



UNIVERSITY OF THE FREE STATE **INTEGRATED REPORT** 2013

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



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REPORT NAVIGATION AID



Refer to the corresponding key performance indicator (KPI) on pages **47 to 49**



Interface between the human project, the academic project, and the support services foundation.



Interface between the human project and the academic project.



Interface between the academic project and the support services foundation.



ACRONYMS

AP	Admission Point	ISI	Institute for Scientific Information / Thomson ISI
ASD	Academic Staff Development	KIAI	Kresge-Inyathelo Advancement Initiative
AVE	Advertising Value Equivalent	KPA	Key Performance Area
BUSSE	Beginning University of Student Engagement	KPI	Key Performance Indicator
BYOD	Bring your own device	LMS	Learning Management System
CDS	Centre for Development Studies	LSSE	Lecturer Survey of Student Engagement
CHE	Council on Higher Education	MACE	national association for Marketing, Advancement and Communication in Education
CLASSE	Classroom Survey of Student Engagement	NBT	National Benchmark Test
CSRC	Central Student Representative Council	NDP	National Development Plan – Visions 2030
CSSE	College Survey of Student Engagement	NRF	National Research Foundation
CSSSE	College Staff Survey of Student Engagement	NSFAS	National Student Financial Aid Scheme
CTL	Centre for Teaching and Learning	NSH	No Student Hungry Programme
DETEA	Economic Development, Tourism and Environmental Affairs	PGS	Postgraduate School
DHET	Department of Higher Education and Training	PSP	Prestige Scholars Programme
DIRAP	Directorate for Institutional Research and Academic Planning	PwC	PricewaterhouseCoopers
DST	Department of Science and Technology	RPL	Recognition of Prior Learning
FTE	full-time equivalent	RSS	rationalisation, standardisation and simplification
HEI	higher education institution	RTG	Road to Green
HEQC	Higher Education Quality Committee	SADC	South African Development Community
HESA	Higher Education South Africa	SAPS	South African Police Services
HR	Human Resources	SARCHI	South African Research Chair Initiative
IBSS	International Bibliography of the Social Sciences	SASSE	South African Survey of Student Engagement
ICT	Information and Communication Technology	SET	sciences, engineering and technology
IDP	Integrated Development Plan	SLP	Short Learning Programme
IF	Institutional Forum	SRC	Student Representative Council
IFRIC	International Financial Reporting Standards Interpretations Committee	STeFI	Alexander Forbes Short Term Fixed Interest
IFRS	International Financial Reporting Standards	UFS	University of the Free State
IPP	Integrated Partnership Programme	UN	United Nations
IPRA	International Public Relations Association	UPP	University Preparation Programme
IPTN	Integrated Public Transport Network		



EXECUTIVE SUMMARY

Through the development and implementation of its Strategic Plan 2012–2016, the University of the Free State (UFS) has been moving towards becoming a university recognised across the world for excellence in academic achievement and human reconciliation. During 2013 we have made solid progress in terms of our three strategic priority areas: excellence in teaching and learning and research (the academic project); commitment to reconciliation and social justice (the human project); and alignment of our support services to the UFS strategy (the support services foundation). In our annual Integrated Report we focus on the key indicators by which the University measures its performance in these areas.

The focus of the academic project has included a shift from compliance to strategic decisions in the areas of enrolments and academic planning in 2013, as well as a much more decisive approach to the improvement of teaching and learning at classroom level, and substantial investment in our research capacity. We are reviewing our curricula and the distribution of enrolments and graduates, and our approaches to teaching and learning in line with the 2013 Teaching and Learning Strategy and we are improving the qualifications and research reputation of our academic staff. We are pleased to report improvement in the academic potential of our first-year students – we are enrolling students with better Grade 12 results than in previous years – as well as the academic performance of our undergraduates. Our Master's and doctoral enrolment numbers have increased, as has the research productivity of our academics in terms of publications. Improvement in our research reputation is evidenced by better quality scholarly publications and increased numbers of National Research Foundation (NRF)-rated researchers.

The academic project and the human project interface with each other in a number of ways: first, the whole University and in particular the curricular space is the place where the human project takes place. Second, there are specific

tools and projects that pertain to the human project that occupy space and time outside the curricular activities: student representative council (SRC) elections, leadership training, participation in student organisations, sports, etc. Third, the human project involves the relationship of all members of the University community with each other and the relationship of the University with the broad community in which it is located.

The UFS has made a massive investment in social transformation and in coming to terms intellectually and morally with the meanings of reconciliation and social justice in the context of higher education transformation. In the 2013 integrated report we focus in particular on inclusivity and diversity, as elements of our human project. We are encouraged by the success of our University Preparation Programme (UPP), with increasing numbers of former UPP students continuing on to degree programmes in 2013. Access to the university also improved in 2013, evidenced by a larger share of students enrolling through recognition of prior learning, and by a larger share of distance mode students enrolling for degree programmes. Positive improvements in terms of diversity include an increased share of our graduates who are female or black, and improved representation of black

students as residence primes. Representation of female staff members from the senior lecturer level upwards (especially in the professoriate) and in both academic and non-academic leadership positions has also improved, as has representation of black academics at lecturer and senior lecturer level, and as academic department heads.

The effectiveness of support services is a function of the integration of all university processes. The UFS *support services foundation* includes both administrative support services – for example human resources, finances, and information and communication technologies – and academic support services. The latter includes academic administration; institutional advancement; academic planning, institutional research and data management; business creation and innovation; libraries; research support; and teaching support. All of these services must be aligned with and support the strategy of the University. An important improvement in 2013 is the increase in third stream funding generated from research contracts and through donations – especially from the government sector and from trusts and foundations. The UFS has also increased the number of formal short learning programmes that it offers and has made progress in the central management of these programmes. Other notable instances of progress in 2013 are the improvement of our academic staff turnover rate, better compliance with King III management and governance requirements, and the expansion of facilities on our three campuses. In terms of financial indicators we have again achieved a

balanced budget and an unqualified financial audit, and have further improved the size of our reserves and our investment portfolio.

“We look forward to 2014
as a year of consolidation”

The annual Integrated Report provides the University with an opportunity to identify and analyse those challenges that pose the highest risks to the realisation of our mission. Affecting our academic project is the fact that we were unable to achieve the annual research output expected by the national Department of Higher Education and Training (DHET) in 2013. The University continues to be concerned about achieving equity and diversity among its academic staff. Finally, we are working on more effective management systems in support of increased third stream funding, specifically for the institutional advancement function and for short learning programmes.

All things taken into account, the UFS is happy to report progress in most areas of performance. We look forward to 2014 as a year of consolidation in which we deepen our commitment to the realisation of the academic and human projects of the University.



KNOWLEDGE, UNIVERSITIES AND THE INTEGRATED REPORT: A UFS PERSPECTIVE

Universities are about the production, transformation and transmission of knowledge with the purpose of advancing our understanding of the social and natural worlds. In the 21st Century the centrality of knowledge in the functioning of societies and in the realisation of economic development has made the work of universities more complex. Today universities not only have a responsibility in relation to the dissemination and augmentation of disciplinary and professional knowledge but also have a responsibility to account to society as to what they do with knowledge and how this is done; who has access to this knowledge, who benefits from it and with what effects.

Universities have grown into complex organisations that are responsible for the production, management and ethical use of three types of knowledge: knowledge of professional and disciplinary knowledge; knowledge of its stakeholders; and knowledge of the institution itself.

Knowledge of professional and disciplinary knowledge refers to the extent to which the teaching and learning and research that a university offers is locally and internationally comparable and serves the needs of the country in which the university is located. Knowledge of stakeholders refers to the ability of a university to understand and respond in its core functions to the needs and expectations of its internal (students and staff) and external (local and national government, business sector, civil society, etc.) stakeholders. Knowledge of the institution refers to the capacity a university has to produce knowledge about the quality, outcomes and impacts of the educative and administrative processes for which the institution is responsible.

The point of an integrated report for a university is to show to the public how these three types of knowledge interface with each other and how together they generate value for society that is both individual and public.

This is the UFS's second integrated report. We have learnt a great deal through the production of our first report but we are still determined to make our integrated report both more useful for our stakeholders and a better-used management tool for the University. This report is our main tool to communicate with our external stakeholders and potential partners but is also the only comprehensive report about the University for our internal stakeholders. We would appreciate comments and suggestions to improve this report. Comments must be directed to langeml@ufs.ac.za

A NOTE ABOUT FIGURES AND CHANGE IN HIGHER EDUCATION INSTITUTIONS

The outcome of educational or research projects is seldom measurable in one year. "Production cycles" in higher education in South Africa last at best three or four years depending on the minimum completion time of undergraduate degrees and 3+2 and 4+2 is the most common duration of undergraduate studies at South African universities. Year-on-year variation is more difficult to grasp and explain. Thus while this report focuses on year-on-year change, often it refers to medium-term trends to put outcomes into perspective.



INTRODUCING THE UFS

The UFS has been in existence since 1904. In its 110 years it has changed its identity, the composition of its student body and its relationship to society in many ways. The UFS moved from being a small English-medium college to being a small Afrikaans-medium university, and from this to become a medium-size parallel language institution functioning across three campuses. The UFS student body changed from being exclusively white to having a majority of black student enrolments in a demographically and culturally diverse student body. Finally, from being an institution supporting a politically exclusive project, the UFS has become a democratic institution open to a broader community and to the world.

Since 2009 the UFS has been focusing on the development and implementation of a strategy designed to realise its vision of becoming “a university recognised across the world for excellence in academic achievement and human reconciliation”.

Our mission

- 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

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

How we measure ourselves

- Excellence in teaching and learning and research.
- Commitment to reconciliation and social justice.
- Alignment of support services to the UFS strategy.



1

The UFS at a glance

In 2013 the UFS enrolled 32 216 students in a variety of academic programmes at undergraduate and postgraduate level across three main campuses and 51 satellite campuses in 69 locations. Of these students, 4 778 lived in residences on our campuses. Our student body included 2 027 students from 48 countries outside South Africa. Our students were served by 4 237 staff members across seven faculties, 19 administrative support departments and eight academic support departments. Our five libraries carried 650 000 hard copy books and 14 000 e-books. Our academic staff complement included

116 NRF-rated researchers and three South African Research Chair Initiative (SARChI) research chairs working in eight dedicated research centres and 127 academic departments. In 2013 the UFS's academics published 742 scholarly articles in 394 accredited journals. One hundred and fifty students were supported through the No Student Hungry (NSH) Programme, one of 60 community projects run by the University. Our campus infrastructure was expanded by means of 15 new DHET-funded infrastructure projects and we completed 12 new buildings.

2

Our strategic focus

2013 marked a turning point in the implementation of the UFS Strategic Plan 2012–2016. Foundational work in both the academic and human projects had been completed with good results and the institution was ready to move towards the deepening of change in all environments and towards a more detailed monitoring of its performance. Our efforts to deliver on the goals of the academic project have started to bear fruit and the University has improved its performance in relation to most of its key performance indicators (see section 8). The UFS human project is being recognised nationally and internationally for both its sophistication and its boldness and we find our student body and the overall social environment in our campuses showing signs of maturity and togetherness in dealing with issues of diversity and social justice. The support services foundation has also improved the quality

and outcomes of its administrative processes as well as the kind of institutional information on which to base decision-making and to plan for the future.

Yet, as the UFS moves forward so do our competitors. We are conscious of the need to accelerate and deepen the process of change initiated in 2009. Out of the 2013 top management strategic retreat emerged 14 projects aimed at achieving the long-term sustainability of the academic project and at making the University more competitive by showing each year more clearly how we create value for our students, our staff and our external stakeholders. Looking to 2014 and beyond, our goal is to achieve the long-term sustainability of the academic and human projects so that the UFS becomes one of the universities of choice in South Africa and on the African continent.



3

The people who lead us

3.1. The Chancellor



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

Dr Mokhele was awarded a BSc Agriculture 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. He was Chairman of the Rhodes Scholarship Selection Committee for Botswana, Malawi, Namibia, Lesotho and Swaziland (2007–2011) and served on the South Africa at Large Rhodes Scholarship Selection Committee for more than 10 years.

As President and Chief Executive Officer (CEO) of the Foundation for Research Development (1996–1999) and the 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. 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 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); Lead Independent Non-Executive Director: African Oxygen Ltd (Afrox), Non-Executive Director of 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).

“ Dr Mokhele played a central role in providing visionary and strategic direction to the South African science system. ”



3.2. The UFS Council

The UFS Council governs the University subject to the Higher Education Act and the Institutional Statute. The full function and composition of the Council is contained in the Statute of the University of the Free State as amended (Government Gazette 20383 Nr 1937 of 17 August 1999).



Chairperson of Council

Judge Ian van der Merwe is the Chairperson of the UFS Council and an alumnus of the University. He has been a member of the Council since 2007, elected as chairperson in November 2009 and re-elected in the same position in November 2012. Judge Van der Merwe serves as judge of the Free State High Court and served prior to that as state advocate and practising advocate. He holds a BLuris (UFS) and LLB (UNISA).



Vice-Chairperson of Council

Mr Edward Kieswetter is the Vice-Chairperson of the UFS Council and Group Chief Executive of Alexander Forbes Equity Holdings (Pty) Ltd. He holds senior directorship positions in leading South African companies and international boards. He was previously the Deputy Commissioner of the South African Revenue Service and a member of the South African National Treasury Tax Revenue Committee. He is an electrical engineer and holds an executive MBA from Henley University (UK), a Master's in Commerce (NWU), a Master's in Science Education (University of the Western Cape (UWC)), and a research scholarship at Harvard University in the USA. Mr Kieswetter is the Chancellor of the Da Vinci Institute, a private university in South Africa.



Rector and Vice-Chancellor

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 (Wits University), received an honorary doctorate in Education from the Cleveland State University (USA) in 2010 and was elected as a Fellow of the Academy of Science of the Developing World (TWAS) in the same year. Recently, in 2014, he received an honorary Doctor of Letters degree from the University of Vermont (UVM) for the outstanding work he has done through various initiatives in South Africa and abroad. He is also a Visiting Fellow at the NRF. He was a Fulbright Scholar to Stanford University (2007–2008), former Dean of Education at the University of Pretoria (UP) (2001–2007) and received an honorary doctorate in Education at the University of Edinburgh (UK). He is a former high school Biology teacher, who completed his undergraduate education at UWC (BSc), his teaching credentials at UNISA (HED, BEd), and his postgraduate education in the USA (MS, Cornell; PhD, Stanford).

His most recent academic book is *Knowledge in the Blood* (2009, Stanford University Press). He 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. *Knowledge in the Blood* received an Outstanding Book Recognition Award from the American Educational Research Association. His co-authored book, *Curriculum: Organizing knowledge for the classroom*, is in its second edition.

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 at the University of British Columbia; the International Commission on the Child of the Association for Supervision and Curriculum Development (Washington DC, USA); and as a member of the general assembly of the 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 (EU), 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 SAQA, the CHE, HESA, the HSRC, SAMDI (now PALAMA), and the NRF. He has also worked closely with embassies of various countries represented in Pretoria, especially the Latin American representatives.

He has chaired ministerial committees on further education and training (appointed by Minister Kader Asmal) and school evaluation and teacher appraisal (appointed by Minister Naledi Pandor). In addition, he has advised provincial governments on school change. He works closely with the business community on matters of education and training and is a non-executive director of ADvTech, a major provider of private education in South Africa.

Prof Jansen has extensive experience in higher education as professor, head of department, dean, (acting) deputy vice-chancellor and, at the two South African universities he worked at, as senate representative on the council (University of Durban Westville (UDW) and UP). He has chaired committees at all levels of the university, and does extensive training for deans and for young scholars.



Vice-Rector

Dr Choice Makhetha is Vice-Rector: External Relations and is an alumnus of the UFS. She obtained her PhD in Political Science in 2003 on the topic *Elections and Electoral System – South Africa's perspective*. She was initially appointed as a lecturer in the Department of Political Science at the UFS; then moved into administration to serve, first as the Deputy Dean: Student Affairs and later as the acting Dean of Student Affairs in 2009. In 2010, she served as Special Assistant to the Rector and Vice-Chancellor and from 1 February 2011 to 28 February 2012, she was the acting Vice-Rector: External Relations.

Dr Makhetha is a member of the Golden Key International Honour Society and Chapter Advisor at the UFS. She is a past President of the South African Association of Senior Student Affairs Practitioners (SAASSAP; 2008–2012) and has served as a panel member of two HEQC institutional audits. In 2010/11 she was also on a fellowship awarded by Higher Education Leadership Management (HELM), in partnership with the American Council of Education (ACE), which entailed periodic visits to Spelman College and Harvard University (USA).

Appointed by the Minister of Higher Education



Mr Dan Mosia

Mr Dan Mosia has vast experience in the healthcare industry, both in the private and non-governmental/academic sectors. He established 10 private dental practices serving the underprivileged communities in the Eastern Cape, Free State and Gauteng. His business qualification enhances his knowledge and understanding of commercial principles and the implementation thereof. He served as Chief Operating Officer (COO) and CEO of Philani Healthcare, Primecure, Medicross Healthcare, and Wits Health Consortium and is currently serving on several boards, including the UFS Council.

Mr Mosia is a director in the Dipalemo Group, which provides leadership and support to black farmers. He is also a member of the Ministerial Recap Policy Review Task Team. He is currently the Business Strategy and Development Executive at Wits Health Consortium, responsible for unlocking business opportunities and strategic direction in the healthcare space.

Ms Suraya Jawodeen

Ms Suraya Jawodeen was a student activist on the Durban Campus of the University of KwaZulu-Natal (UKZN). She relocated to the Western Cape in 1988 and was elected NEHAWU's shop steward at UWC in 1992. Ms Jawodeen became the Branch Secretary of UWC and the Western Cape Tertiary Sector. In 2000 she was elected iKapa Regional Secretary and in 2005 she served as the Western Cape Provincial Secretary. In 2010 Ms Jawodeen was elected Deputy General Secretary of NEHAWU, a post she held until June 2013.

Mr Themba Mhambi

Mr Themba Mhambi is the Administrator for the Construction Education Training Authority (CETA) and is a former Administrator of the Public Service Sector Education and Training Authority (PSETA). After a career as an English teacher and then lecturer at Vista, Mr Mhambi was appointed Special Advisor to the Minister of Education in 1998. He served as Director for Higher Education Constituency Affairs in the Department of Education, and as Special Adviser to the Deputy Minister of Education. He holds a BA Honours (University of Johannesburg (UJ)) and an MA from New York University (USA).

Appointed by the Premier of the Free State



Mr Tate Makgoe

Mr Tate Makgoe is the MEC for Education in the Free State Province. He became a member of the Northern Free State Regional Executive Committee and in 1994 he was appointed as the Free State's ANC Election Campaign Manager. Mr Makgoe has served as MEC in several portfolios, including Finance, Tourism and Environmental Affairs, Agriculture, and Public Safety. He served as Chair of Chairs in the Free State Legislature (1997-1999). Mr Makgoe is a chemical engineer and holds a BCom Honours (UFS) and a master's in Business Leadership (UNISA).

Appointed by the Council



Mr Derek Foster

Mr Derek Foster (CA(SA)) is a retired Director of PricewaterhouseCoopers (PwC) and is currently an Accounting Consultant in Bloemfontein. He is a Kowsie alumnus and completed his BCom Honours degree in Accounting in 1977.



Mr Jonathan Crowther

Former editor of *Volksblad*, Mr Jonathan Crowther, started his career at Media24 in 1974 as a journalist at *Die Burger* in Cape Town. He worked as a political and parliamentary journalist for five years before he was appointed founder editor of *Die Burger* in the Eastern Cape in 1993. He became the Senior Assistant Editor of *Volksblad* in 1994 and in 1999 was promoted to Editor, a position that he held until 2009. Mr Crowther was inter alia the founder of the *Volksblad* Arts Festival (now the Vryfees).



Mr Kgotso Schoeman

Mr Kgotso Schoeman is the CEO of Kagiso Trust and Director of FirstRand Bank Holdings Ltd. He has led various high-profile projects, including the public participation process that led to Robben Island gaining world heritage status, the Alexandra Renewal Programme, the Local Economic Development Study for the Amajuba Municipality in Newcastle and the impact study of the Small, Medium and Micro-sized Enterprise Micro-financing sector around the Tshwane area. He sits on the boards of the Kagiso Enterprises Rural Private Equity Fund (KERPEF), Kagiso Activ, KCDF Investment Company in Kenya, and Kagiso Tiso Holding. Mr Schoeman holds a degree in Economics and a diploma in Advanced Finance and Investments.



Mr Naudé de Klerk

Mr Naudé de Klerk is a Kowsie alumnus and former President of the UFS SRC. He is employed as Legal Counsel at Aspen, the South African-based pharmaceutical company, supplying branded and generic pharmaceuticals in more than 150 countries across the world. He was previously employed by Solidarity as legal advisor and prior to that, he was Director of Erasmus De Klerk Inc, a law firm that he established and partnered. He served as Chairperson of Kowsie Alumni from 2006 until 2011 and as representative on the national management committee of the Phatshoane Henney Group. He holds a BProc degree (UFS) and LLM (UP).



Mr Ndaba Ntsele

Mr Ndaba Ntsele is an Executive Chairman and Co-Founder of the Pamodzi Group, one of South Africa's leading conglomerate companies, established in 1979. He is currently the Chairman of Pamodzi Industrial and a board member of Anglo Inyosi Coal and Land Mobility Technology. Presently he is serving as the President of the Black Business Council, Co-Chair for South Africa-India, CEO Business Council and Russia-South Africa Business Council, as well as President of the non-governmental organisation Education Africa.

He is the former Chairman of many boards including Sodexho Southern Africa, Foodcorp (multi-billion food processing company), Indwe Risk Insurance Brokers, Pamodzi Auctioneers, Pamodzi Industrials, Wesbank Auto, Pamodzi Resources and a listed entity, Digicore. Mr Ntsele is known for the central role he played in re-launching Nike in Southern Africa after sanctions and he was an Executive Director of Nike SA. After winning the 2007 Ernst & Young Best Entrepreneur Category, he was inducted into the Ernst & Young Entrepreneur Hall of Fame as a world entrepreneur in Monte Carlo in May 2008. He is also the adviser at the Centre of Entrepreneurs at Wits University.

Mr Ntsele holds a National Diploma from the Institute of Traffic in Southern Africa, majoring in Traffic Science and Management, and a Diploma in Business Management from Lyceum College.



Dr Susan Vosloo

Dr Susan Vosloo is South Africa's first female heart surgeon. She is currently in private practice at the Christiaan Barnard Memorial Hospital in Cape Town. She received the Regional Business Achiever Award (Professional category) from the Business Women's Association, the Editor's Award from the *Cardiovascular Journal of SA*, and she has been named the Old Kopsie of the Year. Dr Vosloo serves on the Standing Advisory Committee of the UFS's School of Medicine and is a member of various medical and professional societies and associations. She received her medical degrees from the UFS and the University of Cape Town (UCT) and her further training in the UK.



Mr Willem Louw

Mr Willem Louw is Director of the Centre for Business Management of Projects at USB Executive Development Ltd. He was previously Managing Director of the technology business unit and a member of Group Management at Sasol, where he worked from 1985 until 2011. He is a member of the SA Council for the Project and Construction Management Professions and a Fellow of the South African Academy of Engineering. Mr Louw received his Bachelor's and master's degrees in Civil Engineering from the University of Stellenbosch and his MDP (Management Development Programme in Project Management) from UNISA.

Elected by the Senate



Prof Gert van Zyl

Prof Gert van Zyl is the Dean of the Faculty of Health Sciences at the UFS, Deputy Chair of the SA Committee of Medical Deans, Member of the Board of the Office of Standards Compliance, past Chairman of the Board of the Council for Health Service Accreditation of Southern Africa (COHSASA) and past Chairperson of the Universitas Private Hospital Doctors' Group. His field of expertise includes family medicine, community health and health professions education. Prof Van Zyl is recognised at national and international level and has received numerous awards for his outstanding academic work. He holds an MBChB, MFamMed, MBA, postgraduate diplomas in Health Administration and Community Health, SPALHE and a PhD in Health Professions Education.



Prof Helena van Zyl

Prof Helena van Zyl is the Director of the UFS Business School. Prof Van Zyl also served on the South African Reserve Bank's Standing Committee for the Revision of the Banks' Act. As the Director of the UFS Business School, Prof Van Zyl makes a meaningful contribution towards equipping a new generation of managers, executives and entrepreneurs with the tools necessary to compete with their international counterparts, providing them with a holistic view of management and a platform to develop their leadership and managerial skills.

Appointed by the Alumni



Mr Henry Dumisani Madlala

Mr Henry Dumisani Madlala was born in KZN and obtained his BSc degree at the University of the North, Qwaqwa Campus. He started his career as Mathematics teacher at New Horizon College, where he became principal in 2008. The school had a 100% matric pass rate for six years in a row (2008–2013). Their recipe is simple: teachers must teach and learners must learn. As principal, Mr Madlala applied three very important management principles: Delegate responsibilities, manage and know what you expect from others, and trust the people you have delegated responsibilities to. Some of his career highlights include attendance of ICOTS 7, a Maths4stats campaign organised by Statistics SA, and the Students for the Advancement of Global Entrepreneurship World Cup, where his school achieved fourth position. He was elected to serve on the UFS Council in 2010. Henry loves sports and is passionate about teaching.



Ms Loraine Kriek

Ms Loraine Kriek is a Kopsie alumnus and the youngest Council Member ever elected. She was the first UFS student to become President of the SRC, Rag Queen and Kopsie Dux student all in one year. Ms Kriek started her career at Deloitte Consulting as the CEO's choice for the CEO Boot Camp Internship. She progressed to Change Management Consultant in 2008, later joining the Deloitte Talent Team as Talent Advisor and is currently a Senior Manager in Risk Advisory, focusing on Global Ethics programmes and Forensic Signature Solutions based at Deloitte South Africa. Ms Kriek is an Abe Bailey Bursar and a member of the Kopsie Alumni Management. She holds a B Consumer Science degree (UFS).

Representative of the Religious Community



Father Patrick Towe

Father Patrick Towe, Missionary Oblates of Mary Immaculate, is the Chairperson of the UFS's Campus Ministries Forum, representing the Association of Catholic Tertiary Students. As student Chaplain, he serves the University student body through Catholic Christian ministry, providing spiritual guidance and support. He took up campus ministry in Bloemfontein in November 2002 and has developed a quasi-parish within the student communities on campus. He received his education in the UK, where he was ordained in 1975, and is currently pursuing a PhD in Theology at the UFS. Throughout his career Father Towe had a special involvement with community development and youth work. He worked as Roman Catholic Chaplain at the University of Southampton (UK) from 1996 to 1998, providing pastoral care for both students and staff. He serves as Parish Priest of Christ the King in Heidedal.

Appointed by the South African Local Government Association: Free State



Dr Balekile Edward Mzangwa

Dr Balekile Edward Mzangwa (MBChB) is the Executive Mayor of Thabo Mofutsanyana District Municipality and Chairperson of the South African Local Government Association in the Free State. Before his current appointment, Dr Mzangwa was the Executive Mayor of Maluti-a-Phofung Local Municipality for two consecutive terms. He is also the current Chairperson of the Pelonomi Hospital Board.

Chairperson of the Institutional Forum



Dr Elize Smuts

Dr Elize Smuts joined the UFS in February 2006. She is responsible for promoting the scholarship of teaching and learning and academic staff development in the Centre for Teaching and Learning at the UFS's Qwaqwa Campus. She previously worked for the Education District Office of Thabo Mofutsanyana, where she held the post of School Management and Governance Developer. Her field of expertise is quality assurance. She started her career as a teacher at Harrismith High School for three years, where she taught Home Economics and General Science. She held management positions for 16 years at Tshiya College of Education and for one year at Thiboloha School for the Deaf and Blind. She obtained a BSc degree in Home Economics at UP and continued her postgraduate studies in Education Management at UNISA.

Appointed by the Convocation



Mr Paul Colditz

Mr Paul Colditz is the CEO of the Federation of Governing Bodies of South African Schools (FEDSAS). He is an attorney and former Director of Schoeman Maree Attorneys, a position held for 30 years. He practised private law and specialised in constitutional and educational law. Mr Colditz has a keen interest in public school governance and has published in various national and international publications. He is a member of the South African Education Law Association and the Institute of Directors of SA. He holds a BA (Law), LLB (UFS), and Certificate in Constitutional Litigation (UNISA).

Elected by the academic employees



Prof Matie Hoffman

Astronomy and physics expert. Prof Matie Hoffman, is a Kopsie alumnus and Manager of the Boyden Observatory Science Centre. He was instrumental in revitalising the Observatory as a unique educational facility. Prof Hoffman is passionate about science communication and sharing his expertise with schoolchildren and members of the public. He is one of two Vice-Presidents of the Astronomical Society of Southern Africa and Chairperson of its Bloemfontein Centre. He obtained his PhD in Theoretical and Solid State Physics (UNISA) in 1998.

Appointed by the Central Student Representative Council



Mr William Clayton

Mr William Clayton is the Bloemfontein Campus representative of the Central Student Representative Council (CSRC) on the Council. He was a member of the first UFS student group to take part in the Leadership for Change Programme in 2010 and became President of the SRC on the Bloemfontein Campus for the term 2012/2013. In his former position on the SRC, Mr Clayton was responsible for accessibility and student support and worked with human trafficking experts to create awareness about human trafficking among students.



Mr Patrick Tsepang Lenka

Mr Patrick Tsepang Lenka is the Qwaqwa Campus CSRC representative on the Council. Mr Lenka completed his BA degree in Public and Business Management, as well as his Postgraduate Certificate in Education (PGCE) at the UFS. He served as Qwaqwa Campus SRC President and also as President of the CSRC in 2013. He was elected as Prime of his residence in 2011 and 2012 and received the award for best male Prime in 2011. In 2013 he was one of four student leaders who received scholarships for their contribution to the upliftment of the student community.

3.3. The University Management Committee

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 focus areas, key success factors, academic support services and portfolios.

Head of Internationalisation: Ms Dineo Gaofhiwe-Ingram
Head of Community Engagement: Mr Billyboy Ramahlele



Vice-Rector External Relations:
Dr Choice Makhetha

Heads of Centre for Teaching and Learning:
Mr Francois Marais and Dr Francois Strydom
Head of Institutional Research and Academic Planning: Dr Lis Lange



Vice Rector Academic:
Prof Driekie Hay

Dean of Humanities: Prof Lucius Botes
Dean of Law: Prof Johan Henning
Dean of Economic and Management
Sciences: Prof Hendri Kroukamp
Dean of Natural and Agricultural Sciences: Prof Neil Heideman
Dean of Health Sciences: Prof Gert van Zyl
Dean of Education: Prof Dennis Francis
Dean of Theology: Prof Fanie Snyman
Dean of South Campus: Prof Daniella Coetzee
Dean of Student Affairs: Mr Rudi Buys

Head of Sport, Marketing and Institutional Advancement: Mr Mickey Gordon
Head of Strategic Communication: Ms Lacea Loader
Head of the Institute for Reconciliation and Social Justice: Prof Andre Keet



Qwaqwa Campus Principal:
Prof Prakash Naidoo

Presidents of the Central Students' Representative Council:
Mr Phiwe Mathe (Bloemfontein Campus) and
Mr Matlogelwa Moema (Qwaqwa Campus)



Vice-Rector Research:
Prof Corli Witthuhn

Head of Research Development:
Dr Glen Taylor
Head of Library and Information Services:
Ms Keitumetse Eister



Rector and Vice-Chancellor:
Prof Jonathan Jansen
(Chairperson)



Vice-Rector Operations:
Prof Nicky Morgan

Trade union representatives (in advisory capacity):
Ms Anita Lombard (UVPERSU) and
Mr Thabang Sepeame (NEHAWU)

Head of Finance: Mr Chris Liebenberg
Head of Human Resources: Mr Lourens Geyer
Head of Information and Communication Technology Services:
Dr Vic Coetzee
Head of Physical Planning: Mr Nico Janse van Rensburg



Registrar:
Dr Derek Swemmer

Head of Student Academic Services:
Mr Frank Nkoana



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REVIEWING OUR 2013 PERFORMANCE



4

Report of the Chairperson of Council

In 2013 the UFS Council strengthened its governance mandate through a number of actions including formal evaluation procedures on the effectiveness of Council, the publication of the first integrated report on the University, and the adoption of institutional performance indicators. The latter has strengthened the direction of the institution and the governance of the three-campus university.

The UFS Council is a mature, diverse and fully functional governing body that conducts its business without acrimony or conflict. The Council is well-established through its sub-committees and holds management to a high standard with respect to meeting procedures, documents and implementation of governance decisions. The Council-Management relationship is also very strong as it is based on respect for rules and persons. A distinguishing feature of the Council is the strength and depth of expertise in key areas of finance, auditing, management and human resources, drawing, as it does, on leaders in these fields from both the public and private sectors. This is one of the reasons for the strong financial management of the University and the consistent achievement of unqualified audits over the years.

“The Council-Management relationship is also very strong as it is based on respect for rules and persons”

Increasingly Council has come to rely on the renewed vigour of an active Institutional Forum, representing students, staff and other stakeholders, as it seeks to embed a strong democratic ethos within governance.

There are challenges that Council seeks to address beyond 2013 including the attainment of a more diverse council membership in terms of the representation of women and African women in particular. Maintaining a positive relationship with government remains a priority both in terms of the national DHET in respect of student funding, as well as the provincial authorities, especially the Department of Health, in respect of the strength of academic platform for the health sciences.

In sum, Council takes very seriously its governance functions of giving strategic direction, making policy and oversight and continues to develop competencies in these areas.





Sentraalkampus
Central Campus

Thakaneng brug
Bridge



Winkie Direko Lecture Halls
Winkie Direko Lesinglokale

5

Report of the Vice-Chancellor

In 2013 the UFS made steady progress towards its goals of integrating the academic and human projects of the University, which in turn was more firmly connected to the support services foundation on which all institutional functions rest. This, our second integrated report, reflects on progress made and challenges that remain in integrating the core functions of the University across the three campuses.

We can report on the beginning of the integration of the co-curricular commitments serving students – that is, the range of out-of-classroom educational activities that seeks to build civic engagement, student leadership and humane values with the formal curriculum offered to students in the seven faculties. While this is an ongoing project led by the Office of the Vice-Rector: Academic, the building blocks are in place for ensuring complementary education for especially undergraduate students that adds value to the formal degree. In this respect the new College model adopted in 2013, which brings together clusters of traditional and day residences around organised educational activities, reinforces the integration of the formal and non-formal curriculum for students. The challenge for 2014 is to deepen this understanding of “integration” within the academic and support service departments of the University.

After much consultation, there is a newly integrated structure that brings together three reconstituted departments of Advancement, Marketing and Communications and Branding with separate heads reporting directly to the Vice-Chancellor. The Advancement meetings, for example, bring together senior staff of the other two divisions to ensure that there is common purpose and understanding across the University with respect to matters of relationships and fundraising for the UFS.

The Kresge Foundation provided important funding and expertise to facilitate the establishment of an advancement function at the UFS that is well integrated with other

institutional functions. The challenge for 2014 is to bring three alumni-formations – the Convocation, Alumni trust and the Alumni Association – into a more integrated, operational relationship with the Advancement Office.

The other area in which much integration of services has taken place is the portfolio of the Vice-Rector: Operations. A good example of this is Campus Safety and Security. There are now regularly scheduled meetings in which student and staff voices combine to craft and give feedback on the institutional strategy for creating safer campuses. The Communications and Branding Office has launched a concerted e-campaign with students to promote behaviour that protects staff and students. There is a steady dramatic decline in crime statistics on campuses thanks to a more proactive role by Campus Protection Services, which also involves active integration of campus and police services in the areas surrounding campuses. The challenge for 2014 is how to improve even further the vulnerable areas of campus such as the after-dark entrance into academic offices and theft on the main student walking routes home.

A key achievement of 2013 has been the integration of all the research activities of the University with specific funding plans and income from short learning programmes and private research activity under a new Vice-Rector for Research. There is much greater coherence now in the research domain linking activities from the Postgraduate School to the Prestige Scholars Programme to individual academic research plans to the Senior Professors Project

to the Library services. The “bedding down” of new policies in all the departments integrating research activities into a broader strategic framework is beginning to yield fruit. Research outputs continue to increase over previous years and the UFS is a leader in academic book publications compared to its competitors. The challenge for 2014 is to now make incremental increases in research outputs into much larger “leaps” in research yield, given that the integrated platform allows for such a launch in productive activities.

“ *The UFS has been working on a greater integration of annual budgets with prior planning on an annual basis* **”**

The UFS has been working on a greater integration of annual budgets with prior planning on an annual basis. In this regard senior management retreats earlier in the academic year are playing an important role in aligning

planning and budgets. There is a thorough consultative process across faculties and departments that cyclically feed into the budgetary processes, and the academic planning function together with the physical planning function are models of integration linking back to senior management plans developed in annual retreats. The challenge for 2014 is to manage these planning ideals within the inevitable budgetary pressures that come from state subsidy income and a relatively poor student profile that limits second stream income especially in the light of the inadequacy of National Student Financial Aid Scheme (NSFAS) funding.

In conclusion, the UFS has made steady progress in its academic achievements but this needs to accelerate given the faster growth in this area among our competitors. We have made considerable progress among the majority of staff and students in respect of human relations as shown in institutional surveys, but we remain vulnerable to a conservative backlash and racist individuals who are against institutional transformation. We have established a firm foundation in finance and human resources, reflected in the unqualified audits received annually, but our challenge remains to grow income especially in greater student numbers in fields specified in the three-year enrolment plans.

News



Prof Barney Pityana.

UFS commemorates life and legacy of Bram Fischer

The university celebrated the life and legacy of the struggle icon Bram Fischer – the Kopsie Alumnus who helped shape the landscape of South African history. The university paid homage to the anti-apartheid stalwart on 26 April 2013, hosting the first Bram Fischer Memorial Lecture with well-known academic and human rights lawyer Prof Barney Pityana as the guest speaker. Prof Pityana was joined on the Bloemfontein Campus by Fischer’s daughters Ruth Rice and Ilse Wilson and his nephew Peter.

Early in the day, the Fischer sisters honoured their father’s legacy speaking at a critical conversation hosted by the Institute for Reconciliation and Social Justice. They later joined Prof Pityana in a discussion with students where Prof Pityana spoke about the history of the South African Students Organisation (SASO) and the role of student leaders.

In his memorial later in the evening, Prof Pityana highlighted Fischer’s contribution in the struggle for justice, notably his role as lawyer in the Rivonia trial. He gave a critical evaluation of South Africa’s legal system speaking at length about accessibility and transformation of the system.

In his thank you speech Prof Johan Henning, Dean of the Faculty of Law, reminded the audience of the prominent role the Fischer family played in the history of the UFS. Fischer’s father Adv Percy Fischer was the very first law academic and founder of the Faculty of Law at the Grey University College, now the UFS. One of his earliest students was CR Swart, the first LLB graduate at the UFS. Fittingly, the inaugural lecture was hosted in the CR Swart Building, home to the Faculty of Law.

6

Financial report and five-year performance

Public universities in South Africa have four main sources of income: government subsidy, student fees, third stream income, and, to a much lesser extent, donor funding, which they usually access for specific purposes. As a public university the majority of the operations of the UFS depend on government subsidy and student fees, which in 2013 constituted 84.9% of the total income of the institution.

Government allocation to individual universities is the result of the combination of the overall budget allocation from Treasury to universities and the application of a funding formula by the DHET. Because this formula uses enrolment figures (number of students enrolled in different subjects at different undergraduate and postgraduate qualifications) to determine a university's budget, universities' finances depend significantly on the size of their enrolments. Moreover, every five years universities commit with the DHET to deliver annually on a number of outcomes (research outputs and graduates) that also translate into income for the institution. The DHET allocation to universities has a number of funding items that are earmarked for specific purposes. In the last five years the portion of DHET funding that is earmarked has grown to more than 10% of the total government subsidy. This means that the portion of a university's budget available to top management to allocate according to institutional priorities is becoming comparatively smaller.

Student fees are determined by the Council of the University as its governing body, taking into account the general state of the University's finances, the inflation rate (at internal as well as national level), the cost of maintaining and enhancing the quality of academic programmes, research endeavours, facilities, student and institutional support services and the cost of providing such services.

Third stream income consists of entrepreneurial activities generated by the institution in the form of contract research and short learning programmes.

Over and above this, the University generates income from interest earned from the investment and cash management practices of unspent budgets, unrestricted general reserves and cash requirements throughout the year, which is included in the total income available to the budget for allocation.

Thus managing a university budget is a complex process that involves the effective expenditure of earmarked government subsidy and the ability to meet all financial commitments together with the generation and wise allocation of funds with a view to the overall sustainability of the University and the achievement of its strategic goals.

The sustainability of a university as an enterprise is the result of the relationship between its academic sustainability and its financial viability. Academic sustainability refers to the institution's ability to deliver teaching and learning and research in all the required areas and levels at accepted standards of quality, and the capacity to attract students and staff of sufficient calibre. Financial viability refers to a university's ability to manage its financial resources in such a way that it can reasonably be expected to meet its funding requirements for staff, operations, capital expenditure and maintenance, and its strategic objectives in the future.

This section of the integrated report has a double purpose. On the one hand it shows the UFS's attempts at the integration of the University's strategy into its budget framework from a funding perspective. On the other hand, it discharges the UFS's obligation to submit the financial statements and a five-year overview of its financial performance.

6.1. The human and academic projects and resource allocation



The human and academic projects of the University are funded either as part of the general budget allocations to academic and support service structures or as specifically-funded strategic projects. Strategic projects constitute focused interventions that require dedicated funding to allow academic and support units to start up different elements of the UFS strategy. These projects are “subsidised” through strategic funds until they can become embedded in the general budget of the University.

During 2012, for example, the UFS invested R30,556 million in different start-up initiatives under the rubric of the human project. Through embedding these initiatives in the recurrent budget of the UFS, the strategic funds dedicated to the human project have been reduced to R15,612 million in 2013. Similarly, the academic project required start-up funds to the value of R174,3 million in 2012 and in 2013 this was reduced to R146,117 million.

Depending on the case, some projects take longer to become embedded or they are scaled up from a pilot stage and then require greater temporary investment. In all cases the approach of the University is to turn special interventions into a constitutive part of the UFS's regular budget and therefore into permanent ways of creating value for our internal and external stakeholders.

6.2. Revenue streams

As already indicated, the University is very dependent on government subsidy. The DHET funding is distributed between a block grant (not allocated monies) and earmarked funds directed to teaching and learning (Foundation Grant and Teaching Development Grant) and

to research (Research Development Grant; see Figure 1). The teaching development grant and the research development grant are calculated in terms of the distance between a university's performance and the targets set by the DHET for that university. Put differently, the larger the development grant, the further away a university is from its performance target.

The comparative size of the different sources of income can be seen in Figure 2, which shows that the UFS is not generating sufficient third stream income to reduce its dependence on government subsidy. Yet important progress has been made during 2013 in developing and enforcing systems to ensure appropriate quality assurance and good governance through an updated policy framework and full cost recovery.

Income from contracts is still at unacceptably low levels. The UFS introduced several interventions in order to address cost recovery as well as to increase the income generated from this funding stream. This entailed looking at the profitability of contracts and encouraging contracts in which the University and its client invest matching funds as opposed to a university-fully-funded model.

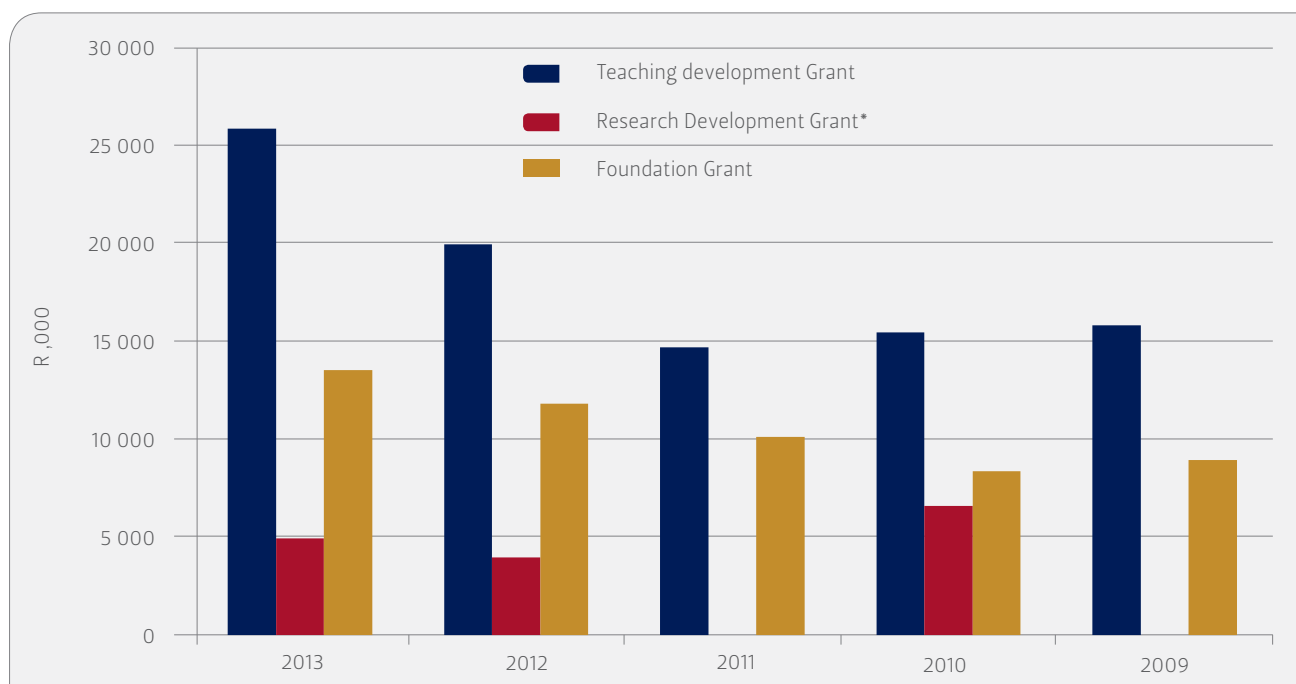
6.3. Expenditure

The main budgeted expenditure items for the UFS are staff remuneration, operating expenditure, sustainability, institutional pillars, and strategic objectives, to the extent that progress on these objectives requires further funding to reach the goals set.

As can be seen in Figure 3, Figure 4 and Figure 5, staff salaries constitute the largest expenditure item in the UFS budget. The 2013 increase in the staff costs includes the recognition of actuarial variances as well as policy changes in post-retirement employee benefits, the annual salary increase and the increase in staff numbers.

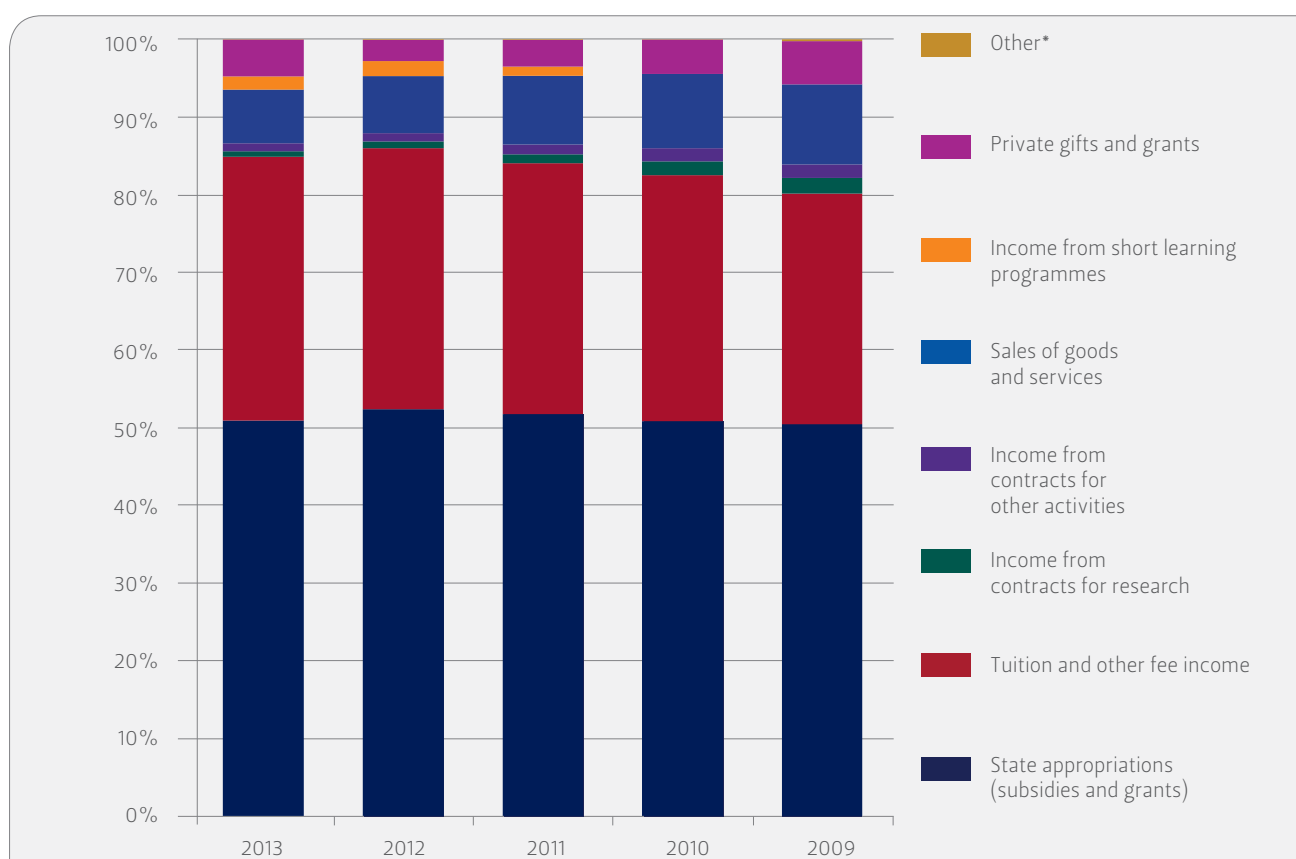
Table 1: Examples of strategic investment

Strategic objectives	Interventions	2013	2012
Human project	Leadership Exchange Programme	R 4 000 000	R 836 000
Academic and Human projects	UFS 101	R 5 952 500	R 2 708 731
Academic project	Senior Professors	R 17 105 527	R 14 813 586
Academic project	Prestige Scholars Programme	R 863 782	R 1 000 000



- * The UFS achieved the DHET-normed research output in 2007 and 2009; i.e. no research development grant was allocated to the University for 2009 and 2011.

Figure 1: Earmarked grants



- * Other revenue sources include (i) profit on disposal of property, plant and equipment, and (ii) gain/loss on revaluation of livestock

Figure 2: Revenue sources

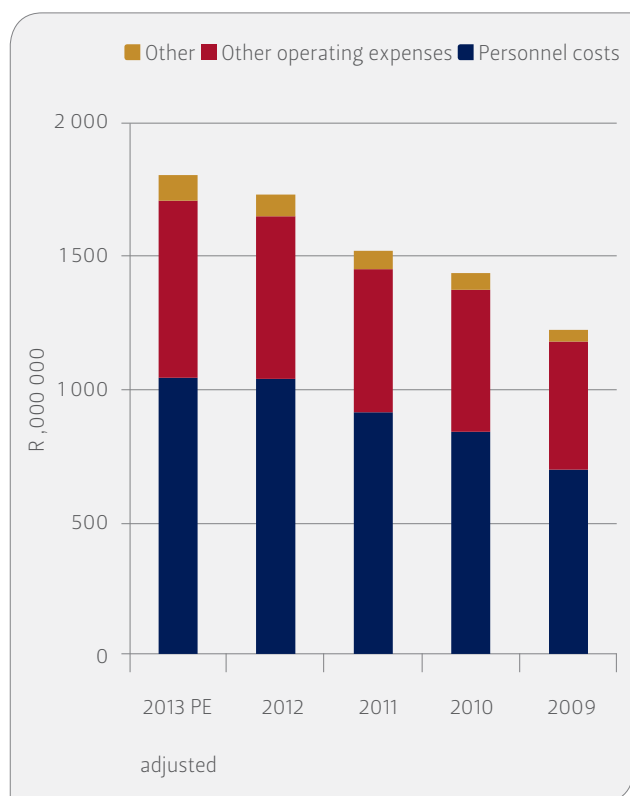


Figure 3: Expenditure by cost item

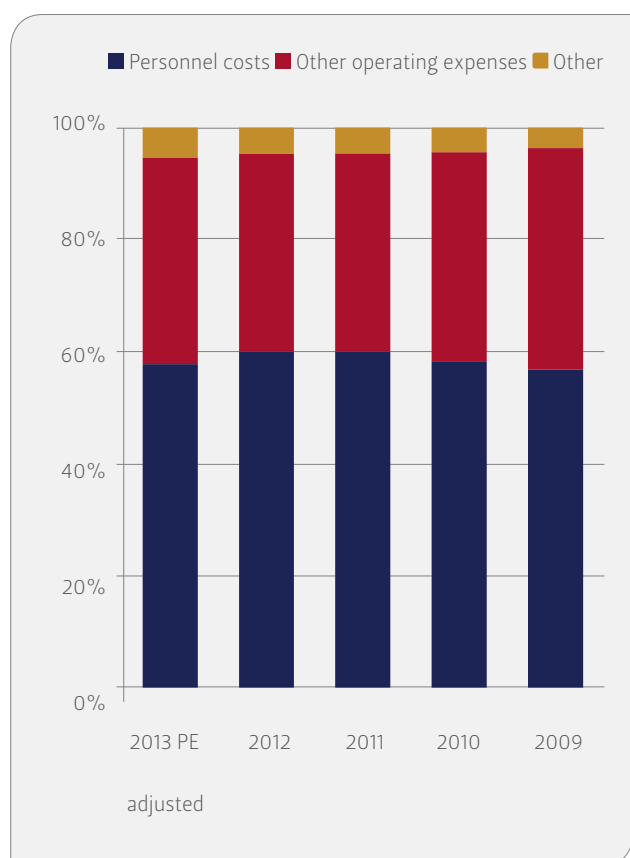
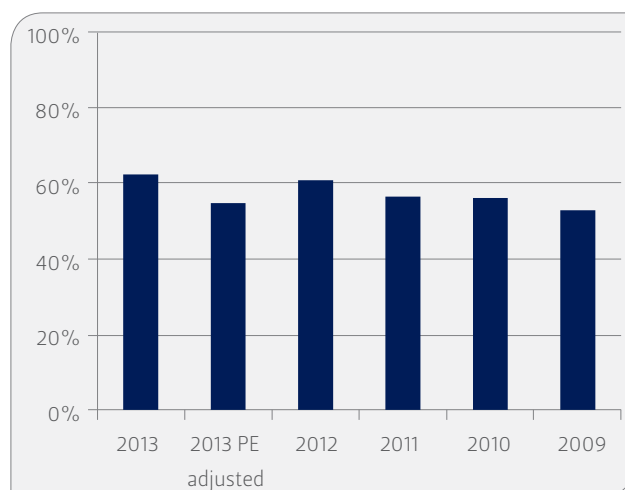


Figure 4: Cost items as a percentage of total expenditure



Note: PE adjusted: Personnel costs have been adjusted for the decrease in the post-retirement costs to the amount of R 144,5 million as a result of the policy change. Without this policy change the personnel cost as a percentage of income would have been 62%.

Figure 5: Personnel costs as a percentage of income

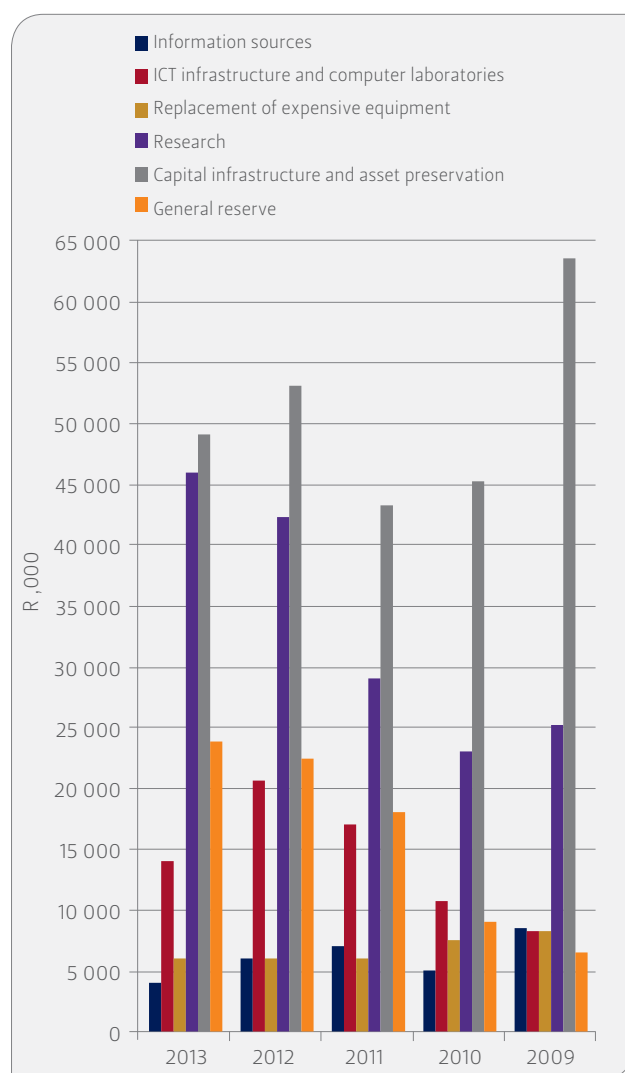


Figure 6: Funding of institutional pillars

News

UFS 101 students learn from the masters

The UFS goes to great lengths to expose first-year students to the political, economic and academic landscape in South Africa through the UFS101 programme.

Mr Lesetja Kganyago, Deputy Governor of the South African Reserve Bank, delivered a lecture in August 2013 to about 4 000 students at the Bloemfontein Campus, 150 students on the Qwaqwa Campus shared in the proceedings via live streaming. Mr. Kganyago discussed the impact of the international financial crisis on South Africa's economy and how it affects each member of society.

During the visit Mr Kganyago engaged with third year and Postgraduate students taking questions and comments. The UFS101 programme was bolstered earlier this year through lectures delivered by a judge from the Free State Supreme Court, as well as Prof Jonathan Jansen, Vice-Chancellor and Rector.



Mr Lesetja Kganyago (second from the left) and Dr Francois Strydom (centre right) Director of the Centre for Teaching and Learning, in discussion with third-year students.

Photo: Stefan Lotter

The UFS is happy to report that through successful negotiations with the UFS staff unions it was possible to reduce post-retirement obligations and that this resulted in a decrease of personnel obligations from 62% to 55%, which brings the University staff expenditure within accepted norms.

Operational expenditure for teaching and learning is based on the weight allocated to teaching input units for the purpose of the allocation of staff costs, and the teaching development grant for specific DHET-approved initiatives. Operational expenditure for support services is allocated on the basis of the activities performed by the relevant departments.

As already indicated the University allocates funding to those items considered essential for the operations of the UFS as a higher education institution (HEI). These include library and information services, information technology infrastructure and computer laboratories, replacement of expensive equipment, research, capital infrastructure and asset preservation, and an allocation to the general reserve.

The UFS believes that its budget framework together with responsible conservatism in budget assumptions and allocations puts the University in good stead to face the risk of negative net budget variations. Any positive net budget results in a year are carried over to the following year as an equalisation fund and become available funding in subsequent budget cycles.

As a non-profit organisation the University does not have to provide for a return to the providers of capital. It can

therefore work from the premise that all funds earned in a year are available to budget for allocation after appropriate allocations to reserves have been made.

6.4. Investment portfolio

In 2013 the University was again able to reach its goal of saving 2% of its budgeted income. These savings were allocated to reserves in the strategic funds and transferred to the general reserve where they benefit from accumulated investment returns, resulting in a real growth in the general reserve.

The investment portfolio consistently outperforms the benchmark over the long term. The overall portfolio comprises long term (main), medium term (conservative) and short term (cash portfolios). The target is to outperform inflation by 4.5% in the main portfolio, 3% in the conservative portfolio, and the Alexander Forbes Short Term Fixed Interest (STeFI) Composite index by 0.7% in the cash part of the portfolio. The performance for 2013 was 20.8% above target in the main portfolio, 7.35% above target in the conservative portfolio, and 0.25% in the cash portfolio.

6.5. Available-for-sale financial assets

The University's investment portfolio has performed very well given the unstable economic environment of the last five years. In 2013 the portfolio did particularly well, due, in part, to the fact that the international assets benefited from the devaluation in the rand.

6.6. Student debtors

One of the challenges faced by all universities in South Africa is student debt. The UFS puts a great deal of energy into credit management practices; these include prompt monthly statements, electronic access to student accounts, communication strategies aimed at cut-off dates for payment, and warning students whose accounts are in arrears with debt that might become unmanageable.

The Council of the UFS approved that students who are South African residents and who owe the University no more than R10 000 from the previous year should be allowed to register provisionally with payment of a minimum amount. This decision affords students full access to all support academic structures, until the closing date for payment of the outstanding monies of the previous year as well as the payment requirements for the current year. On average 10% of students make use of this opportunity. Only 1% of our students (about 300 students) cannot meet their obligations and are deregistered as a result. Should a student be deregistered the UFS provides them with an opportunity to register in the second semester without penalties.

Table 2 provides an overview of UFS student debt since 2009.

Table 2: Student debt

	2013	2012	2011	2010	2009
Student debtors as percentage of fees charged	4.2%	3.9%	4.5%	4.5%	4.4%
Bad debts as a percentage of fees	2.7%	3.3%	3.6%	3.0%	4.2%

6.7. Post-retirement medical obligation

In the last few years the University became aware that it could not afford the level of post-retirement medical obligations to its staff that had been offered to UFS employees until now. During 2013 a new dispensation was negotiated with the employees. The policy has effect from 1 January 2014 and ensures that future growth of vested benefits will be contained. Staff appointed from 1 January 2014 will no longer have a post-retirement medical aid benefit.

Staff appointed from 1 July 2002 will not be able to accrue any further years towards full post-retirement medical benefits after 31 December 2013. This is only applicable to appointments after 1 July 2002 as the benefit accrued

from day one for appointments before this date will be kept. This means that no existing vested post-retirement benefits are affected and that only the benefit that still has to accrue in the future has been stopped.

The principle was to limit the future accrual of the liability while preserving the vested benefits. This will also allow the UFS to manage down its remuneration cost as a percentage of income by 2.5%, which is a stated expectation of Council.

Figure 7 shows the future projections of the actuarial valuation of the post-retirement medical obligation. It is clear that the agreement and subsequent change in the policy had a significant impact on the obligations of the University.

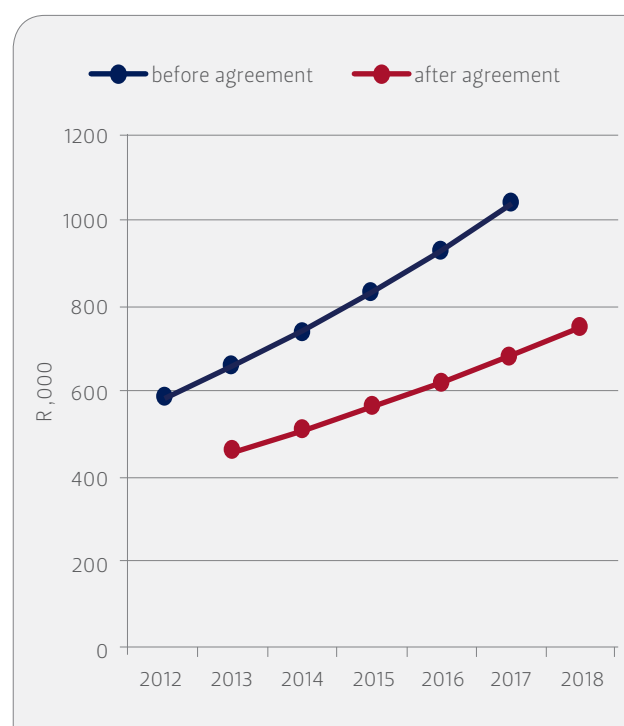


Figure 7: Five-year projections of contractual post-retirement medical liability

6.8. Audit and governance

The Public Audit Act of 2004 as amended indicates that the Auditor General is the external auditor of the University. The audit is currently performed by PricewaterhouseCoopers (PwC), under the auspices of the Auditor General in accordance with the requirements of the Act.

Section 28(1) of the Act requires from the external auditor to reflect such opinions and statements as may be required by any legislation applicable to the University, but this must reflect at least an opinion or conclusion on:

- Whether the financial statements of the University are fairly presented, in all materials with respect to its

operations and cash flow for the period which ended on 31 December of each year, in accordance with the applicable financial framework and legislation;

- The University's compliance with any applicable legislation relating to financial matters, financial management and other related matters; and
- The reported information relating to the performance of the University against predetermined objectives.

The governance and management of the University provide assurance for financial sustainability, and the UFS has received unqualified audit reports in all of the periods included in this report.

The University has a well-functioning Investment Committee that met four times during 2013, as planned. The investments are managed according to a well-defined set of investment principles and in a properly diversified portfolio. The Finance Committee of Council has oversight of the Investment Committee and is responsible for the appointment of its members.

6.9. Summarised financial information for the five years ended 31 December 2013

The summarised consolidated financial results of the University are provided in Table 3, Table 4, Table 5 and Table 6 (see pages 36 to 39). The results have been derived from the audited consolidated financial statements of the UFS for the year ended 31 December 2013, which are available from our website at www.ufs.ac.za. The summarised consolidated financial results do not contain sufficient information to allow for a complete understanding of the results and state of affairs of the University and its subsidiaries, which is provided by the detailed annual financial statements. They further do not include all the disclosures required for complete annual financial statements prepared in accordance with International Financial Reporting Standards (IFRS).

The summarised consolidated financial results appearing in this report are the responsibility of the Council. The Council takes full responsibility for the preparation of the summarised consolidated financial results and that the financial information has been correctly extracted from the underlying audited annual financial statements.

6.10. Basis of preparation and accounting policies

The consolidated financial statements from which the summarised financial information has been extracted have been prepared in accordance with International Financial Reporting Standards Interpretations Committee (IFRIC) interpretations, and are prepared in the manner prescribed

by the Minister of Higher Education and Training in terms of the Higher Education Act no 101 of 1997, as amended by Act 54 of 2000. The consolidated financial statements have been prepared under the historical cost convention, as modified by the revaluation of land and buildings, available-for-sale financial assets, and financial assets and financial liabilities at fair value through profit or loss.

The preparation of financial statements in conformity with IFRS requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the consolidated financial statements, are disclosed in note 28 "Critical accounting assumptions" in the detailed consolidated financial statements.

6.11. Going concern

The UFS's forecast and projections, taking into account reasonably possible changes in operating circumstances, show that the University should be able to operate within its current financing. Council has a reasonable expectation that the University has adequate resources to continue in operation for the foreseeable future. The University therefore continues to adopt the going concern basis in preparing its annual financial statements.

The summarised consolidated financial results do not include all the disclosure required for complete annual financial statements prepared in accordance with IFRS.

These summarised consolidated financial results have been prepared in accordance with the historic cost convention except that certain items, including financial assets at fair value through profit or loss and available-for-sale financial assets, are stated at fair value.

The summarised consolidated financial results appearing in this report are the responsibility of Council. The Council takes full responsibility for the preparation of the summarised consolidated financial results and that the financial information has been correctly extracted from the underlying audited annual financial statements.

6.12. Independent audit by the auditors

The summarised consolidated financial results for the year ended 31 December 2013 have been derived from the audited consolidated annual financial statements of the University for the year ended 31 December 2013, on which the independent auditors, PwC, have expressed an unmodified audit opinion as required by the Public Audit Act of 2004, the General Notice issued in terms thereof and the International Standards on Auditing. The Independent Auditors' opinion is included in the detailed annual financial statements which are available on the website of the UFS.

Table 3: University of the Free State consolidated statement of financial position as at 31 December 2013

	2013	2012	2011	2 010	2009
	R ' 000	R ' 000	R ' 000	R ' 000	R ' 000
			(Restated)		
ASSETS					
Non-current assets					
Intangible assets	3 045	2 595	1 588	909	278
Property, plant and equipment	831 517	791 088	674 449	587 932	470 552
Investment property	38 847	39 902	40 957	42 012	43 067
Available-for-sale financial assets	2 606 512	1 841 020	1520 362	1133 024	950 008
Investment in associate	40 821	30 513	35 982	30 106	29 147
Student loans	8 389	6 710	5 886	5 181	3 862
Retirement benefit surplus	25 236	-	5 403	54 601	51 924
	3 554 367	2 711 828	2 284 626	1 853 765	1 548 838
Current assets					
Available-for-sale financial assets	530 730	576 655	561 927	805 013	811 521
Inventories	5 364	4 914	4 633	5 144	3 922
Biological assets	5 255	6 092	5 626	4 501	4 446
Trade and other receivables	120 580	105 419	129 890	112 817	64 255
Student debtors	27 399	22 489	23 686	21 316	17 133
Other	93 182	82 931	106 204	91 501	46 591
Cash and cash equivalents	173 703	112 768	129 525	114 993	100 908
	835 631	805 848	831 603	1 042 468	984 521
Property held for sale	-	-	1 370	1 370	1 370
Total assets	4 389 998	3 517 677	3 117 599	2 897 602	2 534 729
Funds and reserves					
Fixed assets fund PPE	870 364	830 990	1 019 045	900 481	783 279
Restricted funds - Residences	32 281	26 664	28 993	18 642	11 180
Restricted funds - Education and general	398 533	322 645	325 988	315 791	389 474
Endowment and trust funds	98 224	75 621	76 495	182 868	270 832
General	300 309	247 024	249 493	132 923	118 642
Unrestricted funds - Education and general	2067 711	1 342 167	989 214	1 070 549	862 792
Unrestricted designated funds	1664 359	944 978	598 991	784 115	457 675
Unrestricted use funds	403 352	397 189	390 223	286 434	405 117
	3 368 889	2 522 466	2 363 240	2 305 463	2 046 723
Non-current liabilities					
Deferred income	35 601	28 508			
Borrowings	110 107	6 391	8 114	9 919	12 051
Post-retirement medical obligation	464 346	588 712	468 240	271 097	223 290
Retirement benefit liability	-	58 631	-	-	
Accrued leave	143 438	129 169	126 004	116 849	102 112
	753 492	811 411	602 358	397 865	337 453
Current liabilities					
Trade and other payables	177 885	127 271	117 853	139 082	105 501
Deferred Income	83 075	49 211	25 414	50 241	34 647
Borrowings	1 896	1 727	3 802	2 110	2 594
Accrued leave	4 762	5 591	4 931	2 841	7 808
	267 618	183 800	152 001	194 273	150 551
Total funds and liabilities	4 389 998	3 517 678	3 117 599	2 897 601	2 534 728

Table 4: University of the Free State consolidated statement of comprehensive income for the years ended 31 December 2013

	2013	2012	2011	2010	2009
	R ' 000	R ' 000	R ' 000	R ' 000	R ' 000
TOTAL INCOME	1902 972	1701 991	1612 353	1488 342	1312 382
State appropriations – subsidies and grants	968 706	891 792	834 246	756 456	661 800
Tuition and other fee income	646 343	571 375	521 163	471 455	389 786
Income from contracts	33 265	33 325	38 378	51 675	49 152
for research	13 633	14 748	18 065	26 338	26 600
for other activities	19 632	18 577	20 313	25 337	22 551
Sales of goods and services	131 391	124 933	142 786	142 539	135 471
Income from short learning programmes	32 341	33 096	19 158		
Private gifts and grants	90 184	46 279	55 279	65 897	73 324
Profit on disposal of property, plant and equipment	237	314	289	(654)	1 948
Gain / (loss) on revaluation of biological assets	506	878	1 054	973	902
TOTAL EXPENDITURE	1784 573	1721 327	1526 951	1441 866	1243 064
Personnel costs	1042 254	1038 116	926 213	844 664	727 709
Academic professionals	543 512	507 058	451 815	411 076	351 064
Other personnel	591 973	531 058	474 398	433 587	376 645
Cost due to change in subsidy policy	51 310				
Surplus due to change in subsidy policy	(144 541)				
Other operating expenses	666 089	612 694	538 860	540 871	476 406
Depreciation and amortisation	76 231	70 516	61 878	56 332	38 949
OPERATING SURPLUS / (DEFICIT) FOR THE YEAR	118 399	(19 335)	85 402	46 476	69 318
Other income	193 420	161 607	200 326	156 661	159 608
Interest and dividends	112 197	101 001	93 877	106 784	119 023
Investment income	70 914	66 074	100 574	48 919	41 969
Profit / (Loss) from associate	10 308	(5 468)	5 876	959	(1 384)
Administration cost financial assets	10 063	8 535	6 830	4 519	3 811
Interest paid on loans	10 779	1 953	1 579	1 887	2 221
Net surplus / (deficit) for the year	290 976	131 783	277 319	196 732	222 894
OTHER COMPREHENSIVE INCOME					
Revaluation of investments to market value at year end	406 473	149 814	(19 878)	(57 155)	(52 039)
Realisation of previous investment revaluation	-	(149)	(702)	1 431	630
Recognition of post-retirement medical actuarial gains / (losses)	51 863	(62 339)	(39 433)		
Recognition of post-retirement pension actuarial gains / (losses)	95 514	(61 528)			
Total comprehensive surplus / (deficit) for the year	844 827	157 581	217 307	141 007	171 485

Table 5: University of the Free State consolidated cash flow statement as at 31 December 2013

	2013	2012	2011	2010	2009
	R ' 000	R ' 000	R ' 000	R ' 000	R ' 000
Cash flow from operating activities					
Cash generated from operations	293 009	266 177	240 043	210 976	255 349
Investment income less cost of finance					
Dividends received	23 916	22 339	18 312	12 184	13 034
Interest income	88 282	78 662	75 565	94 600	105 989
Administration cost financial assets	(10 063)	(8 535)	(6 830)	(4 519)	(3 811)
Interest paid on loans	(10 779)	(1 953)	(1 579)	(1 887)	(2 221)
NET CASH INFLOW FROM OPERATING ACTIVITIES	384 365	356 690	325 511	311 354	368 341
Cash flow from investing activities					
Purchase of property, plant and equipment and cost of patents	(119 029)	(190 839)	(150 518)	(176 324)	(154 854)
Purchase of investments	(2 268 556)	(1 880 418)	(2 745 818)	(1 393 444)	(1 724 046)
Proceeds on disposal of investments	1 955 463	1 694 697	2 580 986	1 272 660	1 563 712
Proceeds on disposal of assets	3 212	5 414	2 404	2 397	2 920
Acquisitions of subsidiaries, net of cash acquired					429
Proceeds/(Loss) on sale of trust funds	1 595	1 496	2 082	58	341
NET CASH OUTFLOW FROM INVESTING ACTIVITIES	(427 315)	(369 651)	(310 865)	(294 652)	(311 498)
Cash flow from financing activities					
Increase on borrowings	109 626	300	(114)	(2 617)	(2 548)
Repayments on borrowings	(5 740)	(4 098)			
NET CASH OUTFLOW FROM FINANCING ACTIVITIES	103 886	(3 798)	(114)	(2 617)	(2 548)
Increase / (Decrease) in cash and cash equivalents	60 935	(16 757)	14 533	14 085	54 296
Cash and cash equivalents at beginning of year	112 768	129 525	114 993	100 908	46 612
Cash and cash equivalents at end of year	173 703	112 768	129 525	114 993	100 908

Table 6: University of the Free State consolidated statement of changes in funds for the years ended 31 December 2013

	2013	2012	2011	2010	2009
	R ' 000	R ' 000	R ' 000	R ' 000	R ' 000
Opening balance	2 522 466	2 363 240	2 305 463	2 046 723	1 776 795
Restated post-retirement obligations			(150 598)		
Opening balance (restated)	2 522 466	2 363 240	2 154 865	2 046 723	1 776 795
Net surplus	290 976	131 783	277 319	196 732	222 894
Profit on realisation of funds and changes in subsidiaries	1 595	1 645	2 784	6 283	(4 374)
Revaluation of investment to market value	406 473	149 665	(20 579)	55 724	51 409
Recognition of post-retirement medical actuarial gains losses	51 863	(62 339)	(39 433)	-	-
Recognition of post-retirement pension actuarial gains losses	95 514	(61 528)	(11 716)	-	-
Closing balance	3 368 888	2 522 466	2 363 240	2 305 463	2 046 723

News

Former Speaker of parliament delivers Charlotte Maxeke Memorial lecture



Dr Frene Ginwala, former speaker of the National Assembly of South Africa, delivered the sixth Annual Charlotte Maxeke Memorial Lecture at the University of the Free State (UFS).

The Memorial Lecture is a joint venture between the Free State Provincial Government and the UFS and forms part of Women's

Month Celebrations. The lecture honours the life and legacy of Charlotte Maxeke and focuses on issues and challenges affecting women.

Dr Ginwala spoke on "Retracing the footsteps of the women of 1913: Lessons for young women's economic growth and development in bringing about positive change, living in extraordinary times."

The first lecture was dedicated to Charlotte Maxeke's life and times as well as the early years of the Bantu Women's League, the forerunner of the ANC Women's League.

Previous speakers included President Jacob Zuma, Deputy Minister of Higher Education and Training, Prof Hlengiwe Mkhize and Ms Baleka Mbete, National Chairperson of the ANC and former Speaker of the National Parliament.

Charlotte Maxeke was the first African women to graduate in South Africa and one of the first black South Africans to fight for freedom from exploitative social conditions for African women.



Management of our stakeholders

Given the UFS objectives the following material issues affect our sustainability:

- The quality of our students and of their educational experience.
- The quality of our staff.
- The quality of our leadership.
- The quality of our systems and processes.
- Our financial viability.

In determining these issues we have mostly involved internal stakeholders. However, our constant and systematic interactions with specific external stakeholder groupings provided insight into the determination of those issues that matter for the sustainability of the UFS. It is our intention to devise a more systematic and productive way of engaging with stakeholders in the determination of the UFS material issues as from 2014.

This section lists the major stakeholders of the UFS, discusses how we maintained productive relationships with them during 2013, and highlights some of our successes in this area as well as some of the challenges that need to be addressed.

Current students are always the primary internal stakeholders of a university, while our primary external stakeholders include potential students, former students (alumni) and parents. Our secondary internal stakeholders are our staff members, who include all employees of the university. The UFS, given its status as a public university, engages with a wide range of secondary external stakeholders. National and provincial government departments, statutory bodies, and relevant interest bodies such as Higher Education South Africa (HESA) are permanent interlocutors for the University. The schools environment both in our and other provinces, the broader community, donors, and different groups outside our borders constitute important external stakeholders with whom we are constantly building relationships.

7.1. Current students, potential students, former students, and parents

During 2013 we paid particular attention to our primary stakeholders. We utilised different channels to build and maintain positive relationships with our current students. These included communication through formal structures such as the CSRC, and communicating through informal interactions on Facebook and Twitter. A particularly important and effective way of communication is the regular 'Talk to Me' sessions held on all three campuses. The 'Talk to Me' campaign invites students to face-to-face discussions with the Vice-Chancellor around any issue that they want to raise. In 2013, the campaign received a special United Nations (UN) Award from the International Public Relations Association (IPRA) as the campaign that best supports human development in line with UN objectives. It also received an Excellence Award from the national association for Marketing, Advancement and Communication in Education (MACE).

“The impact of this campaign is seen in the growing number of students from outside Bloemfontein and the Free State who enrol at the UFS”

Our 2013 student recruitment campaign was designed to expand the UFS 'catchment' area to schools not regarded as traditional feeders for the University. This campaign entailed visits to schools across South Africa, Namibia and Botswana by a team led by the Vice-Chancellor. The impact of this campaign is seen in the growing number of students from outside Bloemfontein and the Free State who enrol at the UFS. This new focus, however, did not mean less attention to our traditional feeder schools. Our interactions

with these potential students and their parents was done through Open Days on the Bloemfontein and Qwaqwa Campuses, which are designed to showcase what the UFS stands for and what it has to offer.

7.2. Local, provincial and national government

The UFS has a dedicated Deputy Vice-Chancellor (DVC) portfolio focused on the University's external relations. This allows the University to pay attention to a wide portfolio of stakeholders within this group. A 2013

highlight of successful interactions at all three levels of government was the redesign and rebuilding of the Boyden Observatory on Naval Hill, in partnership with the Mangaung Metro Municipality; the provincial Department of Economic Development, Tourism and Environmental Affairs (DETEA); and the national Department of Science and Technology (DST). The revamped observatory is the first digital planetarium in sub-Saharan Africa and was officially reopened in November 2013.

The UFS continues to work closely with the Mangaung Metro and several other stakeholders on the Integrated Public Transport Network (IPTN) initiative. Mangaung

News

President of Spelman College delivered Second Annual Reconciliation Lecture

The United States have much to learn from South Africa about reconciliation. This is according to Dr Beverly Daniel Tatum, president of Spelman College, the oldest college for African American women in the US. Delivering the Second Annual Reconciliation Lecture on our Bloemfontein Campus, Dr Tatum –an internationally-acclaimed educator and expert on race relations –said five years after the US elected its first black president, the country still finds it difficult to make peace with the painful truth of its past.

Drawing inspiration from a speech made by former president Nelson Mandela at the adoption of the South African constitution in 1996, Dr Tatum said it requires courage to engage in a meaningful way with those we have been socialised to mistrust.

Dr Tatum highlighted the shooting of the US teenager Trayvon Martin, who was killed in Florida in an incident many attributed to racial profiling. The unarmed Martin, while out walking in the evening to buy a snack, was accosted and shot by neighbourhood watchman George Zimmerman who suspected him to be a potential thief.

"How do we move beyond stereotypes to more authentic knowledge of one another?" she posed the question to a packed Reitz Hall in the Centenary Complex.

Dr Tatum, author of the critically-acclaimed books, *Can We Talk about Race?* and *Why Are All the Black Kids Sitting Together in the Cafeteria?* said we have to be brave enough to have our assumptions challenged.

"If we want a better society, one characterised by strength, trust and unity, we must interrupt the cycle and there is no better place to do it than at a university like this one, where the next generation of leaders is being prepared. But it requires intentionality. It takes practice."

During her two-day visit, she also met with postgraduate students from the Faculty of Education to discuss social cohesion at schools. She also took part in a roundtable discussion with educators from the UFS and other universities, deliberating the topic *Leading with/for/against differences on university campuses*



Metro has ongoing collaborations with the UFS's Physical Resources and Planning division, and our Protection Services continue to collaborate with the South African Police Services (SAPS) and the local departments for Traffic, Security and Public Safety. The UFS Centre for Development Studies (CDS) implemented several initiatives in collaboration with the local municipality, including the Mangaung Metropolitan Economic Data Review, a market study of rental and mortgage housing in the Metro, a Millennium Goals Developmental Strategy consultation, and the Knowledge Management Survey.

Beyond Mangaung's limits the UFS is involved in partnerships with several of the 20 municipalities in the province. Mayoral councillors benefited from training provided by the University while we also worked with selected municipalities in the development and implementation of Integrated Development Plans (IDPs).

The UFS has built a working relationship with the Free State Premier's office. During 2013 several meetings between the Rector of UFS and the Premier took place to discuss a range of issues affecting the University and the province. As part of this relationship UFS students and staff members participated in the joint hosting of international guests with the Provincial Government. The UFS maintained its positive and productive relationship with the House of Traditional Leadership and other relevant provincial departments, in particular the departments of Education; DETEA; Police, Roads and Transport; and Sport, Arts, Culture and Recreation. In the area of health the UFS's DVC: External Relations serves as co-chair of the Joint Advisory Committee on Health for the Free State Province, together with the head of the provincial Department of Health.

The UFS maintains productive relationships with all national ministries. The University was visited this year by the DST, the DHET, and the Department of Basic Education. Several national leading personalities delivered public lectures at the UFS and engaged our students and staff members on issues of national importance. These included the Minister of Justice, Minister Jeff Radebe, Chief Justice of South Africa Judge Mogoeng Mogoeng, Judge Fritz Brand of the Supreme Court of Appeal and Judge Albert Kruger of the Free State High Court. Lectures delivered by these guests also brought local government and the broader community to our campus.

7.3. Statutory bodies

The University has participated regularly in all activities organised by the Council on Higher Education (CHE), with some of our staff being directly involved in CHE projects. In the area of quality assurance, during 2013 the University has had productive dealings with the Health Professions Council of South Africa as well as with the Council for Social Service Professions, who visited the Bloemfontein

campus as part of a regular re-accreditation visit. The University is currently working on its engagement in the Quality Enhancement Project led by the Higher Education Quality Committee (HEQC) of the CHE.

7.4. Other higher education institutions

The UFS participated in all discussions and meetings of HESA throughout 2013. The DVC: External Relations represents the Vice-Chancellor on the HESA Board and participates in all interactions between HESA and the Minister of Higher Education and Training. The Rectorate as a whole engages with ongoing national policy development processes, commenting and providing input in all HESA-tabled documentation.

7.5. Schools

The Schools Partnership Project is the University's main vehicle for engagement with provincial schools. The project is a partnership between the UFS and the provincial Department of Education and aims to contribute to the improvement of the quality of education in 25 schools in the Mangaung Metro. During 2013 the UFS appointed facilitators in Mathematics, Accounting, English, Physical Science and Biology to support both learners and teachers at these schools. The effectiveness of the intervention was shown in the improved Grade 12 results of the participating schools.

Schools in the Dihlabeng Municipality were also supported through our Qwaqwa Campus. The municipality provided financial support for the project, which entailed summer and winter schools for Dihlabeng learners. As with the Mangaung schools, these Dihlabeng schools also performed very well in 2013. Our South Campus has implemented an interactive Satellite Broadcast Programme that broadcasts on weekdays to more than 60 schools in the province and has been cited as an excellent supportive tool for teachers and learners. We expect to extend the reach of the programme to more schools in 2014.

In addition to these provincial initiatives, the UFS works with teachers and learners from schools around the country. Those participating in our workshops and seminars are given the opportunity to experience what is possible when schools work well.

7.6. The broader community

The UFS engages with many sectors in the broader community, including, for example, religious organisations, non-governmental organisations and the corporate sector. The UFS's approach to community projects is based on an equal partnership between the University and civil society organisations.

Service Learning is a particular approach to student learning based on the integration of work with relevant sectors of the community as part of the formal academic curriculum. Students and staff members engage directly with community members while community members themselves are involved in the assessment of Service Learning modules presented by different academic departments. In October 2013 the UFS held its first Community Engagement and Service Learning Expo. Each faculty managed an exhibition stall and best performance recognitions were awarded based on assessments from both the communities and the University departments involved.

7.7. Donors

During 2013 the UFS made significant progress in improving the management of its relationships with existing and prospective donors. This progress has been facilitated by the participation of our Institutional Advancement office in the Kresge-Inyathelo Advancement Initiative (KIAI), a five-year development programme designed to enhance the advancement function at participating universities. To date, the majority of the University's donor income has been received from government agencies: in 2013, for example, more than half of our total donor income originated from this sector, and less

than 25% from individuals, private corporations, alumni, religious organisations, estates and professional institutes combined. Consequently, the UFS will endeavour to not only increase but also diversify our donor base in line with the strategic intentions of the institution. The work of the UFS Directorate for Institutional Advancement is discussed in further detail in section 8.4.2.3 of this report.

7.8. International stakeholders

In 2013 we focused on maintaining and managing our existing international partnerships. The UFS hosted several delegations of students and colleagues from other countries and our staff members and students visited institutions in Africa and overseas for research, teaching and community engagement.

The UFS believes in increasing the intellectual diversity of its students and staff members through both physical and virtual scholarly exchange with other countries in the South African Development Community (SADC), the rest of Africa and other continents. Consistent with this, we hosted the UFS's first Study Abroad Expo in 2013. Many embassies and universities from outside South Africa visited the University to explore collaboration possibilities. The expo also offered UFS students and staff members an

News

Planetarium now open to the public



The Naval Hill Planetarium, the first digital planetarium in sub-Saharan Africa, will now screen regular shows and is inviting members of the public to attend shows every Friday from 29 November 2013.

This planetarium was inaugurated on Friday 1 November 2013 and the response has been overwhelming.

Prof Matie Hoffmann from the Department of Physics at the University of the Free State, says the public and visitors in Bloemfontein are very eager to visit the planetarium to learn more about the night sky.

The highly-rated full dome show, Space Junk, will be screened on Friday 29 November 2013 and Friday 6 December 2013 at the Naval Hill Planetarium.

The Space Junk show at the planetarium collides head-on with Gravity, the blockbuster science-fiction thriller and space drama that was on circuit in movie theatres in South Africa during the past few weeks!

In 2014 the planetarium will provide a regular public programme as from 13 January 2014.

In the meantime, people can book for programmes on Friday evenings at 19:00 until Friday 13 December. Group appointments can also be made by special arrangement.

For more information please contact Yolandie Loots at ficky@ufs.ac.za for more information.

“Given the fact that more than half of our current international students come from Lesotho, we regularly visit this country to engage with UFS alumni, political leaders and the general community”



opportunity to learn more about international exchange programmes and study-abroad scholarships.

During 2013 our Leadership for Change Programme continued to further the role of internationalisation in the educational process. One hundred and forty-four first-year students and their staff mentors visited 17 partner universities in the United States, Europe and Asia. The programme aims to have an impact on our students' perspectives on life and learning through their exposure to diverse academic and social cultures.

Africa remains the primary focus for our internationalisation efforts. In the 2013 the UFS Institute for Reconciliation and Social Justice hosted a number of renowned speakers and researchers from around the African continent, who also participated in public seminars focusing on Africa. Given the fact that more than half of our current international students come from Lesotho, we regularly visit this country to engage with UFS alumni, political leaders and the general community.

In order to improve the management of our increasing international engagements, the UFS established an institutional Internationalisation Committee in 2013. The role of this committee is to coordinate all the international

initiatives of the University and all faculties are represented to ensure a common vision.

7.9. Our staff members

The UFS engages with its staff members in terms of two different qualitative aspects of the employer-employee relationship. The first of these is staff development, which concerns the professional development of both our academic and support staff members. The second is employee relations, which concerns relationships between the University as an employer and its staff members as its employees, as well as among all employees in the workplace. Further detail of this engagement in 2013 is discussed in section 8.2.6 and section 8.4.1.1 of this report.

At a more general level, the Vice-Chancellor maintains a constant channel of communication with the University community through his Monday Bulletin, a letter addressed via email to all staff and students informing them about events and news, reflecting on UFS issues and asking the University community to answer specific questions or to suggest ways of addressing problems. A team in the Media and Communication Office monitors and collects responses to the Monday Bulletin that are used as a canvassing tool and are engaged with by the Vice-Chancellor.



8

Review of our key performance areas

8.1. UFS key performance indicators

STRATEGIC PROJECT Key Performance Area Performance indicators	2012 baseline (actual)	2013 actual	2019 target	change 2012 to 2013
1. ACADEMIC PROJECT				
1.1. Growth in the numbers and quality of undergraduate students				
Share of first-year class with Admission Point (AP) scores greater than or equal to 30	53.96%	54.38%	76.31%	↑
Share of first-year class with AP scores greater than or equal to 36	29.78%	29.22%	TBD ¹	↓
Share of undergraduate (UG) student cohort enrolled in three-year degrees who completed in five years or less	45.32%	45.79%	60.00%	↑
Number of UG graduates	3463	3712	5320	↑
Share of UG module registrations that passed the module	71.17%	75.53%	77.00%	↑
1.2. Growth in the numbers of postgraduate students				
Number of doctoral degree enrolments	531	585	742	↑
Number of Master's degree enrolments	2192	2305	2682	↑
Number of doctoral degree graduates	94	90	186	↓
Number of Master's degree graduates	535	520	778	↓
1.3. Achievement of quality, productivity and innovation in research				
Percentage of annual research output units expected by the DHET (i.e. DHET norm) that the UFS achieved	81.80% (2011)	74.38% (2012)	115.44%	↓
Average number of publication output units produced per permanent academic staff member	0.67 (2011)	0.68 (2012)	1.12	↑
Share of publication output units generated from articles published in internationally indexed journals ²	56.69% (2011)	58.16% (2012)	80.00%	↑
Number of NRF rated researchers per permanent academic member	0.111	0.120	TBD	↑
Share of patent registration applications that result in the registration of the patent	100%	100%	100%	↔

1 To be determined

2 For example, journals listed in the ISI and IBSS indices.

STRATEGIC PROJECT Key Performance Area Performance indicators		2012 baseline (actual)	2013 actual	2019 target	change 2012 to 2013
2 HUMAN PROJECT					
2.1. Enablement of an inclusive, democratic and embracing campus culture that affirms the value and dignity of all students and staff					
Female enrolments as a share of total enrolments		61.68%	61.62%	62.04%	↓
Female graduates as a share of total graduates		59.00%	63.25%	62.04%	↑
Black ³ enrolments as a share of total enrolments		71.98%	70.92%	74.64%	↓
Black graduates as a share of total graduates		58.54%	62.19%	74.64%	↑
Enrolments from the Free State province as a share of total enrolments		41.07%	40.99%	50.03%	↓
Enrolments from outside South Africa as a share of total enrolments (excluding students from Lesotho)		2.57%	2.57%	5.00%	↔
2.2. Opening of alternative pathways for all students to access and succeed in higher education					
UPP students enrolled for a degree programme in the current year as a share of UPP enrolments in the previous year		51.54%	68.38%	90%	↑
RPL enrolments as a share of total UFS enrolments		0.20%	0.28%	10.00%	↑
Distance mode enrolments as a share of total enrolments		19.71%	19.42%	23.51%	↓
Share of distance mode enrolments that are degree programme enrolments		3.51%	13.68%	17.02%	↑
2.3. Acceleration of diversity and equity, especially in academic departments					
Share of associate and full professors who are female		22.64%	23.28%	TBD	↑
Share of lecturers and senior lecturers who are female		47.90%	49.05%	TBD	↑
Share of professors and associate professors who are black		11.01%	10.82%	TBD	↓
Share of lecturers and senior lecturers who are black		19.80%	21.37%	TBD	↑
Share of university management ⁴ who are female		21.05%	21.74%	TBD	↑
Share of academic department heads who are female		22.73%	25.00%	TBD	↑
Share of full professors who are female		19.92%	21.83%	TBD	↑
Share of SRC members who are female		43.75%	41.18%	62.04%	↓
Share of university management who are black		31.58%	30.43%	TBD	↓
Share of academic department heads who are black		9.09%	10.71%	TBD	↑
Share of full professors who are black		11.44%	10.92%	TBD	↓
Share of residence primes who are black		37.04%	42.31%	74.64%	↑
3 SUPPORT SERVICES FOUNDATION					
3.1. Development of a strong advancement culture throughout the University					
DevMan™ advancement management software implemented.		No	No	Yes	↔
DevMan™ software integrated with PeopleSoft Finances		No	No	Yes	↔
Rand value of corporate sector donor funding		R 4,56 million	R 5,664 million	TBD	↑

3 In the context of this report, the black population group includes the African, Coloured and Indian population groups.

4 The university management group includes Rectorate members, Deans and Senior Directors.

STRATEGIC PROJECT Key Performance Area Performance indicators	2012 baseline (actual)	2013 actual	2019 target	change 2012 to 2013
Rand value of government sector donor funding	R 9,867 million	R 37 113 million	TBD	↑
Rand value of donor funding from individuals	R 4,607 million	R 3,698 million	TBD	↓
Rand value of donor funding from trusts/foundations	R 5,534 million	R 17,269 million	TBD	↑
Rand value of donor funding from other donor types	R 4,018 million	R 8,026 million	TBD	↑
3.2. Increase in the volume of third stream income				
SLP management system implemented	No	No	Yes	↔
Number of registered SLPs	992	1411	TBD	↑
Rand value of SLPs	R 33,096 million	R 31,822 million	TBD	↓
Rand value of research contracts	R 33,325 million	R 34,705 million	TBD	↑
3.3. Maintenance of strong and reliable financial, human resource, physical and ecological environments as the foundation of a healthy and sustainable university				
Balanced budget achieved	Yes	Yes	Yes	↔
Number of qualified institutional audits	0	0	0	↔
Share of the annual budget allocated to reserves	2%	2%	2%	↔
Number of Investment Committee meetings planned and held	4	4	4	↔
Percentage return on main portfolio investment since inception	Inflation + 9.5%	Inflation + 10.5%	Inflation + ≥ 4.5%	↑
Percentage return on conservative portfolio investment since inception	Inflation + 7.1%	Inflation + 7.4%	Inflation + ≥ 3%	↑
Percentage return on cash portfolio investment over rolling three-year period	STeFI + 0.7%	STeFI + 1.11%	STeFI + ≥ 0.7%	↑
Number of qualified audits of DHET infrastructure grant	0	0	0	↔
Academic staff turnover rate	16.96%	15.19%	TBD	↓
Non-academic staff turnover rate	22.16%	22.75%	TBD	↑
Average tenure for academic staff	6.83 years	6.42 years	TBD	↓
Average tenure for non-academic staff	6.70 years	6.69 years	TBD	↓
3.4. Development of robust management and governance systems that meet and exceed the requirements for a fair, ethical and responsible university				
Self-evaluation completed by Council	No	Yes	Yes	↑
Production of institutional Integrated Report that complies with King III requirements	Yes	Yes	Yes	↔
3.5. Physical expansion of facilities on the three campuses to accommodate the growth in student numbers				
Share of submitted government infrastructure funding bids that result in receipt of funding	100%	100%	100%	↔
UFS residence places per contact enrolment on Bloemfontein Campus	0.16	0.18	TBD	↑
UFS residence places per contact enrolment on Qwaqwa Campus	0.29	0.34	TBD	↑

8.2. The *academic project*: excellence in teaching and learning and research

As indicated in the first chapter of this report, universities have grown into complex organisations that are responsible for the production, management and ethical use of three types of knowledge: knowledge of professional and disciplinary knowledge; knowledge of its stakeholders; and knowledge of the institution itself. This section focuses on the UFS's performance in relation to professional and disciplinary knowledge in the areas of research and teaching and learning, and on the UFS's knowledge of its internal stakeholders: staff and students.

The strategic focus of the academic project has meant a new pre-eminence of both research and teaching and learning at the UFS in the past year. Important decisions in this regard have included a shift from compliance to strategic decisions in the areas of enrolments and academic planning, a much more decisive approach to the improvement of teaching and learning at classroom level, and substantial investment in our research capacity. We are reviewing our academic profile – including our curricula and the distribution of enrolments and graduates – in terms of what is needed to move the UFS from being a broad-based teaching and research university to being a research-led institution; we are reviewing our approaches to teaching and learning in line with the Teaching and Learning Strategy released in 2013; and we are improving the qualifications and research reputation of our academic staff.

The curriculum review that started in 2012 will continue until 2017. This gives the UFS sufficient space to consider the menu of academic programmes and qualifications on offer and to improve the quality and organisation of existing programmes. The first phase of the review reduced the number of programmes on offer from 443 to 255 and the number of modules in our catalogue from 6 254 to 3 138. In our enrolment planning individual faculties made specific commitments about increasing the number of undergraduate and postgraduate degree enrolments, depending on the nature and focus of the different disciplines and professions. Yet, the management of these commitments together with our bottom line still has to improve. We hope to put in place appropriate processes and mechanisms to achieve this during 2014. In discussion with the DHET we agreed in 2013 that the UFS would make substantive decisions about the disciplinary profile of the University, in terms of the relative weight of business and management, education, humanities, and sciences, engineering and technology (SET) programmes, once the curriculum review is completed.

8.2.1. Applicants and enrolled students



A key strategy towards academic excellence at the UFS is attracting ever more diverse students with the best qualifications to enter higher education. Given that the number of applications that a university receives can be used as a proxy for the reputation of a university, we are encouraged by the overall increase in new applicants since 2009. From 2012 to 2013 we witnessed an 8.9% increase in new undergraduate applicants, which confirms that the UFS remains a sought-after university for undergraduate study. This is, however, less the case for postgraduate study. There has been a 4.5% drop in the number of new postgraduate⁵ applications (from 4 287 in 2012 to 4 096 in 2013), which means that the share of new applicants who choose to continue to postgraduate study at the UFS has decreased from 23% in 2012 to 21% in 2013. An institution needs postgraduate students, especially at the master's and doctoral level, in order to increase its research capacity and thus its research activity and productivity. The UFS is very aware of this situation and has implemented various initiatives aimed at expanding our postgraduate student body in terms of both numbers and quality (see section 8.2.6).

Despite the overall increase in applications, UFS enrolments dropped by 2.3% from 2012 to 2013. Following an increase in the share of distance enrolments in 2012 (from 14.9% in 2011 to 19.3% in 2012), the distribution of contact versus distance enrolments has remained unchanged into 2013. Disaggregation of the figures by course level reveals that the UFS's decreased enrolment figures are mainly due to drops in enrolment in qualifications that traditionally do not contribute significantly to the postgraduate pipeline (see Figure 8). We are greatly encouraged by the 5.5% increase in our doctoral enrolments from 2012 to 2013, and we are paying close attention to amplifying the increases in our master's and honours level enrolments as well as strengthening the research training content of these degrees. However, the drop in undergraduate enrolments at the general/academic degree level is worrying, especially when considered in the context of increasing professional degree enrolments. A greater focus on the renewal of the general degrees is taking place as part of the curriculum review that the UFS is undergoing. This, together with focused marketing, will help to obtain a more balanced enrolment profile.

South African HEIs offer three main types of qualifications: general/academic, professional, and vocational/technical. The largest growth in UFS undergraduate enrolments has been in professional qualifications, which are generally not characterised by the production of high volumes of

5 I.e. students applying for postgraduate study at the UFS for the first time.

research or for attracting large numbers of postgraduate students. National trends also indicate that the strongest research universities in South Africa have large SET capacity in enrolments (undergraduate and postgraduate) and in research publications. Even though the UFS has seen relatively little change in the overall distribution of enrolments in terms of major field of study, full-time equivalent (FTE) enrolments in the humanities (excluding education) have grown more than in other fields – by 14.4% from 2012 to 2013 – and remain the largest share of our FTE enrolments. This trend, coupled with a downward trend in SET enrolments in the past three years, challenges the UFS to offer humanities qualifications that have a strong and rigorous general formative base to provide a pipeline into a strong postgraduate offering.

Quality teaching and learning develops professional and research talent. Quality teaching and learning engages students in specific disciplines and helps students to develop a passion for a professional and/ or academic career. In elite research institutions undergraduate teaching is increasingly including undergraduate research projects to stimulate the interest of the next generation of academics.

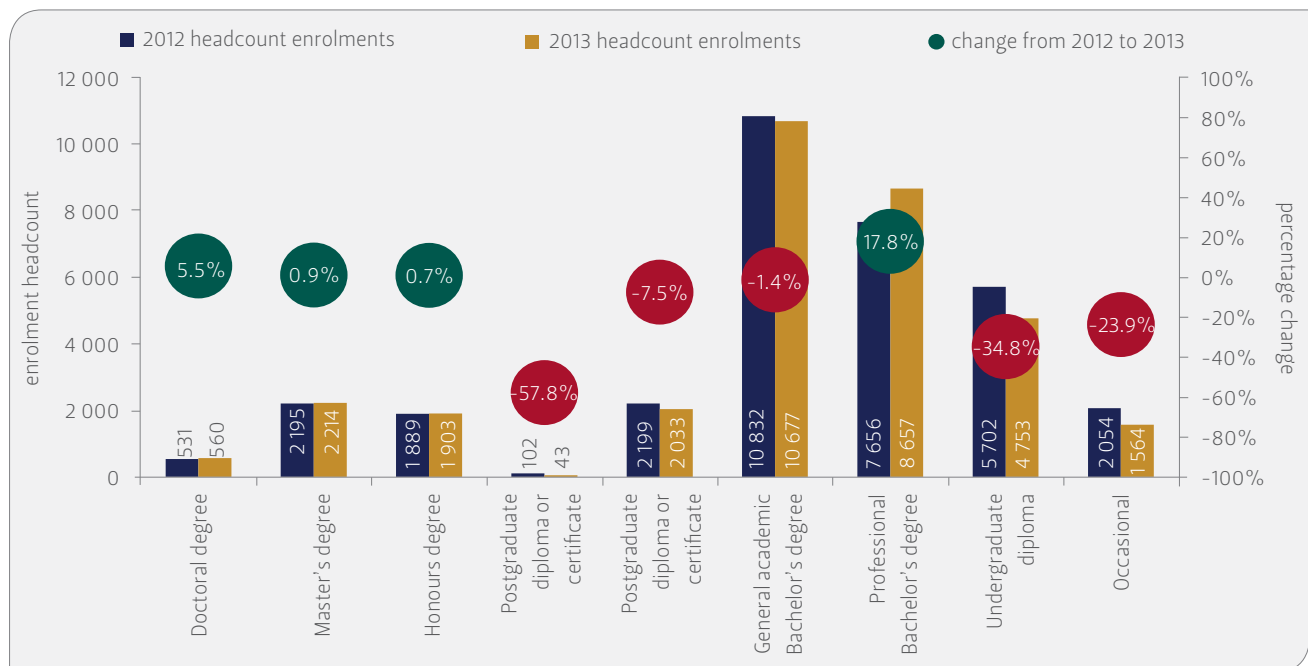


Figure 8: UFS enrolments by education level, 2012 to 2013

News



Esteemed international council advises the UFS

The International Advisory Council (IAC) of the University of the Free State (UFS) visited the Bloemfontein and Qwaqwa Campuses in March 2013 as part of its biennial meeting with the university leadership. The Council, consisting of seven leading academics, business leaders and policy makers, were advising the leadership on how well we perform against international benchmarks in research, teaching, service and transformation. The Council also acts as advocates for the university in their own spheres of influence.

News

Leah Tutu – from a humble heritage to a matriarch of devotion



*There are treasures in life, but owners are few
Of money and power to buy things brand new
Yet you can be wealthy and feel regal too,
If you will just look for the treasures in you ...*

*The joy and the laughter, the smile that you bring;
The heart unafraid to love and to sing;
The hand always willing to help those in need;
Ones quick to reach out, to labour and feed.*

*So thank you for sharing these great gifts inside;
The caring, the cheering, the hug when one cried.
Thanks for the energy, encouragement too,
And thank you for sharing the treasures in you.*

(Author unknown)

With these words, Thandeka Tutu-Gxashe embodied the celebration in honour of her mother, Leah Tutu.

On Thursday 17 October 2013, the Annual Intercontinental Leah Tutu Symposium was launched at the UFS' Bloemfontein Campus. Dignitaries and students alike flocked to the Centenary Hall where friends and family shared their immense love and respect for Ms Tutu.

Approaching the podium, Eunice Dhadhla (co-founder with Ms Tutu of the Domestic Workers Union) started humming and in an instant the audience had risen to their feet and the words "My mother was a kitchen girl. My father was a garden boy. That's why I'm a unionist", reverberated through the hall.

"I am what I am today because of her," Dhadhla said of Ms Tutu. They have walked a long hard road together to ultimately unite domestic workers across the globe. Stretching her small body to its full length, Dhadhla imparted one of the most valuable lessons she has learned from Ms Tutu, "Stop crawling, stand up and walk for yourself."

As soon as Dr Sindiwe Magona – acclaimed writer and poet – ascended the stage, her energy rushed across the room with electrifying intensity. Her high regard for Ms Tutu as public icon as well as a mother, wife and friend, was palpable. Belting out line after line of a poem she wrote especially for Ms Tutu, the audience echoed their agreement in a mutual exchange.

No sooner were they seated, than Archbishop Desmond Tutu and Prof Jonathan Jansen had the crowd roaring with laughter. Archbishop Tutu's familiar chuckle peppered his story of how he came to propose to his wife. It was clear, though, how much he reveres Ms Tutu's presence in his life. With enormous awe, he revealed her innate power, specifically during difficult times in our country's past – from weathering death threats against her husband to public humiliation.

But despite adversity and heartache, in front of the Centenary Hall, this matriarch stood up and beamed joy into everyone present.

8.2.2. The articulation gap



All South African universities must contend with the current articulation gap between schooling and higher education in the country. This gap has a number of important consequences for teaching and learning in particular. It reduces the pool of students who qualify for admission to SET fields of study and increases competition between institutions to attract the best students. It escalates the need to implement additional academic development modules, 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 upon throughput and graduation rates. Finally, it requires greater focus on and investment in staff development so that lecturers are equipped to respond appropriately to the needs of our students.

The UFS raised its admission requirements in 2010, which resulted in a growth in the numbers of first-year students with Admission Point (AP) scores of 30 and above. Even though this indicates that we are enrolling students with better Grade 12 results than in previous years, we still find that the majority of our students are underprepared for university-level study, as evidenced by our National



Benchmark Test (NBT)⁶ results. Only 12.1% of our 2013 cohort were proficient in academic and quantitative literacy – i.e. are likely to be able to cope with the demands of university – and only 10.7% in mathematics. However, we are encouraged by the improvement in our students' mathematics performance in the NBTs from 2012 (7.5% performing at the proficient level) to 2013.

The UFS is responding to the challenge posed by the articulation gap through a host of interrelated approaches. These include better and more selective marketing, creating a reputation for excellence across 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. We are also implementing a number of interventions to better understand the profile of our students, developing

6 The National Benchmark Tests (NBTs) 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 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.

a better system for the identification and classification of the schools from which they come, and monitoring students' performance at module level once they are at the University.



8.2.3. Student engagement

Whether it takes the form of a traditional lecture or of a blended learning experience online, the classroom remains the most important space for engaging students in learning. Understanding what happens during this engagement between staff and students is vital if we are to have a meaningful impact on students' development and academic success. The UFS makes use of several national surveys to monitor student engagement and to compare itself with other universities in the country. These include the South African Survey of Student Engagement (SASSE), the College Survey of Student Engagement (CSSE), the Classroom Survey of Student Engagement (CLASSE), the Lecturer Survey of Student Engagement (LSSE), the College Staff Survey of Student Engagement (CSSSE), and the Beginning University of Student Engagement (BUSSE). The SASSE and the LSSE were administered in 2009, 2010 and 2013; and the CLASSE in 2013. The 2013 results, although already out, have not been sufficiently analysed and therefore cannot form part of this report but will constitute a focus of attention for the University during 2014.

Whereas the SASSE collects information about student participation in a wide range of educationally purposeful activities, module evaluation provides insight into students' perceptions and learning experiences at the module level. The implementation of module evaluation at the UFS was not consistent across the University in the past, with different faculties, departments and modules utilising different instruments and processes. Data from these evaluations could therefore not be analysed at the institutional level and precluded comparison between and, in some cases, within faculties. Consequently, the UFS piloted a central system of institutional module evaluation for the first time in 2013. The pilot included 226 undergraduate modules and collected 10 182 responses and its results suggest that UFS students have a largely positive experience of module design and learning materials, assessment practices, teaching and learning practices, and the class climate associated with the evaluated modules. The pilot included extensive stakeholder consultation, resulting in refinement of both the module evaluation instrument and process, which will be tested during the evaluation of approximately 700 modules in 2014.



8.2.4. Student success

The UFS measures its performance in terms of student success by monitoring graduate numbers, undergraduate throughput and success rates. Graduate numbers at the UFS have continued to grow in the past five years. From 2012 to 2013 we witnessed an overall increase of 3.75%, and a 14.0% increase at undergraduate level. Even though it remains important to monitor graduate headcounts, throughput and success rates in particular can be seen as a proxy for the quality of teaching and learning.

Undergraduate throughput is a key indicator for the efficiency of the overall university system. The UFS calculates throughput rates as the share of a specified undergraduate student cohort that completes a three-year degree in five years or less and has set itself a target of 60% to achieve by 2019. Success rates are an indication of how well students perform as they progress in their studies. Both degree credit success rates⁷ and undergraduate module success rates⁸ inform planning and decision-making at the UFS. The current average degree credit success rate for the South African higher education system is 75%, with the best performing universities showing success rates of up to 85%. The degree credit success rate of the UFS for 2013, 76%, marks a considerable increase from 73.76%

7 FTE degree credits divided by FTE enrolments.

8 Number of undergraduate module registrations with a pass mark (50% or higher) divided by total number of undergraduate module registrations.

in 2012. In its strategic planning, the UFS has set 77% as the target success rate at both the degree and module level by 2019. This planned improvement is underpinned by a series of initiatives to improve the quality of teaching and learning at the UFS. We are happy to report that our students enrolled at undergraduate level in contact mode have already attained a 77.16% module success rate.

The UFS considers success rates as an indication of average performance. To monitor the extent to which we are moving towards excellence, it is important to consider the proportion of our students who are getting distinctions (i.e. achieve 75% or more), which we measure at the undergraduate module level. This module distinction rate is significantly lower than the success rate (15.5% in 2013). However, the 2013 distinction rate is significantly higher than that of 2012 (13.6%) and signals a dramatic turnaround following a steady decline since 2006.⁹ The factors underlying these changes need to be understood if we are to achieve the goals of the academic project.



8.2.5. Technology in teaching and learning

The influence of technological development on changes in teaching and learning at HEIs requires that we begin to engage with our students in new ways. At present the UFS makes use of Blackboard as the learning management system (LMS). Its use has grown significantly in all faculties at the UFS, especially at the undergraduate level, and in 2013 2 503 modules and 25 148 students were registered on the system. The system is mainly used to distribute course content, to make announcements (i.e. mass communication from lecturer to students), assignment submission, and plagiarism detection and prevention. While this is an improvement from no online presence, it does not make use of the full potential of technology for teaching and learning innovation. Thus, to inform ongoing improvement in the provision of e-learning services, the UFS conducted a large-scale survey during 2013 to assess how staff and students are currently using technology, as well as the access they have to technological resources. The research revealed some key findings that show the value of technology for supporting improvements in student success (see Box 1).

Given that technology is now so widely accessible to our staff and students, together with the teaching and learning innovations technology makes possible, it is essential that better quality blended learning is promoted and supported at the UFS. Blended learning is more than a mere combination of face-to-face and online learning

9 The percentage figures provided here are calculated with University data as it was in April 2014 and April 2013 respectively.

methods; it represents a fundamental redesign that transforms the structure of, and approach to, teaching and learning. The implementation of blended learning provides an opportunity to rethink class contact time with the goal of enhancing engagement and to extending access to internet-based learning opportunities. A reconceptualisation of teaching and learning along these lines is also a critical component of the larger curriculum review project. To this end, the UFS is working on a series of important projects in the area of innovative technology use to improve teaching and learning.

Box 1: Results from an assessment of technology use in teaching and learning at the UFS

The research showed that both staff and students agree that:

- Technology increases engagement in teaching and learning.
- Technology facilitates connections between students and lecturers, as well as between individuals and the institution.
- Most staff and students responding to the survey owned multiple internet-capable devices and used them for academic purposes.
- Electronic forms of communication are used frequently and considered important to student and staff success.
- Although students and staff are comfortable with technology, receiving adequate training to use technology is important to them.

with faculties and collaborative needs assessment. To this end the Centre for Teaching and Learning (CTL), one of the UFS academic support units especially created in 2011 to support the improvement of teaching and learning at the UFS, engaged in a comprehensive mapping exercise in 2012 to understand the teaching and learning needs of academic staff (see Box 2) and strengthened its Academic Staff Development (ASD) division in 2013. ASD is responsible for developing faculty-specific approaches to address the needs of academic staff and offers novel interventions and orientation through a range of platforms. In 2013 ASD prioritised staff development and academic support by offering orientation sessions for newly-appointed academic staff; developing a series of academic staff development courses; presenting workshops on teaching and learning tools and skills; organising lunch-time sessions with innovative presenters; and using short internet-based videos sent via email to raise awareness of new trends in teaching and learning. ASD also promotes the scholarship of teaching and learning by providing practical support for academics who intend to present at conferences or who are in contention for national and international teaching and learning awards; and by recognising innovative lecturers in-house through the Vice-Chancellor's Award and the Innovation Awards for excellence in teaching and learning.

The UFS implemented a new academic appointment and promotions policy in 2010, which sets higher standards for academic staff members in terms of qualifications as well as performance in all core functions of the institution. It is encouraging that the share of our academic staff members who hold doctoral and master's qualifications has been increasing steadily in recent years. From 2012 to 2013 this share increased from 70.0% to 72.4%, and the share of academic staff with doctorates increased from 33.1% to 35.6%. As expected, the majority of doctorates are still appointed at the professor level (28.4% in 2013), a trend that has been relatively stable over time. However, we have witnessed a relative decrease in the share of staff members with doctoral qualifications appointed at the professor and the associate professor levels from 2012 to 2013, coupled with a similar increase in the share of doctorates appointed as senior lecturers and below. This may be a direct result of the new appointment and promotions policy, which requires notable research outputs from senior academic staff members. This said, still one in five members of the professoriate (academic staff appointed as professors and associate professors) and three in five of our senior lecturers do not hold a doctoral qualification.

Research shows a clear correlation between an academic's qualifications and their research activity, with those holding doctorates being more likely to produce research outputs in the form of publications and higher degree graduates. Thus for the last four years the University has taken concerted action to increase the number of

8.2.6. Academic staff members



Two main goals drive the University's investment in academic staff development: to improve the ability of our lecturers to respond appropriately to the needs of our students, and to increase the productivity as well as the quality of the outputs of our researchers. To this end the UFS focused on existing approaches to teaching in learning, the qualifications and reputation of our academic staff, our cadre of senior and next-generation scholars, and the organisational support provided to our instruction and research staff.

Improving our approaches to teaching and learning requires relevant and high quality academic staff development programmes, which in turn requires close working relations

Box 2: Key themes emerging from academic staff teaching and learning needs assessment research**1. Infrastructure, logistics and the physical environment**

- The inadequate infrastructure and technology in classrooms and lack of technical support for staff in this regard poses a significant challenge to excellence in teaching and learning on campus.
- The current learning management system (LMS), Blackboard, is not used optimally to enhance teaching and learning and many staff experience frustrations due to system instabilities.

2. Enabling, supportive environments to promote excellence in teaching and learning

- Staff members perceive a lack of support from management and the perceived orientation of “the ‘student-client’ is always right” causes a sense of frustration and anxiety.
- Policy-related matters pertaining to various aspects of teaching and learning (including promotion, assessment, student discipline and plagiarism) need varying levels of clarification, refinement and revision to ensure an enabling environment that is flexible enough to support innovative approaches to teaching and learning.
- The parallel medium policy contributes to the pressures on staff time and is perceived as a factor that undermines student success.
- Timetable clashes, shortened academic semesters and lecture-free days limit the amount of time students are likely to spend in class and impacts on their success.

3. Staff workload and responsibilities

- Staff report having too much to do and too little time to do it.
- The tensions between research and teaching and learning are pressing and real. Teaching and learning staff are compelled to continuously make tough trade-offs.
- Large classes place additional pressures on staff, which they are not well equipped to manage.
- Logistical and administrative support for staff may help lighten some of the time-related pressures that staff experience and free up time for the core activities of teaching and learning, as well as research.

4. Staff development and training

- There is a strong need to provide practical support and training to address the day-to-day challenges staff are confronted with.
- A faculty- and/or discipline-driven approach is most desirable when it comes to staff development related to teaching and learning.
- Staff development sessions presented by the Centre for Teaching and Learning (CTL) will need to be short, high in quality and impact; repeated more than once (or made available online) to accommodate the asynchronous schedules of staff; and should be presented in “down periods”.

5. Student characteristics

- Students enter higher education with low levels of academic preparation, and lack the reading, writing, numeracy and study skills to be optimally successful.
- Staff experience students as unengaged and apathetic towards their studies, and staff perceive a pervasive sense of entitlement from their students.
- Students’ surface-level engagement with learning materials contributes to implicit pressures for staff to design assessment accordingly to ensure that sufficient numbers of students pass.

News

Mr Jeff Radebe and UFS Faculty of Law Dean Prof JJ Henning

Mr Jeff Radebe, Minister of Justice and Constitutional Development, delivered a lecture in the Prestige series of the Dean: Faculty of Law, at the Bloemfontein Campus of the University of the Free State (UFS).

In a packed hall with, among others, university students, staff and members of the judicial system, Minister Radebe said that many other academic institutions should look to the UFS when they deal with the challenges of racism in its various manifestations in their midst. "I commend the university for taking drastic measures to address the challenges of racial prejudices in its own backyard," he said.

"Government can and must provide leadership, but it is the collective efforts of all our people that will ensure that we bridge the racial and historical divides that stand in contrast to our noble virtues as entailed in the Constitution," the Minister said.

On the topic "Access to Justice" the Minister said that the Department of Justice and Constitutional Development has channelled more than 80% of its nearly R16 billion budget to the Access to Justice programme.

Minister Radebe talked about the reintroduction of the Sexual Offences Courts, which attests to the unrelenting resolve to eliminate the scourge of gender-based violence. "Fifty-seven of the department's Regional Courts are being upgraded to operate as dedicated Sexual Offences courts during the 2013/2014 financial year. We believe that these sexual offences courts will help address the growing challenge of sexual offences in the country, particularly against vulnerable groups."

The Minister also pleaded with law teachers to avail themselves to preside in the courts in our country to complement the decreasing number of presiding officers that are drawn from the attorneys' and advocates' profession. These services are normally rendered by the Commissioners pro bono as part of an endeavour to bring justice to all the people, including the poor.

A challenge that the UFS could help resolve, is the transformation of the legal profession. "We need to increase the number of Law students and in turn increase the number of attorneys and advocates in the pool from which we derive candidate judges," Mr Radebe said.

The Legal Practice Bill and the transformation of the State Legal Service are the most important initiatives underway by which the Institutions of Higher Learning will make a contribution. "The Bill seeks to establish a single regulatory structure, which will be responsible for setting the norms and standards for all legal practitioners. Members of the public, as primary beneficiaries of the legal profession, will also be represented in this structure. Other important objectives of the Bill are the removal of barriers of entry to the profession for young law graduates who aspire to pursue a legal career, and the introduction of measures aimed at ensuring that fees chargeable for legal services are reasonable and within reach of ordinary citizens," he said.

The Minister concluded: "Our courts must reflect both the race and gender demographics of our country and so must the university communities in their various capacities as a microcosm of the society we seek to build."



academic staff holding doctorates across the board, but particularly in general and formative disciplines. This includes, for example, mechanisms to support academic staff members who wish to complete their doctorates.

The intellectual diversity of our academic staff also plays an important role in improved teaching and learning as well as the University's research productivity. Particularly important in this regard is the Senior Professors Project, which appoints senior academic staff from outside the UFS in key areas of research and the curricular endeavour. It has been proposed that an additional 20 to 25 top performing scholars from outside the UFS will be appointed in the next three years. These researchers continue to play an important role in increasing the number and quality of the University's postdoctoral fellows, doctoral student enrolments and publication outputs, in developing an institutional culture of academic debate and excellence, and in improving the quality of the undergraduate curriculum.

All universities must address the critical issue of generational replacement of ageing academics. The UFS is facing this challenge through the Vice Chancellor's Prestige Scholars Programme (PSP), launched in 2011. The programme makes a substantial intellectual and material investment in promising upcoming academics, with the purpose of accelerating their development towards the professoriate. To date the PSP has produced two Fulbright scholars; two NRF Y1 rated scholars¹⁰; one NRF Blue Skies research project and 11 NRF Thuthuka-funded projects. The

¹⁰ See http://www.nrf.ac.za/files/file/NRF%20Ratings_2013/Rating%20categories_approved%20EEC%2013%20February%202013.pdf for definitions of NRF rating categories.

programme currently supports 40 scholars, 15 of whom joined in 2013.

In the past five years, the UFS non-academic/support staff complement has grown, while the number of academic staff has decreased steadily. Consequently, the ratio of support to academic staff members has also increased over time, which improves the level of support provided to academic staff and better aligns the UFS with national norms. On the other hand, the rapid increase in student enrolments at the UFS has resulted in a steady increase in the ratio of students to academic staff members and an associated increase in teaching load. In 2013 the UFS made inroads towards addressing the challenge posed by these staffing trends through its work on academic workload models at departmental and faculty levels and by thinking creatively about the use of technology to support the teaching of larger numbers of students.



8.2.7. Research output

Research has always been a core function of the University. However, as noted earlier, the UFS is moving from being a broad-based teaching and research university to being a research-led institution. Moreover, a large portion of government subsidy to universities depends directly on research productivity. Thus a university's capacity for research and its actual research outputs are becoming increasingly important. The importance of the research function at the UFS has been put in evidence by the establishment in 2013 of a separate DVC: Research portfolio, which is supported by the Directorate for Research Development in the implementation of the UFS Strategic Plan in relation to the research core function.





“ Within the South African academy, the PSP is a novel experiment in intellectual development and the development of professional scholars. It contributes towards positioning the University of the Free State as an innovator among research universities in the country. **”**

– Professor Robert Morrell
(University of Cape Town).

Research capacity depends mainly on human and financial resources for research. The relationship between the doctoral qualification and research productivity (as discussed in the previous section of this report; see section 8.2.6) has led the UFS to focus on improving the qualifications of its staff members as well as increasing its numbers of postdoctoral fellows and doctoral students. A second key indicator of our human resources for research is the level at which our academics are recognised for high quality research activity, which the UFS monitors primarily through NRF rating numbers. Other forms of recognition include international collaboration and prestigious awards or grants, such as the South African Research Chair Initiative (SARChI) grants. These grants and awards also bring substantial funding for research into the institution, as does NRF rating. The number of rated researchers at the UFS has increased steadily in the past five years with the most significant increase occurring in 2013 when we gained 11 new ratings. The UFS is also proud to host three SARChI Chairs, in Disease Resistance in Field Crops, in

Higher Education and Human Development, and in Solid-State Luminescent and Advanced Materials.

NOTE ON RESEARCH OUTPUT DATA

Universities submit their research output figures (i.e. the details of their scholarly publications and master's and doctoral graduates) annually to the national DHET. The data is audited and final figures are released back to the universities approximately 10 months after submission. A university's output estimates may differ significantly from the eventual units approved by DHET. This report therefore makes use of audited research output figures from 2011 and 2012, as opposed to 2013 estimates.

Articles published in internationally indexed journals serve as a proxy for the quality of an institution's publication outputs. A targeted reward system at the UFS has resulted in a steady increase in the share of journal articles that UFS

authors publish in journals in this category, with 58.2% of our publication output units of 2013 being generated from articles published in internationally indexed journals. At the same time, the UFS is focusing on improving the quality of its in-house journals in order to be included in the relevant international indexes.

As already noted, research output subsidy is critically important to HEIs. The research content of master's graduates' training and the number of doctoral graduates and accredited scholarly publications that the institution produces each year contribute towards its achievement of a research output norm determined by government. The level to which the institution achieves this norm determines the research output subsidy which it receives. The norm is based on number of academic staff members, type of university and, more recently, the research productivity of each institution. The latter change means that even though the UFS has managed to increase its research output units and to maintain relative stability in terms of units produced per academic, the extent to which the University achieved the normed output has decreased significantly from 102.3% in 2009 to only 74.4% in 2012 (see Figure 9).

Although progress is slower than desired, the UFS is moving on a positive trajectory on various fronts. More targeted interventions will be introduced in critical areas in 2014 to ensure that the UFS continues moving towards becoming a research-led institution.

8.3. The *human project*: commitment to reconciliation and social justice

Since the racist Reitz incident of 2008, the UFS has made a massive investment in social transformation and in coming to terms intellectually and morally with the meanings of reconciliation and social justice in the context of higher education transformation. An integrated report is by definition not the best place to elaborate on these matters. This notwithstanding, and given the importance of non-financial performance in the context of this report, we think it is important to make some conceptual clarifications. First, the human project and the academic project interface with each other: the whole University and in particular the curricular space is the place where the human project takes place. Second, there are specific tools and projects that pertain to the human project that occupy space and time outside the curricular activities: SRC elections, leadership training, participation in student organisations, sports, etc. Third, the human project involves the relationship of all members of the University community with each other and the relationship of the University with the broad community in which it is located.

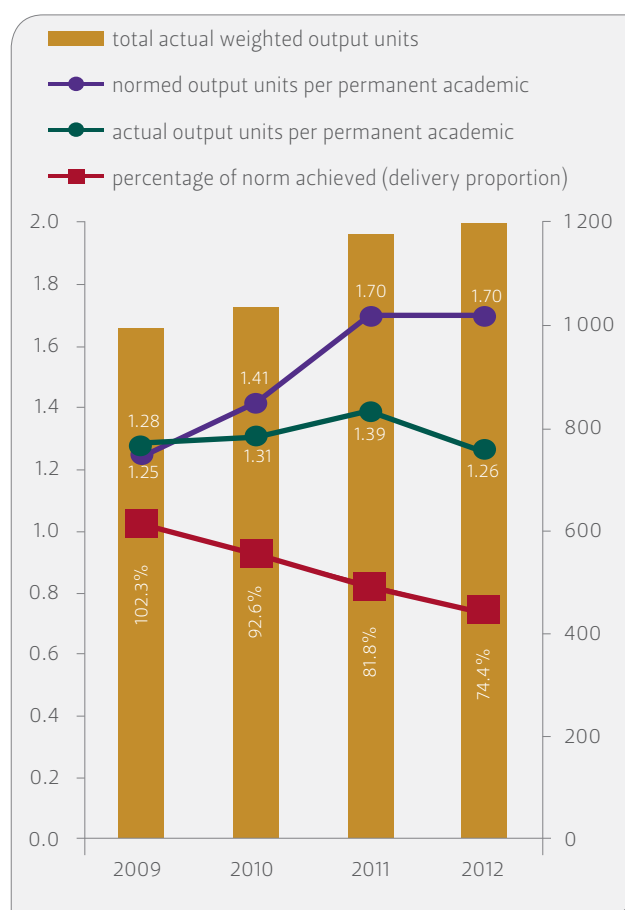


Figure 9: Research output units, 2009 to 2012

As our *Draft Transformation Report* indicated:

The UFS grapples in its day-to-day activities with these complexities and with its own effort to constantly re-think and re-invent transformation away from unidimensional platitudes. This report demonstrates the attempts that the University is making at multilayered transformation. These include the significance of the student voice and student lived realities; the dynamic relationship between knowledge, equity, power and politics; the diversification of the knowledge base and its producers together with the analysis of the social structure of the academy; the interplay between excellence and diversity; the centrality of pedagogy and curriculum in the transformation processes; the importance of university intellectual and social cultures; and an allegiance to a definition of a university not as a place where one belongs and feels comfortable but, on the contrary, as a place where knowledge(s) and certainties are disrupted.

In this section of the integrated report we focus in particular on inclusivity and diversity, as they constitute elements of our drive for social justice and reconciliation.



8.3.1. Demographic diversity

Looking at our student body from the point of view of its demographic profile, the UFS student body reflects the demography of the country and exhibits great social and cultural diversity. As in the country's demography there is a preponderance of women over men among our students. We are happy to report that while the UFS continues to serve the Free State Province, its share of students who come from other parts of South Africa is increasing, adding greater diversity to our student body. In the same vein more students from outside South Africa are enrolling at the UFS.

From the point of view of the University's responsibility to provide programmatic educational experiences that teach students how to deal with diversity, the University created UFS101 in 2010, a first-year common module for all UFS students. The third cohort of UFS101 students finished their course in 2013. 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 UFS101 are modelling teaching and learning for the rest of the University at a variety of levels. UFS101 has become part of the obligatory undergraduate curriculum of the University conceptually, administratively and financially, thus becoming subsidised by the DHET funding.

Another important aspect of the human project is the UFS's ability to change the profile of its staff, particularly its academic staff. We are happy to report that although much more remains to be done in this area, the number of women academics in senior lecturer and associate

professor positions is growing as are the numbers of black academic staff employed at lecturer and senior lecturer levels.



8.3.2. Inclusivity: increasing access

In relation to the University's ability to enlarge access to higher education through non-traditional mechanisms we are especially proud of the success of our UPP, which admits UFS applicants with AP scores of 20 to 24 into a one-year programme that offers foundational modules and, depending on the chosen field of study, two or more mainstream first-year modules. Successful students are then admitted into the second study year of extended degree studies, determined by their chosen field of study or course in their UPP year.

“ Since 1996, 2 272 degrees have been awarded to students who began their studies in the University Preparation Programme (UPP), including 216 Honours degrees, 30 Masters, and nine MBChB degrees. Currently, three former UPP students are busy with their doctoral studies in Chemistry. ”

Students, depending on their choices, enrolled in different combinations of specially designed courses in humanities, economic and management sciences, and natural and agricultural sciences. A total of 988 students enrolled in the UPP in 2013, an increase of 113 enrolments from the 2012 student numbers.

The end-of-year marks of the UPP students show that the average pass rate for the 2013 cohort was 84% across all regions (2012 pass rate: 81%; 2011: 73% and 2010: 65%). This means that a substantial number of the 2013 students would have been able to gain access to Extended Degree studies in 2014.

The annual prize-giving ceremony was held on 5 September 2013. During this ceremony the top achievers in the first semester modules were awarded for their academic achievements. UPP students obtained 752 distinctions in the 21 modules presented across economic and management sciences, humanities and natural and agricultural sciences. This ceremony also acts as a motivation for students to further perform at the best possible levels of achievement.

During 2013 more than 2 500 students who began their studies in the UPP were studying in different academic years at the UFS. Of these, 595 came from the 2012 bridging year.



8.3.3. Social life at the UFS

As we indicated in the introduction of this report 'production time' in higher education is not comparable with that of industry. Thus in reporting about the human project we have to take a longer view than year-on-year reporting.



In four years (2009 – 2013) the University has changed in many areas identified as highly problematic in 2008 and offers a very different image to the world. The shift in social life at the University, where human complexities and challenges specify and model life arrangements for staff and students in a changing university, country and world, is supported by a range of initiatives documented in our *Draft Transformation Report* and in a variety of specific reports produced by the UFS.

A policy of residential integration has been supported by purposeful activities focused on the development of student leadership and careful and constant attention to student feelings and needs as well as to all staff views and feelings. For the last four years, through directed interventions, the UFS has been educating for diversity and has provided three new intakes of first-year students with a different sense of themselves, their fellow students and the University. Student political participation is being normalised along non-party lines and a non-racialised SRC was voted in during 2013 in an election that had one of the highest participation rates in similar elections in the country.

Thanks to key interventions and appointments at the UFS, new spaces for dialogue, reflection and justice have been developed on campus. No small part in this has been played by the common curriculum offered in UFS101. But structures such as the Human Rights Desk of the Institute for Reconciliation and Social Justice also provide safe spaces for staff and students to make their voices heard. UFS students are more at ease with each other: they learn together, they play sports together; they work together in the non-curricular space and they create beautiful expressions of their sensibilities in the arts and drama. This does not mean that there is not still much to do to ensure the deepening and sustainability of the University vision.

8.4. Support services foundation: alignment of support services to the UFS strategy

As we indicated earlier, the quality of our internal systems and processes constitute one of UFS's material issues. This is not only a matter of the efficiency with which these services operate but is also a function of the extent to which the work of all these departments is aligned with and supports the strategy of the University. In other words, the effectiveness of support services is a function of the integration of all university processes. Administrative support services at a University are all the departments that constitute the backbone of the smooth functioning of the University as a business: human resources, finances, ICTs, physical planning and security. Academic support services refer to specialised tasks that support the University's ability to discharge its

core functions of teaching and learning and research: the academic administration; academic planning, institutional research and data management; business creation and innovation, libraries, research support, and teaching support. This section provides a basic outline of some of these areas and highlights instances of progress and specific achievements.

1 181 UFS staff members and their dependents received study benefits in 2013.



8.4.1. Administrative support services

8.4.1.1. Human Resources

The key approaches of the UFS Human Resources (HR) department in supporting the University's strategic imperatives are to recruit and retain high quality staff, to create a high performance culture, to provide responsive staff development opportunities, and to create an equitable and diverse workplace. The department implements these approaches through its four functional units: Operations and Recruitment, Employee Relations, Staff Development and Performance Management, and Employment Equity.

The core function of the Operations and Recruitment unit is the management of appointments, promotions, and resignations, retirements and retrenchments at the UFS. The unit developed and initiated a number of new documents and systems to support the recruitment and

retention of high quality staff in 2013. These included an orientation guide and a post-induction survey for new employees, a workload model and service excellence award for support (non-academic) staff, competency profiling of all positions at UFS, an organisational climate questionnaire, and a skills audit questionnaire. The latter is used in conjunction with the competency profiles, workload model, job grading and organisational climate survey to improve human resource effectiveness and efficiency at departmental level.

The UFS works together with UVPERSU and NEHAWU as its recognised unions in achieving good and enabling relationships between the University and its employees. Interaction during 2013 between the University's Human Resources department and the union representatives were very positive and mutually supportive.

The Employee Relations unit of HR mainly deals with disciplinary hearings, grievance procedures, corrective counselling, appeals, and related investigations, consultations, interventions and feedback. In 2013, the unit focused on creating a culture of progressive interventions instead of pure punitive measures in instances where deviation from standards and rules occurred. All staff members were informed with regard to employee- and labour-related issues through targeted information and question-and-answer sessions. These included sensitising staff members to factors that could trigger conflict in the workplace, such as language barriers, generational gaps, cultural differences, and the professional climate within units, departments or faculties. Employee Relations



also provided advice and sourced assistance regarding methods to deal with these factors constructively. As a result the unit dealt with only 89 cases in 2013, which is 53% fewer than in 2012.

The UFS Staff Development and Performance Management unit aims to provide responsive staff development opportunities and to create a high performance culture at the University through effective performance management. The unit focused its staff development initiatives on administrative and secretarial staff, leaders and managers (specifically support area managers) and service workers in 2013. Formal needs analyses conducted with support staff inform the unit's training plans and feedback from the 650 staff members who participated in training and development in 2013 indicated that the interventions address real needs, the quality of interventions are high, and that participants were satisfied with the logistical and scheduling arrangements. A highlight for the Staff Development unit in 2013 was the finalisation of groundwork for the establishment of the Academy for the Development of UFS Support Staff, which will be launched early in 2014. The unit is also encouraged by outputs from the Leadership Learning Community

project, which indicates that the positive effect of this intervention has been sustained in 2013.

The continued roll-out of the UFS staff Performance Management System during 2013 revealed that the system is not yet used optimally. The system is an important vehicle for the identification of development opportunities that can be formalised through each staff member's improvement and development plan on the online interface. However, it seems that staff members still do not complete these plans. The Performance Management unit continues to engage in discussions and to provide training sessions and practical and technical support to all staff members in order to accelerate the implementation process. The unit also conducts the annual work environment survey at the UFS. In the 2013 survey, academic and support staff members indicated that the most problematic areas are recognition and performance rewards, career opportunities, and the equitability of workload distribution and remuneration. The service staff members who participated in the work environment survey also reported issues around equitability of workload distribution, as well as feedback/recognition of good performance, sense of belonging, and access to tools required by the job.



The Employment Equity unit works to further the ongoing promotion of employment equity through the recruitment, hiring, retention and promotion of the faculty and staff at all levels, in compliance with the national Employment Equity Act and Employment Equity Policy, and the employment equity plan of the UFS. The unit provides input at all shortlisting meetings and interviews for new appointments at the University and it works closely with the Vice Chancellor and the Rectorate, the Central Employment Equity Committee, and faculty and support services subcommittees to ensure the successful implementation of the employment equity plan.

8.4.1.2. Information and Communication Technology

In 2013, Information and Communication Technology (ICT) Services adopted as its point of departure the notion of continuous business alignment and support for the key business initiatives of the UFS. ICT Services has identified four distinct lines of business to focus on: the business of academic excellence, the business of administrative efficiency, the business of student enablement, and the business of IT integrity. With this change in our philosophy and approach as starting points, major advancements were made in 2013.

ICT Services developed and adopted a managerial framework and performance management instrument to measure the actual performance of managers against the following eight criteria: planning, organising, leading, control, communication, transformation, risk mitigation, and value realisation. The Integrated Partnership Programme (IPP) was developed to manage ICT from a business alignment perspective. This requires a framework and methodology to interactively visualise and track ongoing business requirements and, in a context-sensitive manner, to map these requirements to appropriate ICT capabilities that, in turn, are mapped to specific technologies, platforms and infrastructures.

Currently, the UFS operational domain can be differentiated into four distinct technological tiers, i.e. the typical back-office facilities (computer rooms, data centres, platforms, infrastructure), the desktop tier, the mobile tier (laptops), and the 'bring your own device' or BYOD tier. A formal process of rationalisation, standardisation and simplification (RSS) has been implemented in order to simplify the technical support, lower the cost-of-ownership of the ICT platform, and seamlessly integrate hardware and software.

The three-year 'Road to Green' (RTG) programme has been implemented, which identifies those areas where ICT is evaluated as being high-risk or has an amber or red status attached to its operations. Many of these areas exist due to the typical ICT legacy and are generally associated with disaster recovery, operational integrity, age of deployed

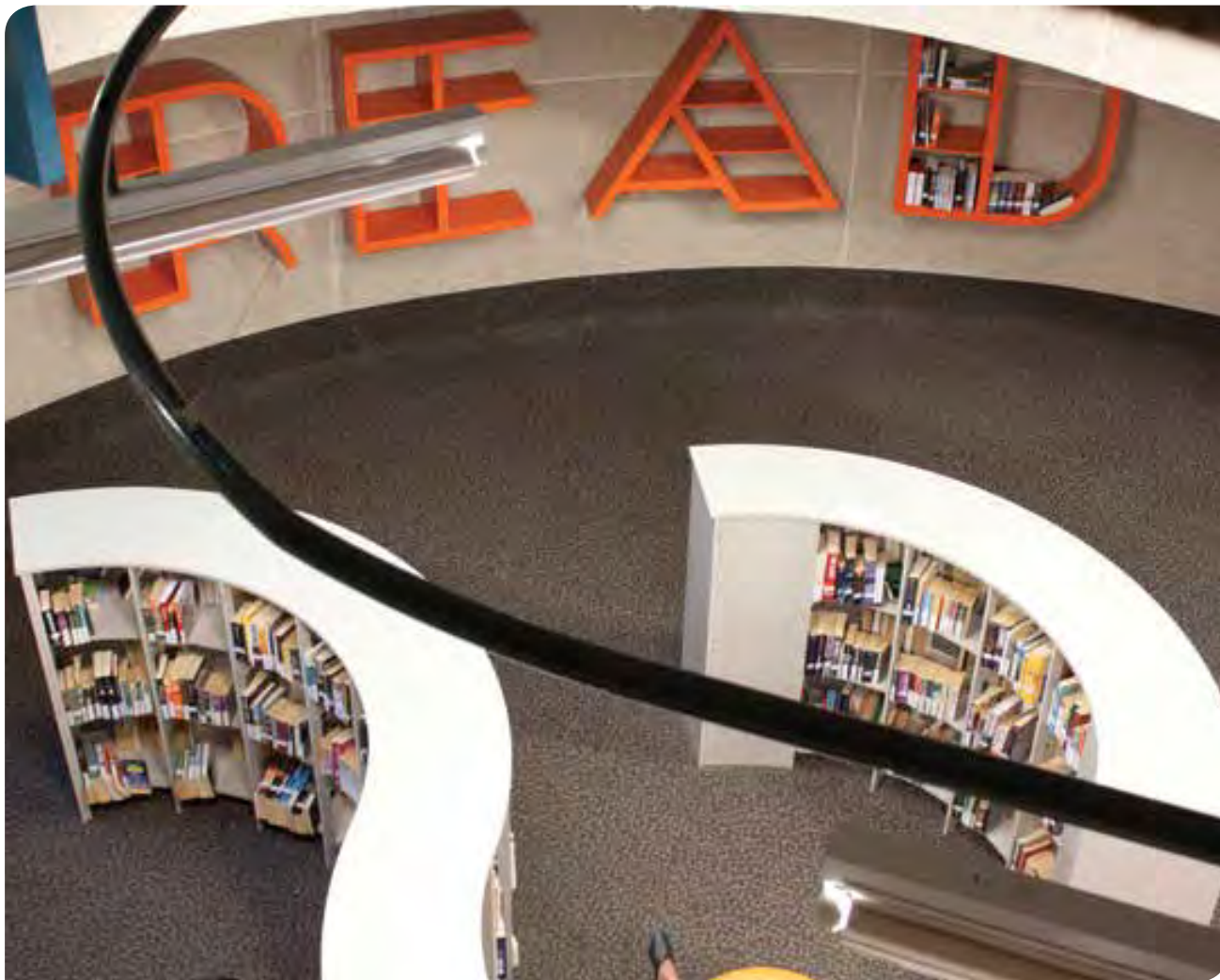
equipment, off-specification desktop equipment, and unsupported software platforms. A large-scale campus wireless project was initiated in 2013 and by the end of the year approximately 60% of the Bloemfontein Campus buildings and all those on the Qwaqwa and South Campuses had been enabled. The remaining buildings will be enabled by the end of 2014, making the UFS the first fully pervasive wireless university in South Africa. ICT Services embarked on the rationalisation of the processing platform and is in the process of decommissioning all systems and application platforms that are non-core and typical rogue developments. The decommissioning of these rogue platforms follows a structured approach to host functions in trusted environments and to consolidate processes across the institution as a whole.

The nature and intent of ICT Services in 2013 and thereafter is to ensure full digital enablement of the strategic intent of the UFS and to ensure operational integrity across the board. Our intent is to innovate in line with the University's strategy and to become the trusted partner in the deployment and management of ICT on behalf of the UFS community.

8.4.1.3. Strategic Communication

The mandate of the UFS division for Strategic Communication is to build the UFS brand promise and to position the brand with stakeholders – both internal and external – engaging them with and generating excitement about the institution. To assist the division in achieving its mandate, a Communication Strategy was developed and implemented in 2013. The strategy is aligned with and supportive of the UFS Strategic Plan 2012-2016 and all communication endeavours were executed within six focus areas identified from the institutional strategy.

Strategic Communication utilised various channels to communicate, interact and share information with its internal stakeholders (students and staff) in 2013. The brand was rolled out more intensively in the student environment, with a specific focus on the Student Life Colleges. The B Smart Safety Campaign was developed to support the campus safety strategy of the University. The campaign targeted on- and off-campus students and staff and aimed to create social ownership of personal safety and to raise awareness of the safety measures put in place by the University. We increased our printed staff newsletter *Dumela* from four to six editions per year in response to requests received from staff members, and our email-based communication included 21 issues of the Monday Bulletin, 95 of the Digest and 58 of the Newsflash. Other electronic platforms used to share institutional messages included UFS4life email addresses, BlackBoard, Facebook, Twitter, and the UFS website.



In 2013, the UFS 'Talk to Me' campaign received a special United Nations (UN) Award from the International Public Relations Association (IPRA) as the campaign that best supports human development in line with UN objectives. It also received an Excellence Award from the national association for Marketing, Advancement and Communication in Education (MACE).

Our website and social media platforms serve both our internal and external stakeholders. The popularity of these media continued to grow, with 4 221 079 visits to our website during 2013, and average of 1 250 'likes' per month on our Facebook page, and an increase in our Twitter followers from 2 072 in 2012 to 4 492 in 2013. We redesigned our website in 2013 through a process which included student and staff focus groups and that resulted in a modern, crisp, more user-friendly design that is aligned with international standards. In addition to the usual text content, the website also provides access to podcasts and live streaming of events, both of which

are becoming increasingly popular. In this regard Strategic Communication prioritised video content by making footage available regularly in the form of YouTube clips and as institutional DVD recordings.



8.4.1.4. Physical Planning

The UFS Physical Planning department is responsible for all capital projects that include buildings (new, upgrading and alterations) and new infrastructure (e.g. roads, storm water

systems and water supply), as well as the allocation of available space for different uses (e.g. academic activities, student accommodation and sport and recreation). Highlights of the department's activities in 2013 include very successful infrastructure development projects, the infrastructure audit, and the development of an environmental policy for UFS.

The University's operational success depends to a very large extent on the effective management of its assets and in particular its infrastructure assets. The UFS finalised the first submission of its infrastructure audit in 2013, which included buildings, electrical and mechanical infrastructure, roads and paving, and storm water systems. These components were evaluated according to a set of parameters to determine the University's renovations and replacement programme. DHET-funded infrastructure projects form an important component of this programme. In the previous financial year we completed all of these successfully, on time and within budget limits and in 2013 we implemented a further 15 DHET-funded projects on all three campuses in 2013 (up from only one project in 2011). Our strict adherence to prescriptions and proof of prudent and efficient management of funds has led to a dramatic increase in the UFS allocation from R65 million in 2011 to R147,7 million in 2012 to R333,6 million in 2013. These funds were utilised to efficiently respond to the human project of the University as well as the academic project, in particular to national shortages of scarce and critical skills in areas such as health sciences, life and physical sciences, and teacher training.

Careful planning for the utilisation of space is critically important for a growing university. The fact that UFS enrolment planning is not disaggregated by campus does pose a challenge with regard to separate spatial planning for the Bloemfontein, Qwaqwa and South Campuses. However, at this stage the University does have space available for future growth and development on all three campuses (see Figure 10, Figure 11, and Figure 12).

Environmental issues have been an international concern for a number of decades. More recently, however, global warming, dwindling natural resources and, in places such as Africa, the unequal access to these resources, have resulted in the prioritisation of these issues on the agendas of large institutions such as universities. There are various initiatives under way at the UFS dealing with, for example, energy, waste management, and water conservation. No formal planning policy for sustainability has been adopted by the University, but a draft policy was finalised in 2013. The purpose of the policy is to address issues of sustainability by including environmental responsibility as part of the core values of the institution; addressing not only the built, but also the natural landscape of our campuses; setting minimum performance standards; and seeking synergy with the global university community as well as offering leadership to our local communities.

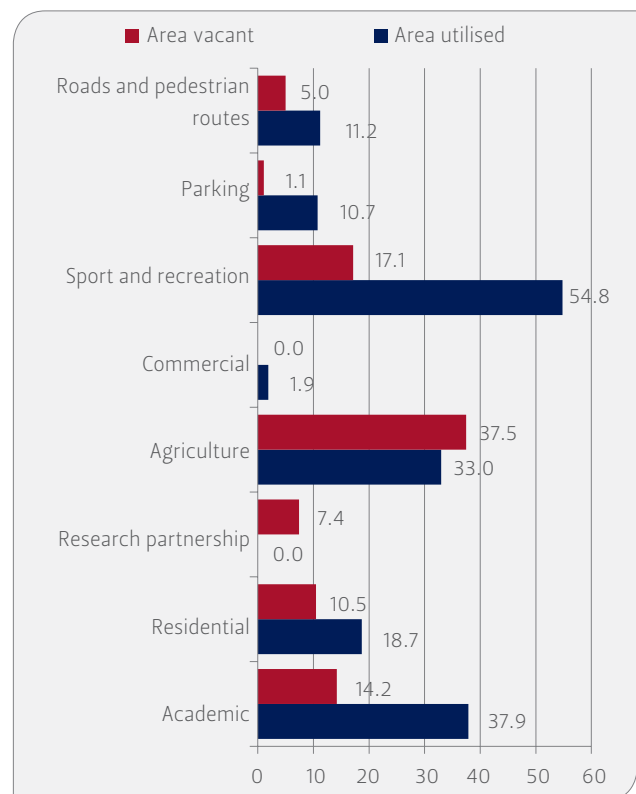


Figure 10: Utilised versus vacant land (total hectare per land use) – Bloemfontein Campus

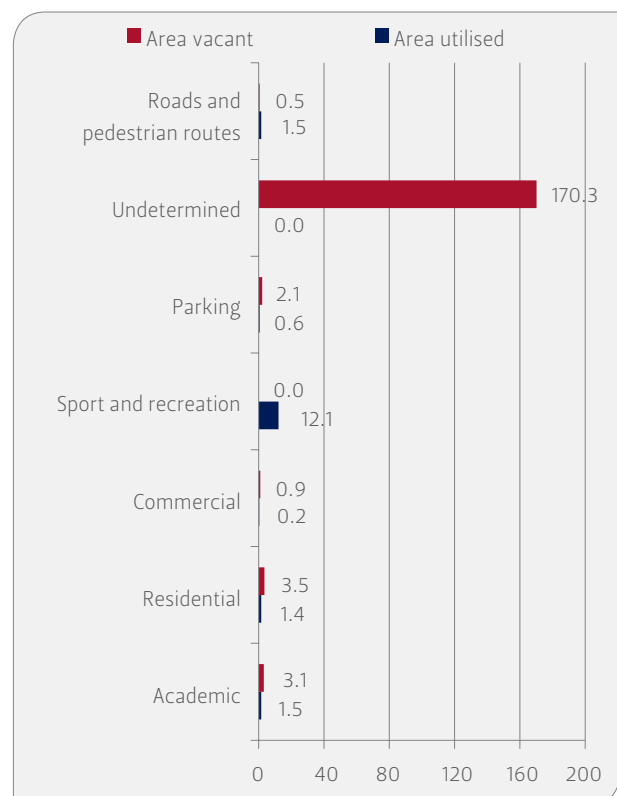


Figure 11: Utilised versus vacant land (total hectare per land use) – Qwaqwa Campus

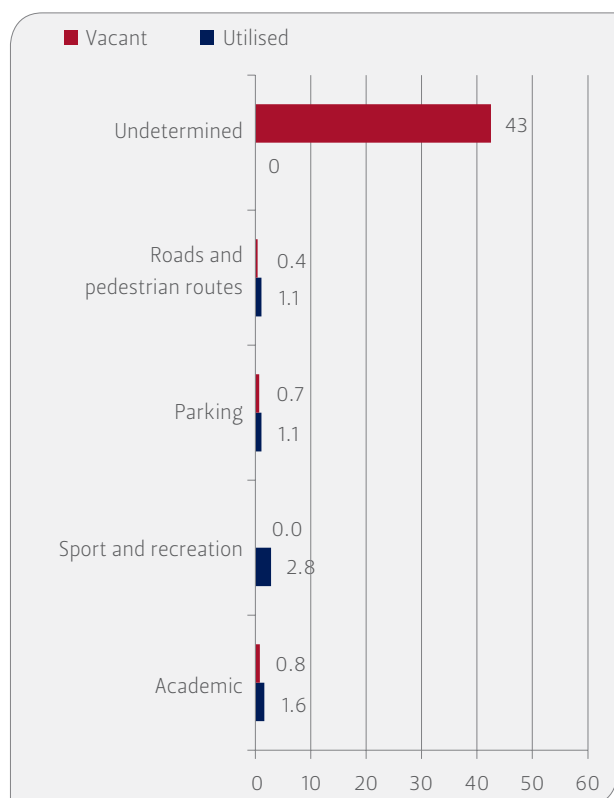


Figure 12: Utilised versus vacant land (total hectare per land use) – South Campus

8.4.1.5. Protection Services

Security is a fundamental concern in South Africa for universities that operate in large and open campuses in relation to the cities or towns where they are located; this is a major focus of attention for the UFS. The UFS is responsible for the safety of close to 33 000 students and more than 4 000 staff members and their belongings across two urban and one rural campus, as well as the safety of University property and assets. Moreover, the traffic generated by staff and student vehicles as well as the use of some of the UFS's main entrances as thoroughfares for city traffic, require that attention be paid to these too.

The Department of Protection Services manages three operations, namely security, investigation and traffic. Its staff members are involved in front desk service; physical guarding of buildings, parking and residences; quad bike and Segway patrol; access control; events management; and partnerships with the SAPS to increase patrols outside the campus. During 2013 student safety was the central focus and various measures and operations were put in place to this end. These included increased vehicle patrols through the purchase of three new patrol vehicles; increased in-house security personnel, bringing the total to 58 staff members; increased closed-circuit television coverage bringing the total number of cameras to 227 on the Bloemfontein Campus; improved lighting infrastructure

at a cost of more than R1 million; and increased physical and electronic supervision of security personnel in order to improve the quality of our service. In addition, awareness campaigns were conducted, internal stakeholders were engaged, and partnerships were forged with external stakeholders to improve security on our campuses. The combined effects of these measures have resulted in a decrease in reported crimes on campus of more than 56% since 2010.



8.4.2. Academic support services

This section provides highlights of only some of the academic support units. Some, like the CTL, have been dealt with comprehensively under teaching and learning, similarly the Directorate for Research Development was dealt with under research. Thus, this section focuses on three relatively new units: the Postgraduate School, the Directorate for Institutional Research and Academic Planning (DIRAP) and the newest addition, the Directorate for Institutional Advancement.



8.4.2.1. Postgraduate School

The purpose of the UFS Postgraduate School (PGS) is to improve postgraduate education at the University in terms of both quantity and quality. Its work is therefore focused on staff and student research capacity development, the management of a postgraduate funding portfolio as well as postgraduate policies and procedures, and improving engagement with postgraduate students to enhance their sense of social connectedness. The school has made great advances in 2013 in terms of communication and interaction through print (e.g. a monthly newsletter, the postgraduate prospectus and information brochures) and electronic (i.e. the PGS website and social media platforms) media, as well as face-to-face initiatives. Regarding the latter, the PGS provides a dedicated postgraduate information desk, and hosts monthly coffee mornings which provide social networking opportunities for postgraduate students.

The PGS uses a research capacity development framework that is informed by the principles of global engagement to establish international best practice in postgraduate education, researcher development and continuous assessment of the work of the school. During 2013 our researcher capacity development programme included 107 workshops on research paradigms and design, research methods, supervision, academic writing, intellectual property, electronic referencing systems, project management, and statistical analysis software. The demand for academic writing development in



“ In 2014 the PGS will supplement its current research capacity building programme with various communities of practice on research supervision and research ethics and will pay more attention to the review and development of postgraduate policies and procedures. ”

particular is very high and the PGS presented academic writing workshops in 45 academic departments to a total of 1 798 postgraduate students. The PGS pre-doctoral proposal development programme resulted in 24 scholars submitting successful proposals in 2013. A postdoctoral fellow was appointed to evaluate the impact of the PGS researcher capacity development and three papers on this work will be presented at the International Quality in Postgraduate Research conference in Australia in April 2014. Another postdoctoral fellow was appointed in 2013, thus expanding the school's capacity for intervention design and research.

Even though the value of NRF awards for postgraduate students increased by more than 20% from 2012 to 2013

(see section 8.2), we still have only a small number of UFS candidates applying for and receiving prestigious international awards (e.g. the Rhodes, Mandela Rhodes and Laurie Dippenaar scholarships). To address this challenge, the PGS developed a funding mentoring group intervention to be launched in January 2014. This intervention aims to improve the quality of grant proposals and to better prepare candidates for grant interviews through one-on-one coaching and mentoring.

In 2014 the PGS will supplement its current research capacity building programme with various communities of practice on research supervision and research ethics and will pay more attention to the review and development of postgraduate policies and procedures.

8.4.2.2. Institutional Research and Academic Planning

DIRAP was created in 2010. The following three years have been marked by the development of its capacity to produce intelligence about the institution's core functions. DIRAP's main role is producing knowledge about the UFS that can help decision making as well as the identification of areas for improvement and intervention in the core educational and administrative processes of the University. It is responsible for the management of the UFS enrolments; its academic profile (the type of programmes and qualifications offered by the University); the management of internal and external quality assurance; and the conduct of research about different aspects of UFS educational processes. During 2013 DIRAP produced a variety of reflective reports about the University performance, prepared a document for Senate discussion, *Taking Stock*, and led the production of the first integrated report of the UFS. Major achievements have been the development of a new Module Catalogue for the University and the development and implementation of a Short Learning Programmes Policy that helps regularise and improve the UFS income from entrepreneurial activities. In general, during 2013 DIRAP introduced a strategic approach to enrolment planning and quality assurance which is evidence-based and requires a behavioural

change at all levels of the University through the active steering of change.



8.4.2.3. Institutional Advancement

The move toward building an effective advancement infrastructure highlighted some important challenges that will receive attention going forward. These include a lack of coordination in cultivating prospects and stewarding donors, the integration of UFS data and systems for advancement purposes, and a relatively homogenous donor base. We began addressing these challenges in 2013 by reorganising our advancement functions (i.e. development and fund raising, and alumni relations) into a single directorate tasked with positioning the UFS for investment. The directorate reports directly to the Vice Chancellor and has initiated strategic collaboration with the University's communications and brand management functions. To this has to be added the acquisition of specialised database software which assures an accurate, accessible and actionable record of all donor interactions, and the appointment of a researcher to manage the donor database and formalise the identification of prospective donors. These changes should help us to address the final challenge, i.e. diversifying our donor base.



News

Kovsies celebrate model of humanity



The University of the Free State (UFS) joined people around the globe in celebration of the fourth annual Nelson Mandela Day. Long-time Madiba confidante, Zelda La Grange, delivered the main address, inspiring the crowd with anecdotes gleaned from her intimate knowledge of the former president.

La Grange felt that the UFS as an institution can contribute greatly towards the upliftment of South African society.

"Your university has become what we hope for in South Africa – a transformed society whose purpose serves the greater good of humanity. Embrace and nurture what you have here under the leadership of Prof Jansen and his team. And influence society consciously, every day, in the same way as Madiba did for every day of the 67 years of his activism, and beyond."

As UFS Vice-Chancellor and Rector, Prof Jonathan Jansen, aptly put it, the Kovsie celebrations aim to give thanks to Madiba as a 'model of humanity' and for what he has done for all South Africans.

Prof Jansen stressed that the importance of Mandela Day cannot be overstated.

"I think it is incredibly important because the real legacy of Nelson Mandela is that of a man who gave everything he had for the struggle to gain our freedom, our democracy and that we can get along as just human beings and not as a skin colour, a religion or as strangers," he said.

Events began with a clean-up operation by UFS volunteers, Zelda La Grange and the Bikers for Mandela Day, the Mangaung Metropolitan Municipality and other sponsors. The team cleaned areas in Heidedal and Manguang before returning to the UFS Bloemfontein Campus.

Kicking off the campus section of the programme, UFS staff and students formed a 'human chain' on the Red Square as part of a wider initiative which was the brainchild of Archbishop Emeritus Desmond Tutu – who was the main attraction of the 2012 Mandela Day activities at Kovsies.

The assembled 'chain' recited the UFS Mandela Day pledge, whilst snaking around the Red Square and the gardens

surrounding the Main Building, before offering interfaith prayers to Madiba in honour of the 67 minutes of selflessness epitomised by Nelson Mandela Day.

To conclude the first part of the celebrations, the No Student Hungry campaign's patrons, Mrs Grace Jansen and Dr Carin Buys, released symbolic doves and joined the chain in the singing of the national anthem.

Rudi Buys, Dean of Student Affairs, said that the symbolic chain showed the UFS community's aim to "join together as a country and show our commitment to our people" on the special day.

Mangaung Metropolitan Municipality Executive Mayor, Thabo Manyoni, together with Prof Jansen, welcomed UFS staff and students to the main festivities which centred around a coin-laying ceremony in front of the Main Building. All proceeds of the coin laying are to be contributed towards the NSH. More than R83 000 was raised through the coin-laying ceremony and donations, more than double the amount of 2012.

The jubilant crowd was edged on by OFM presenter, Johnné van Huyssteen, who offered to preside as master of ceremonies free of charge as part of his 67 minutes.

Manyoni stressed that Mandela Day is a celebration and should be regarded as a joyous occasion. He said that Madiba's ability to take action and inspire change, is the foremost aspect of his legacy, one all South Africans should strive to emulate.

"We should all be the champions in the areas where we are. There can never be another Madiba, but we should all aim to be smaller, better Madibas," he said.

Zelda la Grange emphasised the life-changing influence Madiba has had on her own life, as well as South Africa in general.

"Mandela Day is a call to action for individuals, for people everywhere, to take responsibility for changing the world into a better place, one small step at a time, just as Mr Mandela did. It is a day of service," she said.

According to her, certain key characteristics are responsible for Madiba's vast reverence throughout the world, principles everyone should try to emulate. She mentioned his principles, simplicity, honesty, integrity, discipline and respect for other people even when opinions differ, as the foremost of these qualities.



La Grange also stressed that the goodwill shown on Mandela Day should not be limited to one day in a year, but that we should all strive to live each day according to these principles.



MANAGING GOVERNANCE,
REGULATIONS, RISK
AND REMUNERATIONS



Governance

One of the UFS's key performance areas is the development of robust management and governance systems that meet and exceed the requirements of a fair, ethical and responsible university. In the area of governance in 2013 the UFS had a two-pronged approach. On the one hand it focused on the improvement of administrative systems and tools that support good governance. On the other hand, it focused on the conceptual and practical implications that new DHET requirements in higher education governance would have for the functioning of Council and the adoption of good governance practices.

In the area of administrative systems and tools, the UFS introduced some innovations aimed at improving the efficacy and efficiency of the running of meetings. This included a different format of the agenda packs for Council meetings and the piloting of a consent agenda during 2014.

In relation to new regulatory demands and the introduction of new practices, the Audit and Risk Management Committee and Council itself had presentations of good governance according to King III by PwC, the University's auditors. In order to achieve the Council-related KPIs in the key performance areas and indicators for the UFS, the Council adopted the annual completion of the UFS Council Annual Declaration of Interest, with 80% of the members submitting these declarations. Finally, Council agreed with the insertion in every meeting pack of the Council of the University of the Free State Code of Ethical Conduct, which Council had adopted on 7 June 2013 and the defined functions of Council according to Section 21 of the University Statute of 2010. These two incorporations were also to be used as a pilot process from the first meeting in 2014. The documents serve as a constant reminder to Council members of their purpose and the underlying principles that must determine their actions.

In addition Council approved the use of an educative Council meeting survey. This survey tool comprises a series

of statements that describe the roles, responsibilities, behaviours and practices experienced at a Council meeting. Its purpose is to provide comprehensive insight about improvements that are required on the basis of the collective self-assessments made shortly after a meeting. Council approved the use of this tool as part of a pilot for the last meeting in 2013 and the first meeting of 2014. This process was delayed due to technical problems: therefore the final adoption of this survey will only be resolved in 2014.

During 2012/2013, on the recommendation of the Senate, Council adopted the UFS Strategic Plan. This document delineates the vision, mission, goals and areas of particular focus. It was used during the course of the year to determine the Key Performance Areas (KPIs) by which Council would regularly monitor the progress made in achieving the indicators that flow from the definition of these KPIs, upon which this integrated report is formulated.

A regular item on the Council agenda is the report of the Audit and Risk Management Committee. The committee assists Council in ensuring that the identified key risk items are being appropriately addressed in order to reduce financial, legal, reputational, health and safety risks, as well as other identified concerns. This is a relatively new innovation and it is gradually being bedded down into

the line-function responsibilities of all entities within the institution.

Council was proud in 2013 to adopt the first Integrated Report of the UFS, in tandem with the standard reporting requirements to the DHET, in respect of the 2012 financial and academic year. The traditional reporting requirements provide quantitative and qualitative assessments of the requirements defined in the regulations on reporting, gazetted in terms of the Higher Education Act of 1997 as amended.



As these innovations take root, those adopted by Council as useful will next be introduced into governance practices of Senate, which is responsible for the academic considerations of the UFS. This process of progressive incorporation of good governance practices is to culminate with the adoption of an annual self-evaluation by Council and Senate of their progress in pursuing fair, ethical and responsible activities and behaviour within the University. The final aim of these interventions is to bring the UFS in line with King III as it applies to universities.

9.1. The work of the Institutional Forum

The Institutional Forum (IF) is a properly constituted 17-member governance structure of the UFS. It operates within the scope of its remit drawn from the Higher Education Act 101: Section 26(2)(f) of 1997 and Paragraph 29 [27] of the Statute of the University of the Free State. Briefly, this scope entails an advisory role to Council on issues affecting the University; being an observer at meetings for senior appointments to advise Council

accordingly; and overseeing different aspects concerning the transformation agenda of the University.

Although the IF struggled in 2012 and 2013 to obtain a quorum, the members met officially on four planned dates during 2013. It is a great concern that the IF struggles to get a quorum at all meetings. At two meetings there were no quorums. On both dates there was only one member short of a quorum. To ensure that the work continued, the members who attended continued with informal discussions. Outcomes of urgent matters were sent to all members via round robin email for their inputs and consent. The concern about attendance was addressed by disseminating the 2014 dates early in November 2013 so that members could prioritise them in their diaries. The importance of attending meetings was once more emphasised to all members.

Representatives from the IF observed and advised Council on appointments in the following senior positions: the Deputy Vice-Chancellor: Research, the Principal of the Qwaqwa Campus, Senior Director: ICT Services, the Dean of Law, the extension of the term of appointment of the Senior Director: Student Academic Services, and the extension of contract of the Dean of the Humanities.

The IF received presentations from the following officials: the Vice Chancellor explained his expectations and turnover strategy for the Qwaqwa Campus; the DVC: External Relations presented her plans for women empowerment at UFS; the Dean: Student Affairs elucidated the Constitution of the Qwaqwa Campus's SRC; officials from Housing and Residence Affairs presented a report on residence placement practices regarding the student diversity-mix targets; and the newly appointed Qwaqwa Campus Principal presented the developed "turnover improvement plan" for the Qwaqwa Campus.

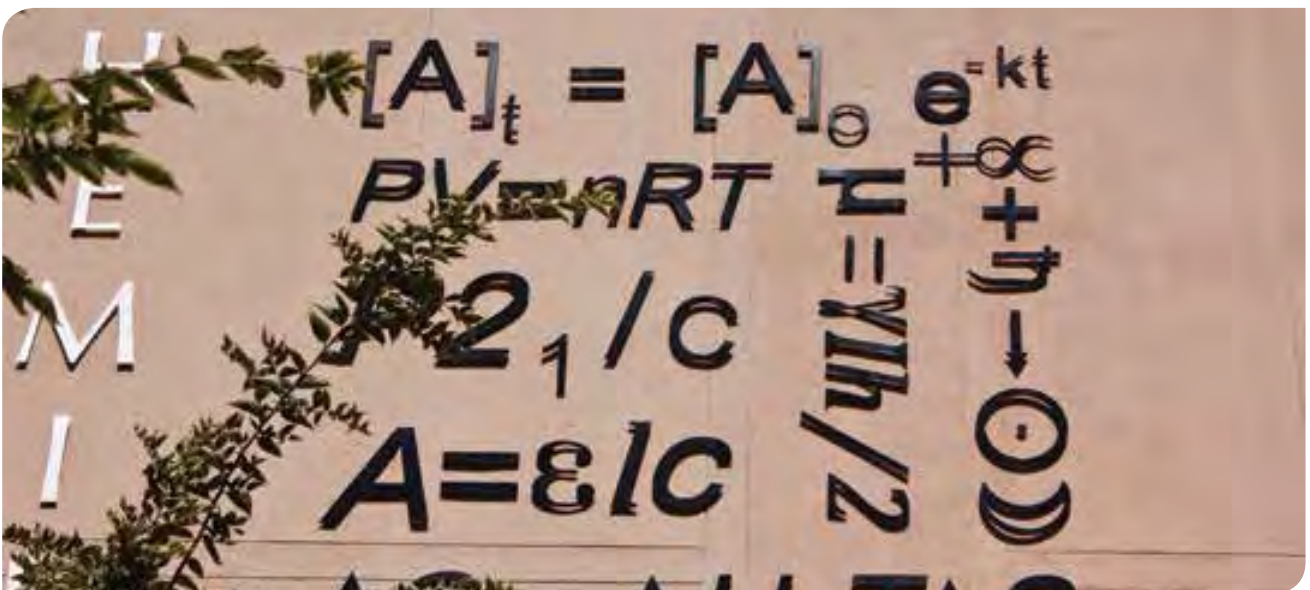
The IF advised the UFS Council regarding the Draft Code of Ethical Conduct for Council Members and the Revision of UFS Policies, Procedures and Forms.

For 2014 one of the aims of the IF is to make academic and support staff more aware of the existence of the IF, its role and functions and to encourage staff to raise possible concerns and issues with the IF. In that way the IF will be better positioned to fulfil its role as the important structure it is intended to be.

10

Regulatory environment

Universities in all higher education systems have experienced a rapid process of change in the last few decades, characterised by: growing demands for accountability to both government and the general public and the consequent development of new regimes of accountability; increased expectations about their ability to respond directly to economic needs whether in terms of graduate skills or applied research; growing competition within and outside national systems for both students and academics; growing administrative complexity; decreasing financial support by the state; and a growing demand for access, particularly in emerging economies. Universities now need to become increasingly financially self-sufficient, while competition for students, research funding and different forms of third stream income is becoming more intense. The role of universities as key players in the global knowledge economy, and national and global development, is another important and contentious issue. This plays out at numerous levels, from accountability and funding to debates about the value of specific disciplines, curriculum structures and content and the meaning of community engagement.





“The structure of the undergraduate curriculum at South African universities, and the need to consider extending the minimum time from three years to four years, have been under discussion for several years.”

With respect to the national higher education environment in particular, there are important developments that bear mention. Foremost is the change in the regulatory environment brought about by three sets of regulatory changes. Firstly, the Higher Education and Training Laws Amendment Act was promulgated in December 2012 and provides the Minister of Higher Education and Training with much greater space and legal authority to intervene in universities. Although the implications of this amendment are yet to be seen in practice, concerns

have been raised about the potential undermining of institutional autonomy. Secondly, there is the change in the reporting requirements demanded of universities, which imply much greater oversight from the DHET and also greatly increase the administrative demand on universities. The new regulations are yet to be gazetted and it is expected that this will happen during 2014. The third was the establishment of a national oversight committee to evaluate transformation in universities and to propose a reporting mechanism for tracking transformation. All of these regulatory changes are likely to have an increasing impact on the functioning of the UFS and all universities in the country from 2014.

Debates about differentiation within the higher education sector have been on the table since the early 1990s. However, the importance of differentiation is gaining increasing recognition and is likely to have an important impact on how universities are positioned in the near future. The national review of the funding framework, which is due to be completed in 2014, also takes account of the importance of differentiation, and the reality that the sector is already differentiated in some ways. The need for differentiation comes out clearly in the National Development Plan: Vision 2030 as it does in the Green Paper for Post-School Education and Training (2011), to be replaced by a White Paper in 2014. Issues of articulation

between the further education and training and higher education sectors is bound to be central to the future White Paper and will become an issue for universities like the UFS to engage with.

“National Development Plan (NDP) (Vision 2030) has been widely recognised as the blueprint for South Africa’s development over the next two decades”

From 2004 to 2011 the HEQC of the CHE conducted the first round of institutional audits as a key component of higher education quality assurance. The HEQC is now in the final planning stages of the next round of quality audits – now being conceptualised within a quality enhancement framework which focuses more on development than accountability. The Quality Enhancement Project will be

launched in 2014 and is bound to demand considerable institutional energy and organisational capacity.

The structure of the undergraduate curriculum at South African universities, and the need to consider extending the minimum time from three years to four years, have been under discussion for several years. In August 2013, the CHE released the report of the task team that was convened to consider this issue. Although it is likely that a decision on this issue will still take some time, and that after that a long process will follow of incorporating the recommendations that are accepted into policy, it remains important to be cognisant of these developments and to consider the possible implications for the UFS curricula.

The country is entering into an election year, and indications are that a new ANC government will likely be voted into office. In this context the ANC-developed National Development Plan (NDP) (Vision 2030) has been widely recognised as the blueprint for South Africa’s development over the next two decades. The overarching objective of the NDP is to ensure a “decent standard of living through poverty elimination”. Quality education and skills development figure prominently among the 10 core elements that need to be addressed to achieve this objective. Universities, once again, are expected to deliver in a variety of areas from socio-economic development to citizen education.



11

Managing risks

The UFS analysis of risk, particularly in the academic environment, received special attention during 2013. A series of workshops with all seven faculties were conducted in order to ensure that the UFS's five institutional-level risks were understood at all levels of the organisation. In particular, the workshops focused on the translation of institutional risks to the level of academic units and on the identification of the interventions to mitigate each

risk. From the point of view of the implementation of the UFS Strategy and the assessment of its progress in the context of identified risks, we are for the first time looking at the identified KPAs and KPIs in relation to institutional risks too.

Figure 14 (see page 86) illustrates the logical relationships between identified risks, strategic projects, key performance areas and key performance indicators of the UFS.

12

Remuneration

Much has been said of late about the appropriateness of remuneration in the higher education sector. Recent research revealed that, when the cost of living is taken into account, South African academics receive the third highest salaries in the world.¹¹ However, when compared to their similarly educated counterparts in the private sector, academics are still underpaid.¹² Even though South African universities attract African academics, the sector continues to contend with 'brain drain' to countries

beyond the continent.¹³ The fact is that public universities cannot compete with private sector salaries and, in some instances, the government salaries. Academics must also contend with increasingly heavy academic workloads, a slow pace of succession, and less than optimal retirement benefits. Consequently, academia is becoming an increasingly unappealing career choice. It therefore becomes critically important for universities to not only pay particular attention to their remuneration policies, but also to compensate their staff members in ways other than monetary.

11 <http://www.iol.co.za/news/south-africa/sa-academics-among-highest-paid-1.1584680#.UzWqsvmSxBk>

12 <http://www.timeshighereducation.co.uk/419399.article>

13 <http://www.timeslive.co.za/thetimes/2013/07/16/varsity-brain-drain>

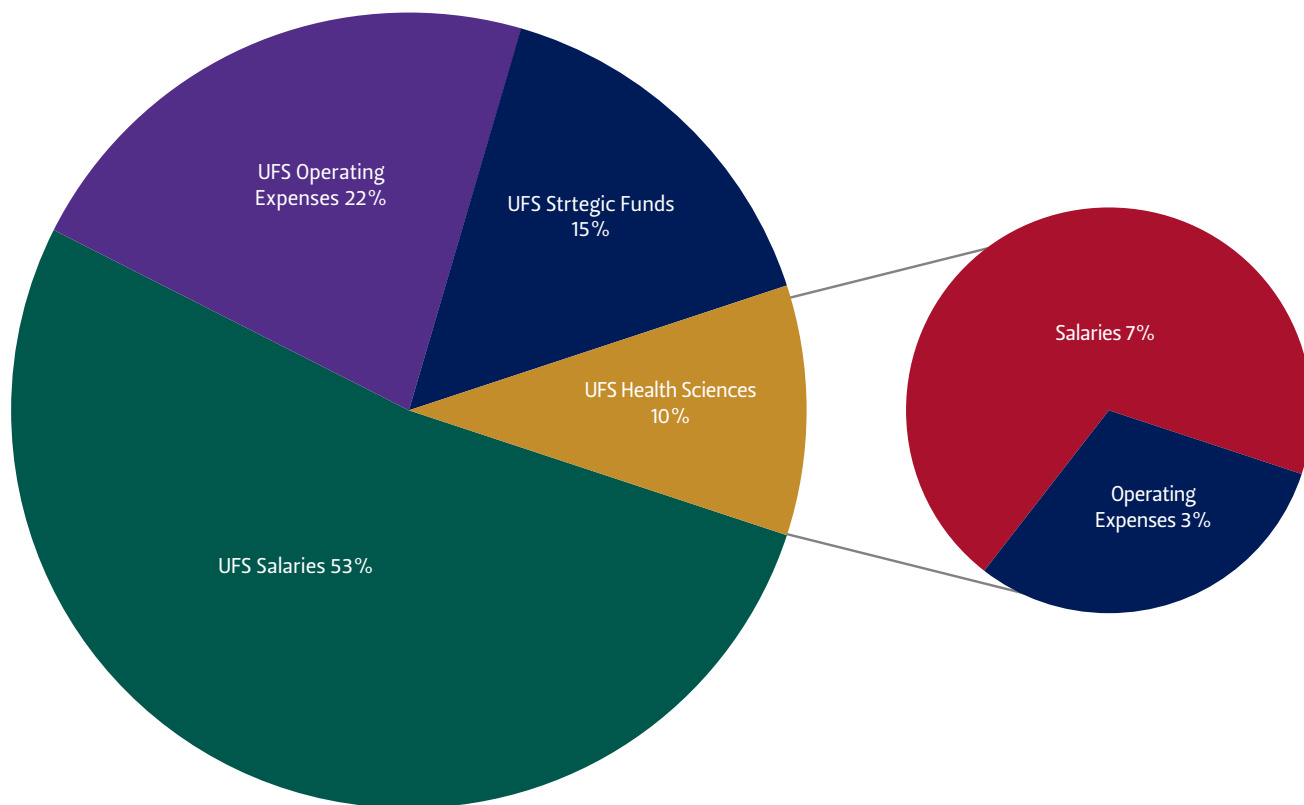


Figure 13: UFS remuneration management model

The philosophy and principles of the UFS remuneration management are based on the allocation of remuneration funds according to the multiple-year, income-related remuneration-adjustment model (see Figure 13). The most important principles of the model are that management is committed to applying a full 53% of the total recurrent Council-controlled income of the UFS for staff remuneration costs; and that the staff remuneration costs will not exceed 53% of that income. Affordability is the cornerstone of the model.

“The UFS compares its remuneration packages with the tertiary market by using the REMchannel salary survey.”

The UFS Council is responsible for the Remuneration Policy through the Remuneration Committee of Council. It operates according to a charter approved by the Council on 8 November 2007 and is responsible for ensuring that staff remuneration costs do not exceed 53% of the University's income; determining and agreeing the remuneration packages of the Vice Chancellor, Vice Rectors, the Registrar, Deans and Senior Directors; reviewing promotions and appointments of senior staff on levels equal to and higher than Senior Directors; and ensuring compliance with applicable laws and codes.

The UFS compares its 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 the 95th percentile of the median. In exceptional circumstances the Remuneration Committee may approve remuneration of an individual staff member or group of staff members above the median.



Even though the UFS aligns its remuneration packages with best practice in the sector, we understand that we cannot rely solely on our staff members' inherent interest in their fields, the intellectual challenge offered by the academic project, and the professional gratification derived from producing new knowledge and educating the next generation. To attain the University's strategic goals, we must attract, retain and motivate excellent scholars and high-calibre executives and have thus adopted a holistic and balanced approach to reward. This approach is based on a guaranteed package, individual growth and development, the creation of a stimulating work environment, short- and long-term incentives, and performance management. Our annual review of

staff remuneration is 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, aims to encourage loyalty.

The average increase in the remuneration packages paid for all staff members was 5.78% in 2013 and the increase in remuneration packages for 2014 is 6.92%.



CONCLUSION

In sum, 2013 was a good year for the UFS. Ongoing efforts in relation to our three strategic areas have started to bear fruit and there is a sense that in fundamental areas of concern, such as human relations on campus, the UFS has turned the corner. Yet, this does not mean that the UFS has achieved its most demanding and radical objectives in any area of performance. It means that renewed efforts are needed to ensure that the achievements of the last four years are embedded in the institutional DNA in such a way that changing back would not be possible. 2014 is a year of elections and therefore a year of change and uncertainty in government. Given some of the challenges faced by universities in terms of their relationship with the Minister during 2013, it is hoped that the new year will bring greater cooperation and better communication with government, improved performance in the different components of the academic project, a more productive interface between the formal curriculum and the co-curriculum, and that it will bring us closer to the use of the integrated report as a powerful management tool. Thus the sustainability of the academic and human projects would be running our projects and interventions in 2014.

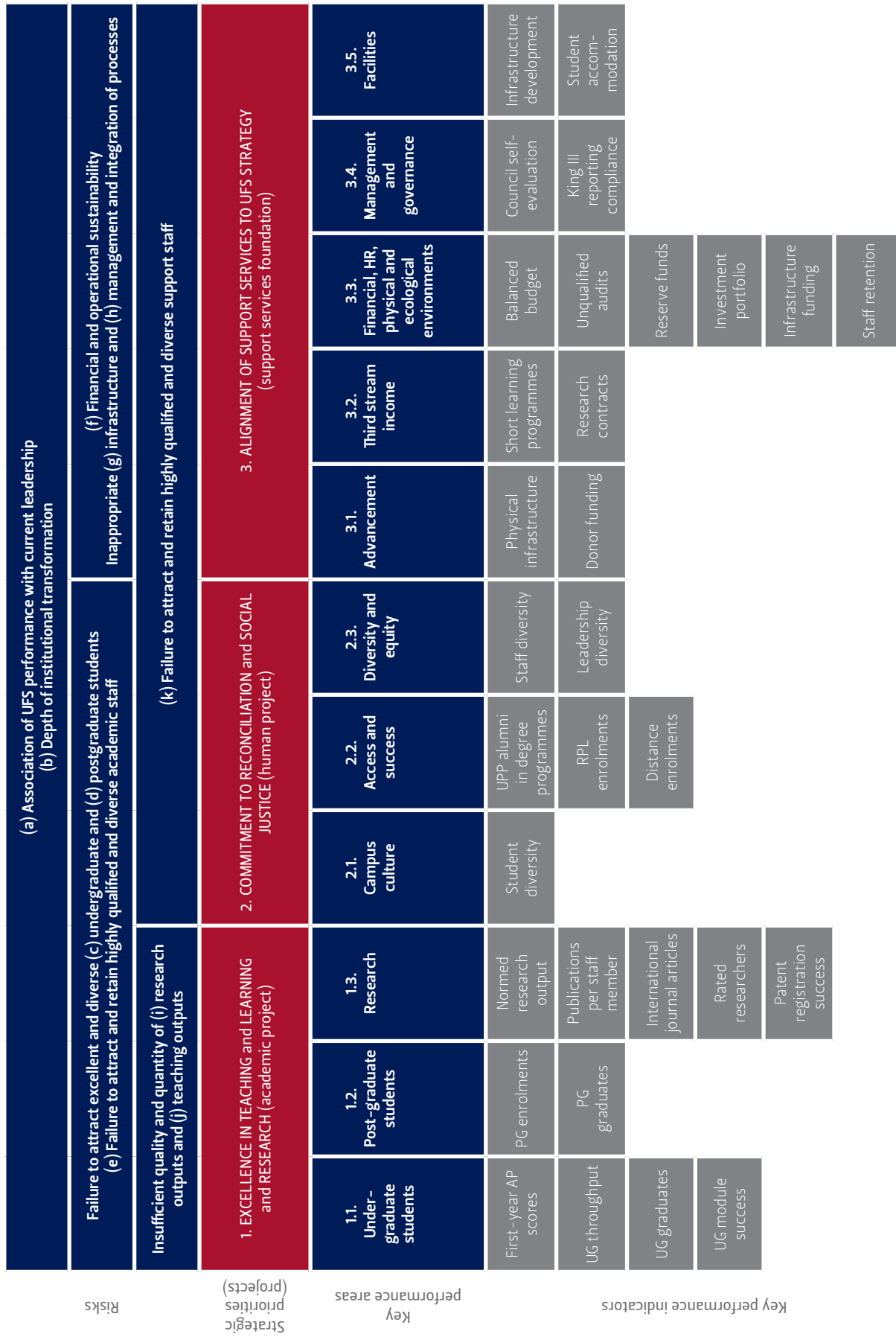


Figure 14: Relationships between identified risks, strategic projects, key performance areas and key performance indicators of the UFS

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