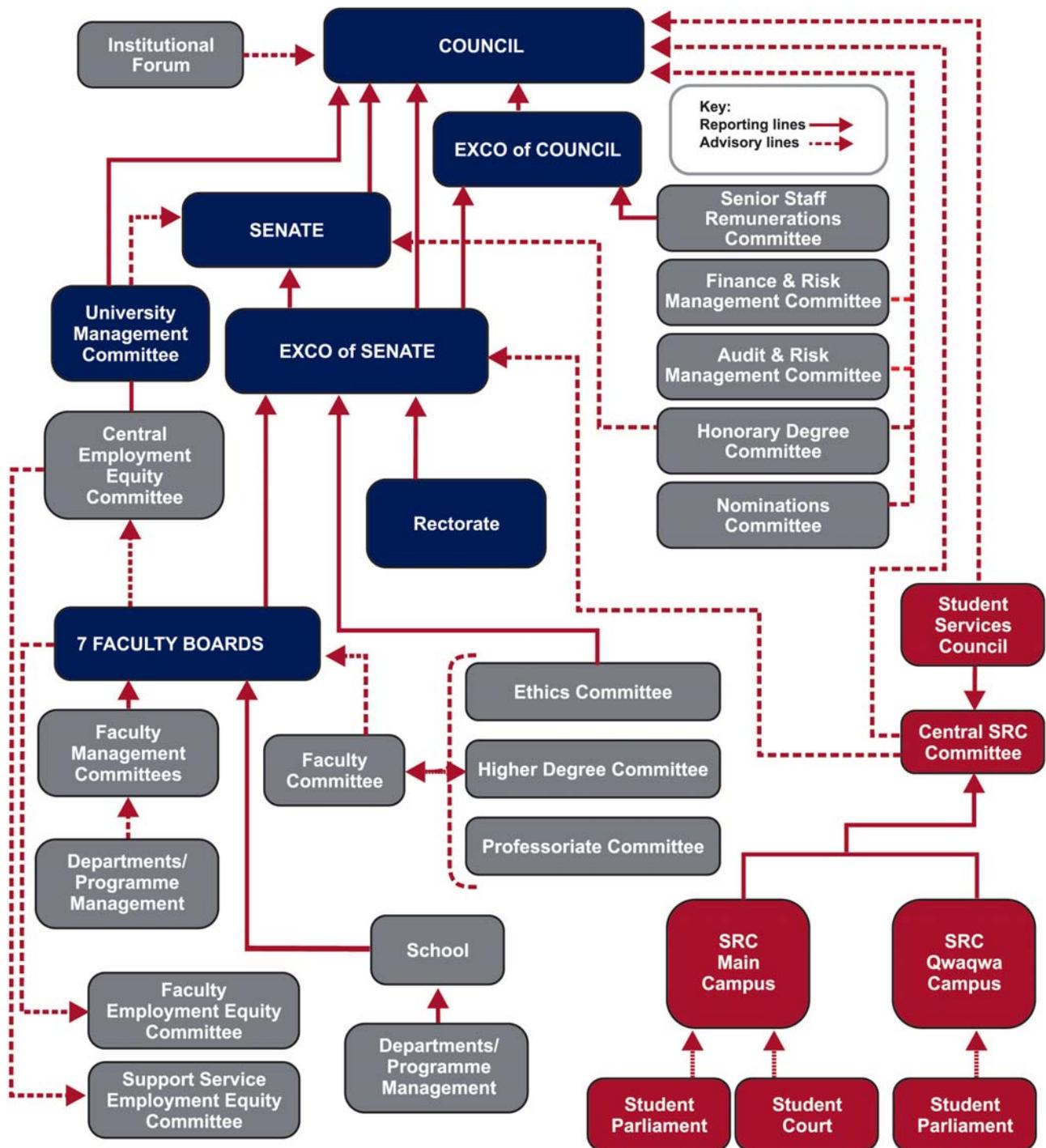
Graduation on the Bloemfontein Campus

# Governance and remuneration

## Chapter 6

The University Council, the Rectorate and the Senate are primarily responsible for the governance of the University. The following diagram illustrates the governance and management of the UFS:

**GOVERNANCE AND MANAGEMENT ORGANISATIONAL STRUCTURE**



# Governance and remuneration

The Council of the UFS governs the institution, subject to the Higher Education Act and the Institutional Statute.

The Senate is constituted of all full-time professors and the UFS senior management as well as some co-opted members are also represented on Senate via the SRC. The Senate is responsible for the strategic direction of the UFS's three core functions of teaching and learning, research and community engagement. An Executive Committee of Senate (ECS), deals on behalf of the Senate with matters that need resolution in between scheduled Senate meetings.

As already indicated, the Rectorate is the top management of the University, and consists of the Rector, the highest academic officer of the UFS), four Vice-Rectors and the Registrar. Each member of the executive team has a defined portfolio of responsibility for the implementation of approved policies and strategies.

The University Management Committee (UMC), in cooperation with the Senate and Council, is responsible for the strategic management of the UFS with regard to its core functions, key success factors, academic support services and portfolios.

Students of the UFS are represented in governance structures of the UFS through the Central SRC that holds seats in Council, Senate and the Institutional Forum.

The Central SRC is established in terms of its constitution and consists of members from the three campus SRCs. Campus SRCs are established through student elections held annually in terms of their respective constitutions. The sub-structures of Campus SRCs consist of representative councils for general student associations, academic student associations, student residences and various unique student constituencies such as international and postgraduate students. Student representatives hold formal seats on all relevant management structures of the University.

## Remuneration

The philosophy and principles of the UFS remuneration management are based on the allocating of remuneration funds according to the Multiple-year, Income-related, Remuneration-adjustment Model. The most important principles of the model are (1) that management is committed to applying a full 53% of the total recurrent Council-controlled income of the UFS for staff remuneration costs, and (2) that the staff remuneration costs will not exceed 53% of that income. Affordability is the cornerstone of the model.

We compare the UFS remuneration packages with the tertiary market by using the Remchannel salary survey. Our target is to pay on the 100th percentile of the median of the market. We address any anomaly by adjusting the remuneration level of the specific job levels once the remuneration package becomes lower than 95<sup>th</sup> percentile of the median. In exceptional circumstances the committee may approve payment of an individual staff member/group of staff's remuneration package above the median.

We aim to attract, retain and motivate high-calibre executives, aligning their remuneration with best practices. Our approach to reward is holistic and is balanced as follows:

- A guaranteed package.
- Short- and long-term incentives.
- Performance management.

# Governance and remuneration

- Individual growth and development.
- Stimulating work environment.

Our yearly review of staff remuneration is benchmarked to the tertiary market and awarded according to individual performance, determined through our performance management process. The outcome influences the award of short- and long-term incentives.

The short-term incentive, a yearly cash bonus, is linked to achieving strategic objectives. The proportion paid to employees depends on their performance against the operational and strategic objectives in their performance plan. The long-term incentive, merit notches and exceptional merit encourage loyalty.

The Remuneration Committee of Council reviews annually the remuneration packages of senior staff.

## Executive staff remunerations

The UFS Council is responsible for the Remuneration Policy through the Remuneration Committee of Council, Senior Staff. This committee operates according to a charter approved by the Council on 8 November 2007 and has the following responsibilities:

- Ensure that the staff remuneration costs will not exceed 53 % of the UFS's income.
- Determine and agree the remuneration packages of the Rector and Vice-Chancellor, vice-rectors, registrar, deans and senior directors.
- Review promotions and appointments of senior staff on levels equal to and higher than senior directors (Peromnes 4).
- Ensure compliance with applicable laws and codes.

The average increase in the remuneration packages paid to top management was 13.14% for 2012 and 7.72% for the senior directors and deans. This compared to the average salary increase paid to all employees of 8.76% for 2012. The increase in remuneration packages for 2013 is 5.78%.

## Statutory compliance

A web-based tool was developed to manage the compliance register of the UFS. The deans and heads of support service departments were asked to complete the compliance register for their respective faculty or department. A summary of the current register is attached. In 277 instances full compliance was reported, there were 12 instances of partial compliance, 2 instances of non-compliance and 16 instances in which there was no indication.

Managers need to update the compliance register regularly and are expected to follow up those instances where full compliance was not reported.

# Governance and remuneration

DEPT / FACULTY	Not Completed	NO	Partly	YES
	No indication was given	Non-compliance was indicated	Partly compliance was indicated	Full compliance was indicated
Accommodation Services				6
Aids Centre				1
Commercialisation				13
Economic Management Sciences				3
Education	8			18
Faculty of Health Sciences				12
Finances				18
Health and Wellness				6
Human Resource			3	71
ICT Services			2	28
Internal Audit				5
Law	2			
Library and Information Services			7	2
Natural Agricultural Sciences				11
Physical Planning				8
Physical Resources	6	2		63
Protection Services				2
Student Academic Services				8
Theology				2
<b>Grand Total</b>	<b>16</b>	<b>2</b>	<b>12</b>	<b>277</b>

## Internal administrative/operational structures and controls

The University maintains systems of internal control over financial reporting and the safeguarding of assets against the unauthorised acquisition, use or disposal of such assets. These systems are designed to provide reasonable assurance to the University and Council regarding an operational environment that promotes the safeguarding of the University's assets and the preparation and communication of reliable financial and other information.

The internal control systems includes documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a Code of Ethics that is communicated throughout the organisation to foster a strong ethical climate and the careful selection, training and development of staff.

Information technology systems are used throughout the University. All have been developed and implemented according to documented standards to achieve efficiency, effectiveness, reliability and security. Accepted standards are applied to protect privacy and ensure control over all data, including a disaster recovery plan and "back-up" procedures. Password controls are strictly maintained, with users required to change passwords on a regular basis. There are regular monthly reviews so that there are no clashes in user access rights and that the basic internal control concept of division of duties is maintained. Where an occasional clash does occur, sufficient manual controls are in place to ensure that these clashes are mitigated. Systems are designed to promote ease of access for all users and the systems are sufficiently integrated to minimise duplication of effort and ensure minimum manual intervention and reconciliation procedures. The development, maintenance and operation of all systems are under the control of competently trained staff.

In utilising electronic technology to conduct transactions with staff and with third parties, control aspects receive close scrutiny and procedures are designed and implemented to minimise the risk of fraud or error.

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

The University assessed its internal control systems as at 31 December 2011 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy documents. Based on its assessment, the University believes that, on 31 December 2012, its systems of internal control over operational environment, financial and information reporting and safeguarding of assets against the unauthorised acquisition, use or disposal of assets met those criteria.

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

## Institutional forum report

1. Although the IF sometimes struggled to obtain a quorum, the members met officially on three of the four planned dates during 2012. Since there was no quorum on the fourth date, the members who attended had informal discussions to ensure that the work continued.
2. During 2012, the IF organised its members into the following task teams:
  - a) Language
  - b) Employment Equity
  - c) Gender
  - d) Human Resources
  - e) Student Affairs
  - f) Governance/Legal matters
  - g) Academic matters
  - h) Disability
  - i) Wellness

The purpose of the above-mentioned was for the various IF members to attend meetings of the mentioned sections/units, etc. and to provide the IF with feedback. Some of the task teams were more successful than others.

3. The IF advised the UFS Council regarding:
  - a) the Qwaqwa Academic Status Report (DIRAP: April 2012); and
  - b) the UFS's Strategic Plan 2012 – 2016.
4. The IF observed and reported on the Reitz reconciliation process.
5. Presentations were made by the following officials:
  - a) Prof JD Jansen: Expectations for the IF
  - b) L Loader: UFS branding
  - c) R Buys: Student life, college and co-curricular learning
6. Prof TK Eatman from the USA presented a workshop on Service Learning in the Community with the title "Public Scholarship".
7. The role and functions of the IF were continuously discussed on the basis of the Higher Education Act [101 of 1997, section 26(2)(f)] to ensure that its members acted according to the provisions of the Act. The IF however found this challenging.
8. The Rectorate of the UFS intervened to ensure that the IF became fully functional in accordance with the provisions of the Higher Education Act, as amended.
9. The Remit and the membership of the IF were revised and aligned with the Statute of the UFS and in compliance with the Act.
10. Elections were arranged by the UFS Secretariat, in accordance with the approved revised Remit.
11. On 17 October 2012 the IF was reconstituted. The Registrar conducted the election for the appointment of office bearers.
12. After the completion of the processes described above, the IF commenced operating in terms of the revised Remit and with secretariat services rendered by the UFS Meetings Administration.
13. The IF aims to ensure that members acquaint themselves continuously with the Remit of the IF and execute its functions in terms of the Remit and as prescribed by the Statute and the Act.

## Glossary

<b>CHE</b>	Council on Higher Education
	The CHE is an independent statutory body established by the Higher Education Act, No. 101 of 1997. The CHE, as the Quality Council for Higher Education, advises the Minister of Education on all higher education issues and is responsible for quality assurance and promotion through the HEQC.
<b>CSR</b>	Corporate social responsibility
<b>CSRC</b>	Central Students Representative Council
<b>CTL</b>	Centre for Teaching and Learning
<b>DHET</b>	Department of Higher Education and Training (National)
<b>DIRAP</b>	Directorate for Institutional Research and Academic Planning
<b>DVC</b>	Deputy Vice-Chancellor
<b>EDU</b>	Faculty of Education
<b>EMS</b>	Faculty of Economic and Management Sciences
<b>HEQC</b>	Higher Education Quality Committee
	The HEQC is a permanent committee of the CHE. The HEQC has executive responsibility for quality promotion and quality assurance in higher education. The Higher Education Act of 1997 states that the functions of the HEQC are to: promote quality in higher education; audit the quality assurance mechanisms of higher education institutions; and accredit programmes of higher education. To these three mandated areas, the HEQC added quality-related capacity development. The HEQC policies are available from <a href="http://www.che.org.za">www.che.org.za</a> .
<b>HSC</b>	Faculty of Health Sciences
<b>Internationally indexed scientific journals</b>	These are journals which are included in international citation indexes. A citation index is a type of bibliographic database which offers an index of citations between publications and a mechanism to establish which documents cite which other documents. The most well-known are the ISI Science Citation Index (SCI), the ISI Social Sciences Citation Index (SSCI), the ISI Arts and Humanities Citation Index (AHCI) and the International Bibliography of Social Sciences (IBSS). Journals included in these indexes are sometimes described as the world's leading journals because of their rigorous selection processes.
<b>IT</b>	Information technology
<b>NAS</b>	Faculty of Natural and Agricultural Sciences
<b>NBT</b>	The National Benchmark Tests
	These tests are an assessment of the competencies of prospective first-year applications to universities in South Africa. The assessment measures levels of proficiency in academic literacy, quantitative literacy and mathematics, with specific focus on the demands of higher education study. Based on

# ADDENDUM

performance in the tests, students can be identified as performing at the proficient level (are likely to be able to cope with the demands of university), intermediate level (are likely to need additional support through extended curricula) and basic (are unlikely to be successful at university and should be placed bridging programmes or the FET College sector). For more information, see [www.nbt.ac.za](http://www.nbt.ac.za)

## NRF

National Research Foundation

The NRF is the intermediary agency between the policies and strategies of the Government of South Africa and South Africa's research institutions. It was established on 1 April 1999 as an autonomous statutory body in accordance with the National Research Foundation Act. Unlike most other Science Councils whose role is research performance, the NRF primarily fulfils an agency role, with a smaller portion of its activity allocated to actual research. Funding from the NRF is largely directed towards academic research, developing high-level human resources, and supporting the National Research Facilities.

## Service learning

Service learning is a course-based, credit-bearing educational experience in which students participate in an organised service activity that meets identified community goals and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. In the Glossary of the HEQC's Criteria for Institutional Audits (HEQC, 2004a: 26) 'service learning' is defined as: "applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment."

## SET

Science, engineering and technology

## THE

Faculty of Theology

## UFS

University of the Free State



One of the artworks on the Bloemfontein Campus

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### Values

The following five core values represent deeply-held commitments that inform every policy and steer every action. These values underpin both the Academic Project and the Human Project of this university:

- Superior Scholarship
- Human Embrace
- Institutional Distinctiveness
- Emergent Leadership
- Public Service

### Motto

IN VERITATE SAPIENTIAE LUX  
(In Truth is the Light of Wisdom)

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