



2016

University of the Free State
ANNUAL REPORT
to the Minister of Higher Education and Training

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



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1 PREAMBLE

1.1 Message from the Council Chairperson

Despite the many problems faced by the whole of the higher education system, 2016 has been also a year of achievements for the UFS. In relation to those areas in which the Council has particular oversight we are especially satisfied with the consultative and deliberative process that was followed to change the language policy of the University. Also the Council approved a series of changes in the statute of the UFS the most important of which affects the composition of the Senate by including greater number of academics who are not full professors, without diminishing the number of professors sitting in Senate. This together with the change in the language policy have been important steps in furthering institutional transformation at the UFS.

Council itself has become more diverse with greater number of women and black people appointed in the available vacancies. We have discharged our fiduciary responsibility and the UFS has had another unqualified audit during 2016. In terms of the overall governance responsibility, Council responded to the confrontation between protesting students and spectators at a rugby match in Xerox Shimla Park stadium in February with a full investigation led by retired Constitutional Court Justice Johann van der Westhuizen. The recommendations of this

report were accepted by Council who tasked management with the distribution of the report and the implementation of the recommendations.

Council have been in constant contact with the University management in relation to the different stages of the student protest on our campuses and we are satisfied that our communication with the Vice-Chancellor and the Rectorate team has been very good.

Council has exercised its oversight role in relation to the implementation of the University's strategy and, as it can be seen from the performance indicators, the UFS has been making steady progress in most areas.

In August, Prof Jansen stepped down as Rector and Vice-Chancellor of the UFS after seven years in office. His contribution to the UFS has been greatly appreciated by the Council and the university community at large.

The Council guided the University in the process of appointment of a new Rector who will take office during 2017. I would like to acknowledge the work of Prof Nicky Morgan as Acting Vice-Chancellor during the height of student protest towards the end of the year.

Finally, I am also stepping down from Council after serving this university for nine years in different capacities. It has been a pleasure to serve in a Council that has taken its strategic, governance and fiduciary responsibilities so seriously.



Judge CHG van der Merwe
Chairman of the Council

1.2 Message from the Vice-Chancellor

At national and institutional level 2016 has demanded inordinate amounts of energy, creativity and stamina from the university community in general and management in particular. At different stages during this year students' national call for free education coincided with institutional-level demands and protests. At the UFS we thought that the best way of responding to the critique levelled at the state of transformation of our institution was to call for an external audit on transformation along the lines of the quality audits undertaken by the Higher Education Quality Committee between 2004 and 2010. An audit panel chaired by Prof Barney Pityana visited the university for a week and had the opportunity to meet with a range of internal stakeholders. The panel's report commended the progress made by the University in fundamental areas of transformation such as teaching and learning, inclusivity and participation as well as in terms of language policy. It also pointed out those areas that needed further attention such as achieving a clearer interface between the human and academic projects of the UFS and a deepening of the new institutional culture this university has been building since 2009. The panel moreover encouraged the UFS to take the human and academic projects as the point of departure for the next phase of transformation at the university and as guidelines in the search for a defined institutional identity within the higher education system.

Despite some academic time lost due to student protest, the University has been able to deliver in all its areas of performance. Important features to note are the increase of our first time undergraduate enrolments, the improvement of the success rate at undergraduate level, the reduction of the percentage of students dropping out without completing their degrees. Thanks to an initiative of the research portfolio we attracted larger numbers of masters and doctoral students while at the same time we increased the number of honours students as a first step in the systematic growing of our future academic workforce. We have grown the number of NRF rated academics to 150, the largest number the UFS ever had.

This year marked my seventh year as Vice-Chancellor of this University and I am stepping down from this position. I want to use this opportunity to thank the Chairperson of the UFS Council, Judge van der Merwe and the whole of the Council for its unwavering support to the University and to me as Vice-Chancellor.



Prof JD Jansen
Rector and Vice-Chancellor

Table 1: Key performance indicators 2016

Target met/exceeded
 Target not met by 4% of target or less
 Target not met by more than 4% of target

Strategic objective	KPI title	Actual for year-end 2015 ⁱ	Estimate for year-end 2016 ⁱⁱ	Target year-end 2016	
Increase student success	1. Undergraduate throughput rate	58.4%	58.9%	56.8%	<input checked="" type="checkbox"/>
Improve research outputs	2. Share of publication output units generated from articles published in internationally indexed journals ⁱⁱⁱ	55.6%	48.3%	72.0%	<input checked="" type="checkbox"/>
	3. Share of DHET research output norm achieved	90.8%	126.2%	103.2%	<input checked="" type="checkbox"/>
Improve staff equity	4. Percentage of permanent academics who are black	24.4%	25.8%	25.0%	<input checked="" type="checkbox"/>
Improve student equity	5. Difference between black and white student module success rates	-9.0%	-10.5%	-6.5%	<input checked="" type="checkbox"/>
Decrease dependence on tuition fees	6. Number of teaching input units	52 453	57 218	59 488	<input checked="" type="checkbox"/>

ⁱ Audited data.

ⁱⁱ All 2016 data in this draft of the 2016 Annual Report to the DHET is provisional, as at 29 March 2017. Data must be extracted at this date due to the external auditing and Council approval schedule, which requires that the Annual Report for year n be completed by the first week of May of year n+1, to guarantee submission to the DHET by end of June of year n+1.

- In the case of research outputs, publication output data for year n is submitted by the UFS to the DHET in May of year n+1 and audited data for year n is released by the DHET in January of year n+2. Depending on the share of proceedings and books submitted by the UFS for the DHET audit, the number of publication output units allocated by the DHET may be significantly different than that which the UFS submits. This may result in a significant difference between the provisional values and the final (actual) values for indicators that include publication outputs.
- In the case of all other data (enrolments, graduates and staff numbers), audited data for year n is released by the DHET after June of year n+1.
 - Enrolments and staff numbers for year n do not change significantly after March of year n+1.
 - However, since graduation ceremonies for undergraduate and honours graduates of year n take place in April/May of year n+1, and graduation ceremonies for Master's and Doctoral graduates for year n take place in the final week of June of year n+1, graduate numbers and success rates for year n change significantly after May and after June of year n+1, which may result in a significant difference between the provisional values and the final (actual) values for indicators that include graduate headcounts, including student success indicators.

ⁱⁱⁱ Publications in journals listed on the DHET-approved international indices, i.e. Thomson Reuters Institute of Science Information (ISI) Web of Science and the ProQuest International Bibliography of Social Science (IBSS).

2 ABOUT THE UFS

2.1 Strategic plan

2016 was the second year of implementation of the UFS Strategic Plan 2015-2020. The plan is inspired by the long-term vision and mission of the UFS first articulated in the UFS Strategic Plan 2012-2016, and it is shaped by the academic project, the human project and the support services foundation as the axes for the UFS's development and institutional definition. While the 2012-2016 Strategy provided the UFS with a common purpose and project that set the institution into motion on a long-term path of development, the 2015-2020 Strategy takes a medium-term view focused on deepening certain aspects of the change already achieved, and on ensuring the sustainability of the academic project.

The operationalisation of the 2015-2020 Strategy is monitored through a performance plan which is reviewed annually and submitted to the Department of Higher Education and Training (DHET) for approval. The plan includes specific, measurable, time-bound key performance indicators that are linked to the stated strategic objectives of the UFS (see Table 1), as well as the enrolment plan targets, financial commitments and budget forecast of the University (Table 8). The plan serves as the basis for all statutory reporting, including this Annual Report.

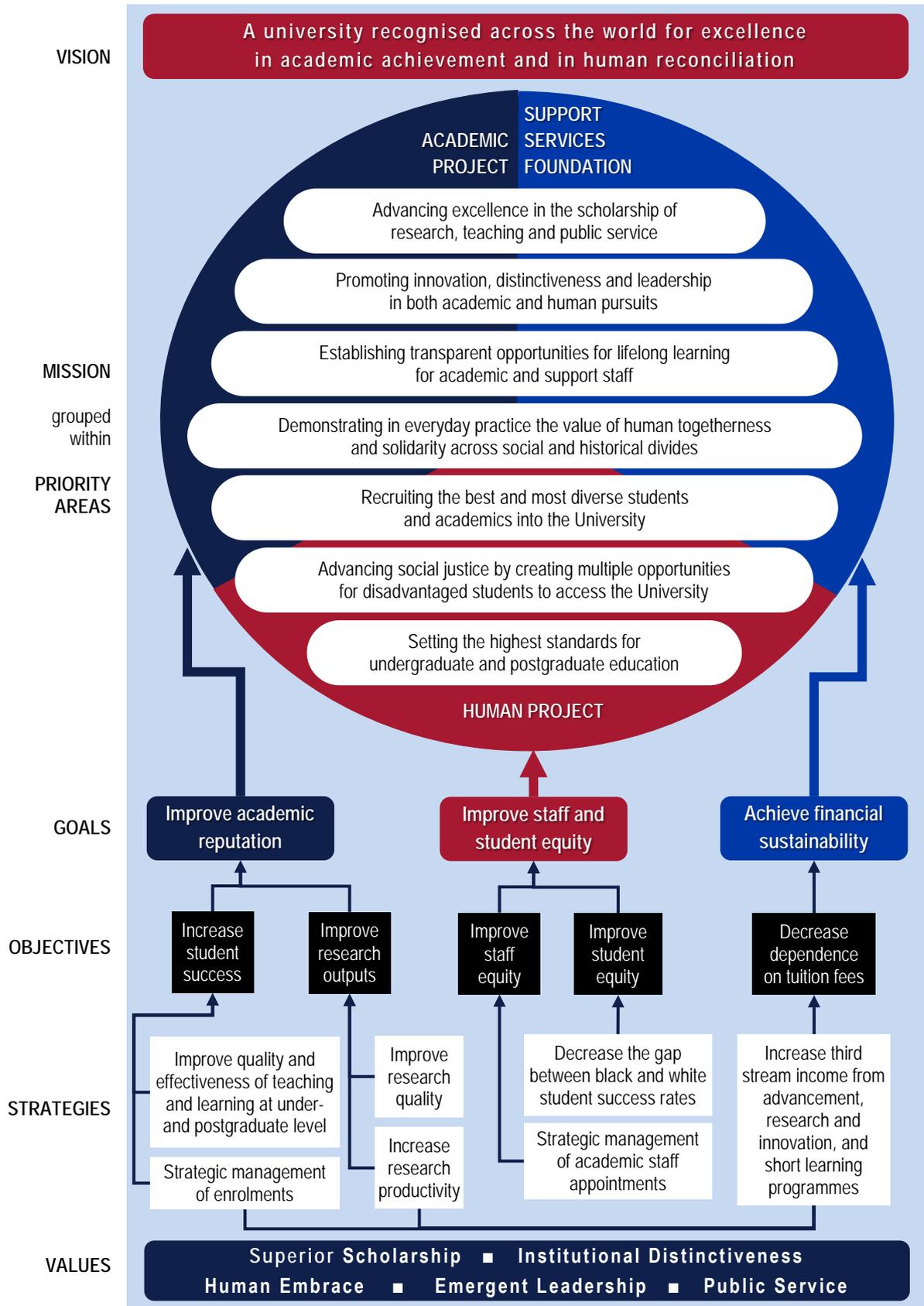


Figure 1: UFS strategic plan 2015 to 2020

2.2 Governance

2.2.1 Council

The Council met four times during 2016 and exercised its powers conscientiously and with success. It fulfilled its fiduciary responsibilities with regard to governance, as provided for in the Higher Education Act (Act 101 of 1997).

The UFS Council is responsible for the ongoing strategic direction of the UFS, approval of major developments, and the receipt of regular reports from management on the day-to-day operation of its business. Its first critical decision of 2016 was the approval by majority vote of a new language policy for the UFS (see section 4.2.2). It also called for two independent investigations in respect of the Shimla Park incident and the events that followed in February 2016, and the overall progress of transformation at the UFS since 2006, and appointed a new Rector and Vice-chancellor for the UFS in December 2016.

The UFS, under the governance of its Council, is committed to the principles of discipline, transparency, independence, accountability, responsibility, fairness and social responsibility. Accordingly, the Council endorses, and in 2016 applied, the Code of Conduct and Practice and the Code of Ethical Behaviour and Practice (see Appendix 1). The codes are appended to each agenda of the Council meetings so as to sensitise the members to the importance of ethical behaviour and practice. Monitoring compliance with the code forms part of the mandate of the Audit and Risk Management Committee of Council.

The Council has several committees in addition to the Audit and Risk Management Committee, including an Executive Committee, Remuneration Committee, Council Membership Committee, and a Finance Committee.

Matters reserved for decision making are set out in the UFS Statute approved in 2010. The Statute was revised in 2016 and subsequently amended in terms of the Higher Education Act (Act 101 of 1997). Notable revisions concern the composition of Senate (see sections 2.2.2 and 4.2.4) as well as the UFS Convocation.

2.2.1.1. Council members 2016

Chairperson

- Judge Ian van der Merwe

Vice-Chairperson

- Willem Louw

Rector and Vice-Chancellor

- Prof Jonathan Jansen/
Prof Nicky Morgan (acting)

Vice-Rector

- Prof Lis Lange/
Prof Corli Witthuhn

Appointed by the Minister of Higher Education and Training

- Suraya Jawodeen/
Itumeleng Poee
- Sidney Kgara
- Dan Mosia

Appointed by the Premier of the Free State

- Tate Makgoe

Elected by the Senate

- Prof Gert van Zyl
- Prof Helena van Zyl

Member of the religious community

- Dr Ntabileng Rammile

Elected by the Donors

- Judge Ian van der Merwe

Elected by the Alumni

- Christo Dippenaar
- Henry Madlala
(*Qwaqwa Campus*)
- Loraine Roux/
Dr Marius Swart

Elected by the Convocation

- Prof Johan Grobbelaar

Elected by the academic staff who are not members of Senate

- Dr Jacobus Potgieter

Elected by the non-academic staff (support service employee)

- Susan van Jaarsveld

Appointed by the Central Student Representative Council

- Lindokuhle Ntuli (*Bloemfontein Campus*)
- Paseka Sikhosane/Njabula Mwali (*Qwaqwa Campus*)

Appointed by the South African Local Government Association Free State

- Dr Balekile Mzangwa

Chairperson of the Institutional Forum

- Dr Willy Nel/ Rantooa Moji

Appointed by Council

- Ryland Fisher
- Derek Foster
- Dr Anchen Laubscher
- Willem Louw
- Likeleli Monyamane
- Ndaba Ntsele
- Kgotso Schoeman
- Dr Susan Vosloo

In advisory capacity

- Prof Daniella Coetzee (*Campus Principal: South Campus*)
- Prof Lis Lange (*Vice-Rector: Academic*)
- Dr Karen Lazenby (*Registrar: Systems and Administration*)
- Chris Liebenberg (*Senior Director: Finance*)
- Lacea Loader (*Director: Strategic Communication and Brand Management*)
- Dr Choice Makhetha/Prof Andre Keet (*Vice-Rector: Student Affairs and External Relations*)
- Pura Mgolomobane (*Dean: Student Affairs*)
- Prof Nicky Morgan/Prof Prakash Naidoo (*Vice-Rector: Operations*)
- Prof Prakash Naidoo/Teboho Manchu (*Campus Principal: Qwaqwa Campus*)
- Dr Gift Vinger (*Registrar: Governance and Policy*)
- Prof Corli Witthuhn (*Vice-Rector: Research*)

Box 1: UFS Council members serving at the date of adoption of this report (2 June 2017)

Chairperson

- Willem Louw

Vice-Chairperson

- Dr Ntabileng Rammile

Rector and Vice-Chancellor

- Prof Francis Petersen

Vice-Rector

- Prof Corli Witthuhn

Appointed by the Minister of Higher Education and Training

- Sidney Kgara
- Dan Mosia
- Itumeleng Poee

Appointed by the Premier of the Free State

- Tate Makgoe

Elected by the Senate

- Prof Helena van Zyl
- Prof Danie Vermeulen

Member of the religious community

- Dr Ntabileng Rammile

Elected by the Donors

- VACANT

Elected by the Alumni

- Christo Dippenaar
- Henry Madlala (*Qwaqwa Campus*)
- Dr Marius Swart

Elected by the Convocation

- Prof Johan Grobbelaar

Elected by the academic staff who are not members of Senate

- Dr Jacobus Potgieter

Elected by the non-academic staff (support service employee)

- Susan van Jaarsveld

Appointed by the Central Student Representative Council

- SK Luwaca (*Bloemfontein Campus*)
- Njabula Mwali (*Qwaqwa Campus*)

Appointed by the South African Local Government Association Free State

- VACANT

Chairperson of the Institutional Forum

- Rantooa Moji

Appointed by Council

- Ryland Fisher
- Derek Foster
- Dr Anchen Laubscher
- Willem Louw
- Likeleli Monyamane
- Ndaba Ntsele
- Kgotso Schoeman
- Dr Susan Vosloo

In advisory capacity

- Prof Daniella Coetzee (*Campus Principal: South Campus*)
- Prof Lis Lange (*Vice-Rector: Academic*)
- Dr Karen Lazenby (*Registrar: Systems and Administration*)
- Chris Liebenberg (*Senior Director: Finance*)
- Lacea Loader (*Director: Strategic Communication and Brand Management*)
- Pura Mgolomobane (*Dean: Student Affairs*)
- Prof Nicky Morgan (*Vice-Rector: Operations*)
- Prof Prakash Naidoo (*Campus Principal: Qwaqwa Campus*)
- Dr Gift Vinger (*Registrar: Governance and Policy*)

Box 2: Statement on corporate governance

The UFS has entered into formal recognition agreements with higher education trade unions UVPERSU and National Education, Health and Allied Workers Union (NEHAWU). Monthly meetings are held individually between the Labour Relations Divisions and the unions. Employee participation is encouraged throughout the infrastructure, systems, and committees by representation in various formal structures, i.e. the Institutional Forum (IF), Employment Equity Committee, Executive Committee of the Senate, and University Council. Two members of the Central Student Representative Council (CSRC) are full members of the Council. One CSRC member is a full member of the Senate. Students and trade unions are also represented on the Executive Committee of the Senate, the University Management Committee (UMC), and the IF.



Judge CHG van der Merwe
Chairman of the Council

Box 3: Statement on risk management⁴

The objective of the Audit and Risk Management Committee of Council is to assist the Council of the UFS with its responsibility of safeguarding assets, maintaining effective and efficient internal controls, reviewing the financial information and overseeing the preparation of the annual financial statements. Specifically, the committee deals with matters pertaining to:

- Compliance with applicable legislation, the code of business conduct of the University, and the requirements of regulatory authorities.
- Compliance with the Code of Corporate Practices and Conduct.
- Compliance with the institution's Code of Ethics.
- Compliance, as far as practically possible, with the recommendations of King III.
- Internal and external policies.
- Financial and internal control, accounting policies, reporting and disclosure.
- Activities, scope, adequacy and effectiveness of the internal audit function and audit plans.
- Review and approval of external audit plans, findings, problems, reports and fees.
- Review (at least annually) of the internal auditor's assessment of risks and approval of the internal audit plan to ensure that audits are conducted appropriately to mitigate the risks identified.
- Assessment of all areas of financial risk and the management thereof.
- Annual financial statements to the finance committee.
- Approval of financial policies and any changes thereto.
- Ensuring that all items raised in the annual audit management letter and interim internal audit reports have been addressed and that actions previously taken to address these issues are still in place and effective, including points raised in previous reports and previously deemed to have been resolved, to ensure that the problem has not recurred.
- Ensuring that policies are in place to protect the University's assets from loss or unauthorised use.

The committee operates in accordance with terms of reference authorised by the Council and reviewed regularly. The internal and external auditors have unrestricted access to the committee members. The committee is also responsible for risk management. The committee ensures that identified risks are monitored and appropriate measures are devised and implemented to manage such risks.

The committee met four times during 2016, and it focused among other matters on the issues arising from internal risk analysis, the internal and external audit plan and budget, the issues arising from the completed audit, and the fair presentation of the financial statements sent to the Council.



Mr D Foster

Chairperson: Audit and Risk Management Committee

⁴ Box 3, Figure 15, Figure 16, Table 9 and Table 10 constitute the 2016 report of Council on risk assessment and management of risk, as required by the *Regulations for Reporting by Public Higher Education Institutions* (Government Gazette No. 37726 of 9 June 2014).

Box 4: Structures and systems of internal control

The University maintains systems of internal control over financial reporting and the safeguarding of assets against unauthorised acquisition, use or disposal of such assets. Such systems are designed to provide reasonable assurance to the University and Council regarding an operational environment that promotes the safeguarding of a public higher education institution's assets, and the preparation and communication of reliable financial and other information. The internal control systems include documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a code of ethics that is communicated throughout the organisation to foster a strong ethical climate and the careful selection, training and development of its people. Information systems utilising information technology are in use throughout the University. All of these have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability, and security. Accepted standards are applied to protect privacy and ensure control over all data, including disaster recovery and back-up procedures. Password controls are strictly maintained, with users required to change passwords on a regular basis. Regular (monthly) reviews are conducted to ensure that there are no clashes of user-access rights, and that the basic internal control concept of division of duties is maintained. Where, for capacity reasons, an occasional clash does occur, sufficient manual controls are in place to ensure that these risks of clashes are mitigated. Systems are designed to promote ease of access for all users, and the systems are sufficiently integrated to minimise duplication of effort and ensure minimum manual intervention and reconciliation procedures. The development, maintenance and operation of all systems are controlled by competent, sufficiently trained staff. The utilisation of electronic technology to conduct transactions with staff and third parties ensures that control aspects receive close scrutiny and that procedures are designed and implemented to minimise the risk of fraud or error. The Internal Auditor monitors the operation of internal control systems and reports findings and recommendations to Management and Council through the Audit and Risk Management Committee. Corrective actions are taken to address control deficiencies and other opportunities for improving systems when identified. The Council, operating through its Audit and Risk Management Committee, provides oversight of the financial reporting process. There are inherent limitations to the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change according to circumstances. The University assessed its internal control systems as at 31 December 2016 in relation to the criteria for effective internal control over financial reporting described in its financial policy documents. Based on this assessment, the University believes that, on 31 December 2016, its systems of internal control over operational environment, financial and information reporting and safeguarding of assets against the unauthorised acquisition, use or disposal of assets met these criteria. The University conducted a review of its risk assessment document and, in conjunction with the internal auditors, developed a programme of internal audits to examine the systems, procedures and controls in those areas considered as high risk. With regard to other matters on the agendas of the Audit and Risk Management Committee there were no outstanding items that exposed the University to loss arising from undue material risk.



Mr G van den Berg
Director: Internal Audit



Mr D Foster
Chairperson: Audit and Risk Management Committee

2.2.2 UFS Senate

During 2016, the Senate of the UFS continued to exercise its mandate of providing strategic direction for the teaching and learning, research and community engagement functions of the University and for the determination of policy and rules concerning academic matters, in line with the University's Statute and the Higher Education Act (Act 101 of 1997).

It focused primarily on the revision of the Language Policy and its implementation plan; the revision of the Statute which had wide ramifications on the composition of Senate (see section 4.2.4); recommendation to the Council on the appointment of a new Rector and Vice-Chancellor; approval of amendments to the 2017 General Rules; approval of the Assessment Policy and the Policy Regarding Joint Degrees; and putting in place mechanisms to ensure that the 2016 academic year was salvaged amid ongoing #FeesMustFall protests.

The Senate has five standing committees: the Academic Planning and Development Committee (APDC), the Teaching and Learning Committee, the Research Ethics Committee, the Library Committee, and the Honorary Degrees Committee. The Honorary Degrees Committee is a joint committee of Senate and Council which, in 2016, had recommended the conferment of four honorary doctorates and two Chancellor's Medals, subsequently approved by Senate and Council.

In 2016, Senate was constituted as follows: the Rector and Vice-Chancellor (chairperson), the Vice-Rectors, all full professors, the Registrars,

one member of the Council (elected by the Council), the academic faculty deans, two members of the CSRC and other academic employees as provided for by the Institutional Rules (including the Deputy Registrar: Governance, two staff union representatives, and the heads of Communication and Brand Management (CBM), Finance, Human Resources, Research Development, and the Directorate for Institutional Research and Academic Planning (DIRAP). The approved revised Statute proposed a dramatic transformation of Senate, pending ministerial approval; although 100% of full professors will be retained as members, there will be a marked increase in student membership and other categories of primarily academic staff.

2.2.3 University Management Committee 2015

The UMC addresses managerial issues within the University in a collective and efficient manner, with executive powers besides its advisory role to the Rector and Vice-Chancellor, and also has certain defined and/or delegated executive authority. The UMC reports on and monitors all projects of the Council and those of the institution as a whole. It may approve operational projects in terms of the existing policies and procedures. UMC members must ensure that the management skills of the senior leadership team are enhanced and that the strategic vision of the institution is carried throughout the UFS.

The UMC met on a monthly basis during 2016 and in addition held several special meetings arising from urgent issues requiring attention.

2.2.3.1. University Management Committee members 2016

Rector and Vice-Chancellor

- Prof Jonathan Jansen/
Prof Nicky Morgan (acting)

Vice-Rectors

- Prof Lis Lange (Vice-Rector: Academic)
- Dr Choice Makhetha/Prof Andre Keet (Vice-Rector: Student Affairs and External Relations)
- Prof Nicky Morgan/Prof Prakash Naidoo (Vice-Rector: Operations)
- Prof Corli Witthuhn (Vice-Rector: Research)

Registrars

- Dr Karen Lazenby
(Registrar: Systems and Administration)
- Dr Gift Vinger
(Registrar: Governance and Policy)

Deans

- Prof Lucius Botes (Humanities)
- Prof Hendri Kroukamp (Economic and Management Sciences)
- Prof Sechaba Mahlomaholo (Education)
- Prof Caroline Nicholson (Law)
- Prof Fanie Snyman (Theology)
- Prof Gert van Zyl (Health Sciences)
- Prof Danie Vermeulen
(Natural and Agricultural Sciences)
- Pura Mgolombane (Student Affairs)

Campus Principals

- Prof Daniella Coetzee
(Campus Principal: South Campus)
- Prof Prakash Naidoo/ Teboho Manchu (Campus Principal: Qwaqwa Campus)

Student Representative Council Presidents

- Lindokuhle Ntuli (Bloemfontein Campus)
- Paseka Sikhosane/ Njabula Mwali
(Qwaqwa Campus)

Support Service Department Heads

- Dr Vic Coetzee (Information and Communication Technology Service)
- Keitumetse Eister
(Library and Information Services)
- Nico Janse van Rensburg (University Estates)
- Prof Andre Keet/ JC van der Merwe
(Institute for Reconciliation and Social Justice)
- Lise Kriel
(Institutional Research and Academic Planning)
- Chris Liebenberg (Finance)
- Lacea Loader
(Communication and Brand Management)
- Nomonde Mbadi (Marketing)
- Beata Mtyingizana (International Affairs)
- Bishop Billyboy Ramahle
(Community Engagement)
- Dr Francois Strydom
(Centre for Teaching and Learning)
- Dr Glen Taylor (Research Development)
- Dr Henriette van den Berg
(Postgraduate School)
- Annamia van den Heever
(Institutional Advancement)
- Susan van Jaarsveld (Human Resources)

In advisory capacity

- Anita Lombard (UVPERSU representative)
- Anban Naidoo (Academic Student Services)
- Thabang Sepeame (NEHAWU representative)
- Elna van Pletzen (Deputy Registrar)

Secretariat

- Susan Esterhuizen (Meeting Administration)

2.2.4 Student Representative Council

The #FeesMustFall movement of 2015/2016 had a major impact on student governance at the UFS during 2016. In particular it resulted in the creation of student organisations outside the Student Representative Council (SRC). An “unofficial” student movement emerged under different banners, the most notable being the Free Education Movement (FEM), #Unsilence_UFS, and Open UFS. The leadership of these groups joined the elected SRC on various occasions to represent the UFS student body in formal and informal interactions with the University’s senior management related to student demands and protests.

#FeesMustFall also meant that the normal process of electing a new SRC during 2016 was not possible, with two separate situations arising on the Bloemfontein and Qwaqwa Campuses. On the Bloemfontein Campus the Independent Elections Agency (IEA) successfully organised elections for the ex-officio SRC positions during the 2016 academic year. The main elective portfolio elections were, however, deferred to the 2017 academic year so the campus operated with a transitional structure. On the Qwaqwa Campus, the protests seemed to have bolstered the electoral participation of students: the SRC elections on 26 August 2016 had a voter turnout of 62.4%, the highest in the country.

2.2.4.1. SRC members 2015/2016: Bloemfontein

Executive Members

- Lindokuhle Ntuli (President)
- Mpho Khati (Vice President)
- Tsietso Mafoso (Secretary)
- Katleho Masheane (Treasurer)

Elective Portfolios

- Luwaca Sikhululekile (Dialogue and Associations)
- Luke Small (Legal and Constitutional Affairs)
- Karabo Pheko (Student Development and Environmental Affairs)
- Delia Moumakwe (Arts and Culture)
- Victor Sejane (Student Accessibility and Support)
- Kabelo Noosi (Sport)
- Peo Segano (Media and Marketing)
- Nicola King (First Generation Students)
- Katleho Letube (Transformation)

Ex-officio Portfolios

- Letsika Leqoalane (Academic Affairs)
- Ingrid Wentzel (Campus Residences)
- Phumzile Sithebe (City Residences and Commuter Students)
- Kamogelo Dithebe (Postgraduate Student Council)
- Takudzwa Gezi (International Student Affairs)
- Mabohatsu Mphatsoe (Student Media)
- Tubatsi Moloi (Rag Community Service)
- Johan Diedericks (Rag Fundraising Chair)

2.2.4.2. SRC members 2015/2016: Qwaqwa

- Paseka Sikhosana (President)
- Zethu Mhlongo (Deputy President)
- Nondumiso Langa (Secretary General)
- Palesa Selepe (Treasurer General)
- Nthabiseng Mokoena (Politics and Transformation)
- Bongiwwe Buthelezi (Media and Publicity)
- Lindokuhle Ngubone (Student Development and Environmental affairs)
- Nicholas Sibeko (Off-Campus)
- Kwenzakwenkosi Mthethwa (Arts and Culture)
- Khomotso Nkadimeng (Academic Affairs)
- Thabo Zengele (Sports Affairs)
- Mamosebetsi Mokoena (Religious Affairs)
- Pheletso Moekoa (Residence and Catering)
- Dieketseng Mokoena (RAG Community and Dialogue)

2.2.5 The Institutional Forum

All the 2016 meetings of the IF were quorate. This is an indication of the seriousness with which IF members regard their participation in this body, which is a continuation of the improved functioning of the forum initiated in 2015.

The first meeting of 2016 followed shortly after the Shimla Park incident. The discussion was dominated by attempts to make sense of the effects of the incident and ensuing protests on transformation at the UFS. With due attention paid to the 2 March 2016 agreement between Management and the SRC, the IF advised the UFS Council to call for an independent investigation into the performance of successive Management teams for at least the past 10 years in terms of institutional transformation; the aim being to determine if there was substance to students' claim that UFS Management failed on transformation, and that this served as grounds to remove the Rector from his post. Council instituted such an investigation and the resultant report found that the UFS Management had led the University on a consistent upward transformation trajectory, but that some room for improvement remained.

The IF also endorsed the agreement that the SRC be foregrounded in the processes regarding symbolic changes such as name changes and suggestions regarding statutes. The IF suggested adoption of the Language Policy, given a few changes which were eventually included in the implementation plan of the policy.

During 2016 the IF also considered the issues of insourcing and zero percent fee increment,

which may be considered to be operational issues. However, these issues are of interest to the IF because of its impact on the stability and financial sustainability of the University. In this regard, the IF was informed by the Vice-Rector: Operations about progress in the process of insourcing of contract workers, a process which started at the end of the previous year. The IF confirmed the principles of social justice and financial sustainability which Council laid down for the process. The Vice-Rector: Operations also shared the University's position on the financial future of the UFS in the case of another zero percent increment in student fees.

In the last quarter of 2016 the forum elected a new chairperson and vice-chairperson, and the Council and UMC also appointed new representatives to the IF. The IF advised the Council on the review of the UFS Statute, with specific reference to the composition of the Forum, Council and Senate. With regard to the appointment of the new Rector and Vice-Chancellor, it advised the Council to broaden the advisory process to include not only Senate and Council, but also the broader UFS community. The IF concluded that the overall process was fair, thorough and transparent, but raised concerns over the perceived lack of attendance by Senate members at the public presentations.



Dr WN Nel

IF Chairperson (January to September 2017)



RG Moji

IF Chairperson (November to December 2017)

2.2.5.1. IF members 2016

Chairperson

◦ Dr Willy Nel/Rantooa Moji

Designated by the University Management Committee

◦ Prof Andre Keet/Pura Mgolombane
◦ Beata Mtyingizana

Designated by the Council

◦ Dr Anchen Laubscher
◦ Henry Madlala

Elected by the Senate

◦ Prof Philippe Burger
◦ Prof Heidi Hudson

Elected by the academic employees other than Senate members

◦ Dr Johan Bezuidenhout
◦ Dr Willy Nel/Rantooa Moji

Elected by the administrative employees

◦ DB Prinsloo
◦ Arista van der Westhuizen

Elected by the service employees

◦ Solomon Coangae
◦ Tshokolo Moeti

Designated by the Students Representative Council

◦ Lindokuhle Ntuli (Bloemfontein Campus)
◦ Paseka Sikhosane/Njabula Mwali (Qwaqwa Campus)

Designated by the trade unions

◦ Anita Lombard (UVPERSU)
◦ Mandla Ndlangamandla/Thabang Sepeame (NEHAWU)

3 REPORT OF SENATE ON THE ACADEMIC PROJECT

3.1 Performance report: Improving the academic reputation of the UFS

3.1.1 *Increasing student success*

The UFS Strategic Plan 2015-2020 identifies two strategies intended to increase its students' success: (a) improving the quality and effectiveness of teaching and learning at undergraduate and postgraduate level, and (b) implementing strategic management of enrolments to achieve academic sustainability.

Even though it remains important to monitor graduate headcounts and graduation rates (i.e. graduates as a percentage of enrolments in the same year) from the point of view of the efficiency of University, success rates and throughput in particular can be seen as a proxy for the quality of teaching and learning. The UFS therefore uses the disaggregated degree credit success rates from its enrolment plan to measure its performance in this regard (see Table 8), but its Key Performance Indicator (KPI) for student success is its undergraduate throughput rate (see Table 1).

The UFS calculates undergraduate throughput as the share of a specified undergraduate student

cohort that completes a three-year degree in five years or less. The UFS has improved its undergraduate throughput rate from below 50% in 2012 and 2013, to close to 60% in 2016 (see Figure 2). This means that three in five of the 2012 undergraduate cohort (enrolled for three-year degrees) completed their degrees in five years or less, and that the UFS exceeded its 2016 target of 56.8%.

Despite a decrease of 3% in its undergraduate degree credit success rate from 2015 to 2016, the UFS also exceeded its enrolment plan target for this indicator (by 6%, see indicator 32 of Table 8).

In terms of graduate headcounts and graduation rates the UFS achieved its 2016 enrolment plan targets only for its postgraduate qualifications below Master’s level. This may be attributed to continued under-enrolment since 2013, the effect of which is evident in the 2016 graduate numbers (see Figure 3). The UFS does not expect to see significant improvement in these figures before 2019, when the vastly increased enrolment numbers of 2016 should come into play.

Student learning and success is not the result of one initiative. This is why the UFS attributes the improvement in especially its undergraduate students’ success to a range of interventions aimed at improving teaching and learning quality. Most of these interventions are managed by the UFS Centre for Teaching and Learning (CTL) (see section 3.2.2) and include, e.g. developing a comprehensive understanding of the UFS student; academic advising, tutorial and academic literacy development for students; and academic staff development focused on teaching

skills and resources. In 2016 in particular the #FeesMustFall protests served as a powerful catalyst to extend the use of technology in teaching and learning, as well as to prompt the University to better understand the impact of financial stress on student success. Details of these and other initiatives are provided in sections 0.

Strategic management of enrolments may also assist in improving student success, specifically as it relates to the academic performance and capabilities of the school leavers who are admitted to study at the UFS. The University took a strategic decision in 2010 to increase its admission requirements overall, and particularly in the Faculties of Economic and Management Sciences (EMS) and Natural and Agricultural Sciences (NAS). Despite the unavoidable decrease in enrolment numbers, it is believed that this decision (combined with the other teaching and learning interventions noted above) has contributed to the improvement in the UFS’s success rates.

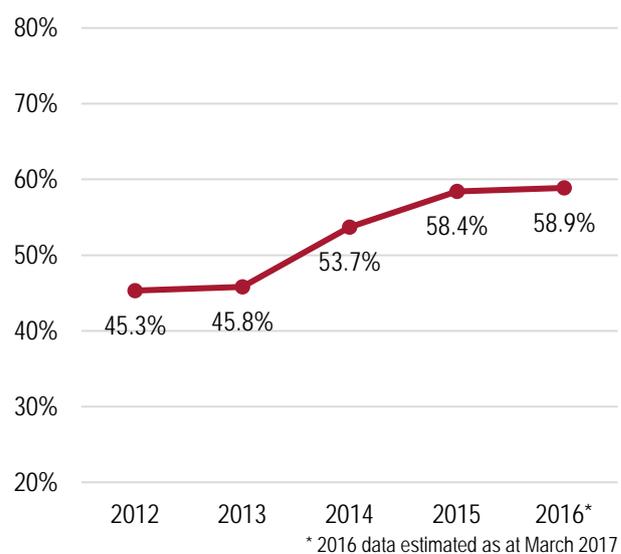


Figure 2: Undergraduate throughput rates, 2012 to 2016

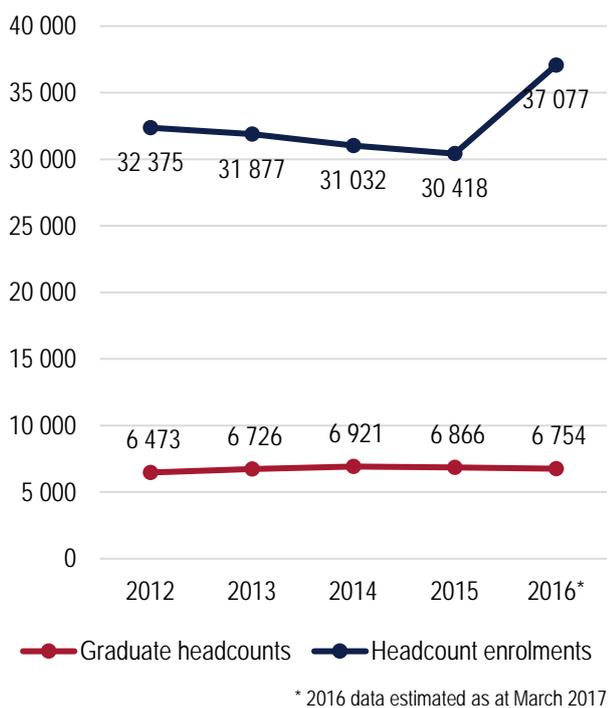


Figure 3: Enrolments versus graduates, 2012 to 2016

3.1.2 Improving research outputs

Academic reputation is equally dependent upon the quantity and the quality of research produced by an institution. The UFS therefore intends to improve its academic reputation by increasing the productivity of its researchers while, at the same time, improving the quality of its researchers' outputs.

UFS KPI 2 measures research quality by the editorial policies of academic publishing houses and scholarly journals, i.e. KPI 2 reflects the share of the University's total publication outputs generated from articles published in internationally indexed journals (see Table 1). Over the past five years this indicator did not show improvement in research quality at the

UFS: the share of publication outputs in Institute of Science Information (ISI) and International Bibliography of Social Science (IBSS) journals decreased from 58.2% in 2012, to 54.7% in 2014, to 48.3% in 2016 (see Figure 4). According to the most recent audited publication output data, South African public universities publish an average of 63% of their outputs in internationally indexed journals while for six institutions this value exceeds 70%⁵. The UFS therefore still has some way to go to perform on par with its peers and achieve its target of 72% for this indicator.

Research productivity is not only a determinant of the University's academic reputation, but also plays an important role in ensuring its financial sustainability (see section 5.2.2). The UFS measures its research productivity by its ability to achieve the normed output units set for the University by the DHET (see KPI 3 in Table 1).

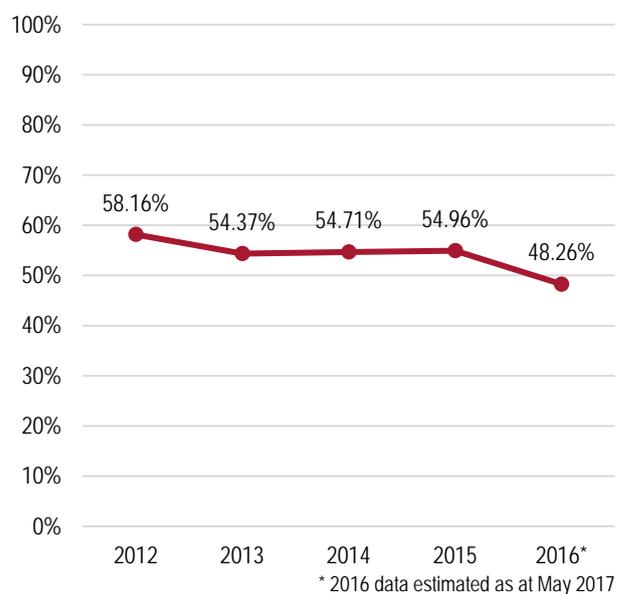
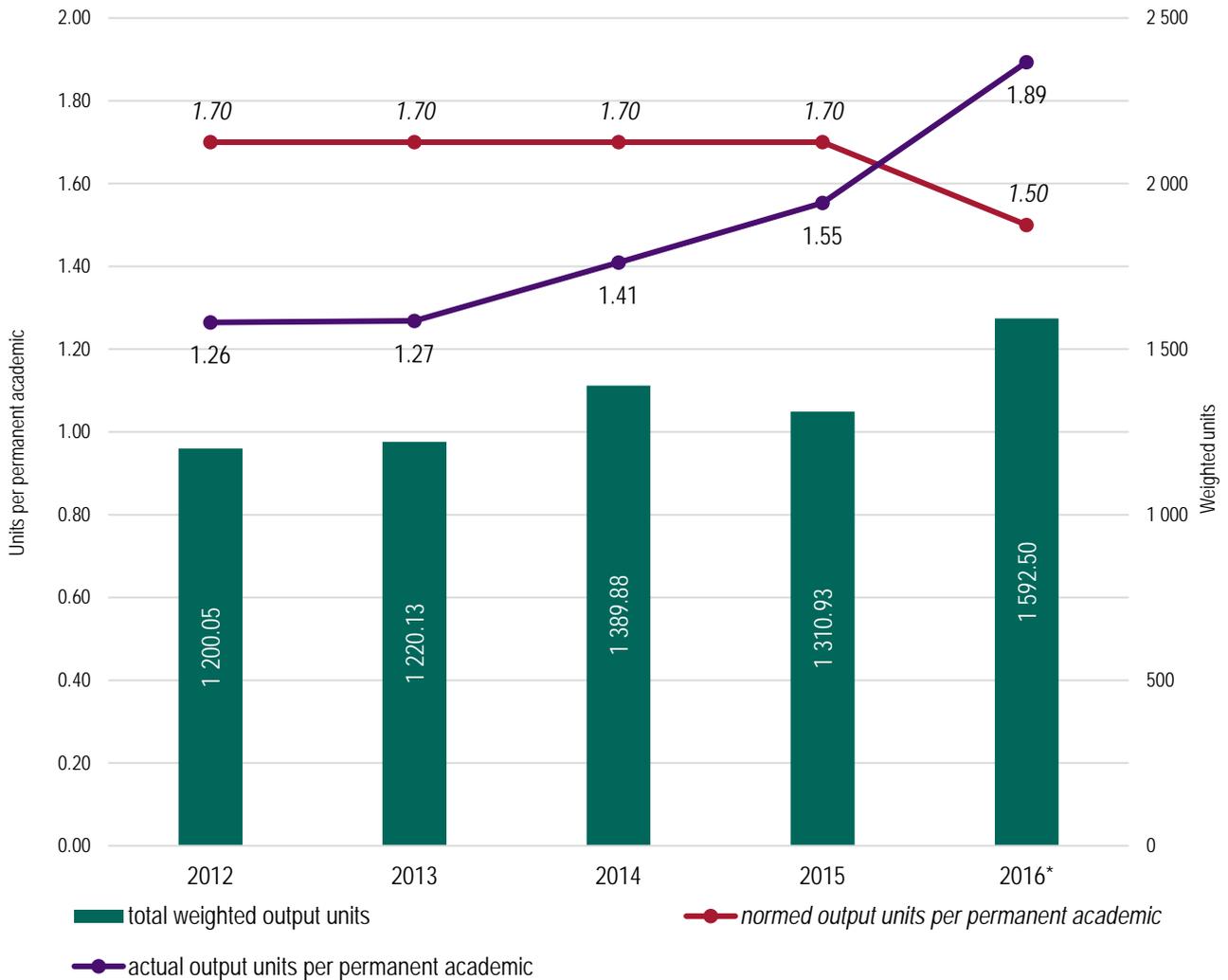


Figure 4: Share of publication output units published in internationally indexed (ISI/IBSS) journals, 2012 to 2016

⁵ Department of Higher Education and Training. (January 2016). *Report on the Evaluation of the 2014 Universities' Research Outputs*. Pretoria: Department of Higher Education and Training.



* 2016 data estimated as at May 2017

Figure 5: UFS research productivity, 2009 to 2016

In 2009 each permanent academic was expected to generate 1.25 output units through their research publications and/or the research Master’s and doctoral graduates that they successfully supervised. The DHET increased this norm to 1.41 units for the 2010 academic year, and to 1.7 units as from 2011. The UFS has not achieved these increased targets and the DHET subsequently lowered the norm to 1.5 units as from 2016.

The University’s total research outputs as well as the number of units per UFS academic have

steadily increased since 2010, and in 2016 the University produced 1.89 units per permanent academic, thus achieving 126.2% of the DHET norm (see Figure 5). The improvement may be attributed to a number of strategies, including the recruitment of leading scholars to join the UFS, the proactive development of researchers already affiliated with the University (see section 3.4.2), a significant increase in postdoctoral fellows (see section 3.3.3), and the continued engagement of highly productive academics as research fellows and postgraduate supervisors after retirement.

3.2 Teaching and learning

3.2.1 *Message from the Vice-Rector: Academic*

2016 has been a difficult year in the area of teaching and learning. The nationwide student protests did not leave the UFS untouched. Academics as well as students had to adapt to work in an unpredictable environment but also to work differently. Faculties showed ingenuity and endurance when an academic rescue plan had to be implemented to salvage the academic year. The crisis created a unique opportunity to innovate in teaching and learning and make use of technology to deliver content and assess students' work. That which was learnt through the management of the crisis became a valuable input to further the improvement of undergraduate teaching and learning in all faculties.

Underneath the crisis the academic enterprise went ahead with the University meeting most of its performance targets in the area of teaching and learning. The UFS is one of five South African universities (Nelson Mandela Metropolitan University, Pretoria University, Wits University and Durban University of Technology are the others) funded by the Kresge Foundation to develop data analytic capacity to support student success. The Siyaphumelela Project is a flagship project in the academic portfolio devoted to increasing student success through more frequent and more reflective use of data analytics across the UFS. Two key professional units in the academic portfolio, DIRAP and the CTL, have been working together in this four-year project. A variety of interventions designed together with the faculties (tutorials, academic

advising, curriculum redesign) are having an impact in improving student success. Success rates at undergraduate level have reached 82% with the difference between the success rates of black students and white students decreasing. The progress made in this area should be an incentive to move into the next phase in which monitoring of student performance and student advice through data analytics becomes a "normal" university practice.

The number of submissions received for the Vice-Chancellor Teaching and Learning Awards as well as the quality of the portfolios submitted speak volumes about the growing importance of the scholarship of teaching and learning (SoTL) at the UFS. A new generation of rounded academics operating at the cutting edge of teaching and learning innovation is emerging at the UFS.

The growing complexity of the academic enterprise requires greater preparation and training for academics to assume management and leadership positions successfully. Under the leadership of the CTL and in collaboration with the Human Resources and Finance divisions, a course especially designed to support heads of departments was offered twice during 2016 with good feedback from participants and will become a permanent feature in the UFS academic staff development strategy.

In the area of academic planning and quality assurance the APDC of Senate continues to provide guidance and oversight in relation to programme development and accreditation. Major academic reviews requested by the University were done in relation to the LLB, in preparation for the National Review led by the

Higher Education Quality Committee (HEQC), and the review of the Bachelor of Agriculture, the Bachelor of Sciences in Agriculture and the Bachelor of Consumer Sciences in the NAS Faculty. These reviews are part of the internal system of quality assurance at the UFS that during this first cycle is particularly focused on curriculum change.

While the UFS has been successful in the last few years in putting into order its Programme and Qualifications Mix (PQM) and in aligning its programme offerings to the Higher Education Qualifications Sub-Framework (HEQSF), the most serious task ahead is to approach the university curriculum critically and understand what transformation means in relation to knowledge; this is all the more important in the wake of the student protests of the last 18 months.

No review of 2016 at the UFS would be complete without mentioning the change in the University's Language Policy. The decision of Council at the beginning of 2016 to approve a new policy after a wide process of consultation was a watershed moment in the history of the UFS. From the point of view of the academic portfolio, which is responsible for the implementation of the policy in the teaching and learning environment, 2016 was a year of planning. This process involved faculties as well as professional units like the CTL and Student Academic Services (SAS). Next year, 2017, will mark the beginning of phase one in the implementation of the policy which includes only first-year students in the Faculties of Health Sciences, Humanities and Law. These students will have lectures in English and where necessary

will receive tutorial support in Afrikaans until their second year.

Like many other historically white universities the UFS fares poorly when it comes to the equity profile of its academic staff. In the area of teaching and learning this is especially concerning given the need to change curriculum and pedagogy, making them more responsive to the growing number of black students coming to the University. A number of strategies are being put in place, including making use of the opportunities provided by the New Generation of Academics Programme (nGAP) programme funded by the DHET, to change the equity profile of our academics.

Prof Lis Lange

Vice-rector: Academic

3.2.2 Teaching and learning development

The CTL is responsible for the advancement of academic excellence and innovation in the core function of teaching and learning. The centre works in collaboration with faculties to develop interventions that benefit departments, individual staff and students. Its work is guided by the Teaching and Learning Strategy (TLS) that was approved by Senate in May 2014. The TLS has been aligned with the goals of the UFS Strategic Plan 2015-2020 (see section 2.1) and therefore support the key performance areas identified by Council. All projects of the CTL are aimed at realising the TLS objectives:

- Raising awareness of quality teaching and learning;
- Developing excellent teachers;

- Engaging students for success;
- Building an organisation for change and teaching and learning leadership;
- Aligning institutional policies to foster quality teaching and learning;
- Highlighting innovation as a driver for change;
- Evidence-based change through assessment; and
- Developing graduate attributes.

The CTL will facilitate a review of the TLS in 2017 to ensure that it is appropriately aligned with changes in the teaching and learning environment as well as the University's priority work areas.

Assessing the impact of institutional interventions in higher education is notoriously difficult and complex⁶. Assessment of impact needs to focus on a specific question and must utilise multiple data sources as evidence. The following assessment therefore focuses on each TLS objective and makes use of quantitative and qualitative data to illustrate the development of quality teaching and learning. The assessment takes into account the two most significant shifts that influenced UFS teaching and learning development during 2016, i.e. the #FeesMustFall protests and the new UFS Language Policy.

3.2.2.1. Raising awareness of quality teaching and learning

Three CTL projects are particularly relevant in terms of raising awareness of the critical changes in the teaching and learning environment during 2016, i.e. (a) Understanding Students' Financial

Stress; (b) Using Technology to Support Academics' and Students' Success; and, (c) How the UFS Supports Students' Language Development.

In response to the 2015 #FeesMustFall protests the UFS took a first step towards understanding students' financial stress by including the Financial Stress Scale (FSS) in the 2016 administration of the South African Survey of Student Engagement (SASSE). The aim of this national research is to promote a better understanding of the students in our classrooms which can help develop more supportive teaching and learning environments. The results show how financial stress is having a negative impact on the daily lives of UFS students, which inevitably influences their educational experiences. The research findings (see Box 5) provide a worrying picture of the impact that longstanding inequalities have on the educational experiences and general well-being of students. It gives some insight into the current frustrations of students and institutions about an underfunded higher education system and the direct consequences this has on student engagement and success.

Multiple iterations of #FeesMustFall protests resulted in disruptions that endangered the academic year and challenged academics to find alternative methods to continue and to complete the academic calendar. In the context of the Academic Rescue Plan, the CTL used technology to support academics and students in meeting this challenge. A UFS academic support tool box was developed, followed by regular tips on how

⁶ Kuh, G.D., Ikenberry, S., Jankowski, N., Cain, T.R., Ewell, P., Hutchings, P., & Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco: Jossey Bass.

to use technology to make academic work and student support more effective. The CTL trained 257 staff during the last week of October 2016 to use the learning management system and other software to successfully finish the academic year. Thus, #FeesMustFall inadvertently served as a catalyst for finding new methods of teaching and learning and for supporting students' success.

The Unit for Language Development supports students' language development at the UFS. Anticipating the implementation of the new language policy, the Unit for Language Development continued to expand the use of innovative academic literacy approaches and services to improve students' academic writing. The academic literacy course supported more than 8 000 students in 2016, while the Write Site assisted more than 6 000 students, helping them to develop the language skills that are essential for academic as well as employment success.

3.2.2.2. *Developing excellent teachers*

Academics are confronted with highly complex challenges in today's classroom, ranging from students with varying levels of preparedness to the 'disruptive' impact of new technologies. Therefore, new academic staff development opportunities and support mechanisms are vital in helping to improve quality. The EMS Faculty uncovered some unintended positive outcomes of the implementation of data analytics in their modules, which has resulted in the professional growth and scholarly achievement of the members of the faculty's special interest group for the SoTL (also see section 3.2.3). On the Qwaqwa Campus the CTL focused on promoting Universal Design for Instruction (UDI) principles to prepare a new generation of tutors by providing them with a monitoring tool which can also be used by lecturers to create inclusive classrooms that support student success.

Box 5: Financial Stress Scale – main findings

- Students do not leave socio-economic inequalities at home when they come to university;
- The vulnerability of black and Coloured students in general, as well as first generation students is quite clear;
- A large portion of white students contributing to their own studies through paying for themselves, taking out loans, or receiving NSFAS aid, challenge racialised stereotypes about the affordability of higher education;
- In general, only 8% of all participating students never worry about how they are going to pay for day-to-day expenses, and only 14% never worry about how they are going to pay university fees;
- The vast majority of students (79%) indicated that they have run out of food without being able to buy more, with 30% indicating that this happens most days or every day;
- 66% of first-generation students are hungry on most days or every day; and
- Students experiencing the most financial stress, and who have regularly been hungry, are the ones who have the least time to spend on their studies because they are taking care of others, travelling to and from classes, or working.

3.2.2.3. *Engaging students for success*

Research on improving undergraduate education shows that student engagement data provides a data-driven student voice that can be used to create a culture of evidence in higher education institutions. Helping students to engage in their learning not only improves the quality of the learning process, but also enhances students' chances of success. Some of the initiatives that contributed to significant gains in 2016 include the out-of-class student engagement initiative in the Faculty of Education. In this initiative student representatives attend formal and informal meetings and participate in student and community outreach programmes (also see section 3.2.3).

Another way of enhancing the student experience for success is by using various academic advising programmes to target specific student needs at certain times of the year. In 2016 the CTL academic advising team evaluated a three-stage process of academic advising at the UFS: advising at registration (the initial conversation), the connection conversation (Get-Advising-Services) and the mid-year reflective conversation (Wired-In-Navigating-Graduation-Success). Students provided overwhelming positive feedback on these interventions.

In the Faculty of Health Sciences, undergraduate medical students who experienced some level of academic challenge consulted with the student support practitioner in the faculty. The academic guidance interviews were analysed and the

results helped to identify academic, social and psychological factors affecting students' academic performance (also see section 3.2.3).

3.2.2.4. *Building an organisation for change and teaching and learning leadership*

Effective change towards better quality teaching and learning at an institution is only possible through internal organisational support that combines top-down and bottom-up initiatives that evolve over time. Understanding the role of various change agents – leaders, academics, students and support staff – is essential for building a quality teaching culture.⁷ Research shows that student learning and success is not the result of one initiative, but needs to become “everybody’s business” through academic, support and leadership structures.⁸ To enhance the quality of academic leadership the CTL collaborated with the Human Resources Division to pilot the Academic Leadership Programme (ALP) in 2016, which is aimed at supporting current and future academic department heads. The ALP was attended by 59 staff in its first year.

Another leadership development initiative at faculty level makes use of inter-professional simulation to help prepare health care students for community-based collaborative practice, where students are sensitised to deliver patient-centred care (also see section 3.2.3). This teaching and learning initiative has started to change thinking among academics about how leadership should look in health contexts.

⁷ Henard, F., & Roseveare, D. (2012). *Fostering Quality Teaching in Higher Education: Policies and Practices*. Paris: Organisation for Economic Co-operation and Development (OECD), IMHE.

⁸ Kuh, G. D., Kinzie, J., Schuh, J., & Whitt, E. J. (2010). *Student success in college: creating conditions that matter* (1st ed). San Francisco, Jossey-Bass; John Wiley [distributor].

3.2.2.5. *Aligning institutional policies to foster quality teaching and learning*

The alignment of institutional policies is critical for creating an environment that promotes quality teaching and learning for student success. During 2016 the CTL facilitated the development of a new institutional assessment policy to enhance the development of good assessment practices at the UFS. This new policy aims to address some of the problems highlighted by staff and students by being specific enough to clarify areas of uncertainty while being flexible enough to allow faculties to address other issues in a faculty-specific manner.

3.2.2.6. *Highlighting innovation as a driver for change*

Innovation spurred by various factors can be an important driver for the improvement of teaching quality. However, innovation in teaching and learning can sometimes be intimidating for students and staff and therefore requires careful pre-implementation planning and joint monitoring to mitigate the risk of unintended consequences. Examples of innovative teaching and learning approaches utilised on the Qwaqwa Campus in 2016 include the integration of more authentic ‘real-life’ assessment in Political Science to facilitate skills development; and the use of films to support language skills development in the GENL1408 literacy module. On the Bloemfontein Campus staff responsible for UFS101 use data to drive continuous innovation in teaching and learning as well as curriculum content, such as the

training of all 6 300 UFS101 students in sign language. In Anthropology, colleagues are exploring the potential of social media in teaching and learning, while the use of Blackboard is creating stimulating learning experiences for students and staff in the Law faculty.

3.2.2.7. *Evidence-based change through assessment*

Realistic assessment of the current quality of teaching and learning at the institution is an essential starting point for improvement. This includes the use of a variety of assessment methods including qualitative and quantitative evaluations of teaching and learning. The contributions from faculties and the CTL to the Annual Teaching and Learning Report in 2016 illustrate how much change there has been in teaching and learning at the UFS. The result of this change was evident in the inaugural Teaching and Learning conference which was scheduled for October 2016 but only took place in March 2017 due to the campus disruptions. The majority of attendees were inspired by the work of UFS colleagues in teaching and learning including a teaching and learning expert from the University of Pretoria.

3.2.2.8. *Developing graduate attributes*

The development of graduate attributes is globally recognised as being a critical outcome of higher education. The HEQC’s Quality Enhancement Project (QEP) underlines the critical importance of “increasing the number of graduates with attributes that are personally, professionally and socially valuable”.⁹ The

⁹ Higher Education Quality Committee (HEQC). (2013, January). *Framework for institutional quality enhancement in the second period of quality assurance*. Council on Higher Education.

development of these attributes needs to take place through better alignment of curricular and co-curricular activities and the identification of high impact activities such as service learning. Although there is an excellent example of how service learning can be used to develop graduate attributes at the EMS Faculty more needs to be done to intentionally development specific graduate attributes at the UFS.

3.2.3 Faculty teaching and learning

3.2.3.1 Economic and Management Sciences

Student success is central to the UFS's academic project and it supports the enhancement of the academic reputation of the UFS, as a strategic goal (see section 2.1). In order to improve student success, the EMS Faculty focused on two objectives during 2016: (a) improving the quality and effectiveness of teaching and learning, and (b) increasing the effective use of teaching and learning data.

Box 6: What Economic and Management Sciences students said in 2016

On the effect of curriculum delivery and assessment within a blended environment:

- "... without the digital material I would have found it hard to understand the work"
- "Blackboard helped to learn in this module"
- "Online quizzes on Blackboard helped a lot"
- "The lecturer used Blackboard for slides and additional notes. Nice!"

On the value of a practice/work-based approach in teaching:

- "Class lectures helped, and when the lecturer made practical examples about certain topics in class"
- "The module helped me understand the external environment politically and economically due to practical examples"

The quality and effectiveness of teaching and learning can be linked to activities aimed at both students and academics. EMS focused on the students through the successful implementation of additional face-to-face tutorials in three key modules within the Department of Economics and continuation of the online tutorials in two introductory modules in the Department of Industrial Psychology. These tutorial sessions provided support to around 5 000 students on all three campuses. The average student success rates in all the modules included in this tutorial system was 79% and above.

The effectiveness of teaching and learning in EMS was further enhanced with curriculum delivery and assessment within a blended environment. Blackboard is utilised in the majority of modules presented in the faculty, as a platform for delivering additional learning material and explanatory videos on difficult concepts, for conducting online assessments, and for engaging students in academic discussion. Students have reported positively on the effect that this blended approach had on their learning as shown in some of the students' quotes (see Box 6). The learning experience was also improved by a practice/work-based approach followed by a number of academics in their teaching. This not only improves the applicability of content to students, but also engages and empowers them through their learning experience.

Additional support for the quality and effectiveness of teaching and learning in the faculty comes from the R 54 million for the School of Accountancy from the Finance and Accounting Services Sector Education and Training Authority (FASSET SETA) for the improvement of black accounting students'

throughput rates. This money will help EMS to decrease the gap between black and white student success rates (see UFS Strategic Plan 2016 to 2020) in accounting.

In relation to academics, the quality and effectiveness of teaching was addressed through the launch of a special interest group for the SoTL, which enabled the participating academics to evaluate their teaching practices against current best practice and available literature. This also served as a platform for continuous professional development and opportunities for lifelong learning for academics in the faculty. A number of research-based outputs emerged from this group during 2016, including presentations at the joint conference of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and the International Consortium for Educational Development (ICED), contributions to the UFS inaugural teaching and learning conference to be hosted in 2017, and a number of draft research publications. The faculty also counts among its academics four winners of UFS 2016 Excellence in Teaching and Learning Awards: Annemarie van Noordwyk, Dr Nico Keyser and Karlien Stemmet for 'innovation in assessment practices' and Lizelle Janse van Rensburg for 'innovation in student engagement'. These positive results can be attributed to the motivational environment created when small groups collaboratively and critically reflect on their common problems.

The focus on teaching and learning data analytics within EMS was, lastly, maintained as a motivator for evidence-based decision-making with the main aim to improve undergraduate student success rates. There were, however, also

unintended outcomes associated with this structured use of data analytics identified during 2016, which included increased levels of self-reflection in academics and an unexpected scholarly development in the field of teaching and learning. Although small, this scholarly development provided a promising platform to transform current teaching and learning practices and has increasingly acted as impetus for further quality enhancement in the faculty.

High profile national and international business people, bankers, opinion makers, and academic scholars were involved as guest lecturers in the Business School and in other departments/schools in the faculty e.g. Dr Reuel Khoza (former chair of the Nedbank Group), Kokkie Kooyman (one of the best asset managers of financial unit trusts in the world), Hanah Sadiki (head of one of Standard Bank's customer channels), and Kgotso de Wee (former Director General of the Free State).

The faculty is committed to further improvement in the quality and effectiveness of teaching and learning in the future with the continuation of the aforementioned endeavours as well as the implementation of new initiatives.

3.2.3.2. Education

Of the three interconnected goals identified by the UFS for 2015 to 2020 (see section 1.1), the work of the Teaching and Learning Unit in the Faculty of Education is concerned mostly with improving the academic reputation of the University, specifically with the stated objective of increased student success.

Implementing the UFS's two key strategies to improve student success at faculty level during 2016 hinged on the following four declared intentions of the Teaching and Learning Unit:

- To support and engage students, in and out of the classroom.
- To support staff in their professional development.
- To enhance the learning environment.
- To enhance the processes for new programme application, submission, implementation and marketing of offerings.

Students were engaged out of the classroom in 2016 through continued involvement in the management and governance of the faculty through a well-established student representative structure. To engage and support students in the classroom, the faculty utilised the institutionally-driven Academic Student Tutorial and Excellence Programme (A_STEP). The success of this programme is evidenced by improved pass rates (compared to 2015) in almost half of the modules that participated in the A_STEP: of the 48 participating modules, 23 attained better average marks in 2016 and 37 attained an average pass mark of 79% and above. Of the eight new modules that joined the

programme in 2016, seven scored an average mark of 79% and above.

Tutorial programmes are, however, not without their challenges. Some lecturers from the Education Faculty saw tutoring as a replay of content instead of as a process of facilitation of learning. In 2017 the Teaching and Learning Unit intends to refocus tutoring on the facilitation of learning.

Professional development support for staff was provided through improved collaboration with the CTL which presented tailored needs-based school- and faculty-specific training and development sessions. The faculty is still working to overcome the challenge of geographical distance between the Qwaqwa and Bloemfontein Campuses to maintain equivalence in the offering of professional development opportunities across campuses.

Addressing lecturers' sub-optimal utilisation of Blackboard had become a priority in the faculty; relatively few staff members had an online presence in 2016 (from a total of 407 modules, only 275 were registered on Blackboard) and those who had often used Blackboard simply as a document repository. This situation was radically altered in the last semester of the year following the #FeesMustFall protests. The Academic Rescue Plan forced all lecturers to not only fully utilise Blackboard, but also to learn how to use novel technologies in their teaching and learning practices. Despite the challenges around motivating staff to make use of technology in order to meet the intended outcomes of their modules and accommodating all students' in an online environment (including those without

digital access at home), the faculty successfully implemented the rescue plan through ongoing communication with staff and students via email, social media platforms, the faculty web page and Blackboard. This laid the foundations for an enhanced learning environment that uses resources appropriate to the learning and situational needs of Education students.

The faculty's Professional Teacher Education Quality Enhancement Committee continued to promote engagement and excellence in matters related to enrolment, teaching and learning, development and quality assurance of learning programmes, and curriculum implementation across the four schools of the faculty.

Despite a diminished focus on internal and external programme reviews (due to a relatively high turnover rate of departmental heads during 2016), the Teaching and Learning Unit was able to successfully coordinate the re-curriculum processes in the BEd, PGDip, BEdHons, MEd and PhD programmes. New BEd and PGCE qualifications were submitted and successful uploaded to the authorised institutional system (*Program Enrollment*; see section 3.2.4); marketing material (rule book, prospectus, and faculty booklet) were edited, updated and refined to improve its appeal and accessibility.

As does the University as a whole, the Education Faculty must function within a dynamic learning environment where academic offerings must be adjusted and expanded and change to meet the needs of both a diversified student body and a new HEQSF (see section 3.2.4). This challenges the Teaching and Learning Unit to (a) effectively communicate information about new

programmes, rules, regulations, credit values, admission requirements, pre-conditions and so forth to Education Faculty staff; and (b) manage the phase-out process whereby pipeline programmes are offered in parallel to new programmes.

3.2.3.3. *Health Sciences*

The Faculty of Health Sciences advances the academic reputation of the UFS through the quality of its teaching and learning. The faculty endeavours to employ and develop excellent educators, which directly translates to the improvement of the student success. The three staff members from the faculty who received UFS Excellence in Teaching and Learning Awards in 2016 serve as examples of this: Dr Jacques Raubenheimer received the Vice-Chancellor's Award; and in the Innovations category Dr Joleen Cairncross received an award for Community Engagement and Prof Christoffel Odendaal for Curriculum Design.

The course for newly-appointed lecturers offered by the Health Sciences Education Division is an important tool in the pursuit of teaching excellence in the faculty. In 2016 14 academic staff members from the Schools of Medicine, Nursing and Allied Health Professions successfully completed the course, which includes faculty-specific academic staff development. Academics are orientated in terms of the faculty organisation, policies and strategy, the course focuses on the role of academics as teachers and participants receive introductory level training in curriculum design and development, development and presentation of study material, assessment and evaluation, and practical and innovative teaching. Key areas in

health professions education, such as community-based education (CBE) and service learning, are also addressed and guidelines on student assessment, feedback and student support are provided to the newly-appointed lecturers to facilitate the cultivation of best practices.

Student success remains the most important indicator of teaching and learning quality. In the School of Medicine the MBChB programme maintained a throughput rate above 75% for all its undergraduate students (as illustrated in Table 2) despite the #FeesMustFall protests and the UFS shutdown at the end of 2016. Lectures continued as scheduled, all final-year assessments were completed on time, and graduation took place as planned.

As with the School of Medicine, staff members in the School of Allied Health Professions (AHP) made every effort to ensure the continuation of classes and practical residency during the UFS shutdown, which enabled students to complete their degrees and register as community health professionals. The Occupational Therapy Department attained a 100% pass rate from all its exit-level students.

One of the teaching and learning highlights of 2016 in AHP was the implementation of new and creative training platforms to ensure current and applicable training that meets the health needs of our country and that equips students as entrepreneurs. AHP service learning initiatives served the immediate community (i.e. students) as well as the Free State community, contributing to the support and expansion of service delivery by the health sector in the province.

Table 2: MBChB programme undergraduate throughput rates, 2016

	Total number of students	Throughput (%)
MBChB I (Semester 1)	169	85.2%
MBChB II (Semester 3)	128	88.2%
MBChB III (Semester 5)	146	95.8%
MBChB IV (Semester 8)	123	98.4%
MBChB V (Semester 10)	105*	97.1%
LDP (Learning development programme)	26	76.9%

*Cuban-trained students not included

3.2.3.4. *The Humanities*

University statistics show that more than 60% of students in the Humanities Faculty are first-generation students, while 55% expect to have to work while they study in order to survive. Although the majority (more than 70%) have access to a computer, when they are not on campus only 20% have access to data in order to complete university work. This means that we work with a particularly vulnerable set of students who bring survival resources with them when they enter university, but this resourcefulness need to be channelled to give students the best chance of success. It is for these reasons that the faculty chose to focus almost all of its teaching and learning efforts on building a programme for first-year student support in 2016.

A degree in the Humanities, by the very nature of the disciplines involved, implies that a student will need to learn to read, write and present effectively in order to be successful. The focus on being able to access and assess the credibility of information, to synthesise information and to apply theory to practice means that students in the Humanities need to have a very strong foundation in academic literacy skills as well as having to adjust to the volume and discourse of their chosen academic field in their first year.

The programme for first-years in the faculty, known as the Academic Facilitator Sessions programme (AFS), has been part of the faculty since 2008. The programme embraces the practical application of experiential and cooperative learning through small group

activity-based sessions. An in-depth research report¹⁰ on the first five years of this programme's existence indicated that students experienced valuable support and that there was a positive impact on the success rates of the students who attended these tutorials. This report initiated a review to build on the successes of the programme. Consequently strategic changes were implemented during 2016 to further enhance the value of this intervention.

The training of the tutors in this programme was intensified in order to support the development of their facilitation skills. The Difficult Dialogues training, an initiative sponsored by the Ford Foundation in order to reduce violence in universities, was used to build both the capacity of the tutors to use the resources that students already have to facilitate learning and give them the confidence to handle sensitive and controversial topics in their tutorials. Qualitative feedback indicates that this has had a positive impact on the quality of the facilitation of learning in the AFS tutorial system.

In addition, a new structure was implemented of permanent academic facilitators who could design and oversee the activities of the tutors on a weekly basis and support academic staff in the management of the tutorial programme. This has meant that all students get a consistent experience in their tutorials. Academic facilitators are trained to integrate the academic literacy skills that first-year students need with subject material to assist students in learning the skills that support their success throughout their academic studies. This training in instructional

¹⁰ Naude, L., 2014. *Research in the Extended Curriculum of the Faculty of Humanities 2009-2013*, Bloemfontein: University of the Free State.

design also means that these very junior academics are gaining the teaching and learning experience that can support their budding academic careers.

In 2015 the Communication Science Department piloted the use of objective assessment techniques supported by the Questionmark programme to manage large assessment opportunities of more than 500 students during 2015. In 2016 the value and effectiveness of the pilot was shared and both the departments of Psychology and English have engaged with these techniques to enable the departments to run effective and valid assessments for large groups of students.

Embedding new structures and introducing new assessment options takes time but the teaching and learning unit of the faculty is confident that these initiatives have created an environment where teaching and learning can be seen to support academics in positive and creative ways.

3.2.3.5. Law

Two major events had an impact on teaching and learning in the Faculty of Law in 2016, namely the faculty's participation in two external reviews and the #FeesMustFall protests.

In 2015 the Law Faculty Board decided that the following year it would have the UFS LLB institutionally reviewed by an external panel of experts in the field. The decision to undertake this review of the LLB was followed by a decision by the Council on Higher Education (CHE) to have the LLB nationally reviewed. All members of staff actively participated in the review processes that took place in March and October 2016

respectively. Some of the important aspects identified for improvement during the preparation phase of the self-evaluation reports relate to the improvement of staff equity in terms of two of the approaches of the UFS Strategic Plan 2015-2020, namely (a) increasing the percentage of permanent academics who are black, and (b) improving the quality and effectiveness of teaching and learning at the undergraduate level. More specifically, the reviews led the faculty to realise that it needs to develop a strategic plan aligned with the institutional plan, including a staff development plan that addresses the need for greater staff diversity; and that it needs to develop the critical thinking skills of LLB students and improve their responsiveness to issues of social justice and globalisation.

#FeesMustFall had a direct impact on the teaching and learning practices in the faculty. Towards mid-October 2016, the faculty found itself in a position where classes could not proceed as normal and where two-test series were interrupted by student protests. Like all other faculties the Faculty of Law was part of the Academic Rescue Plan that focused on saving the academic year and ensuring student throughput. The rescue plan implied that no contact teaching and learning activities would be offered to students for the rest of the year and all year-end examinations would be conducted online. Thus, as in the majority of UFS faculties, in the Faculty of Law a different mode of delivery took place in the last weeks of the second semester.

Teaching and learning technologies played a key role in the rescue plan. Students were provided with audio recordings of all the learning units that

were not presented in second semester classes. PowerPoint slides for these learning units were also made available to students on Blackboard. In addition, some lecturers made use of Blackboard Collaborate (a real-time video conferencing tool that enables students and lecturers to engage in a virtual classroom, as if it were face-to-face) and Office Mix (Microsoft software that enable lecturers to add recording and interactive elements to their existing PowerPoint slides).

Students in the Faculty of Law found it relatively easy to adapt to this mode of learning. This in the main can be attributed to: (a) the Faculty of Law adopted a blended learning approach a number of years ago, (b) more than 98% of all modules presented in the faculty had a presence on Blackboard before the #FeesMustFall movement gained momentum; (c) recordings and PowerPoint slides of previous lecturers had been made available to students on Blackboard over the past two years, and (d) lecturers and students grew accustomed to using Blackboard as an effective communication medium and were not novices in its use. The approach followed by the faculty allowed students to complete their academic year and to cover all work in the second semester without transferring work to the first semester of 2017.

The rescue plan in the faculty required students to complete all module examinations online. Although all students in the Faculty of Law had previously participated in online assessments, they were not accustomed to writing online assessments. Online assessments furthermore posed a risk since no lecturers were familiar with the setting of online assessments. Even though the overall results obtained for the second

semester examinations did not show a significant increase or decrease in student throughput rates, very high pass rates were obtained in some modules where only multiple-choice questions were used for assessment.

The #FeesMustFall protests had some unintended consequences for teaching and learning in the Faculty of Law: the suspension of contact teaching and learning activities allowed both staff and students to demonstrate how a blended learning approach can be utilised successfully across all modules, and the online examination process uncovered a dire need for further training in the setting of online assessments and increased interest among lecturers in the setting of more open book examinations.

3.2.3.6. *Natural and Agricultural Sciences*

Students applying to study in the NAS Faculty are required to have an Admission Point score of 30 or above and level 5 in Mathematics, Physical Sciences and Life Sciences. Given these relatively high admission requirements and the challenges experienced in the public school system, access programmes are critically important tools in improving student equity in the faculty.

Although the University Preparation Programme (UPP) and the extended BSc programmes provide access to NAS qualifications to growing numbers of students (see Table 3), more initiatives to create access opportunities and improve student equity are needed. To this end the faculty started an 80-hour summer mathematics bridging course (offered in December and January) to provide access to students who do not meet NAS admission requirements. This initiative started in

2015 with an intake of 37 students, of whom 33 successfully completed the course and registered as students at UFS. In 2016 these numbers increased by 60%, with an intake of 59 students of whom 53 registered at the UFS.

The biggest challenge the faculty faced in 2016 was maintaining academic excellence despite the loss of teaching time due to the #FeesMustFall protests. However, in the final analysis the protests were also the highlight for 2016.

During the second semester of 2016 in the context of the Academic Rescue Plan to complete the academic year, academics in the faculty had to innovate and, in a sense, improvise. Blended teaching and learning approaches resulted in new methods of delivery being introduced in most NAS departments. In the majority of the cases lectures were recorded and students could access these recordings and other information through Blackboard and other electronic platforms. Other initiatives included 'boot camps' which students attended during the week prior to the year-end examinations. This involved contact revision sessions to consolidate the learning done through the new blended approach.

These initiatives placed substantial pressure on the system, on lecturers and students alike.

Some of this pressure was alleviated by tutors without whom some departments would not have been able to complete the academic year and support their students to succeed in the semester tests and year-end examinations.

Adjustments in terms of assessments were implemented to ensure reliable, valid and fair semester marks as the second semester test were compromised. The faculty made no concessions in terms of the 45% semester mark required to qualify for examination and the averages of the semester marks were slightly higher than in the past. Despite a slight decrease in the average for the 2016 examination marks, there was no significant change in the overall 2016 pass rates in the faculty.

In general, the #FeesMustFall had a positive effect on teaching and learning in NAS. The rescue plan in the faculty created opportunities for lifelong learning for both academic and support staff. It forced academics to reconsider their teaching and learning approaches and introduced many to teaching and learning innovations which they had never used before. It had a lasting impact on lecturer perceptions of what teaching and learning can (and should) be and will hopefully inspire staff to be more creative in developing optimal learning environments for their students.

Table 3: Number of students in extended BSc programmes and UPP, 2012 to 2016

Programme	Faculty	2012	2013	2014	2015	2016
Extended programme	NAS	466	612	686	939	1 131
University Preparation Programme (UPP)	NAS	183	234	274	194	238
TOTAL		5 808	5 826	5 956	6 018	7 708

3.2.3.7. *Theology and Religion*

The objectives of teaching and learning in the Faculty of Theology and Religion involve five interrelated work areas: competent teachers, confident students, conducive environment, contextual curriculum, and creative teaching and learning.

The faculty supported teacher competence and creative teaching and learning in 2016 through faculty-specific empowerment initiatives and CTL programmes and workshops on interactive learning, utilisation of technology, and assessment practices. Lecturers were constantly engaged in media utilisation for better learning output. Teaching Theology snippets were sent to lecturers regularly as a motivation for their teaching tasks. These snippets are one-pagers highlighting tips on how to teach Theology that remind academics that their roles are very critical in teaching and learning.

As with most other UFS faculties, the #FeesMustFall protests served as a catalyst for change in teaching and learning in Theology and Religion. The Academic Rescue Plan at the end of 2016 assisted the faculty in developing competent teachers, creative teaching and learning practices, and confident students. The plan improved flexibility in terms of re-designing study guides, establishing alternative student feedback mechanisms, and changing from paper-based to e-assessments. The rescue plan forced students to take charge of their own learning by becoming actively engaged in the process. Utilising online resources during periods of disruption brought students and lecturers closer through technology. The process was successful not only in teaching curriculum

content; it also improved student confidence by helping them to establish new networks of support for their academic and career goals, and to develop traits and qualities of resilience and willingness to adapt to changing circumstances.

Student confidence was also enhanced through research methodology modules offered as core curriculum and extra-curricular academic literacy programmes. Students are capacitated with skills such as reading for academic purposes, listening efficiency, note-taking systems, reference techniques, library utilisation, critical and creative thinking, inductive and deductive arguments, rudiments of language, and mental mapping. Students are assisted in developing the skills that help them to speak, present, and participate more confidently and effectively in group settings.

The faculty is a friendly space where academics and students can interact without fear or reservation. Lecturer-student interactions take place in a conducive environment because of the faculty's value of inclusivity: hospitality is embraced as intellectual open-heartedness towards different viewpoints and to welcome those who were in the past excluded. Theology students are constantly reminded to think critically and creatively to meet academic and life challenges. In a friendly learning environment they look beyond theory in order to understand its implications in life realities. This environment enables students to apply information sources to credible standards of evaluation such as reliability, objectivity, and usefulness.

The contextual curriculum is relevant to current life situations and circumstances. In 2016 the

faculty asked: “How does Theology respond to the current student protests?” This has prepared the faculty to engage robustly in discussing the relevance of its teaching content in general, and the decolonisation of theological education in particular. It has expedited the mission of the 2015–2018 Faculty Strategic Plan: *to practice theology by presenting contextual academic programmes, by undertaking significant research, and by practicing relevant community involvement from within an ecumenical orientation for an African context, whilst offering a unique service.*

3.2.4 Academic planning

The institutional academic planning function at the UFS is located in DIRAP where a dedicated Academic Planning (AP) unit is responsible for conceptualisation and planning related to the shape and nature of the knowledge areas that form the framework for the University’s academic programmes. The unit provides guidance in programme design across the institution and the alignment of programmes with the UFS Strategic Plan and the HEQSF. It also serves as the interface between the UFS and the national bodies that govern higher education qualifications, e.g. the DHET, the CHE, and the South African Qualifications Authority (SAQA).

During 2016 DIRAP successfully concluded the process of alignment of UFS qualifications to the HEQSF. Starting in 2012, the process has been a lengthy, robust and consultative undertaking that extended over a period of four years. This process was finally completed in September 2016 when the UFS received formal approval for its new, HEQSF-aligned PQM from the Minister of Higher Education and Training. This new PQM

(see Figure 6) effectively replaces the 2011 UFS Ministerial PQM. The new PQM lists 256 qualifications that are accredited by the CHE – i.e. the academic programmes the University may offer and the qualifications it may confer.

DIRAP used the alignment process as an opportunity to develop a systemic approach for curriculum analysis and a streamlined approach to curriculum design. The new approach not only adheres to all the HEQSF requirements, but also builds academic integrity and coherence and the consolidation of electives and alternatives into the re-curriculation of programmes. The unfolding of the curriculum review, which is still a work-in-progress, and the approval of the HEQSF-aligned PQM have also provided the space to rethink the systems and technologies that will help the University to drive change in the UFS application, admission and registration processes.

In 2016 DIRAP also concluded the translation of the PQM into the UFS’s data management software, the *Program Enrollment* component of Oracle’s PeopleSoft Campus Solutions. DIRAP anticipates that the software changes that were concluded in 2016 will lead to better registration controls, improved data quality, and that structures built into the system will safeguard the integrity of the UFS academic programmes.

Building the PQM-approved qualifications within Campus Solutions limits the proliferation of elective modules without learning paths that students could previously register for. By creating more structured programmes the UFS has successfully created a computerised hierarchical framework that complies with

programme-related rules which are now built into a rules engine. The *Program Enrollment* component controls what modules students need to take, where in the programme structure they need to take them, and when they need to take them; it assesses whether a student is eligible for the relevant degree upon completion and evaluates academic progression patterns, completion rates, graduation rates, and other student retention support measurements built into the system. Thus it facilitates more efficient tracking of students throughout their years of study, from registration to graduation. The full implementation of the new system scheduled for 2017/2018 will supplement the ongoing academic advice programme run by the CTL.

During 2016 the Bachelor of Agriculture, Bachelor of Science in Agriculture, Bachelor of Consumer Science, Bachelor of Science in Consumer Science, and the Bachelor of Laws participated in external programme reviews, resulting in structural and curricular modifications or re-design. These are extensive review processes comprising a self-evaluation exercise followed

by external review by experts in the respective disciplinary areas. The issues that surfaced during these reviews include the duplication of content; a lack of focus of knowledge imparted to students due to the distribution of knowledge across a number of modules; excessive allocation of credits and high numbers of modules; progression; and writing, research and critical thinking embedded in the teaching and assessment of modules.

Positive external feedback includes commendations for the move back to structured programmes as this has a number of advantages such as reducing the size of the PQM, and, more importantly, better managing students' academic trajectories. Creating coherent majors will also deliver programmes with clear specialisations. Reducing the proliferation of small, often unviable classes reduces demands on both human and financial resources. It also helps address the change fatigue experienced by academics by ensuring that the overall academic project is more manageable and focused.

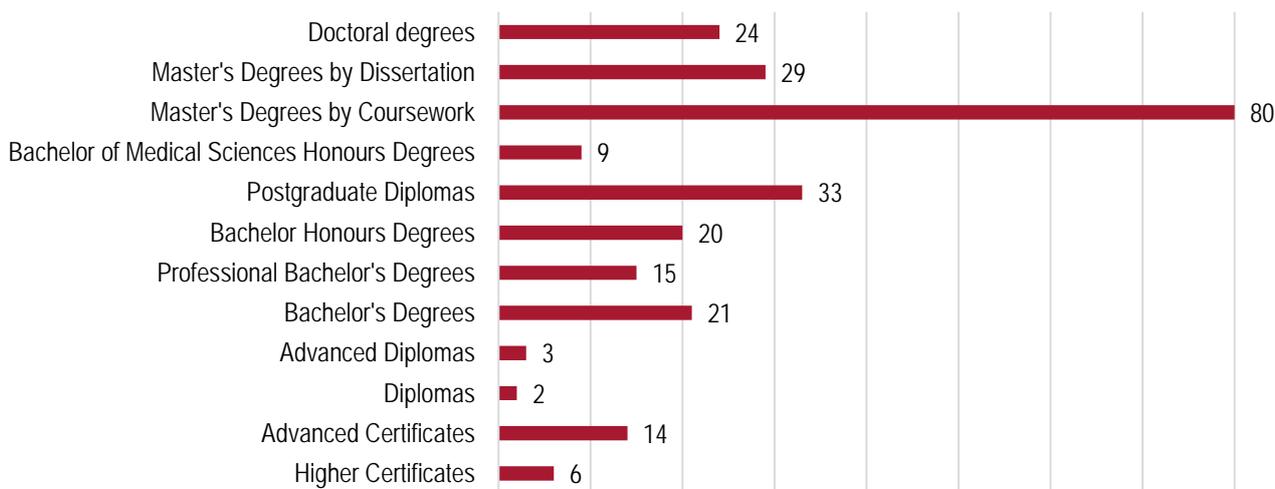


Figure 6: UFS programme and qualifications mix (PQM) 2016

3.3 Next generation academics

Improving staff equity is a critical objective not only at the UFS (see UFS Strategic Plan 2015–2020; section 2.1) but in the South African higher education sector as a whole. As at many other universities in South Africa, securing the next generation of academics presents a challenge for the UFS. The current academic staff complement lacks diversity in terms of its demographic, cultural and intellectual profile. Although the total number of academics with PhDs has decreased (from 674 in 2015 to 635 in 2016), the share of permanent UFS academics with doctorates (47.2% in 2016) exceeds the DHET's target (42%). Also, as at most South African universities, the UFS is faced with the imminent retirement of a large number of academics most of whom are highly qualified, productive, and experienced in academic management.

In 2016 only 26% of the UFS's permanent academics were black and 53% were women. These staff members occupy the lower echelons of the academic hierarchy while the higher ranks are still dominated by white male academics. In 2016 the vast majority of academic department heads were white men, and the professoriate included only 8.2% black (down from 10.4% in 2015) and 27.2% female (associate and full) professors. The fact that the majority of academics obtained their qualifications at the UFS or at other historically white, Afrikaans universities contributes to the reproduction of a homogeneous intellectual culture in many academic departments. This in itself needs attention.

In addition to strategic management of academic staff appointments (see section 4.3.2), the University employs a number of strategies aimed at preparing early career academics to assume the responsibility of conducting quality research and providing excellent teaching and learning at the UFS. Specific initiatives focused on early career academics who have already obtained their doctorates include the Vice-Chancellor's Prestige Scholars Programme (PSP), the nGAP, and the postdoctoral fellowship strategy. As noted in section 3.2.2, the CTL supports the development of teaching and learning excellence for all UFS academic staff and particularly for newly-employed lecturers, while the Postgraduate School provides support and opportunities for research skills development to Master's' and doctoral students as well as staff members.

3.3.1 *Vice-Chancellor's Prestige Scholars Programme*

The PSP supports the accelerated, high-impact scholarship of permanently appointed junior UFS academics in the first five to eight years post-PhD. The programme focuses on early career researchers, irrespective of discipline. The programme was initiated in 2011 by Vice-Chancellor Prof Jonathan Jansen who indicated that one of the ambitions of the project was to yield a National Research Foundation (NRF) P-rated scholar. In December 2016 the UFS received word that a member of the PSP, historian Dr Daniel Spence, had received the coveted NRF P-rating. This is the first P rating the UFS has

produced since 1991.¹¹ In congratulating the PSP on this achievement in December 2016, Prof Robert Morrell of the University of Cape Town, a close collaborator in the programme's NRF mock rating, called this the pinnacle of "the massive contribution of PSP to uplifting the institution's research culture".¹²

The NRF rating system has become a gateway to promotion to the professoriate at the UFS. The PSP, through its annual NRF mock rating benchmarking exercise, has largely become instrumental in demystifying this process for emerging UFS scholars targeting the Y and P categories. In addition to the P, the PSP has also produced the first three Y1-scholars in the Humanities at the UFS, and two more in the NAS Faculty. In February 2016, five years after the first PSP intake, the largest contingent of prestige scholars (10) applied for rating. By 2016, 39% of prestige scholars have participated in the formal rating process, compared to 15% for UFS academics. This points to the fact that the PSP has become a means of motivation and support for emerging UFS scholars to gain access to the professoriate.

In 2016 the PSP was subjected to an external review. An overview of the programme setting out its activities, successes, impact, some appropriate statistics and financial standing was complemented by a series of in-depth interviews with senior University management and stakeholders with an interest in the PSP, as well as an informal focus group of approximately 15% of the prestige scholars. The review culminated in a summative, in-depth analysis of the

development of the programme, its current status and possible future directions by three senior scholars with experience of the South African higher education sector, especially as it pertains to early and mid-career development, the advancement of a research agenda, and an acute understanding of the present political and cultural ecologies of the South African and global academies. These deliberations took place on 8 and 9 October 2016. The final report is due on 31 March 2017, however, the following points emerged from the evaluators' immediate feedback.

- The reviewers suggested that in 2016 the PSP operated more systematically, efficiently and successfully than any other programme for early career scholar development in the country.
- In achieving the P-rating, while acknowledging the imperfections of this metric, the PSP in 2016 succeeded in what it set out to accomplish in 2011. Secondly, in strategising, planning, reviewing and debating over many years how to achieve this, the PSP and the UFS have learnt much.
- The biggest challenge for this programme remains that of addressing equity. Although, in the aforesaid demystification of the NRF rating process the PSP has shown its potential to act as gateway for emerging scholars to the UFS professoriate, by 2016 this had not realised in a significant improvement of staff equity at senior levels. At present membership of the PSP largely mirrors existing demographic figures of the academic staff complement. The reviewers have, however, pointed out that addressing

¹¹ P-rated scholars produced by the UFS to date include Dr Lodewyk Kock, Microbiology, 1986; Dr Zakkie Pretorius, Plant Sciences, 1989; and Dr Robert Schall, Mathematical Statistics, 1991.

¹² Morrell, R., du Toit, J., & Roos, N. (2016, December 12). Follow-up notification of PSP P-rating (personal communication).

equity is contingent on other institutional interventions such as employment practices, over which the PSP has no control.

- While the PSP has been demonstrably successful in accelerating the research careers of its scholars, the programme is challenged in how to encourage these scholars to become more active in the public sphere of the University. In light of recent developments in the global and the South African higher education environment, more attention needs to be paid than we have this far given to the programmatic aspects of the PSP targeting academic citizenship. This is true not only in the Humanities but also for the Natural Sciences. Locally, the most pressing of these questions is that of the decolonisation of knowledge fields. The review promises to offer some recommendations in this regard.
- The PSP, together with the powerful disciplinary support from the mentor and research group, created an incubator for the P to emerge. Nonetheless, the PSP's development of approaches, support and interventions necessary to produce the P in 2016, apply equally to other UFS emerging scholars. The reviewers therefore argue that it would be prudent to use the PSP as a way of thinking more broadly of emerging and early research development, and, more concretely, how a pipeline for research development could work at the UFS.
- The reviewers also found that the PSP may offer a guide for the extension of the notion of pipeline for research development. This may function as a means of intervening in the ongoing and unresolved question at the UFS and universities elsewhere, namely whether

massification or deep, individually-focused immersion is the most effective response to challenges to knowledge development, intellectual and curriculum transformation, and the advancement of research cultures. The approach of the PSP seems to suggest the possibility of combining these two seemingly contradictory responses to great success.

Box 7: Prestige Scholars Programme statistics

By 2016, the PSP has ...

... supported the development of 53 early career scholars.

... placed scholars at 25 institutions in Japan, Europe and North America, including Harvard, Oxford and Cambridge.

... produced one P- and five Y-rated scholars in the National Research Foundation (NRF) researcher rating system.

... generated close to R69 million for the UFS, including more than R10 million in student and post-doctoral funding and R12 million in government subsidy by publication.

3.3.2 New Generation of Academics Programme

In 2015, the DHET invited South African public universities to apply for the allocation of nGAP posts. The nGAP involves the recruitment of talented new academics against (a) balanced equity considerations and (b) staffing needs in scarce skill disciplines. It is envisaged that nGAP will be the largest programme within the Staffing South Africa's Universities Framework (SSAUF). The programme facilitates permanent appointment of successful applicants, governed by contracts which clearly stipulate the roles and responsibilities of the employing university and of the newly-appointed academic. The nGAP covers a six-year period for each programme

cohort, including a three-year development programme and a three-year induction period thereafter.¹³

To increase intellectual diversity and rejuvenate academic discourse at the UFS, the University will prioritise the appointment of new academics who are completing doctorates at other institutions in its nGAP posts. This enables the UFS to make use of the opportunities provided by the programme to effect not only a generational replacement but also to alter the demographic and intellectual profile of many academic departments.

In the first phase with the implementation of the nGAP five posts were allocated to the UFS in the NAS Faculty, the Humanities, and the Faculty of Health Sciences. In the second phase a further two posts were allocated to the UFS in NAS. Funding for these posts cover costs associated with the appointment of these new staff members as well as their full participation over the six years of the nGAP. Thanks to the nGAP initiative the UFS has added seven new young black academics to its staff. Funds have been transferred to the University and the nGAP staff members have been appointed on the UFS staff establishment as permanent staff at the outset of employment, subject to the usual probationary and performance expectations. The UFS is responsible for providing administrative and development support to these staff members and also to provide infrastructural support.

3.3.3 Postdoctoral fellowships

Postdoctoral scholars are emerging researchers dedicated to conducting research while also taking part in limited teaching and learning activities. These scholars bring with them different research and disciplinary cultures and networks, research and supervision capacity, and new research ideas that could help stimulate a vibrant research environment. Taking this into account, the UFS has implemented a postdoctoral fellowship strategy to support the development of a diverse and productive research culture at the University.

The aim of the strategy is to attract scholars from all over the world who can improve the intellectual diversity and research standing of the UFS over time. The strategy is also establishing a pool of next generation academics who have proven their research capability and have already been inducted into the University. The UFS can draw scholars from this pool to fill permanent positions within the University, thus mitigating the risk of employing unproductive staff and which will also fill the void left by retiring academics. In 2016 the postdoctoral fellowship strategy was used to build critical mass in areas that require considered interventions and that are in line with the University's research goals.

The number of postdoctoral fellowships awarded at the UFS have increased from 97 in 2015 to 126 in 2016. Postdoctoral fellows from other African countries increased from 53 to 76, contributing to a 35% increase in black postdoctoral fellows, and those from the European Union increased from 16 to 20.

¹³ For more information about the nGAP, see <http://www.dhet.gov.za/ssauf/ngap.html>

Table 4 highlights some of the academic departments and research units that have benefited from the postdoctoral fellowship strategy.

Table 4: Postdoctoral fellows in UFS departments and institutes, 2016

Department/institute	Increase in postdoctoral fellows	Impact
Indigenous knowledge unit in the Department of Pharmacology	1 in 2015 to 3 in 2016	Funding increased substantially (R3.2 million to 8 million in research funds) and honours and Master's students increased
International Studies Group	2 in 2012 to 19 in 2016	Research outputs and NRF rated young scholars increased (including the first P-rated scholar at the UFS in 25 years), and grant funding increased significantly
Institute for Reconciliation and Social Justice	4 in 2014 to 12 in 2016	Contributed greatly to the institute becoming one of the leading research units at the UFS
Department of Physics	5 in 2013 to 8 in 2016, in support of a SARChI chair	Research outputs increased by 80 units with and accompanying significant increase in research funding and equipment
Qwaqwa Campus / Afromontane flagship research unit	3 in 2014 to 11 in 2016	This intervention has produced significant results in terms of research outputs, networks and funding for the campus.

3.3.4 Postgraduate School

The primary role of the Postgraduate School (PGS) is to provide an enabling environment for postgraduate students to complete their degrees. In doing so, the school aims to foster excellence in postgraduate education and to support the expansion of postgraduate education at master's and doctoral level across the University.

During 2016 the UFS launched a funding initiative for both South African and international students through which all research Master's and PhD students who register at the University receive funding to cover their tuition fees. The value of the funding is equivalent to the annual tuition fees of a South African or South African Development Community (SADC) student. International students from non-SADC countries are required to contribute 33% of the tuition fees. As expected, the initiative contributed to a significant increase in the numbers of Master's and doctoral students enrolling at the UFS in 2016

(see section 5.2.2). However, the UFS is aware that, in order to maintain excellence and ensure timely throughput of these students, it must ensure that stringent admission criteria are used and that renewal of funding depends on the previous year's academic progress.

An unforeseen challenge which the UFS started to address during 2016 was that academic departments did not have sufficient supervision capacity to manage the increased number of students. In 2016, 47.2% of permanent academics at the UFS held doctorates. As part of the PGS strategy to expand supervision capacity the school provided funding and mentoring support to 45 staff members completing Master's and PhD qualifications. Nine of these had completed their studies by December 2016.

The school utilised available bursary funding to support the improvement of equity among postgraduate students. In 2016, 80% of all NRF bursaries and 70% of UFS postgraduate bursaries

were allocated to black students. The demographics of postgraduate students are shifting gradually with increasing numbers of black students registering for doctoral degrees compared to white students. This trend is also evident in Master's and Honours degree enrolments.

The school provides a large range of research capacity building opportunities to improve the quality of postgraduate research and supervision. These activities contribute to a more productive research culture at the University and provide enabling writing development opportunities and article writing retreats/boot camps for postgraduate students and staff members. However, writing retreats are not sufficient to serve the needs of the entire postgraduate and research community of the UFS. Against this backdrop the limited academic writing support provided by the PGS remains a significant challenge. Globally, academic writing development is considered to be an important support function necessary for higher success rates in postgraduate students. In the South African context with poor quality secondary education combined with students writing in their second or third language, sufficient language development resources are essential to postgraduate success. The school would therefore like to focus on expanding its writing support services in 2017, not only in terms of assisting students to complete their thesis, but also to increase the numbers and quality of research outputs produced by both students and staff members.

It is encouraging to note that the graduation rate of students has been increasing steadily during

the last three years, and the number of black graduates has increased at both Master's and doctoral levels (see Table 8).

3.4 Research

3.4.1 *Message from the Vice-Rector: Research*

A panel consisting of national heads of postgraduate schools and senior researchers reviewed the activities of the PGS during 2016. The school used the review as an opportunity for comprehensive self-evaluation and self-examination, as well as an assessment of its progress over the past five years. At the same time the outside perspective of the review panel provided invaluable information on the school's achievements and challenges. The PGS was commended for its innovative approach and past successes, in spite of limited human resources. Challenges that the school faces include increasing staff numbers to provide excellent support to students and supervisors, defining its role within the University community, and developing a comprehensive PGS strategy in collaboration with the faculties.

The implementation of tuition bursaries for research Master's and doctoral students in 2015 was followed by an increase in the number of enrolments at doctoral level (27 %), Master's level (10%), and Honours level (6%). The number of post-doctoral fellows is also rising steadily and this has had a significant impact on the number of publications produced by UFS scientists and researchers. The research outputs for 2016 again showed an increase in the number of books, journal articles and conference proceedings produced by UFS researchers. They are also publishing greater numbers of their research findings in reputable international journals and are publishing books with publishing houses of international academic standing. The UFS

currently has 150 NRF-rated academics, the highest number of rated researchers in the history of the institution. Also for the first time in more than 20 years the UFS has received a NRF P-rating. Dr Daniel Spence received a P-rating from the NRF, indicating that he has the potential to be a world-leader in his field of expertise in the future. Prof Jonathan Jansen received an A-rating, the third academic at the UFS to receive such, and this is a rating that determines that he is a world leader of, and at the cutting-edge of, his discipline internationally. The UFS's biggest challenge is to attract, appoint and retain black South African academics at all levels, but specifically at the professoriate level. In addition, we are challenged by the retirement of senior academics who are replaced by academics in junior positions resulting in a younger and less experienced academic staff.

In order to transform and develop the research enterprise at the University we have supported focus areas that have regional, national and international impact and relevance. The flagship Afromontane Research Unit (ARU; see Box 8) on our Qwaqwa Campus is one example of this. The ARU organised and hosted a meeting of researchers and role players interested in the biology, economics and social sciences of mountain regions. National and international researchers, enthused by the innovative and exciting activities on our Qwaqwa Campus, attended the meeting. We also obtained funding to increase the infrastructure on this campus and we are looking forward to the completion of the Afromontane Research Building in 2017.

Prof Corli Witthuhn

Vice-Rector: Research

Box 8: The Afromontane Research Unit at Qwaqwa

Mountains and highlands have always played an important role in the history of mankind. They have provided refuge, fresh water and acted as natural barriers against bad weather and protection from enemies. Mountains are also a place for spiritual sanctuaries and are often used for journeys of self-reflection through pilgrimage. With all this said, the mountains and highlands of the Free State and Lesotho have not received enough attention in research and planning terms.

The Afromontane Research Unit (ARU) was developed through a consultative process to identify and establish a research niche for the Qwaqwa Campus. The rationale for the ARU was primarily to provide a vehicle for research and development at the campus, and to develop and grow research in an underdeveloped niche area. The ARU was officially launched in 2015, and has a total of 14 postgraduate students currently completing their honours and master's degrees and PhDs.

The unit strives to contribute towards sustainable mountain development, with the focus of the research activities incorporating the mountain range in the Free State, KwaZulu-Natal, the Eastern Cape and Lesotho. The ARU is an interdisciplinary research unit that includes academic staff, postdoctoral research fellows and postgraduate students from different fields of study represented at the Qwaqwa Campus.

The region is largely agrarian and characterised by poverty. It is not only prone to a number of environmental stresses, but also faces a number of important development problems. The drought made pertinent issues of water supply, sustainable agricultural practices and management of disaster relief efforts.

The ARU is centred on three themes. The first is on conservation and sustainable usage of Afromontane biodiversity. Focus areas within this theme are biodiversity, ecosystem goods and services and the "Green Economy", climate change and natural hazards, as well as land use and catchment management.

The second theme is living and doing business in Afromontane environments. Communities living in mountainous areas are often particularly disadvantaged and vulnerable to food insecurity. They tend to suffer from higher levels of poverty and relatively higher levels of undernourishment. Research within this theme is focused on, but not limited to, food security and nutrition, Afromontane economies, rural development and connectivity and social ecological systems.

The third theme is centred on sustainable futures for the people of the Afromontane. The research focus is on culturally and contextually responsive education, heritage and language, gender studies, vulnerabilities, resilience and sustainability.

The ARU's major outcome will be the strengthening of research culture but, more importantly, it will be research centred and focused on addressing problems and issues with which the region is confronted.

Article by Oteng Mpete, Bullt #2 2016

3.4.2 Research and innovation development

Response to change is often challenging and slow, especially in a university environment. However, there continues to be a strong drive towards the transformation of the research culture at the UFS. The Research Development Directorate (DRD) is responsible for a large share of the work that will effect this transformation.

3.4.2.1. Increasing research productivity

The strategic management of research outputs remains a priority not only because of the subsidy that it generates but also because it serves as an indicator of research activity that takes place at individual, departmental and campus level. The UFS is not simply concerned with increasing the number of publications; there is also a strong drive to improve the quality of these publications. Through the heavy funding of strategic areas such as research chairs and the establishment of niche areas, the University has constantly increased both the number and quality of research outputs. The effect of this approach is especially evident in the growth of outputs from the Qwaqwa Campus. The UFS's performance in terms of the quality and quantity of its research outputs are detailed in section 0.

3.4.2.2. Improving research quality

The research chairs that a South African university hosts and the NRF rating of its researchers serves as an indication of the quality of research that it produces. During 2016 the UFS hosted five tier-one NRF South African Research Chair Initiative (SARChI) chairs: Higher Education and Human Development; Humanities without Borders: Trauma, History and Memory; Disease

Resistance in Field Crops; Solid State Luminescent and Advanced Materials; and Vector-Borne and Zoonotic Pathogens.

The DRD supports UFS academics who aim for NRF rating through a number of initiatives, such as application workshops, incentives, and one-on-one assistance with the rating process. As a result, the number of rated researchers at the UFS has increased by 6% from 2015 to 2016, including three A-rated researchers. Over the same period the number of B-rated researchers increased from 13 to 14, and C-rated researchers from 92 to 97. Y1-rated researchers increased from four to five while Y2 researchers increased from 11 to 13.

The Qwaqwa Campus also benefited from this intervention and has become home to five rated researchers in 2016. One of these researchers was also able to secure a Newton Advanced Fellowship from the Royal Society to the value of £10 7600. There has been a particularly significant increase in rated researchers in the Humanities Faculty over the past three years, from 19 in 2013 to 31 in 2016. A similar trend was observed in the NAS Faculty, with an increase from 53 rated researchers in 2013 to 65 in 2016. The Faculty of Health Sciences also increased the number of rated researchers to 8 in 2016.

Traditionally the UFS maintained two Ethics Committees that evaluated projects relating to human subjects and animal studies. These two committees predominantly served the Health Sciences. Given the critical importance of research ethics in ensuring research quality, the University re-assessed the ethical approval process and in 2016 implemented a more

comprehensive and internationally acceptable ethical approval processes. This was done by expanding and introducing new structures that could accommodate all disciplines offered by the University and allow for a more systematic and transparent appeals process. This was made possible through the implementation of the ethics module of the Research and Information Management System (RIMS), which facilitates both the evaluation and recording process of research ethic approvals. Three main areas for ethics approval were identified, which include human subjects, laboratory animals, and environment and bio-safety. Ethics committees were established for each area and these committees are represented at the Senate Research Ethics Committee, which develops institutional policy and ethical guidelines and serves as the appeals committee for the three sub-committees.

3.4.2.3. *Achieving financial sustainability*

The amount of funding received from the NRF has increased substantially over the past three years, from R23 million in 2013 to R56 million in 2016. This includes Thutuka grant holders (who have increased from 46 in 2015 to 50 in 2016), as well as SARChI funding which has increased from R2.5 million per tier-one chair to R2.68 million.

The impact of SARChI funding in terms of research outputs and research income has been significant. These chairs were able to leverage funding for expensive equipment and grant funding from both national and international organisations. This excludes the UFS's contributions in terms of equipment, Master's and doctoral bursaries, as well as the funding of postdoctoral fellows (see section 3.3.3).

This type of funding for research is one important part of the contribution of research and innovation in the achievement of financial sustainability at the UFS. The other, which is becoming a main focus for the DRD and the UFS, is increasing third stream funding generated from research and innovation activities.

All South African universities are attempting to rapidly increase their third income stream in response to declining government subsidy and the financial demand derived from the #FeesMustFall movement. Although the UFS is not the leader in this field, significant progress is being made (see section 5.2.1) and, given a conducive environment, can gain more ground.

With the implementation of the grants and contracts module of the RIMS in 2016, the DRD Office for Innovation and Business Development could start to capture and record information pertaining to research contracts more comprehensively. This has improved management data significantly and also enabled the University to improve governance and manage risk associated with research contracts. Innovation and Business Development also adds value to the core activities of the UFS through knowledge brokerage and the protection and leveraging of intellectual property for the benefit of the University as a whole.

3.4.2.4. *Student innovation*

How innovation can thrive on a campus is an aspect of the student life experience often overlooked at South African universities. Innovation has a long tradition at South African universities, but this is mostly at postgraduate and staff/researcher level. Little or no emphasis

is placed on innovation at undergraduate level, because universities consider the amount of innovation at undergraduate level to be insignificant or, generally, have limited spare capacity to accommodate undergraduate students. However, many universities locally and internationally are seeking new ways to harness students' capacity to innovate. Programmes that work outside traditional academic parameters, often called Innovation Centres, are proving successful. One contributor to their success is the spaces in which innovation teams operate. They are as organic as the process of innovation is. With this as background, the UFS established a student innovation office in 2013 with the aim to assist young entrepreneurs with business advice and funding opportunities. A number of students have been assisted by this unit by supplying space to grow and nurture their businesses and ideas. This student innovation office has not only been able to assist with a working environment but leveraged significant funding for students from organisations such as the international Innovation in Large Organisations (ILO) Institute and the South African Technology Innovation Agency (TIA). By 2016 more than R1.5 million had been raised to support these entrepreneurs of whom the majority are from disadvantaged backgrounds.

Box 9: The Postmasburg research project

Postmasburg in the Northern Cape has profited from the increased global demand for its metals, but it continues to depend too heavily on them. Nationally, South Africa has undoubtedly benefited from the mines, but locally they have brought problems in the form of power struggles between multinational mining companies and small communities. The peer-reviewed book "From small town to iron town: mining and community in Postmasburg" is a first attempt to document the interaction between mining companies and a local community.

In an attempt to synthesise some of the complexities, just more than 1 000 household interviews in a stratified random sample in Postmasburg, 250 interviews regarding well-being in the workplace with mineworkers and more than 30 qualitative interviews were completed. A further 70 interviews were completed with representatives of enterprises in the town. The book highlights the way mining communities depend on the mines for their social and economic sustainability. It describes the ways the mining companies and the community function and interact at important stages of the life cycle of a mine. The focus was on employment, inequality, housing, business development, worker well-being, governance, municipal finance, planning and the environment.

The uniqueness of the book can be summarised in three points: (1) It represents a first attempt to investigate the local impacts of mining in a single mining town in South Africa. Although a number of papers have appeared on, for example, Rustenburg, the Free State Goldfields (Matjhabeng), the City of Matlosana and Emalahleni, there is as yet no comprehensive volume related to the range of factors that we are considering in the book. The existing urban research in South Africa is geographically dominated by the larger metropolitan areas. Although the number of small towns has increased, there still is only a small body of work that deals with mining and small towns. (2) The book also makes two theoretical contributions. It considers not only existing international paradigms of research of mining towns, but also empirical evidence of the effects that mining brings to bear on mining towns. It is interesting that the existing research on mining towns in South Africa is not theoretically adequate. We hope to make a contribution in respect of laying a theoretical foundation comparable to that often used in research on mining towns elsewhere in the world. (3) The interdisciplinary nature of the book – which contains the contributions of academics working in at least six disciplines (Geography, Economics, Industrial Psychology, Town and Regional Planning and Public Management and Administration) – ensures that a number of cross-cutting issues are addressed in the manuscript.

The introductory chapters provide the rationale for the book, assess existing paradigms of mining town research, provide an overview of research on mining town and mine labour in South Africa, and provide a framework which forms the central themes for the discussion in each of the chapters. The remaining chapters are then divided into three subsections: governance, planning and power; housing; and working and doing business on and with the mine. The concluding chapter collates all the mining-related factors that have influenced development in Postmasburg. The book looks at what was done but also asks what could be done differently in the future and in other examples, what the consequences of past courses of action have been and what the drivers of negative consequences have been. This can therefore ensure that mining towns are better planned, and can show what the factors are that will continue to drive the mining industry and, finally, what the implications of these factors are for mining towns in years to come.

3.4.3 Faculty research

3.4.3.1. Economic and Management Sciences

The exceptional change regarding research excellence at EMS over the past 10 years forms the basis for the further broadening of the research base of the faculty, a significant increase in the number of NRF rated researchers in diverse disciplines, and the eventual establishment of a vibrant research culture in all of its academic departments. This necessitates a multidisciplinary approach and the faculty's Postmasburg project serves as an excellent example (see Box 9) of this approach.

Annually EMS staff members travel the globe to share in the wealth of various knowledge production initiatives and to test their thinking against international benchmarks. In 2016 Prof Philippe Burger from the Economics Department was awarded a Fulbright scholarship to work on achieving the United Nations Sustainable Development Goals (SDGs) in Africa and South Africa with world-renowned economists Prof Jeffrey Sachs of the Earth Institute in New York; Mareve Biljohn from the Department of Public Administration and Management was awarded a European Union Saturn research exchange scholarship and worked with Prof Frank Naert at Ghent University; and Jan Cloete from the Centre of Development Studies (CDS) studied under the Erasmus Mundus research exchange scholarship at Antwerp University.

The faculty utilised the appointment of research associates to boost its research productivity and intellectual diversity in 2016. These appointments include Prof Robert Hinson, a Strategic Marketing scholar from the University of Ghana Business School, and Dr Gary van

Vuuren, former analyst of Fitch Ratings in London, who were appointed in the UFS Business School; and Prof Peter Westby from Queensland University, Prof Monica Jane McLean from the University of Nottingham and Prof Ann-Marie Bathmaker from the University of Birmingham, who were appointed in the CDS.

This research approach ensures that the faculty drives a research agenda that receives national and international exposure. There is, however, much to do in maintaining the momentum of improving both the quality and quantity of the faculty's research output, and in developing the research networks locally, nationally and internationally, which are the necessary conduits to applied research. EMS's progress in terms of its research profile is due in no small part to the extensive commitment of resources, the continued development of ambitious targets, and the enquiring culture which characterises the faculty. Dedicated and committed staff of national and international standing are optimally positioned to bring the fruits of these investments into our classrooms and advice to various sectors.

3.4.3.2. Education

The Faculty of Education has established cross-campus research teams in six focus areas in an effort to improve the quantity and quality of its research outputs. These focus areas include Early Childhood Education, Sustainable Learning Environments/Sustainable Rural Learning Ecologies, Instructional Leadership, Sexuality Education, Disciplinary-Interdisciplinary-Transdisciplinary (DIT), and Higher Education Studies Re-imagined.

Academics participate in these teams to sharpen research foci, enhance research skills development and facilitate access to resources (i.e. intellectual capital and funding) which will improve research output in terms of both productivity and impact. The teams also support preparation and application for NRF rating and academic promotion. The research teams also facilitate the supervision of postgraduate students in specialised cohorts in line with the noted focus areas.

Some teams are still in a development phase (e.g. Sexuality Education, Higher Education Studies Re-imagined and DIT). Others are already delivering results. For example, the Sustainable Learning Environments/Sustainable Rural Learning Ecologies team, which focuses on researching teaching, learning, curriculum and governance in school and post-school settings, has secured NRF funding close to R500 000 per year, and it produces an average of five doctoral and four Master's graduates and more than 10 publication output units per year.

The faculty submitted 40 new postgraduate programmes for CHE accreditation during 2016 as a result of the process of curriculum alignment, including six postgraduate diplomas, four BEd Honours degrees, 14 research-based MEd and one MA degree, and 15 doctoral degrees. The content and research modules for postgraduate studies in Education is organised such that students experience first-hand what being a teacher, a researcher and a community worker entails. The faculty conferred 186 postgraduate degrees in 2016 (up from 112 in 2015), including 21 doctoral graduates (up from 13 in 2015) and 142 BEd Honours degrees (up from 74 in 2015).

In 2016 the faculty also generated 27.92 publication output units from journal articles. Its staff members served as guest editors for the Southern African Review of Education journal of the Southern African Comparative and History of Education Society (SACHES) as well as the Journal of Higher Education in Africa (JHEA); and the SANRAL Chair hosted by the faculty, Prof Loyiso Jita, is the chief executive editor of Perspective in Education (PiE).

The faculty maintains strong research networks with Maharakham University in Thailand, University of the Western Indies-ROYTEC in Trinidad and Tobago, and Aalborg University in Denmark. In 2016 it extended its networks to include Nazerbayev University in Kazakhstan, Leiden University in the Netherlands, and the Lesotho Colleges of Education. Collaboration with these institutions have resulted in book publications, opportunities to work with the UNESCO Chair of Problem-Based Learning at Aalborg, as well as the presentation of workshops, seminars and conference keynotes by UFS staff abroad and by international academics at the UFS.

3.4.3.3. Health Sciences

Universities with medical faculties are generally the leading research generators both for research outputs (e.g. publications) and research income. A number of research initiatives aimed at bringing the UFS Health Sciences Faculty on par with others in the country have shown success in 2016, as demonstrated by the Bob Frater cardiac unit, the Indigenous Knowledge unit, and the Medical Physics Department (all in the School of Medicine).

The Bob Frater cardiac unit is focused on new heart valves, tissue cultures, deceleration techniques and community health care. To date the unit has received more than R12 million in funding and its research has resulted in a patent in 2016, an increase in postgraduate students and publications, and international and national collaboration. In 2014 the UFS took responsibility for the Indigenous Knowledge unit from the Medical Research Council (MRC). The unit included a number of research contracts and research equipment to the value of R8 million. By 2016 the incorporation of this unit into the Department of Pharmacology has not only increased the funding and equipment but also attracted postgraduate students and postdoctoral fellows. The Medical Physics Department is considered the leader in its field in South Africa and boasts significant national and international recognition. The department has been awarded a MRC flagship grant of R8 million and has applied for further MRC funding in 2016.

The school's research performance was further boosted by the implementation of its Research Champions strategy during 2016, with the aim of improving research activity and involvement on all levels within the school. Several of its staff members have enrolled for their doctoral studies while others have embarked on writing articles for publication, which facilitates the establishment of a strengthened group of researchers in the school. Interdisciplinary cooperation also enables supervisors to assist PhD candidates in other departments.

The allocation of a SARChI Chair to Prof Felicity Burt is a major research achievement for the

school and should have a major impact on Virology research during 2017.

The School of Allied Health Professions (SAHP) implemented research initiatives in 2016 to inform and influence decision-making by the public health sector as well as industry. It also strengthened its niche areas of interdisciplinary research and large studies which provide stimulating opportunities for both established and emerging researchers as well as postgraduate students to become involved as the necessary expertise and resources are available to support them. These areas include:

- Time motion analysis in sports performance;
- Functional testing and injury prevention;
- Food insecurity;
- Community-based health in the Southern Free State;
- Women's health;
- Non-communicable diseases.

The fact that the SAHP increased its research outputs by 128% and produced an NRF C3-rated researcher in 2016 is evidence of its improving research performance. Established researchers and the increase in publications also contribute to the school's financial capacity to support high quality research.

In 2016 the SAHP increased its Master's enrolments by 53% and its PhD candidates by more than 200% (see Table 5). With the increase in the number of students, it is projected that more research will be published in the next two to four years. Financial support has been earmarked for page fees. However, additional income/support for students regarding technical

aspects such as editing and translation have been identified as insufficient. Insufficient funding also limits the opportunity for researchers to attend international conferences and establish networks, which would assist in developing third stream income opportunities.

The aim of the 2015 re-design of the school's research methodology course was to accelerate the completion of postgraduate protocols, with the aim to eventually increase the throughput rate. The improvement was already evident at the end of 2016 when the majority of students enrolled in 2016 obtained approval of their final protocols from evaluation committees. However, despite increased enrolments, the SAHP's postgraduate graduation rates (calculated as the ratio of graduates to enrolments) still seems insufficient. A possible reason for this is that students take at least two years to complete their studies, and that an increased intake has only been observed in the past two years. It is expected that postgraduate throughput will improve significantly within the next two years.

There is also some concern regarding the quality of supervision that will be possible with the increased number of students, while the number of qualified personnel to provide supervision remains unchanged. The SAHP therefore supports the improvement of quality of supervision and teaching and learning at postgraduate level by encouraging personnel to further their qualifications. In 2016 three SAHP academics completed their Master's degrees, while a further three received PhDs. Supervision capacity will further improve in the following three years as more senior staff members

become qualified and able to provide mentorship to younger staff members.

There has been an annual increase in research publications at the School of Nursing since 2011 when the output was zero. In 2016 two staff members published chapters in peer-reviewed books and 10 articles were published of which nine were in accredited journals. The school also produced five Master's and one doctoral graduate, and, most importantly, a NRF C2-rated researcher.

Two research niche areas are under active investigation, namely transfer of learning and health dialogue. Research development workshops within the school were offered for staff and postgraduate students and less experienced researchers were successfully mentored by more experienced researchers. However, given that a considerable share of the academic staff in the school is in the process of retirement, it anticipates that recruiting black and senior staff to supervise postgraduate students, specifically PhD students, will become a challenge.

Table 5: Research performance indicators for the School of Allied Health Professions

	Numbers for 2016 (n)	Increase from 2015 (n)
Publications	41	23
Total number of registered Master's students	75	26
Total number of registered PhD students	16	11
Master's qualifications obtained by personnel	3	2
PhD qualifications obtained by personnel	3	3
Master's students graduated	18	13
PhD students graduated	1	1

3.4.3.4. *Humanities*

The Humanities Faculty is committed to fostering a culture of discovery, research and writing to generate and develop new knowledge and in this way, make a positive impact on our multicultural society. Although the ideal will always be to leave a meaningful footprint internationally, national issues in South Africa, as well as the needs of our provincial and local communities, are not neglected and appear in peer-reviewed accredited academic journals, books, chapters in books, or other recognised academic research products.

A total of 122 peer-reviewed articles were published in accredited South African and international journals in 2016. In some instances the articles flowed from long-term research projects. Several of the articles were the products of papers that were read either at local, national or international conferences. In addition, 14 books and 40 book chapters were published. These research outputs include contributions from Humanities staff members on all three UFS campuses. In addition, the faculty has been able to recruit a large number of research fellows, including retired academics and researchers from other local universities and abroad. These research fellows make a substantial and gratefully acknowledged contribution to the faculty's research output.

Ten staff members were newly rated by the NRF in 2016, while three were successfully re-rated. This means that there are now a total of 41 NRF rated researchers in the Humanities at the UFS, including two on the Qwaqwa Campus.

The faculty was also extremely productive in the supervision of postgraduate students. In 2016 there were 51 Master's dissertations, and 16 doctoral theses.

Box 10 highlights some of the most notable research achievements in the Faculty of Humanities for 2016.

Box 10: Research highlights in the Humanities faculty, 2016

- Communication Science: Zubeida Jaffer, writer in residence, published the book *Beauty of the Heart: The Life and Times of Charlotte Manny Maxeke*.
- Communication Science: On October 3, 2016, more than 140 international and national delegates attended the South African Communication Association Conference on the Bloemfontein Campus.
- Department of Political Studies: Prof Hussein Solomon's book *Islamic State and the Coming Global Confrontation* was published by Palgrave in London. It is a most comprehensive book on the Islamic State covering such issues as their historical origins, ideology, their use of social media, the recruiting strategies adopted as well as their military strategy and tactics.
- Centre for Africa Studies: British Academy Newton Advanced Fellowship awarded to Dr Stephanie Cawood to research the memorialisation of liberation struggles (South Africa-Uganda) with partner, Dr Fisher (University of Birmingham).
- Odeion School of Music: In August 2016, the Odeion School of Music hosted the annual congress of the South African Society for Research in Music. During this conference, a book edited by Prof Martina Viljoen, *Musics of the Free State: Reflections on a Musical Past, Present, and Future*, was launched.

- Department of Criminology: The Department of Criminology in association with the World Society of Victimology presented during the month of August 2016 an international Victimology and Criminal Justice seminar series that served as the African counterpart of the South American (Colombia), Asian (Japan) and Eastern European (Croatia) postgraduate victimology events, strengthening research and knowledge production of our students and staff, together with the fostering of international cooperation and solidarity in our efforts to alleviate the plight of victims of crime and abuse of power.
- Department of African Languages: Publication of Sesotho text editing book: *Metheo ya ditokiso tsa sengolwa: Boitsebelo le tshebediso* by Dr EN Malete (McGillivray and Linnegar Associates Publication).
- Department of English: Prof Iri Manase published a monograph, *White Narratives: The Depiction of post-2000 Land Invasions in Zimbabwe* (UNISA Press, 2016).
- Department of Hebrew: Prof Jacobus Naudé and Prof Cynthia Miller-Naudé are involved in an ongoing project on historical linguistics and editorial theory of Biblical Hebrew. The research has important ramifications for identifying early versus later stages of ancient Hebrew on the basis of syntactic features.
- Department of Philosophy: Prof Pieter Duvenage published a book *Afrikaanse Filosofie. Perspektiewe en Dialoë* (Bloemfontein, SUNPress, 2016), the first-ever publication to cover a century of Afrikaans philosophy.
- Department of History: Prof André Wessels was asked to be the guest editor of the November 2016 edition of the accredited academic journal *New Contree*. This special edition dealt with the history of the Free State province.

3.4.3.5. Law

Postgraduate education is an important strategic focus area for the Faculty of Law. In 2016, the faculty had 93 students enrolled for the Master's programme and 18 doctoral candidates; and 26 Master's students and one doctoral candidate completed their studies. The faculty strives to have a diverse and representative postgraduate student body. This is evidenced by the fact that more than 50% of its postgraduate graduates for 2016 were from the designated groups. It also believes that postgraduate students from outside South African borders add to this diversity and to the Africanisation of the research produced by the postgraduate students and therefore encourages applications from and accommodates students from South African Development Community countries and beyond.

All but one of the academic members of staff in the faculty hold a Master's degree and are therefore able to provide postgraduate supervision on a Master's level. In 2016, eight staff members were enrolled for doctoral degrees and seven received support from the UFS Postgraduate School as part of the fast-track programme. Some of these doctoral students cover areas of speciality in which the faculty currently lacks capacity and this bodes well for the future of both research and postgraduate education in the faculty. For example, the doctoral research of two of these staff members is focused specifically on the SoTL in legal science.

In 2016, a number of staff members delivered papers at national and international conferences. In this, the faculty strives to continuously build and expand knowledge, establish and expand on

new and existing international ties, developing knowledge and informing research.

Research and postgraduate education in the Faculty of Law reached a particular milestone in 2016 with the establishment of the Free State Centre for Human Rights. The centre creates a specific research focus area in the faculty, i.e. human rights and social justice, which adds to and complements the UFS vision. The faculty, together with the Centre, regards this as a particular opportunity to contribute to transformative, innovative and high impact research. A new multidisciplinary postgraduate programme, a Master's of Human Rights, was developed by the centre and faculty in 2016. Going forward, the centre and the faculty will likely start to see the benefits of this in the medium term.

The faculty improved its research productivity for the third consecutive year in 2016 by increasing its publications by 6% compared to 2015. Its *Journal of Juridical Science* also continued to publish high quality, peer-reviewed and internationally accredited articles in 2016. The publication of this journal contributes to the research ethos in the faculty.

One new Law academic applied for NRF rating in 2016 and received a C1 rating.

3.4.3.6. Natural and Agricultural Sciences

NAS researchers performed well in 2016. There are some departments where research productivity is not as good but overall the faculty research output keeps on being the highest among the seven UFS faculties. This includes an

increase in the research outputs produced by the faculty at the Qwaqwa Campus.

In order to maintain high quality outputs, NAS staff are encouraged to publish in recognised scientific journals with good impact factors. However, due to a number of changes in administrative processes at the UFS, academic staff members have to focus more on administrative tasks which could have a negative impact on research quantity and quality. This impact is being actively mitigated through the appointment of postdoctoral fellows in some departments and collaborations with affiliated scholars. Staff are also encouraging postgraduate students to participate in conferences and to attend workshops presented by the Postgraduate School in order to improve their research capabilities, which accelerates throughput and increases the publication potential of postgraduate research.

NAS is also collaborating with the DRD to assist staff to apply for external research funding and to identify and support academics with the potential to apply for NRF rating.

There are also some challenges, especially with regards to young staff members who still needs to complete doctorates. Due to limited human capacity, many of these staff members have a high teaching load and do not manage to complete their PhD studies. This is both a consequence of and a contributor to a lack of supervision capacity for postgraduate students in some departments, but the faculty is working on department-specific improvement strategies in this regard.

NAS also started a number of initiatives in 2016 that will assist the staff in the faculty to produce more research outputs, for example:

- Compiling a strategy for the Central Research Fund (CRF) that facilitates the allocation of funding to young researchers to assist them in the establishment of their research careers;
- Investigating a mentorship programme that recruits retired academics (a) to mentor younger/early-career staff members in their research field as well as in the development of greater teaching and learning expertise, and (b) to maintain a high level of expert staff in the faculty.
- Encouraging research leave for early-career researchers based on an agreement on the production of research outputs during this period.

NAS is proud of the cutting edge research conducted in the faculty and of its academics who produce some of the best research at the UFS (e.g. the statistical unit, eye tracking, and interdisciplinary research). The faculty plans to maintain the standard of its research by continuously supporting NAS staff members to become the best researchers.

3.4.3.7. Theology and Religion

The goal of research in the Faculty of Theology and Religion is not only to conduct and publish research that creates new knowledge, but also to improve the academic reputation and standing of the UFS. In 2016 there was a movement in the research focus of the faculty towards a wider interaction with the social context. In South Africa – as is the situation world-wide – history has shown that solid academic research is vital

for stimulating new insights and new developments, not only in order to achieve academic progress, but also in order to advance society.

The faculty successfully improved both the quality and quantity of its research publications during 2016. Its research outputs increased by more than 45% from 2015 in 2016 to an estimated 124 articles published in accredited journals and peer-reviewed chapters in books. These research outputs were published by full-time staff members as well as research fellows of the faculty, half of them being international scholars. The international research fellows help to enhance and improve the academic standing of the faculty both in South Africa and abroad. The quality of the articles is also important and almost a third of the articles were published in journals indexed on the Thomson Web of Science.

The publication of the first volume in the series *UFS Theological Explorations* in 2016 is an important milestone in the research programme of the faculty. The ultimate goal of the series is to publish only research that is of a high academic standard, has been thoroughly peer reviewed and that makes an academic contribution to fundamental theological issues, both on a national and an international level. Furthermore, good research is understood not only as aimed at creating significant new academic knowledge, but also as a deliberate attempt at including various and even opposing perspectives, while also taking the social context within which we generate such new knowledge seriously.

The first volume in the series was published under the title *Theology and the (post) Apartheid*

Condition: Genealogies and Future Directions and explores the role of theological disciplines in the transmission and generation of knowledge at a public university. The volume interrogates the contours of the (post) apartheid condition and the implications for responsible disciplinary practices in theology. The publication of this volume, edited by Prof Rian Venter, marks the shifts that took place in theological disciplines and maps theology's future tasks.

Acta Theologica, the official theological journal of the Faculty of Theology and Religion, continues to be an example of a quality academic journal with a high impact factor. The journal is one of only two South African theological journals indexed in the Thomson Web of Science Arts and Humanities Citation Index and was recently ranked 58th out of 381 theological journals by the prestigious Scimago Journal & Country Rank¹⁴.

Academic research is not without its challenges, especially within the field of theology. The African context, especially the Southern African context, challenges theological research to be contextual and relevant. The question and challenge of decolonisation is in this regard an important marker and is firmly on the agenda of future research in the faculty.

3.4.4 The library

3.4.4.1. Improving staff equity

UFS Library and Information Services (LIS) reached its equity targets in 2016 with the staff complement. Discussions about career paths proved successful in motivating lower ranking staff members to improve their qualifications, with five black and women staff members obtaining their qualifications by the end of 2016. This resulted in improved staff morale and greater equity in the employment profile of the library.

Staff equity was also addressed through a process of reskilling and the reallocation of tasks. Academic libraries internationally are assuming new responsibilities in line with the impact that technological development and new trends on publishing and measurement of research have on the manner in which they operate. Responding to this context, the UFS LIS provided staff members with training opportunities in areas such as open access, bibliometrics, almetrics, digital preservation, data curation, the mobile environment, e-resources' acquisitions and management. The development of a revised organogram helped identify posts to be repurposed and filled with staff with these new competencies, which added an incentive for black and female staff to take advantage of the new opportunities to study further and attend training in these areas.

¹⁴ See http://www.scimagojr.com/journalrank.php?category=1212&area=1200&page=2&total_size=381

3.4.4.2. Increasing student success

LIS plays a major role in supporting students for academic success and lifelong learning. The classroom provides a certain level of guidance to students who must then gain knowledge through individual and group studies and by conducting literature searches for their assignments. LIS thus serves as an extension to the classroom, supporting students in acquiring the required knowledge in a user-friendly, informed, legal and ethical manner.

LIS maintains a dedicated Teaching and Learning Library Support Division aimed at delivering library and information services to academics and undergraduate students. In 2016, the division focused on equipping students with the knowledge and skills needed to navigate the wealth of available information through the library, and to use this information successfully to respond to their learning needs. This was done in a number of ways, e.g., through Gateway library orientation for first-years, through collaboration with CTL in teaching information literacy in UFS101, through regular training calendars, and through formal lecture slots allocated to LIS by a number of academics.

Despite the efforts to train undergraduate students, considerable time is still spent on conducting information searches on their behalf (13 612 searches in 2016). This is not the desired state of affairs; the ideal would be to prepare students to become self-reliant in their search for information, but information librarians find themselves having to undertake the task due to students' persistent low levels of information literacy. It is hoped that the development of a

multi-literacy online course which started in 2016 will soon address this challenge.

Significant progress has been made in developing effective and efficient academic-librarian relationships aimed at providing collaborative support to students. The need for a research methodology library module was identified and discussed with deans, resulting in some departments taking up the offer and integrating the library into their research methodology classes. This means that librarians will be afforded training slots during lecture time, with the possibility of allocating formal credits for this research methodology library module.

3.4.4.3. Improving research outputs

The UFS's strategic objective of improving research outputs led to LIS developing focused support for postgraduate students and researchers. This started by repurposing librarians' roles, reskilling existing staff, and appointing new staff with competencies needed to support research. The intention is to ensure that librarians play meaningful roles in the research cycle. Steps were taken to resource and capacitate the division responsible for research and scholarly communications for them to be able to contribute proactively to the dissemination of research outputs. The launch of institutional repositories – KovsieScholar and KovsieJournals – will contribute greatly to the worldwide visibility and discoverability of UFS research outputs, bringing return on investment and contributing to the impact assessment and ranking of the University. A total of 2 000 theses and dissertations were uploaded, which has resulted in an improvement in the UFS LIS visibility ranking on the Webometrics Ranking

Web of Repositories¹⁵ from zero in the year 2015 to 13th in the country and 25th on the continent in 2016. The ranking on discoverability puts UFS LIS in number 7 in the country.

Concerted efforts were made in raising awareness and training postgraduate students and researchers on how best to access and make use of library research services and tools remotely. A webpage for research services was developed and updated regularly by two dedicated research librarians. Web guides were also developed, assisting postgraduates and researchers to equip themselves with readily-available guides from anywhere, anytime when it suits them.

LIS also arranged two major events in 2016: the Research Week and the Open Access Week, celebrated during the last weeks of July and October respectively. Postgraduate students and researchers were trained on a wide range of research-related topics during these events, e.g. bibliometrics, almetrics, Turnitin, proposal writing, the library's role in the research cycle, copyright, Mendeley, Zotero, CiteThisForMe, Open Access and predatory publishing, and the Open Journals System (OJS). UFS journal editors were also taken through the OJS, which is a platform for publishing their academic journals.

¹⁵ See <http://repositories.webometrics.info/>

4 REPORT OF THE VICE- CHANCELLOR ON THE HUMAN PROJECT

4.1 Performance report: Improving equity and diversity

4.1.1 *Improving staff equity*

Despite the fact that the UFS's notion of equity goes beyond simple demographics, the race and gender diversity of the University's staff complement remains a persistent problem. This is of particular concern in relation to the academic staff complement that is still dominated by white males at the highest echelons and whose overall demographic composition does not match that of the student body (see section 4.1.2). The UFS therefore still measures staff equity by the share of its permanent academics who are black (i.e. African, Coloured and Indian/Asian) and also pays particular attention to monitoring the distribution of black and female academics in the academic hierarchy (also see section 3.3).

In 2016 the UFS exceeded its KPI 4 target of 25% permanent black academics (see Table 1). However, at 25.8% of all permanent academics and 26.9% of all permanent management professionals, black staff members remain

massively underrepresented at the UFS in these employment categories. Table 6 shows the 2016 race and gender profile of the permanent UFS staff complement in 2016.

Black and, to a lesser extent, female staff members also remain underrepresented in the upper ranks in both academic and support service departments. Despite an increase in appointments of black staff members in most academic departments from 2015 to 2016, the professoriate included only 27.2% female and 8.2% black professors,¹⁶ and the vast majority of academic department heads were white men (as noted in section 3.3). At the same time there has been a decrease in African male and female as well as Coloured male appointments in support services positions. While women are well represented in the junior and middle

management level, they occupied only 19% of senior management posts in the support services in 2016 (down from 20% in 2015). Black staff members remained underrepresented at all management levels: 19% of junior managers, 27% of middle managers (down from 36% in 2015), and 33.3% of senior managers.

It is clear that strategic management of academic appointments has not been sufficiently successful in improving the equity profile of the academic workforce. However, with new leadership in the human resources function since the latter part of 2016, the University is taking a number of pro-active steps to improve this strategy, e.g. the inclusion of employment equity as a critical performance area for all management staff members (also see 4.3.2).

Table 6: Race and gender profile of permanent UFS staff members, 2016

Personnel category		Gender	Race				TOTAL
			African	Asian	Coloured	White	
Non-professional support staff	Crafts and trades	Female	1	0	0	0	1
		Male	0	0	1	4	5
	Non-professional administration	Female	233	7	121	438	799
		Male	162	0	34	122	318
	Services	Female	105	0	7	2	114
		Male	118	0	14	3	135
	Technical	Female	4	1	0	11	16
		Male	15	0	2	19	36
Professional support staff	Executive/admin/management professionals	Female	9	0	2	36	47
		Male	10	2	5	40	57
	Specialists	Female	14	0	2	73	89
		Male	7	0	1	18	26
Academic staff	Instruction and research professionals	Female	75	5	18	352	450
		Male	100	2	17	272	391
TOTAL			853	17	224	1 390	2 484

¹⁶ Includes permanent and temporary academic and support staff employed at the professor and associate professor ranks.

4.1.2 Improving student equity

The UFS is one of the historically Afrikaans universities that experienced the fastest and most dramatic change in the demographic profile of the student body since the early 1990s, with black students becoming the majority of the student body. This trend slowed but continued over the past decade, with representation in the student body increasing from 61% in 2006 to 76% in 2016 (see Figure 7). This means that, for the first time in 2016, the UFS exceeded the enrolment plan targets for the racial diversity of its student body (see Table 8).

Consequently, the focus of student equity has shifted at the UFS from equity of access to equity of outcomes, and the University currently monitors the difference in success rates between its black and white students (see KPI 5 in Table 1) as a measure of its performance in terms of student equity.

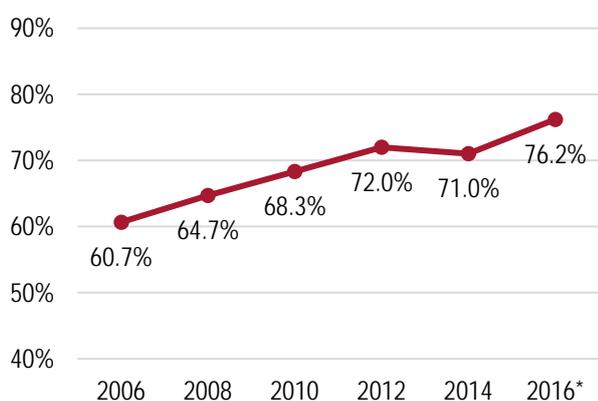


Figure 7: Black students as a share of total student enrolments, 2006 to 2016

This achievement gap between black and white university students is a national concern in South Africa.¹⁷ Attrition rates are higher, completion rates are lower, and time to completion is longer for black students than for their white peers. A range of factors contribute to the situation, not least of which being a dysfunctional school system, financial constraints, and an inappropriate curriculum structure.¹⁸ The UFS has implemented a range of interventions to address these factors (see section 3.2.2), such as the Siyaphumelela Project (see section 3.2.1) which specifies as one of its seven intended outcomes a decrease in disparity in success rates between black and white students.

These interventions successfully narrowed the achievement gap from 12.4% in 2013 to 9.9% in 2014 to 9.0% in 2015. However, in 2016 KPI 5 increased to 10.5%. Given that the work to improve teaching and learning continued in 2016 as in the previous years, the UFS suspects that the disruptions to both classroom teaching and the examination schedule caused by the #FeesMustFall protests may have impacted more on black than white students, and that the alternative learning methods introduced at the end of 2016 were less successful than expected.

Despite this setback, it remains encouraging that the external institutional audit panel in 2016 noted¹⁹ that it “heard from interviewees that compared to 10 years ago, the gap between the academic performance of black students and

¹⁷ Gqirana, T. (2016, November 16). Difference between black and white students failure rate a 'horror'. *News24*. Retrieved from <http://www.news24.com/SouthAfrica/News/difference-between-black-and-white-students-failure-rate-a-horror-20161116>

Smith, D. (2013, August 22). South Africa's universities 'racially skewed', claims watchdog. *The Guardian*. Retrieved from <https://www.theguardian.com/global-development/2013/aug/22/south-africa-universities-racially-skewed>

¹⁸ Council on Higher Education. (2013). *A proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure* (Discussion Document) (p. 254). Pretoria: Council on Higher Education.

¹⁹ Hay, M. (2016). *Towards the Next Phase of Transformation at the University of the Free State: The Academic and Human Projects as Drivers of Transformation*. (Institutional Audit Report). Bloemfontein, South Africa: University of the Free State.

white students has closed as a result of the changes made within the institution and has been partly attributed to better teaching and learning innovation and support.”

4.2 Transformation report

Student and worker protest, the implementation of a new language policy, gender-related matters, and the introduction of changes in the composition of the UFS Senate were the key catalysts of transformation at the UFS in 2016.

4.2.1 Protests

The UFS started 2016 with a very specific type of student protest that focused on internal institutional matters and very little on national issues. The violence that followed the disruption of the rugby game on Xerox Shimla Park on 22 February by a group of black students and workers shocked the UFS community to its core and, following the incident, the University Council appointed an independent panel, chaired by Justice Johann van der Westhuizen, to conduct an in-depth investigation of the events. The panel submitted its report entitled “People, Not Stones” to the University Council in November 2016.

The 2015-2016 national #FeesMustFall student protests found their own forms of expression at the UFS and brought to the surface a number of areas for self-reflection and evaluation, including the academic project. In an attempt to have a clearer, critical view of itself the UFS requested a team of experienced academics chaired by Profs Barney Pityana and Crain Soudien to conduct an Institutional Audit on Transformation. Their

report “Towards the Next Phase of Transformation at the University of the Free State: The Academic and Human Projects as Drivers of Transformation” was submitted to Council in July 2016. Both reports provide invaluable recommendations for the UFS to engage with itself at a variety of levels.

2016 was an ‘interrupted’ year in that university operations did not present sustained periods of ‘normality’ in which the demands of students could be engaged with in structured ways. However, especially during the second half of the year, the management team made a concerted effort to engage with students more systematically in order to make sense of the problems they raised and grapple with the complexity of managing the anxiety of staff, parents and non-protesting students while giving serious consideration to the students’ demand for free education., Meetings with the entire academic and support services staff complement about the student protests during October 2016 contributed to a broader understanding of the challenges facing the UFS and have set the grounds for a collective UFS community engagement with these challenges. A range of engagements with students took place from September to November with a broader management team of deans, senior directors and directors playing a crucial role. This is a positive development, especially since, for the first time, a larger pool of colleagues conversed and heard directly what students had to say especially about free education.

At its meeting on 2 December 2017, the UFS Council directed the management of the UFS to prepare a comprehensive transformation plan in

consultation with all stakeholders, including the SRC, and take into account the recommendations contained in the transformation audit report, the report on the Xerox Shimla Park incident and the 'letter of directives' received from the SRC on 2 September 2016. This transformation plan should serve as a blueprint for the further transformation of the UFS and the eradication of racism and various other forms of discrimination that were contrary to the notion of inclusivity of the UFS human project, not to mention the Constitution of the country.

4.2.2 Language

In March 2016 the UFS Council approved the final version of a new language policy in which English becomes the primary medium of instruction as well as the primary formal language of the UFS administration. The new policy strongly supports academic multilingualism (through, among other activities, an expanded tutorial system) and encourages multilingualism in all social interactions while maintaining English as the language of formal student life. A phased implementation plan for the language policy starting in 2017 was approved as well as the development and implementation of a language development plan for the UFS for the period 2016 to 2021.

The UFS was engaged in litigation initiated by AfriForum and Solidarity which attempted to set aside the new language policy throughout the year. This culminated in an appeal lodged with the Supreme Court of Appeal by the UFS against a ruling of the Bloemfontein High Court, the outcome of which will be known in 2017.

4.2.3 Gender

Intersectionality was one of the characteristics of the student protest nationally. The seriousness of the cases brought to the fore by the protest suggested to the UFS that the way of dealing with gender-related problems speedily but in a case-by-case manner was not enough. During 2016 significant attention was given to numerous sex- and gender-related matters on all three campuses of the UFS, including women's issues, LGBT+ issues, sexual harassment and misconduct problems, as well as various operational issues regarding gender discrimination and equity. This resulted in three interventions following a comprehensive consultation process involving all relevant stakeholders.

Firstly, a Gender and Sexual Equity Office (GSE) was established that will be working with staff at the Institute for Reconciliation and Social Justice (IRSJ), the Student Discipline and Mediation Unit at the UFS Law Clinic, the Free State Centre for Human Rights, UFS Student Affairs, Human Resources, Student Associations, the SRC, Counselling Services, Security Services, Physical Resources, Health and Wellness, and Housing and Residence Affairs. The GSE will function primarily as a resource office that will engage in advocacy work, present sensitivity training workshops, facilitate dialogues on gender and sexual equity, and refer students who report any matter relating to gender and sexual equity to the relevant office.

Secondly, two policies were drafted that will function in tandem, namely, the Sexual Harassment, Sexual Misconduct and Sexual Violence policy, and the Anti-Discrimination

policy. Towards the end of the year, both policies were in the process of being finalised in terms of legal compliance after which it will go through the usual process of public and stakeholder consultation prior to serving before Council. Because of the protests in October, the consultation process with stakeholders was interrupted and the finalisation of the policies delayed.

Thirdly, the first gender inclusive bathrooms were established at the University. The UFS management and various stakeholders agreed that the current availability of male and female bathrooms is not serving the needs of some members of the UFS community. Individuals who identify differently to the binary gender configuration, or who may not identify with either, are not comfortable using either facility. The vast majority of stakeholders were in agreement that the University would not want to exclude, discriminate or force sex/gender identifications, especially if individuals are not ready or prepared to do so, and this initiative would encourage further realisation of constitutional rights for all and respect for the dignity of affected members. It was agreed that new buildings will continue to be built according to municipal regulations with 'male', 'female' and gender inclusive bathroom options and additional gender inclusive bathrooms will be designated in existing buildings where possible. In existing buildings, where this option is unavailable due to spatial/building constraints, those requiring gender inclusive bathroom facilities (for example, gender non-conforming individuals) will now share access to the bathrooms reserved for persons with disabilities which are gender inclusive at present.

Appropriate signs will be used to demarcate these facilities. In residences and other buildings that have 'guest' bathrooms, these will be re-designated as gender inclusive.

4.2.4 Senate

Council approved a fairly radical change in the composition of the Senate and a new approach to agenda setting (also see section 2.2.2). The proposed changes in the composition leaves the number of professors as is, but adds a heavy layer of representation by academic department heads and lecturing staff who are not full professors, while increasing student representation from two to 10 members (including a student faculty chairperson for each of the four faculties on the Qwaqwa Campus). Nominations for these positions must ensure that 50% of the academics in each category are black and female academics. The modified statute of the UFS was submitted to the Minister of Higher Education and Training for his approval at the end of 2016.

4.3 Stakeholder relationships

4.3.1 *Message from the Vice-Rector: External Relations and Student Affairs*

This portfolio consists of the following functional units: Student Affairs, KovsieSport, Health and Wellness, Community Engagement and the South and Qwaqwa Campuses. During this reporting year the principals of the South and Qwaqwa Campuses achieved direct representation on the Rectorate which obviated the need to report to this portfolio. On both a substantive and symbolic level, this provided for higher levels of operational and management efficiencies.

The very lack of organisational design in this portfolio was one of the foci of work during 2016. An external Review of Student Affairs was conducted at the end of 2015 and 2016 was used to implement the panel recommendations. A review of RAG and Community Engagement during 2016 also threw up important elements that needed to be attended to. This work will be done during 2017. Work will also be done in 2017 to reconfigure the portfolio along the reviewers' recommendations and the new needs of the University.

The protest-related instability of the 2016 year prescribed a crucial role for student affairs and this sub-portfolio engaged productively with most of the challenges to contribute to the completion of the academic year. Likewise, the health and wellness sub-portfolio provided the necessary support for staff during these out-of-character times. KovsieSport, apart from its major contribution to expand the diversity of

codes as a sport-justice imperative, is a crucial area of human well-being that supports academic performance. This sub-portfolio exhibits great potential to integrate the human and the academic projects.

Community Engagement, though engaged in many projects that serve the human and the academic projects, required a better evidential basis from which to operate in closer alignment with the strategic objectives of the University. The recommendations of the review will be considered in 2017.

Prof Andre Keet

Acting Vice-Rector: External Relations and Student Affairs

4.3.2 *Staffing*

4.3.2.1 *Insourcing and strike action*

In support of the national drive for insourcing and the principle of "earning a decent wage", the UFS embarked on a consultative process and allocated additional payments to the service providers/employers of service workers (cleaners, gardeners and security officers) in order to ensure that each worker employed to deliver the outsourced services earns at least a minimum total remuneration package of R5 000 per month. This was implemented as an allowance, to reconcile the difference between the actual wages earned and the basic salary of R5 000 per month.

A protected strike took place from 1 to 4 June 2016 after a certificate of non-resolution was issued at the Commission for Conciliation, Mediation and Arbitration (CCMA) in a dispute

declared by NEHAWU during February of the first quarter. As per legal requirement, particularly in the event of no-work-no-pay implementation, attendance registers were taken as evidence of who was not involved in the strike. The Human Resources Employee Relations Management (ERM) division was responsible for coordination and management of the strike, for which ERM established an uninterrupted channel of communication with and between executive management, NEHAWU, Protection Services, and CBM, and all other line managers and staff members. This included arranging access to the Bloemfontein Campus for union representatives during the strike so that discussions with management regarding the wage dispute could take place, assistance in calling mass meetings for striking and non-striking staff members, and dealing with reported incidents of intimidation and other improper conduct of employees.

4.3.2.2. Employment equity

Despite the fact that changing the demographic profile of the UFS staff complement has been a priority for a long time, the UFS academic staff profile in particular is changing painfully slowly (see 4.1.1). In order to address this challenge a HR practice note was compiled to inform all departments and divisions that all positions on Peromnes level 9 (Senior Officer) and lower must reflect the race, gender and disability demographics of the Free State province.

HR compiled and submitted a three-year Employment Equity plan to the Department of Labour at the end of 2016. During this process each support service and academic department at the UFS developed its own equity plan, with support from HR, in which plans as well as

challenges are noted. HR will support the realisation of these plans by addressing the noted challenges and continuously monitoring the plans as part of its normal recruitment and appointment processes.

4.3.2.3. Remuneration

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

UFS remuneration packages are compared 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. Anomalies are addressed by adjusting the remuneration level of the specific job levels once the remuneration package becomes lower than 95th percentile of the median. Payment of a remuneration package above the median to an individual or a group of staff members may be approved in exceptional circumstances.

The UFS aims to attract, retain and motivate high-calibre executives, aligning their remuneration with best practices. The reward approach includes a guaranteed package, short- and long-term incentives, performance management, and opportunities for individual growth and development.

The annual review of staff remuneration is benchmarked to the tertiary market and awarded according to individual performance, determined through a performance management process. The outcome influences the award of short- and long-term incentives. The short-term incentive, a yearly cash bonus, is linked to achieving strategic objectives. The proportion paid to employees depends on their performance against the operational and strategic objectives in their performance plan. The long-term incentive, merit notches and exceptional merit encourage loyalty.

The Remuneration Committee of Council reviews the remuneration packages of senior staff annually. This committee operates according to a charter approved by the Council on 8 November 2007 and has the following responsibilities:

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

The average increase in the remuneration packages paid for all staff members was 4% in 2016.

4.3.2.4. Division restructuring

In 2016 the HR Department went through a re-organisation process with the goal of becoming more responsive to the strategic needs of the UFS and to address the fragmentary nature of HR practices. Units were restructured within the department and a strategic business partner model was adopted. The department now consists of the following five units:

- Development, Training and Learning.
- HR Business Partners (Academic Cluster, Support Services Cluster, Qwaqwa Cluster).
- Employment Relations Management.
- Benefits and Administration.
- Remuneration Management and Business Architecture.

Job profiles were compiled for all HR positions after which job matching was performed by making use of the Thomas International Test Battery to assess the competencies and skills of all HR staff members. All HR staff members were then matched to specific positions in the re-organised structure, based on the results of the assessment and their work experience and qualifications.

4.3.3 Students

Student Affairs began 2016 with a particular focus on student access, support heading towards graduation and holistic development. The Gateway programme orientation was repositioned toward ensuring classroom readiness from the outset, fundraising was prioritised, and protesting and non-protesting students were supported during #FeesMustFall. During this year the organisational structure of Student Affairs was reviewed which improved this section's ability to fulfil its mandate.

Student Affairs played a significant role in the aftermath of the Shimla Park incident (see section 4.2.1). In this regard a series of dialogues were undertaken together with the SRC in order to make meaning of what happened (and why it happened) with the aim of finding a path to reconstruction, and social justice, while searching for greater social cohesion. These dialogues culminated in a three-day colloquium. The outcomes of the colloquium were a number of suggestions for building name changes on both the Qwaqwa and Bloemfontein Campuses, among others.

Following the 2015 #FeesMustFall protests, Student Affairs took a strategic decision to assist students through pro-active fundraising. Broader awareness conversations were undertaken about the implications of provisional registration (i.e. deregistration), which encouraging the 2015/6 SRC to embark on a fundraising drive through the Right to Learn campaign. The campaign aimed to mitigate the impact of deregistration and was, by and large, successful. Student Affairs also continued to

assist students who perform well academically through the No Student Hungry programme.

Student Counselling and Development (SCD) observed an increase in the number of visits by students in 2016 which were mostly related to anxiety. This increase could be attributed to the occurrence of student trauma on the three campuses linked to #FeesMustFall and related events. SCD assisted these students through individual and group therapy, crisis management, and after-hours on-call services.

SCD also collaborated with a number of other UFS divisions, departments and programmes, e.g. UFS Health and Wellness, residences, and the Gateway programme. The division also worked with SAS and academic departments to administer psychometric evaluations for the purpose of providing a recommendation for the admission of prospective students who do not meet the prescribed admission requirements of the University. In the case of the departments of Social Work and Architecture SCD also helped with testing for selection courses. Collaboration with the Unit for Professional Training and Service in the Behavioural Sciences (UNIBS) and the Department of Psychology took the form of the training and rotation of interns and student counsellors. Internally SCD increased collaboration and programme alignment with the Qwaqwa SCD office; revised, formalised and aligned its client documentation; and developed the comprehensive informed consent form.

The Centre for Universal Access and Disability Support (CUADS) continued to advocate universal accessibility of services on all three campuses. The centre supported 183 students with disability

(SwD) through its Disability Support Programme, which is a specialist and holistic coordinated approach to create more enabling environments that empower SwD to participate equally in the academic project. This programme contributed greatly to the graduation of 23 SwDs in 2016. Other 2016 CUADS initiatives include the following:

- the Accessible Transport Programme which, coordinated with one ad hoc driver, assisted four SwD with regular transport between the Bloemfontein and South Campuses, and five students with ad hoc requests;
- the Liaison, Awareness and Advocacy Programme, which involved CUADS in orientation and information sessions, a roadshow and Casual Day 2016;
- the Accessibility Programme interventions, which included the development of a Disability Sport strategy in partnership with Kovsie Sport, the revision of the Student Crisis Protocol to include the needs of SwD, and the establishment of a UFS Library Services partnership; and
- the Accessible Study Material Production Programme, which provided academic support to 14 students with visual impairments who make use of Braille and E-text.

The increase in the number of deaf students studying at the UFS enabled a stronger relationship between the CUADS Communication Access Programme and the Department of South African Sign Language to ensure the availability of a larger pool of interpreters. The programme facilitated and coordinated academic support

together with Interpreter Services to seven deaf students.

On average 130 students were accommodated by the accessible test and examination facility housed at CUADS. The Alternative Assessment Programme collaborated with the Examination Division to facilitate and coordinate extra time concessions for 90 students, 10 amanuensis, specialised test and examination equipment for 22 students, and accessible formatted papers for 14 students.

Student Leadership Development presented six generic leadership training events to around 750 students in 2016, and ad hoc workshops to prepare Rag Committee candidates before their election. Additional student governance training was presented for student association leaders and SRC executive council leaders (± 140 attendees); and all newly elected residence committee members were trained directly after their election in September 2016.

Student leaders within the 2016 first-year cohort attended a leadership training camp at Ladybrand. These leaders were incorporated into the Student Life Colleges student governance structures. The F1 Leadership for Change programme took five first-year groups on an exchange programme to five universities in Thailand, the Netherlands and the United States. The subsequent year programme included four dialogue sessions and an institutional project – #TooSoon²⁰ – which focused on depression, anxiety and the prevention of suicide. Additionally, ten female students attended the Women Development Bank (WDB) 25th

²⁰ See <https://web.facebook.com/UFSTooSoon/> for more about this project.

Anniversary Celebratory Dialogue: Making Poverty History, at the University of Pretoria in July 2016, hosted by founder and patron of the WDB Trust Zanele Mbeki.

The Student Affairs Career Office presented 30 workshops to 1 048 attendees during 2016. The office collaborated with Health and Wellness throughout 2016 on the Student Wellness programme, and with CTL on the Programme for Academic Student Success (PASS). Four Career Fairs hosting approximately 60 companies were arranged, as well as workshops presented on the Bloemfontein Campus by external companies Shoprite, Hatch, Nedbank and ABSA. The Career Office launched the first UFS Graduate Career Guide in July 2016; 8 000 copies were printed, and the guide is also available online. The office hosted career services staff from 14 universities in Bloemfontein to discuss best practice and to start the process of becoming a professional South African association.

KovsieFM and the UFS Arts and Culture Office produced the first UFS radio drama, eKovsie, in partnership with the Higher Education and Training HIV/Aids Programme (HEAIDS) and the UFS HIV Office. Premiering on 1 August 2016 on KovsieFM, the focus of the drama was to create awareness around HIV/Aids as well as many other issues pertaining to sexual health and the overall challenges of student life. The 30-part drama followed different characters as they navigated life at the University and the feedback from students who listened to and engaged with the story was very positive. Such collaborations with external organisations and between Student Life offices is key to ensure that many more

students are reached by Student Affairs programmes.

Four strategic appointments were made in Student Affairs in 2016. These include a new Dean: Student Affairs, Directors for Student Affairs Qwaqwa, and Student Affairs Bloemfontein, and a Director for Student Counselling and Development. There were also structural changes which led to the separation of the Housing and Residence Affairs portfolio from Residence Life; and the subsequent merging of Student Life and Residence Life to form a portfolio for Student Communities. Consistent with these structural changes, an academic coordinator for Student Life Colleges (SLC) was appointed in order to enhance the academic project in residences. Further developments related to residences include cooperative initiatives initiated at the Qwaqwa Campus in which partnerships were established between private residence owners and the UFS in order to improve the safety and quality of services offered to students.

The strategic appointments in Student Affairs created stability in the division and facilitated the development of a Humanising Strategy 2017-2022 at the end of 2016 (see Figure 8). The strategy is grounded on two pedagogies (i.e. pedagogy of discomfort and humanising pedagogy); the intersectionality framework; critical diversity literacies; and social justice. Student Affairs remains committed to the holistic development of UFS students with the aim of producing world-class graduates who are socially conscious and active citizens.

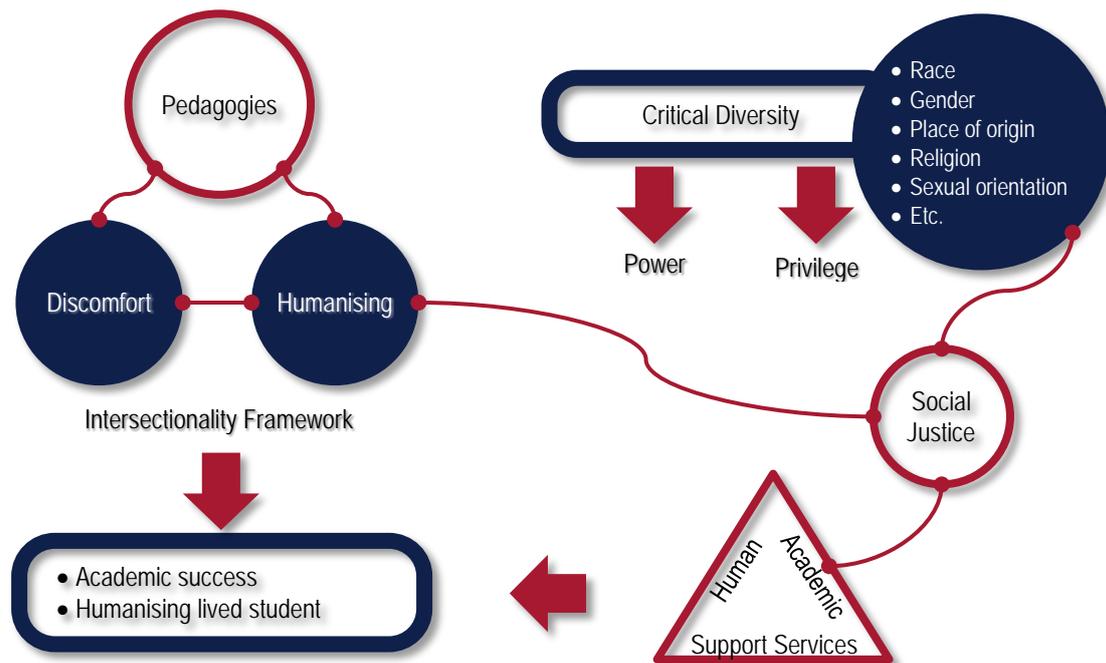


Figure 8: UFS Student Affairs strategy framework 2017 to 2022

4.3.4 Campus safety

The mandate of UFS Protection Services Department is to create and maintain a safe environment at all the three campuses of the University. The department executes its mandate through a hybrid security risk management model, as well as through cooperation and collaboration with national and provincial law enforcement structures such as the South African Police Services (SAPS) and the State Security Agency. The service offerings of Protection Services include, among others:

- Operational security management.
- Traffic control.
- Emergency and crisis management coordination.
- Crime prevention and investigations.
- Security awareness capacity building.

- Management of parking allocation and selling of discs.
- Management of outsourced security service providers.
- Covert and overt surveillance.
- Security vulnerability assessment and mitigation.

UFS Protection Services again had to deal with racism-related cases in 2016. Safety of students residing off-campus was also one of the major challenges facing the University in 2016 and this will still be the case during 2017. In an effort to address the problem, the UFS is collaborating with SAPS and local armed response security cameras to enhance patrols in the areas around off-campus student housing.

Ongoing #FeesMustFall protests were undoubtedly the biggest challenge of 2016 for

most public universities in South Africa, especially after the announcement on fee increases for 2017 by the Minister of Higher Education and Training. Academic and administrative activities at the Bloemfontein and Qwaqwa Campuses were disrupted and instances of protestor violence posed a very real threat to the safety and security of students and staff members as well as property and other University assets. This left the UFS management with no option but to obtain a court interdict and to suspend face-to-face academic activities. The UFS implemented a 'failsafe' protection strategy to return stability to all of its campuses. The main objectives of the strategy were to ensure successful completion of the 2016 academic year, to protect University assets, and to guarantee the safety of students and staff members.

The strategy included the use of additional security officers and outsourced riot control officers, as well as the deployment of members from the Public Order Policing Unit from the SAPS. Vulnerable buildings were identified and placed under heavy 24/7 security presence, and visible security patrols on campus were enhanced to ensure that all other buildings were protected. Some South African universities sustained severe property damage due to arson and other forms of violent protest. The UFS, however, was able to effectively manage the situation, resulting in only minor damage.

Despite the arrest of several UFS students for their disruptive behaviour in line with the interdict, the 2016 academic year was successfully completed. The implementation of the failsafe protection plan was successful, but

came at a high cost. However, the strategy was justified taking into account cost-to-risk analyses, and at least some of the costs could be claimed from the UFS's insurance.

4.3.5 Health and wellness

The services provided by the UFS Health and Wellness Centre improves equity by attempting to decrease the difference between students who have higher levels of personal resources compared to those who have less. The nature of the services provided are exclusively extracurricular for students and supportive to the work responsibilities of staff without infringing on their unique professional development. Services at the centre are directed at three constituencies, i.e. for staff and students, for staff only and for students only.

For staff and students, easily accessible and affordable health care services are available on campus, including the services of a sports physician and a physiotherapist. Primary Health Care (PHC) received support via a contract with the Department of Health to address the medical needs of students who do not have a medical aid plan. Through this arrangement students can access consultations, medication and family planning services. The doctors and physiotherapy services are also utilised as an entrepreneurial initiative to generate third stream income as a way of improving sustainability.

The Employee Assistance Programme (EAP; for staff members only) was updated and revised as part of the curative approach. This was completed through establishing a policy to support the functionality and sustainability of the

programme as well as strengthening of the professional referral network available to staff members. The preventative approach saw the sustained implementation of initiatives based on wellness dimensions. The impact of these initiatives varies from expected behaviour change established through workshops, to awareness raised through hour-long information sessions and social events that include sport and physical activity.

Students with environmental challenges are assisted through social work services provided by the centre, which include counselling and food insecurity programmes in response to real-life student needs. In line with the services provided to staff, students are also motivated to improve their wellness through a structured curriculum of student wellness workshops. Students attend workshops scheduled throughout the year on different topics ranging from healthy lifestyle to interview skills. The workshop curriculum is based on four sessions per year over a period of three years. As recognition of their involvement students are awarded with a certificate for each year of successful completion. A selected group of students participated in monthly mentoring sessions and awareness campaigns hosted on campus as part of the peer education programme hosted by the centre. Students were able to apply for this year-long volunteer programme.

In 2017 the centre will need to find creative ways to service the medical needs of staff and students with limited human resource capacity, especially during busier times of the year. It will also explore new and diverse channels of communication in order to increase awareness among staff and

students of the services provided by the centre, especially among commuter students.

4.3.6 Sport

KovsieSport provided sport services to 22 sporting codes during 2016, mostly in the form of campus or inter-residence competitions. A main focus of the division in 2016 and for the years to come is a project to enhance and improve the representation of Kovsie Soccer to become a flagship of the University. Increased budget allocations for capital development, accelerated upgrading of soccer facilities, and increased bursary allocations to students who play soccer is evidence of the UFS's commitment to this project.

2016 also saw an improvement of the full complement of sport on the Qwaqwa Campus. KovsieSport employed a strategy whereby individual role models and sporting code examples were used to pique students' interest in participating in sport. This led to the establishment of the Qwaqwa running project which, within eight months after the project began, resulted in Qwaqwa student athletes finishing second at the national 10 km student cross country team competition. In terms of infrastructure, Qwaqwa KovsieSport occupied newly-renovated offices, furnished with a big screen television and satellite television channels, 10 tables with 50 chairs, and three new table tennis tables with kit.

Different stakeholders identified the need for a cricket field. The process of budgeting and earmarking of the area with UFS Estates was completed and a practice cricket net was built and cricket kit was delivered. A meeting with

Free State Cricket is scheduled to establish a partnership, paving the way for the establishment of a cricket field in 2017.

Other infrastructure improvements on the Bloemfontein Campus during 2016 include the development of a cross country route and a

Wellness walk way, and the renovation of the old tennis courts, re-opened as the Basketball and Volleyball Centre. Maintenance work was done on the tennis courts fencing and the swimming pool line ropes, while the cricket facilities and the sport facility flood lighting were upgraded, and a safety fence was installed around Pelliespark.

Box 11: Olympic gold

Die Universiteit van die Vrystaat se Wayde van Niekerk het by die Olimpiese Spele in Rio de Janeiro, Brasilië, Suid-Afrika se eerste goue medalje in baanatletiek in 96 jaar by 'n Spele gewen.

Hy het oornag wêreldwyd sterstatus bereik en baie meen hy kan die volgende Usain Bolt word, maar Wayde van Niekerk bly steeds 'n nederige Kowsie-gentleman.

Volgens DB Prinsloo, direkteur van KowsieSport, is die 24-jarige atleet nog steeds dieselfde ou wat by Pelliespark op die Bloemfontein-kampus saam met die universiteit se ander naellopers slyp. Selfs al is hy nou 'n goue seun, bly sy voete plat op die aarde.

Buiten Van Niekerk, was die UV se Rynardt van Rensburg se tyd van 1:45.33 in die 800 m by die Olimpiese Spele in Rio de Janeiro, Brasilië, 'n persoonlike beste en het hy die halfeindronde gehaal. Die oud-Kowsies Philip Snyman (Blitsbok) en Neil Powell (Blitsbok-breier) het 'n bronsmedalje in sewesrugby verower. Die voormalige Kowsies Chris Dednam en Kate Roberts was onderskeidelik Suid-Afrika se pluimbal-afrigter en driekampspanbestuurder.

Prinsloo, wat self 'n atletiekafrigter en Suid-Afrikaanse atleet was, meen dit is Van Niekerk se "absolute nederigheid" wat hom só spesiaal maak. "Wayde sal, maak nie saak waar jy is nie, jou kom groet," sê hy. "Hy sal jou kom haal en sê: 'Oom, is jy kwaad vir my vandag, want ek sien jy groet my nie.' Hy is 'n absolute gentleman."

Van Niekerk het op 14 Augustus 2016 die 400 m by die Spele in 43.03 sekondes gewen. Daarmee het hy ook Michael Johnson se 17-jaar-oue wêreldrekord met 0.15 s verbeter.

Volgens Prinsloo het sy sukses baie tot die UV se beeld bygedra. Hy beklemtoon egter dat dié BA Bemarking student nie soos iemand gaan wees nie, maar uniek Wayde van Niekerk.

Hy meen sy Spele-triomp was egter net die begin. "Michael Johnson was daar en toe het Bolt Michael Johnson geword. Wayde gaan, dink ek, nou 'n Bolt word. Hy gaan die stokkie oorvat."

Artikel deur Jóhann Thormählen, Bult #2 2016

A major goal was realised with the establishment of a gymnasium, KovsieFit, in the “forgotten” area of the basement of the Callie Human Sport Centre on the Bloemfontein Campus. KovsieFit aims to provide a general high-level fitness environment to the staff and student community as well as a high-performance training unit for top sports students.

Implementation of KovsieSport High Performance began in 2016 with the establishment of a Sports Medicine practice, where UFS students and staff as well as patients from outside the University can be treated. Next steps in the implementation process is building top sport student housing (i.e. a sports village) as well as an indoor all-weather training area.

At the beginning of 2016 KovsieSport staff relocated from the Mabaleng Building to the Callie Human Sport Centre. The open store room spaces and other areas were upgraded and converted into office space, which not only saved funds but also created sorely needed office space on campus. KovsieSport staff equity is being addressed through succession planning. With the support of the HR department, KovsieSport will take part in a pilot project that involves the implementation of an approved employment equity plan over a five-year period, which aims to improve the division’s equity profile while maintaining excellence in terms of staff qualifications, skills, and work ethic.

The inter-departmental approach between KovsieSport, the Department of Sport and Exercise, and Sports Medicine has proved to be of enormous benefit to the parties involved as well as the University.

4.3.7 Community engagement

An external review of the community engagement function in 2016 found that the CE Directorate should function as a resource to the UFS community by creating resources, opportunities and networks and offering advice, support, coordination, facilitation, capacity building and the measuring of the University’s impact in its identified communities rather than launching its own projects.

Better alignment between Student Affairs and the CE Directorate in terms of student community engagement is needed, while an updated structural framework and policies regarding this would enable better coordination between the two divisions. New ways of working and thinking resulting from this cooperation would help to keep the UFS at the forefront of CE in higher education.

As a result of the review, the Directorate plans to:

- optimise support and capacity building in terms of engaged research;
- conduct an impact study of the University’s current activities to identify community needs and those that are already being addressed by the UFS;
- design a structured stakeholder engagement programme together with the public relations and marketing department to help create a better awareness of UFS activities to mitigate any fall-out from changing traditional structures and future alignment of volunteer activities; and
- build a closer working relationship with the service learning coordinators in the faculties to

Box 12: Schools partnership project yields big results

The UFS is involved in several community engagement projects and has been a leader in creating opportunities to enhance cooperation between the university and its communities. One such project is making a positive impact in schools with traditionally low Grade 12 pass rates. The Schools Partnership Project (SPP) seeks to improve the academic achievement of senior secondary school learners in Mathematics, Physical Science, Accounting and English.

Part of its success is the fact that the SPP does not provide quick-fix solutions to a very complex problem. In addition to addressing teachers' pedagogical knowledge and understanding of subject matter, it also assists schools in creating strong management leadership and providing optimal opportunities for students from targeted schools to access university.

Herculus Dreyer, SPP Project Manager, says the success of the project is evident in the fact that it has received R40 million in external funding over the past four years. Donors support the project because it works. The SPP deploys mentors to targeted schools to work alongside teachers in the classroom. These mentors support the teaching and learning activities in class to ensure that teachers develop the necessary subject knowledge, teaching skills and confidence to sustain a quality teaching schedule.

Another aspect of the project is the deployment of experienced principals as mentors to resident principals and school management teams to enhance capacity and offer on-site leadership and management. This also includes establishing instructional, managerial, financial and administrative routines in every school to optimise time in the classroom.

This holistic approach has so far reaped great rewards. School management structures of 73 schools have been improved. The skills and teaching methodologies of Mathematics and Science teachers at more than 50 schools have been enhanced, which resulted in better marks from learners. In addition, 22 second-year and 76 first-year students from so-called project schools are currently enrolled at the UFS. All are "first generation" students and most would never have been able to pursue a university education had it not been for the project.

Article by Ilse Smallberger, Built #2 2016

ease the process of identifying projects, and enable the UFS to be more deliberate in its involvement with communities to achieve the desired outcomes.

4.3.8 Donors and alumni

The Institutional Advancement (IA) department works closely with the University executive management in support of the vision, mission, policy and goals of the UFS. The goal of IA is to create connections for the institution to gain

support, talent, advocacy and resources that will build the University's reputation and sustainability. It uses a systematic and integrated approach to facilitate strategic relationships, create awareness and generate financial and other support for the University, by engaging alumni, donors, friends and partners on, for example, student life, unique research, teaching, and community engagement. The department frequently partners with CBM and the marketing department in doing its work.

IA's strategic objectives for 2016 were to

- increase funds raised by significantly expanding the prospect pipeline and donor base;
- establish and maintain excellent stakeholder relationships, particularly with alumni, donors and prospective donors;
- practice good governance, efficient and effective internal business processes; and
- develop staff members' professional advancement practice.

#FeesMustFall protests, disruptions, political uncertainty, and financial pressure all impacted negatively on the higher education sector in 2016. The climate was not conducive to fundraising or building alumni relations. Alumni relations in particular were negatively affected by the protests and the Shimla Park incident on the Bloemfontein Campus. This was evident in a decrease in the number of donors to the Kovsie Alumni Trust and lack of interest in the Student Bursary Fund Campaign. However, the protests also made donors more aware of the plight of students who cannot afford university fees. In response to #FeesMustFall UFS Vice-Chancellor and Rector Prof Jonathan Jansen launched a campaign to raise R100 million in bursary funding for UFS students. Prof Jansen headed this campaign, with support from CBM, IA and Marketing. IA worked almost exclusively on this campaign during the first six months of 2016, arranging meetings for Prof Jansen with industry leaders in various parts of the country to persuade them to support this initiative. The short lead time to plan, and the demands from many other universities on the same donor pool

meant the campaign was slower to generate funds than expected. The momentum of the campaign was further affected by the departure of Prof Jansen. Nevertheless, IA's efforts to raise bursary funding will be intensified in 2017.

Human resource capacity remains a challenge across the UFS, but particularly in an environment which requires personal engagement with, and stewardship of, donors and alumni. A new IA director was appointed from 1 January 2016. Her considerable experience in IA in higher education institutions in South Africa has helped to strengthen the culture and understanding of IA across the University, particularly with the Rectorate and faculties.

The UFS's IA office is supported by the Kresge Inyathelo Advancement Initiative (KIAI). Having met the milestones²¹ set for 2015 the UFS received a bonus grant of \$100 000 (R1.3 million) in 2016 from the USA-based Kresge Foundation. The 2016 milestones have also been achieved, which will result in a further grant of \$125 000 in 2017. The donor income target of R71 million set for 2016 was exceeded, with donor income in excess of R80 million.

The UFS greatly improved its record-keeping capacity as it relates to donor income in 2016. Much progress was made in the definition and categorisation of donor income, and reported UFS donor figures are beginning to reflect accurately. This has been helped by an Annual Survey of Philanthropic Income in Higher Education (ASPIHE) workshop, as well as a workshop presented by the UFS auditors, Price Waterhouse Coopers, on donor income.

²¹ The Kresge Inyathelo Advancement Initiative (KIAI) milestones relate to increasing donor income, promoting understanding of advancement in the University community and building good alumni relations.

However, the functionality of the UFS alumni and donor database remains a challenge and hampers efficiency in the office. Towards the end of 2016 ICT Services concluded that the PeopleSoft Contributor Relations system was no longer a viable option for IA due to the high costs of licencing and lack of maintenance and that a new customer relations management system would have to be found. To address the problem of out-of-date information on donors and prospects on the database, a data centre was established in September 2016 where supervised student assistants update donor and prospect data on an on-going basis.

IA continues to assist grant holders and to develop capacity for fundraising outside of the IA offices. To this end, IA assists the UFS campus communities with project prioritisation (through its the Project Review Committee); identifying potential donors, donor profiling and prospect clearance; cultivating donors, fundraising development and engagement; receipting and recording donations; guidance for good stewardship, including meeting reporting requirements; supporting faculties in alumni relations and engagement; alumni and database development and management; and project proposal development, planning and writing.

4.3.9 Internationalisation

The UFS Strategic Plan 2015-2020 emphasises the importance of increasing diversity at the UFS in terms of intellectual tradition and cultural heritage. The internationalisation of the staff and student community can play a key role in realising this kind of diversity. However, rapid changes in the world and globalisation have forced the higher education community to adopt

new policies, strategies, and attitudes towards internationalisation. While it is evident that the University intends to become a more active member of the international community, concrete and accurate measures of progress must be introduced to enable success.

In November 2015 the reporting line of the UFS department of International Affairs was moved from the Vice-Rector: Student Affairs to the Registrar: Systems and Administration. An internationalisation strategy was developed based on the institutional priorities of the UFS as embodied in the UFS Strategic Plan 2015-2020 and it sets out six goals to be pursued to advance the UFS' internationalisation agenda. These are:

- Forging strategic partnerships, building alliances and strengthening networks.
- Broadening the exchange programmes and expanding mobility initiatives.
- Enhancing institutional relevance and the internationalisation of the curriculum to achieve pedagogical comparability.
- Mobilising resources, expanding access to opportunities and lobbying support of both private and state sectors.
- Service support and student affairs.
- Enhancing the research capacity of the UFS through partnerships and research collaborations.

Through these six goals, International Affairs, in collaboration with the faculties and support service divisions, seeks to deliver:

- A more coherent and holistic approach to establishing partnerships in key priority areas for the institution, which will be championed by

the newly established North-South, South-South and Africa Middle East sub-directorates.

- Diversifying the international footprint of the UFS by establishing strategic partnerships within key priority countries such as in the rest of Africa and the BRICS nation countries;
- Expanding the international mobility opportunities at the UFS and across the globe to create a truly connected and culturally responsive institution.
- Providing students and staff of the UFS with study abroad opportunities to promote inter-cultural skill-set competencies.
- Ensuring that international themes, sustainability and global citizenship are embedded across all the UFS's programme curricula, teaching, research and innovation in order to enhance the institution's relevance and pedagogical comparability.
- Actively pursuing funding opportunities that will support the Internationalisation objectives of the UFS and promote financial stability at the institution.

The intent of the internationalisation strategy is to produce dynamic Kopsie students, and foster a higher education environment that encourages both students and academic staff to venture beyond their comfort zones, to meet people across society's fragmented boundary lines, and to construct an institutional culture that freely accepts diversity without any prejudice informed by racial, cultural, ethnic, national, gender, class, sexual orientation and any other differences.

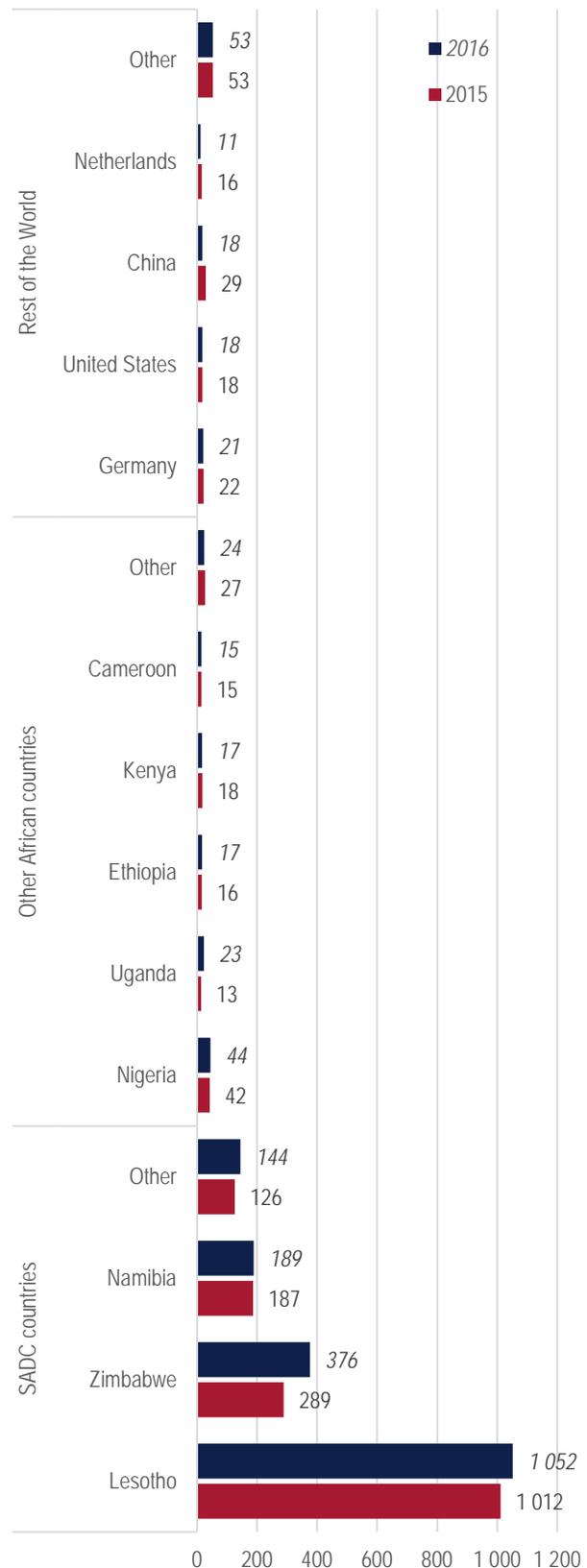


Figure 9: International student enrolment headcounts, 2015 to 2016

The UFS has 80 partnership agreements with countries across the globe. This includes 24 new partnership initiatives since April 2016 that resulted from the newly-established sub-directorates. Currently 52 of these partnerships reside within the North-South Region, 15 within Africa and the Middle East, and 12 within the South-South region. In 2016 the Registrar: Systems and Administration also developed a policy on joint degrees that should facilitate more opportunities for joint research and collaboration.

Through the strategy, International Affairs commits to continue to grow, diversify and sustain global partnerships, especially within the Africa-Middle East and South-South regions, which will be strategic and mutually beneficial for the UFS in terms of teaching, research and innovation.

4.3.10 The Kovsie brand

4.3.10.1. Communication

In 2016, the CBM department maintained constant and systematic interactions with internal and external stakeholders which provided insight into issues that affect the University's ability to achieve its strategic goals. Various communication platforms were utilised, including paper-based news publications (i.e. *Bult* and *Dumela*), electronic newsletters, the UFS website, social media platforms, and a corporate profile and video. CBM also continued the Vice-Chancellor and Rector's staff and student engagement campaigns, such as the 'Talk to Me' engagement campaign and breakfast meetings with students on all three campuses.

In 2016, CBM revised the UFS Communication Strategy to provide better support for the UFS Strategic Plan 2015-2020. Critical communication plans were revised during the year, including a departmental crisis communication plan to support the institutional crisis communication plan, and various communication plans on the social media and internal communication platforms in support of awareness campaigns. The division's crisis communication team played a significant role in the prompt sharing of information with UFS stakeholders during the #FeesMustFall protests. This team's consistent monitoring of social media platforms, in particular, assisted greatly with the timeous identification of issues that could pose risks to the University.

The successful implementation of the revised Communication Strategy and the utilisation of the various communication platforms contributed to the achievement of most of the desired outputs indicated in the strategy. In terms of social media, this resulted in a 58% growth in Facebook likes, 37% growth in Twitter followers, 283% growth in LinkedIn followers, 477% growth in Instagram followers, and 55% growth in Pinterest followers. Other examples include the provision of support to IA for publicising the Student Bursary Fund Campaign; the successful execution of several institutional events, such as the Chancellor's dinner and the farewell dinner for the Vice-Chancellor and Rector, Prof Jonathan Jansen; migration of the UFS website to a new content management system (SiteFinity); the development of a digital map for the three campuses; and updating and expanding the institutional photo and video archive. A concerted effort was also made to

profile research in the media by publishing two supplements in *Beeld* and the *Mail & Guardian* during the year. Due to the expansion of stock and the increased popularity of branded merchandise, the financial and procurement systems of KovsieGear were reorganised, resulting in improved customer service in general. The Visitors Centre on the Bloemfontein Campus played an increasingly important role in access control on the campus, with 71 844 visitors visiting the campus via the centre from May to December 2016.

As in previous years, the department received national and international recognition for excellent communication. KovsieGear received a Gold PRISM Award from the Public Relations Institute of Southern Africa (PRISA), and the 'B Safe Take Action' campaign received an Africa Excellence Award from the *Communication Director Magazine*. The department also received a Platinum Award, four Gold Awards, two Excellence Awards, two Merit Awards, and the Severus Cerff Award from Marketing, Advancement, and Communication in Education (MACE) as recognition for outstanding performance among Practitioners in Higher, Technical and Vocational Education Training in South Africa.

4.3.10.2. Marketing

In February 2016 the reporting line of UFS Marketing changed from the Rector and Vice-Chancellor to the Registrar: Systems and Administration (who is responsible for the student academic services of the UFS). The key focus of the Marketing department during 2016 was to recruit the best undergraduate students through school visits, promotions, advertising, social media, the work of the Unit for Prospective Students, and career guidance provided to Grades 11 and 12 learners. Central to this focus is the departmental drive to improve the quality and frequency of conversations with our target market and to become an active role player and stakeholder in improving the overall customer care and quality of service delivery to the prospective student pre- and post-application.

The School Marketing team, consisting of 12 marketers, visited in excess of 900 schools twice during the year to promote not only the academic programmes, but also tertiary studies for career success and UFS student life as a whole. The extension of the closing date for 2016 applications provided extra time for many learners to improve their results to meet the minimum admission requirements, to secure funding for their future studies and those who still had not decided what to do post school to finally decide.

In most cases the school marketers are learners' first official introduction to the UFS. As a result of the institutional Re-engineering Project (PRENG; see Box 13), the department embarked on a process to automate this function. A Customer Relationship Management (CRM) System was designed with the aim of capturing learners'

details during school visits through either a smart phone or a tablet. Details will be uploaded to a database at the Unit for Prospective Students, which enables faster communication with learners. The CRM will be implemented during 2017.

The Promotions and Special Events unit was particularly successful in arranging a show-stopping open day on 14 May 2016, drawing approximately 7 000 visitors. The format of the open day was tailored to suit the different target audiences. To further promote engagement and to strengthen relationships with our most prominent stakeholders, a conversation session between the Vice-Chancellor and Rector and the local school principals was introduced. School principals had the opportunity to discuss burning issues and concerns with Prof Jansen. Due to its success, this relationship marketing strategy will become a permanent feature on the marketing calendar.

As part of the strategy to attract top achievers, a Top Achievers Function was held on 24 April during which the top 10 achievers in academics, leadership, sport and culture from schools in our direct feeding area were treated to a taste of student life the Kovsie way. Also part of this strategy is the Matriculant of the Year competition (in partnership with Volksblad), which celebrated its 36th year in 2016. Since 1981, this prestigious national competition attracts talented Grade 12 learners from across the country to become Kovies. An innovative introduction to the Promotions portfolio was the Star of the Stars competition, which is similar to the Matriculant of the Year competition. This was piloted at schools in the Motheo and Xhariep

areas and targeted learners from rural, township and Dinaledi schools in quintiles 1, 2 and 3.

Another result of PRENG is the identification of market segmentation through targeted recruitment as a marketing tool to attract top achieving Grade 12 learners to the UFS. Through targeted recruitment top achievers will be identified throughout the year, a personal relationship will be built with each one, and relevant offers will be made to these learners as a means to motivate them to study at the UFS. During registration, this process will evolve into registration recruitment, where the top achievers are invited to register on a specific day set aside for them and to follow up on those who did not register after the top achievers registration day. During the third quarter of the 2016, Marketing started planning for the 2017 early bird registration for these top achievers (i.e. learners with an Admission Point score of 40 and above).

As an active role player in improving service delivery, the Marketing department was for the first time involved in the task team to streamline the 2017 registration processes. The department is proud of its contribution towards the overall look and feel of the branding and the publications it produced to communicate important registration information. The aim was to ease first-year students' interaction with the University and to facilitate an efficient registration process.

The Unit for Prospective Students was once again the backbone of the department. This unit, situated on the Thakaneng Bridge, provides a crucial service by handling enquiries and

disseminating requested information to prospective undergraduate and postgraduate students. During 2016, 15 000 calls and 13 000 emails were handled, and 30 000 information packages were sent via the post. To improve the customer friendliness of the physical space, the unit was renovated towards the end of 2016 to be ready for business in 2017.

To stay relevant in the market, Marketing collaborated with CBM to develop a Prospective Student website. The website will provide the visitor with easy navigation to the various programmes on all three campuses, as well as admission requirements, funding opportunities and online application.

The Marketing department also delivers a value-added service to Grade 9 learners and Life Orientation teachers in the form of a career guidance publication. The publication is distributed to schools to assist learners and teachers with subject choice. During 2016 the content and presentation of the publication and associated marketing materials were upgraded to adhere to the tone and voice guide in a Generation Y friendly language. This upgrade included more images and infographics with clear instructions where required. This was an important strategy to ensure that our target audience, from the age of 15, understands the content, but most importantly to establish a friendly, inviting and trustworthy style of communication. Linking up with the visual material, the Kovies2B Facebook page provided an informal platform for sharing important information with the target audience.

Box 13: PRENG 2016

The UFS initiated a comprehensive, structured, institutional re-engineering project, Process Engineering (PRENG I), in 2015 to address several challenges experienced with regard to the University's systems and registration processes. The purpose of PRENG 1 was to optimise processes related to student administration across all phases of student life (also referred to as the 'UFS Student Walk'). Thirteen primary processes, their various sub-processes, as well as nine enabling processes were identified and contextualised. The project focus was on the identification of gaps and blockages within and across academic and support units in terms of processes, governance, data, people and IT.

During 2016, the implementation phase of the project – PRENG II – operationalised the identified opportunities for improvement to achieve optimised processes through immediate, short term changes as well as more complex, longer term changes. Processes that were optimised include student recruitment and marketing; qualification management (curriculation); applications; and admissions and registrations. The success of the project is ascribed to massive knowledge sharing, improved communications, a risk mitigation framework, and end-to-end integrated system support. Key outcomes from PRENG II include improved communication with prospective students, in terms of the tone, quality, frequency, and medium of our communication; an online application platform that improved the application process in terms of branding and accessibility; a qualifications management system that uses PeopleSoft's *Program Enrollment* to build more structured programmes, evaluate academic progression patterns and achieve better registration controls. In the area of student recruitment and marketing, the Lead Generation project focused on attracting the best possible students for the different qualifications offered at the UFS.

Ongoing processes are the development of standard operating procedures and guidelines for all processes, the establishment of clear segregation of duties supported by assessment of competencies, and the development of training plans for all staff involved in these processes.

5 REPORT OF THE VICE- CHANCELLOR ON THE SUPPORT SERVICES FOUNDATION

5.1 Message from the Vice-Rector: Operations

During 2016 the Operations Portfolio continued to support the achievement of the strategic goals of the core functions of the UFS.

Seen as a whole, the finances of the University remain fundamentally sound and the UFS has been able to allocate substantive resources to the strategic objectives of the University. The robust application of the UFS budget model enabled the institution to implement a 4% general salary increase in 2016. While this increase was below inflation it represented an important test of the ability of the institution to implement difficult measures to ensure the sustainability of the University as such. In this regard, it is worth mentioning the progress made in the implementation of a viability model to ensure the optimisation of resources. With a view to develop a high performance culture the UFS has developed a workload model for academics and also introduced competency profiling for support

staff members. The roll-out of these instruments will be completed during 2017

During 2016 we made significant progress in the improvement of physical infrastructure to provide for diversity and universal access on the UFS campuses.

The need for student housing on the South Campus was addressed through the construction of the first new residence on that campus. This has changed the character of the campus without changing the specialisation of this campus in distance and open learning. The UFS also continued to change its thinking about our natural resources, including a decrease in dependency on municipal services. Solar energy solutions were pursued and the project to install solar energy plants on two buildings on the Bloemfontein and Qwaqwa Campuses each are under way. The UFS also installed grey water systems in the new residence on the South Campus and more grey water systems, rain water harvesting and water-wise gardens are under way.

A commercial gym as well as a health practice were established to contribute to the health and wellness of staff and students at the same time that the UFS supports the high-performance initiative of KovsieSport.

The UFS was also very successful in addressing equity and economic empowerment in the allocation of construction contracts. The supplier development programme in which the UFS has helped some of the subcontractors on capital projects to become suppliers of maintenance and

other capital projects in their own right is an economic empowerment success story.

The implemented ICT governance system proved to be very effective in preventing thousands of hacking attempts. The UFS keeps improving on the managing of information security risks by implementing controls such as access control, mechanisms to prevent identity fraud, access to digital storage domains, intrusion detection, de-identification of data, safe data transfer protocols, digital certification and firewalls.

The two biggest challenges faced in the Operations Portfolio were the demand for insourcing and the #FeesMustFall protests.

Discussions around insourcing are ongoing according to the rules of engagement that were agreed upon with the unions and workers. While outsourcing is not illegal, the UFS recognises that outsourcing has in certain instances led to undesirable practices. The UFS management has committed that in principle outsourcing should include decent wages and benefits for workers as well as fair management practices while also ensuring the long-term financial sustainability of the University. Within this framework the UFS implemented a system through which an allowance is paid to service providers to enable them to pay a minimum of R5 000 cost to company per month to outsourced workers. The UFS has indicated its commitment to promote equal opportunity and the full development of human potential, to transcend the legacy of apartheid and to overcome all forms of gender and other oppressive discrimination. A code of conduct (to be adhered to by service providers of the UFS) was also developed that addresses the

decent standards of work and full adherence to the laws of the Republic of South Africa, including legislation that protects the rights of workers like working hours, maternity leave, etc.

The #FeesMustFall protest was particularly challenging especially in the area of security. Despite these challenges the UFS was successful in protecting key buildings and making sure that no major assets were lost during the student protest. In relation to student demands for free education and problems with the deregistration of students in debt, the UFS did everything in its power to support students at risk by making sure that access was provided to as many as possible students. The UFS provided more bursaries than ever and regular meetings were held with student leaders about fees; in addition the UFS organised individual meetings with students who were at risk of being deregistered. Finally, the UFS also gave students who owed up to R30 000 from the previous year the opportunity to register provisionally, so as to assist as many students as possible to gain access.

Prof Nicky Morgan

Vice-Rector: Operations

5.2 Performance report: Achieving financial sustainability

5.2.1 Financial overview

The financial management strategy of the UFS Finance department is to provide the University with a sustainable funding platform that supports the core objectives of teaching and learning, research and community service as articulated in the vision and mission and more specifically the predetermined performance objectives of the University.

The UFS's consolidated annual financial statements as at 31 December 2016 are included as Appendix 3 of this report. The net operating surplus reflected in the statements should be appreciated in the context of the following:

- The effect of any non-recurring significant income or expenditure items included in the results.
- Sufficient surpluses required to perform asset life cycle management practices and to address the need for more infrastructure.
- Cash flow requirements to service borrowings and other long-term obligations.
- Maintaining appropriate levels of reserves.

In financial terms the University has performed well in achieving the above objectives as detailed in Table 7.

Table 7: Summary of operating surpluses, 2012 to 2016

	2016	2015	2014	2013	2012
	R'000	R'000	R'000	R'000	R'000
Total income	2 407 409	2 232 949	2 029 122	1 905 774	1 701 991
Total expenditure	2 355 520	2 131 646	1 987 336	1 784 573	1 721 327
Other income (Net)	398 227	470 007	267 857	172 578	151 119
Net operating surplus	450 166	571 310	309 642	293 778	131 783
<i>Net operating surplus: total income</i>	<i>0.18:1</i>	<i>0.25:1</i>	<i>0.15:1</i>	<i>0.15:1</i>	<i>0.08:1</i>
EBIDTA ²²	163 030	200 912	111 853	147 333	51 180
<i>EBITDA: Total Income</i>	<i>0.06:1</i>	<i>0.09:1</i>	<i>0.06:1</i>	<i>0.08:1</i>	<i>0.03:1</i>
Net change in Council Controlled Unrestricted Reserves	431 701	353 993	343 221	728 346	50 916

Capital expenditure is undertaken in terms of the strategic framework, and is managed according to affordability as per available financial asset resources and borrowing capacity. Total expenditure increased by 11% from R2.132 million in 2015 to R2.336 million in 2016. Operating expenditure increased proportionately less than income. Staff costs increased by 6% from R1.238 million to R1 311 million and was equivalent to 56% of total expenditure. Licence fee and electronic book and journal expenses increased by 27% and 10% respectively. As these expenses are mainly in foreign currency, they are influenced by the fluctuation in the South African currency.

The University's response to the #FeesMustFall protests impacted on financial decision-making in a number of ways: Expenditure on protection services increased by 166% (see section 4.3.4); bursary expenditure increased by 95%; and the maximum debt allowed for provisional registration of students increased to R30 000. The increased credit risk was mitigated through additional external funding, additional allocations from the National Student Financial Aid Scheme

(NSFAS) (to settle historic debt of NSFAS recipients from 2013 to 2015 and to provide for the continued funding of these students in 2016), and a focused credit management strategy.

Student receivables increased by 51% to R111.061 million. This represents an increase of 3% from 2015 to 12% of tuition and other fee income. Allowance for credit losses as a share of student receivables decreased from 41% to 32% in 2016.

The University's investments increased by R382.4 million in 2016, while cash and cash equivalents decreased by R119.9 million. Investments are sufficient to provide for plan assets associated with retirement benefits. Cash flow forecasts are produced on a monthly basis to maximise return on cash and short-term investments as per the approved investment principles.

The total income of the University increased by 8% from R2.233 million in 2015 to R 2.407 million in 2016. This increase is 2% lower than in 2015 (see Figure 10). The various sources of income are reviewed in section 5.2.2.

²² EBIDTA is the net earnings before interest, depreciation, tax and amortisation and is some measure of the operating performance of the University.

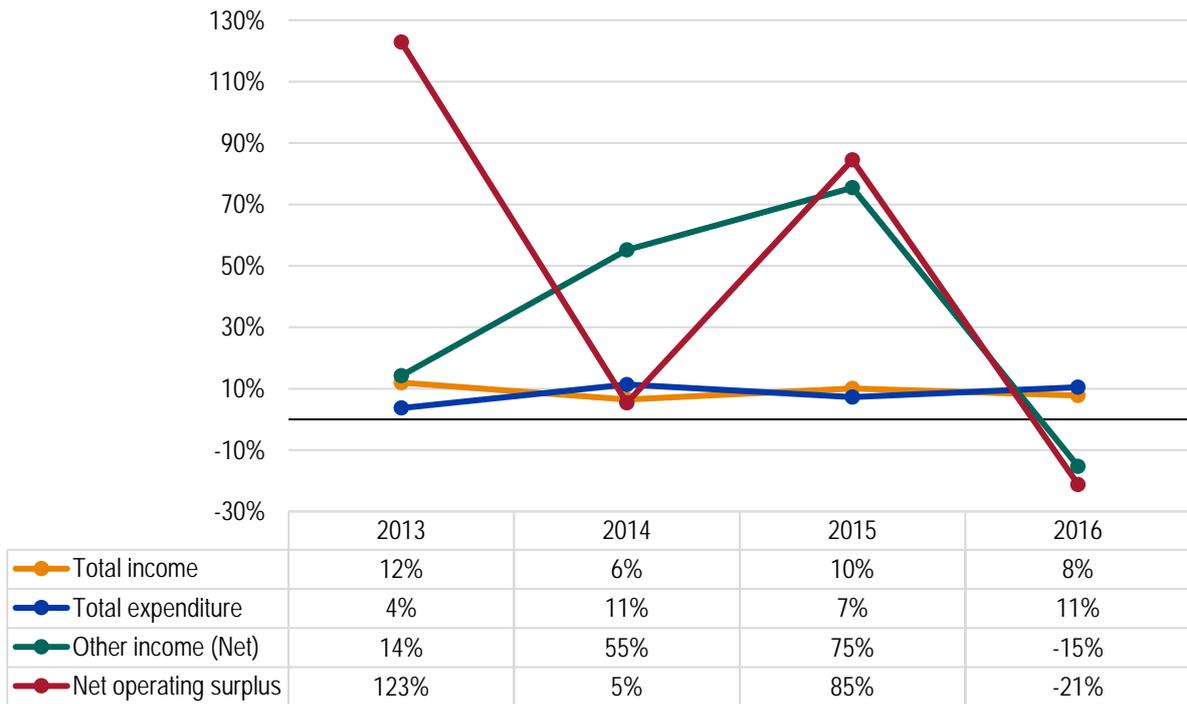


Figure 10: Year-on year change in comprehensive income, 2013 to 2016

Box 14: Statement on financial audit

The Public Audit Act of 2004 as amended (Act), prescribes the Auditor General to be the external auditor of the University. The audit is currently performed by PricewaterhouseCoopers, who also are responsible for the external audit 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 fairly present, in all material respects of 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 provides assurance for financial sustainability, and the UFS has received unqualified audit reports in all of the periods included in this report.

Mr CR Liebenberg
Senior Director: Finance

Box 15: Statement on sustainability

During 2016 the UFS saw an increase in student enrolments both in terms of new undergraduate students and returning students. This was due to a concerted effort to improve marketing, applications and admissions of students. This effort has continued during the year with the introduction of online applications and a number of improvements in our systems. While the appropriate management of enrolments is essential for the sustainability of the academic enterprise as far as government subsidy is concerned, the issue of student financial aid, especially that coming from NSFAS, plays a very important role in helping the sustainability of the University as such. The UFS is satisfied that its management information system provides the necessary data to manage sustainability appropriately. In terms of the impact of the UFS on its environment it must be acknowledged that the UFS is one of the largest contributors of direct employment in Bloemfontein and also in and around its Qwaqwa Campus. Moreover the University uses a number of services from different type of contractors in the area of construction and maintenance, as well as professional services – lawyers, accountants, auditors, human resources consultants, etc. – the large majority of which are located in Bloemfontein thus contributing to the generation of GDP in the province and the city. The UFS is fully committed to help contractors develop their business and has developed a programme in the area of construction and maintenance for this purpose. In the area of environmental sustainability the UFS is a great consumer of electricity and water. A full plan for the greening of our campuses and making better use of solar energy is under way as the institution's contribution to environmental sustainability. The UFS is working to develop a set of appropriate indicators to measure environmental, social and governance impact more accurately.

Table 8: Enrolment plan indicators 2016

☑ Target met/exceeded

☒ Target not met by 4% of target or less

☒ Target not met by more than 4% of target

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
1. Total headcount (HC) enrolments by qualification groups	First-time entering undergraduates	4 918	8 045	7 436	☑
	Total undergraduate	22 536	27 959	28 076	☒
	Postgraduate to master's level	4 002	4 330	3 606	☑
	Master's	1 986	2 506	2 431	☑
	Doctors	599	915	638	☑
	Total postgraduate	6 587	7 751	6 675	☑
	Occasional students	1 295	1 367	2 114	☒
	TOTAL	30 418	37 077	36 865	☑
2. Enrolment HC proportions	FU as % of total undergrads	22%	29%	26%	☑
	Undergrads as % of total	74%	75%	76%	☒
	Postgrads as % of total	22%	21%	18%	☑
	Occasional as % of total	4%	4%	6%	☒
3. Contact HC enrolments by qualification type	Undergraduate diplomas & certificates	481	460	1 614	☒
	Advanced diploma	10	209	0	☑
	Undergraduate degrees	18 498	21 417	19 126	☑
	Total undergraduate	18 989	22 086	20 740	☑
	Postgraduate to master's level	2 726	3 189	2 692	☑
	Master's	1 985	2 506	2 431	☑
	Doctors	599	915	638	☑
	Total postgraduate	5 310	6 610	5 761	☑
	Occasional students	1 037	1 106	2 114	☒
	TOTAL	25 336	29 802	28 615	☑
4. Distance HC enrolments by qualification type	Undergraduate diplomas & certificates	2 630	2 906	3 751	☒
	Advanced diploma	0	1 901	0	☑
	Undergraduate degrees	917	1 066	3 585	☒
	Total undergraduate	3 547	5 873	7 336	☒
	Postgraduate to master's level	1 276	1 141	914	☑
	Master's	1	0	0	☑
	Doctors	0	0	0	☑

²³ Audited data.

²⁴ All 2016 data in this draft of the 2016 Annual Report to the DHET is provisional, not audited data. Data must be extracted before the audit due to the external auditing requirements of the Audit and Risk Management Committee of Council, and Council approval schedule, which requires that the Annual Report for year n be completed by the first week of May of year n+1, to guarantee submission to the DHET by end of June of year n+1.

- In the case of research outputs, publication output data for year n is submitted by the UFS to the DHET in May of year n+1 and audited data for year n is released by the DHET in January of year n+2. Depending on the share of proceedings and books submitted by the UFS for the DHET audit, the number of publication output units allocated by the DHET may be significantly different than that which the UFS submits. This may result in a significant difference between the provisional values and the final (actual) values for indicators that include publication outputs.
- In the case of all other data (enrolments, graduates and staff numbers), the University is required to submit the final, audited data for year n at the end of July of year n+1.
 - Enrolments and staff numbers for year n do not change significantly after March of year n+1.
 - However, since graduation ceremonies for undergraduate and honours graduates of year n take place in April/May of year n+1, and graduation ceremonies for Master's and Doctoral graduates for year n take place in the final week of June of year n+1, graduate numbers and success rates for year n change significantly after May and after June of year n+1, which may result in a significant difference between the provisional values and the final (actual) values for indicators that include graduate headcounts, including student success indicators.

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
	Total postgraduate	1 277	1 141	914	☑
	Occasional students	258	261	0	☑
	TOTAL	5 082	7 275	8 250	☒
5. Total HC enrolments by qualification type	Undergraduate diplomas & certificates	3 111	3 366	5 365	☒
	Advanced diploma	10	2 110	0	☑
	Undergraduate degrees	19 415	22 483	22 711	☒
	Total undergraduate	22 536	27 959	28 076	☒
	Postgraduate to master's level	4 002	4 330	3 606	☑
	Master's	1 986	2 506	2 431	☑
	Doctors	599	915	638	☑
	Total postgraduate	6 587	7 751	6 675	☑
	Occasional students	1 295	1 367	2 114	☒
	TOTAL	30 418	37 077	36 865	☑
	6. Contact full-time equivalent (FTE) enrolments by course level	Total undergraduate	16 834.74	21 012.52	18 283.00
Postgraduate to master's level		2 050.07	2 539.82	1 796.00	☑
Master's		858.60	901.75	1 235.00	☒
Doctors		289.19	407.25	267.00	☑
Total postgraduate		3 197.85	3 848.82	3 298.00	☑
TOTAL		20 032.59	24 861.34	21 581.00	☑
7. Distance FTE enrolments by course level	Total undergraduate	2 091.48	4 074.10	4 395.00	☒
	Postgraduate to master's level	784.38	843.89	650.00	☑
	Master's	0.00	0.00	0.00	☑
	Doctors	0.00	0.00	0.00	☑
	Total postgraduate	784.38	843.89	650.00	☑
	TOTAL	2 875.86	4 917.99	5 045.00	☒
8. Total FTE enrolments by course level	Total undergraduate	18 926.22	25 086.62	22 678.00	☑
	Postgraduate to master's level	2 834.45	3 383.71	2 446.00	☑
	Master's	858.60	901.75	1 235.00	☒
	Doctors	289.19	407.25	267.00	☑
	Total postgraduate	3 982.23	4 692.71	3 948.00	☑
	TOTAL	22 908.45	29 779.33	26 626.00	☑
9. FTE enrolments to enrolment HC ratios by course level	Total undergraduate	0.84	0.90	0.81	☑
	Postgraduate to master's level	0.71	0.78	0.68	☑
	Master's	0.43	0.36	0.51	☒
	Doctors	0.48	0.45	0.42	☑
	Total postgraduate	0.60	0.61	0.59	☑
	OVERALL	0.75	0.80	0.72	☑
10. Contact HC enrolments by major field of study	Science, engineering, technology	8 772	9 968	10 448	☒
	Business/management	6 110	4 899	4 951	☒
	Education	3 671	4 835	3 177	☑
	Other humanities	6 784	10 336	10 039	☑
	TOTAL	25 336	30 038	28 615	☑

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
11. Distance HC enrolments by major field of study	Science, engineering, technology	36	43	32	✓
	Business/management	1 654	1 189	1 937	✗
	Education	2 642	4 799	5 835	✗
	Other humanities	750	1 233	446	✓
	TOTAL	5 082	7 265	8 250	✗
12. Total HC enrolments by major field of study	Science, engineering, technology	8 809	10 011	10 479	✗
	Business/management	7 764	6 088	6 888	✗
	Education	6 313	9 634	9 011	✓
	Other humanities	7 533	11 569	10 486	✓
	TOTAL	30 418	37 303	36 865	✓
13. Proportion of total HC enrolments by major field of study	Science, engineering, technology	29%	27%	28%	✗
	Business/management	26%	16%	19%	✗
	Education	21%	26%	24%	✓
	Other humanities	25%	31%	28%	✓
	TOTAL	100%	100%	100%	
14. Contact HC enrolments by race group	African	16 011	19 893	18 888	✓
	Coloured	1 522	1 824	900	✓
	Indian	321	361	315	✓
	White	7 482	7 724	8 512	✗
	TOTAL	25 336	29 802	28 615	✓
15. Distance HC enrolments by race group	African	3 398	5 517	6 608	✗
	Coloured	225	235	415	✗
	Indian	363	429	200	✓
	White	1 096	1 094	1 027	✓
	TOTAL	5 082	7 275	8 250	✗
16. Total HC enrolments by race group	African	19 409	25 410	25 496	✗
	Coloured	1 747	2 059	1 315	✓
	Indian	684	790	515	✓
	White	8 578	8 818	9 539	✗
	TOTAL	30 418	37 077	36 865	✓
17. Proportion of total HC enrolments by race group	African	64%	69%	69%	✓
	Coloured	6%	6%	4%	✓
	Indian	2%	2%	1%	✓
	White	28%	24%	26%	✗
	TOTAL	100%	100%	100%	
18. Contact HC enrolments by gender	Female	15 279	17 811	16 980	✓
	Male	10 057	11 991	11 635	✓
	TOTAL	25 336	29 802	28 615	✓
19. Distance HC enrolments by gender	Female	3 462	4 995	5 860	✗
	Male	1 620	2 280	2 390	✗
	TOTAL	5 082	7 275	8 250	✗

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
20. Total HC enrolments by gender	Female	18 741	22 806	22 840	<input type="checkbox"/>
	Male	11 677	14 271	14 025	<input checked="" type="checkbox"/>
	TOTAL	30 418	37 077	36 865	<input checked="" type="checkbox"/>
21. Proportion of total HC enrolments by gender	Female	62%	62%	62%	<input checked="" type="checkbox"/>
	Male	38%	38%	38%	<input checked="" type="checkbox"/>
	TOTAL	100%	100%	100%	
22. Contact FTE enrolments by major field of study	Science, engineering, technology	6 999.74	8 079.55	7 553.00	<input checked="" type="checkbox"/>
	Business/management	3 692.73	4 309.58	4 316.00	<input type="checkbox"/>
	Education	2 400.79	3 527.63	2 374.00	<input checked="" type="checkbox"/>
	Other humanities	6 939.33	8 944.59	7 338.00	<input checked="" type="checkbox"/>
	TOTAL	20 032.59	24 861.34	21 581.00	<input checked="" type="checkbox"/>
23. Distance FTE enrolments by major field of study	Science, engineering, technology	7.30	6.66	202.00	<input type="checkbox"/>
	Business/management	826.89	880.40	1 665.00	<input type="checkbox"/>
	Education	1 175.98	2 908.30	2 472.00	<input checked="" type="checkbox"/>
	Other humanities	865.69	1 122.63	706.00	<input checked="" type="checkbox"/>
	TOTAL	2 875.86	4 917.99	5 045.00	<input type="checkbox"/>
24. Total FTE enrolments by major field of study	Science, engineering, technology	7 007.04	8 086.21	7 755.00	<input checked="" type="checkbox"/>
	Business/management	4 519.62	5 189.98	5 981.00	<input type="checkbox"/>
	Education	3 576.77	6 435.93	4 846.00	<input checked="" type="checkbox"/>
	Other humanities	7 805.02	10 067.21	8 044.00	<input checked="" type="checkbox"/>
	TOTAL	22 908.45	29 779.33	26 626.00	<input checked="" type="checkbox"/>
25. Proportion of total FTE enrolments by major field of study	Science, engineering, technology	31%	27%	29%	<input type="checkbox"/>
	Business/management	20%	17%	22%	<input type="checkbox"/>
	Education	16%	22%	18%	<input checked="" type="checkbox"/>
	Other humanities	34%	34%	30%	<input checked="" type="checkbox"/>
	TOTAL	100%	100%	100%	
26. Total success rates: Contact FTE degree credits by course level	Total undergraduate	14 100.37	17 546.37	13 777.00	<input checked="" type="checkbox"/>
	Postgraduate to master's level	1 757.70	2 093.89	1 410.00	<input checked="" type="checkbox"/>
	Master's	467.51	496.47	889.00	<input type="checkbox"/>
	Doctors	47.68	236.00	184.00	<input checked="" type="checkbox"/>
	Total postgraduate	2 272.89	2 826.35	2 483.00	<input checked="" type="checkbox"/>
	TOTAL	16 373.26	20 372.72	16 260.00	<input checked="" type="checkbox"/>
27. Total success rates: Contact FTE degree credits by field of study	Science, engineering, technology	5 795.33	6 881.37	6 011.00	<input checked="" type="checkbox"/>
	Business/management	2 865.22	3 336.48	2 913.00	<input checked="" type="checkbox"/>
	Education	2 139.63	2 984.98	1 866.00	<input checked="" type="checkbox"/>
	Other humanities	5 573.08	7 169.89	5 471.00	<input checked="" type="checkbox"/>
	TOTAL	16 373.26	20 372.72	16 260.00	<input checked="" type="checkbox"/>
28. Total success rates: Distance FTE degree credits by course level	Total undergraduate	1 677.63	2 715.52	3 232.00	<input type="checkbox"/>
	Postgraduate to master's level	519.99	614.01	522.00	<input checked="" type="checkbox"/>
	Master's	0.00	0.00	0.00	
	Doctors	0.00	0.00	0.00	
	Total postgraduate	519.99	614.01	522.00	<input checked="" type="checkbox"/>
	TOTAL	2 197.62	3 329.53	3 754.00	<input type="checkbox"/>

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
29. Total success rates: Distance FTE degree credits by field of study	Science, engineering, technology	6.56	5.72	161.00	<input type="checkbox"/>
	Business/management	545.71	635.98	1 124.00	<input type="checkbox"/>
	Education	1 022.75	1 825.70	1 943.00	<input type="checkbox"/>
	Other humanities	622.60	862.13	526.00	<input checked="" type="checkbox"/>
	TOTAL	2 197.62	3 329.53	3 754.00	<input type="checkbox"/>
30. Total success rates: Total FTE degree credits by course level	Total undergraduate	15 777.99	20 261.89	17 009.00	<input checked="" type="checkbox"/>
	Postgraduate to master's level	2 277.70	2 707.90	1 932.00	<input checked="" type="checkbox"/>
	Master's	467.51	496.47	889.00	<input type="checkbox"/>
	Doctors	47.68	236.00	184.00	<input checked="" type="checkbox"/>
	Total postgraduate	2 792.88	3 440.36	3 005.00	<input checked="" type="checkbox"/>
	TOTAL	18 570.88	23 702.25	20 014.00	<input checked="" type="checkbox"/>
31. Total success rates: Total FTE degree credits by field of study	Science, engineering, technology	5 801.89	6 887.09	6 172.00	<input checked="" type="checkbox"/>
	Business/management	3 410.93	3 972.46	4 037.00	<input type="checkbox"/>
	Education	3 162.37	4 810.68	3 808.00	<input checked="" type="checkbox"/>
	Other humanities	6 195.69	8 032.02	5 997.00	<input checked="" type="checkbox"/>
	TOTAL	18 570.88	23 702.25	20 014.00	<input checked="" type="checkbox"/>
32. Total success rates: Total FTE degree credits divided by total FTE enrolments by course level	Total undergraduate	83%	81%	75%	<input checked="" type="checkbox"/>
	Postgraduate to master's level	80%	80%	79%	<input checked="" type="checkbox"/>
	Master's	54%	55%	72%	<input type="checkbox"/>
	Doctors	16%	58%	69%	<input type="checkbox"/>
	Total postgraduate	70%	73%	76%	<input type="checkbox"/>
	OVERALL	81%	80%	75%	<input checked="" type="checkbox"/>
33. Total success rates: Total FTE degree credits divided by total FTE enrolments by major field of study	Science, engineering, technology	83%	85%	80%	<input checked="" type="checkbox"/>
	Business/management	75%	77%	67%	<input checked="" type="checkbox"/>
	Education	88%	75%	79%	<input type="checkbox"/>
	Other humanities	79%	80%	75%	<input checked="" type="checkbox"/>
	OVERALL	81%	80%	75%	<input checked="" type="checkbox"/>
34. Total graduate HC by qualification type	Undergraduate diplomas	693	590	697	<input type="checkbox"/>
	Advanced diploma	10	31	0	<input checked="" type="checkbox"/>
	Undergraduate degrees	3 490	3 291	3 634	<input type="checkbox"/>
	Total undergraduate	4 193	3 912	4 331	<input type="checkbox"/>
	Postgraduate to master's level	2 029	2 185	1 767	<input checked="" type="checkbox"/>
	Master's	547	555	656	<input type="checkbox"/>
	Doctors	97	102	140	<input type="checkbox"/>
	TOTAL	6 866	6 754	6 895	<input type="checkbox"/>
35. Total graduate HC by major field of study	Science, engineering, technology	2 060	2 027	2 482	<input type="checkbox"/>
	Business/management	1 672	1 645	1 565	<input checked="" type="checkbox"/>
	Education	1 382	1 360	1 441	<input type="checkbox"/>
	Other humanities	1 751	1 723	1 407	<input checked="" type="checkbox"/>
	TOTAL	6 866	6 754	6 895	<input type="checkbox"/>

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
36. Total graduate HC as a % of total HC enrolments	Total undergraduate	19%	14%	15%	<input type="checkbox"/>
	Postgraduate to master's level	51%	50%	49%	<input checked="" type="checkbox"/>
	Master's	28%	22%	27%	<input type="checkbox"/>
	Doctors	16%	11%	22%	<input type="checkbox"/>
	OVERALL	23%	18%	19%	<input type="checkbox"/>
37. Permanently appointed staff HC by staff category	Instruction/research professionals	844	841	951	<input type="checkbox"/>
	Executive/management professionals	100	104	96	<input checked="" type="checkbox"/>
	Support professionals	119	115	104	<input checked="" type="checkbox"/>
	Total professional staff	1 063	1 060	1 151	<input type="checkbox"/>
	Technical staff	44	52	44	<input checked="" type="checkbox"/>
	Non-professional administrative staff	1 075	1 116	859	<input checked="" type="checkbox"/>
	Crafts/trades staff	6	6	12	<input type="checkbox"/>
	Service staff	262	249	330	<input type="checkbox"/>
	Total non-professional staff	1 387	1 423	1 244	<input checked="" type="checkbox"/>
	TOTAL	2 450	2 483	2 396	<input checked="" type="checkbox"/>
38. All FTE staff by staff category	Instruction/research professionals	1 030.53	982.75	1 277.00	<input type="checkbox"/>
	Executive/management professionals	116.45	118.57	103.00	<input checked="" type="checkbox"/>
	Support professionals	124.52	123.60	177.00	<input type="checkbox"/>
	Total professional staff	1 271.50	1 224.92	1 557.00	<input type="checkbox"/>
	Technical staff	225.81	182.63	204.00	<input type="checkbox"/>
	Non-professional administrative staff	1 251.64	1 265.66	877.00	<input checked="" type="checkbox"/>
	Crafts/trades staff	6.00	6.00	19.00	<input type="checkbox"/>
	Service staff	296.67	262.75	413.00	<input type="checkbox"/>
	Total non-professional staff	1 780.12	1 717.04	1 513.00	<input checked="" type="checkbox"/>
	TOTAL	3 051.62	2 941.96	3 069.00	<input type="checkbox"/>
39. Ratios of FTE staff to permanently appointed staff HC by staff category	Instruction/research professionals	1.22	1.17	1.34	<input type="checkbox"/>
	Executive/management professionals	1.16	1.14	1.07	<input checked="" type="checkbox"/>
	Support professionals	1.05	1.07	1.69	<input type="checkbox"/>
	Total professional staff	1.20	1.16	1.35	<input type="checkbox"/>
	Technical staff	5.13	3.51	4.62	<input type="checkbox"/>
	Non-professional administrative staff	1.16	1.13	1.02	<input checked="" type="checkbox"/>
	Crafts/trades staff	1.00	1.00	1.58	<input type="checkbox"/>
	Service staff	1.13	1.06	1.25	<input type="checkbox"/>
	Total non-professional staff	1.28	1.21	1.22	<input type="checkbox"/>
	OVERALL	1.25	1.18	1.28	<input type="checkbox"/>
40. Permanently appointed instruction/research staff HC by highest qualification	Doctoral degree	396	397	398	<input type="checkbox"/>
	Master's degree	362	343	440	<input type="checkbox"/>
	Other	86	101	113	<input type="checkbox"/>
	TOTAL	844	841	951	<input type="checkbox"/>

Enrolment Plan Indicators		Actual for year-end 2015 ²³	Estimate for year-end 2016 ²⁴	Target year-end 2016	
41. Share of permanently appointed instruction/ research staff HC by highest qualification	Doctoral degree	47%	47%	42%	☑
	Master's degree	43%	41%	46%	☒
	Other	10%	12%	12%	☑
	TOTAL	100%	100%	100%	
42. Research outputs by output source	Publication units	711.24	997.84	760.00	☑
	Units from research Master's graduates	287	288.66	350.00	☒
	Doctoral graduates (unweighted)	97	102	121	☒
	WEIGHTED TOTAL	1 294.34	1 592.50	1473.00	☑
43. Ratios of research outputs to permanently appointed instruction/ research staff HC by output source	Publication units	0.84	1.19	0.80	☑
	Units from research Master's graduates	0.34	0.34	0.37	☒
	Doctoral graduates (unweighted)	0.11	0.12	0.13	☒
	WEIGHTED Overall	1.53	1.89	1.55	☑
44. Ratio of FTE students to FTE instruction/research staff		22.23	30.30	20.90	☒

5.2.2 Decreasing dependence on tuition fees

5.2.2.1 Strategic management of enrolments

University income is monitored in terms of three main revenue streams, namely (i) government subsidies and grants; (ii) tuition and other fee income; and (iii) third stream income. The latter includes all income not originating from government sources or student fees, e.g. the sales of goods and services, income from contracts, private gifts and grants, and short learning programmes (SLPs). The largest single source of income for the UFS has historically been, and in 2016 continued to be, government subsidies and grants (46% of total income in 2016; see Figure 11). Strategic enrolment management that ensures maximum teaching input subsidy is therefore a critical strategy in decreasing the University's dependence on tuition fees.

The University's second largest income source is tuition. Tuition fees are becoming an increasingly

unpredictable revenue stream. This is mainly due to the #FeesMustFall movement, but, in the case of the UFS in particular, also due to the fact that the University charges very low tuition fees relative to other public South African universities and traditionally serves a student population with poorer economic backgrounds. However, despite no fee increases in 2016, the UFS's income from this stream increased by 19% from R804 million in 2015 to R955 million in 2016. The full extent of the no fee increase for 2016 was softened significantly as a result of the significant increase in student enrolments at first-year level (see Table 8).

Increased enrolments mean that the teaching input subsidy has increased by 9.6% from 52 453 units in 2015 to 57 500 units in 2016 (see Table 1). However, this is still almost 2 000 units short of the 59 488 2016 DHET target. Given that the teaching input units of 2016 determine the 2018 subsidy, the University will experience the impact of this shortfall in two years' time.

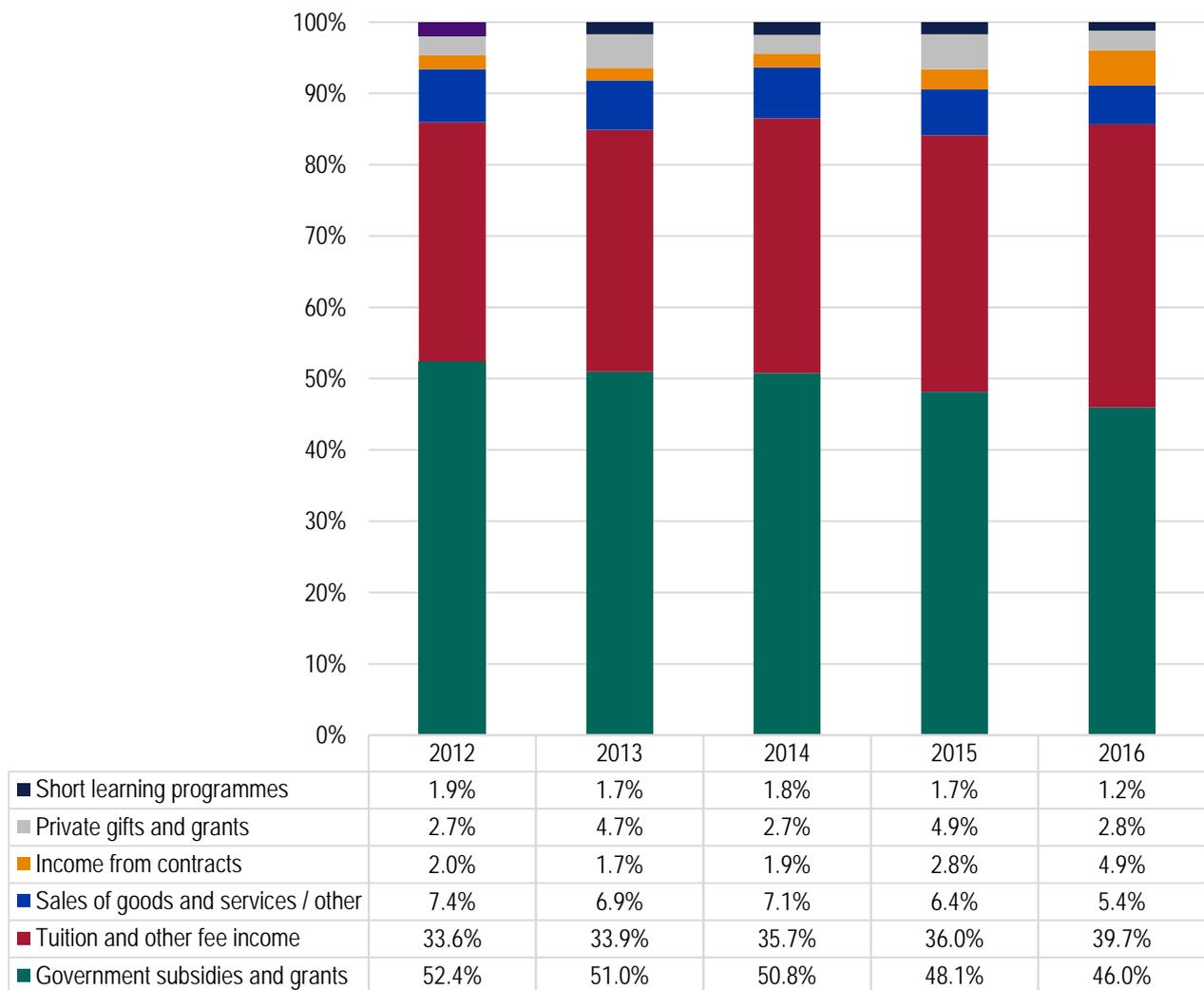


Figure 11: Income by source, 2012 to 2016

The approved teaching input units of 2014 are used for the calculation of the 2016 subsidy. The UFS's approved teaching input units decreased from 59 556 in 2013 to 56 779 in 2014. The relative share of the University in the total amount divided between all public South African universities with regard to the teaching input subsidy will decline from 4.87% in 2013 to 4.20% in 2019.

Fee income as a share of total income increased from 36% in 2015 to 40% in 2016, while the share of subsidy income decreased from 48% to

46%. A key aspect of the strategy to decrease the share of income generated by fees and increase the share generated by subsidy is the negotiation of specific targets for undergraduate enrolments with each faculty. This faculty- and programme-based enrolment planning is informed by the norms set by the DHET (as detailed in Table 8) as well as the carrying capacity of each programme, department and faculty.

Similarly, faculties have postgraduate enrolment targets. Growth in Master's and doctoral students

is an absolute priority, not only because of the disproportionate weighting of input subsidy for these students, but also because of the research output subsidy generated once these students graduate. In 2016, the number of Master's and doctoral enrolments increased by 10.3% and 25.9% respectively, with the largest growth in enrolments in the Education Faculty (122.9% increase in Master's enrolments and 48.6% in doctoral enrolments). This is mainly due to the fee-free funding initiative for research Master's and PhD students launched during 2016 (see section 3.3.4).

5.2.2.2. *Third stream income from research and innovation*

In addition to government subsidy generated through research outputs (graduates and publications; see section 3.4.2) and government grants, research and innovation plays a key role in generating third stream income in the form of research contracts as well as the commercialisation of research products, processes and services.

Research-related contracts increased from 229 in 2015 to 390 in 2016. However, the value of these contracts decreased marginally by 2% from R36.5 million to R35.8 million. The commercialisation of the UFS research enterprise, on the other hand, has improved greatly in 2016. The UFS patent portfolio has also increased significantly (see Figure 12). There has been a growth in venture capital from a zero base in 2012 to more than R10 million in 2016. Numerous technologies are in advanced stages of commercialisation by either spin-out companies or licence agreements. The UFS is also participating in the planning of a Free State innovation park/incubator with various stakeholders, which could provide a significant boost to venture creation at the UFS.

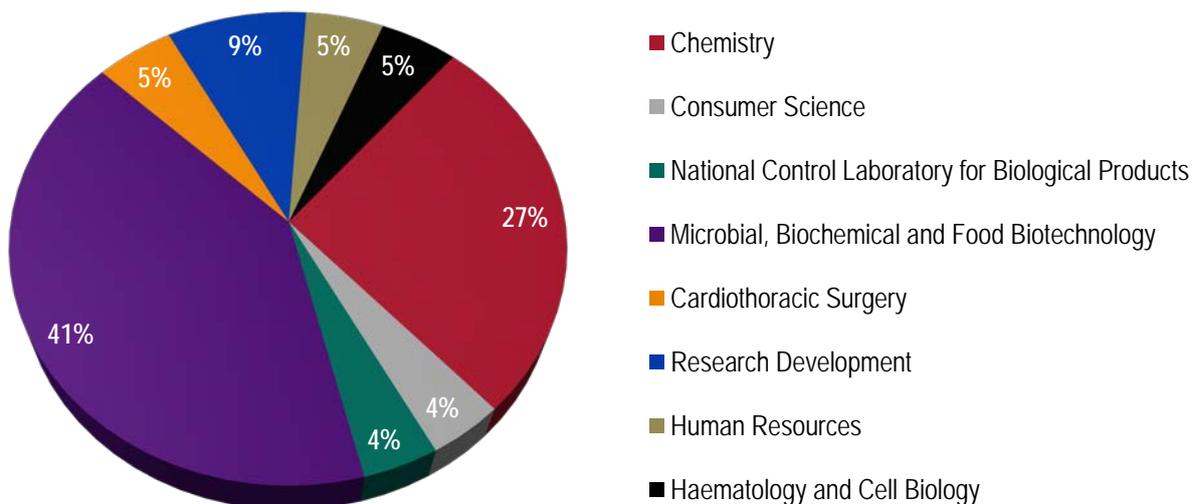


Figure 12: Active patents by department, 2016

5.2.2.3. Third stream income from advancement activities

As noted in section 4.3.8, the UFS generated donor income in excess of R 80 million in 2016, surpassed its target of R 71 million. However, the UFS annual financial statements show a decrease of 39% from 2015 to 2016 in income generated from private gifts and grants (see Appendix 3). This may be attributed to a contracting economy and increasing insecurity in investment in higher education resulting from the instability caused by the #FeesMustFall protests. Declining support from abroad may also contribute to this decrease, as foreign investment “can be curtailed almost momentarily by shifting political moods, new crises elsewhere in the world, new leadership of charitable organisations, foreign exchange fluctuations, and a host of other variables beyond our control.”²⁵ (p. 40)

The 2016 *Annual Survey of Philanthropy in Higher Education* noted the risks posed by South African universities’ heavy dependence on international donors for philanthropic income (more than half of all philanthropic income at South African universities came from outside the country in 2015). At the same time accessing new sources of donor funding is a challenge for all universities in South Africa as they continue to compete within the same stagnant donor pool. The Report therefore recommended that universities should move away from relying on foreign funding and instead prioritise fortification and growth of existing local donor relationships, engagement of new local donors who are not yet funding higher education in the

country, and specifically targeting the corporate sector as a major contributor to philanthropic income.

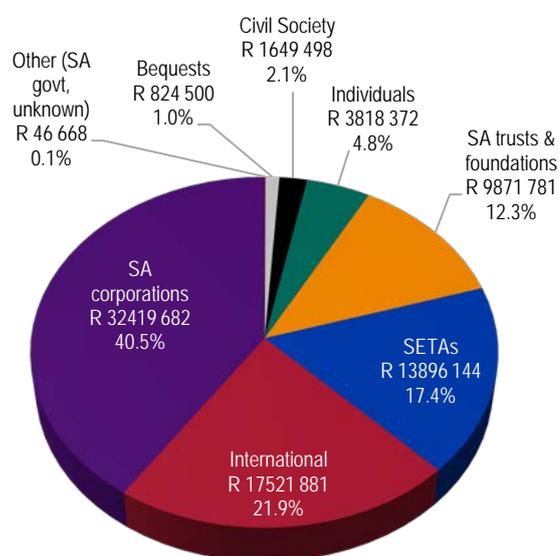


Figure 13: Donor income by source, 2016

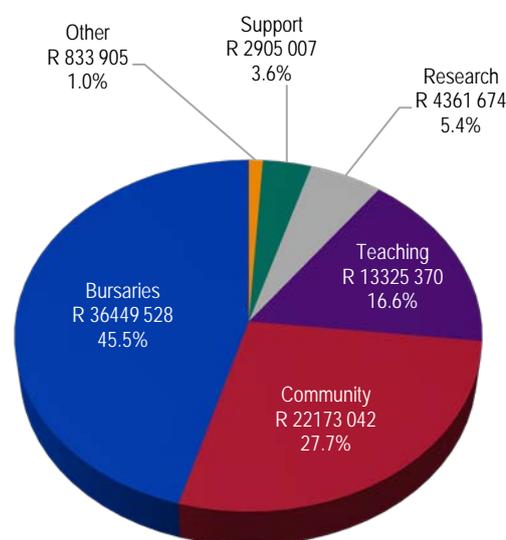


Figure 14: Donor income by purpose, 2016

²⁵ Jones, S. (2017). *Main report of the 2016 Annual Survey of Philanthropy in Higher Education* (p. 60). Inyathelo – The South African Institute for

Advancement. Retrieved from <http://www.inyathelo.org.za/images/researchreports/aspife2017.pdf>

In this context it is encouraging that, in contrast to its peers, international donors were not the largest contributor to the UFS's philanthropic income in 2016 and that South African corporations was the single largest source of this income at 40.5% of total donations (see Figure 13). In terms of use of donor income, it is also notable that the single largest purpose of donations were student support in the form of bursaries (45.5%, see Figure 14). Not only does this indicate the prioritisation of its students by the UFS and its donor community; it also supports the UFS objective of decreasing dependence on tuition fees by shift the source of these fees from students to donors.

5.2.2.4. *Third stream income from short learning programmes*

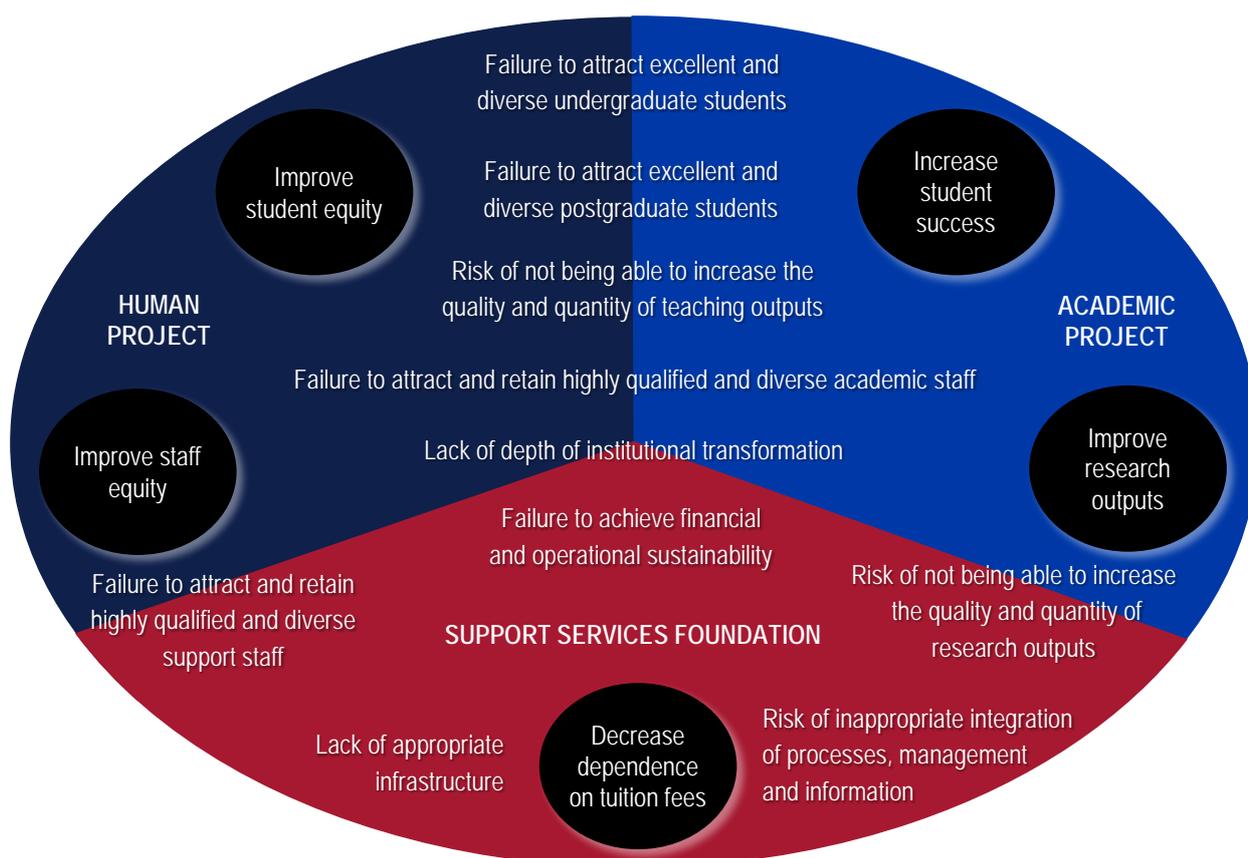
SLPs are the UFS's third area of development for increasing its third stream income. The University therefore provides a comprehensive range of SLPs in, among others, management and professional development, teacher education, quantity surveying and construction management, continuing nursing education, commercial and labour law, theology, actuarial sciences, music, and public administration. These programmes are customised to the needs of participants in the various sectors. The majority of these programmes are targeted towards enabling continuing professional development and addressing challenges in the workplace by improving competencies and actively reinforcing application of knowledge. The SLPs are presented through classroom teaching in the form of block sessions, supported by online platforms and models combined with self-study.

The number of SLPs approved by the APDC of Senate increased from 23 in 2015 to 58 in 2016, bringing the number of approved SLPs to 81 at the end of 2016. The SLPs on offer during 2016 comprise competency-based credit-bearing (38), competency-based non-credit-bearing (45) and attendance-based programmes (26).

In 2016 the University implemented quality assurance projects on all SLPs and updated its SLP policy to circumvent internal competition where SLPs were presented instead of navigating students to enrol for PQM programmes that are subsidy-bearing. This resulted in the discontinuation of some of these programmes and, consequently, a 23% decrease in income from SLPs (from R38 million in 2015 to R29 million in 2016; see Appendix 3).

Table 9: Residual institutional risk ratings 2015 to 2016²⁶

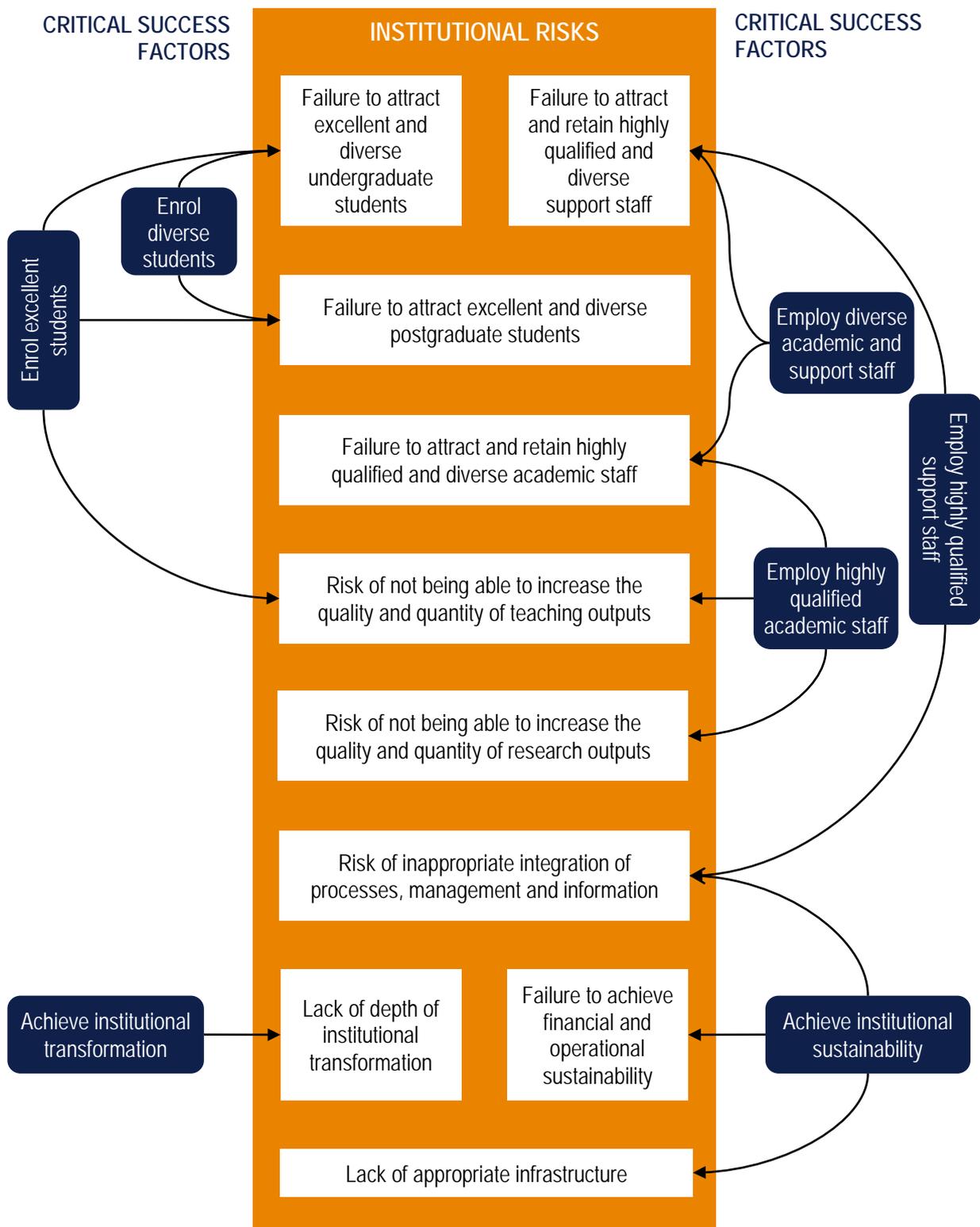
	Institutional risk	Residual risk rating 2015	Residual risk rating 2016	Change
1	Failure to attract excellent and diverse undergraduate students.	High	High	↔
2	Failure to attract excellent and diverse postgraduate students.	High	High	↔
3	Risk of not being able to increase the quality and quantity of research outputs.	High	High	↔
4	Failure to attract and retain highly qualified and diverse academic staff.	Very high	High	↓
5	Risk of not being able to increase the quality and quantity of teaching outputs.	Medium	Medium	↔
6	Risk of being unable to appropriately integrate processes, management and information.	High	High	↔
7	The depth of institutional transformation.	Very high	Medium	↓
8	Financial and operational sustainability.	High	Medium	↓
9	Failure to attract and retain highly qualified and diverse support staff.	High	Medium	↓
10	Appropriate Infrastructure.	Medium	Low	↓



Each coloured segment of the large circle represents a Priority Area. Black buttons represent Objectives. Risks are printed in white.

Figure 15: Institutional risks, strategic priority areas and objectives²⁶

²⁶ Box 3, Figure 15, Figure 16, Table 9 and Table 10 constitute the 2016 report of Council on risk assessment and management of risk, as required by the *Regulations for Reporting by Public Higher Education Institutions* (Government Gazette No. 37726 of 9 June 2014).



NOTE: The UFS institutional risks have been identified in relation to the critical success factors for the UFS Strategic Plan 2015 to 2020, i.e. those activities that are essential to the achievement of the mission, goals and objectives of the Strategic Plan (see Figure 15 and section 2.1).

Figure 16: Critical success factors and institutional risks²⁶

Table 10: Institutional risk register²⁶

(As at 10 March 2017)

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
1	Failure to attract excellent and diverse undergraduate students.	For the institution's academic and human projects to succeed, the UFS needs to attract a large number of good students from a variety of environments. Currently the UFS is losing undergraduate students due to a non-integrated response, disconnected planning, etc.	<ul style="list-style-type: none"> • Academic admission criteria. • Enrolment plan. • Student financial support systems. • Marketing drive to recruit excellent students from top schools. • Procedure on turnaround time of response to prospective students. • Functioning International Office. • Well-structured academic support programmes. 	High	High	<ul style="list-style-type: none"> • Raising of academic admissions criteria. • Providing an alternative access point for students with potential, but insufficient points. • Use of National Benchmark Test results to place students. • Targeted intense marketing of the University nationally, regionally and internationally. • Monitoring of performance in teaching and learning through agreed-upon indicators. • No application fees for prospective students. • Extension of the application due date. • Focused bursary strategy. • Conceptualisation of Process Re-engineering. • Review strategy for internationalisation. 	Registrar: Systems and Administration	<ul style="list-style-type: none"> • Marketing • Housing and Residence affairs • International Office • Student Academic Services • Faculties
2	Failure to attract excellent and diverse postgraduate students.	The UFS has indicated its intention to become a top research-intensive university. Currently, it is not attracting sufficient numbers of master's and doctoral students to attain this objective by 2016.	<ul style="list-style-type: none"> • Academic admission criteria. • Enrolment plan. • Student financial support systems. • Student financial incentive systems. • 3 DST/NRF Research Chairs. • Functioning International Office. • Marketing drive to recruit 	High	High	<ul style="list-style-type: none"> • Employment of 21 senior professors who will be supervisors and mentors. • Ongoing activities of the Postgraduate School. • Re-establishment of the Higher Degrees Committee of Senate. • Implement full bursaries for research master's degree and PhD students. • Focused bursary strategy. 	Vice-Rector: Research	<ul style="list-style-type: none"> • Marketing • Housing and Residence affairs • International Office • Postgraduate School • Faculties * DRD as key role-player

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
			<p>excellent students from top schools.</p> <ul style="list-style-type: none"> • Procedure on turnaround time of response to prospective students. • Implemented a strategy for recruitment of postgraduate students. 			<p>Redeployment of existing unspent budget allocations (academic and Support Services environments).</p> <ul style="list-style-type: none"> • Introduce more special bursary options for Honours students (increased funding, performance based). • Review strategy for internationalisation. 		
3	Risk of not being able to increase the quality and quantity of research outputs.	<p>The UFS goal to become a research-intensive university requires a greater number of research outputs and greater visibility and impact in this regard.</p> <p>Currently, the UFS must increase both the number and impact of its publications and increase the number and quality of its postgraduates.</p>	<ul style="list-style-type: none"> • Increased funding for postdocs. • Establishment of senior professors. • Review of research clusters. • Successful application for 3 DST/NRF Research Chairs. 	High	High	<ul style="list-style-type: none"> • Appointment of senior/research Professors. • Optimisation of current rated researchers. • Support for centres of excellence and research chairs. • Monitoring of research publications. • Increase productivity of research associates through structured incentives for publication and supervision. • Monitoring the number of postgraduate student enrolments and graduations. • Promotion policy focused on publications' visibility and impact. • Capitalise on PSP project. • Every faculty should have a research strategy and a research committee. • Start incentivising staff for delivering an M or D graduate. 	Vice-Rector: Research	<ul style="list-style-type: none"> • Directorate for Research Development • Faculties • Postgraduate School • Library Services

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
4	Failure to attract and retain highly qualified and diverse academic staff.	The profile of academic and support staff in terms of diversity and professional excellence is essential to the success of the academic and human projects of the UFS. Currently, the equity profile of academic staff is unsatisfactory. High-quality teaching and research staff are unequally distributed across programmes.	<ul style="list-style-type: none"> • Creation of a class of senior professors. • Benchmarking of salary packages. • Advertisement strategy. • Exit interviews. • Work environment indices. * "On-boarding" package. *Reviewed advertisement strategy. 	Very high	High	<ul style="list-style-type: none"> • Further building of a class of senior professors. • Implementation of new criteria for staff promotion. * Workload model and staff differentiation. • nGap strategy funded by DHET. • Prioritising PhD appointments in vacancies. • Accelerating the time to PhD for current staff. • New procedure for the appointment of academic staff. • Systematic investment in the development of top young academics to become professors. • Review of succession planning strategy at faculty level. • Develop career planning strategy. • Analysis of internal obstacles to the attraction and retention of diverse staff. • Review strategy for internationalisation. 	Vice-Rector: Operations	<ul style="list-style-type: none"> • Faculties • Human Resources • International office
5	Risk of not being able to increase the quality and quantity of teaching outputs.	In order to successfully compete for good students, all UFS undergraduate programmes must be recognised as operating at the cutting edge of disciplinary, professional and curriculum fields. Currently, the quality of undergraduate	<ul style="list-style-type: none"> • Quality assurance processes – alignment with HEQSF. • Teaching and Learning Strategy. • Academic Portfolio Plan. • CTL Programmes. • Module evaluations. • Using technology in 	Medium	Medium	<ul style="list-style-type: none"> • Embed the activities of CTL in all teaching activities (development and assessment of teacher effectiveness). • South Campus to drive new online initiatives and re-open distance education sites. • Development and implementation of a project for 	Vice-Rector: Academic	<ul style="list-style-type: none"> • CTL • DIRAP • Faculties • ICT • Facilities Planning

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
		programmes is unevenly distributed across faculties and departments.	teaching activities (e.g. Blackboard). • Inclusion of the SoTL in the new criteria for staff promotion.			the review of the undergraduate curriculum and the infusion of academic development in the curriculum. • Development and implementation of student feedback system at module level. • Creation of the APDC of Senate to monitor academic development plans at faculty levels. • Develop system of student performance tracking and interventions.		
6	Risk of not being able to appropriately integrate processes, management and information.	The success of the University's strategy to a large extent depends on its ability to integrate management, administrative and academic processes and manage its management information effectively. Although some steps have been taken in this regard, much remains to be done for the University to achieve its goals.	<ul style="list-style-type: none"> • Creation of Enrolment Planning Forum. • The UFS has adopted integrated reporting. * Ensuring that all the role-players are actively informed and involved in all developments in the value chain (quarterly line manager summits). * Framework for sustainability and viability and integrating it in the planning across the University. * Incorporate enrolment planning and academic planning decisions in sustainability planning projections and long-term budgets. * Incorporating Enrolment Planning Forum into APDC of 	High	High	<ul style="list-style-type: none"> □ Developing a value chain analysis from pre-application to graduation and the relevant workflow to ensure seamlessness. * Support the re-engineering processes in Student Academic Services (ICT platforms and support change management training efforts). • Creating overall system platforms for integration. • Architecture for integrated workflow management. 	Registrar: Systems and Administration and Vice-Rector: Academic	<ul style="list-style-type: none"> • DIRAP • Faculties • Finance • Student Academic Services • Information Technology & Communication Services

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
			Senate. * ICT role in the digitisation process. * Integrated stakeholder committees for ICT (ICT Academic and ICT Support committees). * Re-engineering process.					
7	The depth of institutional transformation.	Since 2009, the UFS has undergone rapid change. A large number of interventions were put in place to counter aspects of the institutional culture that acted as obstacles to the realisation of the academic and human projects. Much visible change has taken place since then; however, it is necessary to ensure that change is sufficiently rooted and widespread in the institution.	<ul style="list-style-type: none"> • Employment Equity Committee. * Equity and Competency Plan. • Establishment of Institute for Reconciliation and Social Justice. * Defined Transformational Agenda across all functions and at all levels. 	Very High	Medium	<ul style="list-style-type: none"> □ Levels of stakeholder participation in the transformation agenda. • Support for transformation efforts of the core functions of the University. • Develop tools/methodology to determine institutional culture and determine appropriate action plans (workplace environment surveys). * Achieve BBBEE ratings and avoid penalties/reputational costs. 	Vice-Rector: Student Affairs and External Relations	<ul style="list-style-type: none"> • All units • Institute for Reconciliation and Social Justice • DIRAP • Communication and Brand Management
8	Financial and operational sustainability.	For the UFS to achieve its mission, it must have access to sufficient funding and appropriate systems to monitor, predict and manage change. In order for the University to provide access to growing numbers of students, it requires the committed availability of NSFAS funding. This is currently not the case, and the situation forces the University to draw	<ul style="list-style-type: none"> • Budget model. • New policies for managing third- stream income. • Salary negotiations model. • Managing the affordability of post-retirement benefits. * Management information dashboards. * Institutional benchmarks and performance indicators. * Continuous interaction with the DHET regarding NSFAS funding. 	High	Medium	<ul style="list-style-type: none"> • Development of a strategy to increase third-stream income. • Rollout of viability assessment and the associated accountability via the workload model for each faculty. 	Vice-Rector: Operations	<ul style="list-style-type: none"> • Support Services • Faculties

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
		on its own reserves and turn away students. In addition, the decrease of block grant funding due to the increase in earmarked funding in the government subsidy impacts on the University's ability to manage financial and operational sustainability.						
9	Failure to attract and retain highly qualified and diverse support staff.	Additional: Balance between skills of current staff profile and required skills.	<ul style="list-style-type: none"> • Benchmarking of salary packages. • Advertisement strategy. • Exit interviews. • Work environment indices. • "On-boarding" package. • Academy for support staff development. • Advertisement strategy. 	High	Medium	<input type="checkbox"/> New selection tools to support the appointment of support staff (competency tools, management assessment tools). * Matching of the fit between support staff competencies and the demands of the core business. <ul style="list-style-type: none"> • Systematic investment in the development of support services staff. • Review of succession planning strategy. • Develop career planning strategy. • Strategies to address internal obstacles to the attraction and retention of diverse staff. 	Vice-Rector: Operations	<ul style="list-style-type: none"> • Support Services departments • Human Resources

Risk ranking	Risk	Risk description	Internal controls	Residual risk 2016	Residual risk 2015	Action plans / mitigation strategies	Responsible member of Rectorate	Key role-players
10	Appropriate Infrastructure.	<p>The maintenance of strong and reliable financial, physical and ecological environments as the foundation of a healthy and sustainable university, and the required physical expansion of facilities to accommodate growth in student numbers, are challenged by:</p> <ul style="list-style-type: none"> • Insufficient effective governance and management frameworks and systems • Maintenance of effective IT systems • Maintenance of infrastructure • Insufficient funding for maintenance and expansion of facilities <p>Interruptions in the academic programme (lectures and research outputs) due to possible load shedding Mangaung water restrictions promulgated in the State Gazette of 14 March 2014 and provincial drought</p>	<ul style="list-style-type: none"> • DHET infrastructure grant. • Strategic funding of capital expenditure and maintenance. • Spatial management plan. * Designated spaces for undergraduate and postgraduate teaching, learning and research. * A comprehensive infrastructure and spatial master plan to match the medium- and long-term strategies of the University. • Alignment of core and operational functions in relation to strategic goals • Data warehousing strategy. <p>Generators have been provided to most lecture halls and labs. Emergency storage now available on all three campuses. Boreholes have been equipped with necessary infrastructure where possible to enable utilisation of groundwater. Bfn 48-hour capacity back-up reservoir; Qwaqwa 24-hour capacity back-up reservoir and groundwater supply; South Campus 24-hour capacity reservoir and groundwater supply.</p>	Medium	Low	<ul style="list-style-type: none"> • Development and implementation of a model of institutional sustainability. • Review of the ICT strategy. • Asset life-cycle management. • Develop integrated and standardised physical and technology teaching environment. • Create flexible and open learning spaces. • Develop extensive equipment strategy. <p>Implementation of Business Continuity Plan as approved by Rectorate. Emergency water supply and storage on all three Campuses implemented. Grey water system installed at new South Campus Residence. 20 x 20KI water storage tanks to be installed for rain water harvesting on Bfn Campus. Qwaqwa Campus rainwater harvesting at most buildings.</p>	Vice-Rector: Operations	<ul style="list-style-type: none"> • DIRAP • Facilities Management (Maintenance) • Facilities Planning (Capital Projects and Space Management) • Student Academic Services • Finance • Information Technology & Communication Services

5.3 Student services

5.3.1 Student administration

SAS provides the student administration support for the UFS, reporting to the Registrar: Systems and Administrations. The department is comprised of eight sections applications, admissions, course catalogue administration, registrations, student records, examination administration, timetables and certification.

In 2016 the UFS exceeded its 7 436 DHET target for first-time entering undergraduates and registered 8 045 students compared to 4 918 in 2015 (see Table 8). The total number of student registrations in 2016 was 37 077 compared to 30 418 in 2015.

The SAS Director was appointed in March 2016 and the enhanced online application system went live on 1 April, increasing the total number of applications from 34 206 (7 921 online) in 2015 to 48 970 (26 285 online) in 2016. Unfortunately, the turnaround time from application to provisional admission was still not greatly improved because of the significant increase in applications and limited capacity and attrition of staff. In an effort to expedite the admission process, an interim provisional offer management component was implemented in PeopleSoft Campus in September to automate admissions. By the end of the cycle, close to 20 000 provisional offers were made and communicated to students.

Much of the year was disrupted by the #FeesMustFall protests, which affected the capacity of and planning within SAS. The class

and examination timetable had to be amended multiple times, particularly in late 2016 where the examination timetable was adapted three times, the final version resulting in the additional examinations being postponed to 2017. However, the SAS team worked well with the faculties and other departments to mitigate the impact on the institution and students. Ad-hoc bookings were made for tests and catch-up classes, with special examination sessions set up for students who could not be part of the main or additional examinations due to previously arranged commitments.

Graduations ran smoothly in 2016, with sessions taking place in Qwaqwa (May) and Bloemfontein (May, September and December).

In the last quarter of 2016 staff was trained in PeopleSoft in order to optimise the utilisation of the campus enterprise resource planning (ERP). Staff was also cross-skilled in order for a one-stop contact division to be established for registration in 2017.

5.3.2 Student housing

The department for Housing and Residence Affairs (HRA) focused on improving the availability, quality and affordability of accommodation and catering offered to students on all three campuses. The University maintained an occupancy rate of 99% throughout 2016 on the Bloemfontein Campus, and for the first time a 99% on the Qwaqwa Campus. The high occupancy rates achieved is testimony to the urgent need for high quality accommodation that is both safe and affordable in an environment conducive to learning. A 275-bed residence was also opened on the South Campus (see section

5.4), changing the status of the campus from non-residential to residential.

HRA also strives to achieve appropriately diverse residences: 66.1% of residence spaces on the Bloemfontein Campus were occupied by black students in 2016 and, through careful planning and random placement, individual residences communities also reflected the overall demography of the UFS.

The #FeesMustFall protests placed severe financial strain on HRA's ability to maintain the UFS's residences as financially independent and self-sustained during 2016. The affordability of the accommodation that the UFS provides to its students depends on the third stream income generated through Kovsie Inn and through the renting out of residences during UFS holidays. The protests impacted negatively on the occupancy rate at Kovsie Inn for 2016. The University granted permission for students to stay in their respective residences during the March/April and September/October holidays; and several drastic changes in the academic calendar in the second semester led to the cancellation of conferences in December. As a result, residences could not be rented out as usual, which resulted in a 9% decrease in the sales of goods and services for the UFS overall and a shortfall in HRA's budget in particular.

However, regardless of the lack of third stream income, HRA succeeded in staying financially viable through a policy of austerity and continued to render high quality services to residences and Kovsie Inn.

Box 16: First residence for UFS South Campus

Die Universiteit van die Vrystaat se Suid-kampus in Bloemfontein het nou sy eie studentekoshuis. Die koshuis, wat in Junie 2016 voltooi is, kan 250 voorgraadse en 20 nagraadse studente huisves.

Die koshuis het 270 beddens, met 20 eenslaapkamerwoonstelle en 12 bykomende enkelkamers in die gange. Elkeen van hierdie eenslaapkamerwoonstelle het 'n kombuis, sitkamer en badkamer. Daar is 146 dubbelkamers met altesame 17 kombuise, een in elke gang. Die koshuis het ook 'n gazellie, 'n konferensiekamer met plek vir 50 mense, asook agt waskamers met 'n droogruimte.

"Studente op die Suid-kampus het tot dusver van die Bloemfontein-kampus en woongebiede in die stad gependel. Ons is baie trots daarop dat verblyf nou op die kampus vir ons studente beskikbaar sal wees. Hoewel die amptelike opening van die koshuis na verwagting vroeg in 2017 sal plaasvind, het sommige studente reeds ingetrek," sê prof Daniella Coetzee, Prinsipaal van die Suid-kampus. Die koshuis is gebou teen 'n koste van R57 miljoen, wat deur die UV en die Departement van Hoër Onderwys en Opleiding gefinansier is.

Die UV streef daarna om vir mense met fisiese beperkinge voorsiening te maak deur al sy geboue vir hulle toeganklik te maak. Hierdie koshuis is geen uitsondering nie, aangesien dit twee kamers op die grondvloer van Blok C vir studente met fisiese beperkinge beskikbaar het. Die kamers huisves twee studente per kamer.

Die koshuis is ook die eerste by die universiteit wat 'n gryswaterstelsel geïnstalleer het. Gryswater bestaan uit bad-, stort- en badkamerwasbakwater. Die water sal dan hergebruik word vir die spoel van toilette, asook vir besproeiingsdoeleindes op die kampus.

Artikel deur Lerato Sebe, Bult #2 2016

5.4 Physical infrastructure

The Facilities 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 (i.e. academic activities, student accommodation, and sport and recreation).

More than R90 million was spent by University Estates for the period January to October 2016. This includes spending of the annual capital budget as well as DHET grants. Facilities Planning managed more than 40 larger capital projects during the 2015/2016 financial year. These projects varied between restorations, renovations and new buildings. Most have successfully reached final completion and although each project presented its own challenges, valuable experience gained through previous projects made this achievement possible.

DHET-funded infrastructure projects form an important component of the UFS capital projects. In the last cycle the University successfully completed 17 DHET-funded projects situated on all three campuses and one in Trompsburg. The new DHET cycle will focus on deferred maintenance.

Payment to contractors and consultants are made within 14 days, providing it is within budget and adheres to all the requirements set by Facilities Planning. Facilities Planning was audited during the annual external audit and an

agreed upon procedure (as required by the DHET) was performed on all DHET transactions. No deviances were found or reported. Audited DHET templates were also submitted for spending on DHET projects for the period 1 April 2015 to 30 March 2016. In addition, quarterly reports on DHET projects were submitted to the Presidential Infrastructure Coordinating Commission.

Highlights of the department's activities in 2016 include the following infrastructure development projects:

- Refurbishment of the Callie Human Basement on the Bloemfontein Campus: The project value was R7.7 million, 2 701 m² in extent and consisted of the construction of a new gymnasium and offices for Kovsie Sport in the existing Callie Human basement as well as the renovations to the existing hall and locker-rooms on the ground floor (also see section 4.3.6).
- Flippie Groenewoud Building, renovations to offices, on the Bloemfontein Campus: The project consisted of a renovation and refurbishment of the basement, ground, first and second floor offices of the Information and Communication Technology (ICT) Services department.
- Renovations to bathrooms and kitchens at two Bloemfontein Campus residences: 398 m² of upgrading and renovations were done to Tswelopele and Kiepersol residences at a project cost of R6.2 million,
- Construction of a residence on South Campus: In a project valued at R70 million, the new 275-bed Legae residence is the first residence to be constructed on the South Campus (see Box 16).

- South Campus library study area and lecture hall: The project was comprised of two new entrance areas leading into a 235 m² lecture room accommodating 112 students, as well as a 140 m² study area for 58 students.
- Evaporative cooling units at the Mandela Hall on the Qwaqwa Campus: Evaporative cooling units were installed at the Mandela Hall at the Qwaqwa Campus at a project cost of R5.5 million. These units use only water to cool the hall and are far more energy efficient than a normal air-conditioning system.
- Trompsburg student accommodation: One of our more extraordinary capital projects involved the purchasing of a hotel in Trompsburg to develop new accommodation for Health Sciences students. The project value amounted to R12.9 million and consists of 10 new units of 120 m² with six bedrooms, two bathrooms, a kitchen and a lounge in each. Refurbishment of the existing hotel building into three lecture rooms, 12 guest rooms for visiting lecturers, and a three-bedroom apartment for supervisory staff was also completed.
- All three campuses: Emergency power generators on all three campuses. Funding of R16 million was approved by the University to implement a load shedding master plan. Phase one of the plan was implemented covering all three campuses. This involved the addition of 15 diesel-driven emergency power generators to the existing fleet as well as two bulk diesel storage tanks.

5.5 ICT and information management

5.5.1 *Information and communication technology*

Characterising 2016 by using single words would include, among others, ‘challenging’, ‘change’, ‘risky’, ‘uncertain’ and ‘daunting’. Although the indicators for change were everywhere, the reality of it all only unfolded after carefully crafted strategies and structured plans failed to make sense and the notion of a ‘new normal’ became evident.

ICT normally structures, normalises, supports and enables. Although this essentially still holds true, the ‘new normal’ now also requires a high level of social integration, mobility, the notion of being pervasive and, among other things, being free. These are the aspects that will define ICT in the higher education environment and also, to a larger extent, in the South African paradigm. In any case, this is particularly relevant to the UFS.

Responding from an ICT perspective only, the operational ‘experiences’ of 2015/2016 indicated that the response framework of ICT needs to change from a very traditional, structured approach to an approach that is more agile and more accommodating without sacrificing digital security, operational integrity and auditability. Here, the nature of any ICT deployment also requires similar changes in the associated business/process environments which, to a large extent, ‘drive’ technology deployments and business change. It is also foreseen that these changes will challenge rigidity in policy, and legacy processes catering for an older, non-

aligned business approach, etc. In a sense, this is also good and progressive.

Considering the operational 'life' of ICT, the well-designed plans and associated initiatives of 2016 had to be reconsidered in the light of radical changes to the fundamental delivery model of the UFS. Accommodating the various business requirements was difficult and, in some instances, nearly impossible given the financial constraints of the UFS, the ever-changing delivery requirements, ongoing demands from students, etc. Here, not only was the resilience of ICT staff stretched to the absolute maximum, but it also brought out the best in people in terms of willingness to change, accepting changing objectives and delivering effective services in a very demanding environment. This somehow needs to be acknowledged and also rewarded.

Given the foregoing characterisation of the current/future operating environment of both ICT and the UFS as a whole, the 'big-ticket' items for ICT in 2016 were as follows:

- Changing the engines in full flight: Operational changes made to the academic delivery model of the UFS from a typical residential institution to a distance learning mode also changed the DNA of the UFS systems portfolio. Apart from the implied core changes that were made to the ERP and the adjacent system's environment, critical changes were also made to the underlying and supporting technologies. These changes are, due to their nature, high risk changes as process fundamentals and management models are not necessarily in place, and will most likely only mature sometime in the future, bringing with them

potential non-aligned processes (on the ground) versus digital system support.

- Adding new (unplanned) functionality: Adding new system functionalities is commonplace in the world of ICT, however, responding to mostly unplanned fast-changing (forced) business requirements placed ICT in a rapid development mode where normal (safe) system development practices were placed under immense stress and interim system modules were delivered that in future will either require re-work or become performance liabilities due to not being supported by well-designed mature business practices and/or not being fully tested in high-volume, high throughput scenarios.
- New systems thinking: ICT, for the first time in the UFS's history, ventured into the realm of cloud-based solutions. Acknowledging cloud computing as a global trend that has the potential to challenge and change the way organisations manage IT as whole, the UFS adopted the notion of a small, evaluative foray into this new paradigm. Here, ICT deployed the ServiceNow (SolveIT) Help Desk solution and is closely monitoring this as a benchmark for future reference.
- Stabilising current LMS platforms: Blackboard has become the largest system in the UFS portfolio of systems. Volumes transacted through the system makes it one of the largest, locally hosted LMS deployments in South Africa (if not the largest). Here, the Blackboard platform is comparable to the well-known, international News24 service based on volume and transactional capability.
- Data security: The domain of data security, also referred to as Information Security

Management, has become the key IT trend; globally it is currently receiving huge attention not only in terms of legislative imperatives such as the POPI Act, but also in terms of the deployment of technologies and platforms to secure data. The UFS initiated a collateral project to establish a framework for data management in 2016. Here, the introduction of a data governance structure lays the foundation for the deployment of technologies new to the UFS in this domain.

- **Contract integrity:** International software licensing contracts do not consider the specific environmental and operational parameters that South Africa is currently facing. This puts the UFS at a very distinct disadvantage. Former practices of accommodating educational institutions in terms of specialised support, discounted licensing rates, etc. have now been cancelled and a very 'business-like' approach is adopted by most, if not all. In 2015/2016, ICT embarked on the cleaning-up of these contracts and is in the process of validating contracts against current and assumed future business requirements. This has inadvertently opened up several legal and operational issues as questions are being asked that will challenge the effective deployment of these software suites in future.
- **Volatility in structure:** Changing operating models normally has an impact on the manner in which supporting staffing structures are compiled and maintained. Although ICT conducted a structured re-organisation of its current staffing structure in 2016, it is foreseen that this level of volatility will prevail and that similar re-organisations will become a way of life, effectively placing the full UFS staffing

structure in an ever-changing mode to meet operational requirements and address operational risk. Being agile now becomes the norm.

- **Challenging the operational norms:** In many instances, the changing nature of ICT requires a change in the operating model of the UFS as a whole. Here, practices associated with financial management need to be revised as ICT requires a higher level of budget flexibility to meet the needs of customers. Current practices reflect very slow turnaround times that are not conducive to quick-changing business/operational needs.

Against the background of change, agility, and the 'new normal', this report attempts to provide an extensive overview of the key operational activities, initiatives, projects and programmes for 2016. The report also strives to provide insight into the key challenges, key risks and those aspects that will guide and characterise ICT operations beyond 2016.

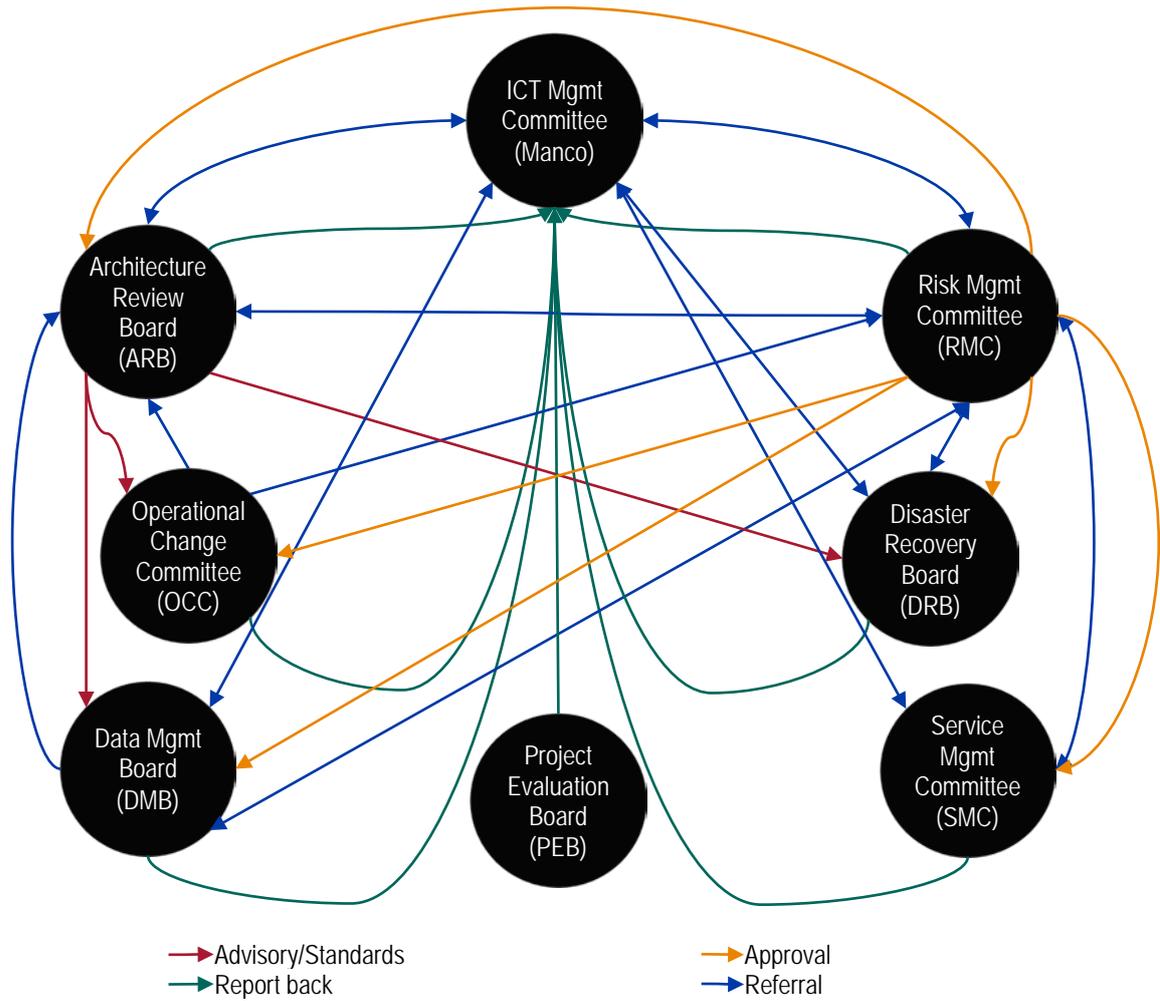


Figure 17: ICT governance structure

5.5.2 Management information

A dedicated Institutional Information Systems (IIS) unit within DIRAP is responsible for providing management information in support of evidence-based decision-making at the UFS. IIS aims to provide information that is relevant, accurate, accessible and timeous to academics and management staff members and therefore maintains effective working relationships across all departments and divisions of the University.

The unit is responsible for fulfilling the UFS's statutory requirements in terms of the provision of information to the DHET for subsidy purposes, which it does through data submissions to the Higher Education Management Information System (HEMIS). It also manages the UFS enrolment plan, including the DHET mid-term reviews as well as annual faculty-specific, programme based enrolment planning.

Making all of this data available to the relevant stakeholders in a format that is both accessible and timeous is a key goal for IIS. The unit therefore spent much of its resources in 2016 on developing a new data dissemination platform in the form of the PowerHEDA Dashboard^{xxvii}. The platform replaces the previous Higher Education Data Analyser (HEDA) and allows for significantly improved user-friendliness though a much higher level of customisation. Dedicated dashboards are developed to suit the needs of specific user groups within the institution, which has reduced the time spent by IIS staff on processing ad-hoc data queries from around 80% of the work week to only 20%. The new platform also supports the protection of personal

information through central allocation and control of password-secured roles that restrict access to specific information to specific users.

IIS is also a principal participant in the flagship Siyaphumelela Project (see section 3.2.1), as part of which the unit tracks student success in low performing modules. In 2016 the unit also started a student tracking project focused on UFS access programmes, i.e. the University Preparation Programme (UPP) and the extended degree programmes. The aim of the project is to follow the progress of students from enrolment in the UPP through extended and mainstream programmes to graduation in a bid to improve the success of these students.

^{xxvii} See <http://iinfo.ufs.ac.za/powerheda/Dashboard.aspx>

6 SOUTH CAMPUS REPORT

6.1 Message from the Campus Principal

For the South Campus, 2016 has been a year in which the unique identity of the campus, firmly situating it as a campus for open and distance learning, has been established. Restructuring of the campus in line with the University's strategic priorities has been finalised and implemented to capture the niche area of distance delivery and opening up of access. The new governance structure closely connects with the Bloemfontein and Qwaqwa Campuses. With infrastructural developments at the campus, including the establishment of a residence and second state-of-the-art multimedia studio, the UFS has taken a positive step in the direction of providing equivalence of provision across the campuses.

A blended model of 12 new Advanced Certificates in Education (ACT) were launched at 43 off-campus sites in 2016, involving 2 875 students. In addition, the launch of three fully online ACT programmes is not only a first for the UFS, but brands the University nationally as a leader in the field of distance and online learning. Not only has the South Campus secured a working relationship with leaders in the field from the US, but it has built extensive human and technological capacity for the future direction of (online) distance learning at the University, despite limited initial investment. Although support of online and distance students is a

challenge, continued research into international best practice and collaboration with institutions who specialise in distance delivery have indicated initial workable solutions. Although a cost-effective online and distance learning approach is employed, continued investment in providing human and technological capacity is needed if the UFS wishes to reach economies of scale.

In line with the UFS decision to enter the arena of online programme delivery, a South Campus Blackboard platform was made available and a South Campus Mediasite Video Webcasting Server infrastructure system was approved and purchased. As a result of collaboration with the Technical University of Delft on online programme development they contributed to the establishment of the South Campus video labs by donating specialised video equipment.

During 2016, two Higher Certificates were accredited, with the intention of replacing the UPPs at the South Campus and off-campus centres, affording the students an opportunity to obtain a SAQA-registered qualification that will grant them access, with credits, to applicable and recommended further higher education studies at a variety of institutions across the country. This model proposed for the Higher Certificate has been described as innovative by the DHET and other stakeholders in the sector. Funding for the development of the certificates has subsequently been secured from the DHET.

South Campus's involvement in schools through the Internet Broadcasting Project (IBP) and Schools Partnership Programme (SPP) continued throughout 2016, securing a reputation for

continued support to community schools, in the Free State and nationally. Broadcasts in scarce subjects to teachers and learners at 83 schools in the Free State were done on a daily basis, totalling 877 hours of broadcasting during the year, and impacting positively on learners' results in the partner schools.

As a result of the involvement of the SPP, Grade12 results in almost all the project schools increased dramatically. The pass rate of project schools in e.g. Botshabelo and Thaba Nchu increased from 66% to 85% from 2011 to 2016. By successfully implementing a stronger focus on tertiary studies, the project also increased the number and quality of students entering studies at the UFS and other higher education institutions. Bachelor pass levels of students from the project schools increased from 15.8% in 2011 to 33.9%. Tracking the results of their university studies, 83.5% of project first-years passed more than 70% of their modules and 72.8% of project second-years passed more than 70% of their modules.

6.2 The Human Project

6.2.1 Improving equity

6.2.1.1 Improving staff equity

Permanent staff members at the South Campus are primarily in support positions, while academics are appointed on an ad hoc basis, *inter alia*, to write study materials and facilitate both blended and online programmes. Only one permanent academic position (researcher) exists at the South Campus.

Since its inception, the South Campus has made small strides in the improvement of staff equity among support staff. In 2015 only 25% of full-time support staff at the South Campus was representative of designated groups, while this percentage has grown in 2016 to 40% (excluding white females). The equity profile of academic ad hoc staff at the South Campus is currently 4% Indian; 5% Coloured and 52% Black. This represents a significant improvement of at least 25% since 2015. However, representation in senior and middle management does not yet comply with UFS targets. In line with the South Campus strategic objective to appoint candidates from the designated groups, especially when senior and middle managers retire in the next two years, one black female was promoted to middle management in 2016.

6.2.1.2 Improving student equity

A 99.8% majority of teacher education distance students in the blended and online programmes at the South Campus are from the designated groups. Because the distance model of delivery differs from that of mainstream programmes and final contact sessions of these students only took

place early in 2017, final results and comparisons of the 2016 module success rates of the different groups are not yet available.

6.3 The Academic Project

6.3.1 Improving the academic reputation of the UFS

6.3.1.1 Increasing student success

Against the background of lower student success rates in distance programmes, special effort has been made in supporting South Campus students. A pilot programme for additional support in the form of increased peer involvement at selected off-campus sites was conducted in early 2016 and rolled out towards the end of this year. Support to distance students and improvement of delivery, however, is dependent upon available capacity, and the implementation of an effective quality assurance system, which is not yet functioning optimally at the campus. Urgent attention is being given to the latter. Statistics on the 2016 module success rates of teacher education students do not yet reflect a true picture since all results have not been captured due to the difference in delivery models.

There has been a slight increase in the overall success rate of UPP students from 85% in 2015 to 88% in 2016. The success rate of UPP students who enrolled for University mainstream modules in 2016 was 86%, while there was an increase in students who enrolled in 2016 for Bachelor studies after completion of the UPP from 692 to 720. A total of 529 students who started their studies in the UPP programme obtained Bachelor degrees at the UFS in 2016.

A practical example of innovations in teaching and learning, aimed at improving success rates, applied in the UPP is course development done by

the office of the Teaching and Learning manager of the NAS Faculty. In a Pre-calculus module, the course pass rate improved from 34% to 91% in only three years' time, without any changes to the typical student profile or the course content or contact time. In essence, these developments involved giving the students more responsibility for their own and the learning of their peers, while also increasing the quality and availability of academic support. This was partly achieved by making the teaching process more responsive and implementing strategies and opportunities based on concepts akin to peer tutoring, productive persistence, productive struggle and the notion of giving students a strong start.

The South Campus strategically increased the UFS footprint in the area of distance and online learning by, *inter alia*, the following actions:

- A staff member selected to serve on the advisory team tasked to update the White Paper on e-Education and the Guidelines for Teacher Training and Professional Development in ICT.
- Two South Campus staff members were selected on the National Distance Education Organisation of South Africa (NADEOSA) executive committee.
- Keynote address at the 2016 DBE Curriculum Lekgotla in Pretoria.
- Winner of the Free State Teachers Award: ICT in the Classroom
- Development activities attended: Blackboard assessment training; Learning Solutions 2016 Conference; Blended Learning Forum; TUDelft Studio Presenter Training; Mediasite Unleash 2016; The Four Ps of Professionalism; Microsoft Innovative Teacher Training; Gamification

workshops; Quality in e-Learning MOOC; Online Cinematic VR course.

- OFM Strategic Marketing Award – best student in class (Master of Business Administration).
- Conference presentation in Bulgaria on one of the South Campus distance education projects in Mpumalanga, culminating in a publication in the *Turkish Online Journal on Distance Education*.
- Presentations at Comparative Education Conference in London; and at International Sustainable Development, Social Sciences, Humanities and Education research conference, Boston, the latter presentation published in *The Independent Journal of Teaching and Learning*.

6.3.1.2. Increasing research productivity and improving the quality of research outputs

During 2016 the South Campus embarked on a system of mentoring current staff members who were involved in projects at the campus, to pave the way for joint publications on open distance learning. As a small start to establish a research culture at the South Campus, a number of campus staff also started supervising Master's and PhD students in collaboration with the Faculty of Education.

Although primarily support staff, South Campus staff members are encouraged to enrol for university studies. Of the 20 students of the UFS who completed the Higher Certificate in Management Development (MDP) qualification at the UFS, all six from the South Campus completed the MDP and the best student was from the campus. During 2016 two staff members were enrolled for Master's studies, one for a Master of

Business Administration (MBA) and six were engaged in doctoral studies. It is hoped that the establishment of a research culture at the South Campus will provide a powerful basis for the entrepreneurial work done and set the scene for further development of staff.

Staff development opportunities in terms of attendance and presentation at open distance learning conferences and research development are encouraged and funded from designated funds. One of the strategic goals of the South Campus is to develop into a national leader in the field of open distance learning teaching and research. As such research undertaken at the South Campus is aimed at the field of open distance learning and access.

The South Campus only has one full-time researcher, who obtained C2 NRF rating in 2016. Two South Campus support staff members contributed two of the total of eight research outputs in 2016. Of these outputs, 43% was published in internationally indexed journals.

6.4 The Support Services Foundation

6.4.1 *Achieving financial sustainability*

6.4.1.1. *Decreasing dependence on tuition fees*

The South Campus focuses on distance learning and access programmes, but a large portion of its activities are aimed at securing third stream income. A number of projects conducted especially in schools are awarded on the basis of tenders, providing profit for the UFS and also the South Campus to contribute to the financial sustainability of the campus. Marginal profits on projects such as the IBP and SPP, as well as a range of SLPs, provide the possibility of appointing staff who do not have to be remunerated from UFS SLEs. During 2016 specialised equipment needed for the new IDEAS lab studio was funded by South Campus savings, accumulated through profits made from projects. Some of the 2016 projects that subsidised the activities at the South Campus were:

- Tools for Professional Learning Communities in the Free State (funded by the Flemish Association for Development Cooperation (VVOB)).
- Basic ICT training for UFS support staff (funded by the Setas).
- ICT tools for subject advisor collaboration (funded by the Free State Department of Higher Education).
- Vocational Education Orientation Programme to empower TVET lecturers without professional teaching qualifications (funded by the EtdpSeta and TVET colleges).

- Coding as a tool to learn language in the primary school (funded by Google SA).
- Use of mobile devices in the School: UFS and the CSIR (seven provinces funded by the Department of Rural Development and Land Reform).
- Work Integrated Learning (WIL) programme for TVET lecturers in KwaZulu-Natal and the Free State (funded by the Setas).
- Various content-knowledge training courses offered to teachers and subject advisors in the Free State and KwaZulu-Natal (funded by various provincial Departments of Education).
- Eight SLPs on Grade R teaching and learning in several provinces.

7 QWAQWA CAMPUS REPORT

7.1 Message from the Campus Principal

Similarly to the other campuses, we had our fair share of highlights and challenges. We were fortunate to experience growth in many respects, especially with regards to student enrolment, and resources, both human and material. As a rural campus faced with many developmental challenges, including the ability to attract and retain the best students and staff, we have seen some progress in 2016 towards this realisation. Our registration process was much smoother than the previous years. The student numbers increased from 3 205 in 2015 to 4 236 in 2016 and the campus also saw a significant increase with regards to the registration of postgraduate students especially at the level of honours and Master's degrees. The growth of postgraduate students is in keeping with our strategic management of enrolments, also aimed at improving the research profile and the academic reputation of the campus within the broader UFS.

The welcome function for the first-time entering students was the best ever to be organised and was well supported by the Rectorate, with Prof Jonathan Jansen as the keynote speaker. Numerous other functions and activities in

support of the human project of the UFS were also held wherein social cohesion, the human embrace and a sense of belonging was inculcated among key stakeholders within the campus community. The growth of our infrastructure, with several building projects completed, must be seen as the relatively fastest in the last two years, providing much needed learning and social spaces for our more than 25% increase in student enrolment. Council also approved new names for a number of buildings, and this was a milestone achievement in respect of the transformation agenda.

Despite the challenges that were experienced by many institutions across the country, brought about by the #FeesMustFall movement the campus remained relatively calm and finished the year with contact classes still continuing, and its property unscathed by the rampant vandalism that was part of the protest actions of students. To this effect our student leadership must be commended for the vital role they played in ensured that we remained “open” despite the countrywide disruptions.

7.2 The Human Project

7.2.1 Improving equity

7.2.1.1 Improving staff equity

The Qwaqwa Campus staff profile is fairly balanced when it comes to demographics and gender representation. In 2016 recruitment was done in accordance with the institutional policies, with the result that 85% of our staff complement is between the ages of 23-50 and only 15% will be retiring in about 10 years, creating additional opportunities for improvement of our employment equity targets.

Our efforts in respect of gender and sexual equity makes us a leader within the UFS community through the work done by our small but effective team led by Prof Aliza le Roux.

This forum led and engaged in a number of activities in support of the GLBTIQ communities. Staff and students were sensitised around the integration of gender into teaching and scientific research. The Gender Forum, in association with the IRSJ, the SRC and student movement, Women of Wisdom (WOW), also engaged in an Anti-Discrimination Campaign with the theme “I AM NOT ASKING FOR IT”. Together with the PolHisSoc, they hosted a Rape Awareness Dialogue where lived experiences were shared by victims. Initiatives were also taken to develop the Qwaqwa Campus gender policy and the Gender Forum logo was also designed.

7.2.1.2 Improving student equity

In 2016 a number of activities were undertaken to create awareness among students on pertinent issues such as gender and ethical

discrimination. These issues were flagged in the report of the investigation conducted into gender-based violence on the Qwaqwa Campus a few years ago. Since then, corrective measures have been employed on an ongoing basis, with the help of the IRSJ and other civil organisations as well as staff in the department of Sociology. We are already witnessing the fruits of the stand against ethnicism and xenophobia, and the acceptance of each other by students coming from different backgrounds.

With the completion of the new Geo Physics building, an overnight study facility was made available to students and was gainfully used by our day students who often had to risk walking at night, exposing themselves to all sorts of dangerous situations. The number of day students using transport subsidised by the University also increased, much to the appreciation of our commuting students who face transport challenges.

A new lift was also installed at the Education building to support people with disabilities. Our CE office worked closely with the office of the campus social worker and established a garden project in support of the No Student Hungry project.

Printing facilities, which used to be a source of frustration for students who had to endure long queues, were improved. To show our care we provide adequate seating next to all offices that provide student services for relief to waiting students. Our SRC offices were also renovated and given a facelift in order to be more receptive and efficient.

The office of the Campus Principal together with his team also initiated and launched a “share your pain and gain campaign” in order to extend dialogue with students beyond offices and boardrooms. This provided an additional opportunity for direct face-to-face conversations with students in respect of their experiences on campus.

Qwaqwa has been experiencing water scarcity since December 2015. With the support of Rectorate we have been able to deal with related challenges through a borehole water supply project. This project brought much relief to the water crisis on the campus. It was completed in June and resulted in water being pumped at the rate of 23 000 litres per hour to our newly-built campus holding reservoir. It has thus minimised our risks significantly and ensured self-reliance. To our staff and students, it has definitely left the impression of a management that cares about the plight of the University community.

7.3 The Academic Project

7.3.1 *Improving the academic reputation of the UFS*

7.3.1.1. *Increasing student success*

In 2016, there was a significant increase in the appreciation and involvement of the CTL with regards to enhancing superior scholarship and academic efficiency. The CTL also engaged in academic staff development programmes, empowering staff with new and improved innovative technologies that support the quality of teaching.

Academic support programmes for students were also stepped up. This was done through the use of technology and in particular Blackboard, tutorials, additional consultative sessions between lecturers and students, and monitoring of at risk students.

The Postgraduate School also increased their support for mentoring and training to both staff and students and this contributed positively to the student success rates.

The timetable was given more attention with a view to reducing clashes and students were encouraged to register for modules in accordance with particular streams that would ensure a clash-free personal timetable for them. This resulted in better qualification plans, more academic discipline for students as well as increased class attendance, leading to better success rates in the faculties.

The First-Year Mentorship Program was also initiated, based on the partnership between

residence heads, the CTL and the Counselling Unit. This was an excellent collaborative effort between the academic and support services staff, and the programme's activities took place in the residences, extending the learning experience beyond the classroom.

The wireless connectivity on campus improved significantly, thereby reducing dependence on the labs, which continue to host large numbers of students, especially during the peak periods of assignment deadlines and exams. As a result of this wireless connectivity, almost every corner of the campus became a learning space that contributes to the student success rate.

7.3.1.2. *Increasing research productivity*

The visibility of research activities and their persistent presence at all academic activities was purposely upped to keep academic staff aware of their importance in professional success. Awareness of various opportunities available to researchers was also increased.

The publication rate in the NAS Faculty was the highest for the campus. The number of journal outputs had remained around 50 since 2014 and 2015 but increased to more than 80 in 2016. The effect of the increase resulted in Prof Aliza le Roux and Prof Geoffrey Mukwada being promoted to associate professors. Our post-doctoral fellows increased from 2 to 11 and our number of rated researchers increased to 5. The annual Colloquium in Rural Education held by the Faculty of Education impacted positively on the awarding of postgraduate degrees, and we are confident that this may eventually result in increased publications from the faculty.

The increased visibility and higher profile of research success was further emphasised by a joint Excellence Awards ceremony celebrating and showcasing SoTL for the first time in the campus history, by researchers in the different faculties. Prizes were awarded for different categories. There was a recognisable increase in the number of colloquiums, visiting scholars and invited guest speakers in the academic programme of the Faculty of Humanities. The Research Day normally arranged to showcase the research of staff supported by the committee has become popular as an opportunity for other researchers to also present and debate their research. The number of presentations increased from 16 in 2015 to 19 staff members and several postgraduate students. It is significant to note that more of our postgraduate students are participating in this event.

7.3.1.3. *Improving the quality of research outputs*

The PSP greatly benefited the younger researchers on campus. The programme has supported almost all rated researchers on the campus and has resulted in three associate professorships to date.

Less experienced staff and postgraduate students received opportunities to increase their skills or research knowledgeability. The Postgraduate School supported general researcher development for staff as well as postgraduate students.

Both staff and students were given information on how to apply for NRF funding and were equipped with academic writing skills. They were also encouraged and supported to attend courses

at the Bloemfontein Campus and popular among their choices were “Selecting material and planning articles from a thesis or dissertation” and “General statistics training”.

The single most significant development to improve the quality of research is the historic approval by Rectorate of the Afromontane Research Unit as a flagship research project for UFS. The country lacks a dedicated mountain research institute and we are well placed to fill this void and provide the UFS with a research niche. Furthermore such research would promote interdisciplinary work on sustainable development in montane areas and would include the natural, social and economic sciences.

The strategic impact of this was to provide a vehicle for research development at the Qwaqwa Campus and to develop and grow research in an under-researched niche area. The three themes identified as pillars are: Conservation and sustainable usage of Afromontane biodiversity; Living and doing business in Afromontane environments; and, lastly, Sustainable futures for the people of the Afromontane.

In 2016 the International ARU Advisory board members that were invited all accepted their positions and the first ARU Colloquium was a success. It was held at the Golden Gate Highlands National Park from 16 to 17 November 2016. It provided a platform for international networking and strategic partnerships.

The Excellence in Teaching & Learning showcase was for the first time joined by the new Excellence in Research component. The

sustained growth in the campus research outputs showed sufficient depth and history to celebrate people in 2016 who excelled as young researchers, faculty-best performers and an honorary mention of Prof Birhanu Dejene for his sustained contribution to research and the status of the campus. Prof Rodney Moffatt was also honoured for lifelong contributions and ground-breaking research with an impact on Botanical knowledge about the region, while also making fundamental contributions in the promotion of Sesotho as an academic language.

7.4 The Support Services Foundation

7.4.1 Achieving financial sustainability

7.4.1.1. *Decreasing dependence on tuition fees*

The Qwaqwa Campus continues to manage its enrolments in such a way that the student numbers have increased on an average of approximately 1000 annually. This was complemented by an improved throughput rate. In 2016 the campus awarded 717 qualifications during the May graduations.

The increased research outputs coupled with the escalating number of postgraduate students, especially in the NAS Faculty, will lead to an increase in the subsidy and fees. Our housing and residence department offers guest house accommodation and also caters for conferences during long holidays, thereby bringing an income stream for the University, which enables our residences division to manage down the charges to our students.

Appendix 1: Code of Ethical Conduct of the UFS Council

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

The University of the Free State (UFS, also referred to as the University) adopts this Code of Ethical Conduct in order to:

- confirm core values to which it will adhere in the governance of the University,
- promote honest and ethical conduct by members of Council by establishing standards to which they should conform, and
- guide Council members in carrying out their duties to the UFS.

The core values of the University are:

- Superior Scholarship
- Human Embrace
- Institutional distinctiveness
- Emergent Leadership
- Public Service (linked with the Academic Project and the Human Project)

No code or policy can anticipate every situation that may arise. Accordingly, this Code is intended to serve as a source of guiding principles. Council members are encouraged to bring questions about particular circumstances that may implicate one or more of the provisions of this Code to the attention of the Chairperson of Council or the Chairperson of the UFS Audit and Risk Management Committee, who may provide guidance on the provision in question.

This Code applies to all members of Council of the UFS, regardless of the sector, constituency, office or entity to which they owe membership. Members of Council who are employees of the UFS are also subject to the conduct requirements and conditions of service of their appointments, which are separate requirements and are not part of this Code. Student members of Council are also bound by the rules and codes governing students. All Council members shall adhere to the requirements set forth below in carrying out their duties to the UFS.

Standard of Conduct

In discharging her or his duty to direct the governance of the UFS, a Council member shall at all times act in a manner he or she believes in good faith to be in the best interests of the University, and shall exercise the care which an ordinarily prudent person in such a position would exercise under similar circumstances. The Council represents the interests of the UFS and has responsibility for overseeing governance and management and should also manage adherence to the principles of good governance by the members of Council. The Council members' responsibilities in performing this oversight function include a *duty of care and a duty of loyalty*.

A Council member's *duty of care* refers to the responsibility to act reasonably and exercise appropriate diligence in overseeing the governance and management of the University, making decisions and taking other actions. In meeting the *duty of care*, members of Council are expected to:

1. Attend and participate personally in Council and related committee meetings. This entails ensuring that a member is not absent without leave from two consecutive ordinary meetings of the Council (See Section 15(7)(a) of the institutional statute.)
2. Remain properly informed about the business and affairs of the University. Council members will therefore devote appropriate time to review periodic updates provided by University

management, as well as studying Council materials prior to each meeting.

3. Rely on others. In doing this, Council may have to rely on Council committees, UFS management and employees, and professional advisers.
4. Make inquiries during meetings. Members of Council will make inquiries about potential problems that come to their attention and follow up in subsequent meetings or in appropriate Council sub-committees until they are reasonably satisfied that management is addressing them appropriately. (This process must be seen in conjunction with the section on Compliance Procedures below.)

A Council member's *duty of loyalty* refers to the responsibility to act in good faith and in the University's best interests, not the interests of himself or herself, a family member or an organization with which the Council member is affiliated, or any other sectional interest of the member. Council members shall not use their positions for personal gain. The *duty of loyalty* may be relevant in cases of conflict of interest.

Conflicts of Interest

Members of Council have a duty to be free from the influence of any conflicting interest when they participate in Council meetings or related Committee deliberations or voting, and to comply with the UFS Council Conflict of Interest Policy and the related annual declaration of any conflict of interest.

Confidentiality

Members of Council will maintain the confidentiality of all proprietary, strategic and sensitive or valuable information of the University entrusted to them, except when disclosure is authorized or legally mandated.

Fair Dealing

In carrying out their responsibilities to the UFS (including establishing the University's policies and procedures), members of Council shall seek to deal fairly with the University's employees, service providers, suppliers, competitors, partners and students, and shall avoid taking unfair advantage of anyone through manipulation, concealment, abuse of privileged information, misrepresentation of material facts, or any other unfair dealing practice. Council members will refrain from making or supporting any statement, promotion, or advertisement that is deceptive or fraudulent, and from the use of implication or half-truths that could falsely represent a UFS programme or service.

Protection and Proper Use of University Assets

In carrying out their responsibilities to the UFS (including establishing the University's policies and procedures), Council members will protect the assets of the University, ensure their efficient use and ensure that they are used for legitimate business purposes.

Compliance with Laws and Regulations

In carrying out their responsibilities to the UFS, Council members will adhere, and cause the University to adhere, to all applicable international, national and local legislation and prerequisites. In particular, Council members will seek to comply with the requirements of both the Higher Education Act (No. 101) of 1997, as amended, and the Institutional Statute: University of the Free State (Government Gazette No. 33490, of 27 August 2010, as amended).

Encouraging the Reporting of Possible Illegal or Unethical Behaviour

The Council will take steps to ensure that the University (a) promotes ethical behaviour; (b) encourages employees to talk to supervisors, managers and other appropriate personnel when in doubt about the best course of action in a particular situation; (c) encourages employees to report violations of laws, regulations or the University's own regulatory framework appropriate to its personnel and students; and (d) informs employees and students that the University will not allow retaliation or victimization for reports made in good faith.

Compliance Procedures

Any waiver of any provision of this Code may only be made by the Executive Committee of Council (ECC) after due deliberation and a determination that appropriate controls to protect the UFS are in place. Any subsequent resulting amendment to this Code will be put before Council by the ECC for consideration.

Members of Council will communicate any suspected violations of this Code promptly to the Chairperson of Council or the Chairperson of the Audit and Risk Management Committee as appropriate. Violations will be investigated by the ECC or by a person or persons designated by the Council, and appropriate action will be taken in the event of any violations of the Code.

Approved by the Council on 7 June 2013

Appendix 2: UFS Council Minutes 2015

Please refer to document titled *Appendix 2* submitted with this Report.

Appendix 3: UFS consolidated financial statements

Please refer to document titled *Appendix 3* submitted with this Report.

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