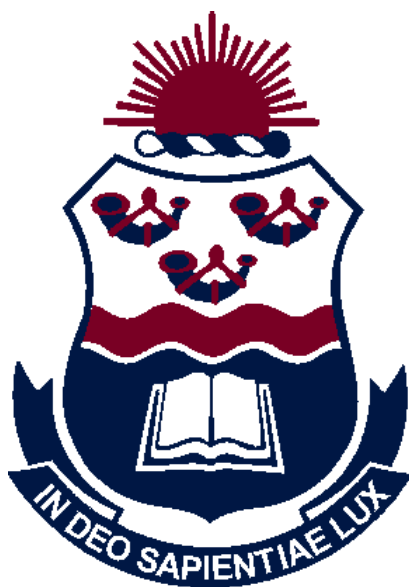


# University of the Free State



## Annual Report 2007

# **Annual Report to the Minister of Education 2007**

## **University of the Free State**



The submission of the 2007 Report of the University of the Free State to the Minister of Education complies with the format and content of the annual report of a higher education institution to the Minister as prescribed by the Minister in the Regulations for Annual Reporting by Higher Education Institutions in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended.

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## **01 REPORT OF THE CHAIRPERSON OF COUNCIL**

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

During its annual strategic planning summit held in January 2007 the Executive Management of the University of the Free State, with due consideration of the internal and external environments of the institution, reconsidered the five strategic priorities which were identified in 2003 and recommended to Council that these remain the strategic priorities for the University for the period 2007 – 2009. Council approved the following five strategic priorities for the UFS to direct its activities in 2006 – 2008:

- Quality and excellence
  - Equity, diversity and redress
  - Financial sustainability
  - Regional co-operation and engagement
  - National and international leadership
- 
- In 2007 Executive Management decided that its commitment to academic quality and to address the need to intensify and deepen the transformation process at the UFS will continue for the next three years.
  - Where 2006 was primarily occupied by the institutional audit the Executive Committee of the UFS decided that the second part of the above commitment i.e. an enhanced transformation process, should receive focused attention in 2007. This commitment culminated in a Transformation Plan: 2007-2010, containing:
    - ◆ a conceptualisation of transformation, providing a generally accepted point of departure for transformation at the UFS and for the implementation of the Transformation Plan which stipulates all the transformation challenges, goals and actions, as well as the further operationalisation of these strategies and actions into prioritised projects.

The abovementioned Transformation Plan: 2007-2010, which was approved by Council in March 2007, consisted of 31 transformation projects, prioritised into the following categories:

- Category 1: Diversity related urgent and important projects (highest priority)
- Category 2: Diversity related projects for immediate attention and implementation
- Category 3: Core function related projects (Medium to long term projects to be planned in more detail as part of the UFS Quality Improvement Plan)
- Category 4: Transformation project: Important long term project

As point of departure for this process it was accepted that, without changing the intrinsic nature of being an excellent university, the entire UFS is foreseen to be affected by a deep and pervasive, intentional (planned) and gradual (phased) transformation which is foreseen to alter the institutional culture by also changing underlying (historically rooted) assumptions and institutional behaviours and processes to create and maintain a University culture where diversity is valued and a diverse staff and student body can experience a sense of belonging.

This refocused commitment to transformation therefore was accepted as being a phased process of continuous and persistent becoming:

- a world class, engaged university of excellence and innovation and place of scholarship for South Africa and Africa,
- an equitable, diverse, non-racial, non-sexist, multicultural, multilingual university where everyone would experience a sense of belonging and achieving,
- a learning organisation where institutional culture, structures and processes, are continuously and fundamentally scrutinised, and redesigned to remain optimally fit for purpose, and
- an institution that treasures diversity as source of strength and quality.

### **STRATEGIC PRIORITY: QUALITY AND EXCELLENCE**

**In terms of achieving research excellence and engagement the following seems worth noting:**

Directed action plan based on UFS research strategy approved and being implemented inter alia resulted in the following:

- significant improvement in accredited research outputs (from 345 in 2004 to 455 in 2006);
- a significant increase in the number of NRF-rated researchers (70 to 80 bringing the UFS to fourth place amongst SA universities in terms of NSS evaluated researchers as % of total academic staff);
- Five NRF research niche areas were approved and implemented;
- An increase in National Research Foundation grants (more than doubling in five years (from R7.3 m to R17.4 m) – reflecting a similar strong upward trend in research activities and outputs;
- An increase in Thuthuka funds allocated to the UFS. Since 2003 the total amount awarded has grown from R 280 000 to R 2.4m in 2007. The number of grant holders has grown from 5 to 44 in this period. This augurs well for the development of a new cohort of young researchers who can take the UFS forward in the future;
- The approval of a NEPAD initiative of R4 m for the training of 20 PhDs from SADC countries.

Following extensive workshops and consultation in 2007, the content and focus of the following six clusters were finalised:

- Water Management in Water-scarce Areas
- New Frontiers in Poverty Reduction and Sustainable Development
- Transformation in Highly Diverse Societies
- Technologies for Sustainable Crop Industries in Semi-Arid Regions
- Materials and Nano Sciences
- Advanced Biomolecular Systems.

To stimulate further developments within the cluster initiative, another allocation of R10 m was made in the UFS budget, bringing the total allocation in three years to R28m for the clusters.

In an attempt to enhance the UFS research and international status, the establishment of an internationalisation office and the development of an internationalisation strategy for the UFS received focused attention.

## **TEACHING AND LEARNING EXCELLENCE AMIDST DIVERSITY**

**To achieve this goal, a number of action plans and activities were initiated:**

- A revised strategic framework and action plan for e-learning were compiled and approved for implementation within a broader blended teaching-learning strategy;
- Implications of and planning for development of Indigenous Knowledge Systems and incorporation thereof into curricula were spelled out;
- A Centre for Africa Studies was established;
- Strategies to improve student performance inter alia by means of an institution wide tutorial system in faculties were implemented;
- Head: Teaching/Learning Assessment appointed and assumed of duties in January 2007;
- Teaching and learning managers were appointed in each Faculty.

### **In terms of promoting excellence in governance and management:**

Several systems were implemented to inter alia promote effectiveness of decision-making, management information and information management:

- A documentation management system to store and make documentation electronically accessible was developed and implemented;
- The effectiveness of the management information systems (among others for deans and departmental- and programme heads) is continuously improved;
- A UFS Fact Book which was initially prepared for the institutional audit, proved to be a very useful management information tool is now continuously updated and refined;
- The UFS-HEDA management information system is continuously developed and refined by a user working group under the guidance of the Planning Unit, and rolled out by means of training sessions to selected users in faculties.

## **STRATEGIC PRIORITY: EQUITY, DIVERSITY AND REDRESS**

During 2007 substantial progress was made regarding transformation, amongst them the following:

- **Residence placement policy**  
A draft residence placement policy and strategy aimed at promoting diversity and eliminating segregation in University residences was drafted; a wide and intensive consultation process concluded and a new residence placement policy approved by Council and being implemented since the end of 2007.
- **Enhancement of social and academic interaction of students**  
An investigation into possible methods which could enhance the social and academic interaction among a diverse student body is in process of being concluded.
- **Determinants of and plan for creating and maintaining a sense of belonging**  
A first phase of a scientific investigation to identify the cultural, physical, sociological, organisational and other determinants, *including frustrations and aspirations of different groups caused by change and transformation* that would foster a sense of belonging among staff and students at a diverse HEI was concluded.

- **Front-line support services**  
Front-line support services where a three-language interface with public and students (English, Afrikaans and Sesotho) is necessary, was identified and the necessary arrangements made to extend such a service.
- **Finalisation of revised Employment Equity Plan**  
A revised Employment Equity Plan, applying a negotiated and agreed upon operational definition of sufficient diversity in the composition of staff on macro-level was adopted by Council on 23 November 2007.

Some of the enabling systems and procedures and mechanisms to support the implementation of the approved EE Policy and Plan that were put in place, are the following:

- increased incentives and resources for faculties and departments to accelerate redress in respect of underrepresented groups, in line with the EE Act for example by providing for headhunting and retaining of promising black postgraduate students;
- support and mentoring mechanisms to empower people in the very practical sense of enabling them to do the job for which they were appointed;
- managers being held responsible for the implementation of Employment Equity within their departments during performance appraisal.
- **Language (Policy) and diversity**  
A process plan was approved and implemented to investigate, identify, discuss and reach agreement on:
  - substantive and sufficient multilingualism in academic and support activities;
  - possible conflicts between Language Policy (including PMO) multilingualism and employment equity/staff diversity.

The outcome of the above towards the end of 2007 was a *draft* plan (with strategies and actions) to address aspects of non-alignment between Language Policy (including PMO)/ multilingualism and employment equity/staff diversity submitted to and currently under consideration by EXCO.

- **Interpreting services**  
A needs analyses for further/expanded use of simultaneous interpreting services in lectures to cater for those lecturers who are not fluent in both mediums of instruction of the UFS, the use of interpreting services for management meetings at departmental and divisional level and third language in simultaneous interpretation in selected meetings were completed and most of the needs identified have been addressed within the constraints of available capacity.
- **Language empowerment**  
An investigation to establish the multilingualism needs of students, new and existing staff (including Mellon fellows) was done. The following needs were identified:
  - ◆ the development of students' language proficiency and academic literacy;
  - ◆ the language development needs of certain staff members;
  - ◆ the need to introduce a short course on Writing Skills; workshops on Reading and Writing strategies aimed at enhancing student learning in

content; language support devices in the design and delivery of modules design and delivery;

- ◆ language proficiency courses for staff in Afrikaans, English and Sesotho were developed and in co-operation with language offered.

- **Equity in access**

A reviewed UFS Enrolment plan: 2006 - 2010 was submitted and approved by Council and the Minister, which aims to ensure:

- ◆ maintenance of the diversity balance in total student population;
- ◆ redress in programmes in which designated groups are still underrepresented;
- ◆ alignment with DoE approved enrolments.

### **STRATEGIC PRIORITY: FINANCIAL SUSTAINABILITY**

A task team was appointed to propose strategies for financial sustainability with special attention to third money stream' income.

### **STRATEGIC PRIORITY: REGIONAL COOPERATION AND ENGAGEMENT**

- The management of the Qwaqwa Campus was optimised in order to integrate this campus fully with the Main Campus - thus establishing complete substantive incorporation.
- A strategic mission for the Qwaqwa Campus, as part of the Tri-Campus Project was developed and submitted to the Minister. A final decision on proposals to optimise education provision in the Qwaqwa region from the Minister is still outstanding.
- In order to integrate the incorporated Vista Campus with the UFS main campus, a harmonisation process of service benefits was completed and all Vista staff integrated into academic and support service departments of the UFS.

### **Partnership with the "National Institute for Higher Education in Kimberley"**

On account of a partnership agreement between the National Institute for Higher Education in the Northern Cape (NIHE) and the University, student numbers increased in Kimberley from 30 in 2002 to 264 in 2007. Since January 2005, second year courses in Economic and Management Sciences as well as in Humanities were also implemented and 38 students registered in this regard. Since January 2006 appropriate third year courses were also implemented. 41 third year students registered in 2007. At the end of 2006, the first 7 B.Soc.Sc (Human and Social Dynamics) students graduated from this partnership between the University of the Free State and the NIHE.

### **STRATEGIC PRIORITY: NATIONAL AND INTERNATIONAL LEADERSHIP**

A head for Internationalisation was appointed and an internationalisation strategy, including strategies to enhance this strategic priority, developed.

- Members of the Directorate Research Development serve on SARIMA management.
- UFS staff members serve on national and international professional association managements.

## 01.02 A summary of attendance by members at meetings of the Council: 2007

**Key:**   ✓     =     Present  
           x     =     absent with apology  
           -     =     absent without apology

### **Group 1**

Non-personnel members:

		<b><u>Mrt</u></b>	<b><u>Jun</u></b>	<b><u>Sep</u></b>	<b><u>Nov</u></b>
1.	Judge SPB Hancke	✓	✓	✓	✓
2.	Dr CM Nwaila	✓	x	x	x
3.	Dr N Bagarette	✓	✓	✓	✓
4.	Mr JC Crowther	✓	✓	✓	✓
5.	Mr DCM Gihwala	x	✓	x	x
6.	Ms C Gillwald	✓	(resigned)		
7.	Mrs WF Hoexter	✓	✓	✓	✓
8.	Mr EC Kieswetter	x	x	✓	✓
9.	Dr F de K Kotzé	✓	✓	✓	✓
10.	Mr MJ Matlole	-	-	-	-
11.	Mr MC Mokitlane	✓	✓	x	x
12.	Dr MD Mosimege	✓	✓	x	✓
13.	Adv MD Randlehoff	✓	✓	✓	✓
14.	Mr JD Steenkamp	✓	x	✓	✓
15.	Father P Towe	✓	✓	✓	✓
16.	Mrs BS Tshabalala	✓	✓	✓	x
17.	Judge CHG van der Merwe	✓	✓	✓	x
18.	Dr S Vosloo	x	✓	✓	✓

### **Group 2**

Executive staff members

19.	Prof FCvN Fourie	✓	✓	✓	✓
20.	Prof M Fourie	✓	✓	✓	(resigned)
21.	Dr RE Moraka	✓	✓	✓	✓
22.	Prof T Verschoor	✓	✓	✓	✓

### **Group 3**

Non-executive staff members

23.	Prof GW de Klerk	✓	✓	x	✓
24.	Prof CR Dennis	✓	✓	✓	✓
25.	Mr WF Lubbe	✓	✓	✓	x
26.	Prof JJP Verster	✓	✓	✓	✓

#### **Group 4**

Students (alternating)

27.	Ms N Mokoena	✓			
28.	Ms L Kriek		✓	✓	
29.	Mr V Nyama				✓

#### **Group 5**

In advisory capacity

30.	Mr VF Collett	✓	✓	✓	✓
31.	Mr A Fisher	✓	✓	✓	x
32.	Mr LS Geyer	✓	✓	✓	✓
33.	Rev CD Jaftha	✓	✓	x	✓
34.	Mr CR Liebenberg	x	✓	✓	✓
35.	Mr WS Malherbe	✓	✓	✓	✓
36.	Ms E Pelzer	✓	✓	✓	✓
37.	Mr PMB Ramahlele	✓	✓	✓	✓
38.	Prof IN Steyn	✓	✓	x	✓
39.	Mr A van der Bijl	✓	✓	✓	✓
40.	Prof DA Viljoen	✓	✓	✓	✓

#### **Secretariat**

41.	Mrs EC Bezuidenhout	✓	✓	✓	✓
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### **01.03 Matters of significance considered by the Council during the period (2007)**

#### **1. INSTITUTIONAL CHARTER**

The Draft Institutional Charter was accepted as input to a process of further consultation.

The proposed process was approved as a method of consultation on the contents of the Institutional Charter.

#### **2. STRATEGIC PLAN– 2008: PROGRESS REPORT: 2006**

The progress report in respect of the Strategic Plan 2006 – 2008 was **approved**.

#### **3. DISCIPLINARY CODE, POLICY AND PROCEDURE**

The aim of the disciplinary policy and procedure was to provide persons responsible for maintaining discipline at the UFS with the necessary guidelines to enable them to apply the policy and procedures in practice. It also provided staff and the trade unions with legal certainty. Existing disciplinary policy documents of the UFS, as well as trade union agreements, were taken into account and incorporated where necessary. This policy replaced all previous policies and procedures in this regard.

The disciplinary policy and procedure were approved. This policy replaced all previous policies and procedures in this regard.

**Refer to 10.1 for the policy.**

#### **4. VACANCY ON THE COUNCIL IN THE CATEGORY OF DONORS**

The process as set out in the UFS Statute was followed. Only one nomination, viz. that of Judge CHG van der Merwe, was received. He was therefore the new representative of the Donors on the Council for the remaining term of Dr Laubscher, which would extend until 18 June 2008.

#### **5. NEW REPRESENTATIVES OF THE COUNCIL ON THE INSTITUTIONAL FORUM, THE NAMING COMMITTEE, THE AUDIT COMMITTEE, THE GROUP LIFE INSURANCE COMMITTEE AND THE JOINT STANDING ADVISORY COMMITTEE**

##### **5.1 Institutional Forum**

It was approved that Judge CHG van der Merwe would henceforth represent the Council on the IF.

##### **5.2 Naming Committee**

It was approved that Mrs Hoexter would represent the Council on the Naming Committee.

##### **5.3 Audit Committee**

In terms of the standing orders of the Audit Committee, the chairperson of the Audit Committee must be appointed by Council.

It was approved that Dr F de K Kotzé would henceforth act as chairperson of the Audit Committee.

The Council also had to appoint two new representatives on the Audit Committee and it was approved that Judge CHG van der Merwe and Mr EC Kieswetter would henceforth represent the Council on the Audit Committee.

#### **5.4 Group Life Insurance Committee**

It was approved that Adv. Randlehoff would henceforth represent the Council on the Group Life Insurance Committee.

#### **5.5. The Standing Advisory Committee**

It was approved that Dr Susan Vosloo would henceforth represent the Council on the Standing Advisory Committee.

### **6. ADMISSION REQUIREMENTS FACULTY OF HEALTH SCIENCES**

On 24 November 2006, Council approved general and faculty-specific admission requirements for implementation in 2009.

As the admission requirements for the Faculty of Health Sciences were outstanding at the time, they were approved at the first meeting of 2007.

### **7. BUDGET PARAMETERS: 2008**

With regard to the budget parameters for 2008, the Council approved a time frame as well as a basic adjustment in respect of supplies and services budgets for 2008 of 5,1%.

The calculated income growth in respect of 2008 would be between 5,1 and 7,1%. Because of the uncertainty regarding student numbers, Exco recommended that the lower limit be used as starting point.

### **8. EXTENSION OF TERM APPOINTMENTS**

The following term appointments were extended by Council:

#### **8.1 The Rector**

It was approved that the term of Prof FCvN Fourie as Rector be extended for five (5) years as from 1 January 2008. The decision was unanimous.

The following conditions applied:

- "Clause 1.1. of his current contract had to be revised to read: "This contract is for a five- (5-) year term as from 1 January 2008. (To ensure that no legitimate expectations are created regarding future extension of the contract.)
- The mandate of the Rector must include, *inter alia*, the current projects/initiatives with regard to:
  - (a) the Institutional Charter as key to successful high-quality transformation and social robustness in the context of diversity, with special reference to diligent finalising, implementing and monitoring of the Employment Equity Plan in terms of measurable outcomes; and

- (b) the strategic clusters as key to a world-class research and teaching profile, academic quality and robustness.”

With reference to Recommendation (a) by the Evaluation Committee above, Council requested that the concept “socially robust” be replaced with “socially dynamic”.

## **8.2 Director: Research Development**

It was approved that Prof FJC Swanepoel be reappointed as Director: Research Development for another term of five years.

## **8.3 Dean: Law**

It was approved that the term of Prof JJ Hennning as Dean of the Faculty of Law be extended for five years.

## **8.4 Director: Finance**

It was approved that the term of Mr CR Liebenberg as Director: Finance be extended for five years.

## **9. POLICY ON DIVERSITY IN UFS RESIDENCES**

The points of departure, principles, guidelines and parameters for residence placements and diversity in residences, as contained in the document, were approved for implementation as from 1 January 2008. A few persons abstained from voting and only one dissenting vote was recorded in the minutes on request.

**Refer to 10.2 for the policy.**

## **10. TRANSFORMATION PLAN 2007 - 2010**

The Transformation Plan 2007 – 2010 was approved.

## **11. ENROLMENT PLANS PRESCRIBED FOR THE UFS BY THE MINISTER OF EDUCATION**

It was approved that:

1. the UFS not respond to the Individual Targets 1 – 6 as contained in the document, but merely undertake to remain within the set parameters as far as it was in its ability to do so. The UFS therefore accepted the targets with the proviso that they were accepted as broad guidelines and not as exact targets that **must** be attained;
2. the UFS accepted the allocation as specified in par. 7 of the document, which ensured the UFS of its income in respect of teaching input units;
3. the Council gave the Management full authority to respond to the Minister within the parameters of Recommendations 1 and 2 above.

## **12. FINANCIAL STATEMENTS: 2006**

The financial statements for 2006 were approved as recommended by the Audit Committee.

### **13. FACULTY OF THE HUMANITIES: Merging of the Division Upgrading of Teachers with RIEP**

The merging of the division Upgrading of Teachers with RIEP, as well as the proposed name change, namely the Centre for Education Development, was approved.

### **14. FACULTY OF NATURAL AND AGRICULTURAL SCIENCES: Reinstatement of the Department of Genetics**

The reinstatement of an independent Department of Genetics on the basis of a presented business plan was approved.

### **15. QWAQWA CAMPUS: APPOINTMENT OF A CAMPUS PRINCIPAL**

It was approved that Dr EN Maletse be appointed as Campus Principal of the Qwaqwa Campus for a term of three years.

### **16. EXTERNAL AUDITORS OF THE UFS**

It was approved that PWC be appointed as external auditors of the UFS for the period from 2008, subject to the conditions set by the Audit Committee.

### **17. SALE OF UFS PROPERTY**

#### **17.1 Hertzog House**

The Council had already decided to sell Hertzog House on 4 December 1995. However, the sale did not realise at that stage. The UFS continued to take care of the house and garden to the best of its ability, but was often criticised in this regard. Attempts to involve the community to help bear the financial burden, were never successful.

It was approved that Council condone the previous resolution to sell the house.

#### **17.2 Property in Harrismith**

Approval was granted in principle for the sale of the property in terms of the approved procedure.

### **18. INCREASE OF INTERNATIONAL STUDENTS' TUITION FEES: MAY 2007**

The proposed increase of tuition fees for international students as from 18 June 2007 was approved.

### **19. INCREASE OF CLASS FEES: 2009**

A general increase of 6,9% for 2009 was approved. The exceptions with regard to this resolution were: B.A., B.Sc., B.Th, B.Sc. Occupational Therapy, B.Sc. Physiotherapy and M.B.Ch.B. The class fees for these courses were significantly lower than those of other universities and an increase of 8,9% was approved.

It was further approved that residence fees on the Qwaqwa Campus be increased by 8,9%.

## **20. APPOINTMENT OF A VICE-RECTOR: ACADEMIC PLANNING**

It was approved by an absolute majority of votes that Prof HR Hay be appointed as Vice-Rector: Academic Planning as from 1 January 2008.

## **21. BUDGET: 2007 - 2010**

The Budget: 2007 – 2010 was approved.

## **22. EMPLOYMENT EQUITY PLAN OF THE UFS**

The Employment Equity Plan was approved.

**Refer to 10.3 for the policy.**

## **23. CORRECTION AND REFINEMENT OF THE LEAVE POLICY**

The following two amendments in respect of the Leave Policy were approved:

- 1) That the Leave Policy be corrected in respect of the vacation leave of support service staff with the rank of Assistant Director, namely from 36 to 30 working days. The leave policy stipulated that Assistant Directors earned 36 working days' vacation leave while, in practice, they earned 30 working days' vacation leave. From the rank of Deputy Director vacation leave of 36 working days was earned.

The above-mentioned was a technical aspect for alignment in practice.

- 2) That the leave policy in respect of leave gratuity should also apply to five-year term appointments of senior persons:
  - if the term appointment was not extended;
  - if no fall-back option was available to the person; and
  - the person was therefore no longer in the employ of the UFS.

The above-mentioned was an addition to the leave policy.

## **24. THE RECOGNITION OF MINORITY TRADE UNIONS AT THE UFS**

It was approved that the following clause be added to the collective agreement of UVPERSU, as well as the co-operation agreement between UVPERSU and NEHAWU:

"The UFS Council hereby agrees with UVPERSU and NEHAWU that no recognition agreements will be entered into with trade unions of which the members constitute less than 20% of the staff in the workplace. Such trade unions will therefore not form part of any negotiation forum in the workplace.

Furthermore, the UFS Council agrees with UVPERSU and NEHAWU, in terms of the provisions of Chapter 3 of the Labour Relations Act (Act 66 of 1995), that no access to the workplace will be granted to trade unions of which the members constitute less than 10% of the staff in the workplace."

## **25. MERGING OF CENTRES FOR LEGAL ETHICS AND CONTINUED LEGAL EDUCATION AS THE CENTRE FOR JUDICIAL EXCELLENCE**

It was approved that the geographical reference in paragraph 3.2 of the document be deleted.

The merging of the two centres, as well as the name of the new centre as the Centre for Legal Excellence and the new rules, was approved.

## **26. ANNUAL REPORT OF THE LANGUAGE COMMITTEE**

The report was approved.

## **27. HONORARY DEGREES, HONORARY SHIELDS, CHANCELLOR'S MEDALS AND COUNCIL MEDALS: NOMINATIONS RECEIVED**

### **27.1 Honorary Degrees**

It was approved that the following honorary degrees be conferred on the following persons:

Prof BJ Britz (D. Arch.) (H.C.)

Mr KPD Maphalla (Ph.D.) (H.C.)

Prof Daneel Ferreira (D.Sc.) (H.C.)

### **27.2 Chancellor's Medal**

Mr Omeseye Bolaji.

### **27.3 Honorary Shield**

Mr Ludo Helsen.

## **28. SENIOR PROFESSOR**

It was approved that **Prof DF Tolmie** of the Department of New Testament be promoted to Senior Professor.

## 01.04 Operational information

### 01.04.01 Changes in operational structures

#### Organisation Chart

##### Rector and Vice-Chancellor

Prof Frederick Fourie

- Registrar: General
  - Prof Izak Steyn
- Director: Physical Resources & Special Projects
  - Ms Edma Pelzer
- Director: Diversity
  - Mr Billyboy Ramahlele
- Director: Strategic Communication
  - Mr Anton Fisher
- Campus Principal: Qwaqwa Campus
  - Dr Elias Malete (Campus Principal)
- Vista Campus: Acting Administrative Head
  - Rev. Kiepie Jaftha

##### Vice-Rector: Academic Operations

Prof Teuns Verschoor

- Deans of Faculties:
  - Economic & Management Sciences
    - Prof Tienie Crous
  - Humanities
    - Prof Gerhardt de Klerk
  - Natural & Agricultural Sciences
    - Prof Herman van Schalkwyk
  - Health Sciences
    - Prof Letticia Moja
  - Law
    - Prof Johan Henning
  - Theology
    - Prof Hermie van Zyl
- Registrar: Student Academic Services
  - Mr Vernon Collett
- Director: Research Development
  - Prof Frans Swanepoel

##### Vice-Rector: Academic Planning

Prof Driekie Hay

- Deans of Faculties (see list above)
- Registrar: Strategic Planning
  - Mr Willem Malherbe
- Director: CHESD:
  - Mr Francois Marais
- Director: Library & Information Service
  - Mr Clemence Namponya

**Vice-Rector:  
Student Affairs**

Dr Ezekiel Moraka

- ▣ Dean: Student Affairs
  - Dr Natie Luyt
- ▣ Director: Kopsiesport
  - Mr James Letuka
- ▣ Director: Kopsie Counselling
  - Ms Refiloe Seane
- ▣ Director: Student Development
  - Dr Francois Strydom
- ▣ Deputy Director: Accommodation Services
  - Mr Willie Mostert
- ▣ Director: Kopsie Health
  - Dr Louis Holtzhausen
- ▣ Manager: Protection Services
  - Mr Willie Frankim

**Chief Director:  
Community Service**

Rev Kiepie Jaftha

**Chief Director:  
Operations**

Prof Niel Viljoen

- ▣ Director: Finance
  - Mr Chris Liebenberg
- ▣ Director: Budgets
  - Mr Arie van der Bijl
- ▣ Director: Human Resources
  - Mr Lourens Geyer
- ▣ Director: Computer Services
  - Mr Sakkie Janse van Rensburg
- ▣ Director: UFS Marketing
  - Dr Ivan van Rooyen

**01.04.02 New senior appointments  
(\* indicate re-appointments)**

NAME	RANK	DEPT	DATE
Mnr CR Liebenberg*	Director	Finance	2007.12.01 - 2012.12.31
Mr A Fisher*	Director	Strategic Communication	2007.08.01 - 2012.07.31
Prof F Swanepoel*	Director	Research Development	2007.08.01 - 2012.07.31
Mr C Namponya*	Director	Library and Information Services	2007.09.01 - 2011.12.31
Dr E Malete	Campus Head	Qwaqwa Campus	2007-09-01 - 2010-08-31
Prof CL Bester	Senior Professor	Industrial Psychology	2007.01.01
Prof JA Naude	Senior Professor	Afro Asiatic Studies & Sign Languages	2007.01.01
Prof EEA Osman	Senior Professor	Centre for Africa Studies	2007.08.01
Prof DF Tolmie	Senior Professor	New Testament	2007.04.01
Prof A Wessels	Senior Professor	History	2007.01.01

**01.04.03 Academic research achievements**

In terms of research activity, the University of the Free State is on its way towards becoming a **leading research** university. With deliberate commitment to putting a favourable research environment in place, it is obvious that in future years the University will be recognised as an outstanding institution that will do research that is recognised all over the world.

The University's **research strategy** is being operationalised, and focuses on the following research objectives:

- Strategic focus on research development.
- Quality assurance.
- Equity and redress.
- Financial sustainability.
- Support systems.
- Output dimension.

A **postgraduate office** has been established. Students, faculties and staff stand to benefit from the establishment of this office. Postgraduate students and postdoctoral research fellows will have their interests promoted in synergy with faculty and departmental facilities. The office will also provide a critical resource to the faculties in the form of a single database of postgraduate students, postgraduate topics, supervisors and funding opportunities. Furthermore, it will serve as a useful resource and base for training and information for younger and less experienced members.

The UFS has 75 **NRF-rated researchers**. According to *Evaluation and Rating Facts & Figures 2007* (publication of the NRF Evaluation Centre), the UFS is rated 6<sup>th</sup> among the top 10 universities in South Africa in terms of the percentage (11,6%) of their research/lecturing staff with a valid NRF rating. It is noteworthy to mention that the effort the University puts in the development of young researchers is paying off as 12 young researchers obtained a rating during the year.

**Research outputs** increased from 410 in 2005 to 455 in 2006 and remained **constant at 455 in 2007**. There was also an increase in the total subsidy-bearing outputs (the above plus research master's and doctoral degrees), which puts the UFS above the benchmark set by the Minister.

In 2007 the UFS again received funding from the National Equipment Programme of the NRF for equipment to the amount of R2,5 million. These funds, designated for infrastructure and **equipment**, were used to purchase 1) an FT-Raman Spectrometer, 2) an ABI PRIM 313 OXL-16 Capillary Genetic Analyser, and 3) a Gel-Scan 3000 plus Dyad PCR-machine.

It has become imperative for the UFS to position itself, in its next phase of development, not only as a *good* teaching and research university, but as an institution that truly excels in certain strategic areas or *clusters* of knowledge and research, whilst continuing to provide general support for research excellence across the many disciplines. In line with international and national research trends, the UFS has initiated the process of developing **academic strategic clusters** and research niche areas. Consensus was reached that the University would align its key academic and research efforts with national priorities through six strategic clusters, each supported by a number of constituent focus areas. The five clusters are the following:

- Water Management in Water-Scarce Areas.
- New Frontiers in Poverty Reduction and Sustainable Development.
- Transformation in Diverse Societies.
- Ecologically Sound Value Chains for Agricultural Commodities.
- Materials and Nanosciences.
- Advanced Biomolecular Research.

Another allocation of R10 m has been made in the 2008 budget, bringing the total allocation in three years to R28 m for the clusters. Most of this is still available. While an interim cluster financing committee has been functional for the better part of 2007, so as not to miss opportunities that came our way, the financial model has still to be thrashed out. The entrepreneurial element of each cluster must be an integral part of its design and focus. The same applies to the management model or structures that would be appropriate – whilst allowing for different needs for different clusters. This is a quite critical element which requires careful consideration.

Related to the cluster initiative, the Directorate Research Development has initiated the process for the UFS to participate in the NRF South African Research Chairs Initiative (SARChI) by linking proposed Research Chairs to existing clusters and focus areas. The University has been awarded three research chairs for 2008, and at least another three for 2009. The stipulations governing these chairs have changed somewhat though, since they exclude current staff from occupying a chair. Nevertheless, if the University can find good people, these chairs will imply a significant boost to our research capacity.

An **intellectual property policy** for managing and directing issues relating to intellectual property at the University is the "Policy for the Management of Intellectual Property". The document was approved for implementation.

The UFS's vision of playing a bigger role in the sub-region, and also in Africa as a continent, gained further momentum with the appointment of a head of the office from the beginning of 2007. Internationalisation will support the strategic clusters identified by the UFS, and therefore certain geographical areas can be targeted to draw students and expertise. Part of the office's responsibility is to identify international research funding opportunities and to establish contact with, amongst others, large funding bodies. An important task of internationalisation at the UFS will be to create research opportunities, international visits, mobilise research funding, expand and maintain international research agreements, establish administrative aid and expand research membership.

The Directorate Research Development has prioritised the efficiency of its **Research Information Management System** (RIMS) as a critical requirement for the further strategic enhancement of the profile of the UFS as a research-led institution. Further development will continue during 2008.

#### **01.04.04 Operational sustainability**

During 2007 no major threats were experienced as far as the operational sustainability of the University is concerned. The focus remained on optimising the management of a multi campus University with 25 000 students.

#### **01.04.05 Prestigious awards to staff and students**

Refer to page 03.03.01 Instruction (Awards and achievements).

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

##### Physical developments in 2007

All the undermentioned projects with regard to the **main campus** form part of the long-term physical plan that was developed to optimally support the UFS's strategic priorities.

Projects	Commis- sioned in 2007	Continued in 2007	Launched in 2007	Planned in 2007
<b>General planning</b>				
The greater west campus Further planning for the greater west campus gave rise to a proposal regarding macro zoning. Areas were indicated for sports facility development, agricultural research and demonstration and possible commercialisation. After refinement the proposals will be submitted for approval, and will subsequently be packaged as various smaller development projects, including asset development projects.				√
The west campus up to Shimla Park Further detail planning for this part of the west campus, with regard to which the Council approved a plan in 2006, was done with a view to meaningful integration of new developments such as the Rag Shed and the astro hockey facilities with the developed part of the campus. The process is continuing.		√		
<b>Academic facilities</b>				
Refurbishment of the old student centre as examination and test centre Facilities where tests and examinations are written, must meet specific requirements in order to ensure assessment of a high quality. The new examination centre can accommodate about 1000 students per session. This facility was created to supplement the Callie Human Centre and the Van der Merwe Scholtz Hall.	√	Finalisation and smaller phase outstanding		

Projects	Commis- sioned in 2007	Contin- ued in 2007	Construc- tion commen- ced in 2007	Planned in 2007
Chemistry Building: Upgrading and expansion Continuation of the project launched in 2006. A fire broke out in one of the laboratories (in a part not yet under construction), causing extensive damage. With everyone's co-operation (Chemistry staff, Protection Services, contractors and experts), disruption was kept to a minimum. However, the fire did affect the completion date of the project, which will now be later in 2008.		√		
Computer Laboratory Building A large new building that is being erected to the north of the UFS SASOL Library will accommodate 815 computers. The facility is being developed to supplement the existing computer laboratories for students in support of tuition models that are increasingly dependent on computer support.			√ Comple- tion: 2008	
Francois Retief Building Apart from minor alterations, including alterations to lecture halls, a dissection room was built in order to make better provision for undergraduate training.	√		√	
UFS SASOL Library: Upgrading of air conditioning system The air conditioning system in the building (which was commissioned in 1983) no longer functioned effectively, and major upgrading was necessary. Although the project is obviously very disruptive for library staff and users, it will bring about greater convenience in the future. During construction work, a contained fire led to the death of 2 of the contractor's workers. The incident was a great shock for everyone at the UFS, and caused a delay in the project. Further upgrading of the building is planned for 2009.			√ Comple- tion: 2008	
Refurbishment and addition: Biotechnology Building A comprehensive planning process with regard to facilities for Biotechnology has been launched, and great progress has been made with the development of a master plan aimed at optimally supporting the UFS's strategic emphasis on teaching and research activities in this field of study. Urgent needs such as equipping the BioPAD Laboratory and converting the annexe building into modern facilities for Bio-informatics, were addressed immediately.	BioPAD laboratory: √		Completion Bio- informatics: 2008 Rest: 2011	
Minor projects Installation of air conditioning in the Theology Building and upgrading of the Winkie Direko Building.	√			

Projects	Commis- sioned in 2007	Contin- ued in 2007	Launched in 2007	Planned in 2007
<b>Student facilities</b>				
<p>Rag Shed</p> <p>There has been a long-felt need for facilities where students can get together for float building and other rag activities, as well as during intervarsities and other student activities. This gave rise to a long planning process with a view to getting the right type of facility erected at the right place, and at an affordable price. Consequently, a "rag shed" and float-building facilities were erected on the west campus. The project was planned with a view to getting it ready in basic form for the 2008 Rag, and the facility will be refined further over the next few years. ABSA contributed towards the erection costs.</p>			√	
<p>Upgrading of Kovsie Counselling and old Kovsie Sport Building</p> <p>This project entails the creation of facilities for the new Student Development and Success (SDS) Division, as well as the improvement of facilities for student counselling and other support services. The project was initiated in support of the UFS's endeavour to provide better student support in order to improve throughput rates.</p>	√		√ Final phase in 2008	
<b>Facilities for support services</b>				
<p>Physical Resources Building: Upgrading and expansion</p> <p>Space had to be provided for new divisions and staff added to the Department, such as Parking, Occupational Safety and the electrical engineer.</p>			√ Final phase in 2008	
<p>George du Toit Building: Upgrading of Council Chamber</p> <p>The Council Chamber was upgraded for the first time since the building was erected in the seventies. It was necessary in particular to make better provision for interpreting, and to provide computer connections at each seat (in support of the UFS's electronic meeting system).</p>	√			
<b>Art facilities, theatres and halls</b>				
<p>Van der Merwe Scholtz Hall</p> <p>Replacement of wooden floor and general upgrading</p>				√

Projects	Commis- sioned in 2007	Contin- ued in 2007	Launched in 2007	Planned in 2007
<b>Transport network</b>				
DF Malherbe Avenue entrance and parking Another of the campus entrances has been improved in the interests of improving the traffic flow and relieving congestion. As part of the project, about 400 new formal parking spaces were created for students, as well as a security guard house. The great need for parking space on the east campus was thus addressed, and the working conditions of security officers doing duty at that entrance were improved.	√			
Parking: Closing off of reserved parking areas A new parking strategy was approved. In terms of this strategy, booms were installed to close off certain areas on the central campus for staff and visitors. This forms part of a parking strategy approved by the EM, in terms of which students' parking needs were addressed first before creating greater convenience for staff.	√			
Dean Street covered parking Erected to address the need for covered parking in the central campus area.	√			
Road upgrading The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed in 2007.		√		
Taxi ranks In terms of the approved taxi network plan, detail planning for a sheltered terminal closer to the central campus area was almost completed by the end of 2007, with a view to beginning with construction as early as possible in 2008.				√
Parking: At Rag Shed on west campus A parking area to serve the Rag Shed and astro hockey facilities was planned with a view to completing construction in 2008.				√
Signs A long planning process culminated in the erection of new signs. This is the first part of a new navigation system that also includes other aspects such as accurate and user-friendly maps and further (second-level) signs.		√	√ Comple- tion: Early in 2008	

Projects	Commis- sioned in 2007	Contin- ued in 2007	Launched in 2007	Planned in 2007
<b>Pedestrian network</b>				
Route to west campus (Rag Shed and sport facilities) A new route that begins to the west of the UFS SASOL Library and extends up to the parking area of the Rag Shed, was planned with a view to providing safe and convenient access to the new Rag Shed from the Thakaneng bridge for students.	√			
<b>Sports facilities</b>				
Astro hockey facilities Two fields and the technical areas were commissioned in February 2007.	√	Planning for club-house facilities currently under way		
<b>Infrastructure</b>				
Upgrading of electrical high-voltage network Due to campus development, the connection of more computers and air conditioning systems, essential upgrading had to be done on the high-voltage network. The project was implemented in phases since 2006.		√		

The following regarding projects on the other campuses:

<b>Projects</b>	<b>Commis- sioned in 2007</b>	<b>Contin- ued in 2007</b>	<b>Launched in 2007</b>	<b>Planned in 2007</b>
<b>Qwaqwa</b>				
Upgrading projects were continued in 2007.		√		

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

**A) Achievements in meeting social responsibility commitments**

Refer to par. 5.6

**B) Student Services and extra-curricular activities**

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

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

**C) Relationships with the community, both academic and service**

Refer to par. 5.5 and 5.6

**D) Employment Equity Situation**

With regard to **UFS Student Profile** refer to par. 1.4.10 and 3.4

**Staff profile in 2006**

Refer to par. 5.3

**01.04.08 Financial health/viability, including funding sources and material changes**

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

**01.04.09 Sub-committees of the Council**

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

(i) Chairperson of the Audit Committee

Dr Frans de K Kotze

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

All significant matters of the Audit Committee meetings were submitted to the Council after the following dates 9 February 2007, 18 May 2007, 23 August 2007, 14 September 2007 and 2 November 2007.

c) Summaries of attendance

**Summary of attendance of the Audit Committee: 2007**

**ATTENDANCE OF MEMBERS TO AUDIT COMMITTEE MEETINGS**

<b>MEMBER</b>	<b>DATE</b>	<b>DATE</b>	<b>DATE</b>	<b>MEETING</b>	<b>MEETING</b>	<b>MEETING</b>	<b>SPECIAL MEETING</b>	<b>MEETING</b>
	<b>APPOINTED</b>	<b>REAPPOINTED</b>	<b>RESIGNED</b>	<b>9/2/2007</b>	<b>18/05/2007</b>	<b>23/8/2007</b>	<b>14/09/2007</b>	<b>2/11/2007</b>
<b>Members of the committee</b>								
Dr. J.M. Laubscher (Chairperson)	19/06/2000	19/06/2007	Feb-07	Present	Resigned			
Dr. F de K Kotze (Chairperson)	11/6/2001	19/06/2007		Present	Present	Present	Present	Present
Dr. N Bagarette	1/11/2004			Absent apology	Absent without apology	Absent without apology	Present	Absent apology
Me. WF Hoexter	1/11/2004			Present	Present	Absent apology	Present	Present
Mr. EC Kieswetter	16/03/2007				Absent apology	Present	Present	Absent apology
Judge. C.H.G. van der Merwe	16/03/2007				Present	Absent apology	Absent apology	Absent apology
<b>UF Personnel (advisory)</b>								
Prof. F.C.v.N. Fourie				Absent apology	Absent apology	Absent apology		Absent apology
Prof. D.A. Viljoen				Present	Present	Present		Present
Mr. C Liebenberg				Present	Present	Present		Present
Mr. A. van der Bijl				Present	Present	Present		Present
Mr. G van den Berg				Absent	Present	Present		Present

				apology				
Mr. H. Blom				Present	Present	Present	Present	Present
<b>External auditors</b>								
Mr. L. Rossouw (PWC)				Present	Present	Present		Present
Mr. G. Nel (PWC)				Present	Present	Present		Present
Mr. H. Leach (Gobodo)				Present	Present	Present		Present

# 01.04.10 Significant student data and relevant statistics including realisation of transformation targets

## UFS STUDENT PROFILE 2007: HEAD COUNT

### 1. First Time Entering Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	247	181	34	28	16	11	208	231	505	451	956
Health Sciences	46	132	4	5	1	1	14	29	65	167	232
Law	51	57	10	9	2	2	57	40	120	108	228
Natural and Agricultural Sciences	213	137	12	10	5	7	255	252	485	406	891
The Humanities	123	375	40	204	2	3	320	743	485	1325	1810
Theology	18	8	0	0	0	0	1	0	19	8	27
Total	698	890	100	256	26	24	855	1295	1679	2465	4144

### 2. Total Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	987	729	146	155	93	62	1112	1290	2338	2236	4574
Health Sciences	265	674	23	46	10	12	162	228	460	960	1420
Law	252	272	32	48	7	11	219	146	510	477	987
Natural and Agricultural Sciences	793	425	29	35	20	18	757	736	1599	1214	2813
The Humanities	443	1366	127	539	6	30	1062	2528	1638	4463	6101
Theology	57	24	0	0	3	0	13	2	73	26	99
Total	2797	3490	357	823	139	133	3325	4930	6618	9376	15994

### 3. Postgraduate Diploma or Certificate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	7	2	0	0	0	0	6	1	13	3	16
Health Sciences	11	65	3	29	3	0	49	328	66	422	488
Law	563	277	35	33	91	52	158	83	847	445	1292
Humanities	22	50	3	5	0	0	76	98	101	153	254
Theology	0	0	0	0	0	0	8	2	8	2	10
Total	603	394	41	67	94	52	297	512	1035	1025	2060

### 4. Postgraduate (Honours, Masters and Doctoral)

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	198	127	25	14	16	14	274	223	513	378	891
Health Sciences	161	131	12	7	9	3	41	66	223	207	430
Law	24	26	3	3	0	1	27	18	54	48	102
Natural and Agricultural Sciences	436	246	24	17	21	19	423	287	904	569	1473
The Humanities	135	443	28	33	6	6	481	888	650	1370	2020
Theology	75	31	7	1	15	1	40	3	137	36	173
Total	1029	1004	99	75	67	44	1286	1485	2481	2608	5089

## 5. Occasional Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	40	11	14	11	3	4	141	218	198	244	442
Health Sciences	1	5	0	1	0	0	0	4	1	10	11
Law	0	1	0	0	0	0	1	1	1	2	3
Natural and Agricultural Sciences	16	20	4	2	1	1	104	126	125	149	274
The Humanities	30	67	8	36	7	4	226	432	271	539	810
Total	87	104	26	50	11	9	472	781	596	944	1540

## 6. UFS Total

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	1232	869	185	180	112	80	1533	1732	3062	2861	5923
Health Sciences	438	875	38	83	22	15	252	626	750	1599	2349
Law	839	576	70	84	98	64	405	248	1412	972	2384
Natural and Agricultural Sciences	1245	691	57	54	42	38	1284	1149	2628	1932	4560
The Humanities	630	1926	166	613	19	40	1845	3946	2660	6525	9185
Theology	132	55	7	1	18	1	61	7	218	64	282
Total	4516	4992	523	1015	311	238	5380	7708	10730	13953	24683

#### **01.04.11      Campus development**

**(Refer to par. 1.4.6)**

#### **01.04.12      Facilities and major capital works**

**(Refer to par. 1.4.6)**

#### **01.04.13      Events**

##### **•            QUALITY AND EXCELLENCE**

The Division for Student Recruitment at UFS Marketing continues to strive to recruit the best quality undergraduate students for this University. Even though the University shares the goal of the Department of Education, namely to expand access to quality learning, the UFS remains uncompromisingly committed to the highest standards of quality and all efforts are made to attract students who are dedicated to pursuing a degree programme of the highest standards.

However, those students who do not meet the admission requirement of the University are not ignored. They are encouraged to enrol for the University's bridging programme, or one of the many extended degree programmes offered to students.

Some of the marketing actions that were undertaken in order to recruit students included an extensive local and national advertising campaign, countrywide school visits to approximately 500 schools by a team of dedicated marketers, Open Days on the Bloemfontein and Qwaqwa Campuses, as well as career expos and university expositions in Kimberley and Kroonstad.

Kovsie Alumni were also honoured for outstanding achievements in 2007. Juan Smith, one of the stalwarts of the Springbok World Cup team and captain of the Currie Cup winning Vodacom Free State Cheetahs, received the Kovsie Alumnus of the Year award. Dr. Sherylle Calder and Dr. Derick Coetzee both received the Kovsie Alumni Cum Laude award, for the role they played in the preparation and conditioning of the Springbok team. Prof. André Claassen received a Kovsie Alumni Cum Laude award for his contribution to the development of the Department of Otorhinolaryngology to an outstanding unit.

The official launch of the Kovsie Alumni National Kovsie Day took place in September. The event was marked by the formation of a new culture of commitment from alumni locally and internationally.

##### **•            EQUITY, DIVERSITY AND REDRESS**

In order to reach a more diverse student population, Kovsie Alumni introduced the Kovsie Alumni Hostels basketball league. An alumni team and hostels, including Villa Bravado, Tswelopele, Kagiso and Khayalami participated in the league. Teams from outside the University, such as the Central University of Technology, Navalsig High School, Hoops Stars at MUCPP and Dynasty from Thaba Nchu also participated in the league.

The pursuit of greater integration of black alumni continues. In this regard, highly successful reunions were held in Welkom and Thaba Nchu.

- **FINANCIAL SUSTAINABILITY**

The Kovsie Alumni Trust, the main source of income from the alumni, celebrated ten years of existence with a prestigious gala dinner. This was opportunity to alumni for the important role that they have played over the years. Kovsie alumni, who obtained national colours in sport, were also honoured at this event. The Kovsie Alumni Trust provides financial assistance to many disadvantaged and disabled students, gives sport bursaries to talented prospective students and is the main sponsor of the Matriculant of the Year competition.

The Corporate Liaison Office that focuses on the generation of third money stream income for the University had another successful year. The income generated in 2007 was more than double that of the previous year. Although there was a slight drop in unspecified income, specified income showed exponential growth. There was also a substantial growth in bequests to the University in 2007.

The Corporate Liaison Johannesburg Office was instrumental in securing a donation of R1,5 million from the Fuchs Foundation. These funds will be used to increase the fundraising capacity of the Corporate Liaison Office, in order to raise funds for the Department of Paediatrics and Child Health. The project, named the Beds of Hope Campaign, seeks to raise R15 million over two years, in order to increase the number of neonatal ICU beds.

#### **01.04.14 Student Services**

##### **STUDENT SUPPORT SERVICES**

The UFS Support Services set itself the following goals for 2007:

- Promotion of an academic campus atmosphere;
- To provide a peaceful, co-operative and multi-cultural campus atmosphere; and
- To offer our students the opportunity of developing their full potential through training and facilitation.

In order to achieve the above-mentioned goals, an impressive 391 projects were undertaken, of which the majority were community-service orientated. Seventeen projects entailed student leadership training and 16 projects were aimed at multicultural development.

#### **01.04.15 Blended learning and e-learning at the UFS**

During 2007 the Executive Management of the UFS decided to adopt the 'blended approach' as the most effective delivery approach for the 'engaged' teaching and learning model. The 'engaged' model was also endorsed during 2007 as the institutional teaching and learning model of choice. The 'blended' approach involves the design of course modules to incorporate some face-to-face contact between lecturers and students, as well as some electronic contact between lecturers and students. The extent to which traditional face-to-face contact is replaced by electronic contact will differ from module to module, depending on the extent to which a particular module is more theoretical or more practical.

However the anticipated increase in the number of e-learning modules did not take place as planned. One of the factors that influenced the planned expansion was the migration of electronic distance modules, previously made available to students by a commercial partner in Johannesburg, to the learning management system of the UFS. At the end of March 2007 the Division e-Learning migrated 164 course modules to the institutional learning management system. This process was completed within the space of two weeks. As might be expected, however, a task team was established to identify the full implication of the takeover, and to make recommendations in this regard. The Division e-Learning was asked to chair the task team. Issues such as the implementation of an electronic student registration process, as well as the administration of examination sessions for off-campus students enjoyed the attention of the task team.

In the light of these developments, as well as developments related to the envisaged migration of on-campus modules from WebCT to Moodle at the end of 2007, the decision was made to defer the further expansion of the 'blended' model to 2008. The migration of first-semester modules from WebCT to Moodle, for on-campus students, was completed at the end of November 2007.

### **Quality and excellence in blended and e-learning**

The migration of modules from WebCT to Moodle was characterised by a re-evaluation of learning materials and support for lecturers in ensuring that the new modules on Moodle were interactive and that the modules encouraged active student engagement. The Division Teaching, Learning and Assessment was also involved in the migration process and offered lecturers support with regard to the pedagogical foundations upon which the modules had been designed. The new approach to staff development, adopted in 2006, delivered fruits during the course of 2007. Lecturers approached the Division e-Learning for further information regarding e-learning, after having been impressed by the way in which colleagues in the same departments had been using the institutional learning management system. Unhappily, the Division could not expand the 'blended' model further during 2007, owing to the reasons mentioned above. Nevertheless, planning has already begun, in consultation with lecturers involved, for the implementation of new e-learning modules during the course of 2008. By the end of November 2007, 128 academic staff members had attended both a Moodle Orientation workshop and a Moodle Follow-up workshop.

The planning of four experimental modules, in collaboration with interested academics, in 2006 led to the implementation of three of these modules during the course of 2007. The first module is a general academic skills module that was developed in collaboration with the teaching and learning team in the Faculty of Health Sciences. The second module is a language proficiency module, aimed at postgraduate students. This module was developed in collaboration with the Department of English. The third module was developed in collaboration with the Department of Economics and involves the novel use of an interactive, electronic textbook. It is envisaged that these modules will be implemented fully during 2007 and 2008, and that the first evaluations of these modules will be conducted at the end of 2008.

In 2006 research was identified as an important Divisional focus area. The focus on research was expanded and deepened during the course of 2007 with the appointment of Dr Charity Ndereya as the Coordinator Research in the Division. She was asked to develop an integrated Divisional research plan which effectively

integrates current research and focuses future Divisional research on the strategic priorities identified by the UFS, and more specifically, by the Division e-Learning.

### **Equity, diversity and redress in blended and e-learning**

Employment equity within the Division is still a goal that the Division strives to achieve. However, reaching this goal is negatively affected by the fact that the daily activities of the Division involve the application of highly specialised, scarce skills. This skills scarcity characterises not only the higher education sector, but also the private sector. The Division is ever mindful of the fact that students at the UFS have limited skills with which to attempt the studies upon which they embark. In view of this need, the Division is developing skills packs, in collaboration with faculty teaching and learning managers. These skills packs can be implemented as integral parts of academic course modules. Some of the needs dealt with by these skills packs include technical requirements for online study, basic computer literacy and generic skills relating to study methods and learning styles.

### **National leadership in blended and e-learning**

During 2007 the Division e-Learning was invited to nominate a representative to form part of a steering committee that was tasked with an evaluation of the need for a national e-learning body. In this regard, two symposiums were attended during the course of 2007, at which a number of contributions were made. It is expected that the body will be formally constituted during the course of 2008.

## **01.04.16 Working with industry**

The University is continuing to **work closely with industry** in various areas.

Sasol invested R9m over the past three years in the Department of Chemistry. The company has been very impressed with the department's 100% increase in significant published research outputs on basic petrochemical reactions from 2005 to 2006.

The Netcare Private Hospital Group made a donation to the Department of Haematology and Cell Biology for among others the establishment of a bone marrow transplant programme, the development of a molecular biology laboratory and the development of anti-leukaemia remedies.

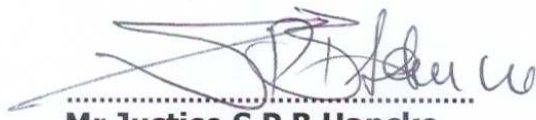
Through The Technology and Human Resources for Industry Programme (THRIP), managed by the National Research Foundation (NRF) and the Department of Trade and Industry (the "dti") the university is involved with many projects with industrial partners. A project of the Centre for Plant Health Management (Cephma) at the University of the Free State (UFS) has won a 2007 Technology Award presented by the National Department of Trade and Industry at the Nelson Mandela Metropolitan University in Port Elizabeth.

The University of the Free State recognises the importance of not only generating new knowledge, but also actively participating in the application and utilization of such knowledge and technologies to generate new products, processes and services. The most important aims of working with industry include:

- Responding to government (and global) initiatives aimed at improving the environment for commercialisation at the University.
- Providing researchers with the necessary legal, business and infrastructural support to do so.
- Engaging in commercialisation mining by identifying projects with possible commercialisation potential.
- Acting as an intermediary between inventors and patent attorneys, and providing inventors with the necessary advice and support during the patenting process.
- Paving the way for generating a third stream of income.
- Assisting in finalising the appointment of a commercialisation manager for the University.

**01.04.17      Significant changes that have taken place**

**Refer to par. 01.03**



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

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

#### AUDIT COMMITTEE

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

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



**Dr. F de K Kotze**

Chairperson: Audit Committee

## **02.02 Council - Council Committees**

### **02.02.01 Audit Committee**

#### **REGULATIONS OF THE AUDIT COMMITTEE**

##### **a. NAME**

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

##### **b. STATUS**

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

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

##### **c. OVERALL PURPOSE/ OBJECTIVES**

The Committee has the following goals among others:

To assist the Council in fulfilling its supervisory responsibilities.

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

To review the financial and non-financial reporting process.

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

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

##### **d. COMPOSITION**

The Audit Committee consists of a minimum of four (4) council members and a maximum of six (6), committee members may not be full time personnel or students.

The majority of these members need to be financially literate.

The Audit Committee is appointed by the Council.

The Chairperson of the Audit Committee will be appointed by the Council.

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

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

If the Chairperson of the Audit Committee is absent from a meeting, the members present will appoint a Chairperson from among themselves.

The University of the Free State will manage the secretarial duties of the Audit Committee meetings.

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

Special meetings may be called as follows: (after consultation with the Chairperson)

- with the Board any member thereof;
- with members of the Committee;
- with the external auditors; and/or
- with the Internal Auditor.

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

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

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

#### **e. AUTHORITY**

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

- to conduct interviews with other Council members, the Executive Committee, executive officers, advisers or staff members of the University;
- to liaise directly with the external and/or internal auditors;
- to investigate matters that it considers necessary and to obtain advice from external experts;
- to co-opt suitable persons to serve on the Audit Committee where specific expertise is required; and
- to seek any information from external parties.

#### **The Audit Committee:**

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

- have access to records and information of the University.

### **Vacancies:**

- If a vacancy occurs on the Audit Committee, the Chairperson of the Audit Committee must inform the Council without delay.
- The Council must fill the vacancy on receipt of such notification or within a reasonable period of time thereafter.

### **f. ROLES AND RESPONSIBILITIES**

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

#### **External audit matters:**

- Assessment of the proposed audit scope and approach of the external audit and assurance that all critical risk areas are addressed in an effective way.
- Verifying and evaluating the effectiveness of the external auditors' performance.
- Ensuring that the external audit is not limited or handicapped to any extent.
- Supervising Management's evaluation of the external auditors' independence.
- Considering the acceptability of the essential levels that have to be applied in decision-making on the scope of audit procedures and the level of errors that have to be reported.
- Recording the dates on which reports must be handed in and on which annual financial statements and other applicable requirements have to be finalised.
- Identifying steps that must be taken to avoid problems encountered in the previous year in order to avoid unnecessary auditing work.

#### **Considering the following aspects:**

- The effectiveness of the internal accounting control as identified during the external audit and the Management's follow-up.
- Significant differences of opinion between the external auditors and the Management.
- Any material unsolved accounting and audit problems that was identified during the external audit.
- Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced as against that contained in the original audit plan.

- Recommendations to the Council on the appointment and/or re-appointment of the external auditors and consideration of the budgeted audit fees and remuneration paid to the external auditors.
- After completion of the audit, a review of the audit results and the quality and contents of the financial information presented before the annual financial statements are issued, and submission of a report in this regard.
- Ensure that management responds to recommendations by the external auditors. The Audit Committee can request Management to report on their progress/reaction on recommendations from the external auditors, during Audit Committee meetings. The Audit Committee can also request the external auditors during the Audit Committee meetings to indicate if they are satisfied with the progress/reaction received from Management in respect of their recommendations.

## **g. FINANCIAL REPORTING**

### **General:**

- Identification of important risks to which the University is exposed and confirmation that the internal control systems involved are adequate and function effectively.
- Considering, with the internal and external auditors, of any fraud, illegal acts, deficiencies in internal control or other similar issues.
- Review of significant accounting and reporting issues, including recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- Ask Management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.
- Review any legal matters which could significantly impact the financial statements.

### **Annual financial statements:**

- Review the annual financial statements and determine whether they are complete and consistent with the information known to committee members; assess whether the financial statements reflect appropriate accounting principles.
- Pay attention to complex and/or unusual transactions such as restructuring charges and derivative disclosures.
- Focus on judgmental areas, for example those involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.
- Meet with Management and the external auditors to review the financial statements and the results of the audit.

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

#### **Internal Audit matters:**

- Review the activities and organisational structure of the internal audit function and ensure no unjustified restrictions or limitations are imposed.
- Evaluate the suitability, qualifications and abilities of the internal auditing staff and concur in the appointment, replacement, reassignment or dismissal of the Internal Auditor.
- Provide a forum for direct reporting of the findings of the Internal Auditor.
- Evaluating the efficiency and effectiveness of the internal audit function.
- Meet separately with the Internal Auditor or discuss any matters that the committee or auditors believe should be discussed privately.
- Ensure that significant findings and recommendations made by the internal auditors are received and discussed on a timely basis.
- Ensure that management responds to recommendations by the internal auditors.

#### **Performance audit:**

- Evaluate whether Management is setting the appropriate "control culture" by communicating the importance of internal control and the management of risk and ensuring that all employees have an understanding of their roles and responsibilities.
- Consider how Management is held to account for the security of computer systems and applications, and the contingency plans for processing financial information in the event of a systems breakdown.
- Gain an understanding of whether internal control recommendations made by internal and external auditors have been implemented by management.
- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of Management's investigation and follow-up (including disciplinary action) of any fraudulent acts or non-compliance.
- Obtain regular updates from management and the institution's legal counsel regarding compliance matters.
- Be satisfied that all regulatory compliance matters have been considered in the preparation of the financial statements.
- Review the findings of any examinations by regulatory agencies.

- Ensure that the code of conduct is in writing and that arrangements are made for all employees to be aware of it.
- Evaluate whether Management is setting the appropriate “tone at the top” by communicating the importance of the code of conduct and the guidelines for acceptable behaviour.
- Review the process for monitoring compliance with the code of conduct.
- Regularly update the Council about committee activities and make appropriate recommendations.
- Ensure that the Council is aware of matters which may significantly impact the financial condition or affairs of the institution.
- Perform other oversight functions as requested by the full Council.
- If necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist.
- Review and update the charter; receive approval of changes from the Council.
- Evaluate the committee’s own performance on a regular basis.

#### ***AUDIT COMMITTEE WORKPROGRAM AND SELF EVALUATION GUIDE:***

This form can be used from time to time by the Audit Committee to determine how efficient they are in complying with their responsibilities. This form indicates best practice guidelines and who should be involved.

**In completing the form it should be indicated if practices are being followed (Yes or no). List also the follow up steps if any are applicable.**

<b>Points refer to charter</b>	<b>Also involved</b>	<b>Done in practice? Yes/No Not applicable</b>	<b>Follow up steps if necessary</b>
<b>STATUS</b>			
The Council established an Audit Committee which function as a separate sub committee of the Council.	Council		
Council approves the charter of the Audit Committee and from time to time it are being reviewed and adjusted if necessary. These adjustments are also approved by the Council.	Council		
The committee work according to a written charter in which the tasks and responsibilities had been recorded.			
<b>COMPOSITION</b>			
The size of the committee is according to the size of the University. (Between	Council		

three and six members are optimal, excluding representatives of management).			
[Most of] [All the] committee members are independent from management.	Council		
Committee members are being appointed by the Council.	Council		
Term of membership are according to the discretion of the Council, but the continuity are being considered while a fresh perspective are being obtained by the committee.	Council		
<b>AUTHORITY</b>			
Council gave the Committee authorisation to obtain any information from any councillor, member of management, employee, external and internal auditors or outside parties.	Council		
Council authorised the committee to obtain advice from skilled external sources and to co-opt the suitable candidate if necessary.	Council		
Council has sufficient sources for the execution of their duties and responsibilities.	Chairperson of the committee		
<b>Membership</b>			
The experience and qualifications of the committee members comply with the duties of the committee and they have the ability to understand financial statements.	Council/ Chairperson of the committee		
From time to time Council reviews the mixture of experience and capabilities of the committee members to ensure that a proper balance are being maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to be able to complete their task and responsibilities sufficiently.	Chairperson of the committee/ committee secretary		
<b>ROLES AND RESPONSIBILITIES</b>			
The following part of the guideline can serve as an annual work plan.			
<b>External Audit</b>			
Judging of the external auditors proposed audit scope and approach. Enquire on the reasons for changes to the auditplan.	External auditors		
Checking and evaluation of the effectiveness of the work done by the external auditors.	External auditors		
Evaluate the adequacy of the audit	External		

procedures that will be executed to determine if it include procedures for the testing of controls and the controlling of accounting records.	auditors		
Ensure that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquire on the degree of coordination between the work of the external auditors and the internal audit function to ensure that it is sufficient in the current circumstances.	External auditors/ Internal audit		
Meet regularly private with the external auditor.	External auditors		
Give feedback on the reports of the external auditor to management and ensure that management react on these findings.	External auditors/ Management		
Consider the independency of the external auditors, taking into consideration the plans of management to use the audit firm during the year for other services, take into consideration the type of services that will be rendered and the estimated costs.	External auditors/ Management		
Consider the acceptability of the materiality levels that would be applied during the making of decisions on the scope of audit procedures and the level of errors that will be reported.	External auditors		
Noting of dates when reports should be submitted and when financial statements and other applicable requirements should be finalised.	External auditors/ Management		
Identifying of steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary audit work.	External auditors/ Management		
Consider the effectiveness of the internal accounting controls as identified by external audit.	External auditors/ Rector		
Consider any considerable differences between the external auditors and the Rector.	External auditors/ Rector		
Consider any material unsolved accounting and audit problems identified during the external audit.	External auditors/ Management		
Consider the appointment or reappointment of the external auditors and their budgeted audit fees. Make recommendations to the Council.	Council		
<b>Internal control</b>			

Judging of the policies and procedures implemented by executive management to ensure that the accounting and internal control systems function properly.	Management		
Identifying of important risks to which the University are exposed and ensure that the applicable internal controls are adequate and that it function properly.	Management		
Judging the shortcomings that were identified in the account and internal control system, as well as the steps taken by management to rectify the shortcomings that were identified.	Management		
Monitoring the ethic performance of the Rector.	Rector		
Monitoring the revision of the control measures in respect of electronic data processing and computer security to determine if the control measures had been revised.	Management / IT-department		
Together with the internal and external auditors, revise the shortages in the internal controls and the efficiency of the internal control system.	Management/ Internal Audit/ External Auditors		
Monitoring if internal control recommendations by the internal and external auditors had been executed by management.	Management/ External auditors		
Meet with the legal advisor of the University to discuss legal aspects that might have a significant impact on the financial statements of the University.	Legal advisor		
<b>Financial reports</b>			
Determine if financial statements are complete and if it corresponds with the information that are familiar to the committee.	Management		
Judge if they complied with the generally accepted accounting practise and other prescriptions during the compiling of the financial statements.	Management		
After completion of the audit review the audit results, and the quality and contents of the financial information presented prior to the issuing of the financial statements and submission of a report in this respect to the Council for consideration on a meeting where the financial statements will be approved.	Management		
Annually compile a summarised report on the activities of the audit committee during the year as well as any	Management		

recommendations made by the committee and decisions taken by the committee. This report should be submitted to the Council prior to the approval of the annual financial statements.			
Enquire from management and external audit on the effectiveness of the accounting principles followed by the University and changes in accounting principles.	Management/ External auditors		
Focus for instance on the valuation of assets and liabilities, large accounting accruals, reserves or other estimates done by management which will have a material impact on the financial statements.	Management		
Focus on complex and/or unordinary transactions.	Financial services		
Enquire from management and external auditors if there were any accounting or reporting matters and how it had been resolved.	Management/ external auditors		
Judge if the other information in the financial year end report clear is and if it agrees to the information in the financial statements.	Management/ external auditors		
Preliminary announcements, interim statements and analysis			
Review the development by management on the preliminary results, interim reports and analysis. Determine the extent of the involvement of external audit.	Management/ internal audit/ external auditors		
Judge the preliminary results and interim financial statements prior to release.	Management/ external auditors		
<b>Internal audit</b>			
Review the activities and structure of internal audit and approve the charter of internal audit.	Internal audit		
Judge personnel provision, training and the budget of the internal audit function.	Internal audit		
Supply a forum for direct reporting from the Internal Auditor.	Internal audit		
Evaluation of the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit actively involved is with the financial reporting process.	Internal audit		
Review the internal audit plan with the internal auditor especially in respect of	Internal audit		

the involve ness in control systems and the drafting of financial reports.			
Look at the changed internal audit plan.			
Look at findings from internal audit and ensure that management react on these findings.	Internal audit/ management		
Meet regularly in private with the internal auditor.	Internal audit		
<b>Performance audit</b>			
Judge the measures and procedures for proper implementation of economic, efficient and effective management.	External and internal audit		
Review the findings of the Internal and External auditors in respect of Performance audit.	External and internal audit		
Revise the reporting in the financial statements on economic, efficient and effective application of the University's resources.	External and internal audit		
<b>Complying with laws and regulations</b>			
Judge the procedures of management for the monitoring of laws and regulations at the University. When this review is being done by another committee of management, it should be considered what implication the applicable laws and regulations will have on the financial statement.	Management		
Together with management and the legal advisor, judge as applicable the findings of any regulating investigations and consider the implications on the financial statements.	Management/ Legal advisor		
<b>Complying with Code of conduct</b>			
From time to time the evaluation of the program for monitoring the complying with the code of conduct that were implemented by management.	Management		
<b>FUNCTIONING OF THE COMMITTEE</b>			
<b>Meetings</b>			
The Audit committee meets on a regular basis at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates at which the interim and final reports of the external auditors will be available.			
Special meeting if circumstances require it.			

Agendas of the meetings are compiled in writing.	Secretary		
Agendas of the meetings are sent out prior to the meetings with sufficient background information on the items listed on the agenda. This is being done that the committee members can prepare for the meetings.	Secretary		
All the proceedings of the meetings are recorded in a minute.	Secretary		
The committee regularly give feedback to the council on its activities.	Council		
<b>Maintaining of quality</b>			
<b>The committee has sufficient resources for the execution of their duties and responsibilities</b>	Chairperson of the committee		
The continuing training needs of the committee members receive the necessary attention.	Chairperson of the committee		
The chairperson evaluates the efficiency of each of the individual committee members.	Chairperson of the committee		
From time to time the performance of the committee is being evaluated.	Chairperson of the committee		

#### **Sources:**

1. Charter of the Audit Committee
2. Audit Committees – good practices for meeting market expectations from PricewaterhouseCoopers.

#### **02.02.02 Finance Committee**

Management judged the importance of decision-making on budgeting of such significance that the Executive Management recommends budgetary decisions directly to Council. Council is fully involved its budgetary decision-making.

The Audit Committee assesses financial statements from a risk perspective.

#### **02.02.03 Remuneration Committee**

The Remuneration Committee of the Council met on 23 November 2007 to consider merit bonuses to senior personnel.

#### **02.03 Statement on conflict management**

**Refer to 02.4 below.**

## **02.04 Statement on worker and student participation**

### **Worker participation**

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

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

### **Student participation**

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

## **02.05 Statement on code of ethics/code of conduct**

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 therefore result in disciplinary action being taken.

## **03 SENATE REPORT TO THE COUNCIL**

### **03.01 Changes in academic structures**

No substantial changes in academic structures were brought about in 2007.

### **03.02 Composition of Senate**

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

### **03.03 Significant developments and achievements in**

#### **03.03.01 Instruction**

##### **A learner centered teaching and learning approach at UFS**

Towards the end of 2007 the Division Teaching, Learning and Assessment of the Centre for Higher Education Studies and Development (CHESD) submitted a new teaching and learning policy for the University. This policy heralds the beginning of a new teaching and learning era and model for the University of the Free State namely to become a learner centered institution in the true sense of the word. Central to this new policy is the notion of blended learning model. The term blended learning is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning. Some other key elements of this policy are the drive for excellence and equity in all teaching and learning practices.

The new teaching and learning policy is aligned with international thinking and imperatives and addresses the fundamental principles underpinning sound teaching and learning principles. The overarching aim of the policy is the strive for **excellence** by creating an enabling and supporting learning environment for students studying at the UFS. In the context of the policy an "enabling learning environment" entails the engagement of students as active participants in the learning process, while acknowledging that all learning involves a complex interplay of active and receptive processes and is dependent on the learner's constructing of meaning as well as the extent of peer learning – also referred to as social constructivism. These principles are supported through the use of an engaged learning approach which requires high levels of interactive, reflective, co-operative, experiential, constructive and conceptual learning. With this policy the hope is expressed to achieve deeper learning outcomes that will prepare students for lifelong learning.

**Equity, diversity** and **redress** are also addressed in the policy as it places emphasis on the appreciation for diversity by including cross-cultural learning experiences into the curriculum. Redress is advanced by enrolling students who do

not meet the mainstream admission requirements into bridging programmes and or extended curriculum programmes. In these programmes they are supported and empowered during the first academic year by means of development modules in language proficiency, numeracy, and general formative life skills. Alternative access can also be attained through recognition of prior learning mechanisms and readmission of students previously unsuccessful in reaching degree completion.

## UFS SUCCESS RATES 2007

### First time entering undergraduates

	White	Coloured	Indian	Black	Total
	100.00%	0.00%	100.00%	79.30%	<b>94.33%</b>
Academic Planning	59.50%	73.03%	100.00%	79.71%	<b>76.89%</b>
Economic and Management Sciences	78.70%	66.66%	64.58%	65.35%	<b>71.42%</b>
Health Sciences	97.63%	88.85%	55.77%	86.81%	<b>95.07%</b>
Law	65.35%	51.91%	25.84%	48.78%	<b>57.01%</b>
Natural and Agricultural Sciences	78.56%	60.77%	52.16%	54.35%	<b>64.55%</b>
The Humanities	82.39%	76.56%	71.28%	67.48%	<b>74.47%</b>
Theology	89.06%	50.00%	0.00%	32.93%	<b>81.19%</b>
Total	<b>80.70%</b>	<b>71.55%</b>	<b>59.19%</b>	<b>62.83%</b>	<b>71.14%</b>

### Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
	83.46%	46.43%	62.35%	57.96%	<b>68.71%</b>
Academic Planning	54.30%	71.31%	81.08%	76.57%	<b>73.19%</b>
Economic and Management Sciences	73.54%	58.33%	59.33%	53.93%	<b>61.64%</b>
Health Sciences	97.62%	87.20%	94.02%	90.09%	<b>94.98%</b>
Law	71.70%	53.05%	53.46%	57.15%	<b>64.41%</b>
Natural and Agricultural Sciences	81.68%	57.67%	64.26%	58.83%	<b>68.86%</b>
The Humanities	83.78%	73.02%	71.09%	66.22%	<b>73.88%</b>
Theology	90.58%	73.41%	78.59%	53.11%	<b>83.89%</b>
Total	<b>81.98%</b>	<b>66.96%</b>	<b>65.58%</b>	<b>61.80%</b>	<b>70.96%</b>

### Distance Undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	58.58%	39.38%	49.19%	47.92%	<b>52.57%</b>
Law	61.78%	33.36%	37.95%	43.87%	<b>56.46%</b>
Natural and Agricultural Sciences	66.42%	0.00%	27.17%	59.09%	<b>61.80%</b>
The Humanities	40.63%	0.00%	33.33%	45.73%	<b>38.40%</b>
Total	<b>60.34%</b>	<b>36.02%</b>	<b>44.60%</b>	<b>48.60%</b>	<b>54.44%</b>

### Contact Undergraduate

	White	Coloured	Indian	Black	Total
	83.46%	46.43%	62.35%	57.96%	<b>68.71%</b>
Academic Planning	54.30%	71.31%	81.08%	76.57%	<b>73.19%</b>
Economic and Management Sciences	74.29%	59.11%	60.50%	54.09%	<b>61.99%</b>
Health Sciences	97.62%	87.20%	94.02%	90.09%	<b>94.98%</b>
Law	72.67%	53.93%	56.25%	57.52%	<b>64.94%</b>
Natural and Agricultural Sciences	81.87%	57.81%	65.28%	58.83%	<b>68.92%</b>
The Humanities	83.85%	73.09%	71.60%	66.23%	<b>73.93%</b>
Theology	90.58%	73.41%	78.59%	53.11%	<b>83.89%</b>
Total	<b>82.46%</b>	<b>67.41%</b>	<b>66.98%</b>	<b>61.94%</b>	<b>71.24%</b>

### Output of Graduates

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>1171</b>	<b>123</b>	<b>40</b>	<b>1120</b>	<b>2454</b>
Undergraduate Diploma or Certificate	30	64	1	424	519
General Academic 1 <sup>st</sup> Bachelor's Degree	494	38	25	469	1026
Professional 1 <sup>st</sup> Bachelor's Degree	647	21	14	227	909
<b>Post Graduate</b>	<b>1200</b>	<b>81</b>	<b>70</b>	<b>890</b>	<b>2241</b>
Postgraduate Diploma or Certificate	451	25	48	232	756
Postgraduate Bachelor's Degree	9	3	0	54	66
Honours Degree	435	34	9	385	863
Masters Degree	252	13	10	204	479
Doctoral Degree	53	6	3	15	77
Total	<b>2371</b>	<b>204</b>	<b>110</b>	<b>2010</b>	<b>4695</b>

### Contact Graduation rate

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>18.88%</b>	<b>10.66%</b>	<b>14.64%</b>	<b>13.64%</b>	<b>15.47%</b>
Undergraduate Diploma or Certificate	20.41%	13.76%	50.00%	24.37%	22.05%
General Academic 1 <sup>st</sup> Bachelor's Degree	20.78%	10.31%	16.55%	10.52%	13.94%
Professional 1 <sup>st</sup> Bachelor's Degree	17.57%	6.54%	10.87%	11.13%	14.71%
<b>Post Graduate</b>	<b>37.95%</b>	<b>31.02%</b>	<b>22.12%</b>	<b>25.31%</b>	<b>30.14%</b>
Postgraduate Diploma or Certificate	61.48%	42.86%	75.00%	46.73%	50.00%
Postgraduate Bachelor's Degree	25.00%	18.75%	0.00%	31.03%	29.28%
Honours Degree	65.51%	51.52%	39.13%	29.55%	41.94%
Masters Degree	24.82%	14.46%	16.39%	15.50%	19.40%
Doctoral Degree	15.10%	26.09%	12.00%	6.85%	12.46%
Total	<b>23.93%</b>	<b>13.89%</b>	<b>17.05%</b>	<b>17.06%</b>	<b>19.49%</b>

### Distance Graduation rate

	White	Coloured	Indian	Black	Total
<b>Under Graduate</b>	<b>11.52%</b>	<b>2.94%</b>	<b>16.13%</b>	<b>10.37%</b>	<b>10.84%</b>
General Academic 1 <sup>st</sup> Bachelor's Degree	9.84%	16.67%	20.00%	18.60%	13.91%
Professional 1 <sup>st</sup> Bachelor's Degree	12.09%	0.00%	15.38%	6.52%	9.76%
<b>Post Graduate</b>	<b>43.98%</b>	<b>21.21%</b>	<b>31.47%</b>	<b>18.26%</b>	<b>37.02%</b>
Postgraduate Diploma or Certificate	44.39%	20.63%	31.69%	13.23%	36.88%
Postgraduate Bachelor's Degree	100.00%	0.00%	0.00%	0.00%	20.00%
Honours Degree	16.67%	0.00%	0.00%	0.00%	15.38%
Masters Degree	38.46%	50.00%	0.00%	57.69%	50.00%
Total	<b>36.79%</b>	<b>15.00%</b>	<b>28.74%</b>	<b>15.25%</b>	<b>30.30%</b>

**a) New senior appointments**

The Honourable Judge of Appeal LTC Harms as Professor Extraordinary in the Department of Mercantile Law

The Honourable Judge of Appeal IG Farlam as Professor Extraordinary in the Department of Procedural Law and Law of Evidence and the Department of Roman Law and Legal History.

**b) Prestigious awards to staff and students**

Prof JJ Henning (Dean of Law): UFS Alumni National Management Award ; Renewal of Distinguished Professorship by Council of UFS for a further period of five years.

Prof JL Pretorius, Ms Thapi Matsaneng and Team of Law Students: First Prize as Winning Team of the Sixteenth International African Human Rights Moot Court Competition

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
UFS Bursaries	5
Absa Prize	1
Bar Prize	1
Brain Books Bookstore Prize	1
Butterworths Prize	1
Gildenhuis v/d Merwe Prize	1
Jacobus Buys Prize	2
Hofmeyer Herstein Gihwala Prize	1
Honey and Partners Prize	1
Faculty of Law Prize	5
FPI Prize	3
Free State University Law Clinic Award	1
Joos Hefer Prize	2
Juridical Society Trophy	2
Juta Prize	1
Kloppers Award	1
McIntyre and V/D Post Prize	1
Naude Prize	1
Naude Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
Mini Thesis Certificates	11
Recognition Certificates	10
Rosendorff and Reitz Barry Prize	1
Spoor & Fisher Prize	1

Appie Steenkamp Prize	1
D H van Zyl Prize	1
PPS Prize	3
Moritz Bobbert Medal	5
Adams + Adams Prize	1
Society of Holders of the M Bobbert Medal	1
Van Schaik Bookstore Award	1

## Faculty of Humanities

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### a) New senior appointments

Prof HCJ van Rensburg as Professor Extraordinary in the Centre for Health Systems Research and Development

Prof EEA Osman – Senior Professor and Director of the Centre for Africa Studies

### b) Prestigious awards to students

| AWARDS, BURSARIES AND PRIZES                                        | NUMBER OF STUDENTS |
|---------------------------------------------------------------------|--------------------|
| André du Plessis Prize                                              | 1                  |
| Anthropology Departmental Prize                                     | 3                  |
| Arts Trust Academic Honorary Award                                  | 2                  |
| ASL Departmental Prize                                              | 6                  |
| Ben de Koker Prize                                                  | 1                  |
| Cengage Learning Prize                                              | 1                  |
| Chaucer Prize                                                       | 1                  |
| CHESD Master's Prize                                                | 2                  |
| Chrysalis Prize                                                     | 1                  |
| Club Rotary de France Prize                                         | 1                  |
| Communication and Information Studies Departmental Prize            | 1                  |
| Community Service Prize5                                            | 5                  |
| Comparative Education and Educational Management Departmental Prize | 1                  |
| Conlin Prize                                                        | 1                  |
| Criminology Departmental Prize                                      | 1                  |
| Curriculum Studies Departmental Prize                               | 3                  |
| Daan Wessels Prize                                                  | 1                  |
| David Jacobs Prize                                                  | 1                  |
| DF Malherbe Prize                                                   | 2                  |
| E de W Botha Incentive Prize                                        | 1                  |
| Elsa Krantz Prize                                                   | 1                  |
| English and Classical Language Departmental Prize                   | 1                  |
| Fanie Beetge Prize                                                  | 4                  |
| FC Avenant Prize                                                    | 1                  |
| Fine Arts Departmental Prize                                        | 2                  |
| French Embassy Prize                                                | 1                  |
| George Roux Trophy                                                  | 1                  |
| Gospel Direct Prize                                                 | 2                  |
| Greek Merit Prize                                                   | 1                  |
| History Departmental Prize                                          | 2                  |

|                                                                                                                                         |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Human Movement Science Departmental Prize                                                                                               | 3                                   |
| Jan Teurlinckz Prize                                                                                                                    | 1                                   |
| JC &JR Wahl Prize                                                                                                                       | 1                                   |
| Kalie Strydom Prize                                                                                                                     | 2                                   |
| Kobus Esterhuizen Memorial Floating Trophy                                                                                              | 1                                   |
| Latin Merit Prize                                                                                                                       | 1                                   |
| Naomi Morgan Prize                                                                                                                      | 1                                   |
| NB Prize                                                                                                                                | 1                                   |
| Netherlands Embassy Prize                                                                                                               | 1                                   |
| OFM Trophy                                                                                                                              | 2                                   |
| Pearson Education SA Prize                                                                                                              | 2                                   |
| Philosophy and Policy Studies in Education Departmental Prize                                                                           | 2                                   |
| Political Science Departmental Prize                                                                                                    | 2                                   |
| PPS Prize                                                                                                                               | 6                                   |
| Programme for Governance and Political Transformation Prize                                                                             | 2                                   |
| Psychology Departmental Prize                                                                                                           | 1                                   |
| Psychology of Education Departmental Prize                                                                                              | 4                                   |
| Renier Viljoen Shield                                                                                                                   | 1                                   |
| Richard Miles Prize                                                                                                                     | 1                                   |
| RIEP Prize                                                                                                                              | 1                                   |
| RSG Prize                                                                                                                               | 1                                   |
| SA Theatre Journal Prize                                                                                                                | 1                                   |
| Sarie van Vuuren Prize                                                                                                                  | 1                                   |
| School of Education Prize                                                                                                               | 3                                   |
| Sociology Departmental Prize                                                                                                            | 1                                   |
| Sue Bell Prize                                                                                                                          | 1                                   |
| Tertia Flemming Prize                                                                                                                   | 1                                   |
| Van Schaik Prize                                                                                                                        | 3                                   |
| Volksblad Prize                                                                                                                         | 3                                   |
| ZPR Communication Consultants Prize                                                                                                     | 1                                   |
| Kovsie Alumni Trust Awards: <ul style="list-style-type: none"> <li>• I van Niekerk</li> <li>• C Karsten</li> <li>• A Pienaar</li> </ul> | Arts<br>Social Science<br>Education |
| Dean's Medal                                                                                                                            | A Machin                            |

### c) Student achievements

- Mr Serame Thoabala (Department of Music) won the first prize in the First National Musicon Solo Singing Competition.
- Ms Hanlie Louw (Department of Music) received a Unisa bursary for overseas studies.
- Ilne Fourie (Drama and Theatre Arts) won the Sanlam Prize for a published short story in the magazine *Passi*.
- Ten undergraduate, two Honours, one Master's and one PhD student in the Section Afrikaans & Dutch were awarded bursaries by the Dutch Language Union.

### d) Staff awards and achievements

- The *Artists-in-Schools* Project (Department of Fine Arts), in which artists share their knowledge and skills with teachers and learners, was awarded R750 000 by the Department of Art and Culture.

- The *Culture and Memory Project*, which is run in the Free State and the Northern Cape by the Unit for Khoe and San Studies in the Department of Anthropology, has obtained international funding of approximately R1.8 million.
- A community project run by the Department of Anthropology among the #Khomani San near the borders of Botswana, Namibia and the Kgalagadi Transfrontier Park received an amount €5 000 from the Dutch Women's Small Fund (Pequinita).
- Two natural science graduates were assigned by the National Department of Science and Technology to the Research Institute for Educational Planning (RIEP) with a view to implementing the National Youth-in-Science Strategy. RIEP also won the National Department of Education's tender for the in-service training of teachers in Mathematics, Science and Technology for the Free State, Northern Cape and North West.
- Because of explorative research in the Free State, the Centre for Africa Studies was awarded the following SANPAD project for 2008-2010: *Religious integration and community identity construction at sacred sites*.
- Prof Heidi Hudson (Political Science) received a C1 rating from the NRF. She was also elected to the Executive Committee of the South African Association of Political Studies and was invited to deliver an address to the Peace and Security Commission during the Fourth World Congress on Rural Women in Durban.
- Prof Jackie du Toit (Afroasiatic Studies, Sign Language and Language Practice) was invited to submit her resume to the Governing Board of the Centre for Research on Religion (CREOR) at McGill University, Canada. Based on her "research profile, excellent reputation and academic qualifications," she was awarded external membership that allows access to a Visiting Scholarship Programme, a Graduate Student Fellowship Programme for which she and any of her graduate students may apply, and which also allows for scholarly interchange on research and teaching with members of the Centre. She was also elected to Pansalb's Provincial Language Committee in the Free State.
- Prof André Wessels (History) was invited to contribute a chapter on Lord Roberts as a military commanding officer for inclusion in a new British publication, *Victoria's generals*. He was also appointed to the History Commission of the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns*.
- Prof Hennie van Coller (Afrikaans & Dutch, French and German) was invited by international researchers to collaborate on the project, *South African literary history*, and also on Afrikaans translations of Shakespeare's sonnets.
- Prof Jackie Naudé (Afroasiatic Studies, Sign Language and Language Practice) received a C2 rating from the NRF. He was also elected to the National Advisory Committee of the Vega Brand Communications School in Sandton.
- Dr Christo Heunis (Centre for Health Sciences Research and Development) received a C3 rating from the NRF.
- Prof Margaret Raftery (English and Classical Languages) was elected Regional Vice-President of the Council of the English Academy for the Free State. She also served as co-editor of the first online, international edition of the English Academy's scholarly journal, *The English Academy Review* (24) (in partnership with publishers Taylor and Francis in the UK).
- Dr Roelf Reyneke (Department of Social Work) was elected to the Science Committee of the International Conference of the *International Association of Social Work*. He was also appointed to the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* Selection Committee for the Stals Prize in Social Work.

- Dr Arlys van Wyk (English and Classical Languages) and an MA student, Jeanne van der Westhuizen obtained a sponsorship of approximately R480 000 for a community-based literacy project from the JSE-listed company, Raubex. She was also elected to Pansalb's Provincial Language Committee in the Free State and serves in the Executive Management of the *South African Association of Language Teachers*.
- Mr Hans Huyssen (Music) performed as Baroque cellist in Innsbruck, Austria.
- Mr Jaco Spies (Fine Arts) received a merit award during the 22<sup>nd</sup> ABSA *L'Atelier* Art Competition – the first ever Free State recipient of such an award.
- Dr SL Botes (Human Movement Science) was appointed to the National Department of Education's Committee for Physical Education.
- Dr Derick Coetzee (Human Movement Science) was the conditioning coach of the Springbok team who won the World Cup in 2007. He also received the UFS Alumni Trust Cum Laude Award and was named the Free State Sports Writers' Association's Sports Official for 2007.
- The Department of Arts and Culture awarded bursaries to students in the Department of Drama and Theatre Arts to the value of R60 000 (undergraduate students) and R27 000 each to four postgraduate students. They also awarded the departmental chairperson, Prof Nico Luwes R30 000 to write a novel *The Silent Harmonica*, and awarded R74 000 for the departmental community service project. Prof Luwes also won the Sanlam Prize for new Afrikaans theatre productions as best producer of the play *Lewensreg* at the ABSA KKNK.
- Mr Gerben Kamper (Drama and Theatre Arts) was one of the nominees for the prestigious Kanna Awards at the KKNK in the category *Best Actor*. At *Aardklop* he was nominated for the part of Caliban in the *Storm* (Shakespeare).

## Faculty of Theology

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### a) New senior appointments

Dr J Steyn, Senior Lecturer in Pastoral Therapy, and Manager: Teaching and Learning in Dean's office  
 Prof PGR de Villiers, professor extra-ordinarius in Biblical Spirituality, Departments of Old Testament and of New Testament  
 Prof LOK Lategan, professor extra-ordinarius in Professional and Research Ethics, department of Systematic Theology

### b) Prestigious awards to staff and students

| AWARDS, BURSARIES AND PRIZES | NUMBER OF STUDENTS |
|------------------------------|--------------------|
| Kovsie-Alumni Trust          | 1                  |
| ABSA award                   | 1                  |
| CC Oosthuizen award          | 2                  |

| AWARDS, BURSARIES AND PRIZES                                                                                                                                                                                                                                                                                                                                                         | NUMBER OF STAFF |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| *Prof D F Tolmie, dept of New Testament, was promoted to senior professor. He was also appointed on the Editorial Board of <i>New Testament Studies</i> , one of the most prestigious international journals in the field of New Testament                                                                                                                                           | 1               |
| *Prof J Janse van Rensburg, dept of Practical Theology, received an NRF Rating (C3).                                                                                                                                                                                                                                                                                                 | 1               |
| * <i>Acta Theologica</i> , accredited journal of the Faculty, received the exceptional honour to be included in the Arts & Humanities Citation Index of the American <i>International Scientific Index</i> (ISI). At present it is the only theological journal in SA included in the ISI. This achievement was possible through the work of especially the editor, Prof D F Tolmie. | 2               |
| *Funds allocated by the NRF were awarded to dr J Steyn and Prof S J P K Riekert for attending conferences abroad.                                                                                                                                                                                                                                                                    | 1               |
| *Rev M Sukdaven obtained the M A (Theology) degree                                                                                                                                                                                                                                                                                                                                   |                 |

## Faculty of Economic and Management Sciences

### Awards and achievements

#### a) New senior appointments

- **Prof Rudolph van Buuren** was appointed as associate professor and Head of the Department of Business Management
- **Prof Philippe Burger** (Department of Economics) was promoted to professor.

#### b) Prestigious awards to staff and students

- **Prof Hendri Kroukamp** elected as Africa representative on the Board of Management of the International Association of Schools and Intitutes of Adminitration for the period 2007 - 2010
- **Prof Hendri Kroukamp** who received a special award at the joint IIAS/IASIA 27<sup>TH</sup> International Conference for his "Contribution to the scientific value of the conference".
- **Prof Lucius Botes** elected as Board Member of the International Association for Community Development.

- The **Centre for Development Support** (CDS) received a golden award in the category of Research and Development during the 2007 Free State Premier's Excellence Award.
- The "Akademie vir Wetenskap en Kuns" honoured **Prof Dave Lubbe** with the Stals prize in Economic and Management Sciences for the development of Auditing as a discipline. He is the first Chartered Accountant to receive this prize
- **Dr Cobus Pienaar** is appointed as Director of the Arbinger-institute in South Africa.
- **Prof Frikkie Booysen** is the research leader in the *Effective Aids Treatment and Support in the Free State (Feats) Study* FEATS is multi-million rand project and is financed by the World Bank and the Netherlands. This is the largest allocation ever by the Research Committee of the World Bank to a research unit in one country and the specific aim is to determine the benefits of anti-retroviral treatment for parents and families of patients in the society.
- **Prof. Frikkie Booysen** has also been elected onto the *Interim Research Sector Steering Committee of the South African National Aids Council (SANAC)*.
- Three staff members received NRF rating – **proff Philippe Burger, Hendri Kroukamp and Lochner Marais**
- **Prof Philippe Burger** was seconded to the Organisation for Economic Collaboration and Development (OECD) in Paris (France) to act as research consultant in the field of Public-Private Partnerships for a period of two months.
- The **Students in Free Enterprise (SIFE) UFS team** won the SIFE national championships and competed in the International World Cup that was held in New York, USA in October 2007.

| <b>AWARDS, BURSARIES AND PRIZES</b>        | <b>Number of Staff</b> |
|--------------------------------------------|------------------------|
| Faculty Research Award                     | 2                      |
| Faculty award for Teaching & Learning      | 2                      |
| Absa Prize                                 | 2                      |
| Absa Student Bureau Prize                  | 3                      |
| Bennie Anderson Prize                      | 2 (shared)             |
| Bloemwater Prize                           | 1                      |
| Campher Management & Entrepreneurial Award | 1                      |
| Christine Rall Prize                       | 1                      |
| Copy King & Printers Prize                 | 2                      |
| Department of Economic Prize               | 1                      |
| Department of Public Management Prize      | 1                      |
| Development Bank of Southern Africa Prize  | 1                      |
| Dr. Mark Pawley Prize                      | 1                      |
| Dynamic Rental Prize                       | 1                      |
| Enterprize Outsourcing Holding Prize       | 1                      |

|                                    |            |
|------------------------------------|------------|
| Ernst & Young Prize                | 2          |
| EW Grunow Prize                    | 2          |
| Faculty Prize                      | 2          |
| Finansies en Tegniek Prize Finweek | 1          |
| First National Bank Prize          | 2          |
| HP Langenhoven Prize               | 2          |
| ITO Fokus Prize                    | 1          |
| JGL Consulting Prize               | 1          |
| Juta Academic Prize                | 2          |
| KHANYA AICDD Prize                 | 2          |
| Kloppers Prize                     | 2          |
| KPMG Prize                         | 1          |
| Lexis Nexis Butterworths Prize     | 3          |
| Lindemann's Prize                  | 1          |
| Mangaung Municipality Prize        | 2          |
| Marais & Crowther Prize            | 1          |
| Mark Pawley Prize                  | 1          |
| Minolta Prize                      | 2          |
| Moore's Rowland Prize              | 1          |
| NB Publishers Book Prize           | 1          |
| Oelofse Ouditeurs Prize            | 1          |
| Old Mutual Prize                   | 1          |
| PPS Prize                          | 2          |
| PriceWaterhouseCoopers Prize       | 4          |
| SAICA Prize                        | 2          |
| Sanlam Prize                       | 2 (shared) |
| Sherwood Books Book Prizes         | 3          |
| Standard Bank Prize                | 3          |
| Thompson Learning Publishers Prize | 1          |
| T Roos & Co Prize                  | 1          |
| Van Schaiks Prize                  | 3          |
| Vodacom Cheetah Prize              | 2          |
| YBG Consulting Prize               | 1          |

## Faculty of Natural and Agricultural Sciences

### a) New senior appointments

None

### b) Prestigious awards to staff and students

- Prof. H.D. van Schalkwyk was elected as member of the National Agricultural Marketing Council by the National Minister of Agriculture.
- He was also appointed as non Executive Director and member of the Council of Land Bank by the National Minister of Agriculture.
- Prof. Pieter van Wyk, Centre for Confocal and Electron Microscopy, was awarded the Leica SMM Instrument Prize at the 45<sup>th</sup> annual conference of the Microscopy Society of South Africa, Port Elizabeth, 29 November–1 December 2006, for the best paper presented.

- Prof. Hennie Snyman, Department of Animal, Wildlife and Grassland Sciences, was the winner of the Compton Prize for the best publication in the *South African Journal of Botany* in 2005.
- Prof. Johan Meyer served on a committee responsible for the proofreading and correction of the new Mathematics textbooks for Grade 12.
- Prof. Lodewyk Kock was appointed as chairperson of the assessment panel of Microbiology and Plant Pathology of the NRF.
- Profs Sakkie Pretorius and Lodewyk Kock were reappointed as outstanding professors.
- During the joint congress of the Soil Science Society of South Africa, South African Society for Crop Production and South African Society for Horticultural Science, Dr Cornie van Huyssteen was elected Vice-President of the Soil Science Society of South Africa. After his term as vice-president he would become president automatically.
- Prof. Sue Walker was elected as Council member of the South African Society for Crop Production.
- Ms Elmarie van der Watt received the prize of the South African Society for Crop Production for the best paper. Prof. Seef Pretorius was the co-author of the paper titled "*Comcat: A new plant strengthening agent now commercially available*".
- Three part-time doctoral students of the Department of Soil, Crop and Climate Sciences employed by the ARC Institute for Soil, Climate and Water were awarded the prize of the Soil Science Society of South Africa for the best implementable technology for their paper *Assessment of the environmental impact on the in-field rainwater harvesting technique*.
- One of Dr Sebo Molete's articles from her thesis "Retention of applied phosphorus by the benchmark soils of Lesotho and quantification of their phosphorus retention indices" that was published in the *South African Journal of Plant and Soil*, was designated the best article in the journal by the Soil Science Society. The co-authors were Prof. Chris du Preez and Dr Victor Marake.
- The International Artificial Fertilizer Association once again asked Prof. Chris du Preez to serve on the panel that was to evaluate all the nominated persons for the 2007 International Plant Food Award.
- Mrs Sheila Vrahimis was elected by the MEC for Arts and Culture, S.K. Mnumzana, on the Provincial Geographical Names Committee for a period of three years as from 1 April 2007.
- An exceptional honour was bestowed on the Department of Quantity Surveying and Construction Management by the closing of a partnership agreement with the Royal Institute of Chartered Surveyors. The Universities of Cape Town and Wits were the only other South African universities to receive this honour.
- Prof. Maryke Labuschagne was elected as South Africa's representative to the "American Association for Cereal Chemists", as well as the Executive Management of the "Cereal Science and Technology Association of South Africa".
- The Department of Architecture won the Corobric Competition for the fifth time since the introduction of the competition 20 years ago.
- Profs. Derek Litthauer, Hendrik Swart and Max Finkelstein were appointed as NRF Assessment Panel Members for a period of three years in their respective fields of study. Prof. Swart also served on the NRF Niche Area Advisory Committee.

- Prof. Wijnand Swart was invited by the organisers of the 6th International Congress on Cactus Pear and Cochineal to deliver a keynote address in the session on pests and diseases.
- Dr Ingrid Dennis was appointed as Director of IGS as from 1 August 2007. The Department of Physics won five prizes at the annual SAIP Conference for the third consecutive year.
- Best Ph.D. talk - S.O. Oluwafemi (Zululand student who did the work presented at the Department) (Swart - UFS and N.Revapasadu Zululand).
- Best Ph.D. poster - M.S. Dhlamini (Swart and Terblans).
- Best M.Sc. publication - E. Coetsee (Swart and Terblans).
- Best M.Sc. talk Astrophysics - B. van Soelen (Meintjes).
- Second best Ph.D. talk Astrophysics - E. Jurua (Meintjes).
- Second best M.Sc. poster - W.A. Jordaan (Terblans and Swart) (unofficial prize, but invited to prepare a publication for the SA Journal of Science).
- Prof. H.C. Swart received an NRF reward for the research niche area in the developed RNA category with the highest score awarded by the Institutional Research Development Programme (IRDP).
- Dr Wimpie Nell was elected on the council of the International Farm Management Association (IFMA) as representative for southern Africa.
- Prof. Kobus Laubscher, Associate Professor at the University of the Free State's (UFS) Department of Agricultural Economics, was appointed by the Minister of Labour, Mr Membathisi Mdladlana, as chairperson of the National Productivity Institute's (NPI) Social Plan and Productivity Advisory Council (SPPAC) as well as chairperson of the board of directors of the NPI. The appointment was for the period 1 September 2007 to 31 August 2008.
- The THRIP project of Profs. Maryke Labuschagne, Wijnand Swart and Schalk Louw received an award at the "Excellence Awards" function that was held in Port Elizabeth.
- A third-year student in the Department of Architecture, Conrad Stoffberg, won the national Plascon Competition (prize money of approximately R25 000 and R10 000 to the Department). The Department also had three students in the top ten places, including the winner and a fourth place. The practice of Prof. Jan Smit and Petria also received two awards of commendation for two houses they designed. The two of them would now compete at national level in the Awards of Merit.

The Department of Agricultural Economics achieved the following during the AEASA conference:

1. Best master's degree student: Henry Jordaan
2. Best poster: Dirkie Strydom
3. Third prize for the best paper
4. Best undergraduate student: Leandre du Preez
5. Prof. Johan Willemse was elected as vice-president of AEASA.

| <b>AWARDS, BURSARIES AND PRIZES</b>                                  | <b>NUMBER OF STUDENTS</b> |
|----------------------------------------------------------------------|---------------------------|
| Prizes of the Free State Institute of Architects                     | 5                         |
| South African Institute of Architects prize                          | 1                         |
| David Haddon prize                                                   | 1                         |
| Ora Joubert Theory Book prize                                        | 1                         |
| Bannie Britz Building Science Book prize                             | 1                         |
| Everite Building Products prize                                      | 1                         |
| South African Council for the Architectural Profession (SACAP) Medal | 1                         |
| Prizes of the Association of South African Quantity Surveyors        | 5                         |
| Bell John prize                                                      | 1                         |
| Free State Branch prize in Property Development                      | 1                         |
| The Royal Institution of Chartered Surveyors (RICS) prize            | 1                         |
| W H Malan prize                                                      | 1                         |
| LTA Building prize                                                   | 1                         |
| Chartered Institute of Builders SA (CIOB) Student prize              | 1                         |
| Billiton prize                                                       | 1                         |
| Merck prize and Achievement Medal                                    | 1                         |
| SASOL prize and Achievement Medal                                    | 1                         |
| PetLabs prize                                                        | 1                         |
| Bruker prize                                                         | 1                         |
| IMP Innovative Solutions (Zoology)                                   | 1                         |
| IMP Innovative Solutions (Entomology)                                | 1                         |
| Zoology prize                                                        | 2                         |
| Zoological Society of southern Africa prize                          | 2                         |
| Entomology prize                                                     | 2                         |
| Entomological Society of southern Africa prize                       | 1                         |
| Chemtura prize                                                       | 1                         |
| Siemens prize                                                        | 2                         |
| Hofmeyr van Schaik medal                                             | 1                         |
| Geography award                                                      | 2                         |
| Head of Department's award                                           | 2                         |
| J S le Roux Floating Trophy                                          | 1                         |
| AngloGold Ashanti Ltd. prize                                         | 1                         |
| Omnia Fertiliser merit award                                         | 1                         |
| South African Society of Crop Production medal                       | 1                         |
| Absa Bank prize                                                      | 1                         |
| Standard Bank cash prize                                             | 1                         |
| Senwes Ltd. prize                                                    | 1                         |
| Roche Diagnostics book prize                                         | 1                         |
| Merck Prize and achievement medal for Microbiology                   | 1                         |

|                                                                                 |   |
|---------------------------------------------------------------------------------|---|
| J P van der Walt prize                                                          | 1 |
| Andries Brink-Sasol prize                                                       | 1 |
| SAAFoST study grant (South African Association for Food Science and Technology) | 1 |
| SAAFoST academic achievement award                                              | 1 |
| SA Association for Dairy Technology: Academical achievement award               | 1 |
| SA Bioproducts prize                                                            | 1 |
| FSWAU prize                                                                     | 1 |
| Beth Erlank prize                                                               | 1 |
| Van Schaik prize                                                                | 1 |
| Merck prize and medal                                                           | 1 |
| Botanical Society of South Africa (Free State Branch)                           | 3 |
| Prof E M van Zinderen Bakker prize                                              | 1 |
| Norman Sinclair New Crop award                                                  | 1 |
| Plaaskem prize                                                                  | 1 |
| Chemtura incentive prize                                                        | 1 |
| Chemtura merit prize                                                            | 1 |
| McGraw-Hill cash prize and certificate                                          | 1 |
| McGraw-Hill book prizes                                                         | 6 |
| Centre for Agricultural Management donors' award                                | 1 |
| Free State Agriculture bursary                                                  | 1 |
| Centre for Sustainable Agriculture merit award                                  | 4 |
| Hatton & Associates prize for Housing                                           | 1 |
| Wallace van Zyl prize                                                           | 1 |
| SAPI prize                                                                      | 1 |
| Pfizer cash prize                                                               | 1 |
| SASAS merit prize                                                               | 1 |
| SA Stud Book cash prize                                                         | 1 |
| Voermol Foods prize                                                             | 1 |
| Woodland Hills merit award                                                      | 1 |
| Sidi Parani merit award                                                         | 1 |
| Grassland Society of southern Africa medal                                      | 1 |
| De Beers merit award                                                            | 1 |
| First National Bank merit award                                                 | 1 |
| Van Schaik prize                                                                | 1 |
| C B van Wyk prize                                                               | 6 |
| Quintiles Clin Data trophy and certificate                                      | 1 |
| Reitsma prize                                                                   | 1 |
| Statistics achievement prize                                                    | 1 |
| PPS prizes                                                                      | 6 |
| Kovsie-Alumni Trust Awards                                                      | 2 |
| UFS Ladies' Club prize                                                          | 3 |
| The Chris Small prize                                                           | 1 |
| S <sub>2</sub> A <sub>3</sub> medal for original research at master's level     | 1 |
| Dean's award                                                                    | 1 |



## a) New senior appointments

- Prof M Theron appointed as Head: Neurology, Division Human Genetics
- Proff. A Joubert, M Theron, JH van Zyl and RH van den Berg have been promoted to associate professors.
- Proff. SW Wentzel, PJ Pretorius, WH Kruger, W Sinclair, EAM Prinsloo, FE Smit have been appointed as full professors
- Prof. Pax Ramela is as Head of Health of the Free State

## b) Prestigious awards to staff and students

| AWARDS, BURSARIES AND PRIZES                    | NUMBER OF STUDENTS |
|-------------------------------------------------|--------------------|
| Abbott Laboratories Floating Trophy             | 2                  |
| Abbott Laboratories Prize                       | 1                  |
| Annelene Schoeman Floating Trophy               | 2                  |
| BSN Medical Floating Trophy                     | 1                  |
| C A Loubser Floating Trophy and medal           | 1                  |
| Community Health Prize                          | 2                  |
| Cornelis Wessels Medal                          | 1                  |
| Critical Care Floating Trophy                   | 1                  |
| Cura Per Miseri Cordiam Floating Trophy         | 0                  |
| Department of Occupational Prize                | 1                  |
| Dirk van Velden Medal                           | 1                  |
| Diva Nutritional Products Prize                 | 1                  |
| Dr W Grundell Floating Trophy                   | 1                  |
| Egbert Olivier Prinsloo Prize                   | 1                  |
| Family Medicine Medal                           | 1                  |
| FSNCP Medical Floating Trophy                   | 1                  |
| General Clinical Practice Floating Shield       | 1                  |
| General Optical Prizes: Optometry               | 4                  |
| Helmut Schimpff Prize                           | 0                  |
| Henrietta Stockdale Floating Trophy             | 1                  |
| Henry Dubovsky Prize                            | 1                  |
| Hitech Therapy Prize                            | 3                  |
| HIV/AIDS Floating Trophy                        | 1                  |
| Horace Wells Medal                              | 1                  |
| Idalia Loots Floating Trophy                    | 1                  |
| Imperial Bank                                   | 1                  |
| J A Olivier Prize                               | 0                  |
| Janssen-Cilag Prize                             | 1                  |
| Japie Hough Medal                               | 1                  |
| John van der Riet Medal (best article clinical) | 1                  |
| Joubert Floating Trophy                         | 1                  |
| Kagiso Khulani Supervision Food Services Prize  | 2                  |
| Kerneels Nel Medal (best article education)     | 1                  |
| Kovsie Alumni Award                             | 3                  |
| Leon Seymore Floating Trophy                    | 1                  |
| Lilly van Rhyn Floating Trophy                  | 1                  |

|                                                                        |   |
|------------------------------------------------------------------------|---|
| Marlene Viljoen Floating Trophy and medal                              | 1 |
| McGraw Hill Prize                                                      | 1 |
| Medi Nurse Trophy                                                      | 1 |
| Medical Physics Floating Trophy                                        | 1 |
| Medical Physics Floating Trophy                                        | 1 |
| Medical Society of South Africa: OFS Prize                             | 1 |
| Medsien Medical Bookshop Prize                                         | 2 |
| MG Lötter Prize and Floating Trophy                                    | 1 |
| Molly Vermaak Floating Trophy                                          | 1 |
| Muller Potgieter Medal (best article laboratory)                       | 2 |
| National Health Laboratory Prize                                       | 3 |
| Nestlé Prize                                                           | 2 |
| Nita Posthumus Wisseltrofee                                            | 1 |
| Obstetrics and Gynaecology Medal                                       | 1 |
| Old Mutual Floating Shield                                             | 1 |
| Ophthalmology Prize                                                    | 1 |
| OTASA Prize                                                            | 1 |
| P C Minnaar Prize                                                      | 0 |
| Paul Fischer Medal                                                     | 1 |
| Pharmacology Prize                                                     | 2 |
| Physiotherapy Medal                                                    | 1 |
| PPS Prize                                                              | 4 |
| Pro Mente Sana Floating Trophy                                         | 0 |
| Psychiatry Medal                                                       | 1 |
| Regional Society of Community Nurses of the Free State Floating Trophy | 1 |
| SA Academy of Family Practitioners                                     | 1 |
| Sanofi-Synthelabo Prize                                                | 1 |
| Sarine Fourie Floating Trophy                                          | 1 |
| School of Medicine Prize                                               | 1 |
| SHJ van Heerden Floating Trophy                                        | 1 |
| Smith & Nephew Prize                                                   | 1 |
| Smith and Nephew Book Prize                                            | 1 |
| Solomon Floating Trophy                                                | 1 |
| Theo Arndt Medal                                                       | 1 |
| Tyco Medal and Book Prize                                              | 1 |
| Undergraduate Research Prize                                           | 4 |
| Van Schaik Prize                                                       | 3 |
| Welch Allyn Prize                                                      | 3 |

- Prof. GJ van Zyl, Head of the School of Medicine, had been elected as Vice President of the Free State branch of the South African Medical Society
- Prof Anita van der Merwe, Head of the School of Nursing, had been elected chair of Free State School of Nursing Council
- Prof. Andries Stulting, Head of the Department of Ophthalmology, had been elected by the Advisory Leadership Group of the International Council of Ophthalmology as Chairman of a Working Group on "Enhancing Residency Education in Africa and the Middle East"
- Prof Andries Stulting, Head of the Department Ophthalmology, has received the loyalty award from the South African Medical Association.
- Prof. Gina Joubert, Head of the Department of Biostatistics, is published a book, Epidemiology, of which she is the first author.

- Prof Johan Diedericks, Head of Anaesthesiology, has been elected as chairman of the Resuscitation, Trauma, & Critical Care Subcommittee of the World Federation of Societies of Anaesthesiologists
- The prize winners of the various sections of the 2007 Faculty Forum indicated below:

**John van der Riet medal**

H Dippenaar, G Joubert, ME Brussow.

Guidelines for kangaroo care in district hospitals and primary healthcare maternity sections in the Free State.

**Muller Potgieter medal**

FCP Du Plessis, CA Willemse.

Inclusion of compensator-induced scatter and beam filtration in pencil beam dose calculations.

**Kerneels Nel medal**

MC Struwig, AA Beyliefeld, AP Hugo.

An innovative approach to the management of knowledge overload in medical microbiology.

**WINNER: CLINICAL PAPER**

ACUTE MYELOID LEUKEMIA: HAS THE PROGNOSIS IMPROVED OVER THE LAST TWENTY YEARS: AN AUDIT OF PATIENTS TREATED AT THE BLOEMFONTEIN ACADEMIC HOSPITAL COMPLEX

DK Stones, J du Plessis, S Stannard, Department of Paediatrics and Child Health, Haematology and Oncology, University of the Free State

**WINNER: CLINICAL POSTER PRESENTATION**

PROFILE AND OUTCOME OF CHILDREN WITH ACUTE LYMPHOBLASTIC LEUKEMIA AT THE BLOEMFONTEIN ACADEMIC HOSPITAL COMPLEX

DK Stones, J du Plessis, S Stannard, Department of Paediatrics and Child Health, Haematology and Oncology

**BEST JUNIOR CLINICAL PAPER**

AN OVERVIEW OF REFERRALS AFTER MEDICAL EXAMINATION AND BLOOD SAMPLING IN THREE FREE STATE RURAL AREAS

Van Zyl S, Van der Merwe LJ, Walsh CM, Joubert G, Van Wyk H, Groenewald AJ  
Departments of Basic Medical Sciences, Human Nutrition, Biostatistics and Chemical Pathology

**BEST JUNIOR CLINICAL POSTER PRESENTATION**

FUNCTIONAL OUTCOME FOLLOWING STAPPLED TRANSANAL RESECTION OF RECTOCELE (STARR PROCEDURE)

M du Toit, HS Cronje  
Department of Obstetrics and Gynaecology

**WINNER: LABORATORY PAPER**

KILLER-CELL IMMUNOGLOBULIN-LIKE RECEPTOR HAPLOTYPIC DIVERSITY IN THREE FREE STATE POPULATION GROUPS

A de Kock, MS Louw, V Louw, MJ Coetzee & M Nonyane  
Department of Haematology & Cell Biology

**WINNER: LABORATORY POSTER PRESENTATION**

PRESENCE OF PROTEINURIA IN SAMPLES TESTING NEGATIVE OR TRACE ON DIPSTICK

MM Lloyd, H van Jaarsveld, JM Kuyl  
Department Chemical Pathology

**BEST JUNIOR LABORATORY PAPER**

COLLAGEN BINDING DEFECTS IN PATIENTS WITH VON WILLEBRAND DISEASE  
B van Staden, M Kelderman, M Meiring  
Department of Haematology & Cell Biology

**BEST JUNIOR LABORATORY POSTER PRESENTATION**

PRESENCE OF PROTEINURIA IN SAMPLES TESTING NEGATIVE OR TRACE ON  
DIPSTICK  
MM Lloyd, H van Jaarsveld, JM Kuyl  
Department Chemical Pathology

**WINNER: EDUCATION & QUALITATIVE RESEARCH PAPER**

DIE WAARDE VAN 'N MINI-OPDRAG AAN EERSTEJAAR MEDIESE STUDENTE OM  
HULLE VOOR TE BEREI VIR DIE OPSTEL VAN 'N PROTOKOL: DOSENT EN  
STUDENTE SE PERSPEKTIEF  
G Joubert, WJ Steinberg, A Beylefeld  
Department Biostatistics, Family Medicine, Division of Health Sciences Education

**WINNER: EDUCATION & QUALITATIVE RESEARCH POSTER PRESENTATION**

"THOU SHALLT KNOW THY STUDENT". WHAT PRE-UNIVERSITY ATTRIBUTES  
CHARACTERISED THE FIRST-YEAR MEDICAL STUDENTS THAT WERE DENIED  
EXAMINATION ACCESS IN 2007, AND WHAT COMPETENCIES DID THEY LACK?  
AA Beylefeld, MP Jama, Division Health Sciences Education

**BEST JUNIOR EDUCATION & QUALITATIVE RESEARCH PAPER**

NURSING STUDENTS' PERCEPTIONS OF THE CONCEPT OF "CARING"  
D van Jaarsveldt, C Roos, P Arangie  
School of Nursing, UFS

**BEST CASE STUDY**

AN UNRESOLVED PLATELET BLEEDING DISORDER: APPLICATION OF NEW  
DIAGNOSTIC PROCEDURES  
R Weyers, MJ Coetzee, PN Badenhorst, SM Meiring  
Department of Haematology and Cell Biology

### **03.03.02      Research**

**Refer to 01.04.03**

### **03.03.03      Funding**

Research funding increased significantly during 2007. The University received almost R20 million from the National Research Foundation (NRF) in 2007, a 14.2% increase from R17.5 million in 2006. Central research funds allocated in 2007 was R26 million, again confirming the University's commitment to research.

The year further saw an impressive increase in UFS Thuthuka funding, from R2 million in 2006 to almost R2.4 million in 2007, representing an increase in Thuthuka grant holder numbers from 25 to 44.

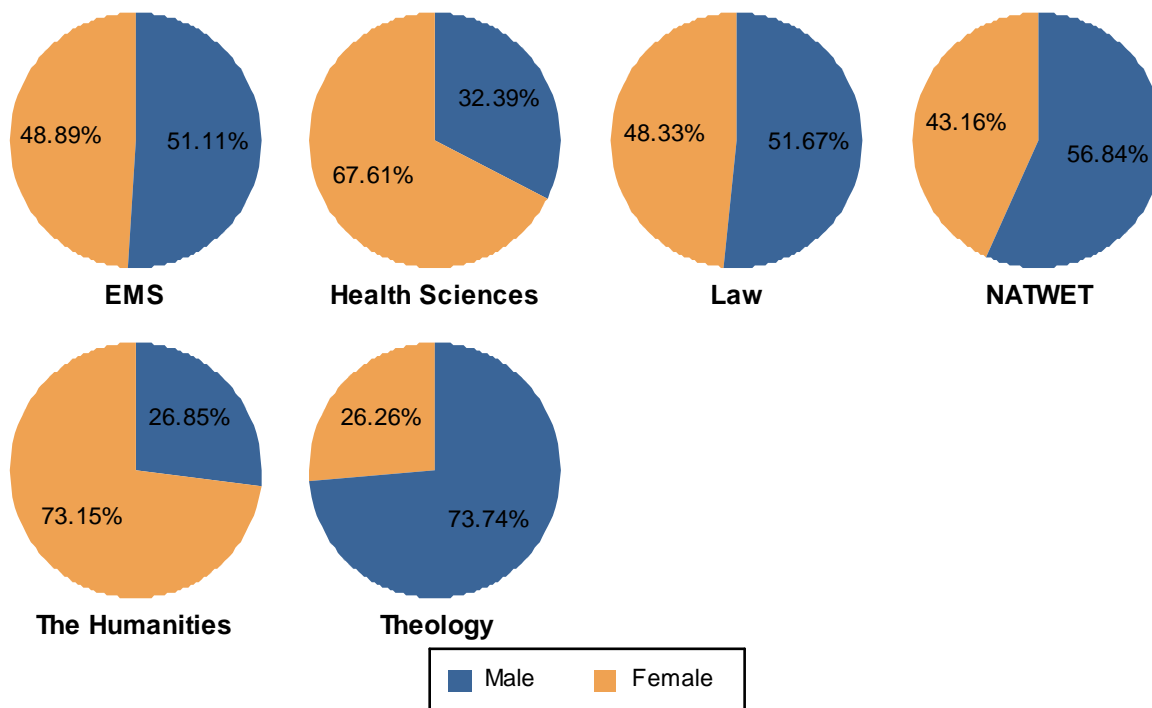
The UFS again received funding in 2007 by the National Equipment Programme for equipment to the amount of R2.5 million. These funds are designated for infrastructure and equipment.

Progress has also been made with contract research, the marketing of intellectual property (IP) and research commercialisation. A candidate attorney from Phatshoane Henney Inc has been assisting with contract management. The acting Director for Entrepreneurship and Special Projects continued his duties during 2007 and a process has been initiated to appoint a manager within the University to spearhead research commercialisation. An IP policy has been approved and legal representatives have been contracted to handle patents for the University.

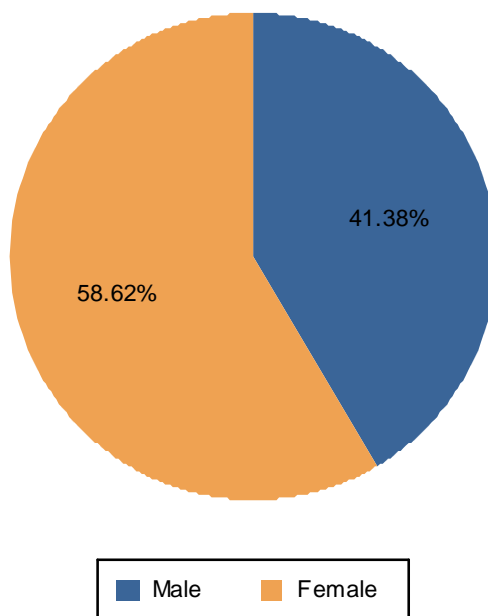
### 03.04 Composition and size of student body

#### STUDENT PROFILE CHARTS: 2007

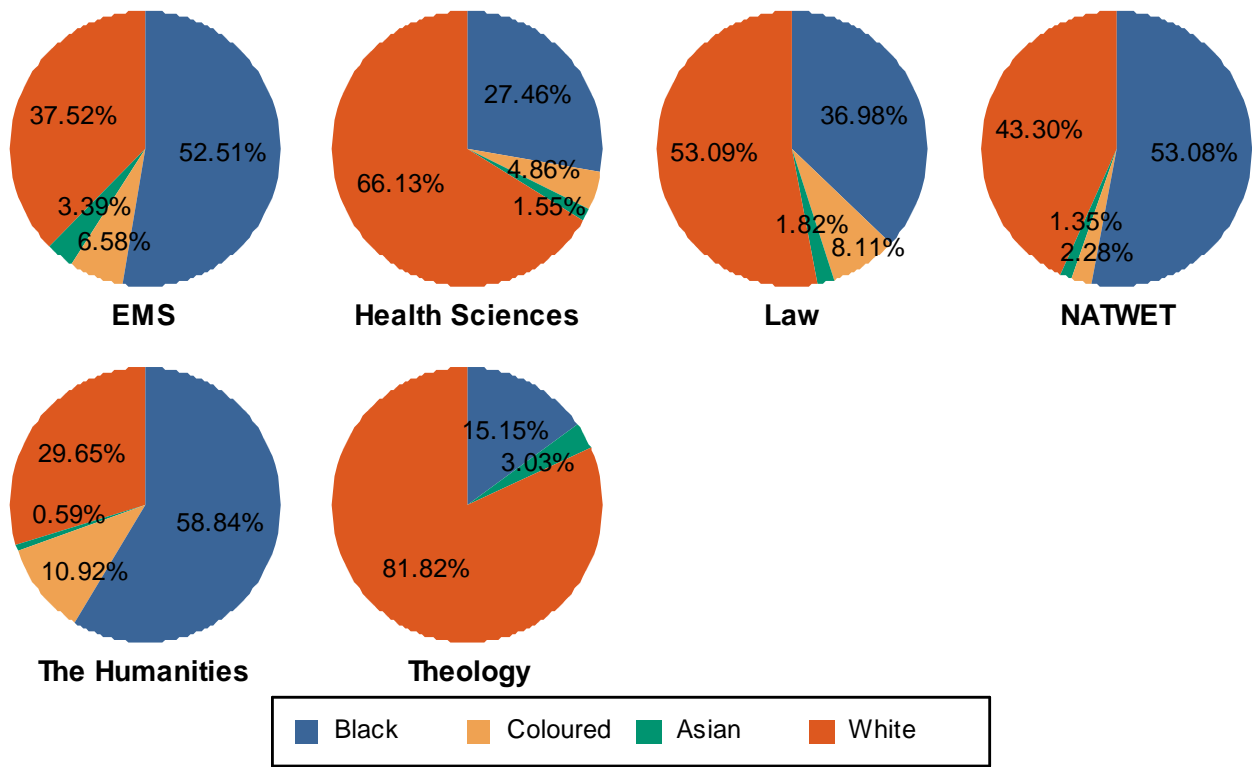
##### Total Undergraduate Headcount by Gender



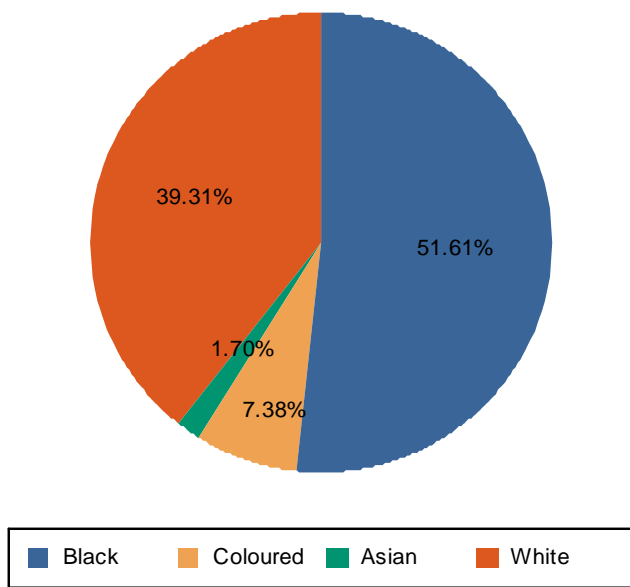
##### UFS Total



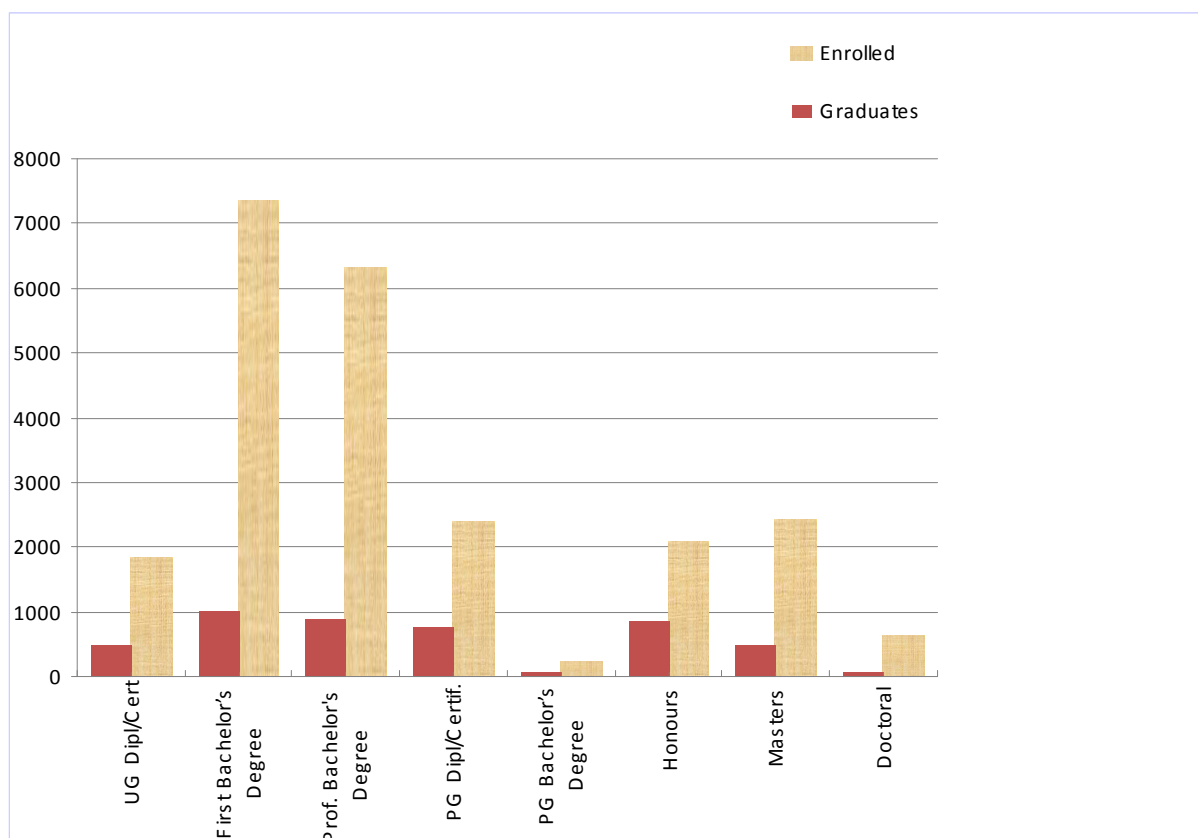
**Total Undergraduate Headcount by Race: 2007**



**UFS Total**



## 2007 ENROLLED STUDENTS AND GRADUATES



### 03.05 Access to financial aid and provision thereof

#### Main Campus

A total of **982** students at main campus received financial assistance. A breakdown of sources of funding is as follows:

| <b><u>Main Campus</u></b> |          | <b>2004</b>          |  | <b>2005</b>            |          | <b>2006</b>          |          | <b>2007</b>          |
|---------------------------|----------|----------------------|--|------------------------|----------|----------------------|----------|----------------------|
| NSFAS/DE                  | R        | 14 480 286.00        |  | R 17 622 014.00        | R        | 19 424 917.00        | R        | 22 678 939.00        |
| NSFAS/ECProv              | R        | 80 000.00            |  | R 49 724.00            | R        | 44 116.00            | R        | 44 680.00            |
| NSFAS/NGO                 | R        | 142 668.00           |  | R 157 205.00           | R        | 213 334.00           | R        | 142 297.00           |
| NSFAS/DE Education        | R        | 1 686 472.00         |  | R 431 117.00           | R        | 936 480.00           | R        | 739 527.00           |
|                           | <b>R</b> | <b>16 389 426.00</b> |  | <b>R 18 260 060.00</b> | <b>R</b> | <b>20 618 847.00</b> | <b>R</b> | <b>23 605 443.00</b> |

#### Qwaqwa Campus

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

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

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

| <b><u>Qwaqwa Campus</u></b> |          | <b>2004</b>          |  | <b>2005</b>            |   | <b>2006</b>          |   | <b>2007</b>          |
|-----------------------------|----------|----------------------|--|------------------------|---|----------------------|---|----------------------|
| NSFAS/DE                    | R        | 7 963 352.00         |  | R 11 510 608.00        | R | 15 116 020.00        | R | 18 391 489.00        |
| NSFAS/DE Education          | R        | 3 432 579.00         |  | R 883 107.00           | R | 934 393.00           | R | 1 183 972.00         |
|                             | <b>R</b> | <b>11 395 931.00</b> |  | <b>R 12 393 715.00</b> |   | <b>16 050 413.00</b> |   | <b>19 575 461.00</b> |

A total of **49** students at Vista Campus received financial assistance. A breakdown of sources of funding is as follows:

| <b><u>Vista Campus</u></b> |          | <b>2004</b>         |  | <b>2005</b>           |          | <b>2006</b>         |          | <b>2007</b>       |
|----------------------------|----------|---------------------|--|-----------------------|----------|---------------------|----------|-------------------|
| NSFAS/DE                   | R        | 992 155.00          |  | R 1 960 844.00        | R        | 1 799 968.00        | R        | 866 038.00        |
| NSFAS/DE Education         | R        | 72 444.00           |  | R 185 619.00          | R        | 0.00                | R        | 0.00              |
|                            | <b>R</b> | <b>1 064 599.00</b> |  | <b>R 2 146 463.00</b> | <b>R</b> | <b>1 799 968.00</b> | <b>R</b> | <b>866 038.00</b> |

| <u>Total allocations to UFS</u> |          | 2004                 |  | 2005     |                      | 2006     |                      | 2007     |                      |
|---------------------------------|----------|----------------------|--|----------|----------------------|----------|----------------------|----------|----------------------|
| NSFAS/DE                        | R        | 23 583 900.00        |  | R        | 33 528 000.00        | R        | 36 340 905.00        | R        | 41 936 466.00        |
| NSFAS/Irish aid                 | R        | 69 948.00            |  | R        | 0.00                 | R        | 0.00                 | R        | 0.00                 |
| NSFAS/ECProv                    | R        | 80 000.00            |  | R        | 50 000.00            | R        | 44 116.00            | R        | 44 680.00            |
| NSFAS/NGO                       | R        | 142 668.00           |  | R        | 157 205.00           | R        | 213 334.00           | R        | 142 297.00           |
| NSFAS/National Skills           | R        | 1 776 750.00         |  | R        | 0.00                 | R        | 0.00                 | R        | 0.00                 |
| NSFAS/DE Education              | R        | 5 429 000.00         |  | R        | 1 499 843.00         | R        | 1 870 873.00         | R        | 1 923 499.00         |
|                                 | <b>R</b> | <b>31 082 266.00</b> |  | <b>R</b> | <b>35 235 048.00</b> | <b>R</b> | <b>38 469 228.00</b> | <b>R</b> | <b>44 046 942.00</b> |

### **03.06 Changes in tuition fees charged**

The average increase in tuition fees charged between 2006 and 2007 was 6%.



**Prof T Verschoor**

**Acting Rector and Vice-Chancellor (Chairperson: Senate)**

## 04 INSTITUTIONAL FORUM

### Composition of the Institutional Forum (IF) 30 June 2004 – 30 June 2008

| <b>CATEGORY</b>                               | <b>REPRESENTATIVE (S)</b>                           | <b>DEPARTMENT</b>                                | <b>TERM</b>             |
|-----------------------------------------------|-----------------------------------------------------|--------------------------------------------------|-------------------------|
| <b>EXECUTIVE MANAGEMENT</b>                   | Mr LS (Lourens) Geyer                               | Director: Human Resources                        | 2004/06/30 – 2008/06/30 |
|                                               | Rev CD (Kiepie) Jaftha                              | Chief Director: Community service                | 2004/06/30 – 2007/10/30 |
| <b>COUNCIL</b>                                | Judge CHG van der Merwe                             | Council member                                   | 2007/04/10 – 2008/06/30 |
|                                               | Father P Towe                                       | Council member                                   | 2006/06/20 – 2008/06/30 |
| <b>SENATE</b>                                 | Prof E (Engela) Pretorius (Vice-chair)              | Head of Department: Sosiology                    | 2004/06/30 – 2008/06/30 |
|                                               | Prof NJ (Neil) Heideman                             | Vice-dean: Natural and Agricultural Sciences     | 2004/06/30 – 2008/06/30 |
| <b>ACADEMIC EMPLOYEES</b>                     | Dr RH (Roza) van den Berg                           | Skool vir Verpleegkunde                          | 2004/06/30 – 2008/06/30 |
|                                               | Dr C (Carlien) Pohl                                 | Mikrobiese-, Biochemiese en Voedselbiotegnologie | 2004/06/30 – 2008/06/30 |
| <b>ADMINISTRATIVE EMPLOYEES</b>               | Mr TOZ (Thabo) Moeng                                | Faculty officer: Academic Student Services       | 2004/06/30 – 2008/06/30 |
|                                               | Mr TZ (Zag) Choane                                  | Bursury officer: Academic Student Services       | 2004/06/30 – 2008/06/30 |
| <b>SERVICE EMPLOYEES</b>                      | Mr VS (Simon) Khosana                               | Administrative Assistant: Provisioning           | 2004/06/30 – 2008/06/30 |
|                                               | Mr LS (Steven) Khunou                               | Plumbing Assistant: Physical Resources           | 2004/06/30 – 2008/06/30 |
| <b>CENTRAL STUDENT REPRESENTATIVE COUNCIL</b> | Mr T (Tello) Motloung                               | Chair: CSRCI                                     |                         |
|                                               |                                                     |                                                  |                         |
| <b>UNIONS</b>                                 |                                                     |                                                  |                         |
| <b>UVPERSU</b>                                | Prof JU (Johan) Grobbelaar/<br>Ms A (Anita) Lombard | Plant sciences<br>HEO: UVPERSU                   |                         |

|                                                                                                                                                                                                 |                                      |                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------|--|
|                                                                                                                                                                                                 | (sekundus)                           |                                                  |  |
| <b>NEHAWU</b>                                                                                                                                                                                   | Mr MG (Gratitude) Nkungwana          | UFS Marketing                                    |  |
| <b>The UFS Council, at a meeting held on 4 June 2004, granted permission that the Qwaqwa and Vista campuses may have one representative each on the IF. These are not permanent categories.</b> |                                      |                                                  |  |
| <b>QWAQWA-CAMPUS</b>                                                                                                                                                                            | Mr MJ (Jack) Vezi                    | Library and Information services (Qwaqwa campus) |  |
| <b>VISTA-CAMPUS</b>                                                                                                                                                                             | Mr PC (Paseka) Mokoena               | Co-ordinator: Student Affairs (Vista campus)     |  |
| <b>CO-OPTED</b>                                                                                                                                                                                 | Mr PMB (Billyboy) Ramahlele<br>CHAIR | Director: Diversity and Equity                   |  |

#### **04.01 Instances of advice sought by and the advice given to the Council**

##### **1. Advise to Council with regard to the increasing of diversity in hostels on the UFS main campus (IF meeting, 29 May 2007)**

After discussions the IF gave the following commentary on the contents of the document and recommended that the Council had to consider the matter when the document served at the Council for discussions and decision-making on 8 June 2007:

##### **a. General comments**

In principle the IF concurred with –

- the notion of increased diversity;
- the educational approach; and
- the notion of the increased role of the University Management in respect of placement, albeit for the interim.

##### **b. The status of the document**

The IF accepted that this is a discussion document which would ultimately lead to policy.

##### **c. Relationship of this document to existing policy**

The IF was of the opinion that an indication of where and how this proposal differed from the existing policy (as in paragraph 1 of subheading 6.5) would facilitate a clearer understanding of how we wished to change the status quo. More specifically this would enable an evaluation of whether this intended policy was sufficiently divorced from the existing paradigm.

##### **d. IF input on the content of this document**

##### **(i) Point of departure**

There seemed to be a tension regarding what the ultimate aim of the proposed policy would be, specifically as articulated in paragraphs 4.1 and 6.3: Was this proposed policy aimed at *non-racialism* or *increased diversity*? The concept *sufficient racial diversity* mentioned in paragraph 1 of subheading 6.3 and the concept *non-racialism* indicated a narrower perspective than the one encompassed in the notion of *diversity*.

##### **(ii) Placement**

The IF recommended that the current stipulation in terms of which residences placed 70% of the students and Accommodation Services 30%, be reversed so that University Management would be responsible for 70% of the placement.

##### **(iii) Diversity and freedom of association**

The IF did not regard *diversity* and *freedom of association* as irreconcilable concepts or principles and proposed that the physical situation in residences be addressed to encourage exactly these aspects. It was therefore recommended that Management should plan strategically to facilitate and encourage the enhancement of diversity by changing the physical/structural arrangement of and within residences.

**2. Advise to Council with regard to the appointment of a Vice-rector: Academic Planning (IF meeting, 17 October 2007)**

Following discussion, it was approved that the UFS Council be advised as follows regarding the opinion of the IF:

- a) The IF was of the opinion that the correct procedure for the appointment of a vice-rector, as approved by Council, had been followed.
- b) The IF was of the opinion that the process had proceeded fairly.
- c) The IF was of the opinion that the recommended candidate was employable.
- d) The IF was, however, of the opinion that the post should be advertised again, as the advertisement for the post had been formulated in such a manner that it focused exclusively on expertise regarding higher education matters. The IF was of the opinion that the post of a vice-rector: academic planning required more than expertise regarding higher education matters.

**3. Advice to Council with regard to term appointments (IF meeting, 5 September 2007)**

The members present took cognisance that the IF's recommendation to Council regarding three term appointments was required.

The majority of members supported the following:

- 1. The extension of the term (5 years) of Prof JJ Henning as Dean: Law
- 2. The extension of the term (5 years) of Mr CR Liebenberg as Director: Finance
- 3. The appointment of Dr EN Malete as Campus Principal of the Qwaqwa Campus for a term of three years

The Chairperson would advise Council accordingly during the meeting on 14 September 2007.

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

#### **5.1.1 Performance Management and Staff Development**

- **Promoting quality and excellence in staff development and performance management**

The Performance Management and Staff Development Division is responsible for the implementation of the Performance Management System, as well as the co-ordination and management of staff development for both academic and support service staff. The underlying principle is that the quality of labour input determines institutional effectiveness and performance.

The following areas for staff development were addressed during 2007:

1) The first focus is on the academic qualifications required by an individual with regard to a specific subject discipline. The board funds academic qualifications in the form of bursaries.

2) The second focus is on professional development training required by an individual to retain proficiency and currency in the procedures and practices of a defined discipline or profession. Training within this definition constitutes continuous professional development in the form of attending professional conferences and continuing the development of specialist knowledge and skills, whilst retaining professional registration status. 37 staff members applied for funding to attend international conferences and 8 staff members attended national conferences between January and December 2007.

3) The third focus is on career development training that entails continued training/re-training by way of career development courses and/or the structured training programme schedule of courses and developmental activities. 1388 employees attended career-development training sessions on the main campus. 60 sessions were held between January and December 2007. When developmental programmes are sourced, the division makes use as far as possible of accredited providers.

4) The 4<sup>th</sup> focus is on personal and professional well-being. This program actively monitors staff wellness and, towards the end of 2007, research was initiated regarding the risk factors among staff. A further initiative was the successful presentation of a national conference on "Wellness in the Workplace" in the first semester. Presentations were in accordance with staff needs and took on a pro-active and preventative approach to staff wellness. The Wellness Program coordinated 21 sessions on the main campus and 1412 staff members attended the sessions during 2007. The program is aimed at empowering both an organisation and its staff members to manage wellness more effectively. Evaluations of presentations were, on the whole, positive and it appears that staff members are keen on enhancing their overall resilience.

The implementation of the Performance Management System has progressed well during 2007 and entailed training sessions for top management, faculty and support staff. The implementation of the Performance Management System began with top management, deans/directors and heads of department during 2007. A total of 238 staff members were trained and assisted to complete their performance plans. 75 individual and group sessions

were held during 2007. The implementation of the Performance Management System will continue during 2008.

- **Equity, Diversity and Redress in performance management and staff development**

### **"Grow Your Own Timber" Programme**

The "Grow Your Own Timber" Programme (GOOT) forms part of the strategic priorities at the UFS that help manage the overall comprehensive transformation plan at the institution. Due to the current programme running out at the end of 2008, 2 new proposals were written in 2007 in order to sustain progress in this regard - both having been accepted by EXCO in mid-2007. Proposal 1 aims at taking on fellows from a national pool of students at masters' level for a 2-year period, hereafter they may be appointed at a junior lecturer/lecturer level. Proposal 2 aims at developing junior staff forming part of the current staff complement, subsequently appointing them in more senior positions after having completed their Masters' or Ph.D. Degrees. The University envisages an intake of approximately 60 candidates per programme. This will be done in 3 cohorts over a period of 3 years, with 20 candidates assigned to each cohort.

During 2007, the programme management was conducted under the leadership of the Dean of the Faculty of Health and the Staff Development Division at the CHESD.

### **Mellon project**

Two new bursaries were awarded in 2007. Of the current cohort, 9 Ph.D. and 13 Master's Degree students have, to date, completed their studies. 5 Masters' Degree students left the programme on completion of their degrees. 8 are currently pursuing their Ph.D. studies. Of the group currently involved in their Ph.D. studies, 2 accepted appointments outside the UFS. 15 fellows accepted positions within the UFS (of which 2 have since left), and 2 left the programme prior to obtaining any qualification.

### **Atlantic**

One new fellow was awarded a bursary in 2007. Of the current cohort of Ph.D. students (Faculty of Law); 1 Ph.D. student completed in 2007, 1 submitted a thesis and another is due to submit. All 3 were appointed in academic positions. 1 student (Faculty of Health Sciences) is currently working on a Ph.D., due to be completed in 2008. 1 completed a Master's degree, submitted in 2007, and is due to register for a Ph.D. in 2008. 3 students terminated their studies prior to obtaining any qualifications due to outside positions being offered to them. 1 academic appointment is scheduled for 2008.

### **Sesotho Communication Courses**

The Staff Development and Performance Management Division offers 4 Sesotho Communication Courses (Basic, Intermediate, Advanced and the More Advanced Sesotho Communication Course). 34 staff members completed these courses respectively.

The development of staff at the Qwaqwa Campus is also a priority and, in order to ensure knowledge, behaviour and skills development, 34 sessions were held in 2007 and a total of 583 staff members attended. 12 wellness sessions were held at the Qwaqwa Campus and a total of 495 staff members attended. The implementation of the Performance Management system for the Qwaqwa Campus started in 2007. A total of 16 staff members attended 2 performance management sessions.

- **National Leadership and staff development**

In order to ensure that UFS academic members of staff make their interactions not only more 'effective', but more 'humane', the Staff Development and Performance Management Division started in 2007 to plan and organise the implementation of a professional development programme for 2008. This programme is based on the work of Parker Palmer of the Centre for the Enhancement of Learning and Teaching at the Miami University in Ohio and Steven Brookfield, distinguished Professor from the University of St Thomas in St Paul, Minnesota. The UFS will work in association with the FLC Consortium, which is situated in Miami. Judith Kamber from the Northern Essex Community College will present a train-the-trainer programme for selected UFS academic staff during 2008. The programme focuses on establishing teaching-learning communities and leadership development for academic staff.

### **5.1.2 Finance**

During 2007 the total income of the University increase with 10,7% compared to 2006. R132 804 000 discretionary funds was available to be appropriated towards strategic issues. Of this amount R115 630 00 was reserved for the so called pillars of a sound practice budget. These "pillars" structure the financial expenditure of the University in such a way that it first reserves money for the most important and strategic functions of University, for instance maintenance of capital assets, IT infrastructure and information sources etc.

General salary increases for 2007 was 5.9%. This was the seventh consecutive year that the University could give general salary increases more than the inflation rate as expressed by the CPI.

### **5.1.3 Human Resources**

#### **5.1.3.1 Data integrity**

Incorrect information on the PS system has decreased dramatically. This is especially attributable to the quality-control officer (Principal Officer) who was appointed in 2005 and the fact that the human resources officers are more conversant with the information system (PeopleSoft).

#### **5.1.3.2 Revision of policies and procedures**

The policies and procedures regarding Human Resources are revised continuously to adjust to labour legislation and operational requirements. The following policies and procedures were developed or revised during 2007:

- Disciplinary Policy and Procedure – The process of switching from an accusatory to an inquisitory procedure was completed and approved by Council on 16 March 2007.
- Employment Policy – The policy on and procedure for contract appointments was revised in line with existing legislation and approved by the EM on 08 October 2007. The Employment Policy also provides for head hunting.
- Leave Policy – The Leave Policy with regard to leave gratuity of senior five-year contract appointments and the number of vacation-leave days for assistant directors was revised and approved by Council on 23 November 2007.
- The Employment Equity Plan was finalised and approved by Council on 23 November 2007.

- The policy Guidelines and Procedures for Promotions and the Allocation of Additional Remuneration (merit) was approved by the EM on 22 October 2007.

#### **5.1.3.3 Post-Grading System**

Initially, 30 benchmark positions were identified to form the basis of the JE Manager Post-Grading System. Upon completion of this exercise, a report reflecting the results of these benchmark positions was submitted by the consultants (Renwick Reward). It was obvious that this sample was not sufficient and that a further 500 posts needed to be graded in order to ensure a random sample. An additional 500 posts were therefore graded and the results sent to the consultant for auditing. After the results were received back from the consultant, the report was compiled.

#### **5.1.3.4 Resignation**

Over the last year, several staff members left the service of the University. In order to determine the reason for this and to keep Management conversant with developments in this regard, all staff members who resign are requested to participate in an exit interview.

Two senior HR practitioners were appointed to facilitate and monitor the employment process, with the focus on employment equity. They are also responsible for conducting the exit interviews.

#### **5.1.3.5 Benchmarking**

In order to ensure quality service delivery and determine the standard of service delivery, the University participated in studies conducted by international organisations on several occasions.

#### **5.1.3.6 Labour Relations**

Stability in the Labour Relations Division was improved further through the permanent appointment of the Manager: Labour Relations.

##### Revision of policies and procedures

The new Disciplinary Policy and Procedure, as well as the Disciplinary Code and Proposed Action were approved by Council on 16 March. The greatest change in the policy is the shift from an accusatory to an inquisitory approach in dealing with discipline. The inquisitory approach aligns the UFS better with the stipulations and spirit of the Labour Relations Act.

The inquisitory approach to discipline bestows greater freedom on the presiding officer of the disciplinary procedure to institute a more thorough enquiry into the merit of a case before arriving at a decision. Simultaneously, the aforementioned freedom also results in greater responsibility having to be assumed by the presiding officer. Consequently a panel of presiding officers was approved by Council. This panel consists of internal as well as external experts in the field of labour law and labour relations.

The implementation of the new Disciplinary Policy and Procedure was facilitated by the Labour Relations Division. Information sessions were held with both trade unions. In November 2007 a two-day workshop was held for the presiding officers and the representatives of both trade unions in co-operation with the Faculty of Law. Training on

the roles and responsibilities of all parties concerned in disciplinary action was provided during this workshop.

Discussions were also conducted with the trade unions on the organisational rights bestowed upon trade unions by legislation. On 23 November 2007 Council approved that admittance to the workplace, as described by the Labour Relations Act, only be granted to trade unions representing at least 10% of employees. In addition, Council approved that recognition agreements would only be concluded with trade unions with a 20% representation among employees.

All external dispute settlement procedures – CCMA and Department of Labour – were completed successfully during 2007.

#### **5.1.3.7 Remuneration management**

**Market comparisons:** During July 2007 a fit was affected between the various posts of the UFS and the post codes of Remchannel with the assistance of a representative of Remchannel.

Salary comparisons in respect of academic and support services staff are made on a quarterly basis, and communicated to Management in the form of a report. In addition, salary comparisons in respect of specific posts are also made on an *ad hoc* basis.

**Salary negotiations and relationship with trade unions:** The application of the ***Multiple-Year, Income-Related Remuneration-Improvement Model*** and the strategies employed during the negotiations resulted in a salary agreement once again being reached and concluded this year without any labour unrest; in addition, the agreement was concluded in good time for implementation on 01 January, when it came into effect.

Both are exceptional achievements in the higher education environment. **The good relations with the two recognised trade unions** at the UFS naturally played a major role with regard to this achievement.

#### **5.1.3.8 Staff development (Skills Development Plan)**

An annual training report and workplace skills plan (WSP) was submitted to the ETDP SETA during May 2007. The WSP is aimed chiefly at describing the main skills development activities planned for the coming year. The Annual Training Report (ATR) is a follow-up on the WSP, as it reports on the education and training interventions that were delivered in the previous year.

These combined plans enable the University to gain access to the available levies, as specified in the Skill Levies Act. The ETDP SETA confirmed the acceptance of the reports according to legislative requirements. Grants have been disbursed on levies.

#### **5.1.3.9 Wellness programme**

New emphasis was placed on the general wellness of staff, and a wellness committee and wellness forum were established to implement and manage wellness programmes. The participation of staff members in the programmes that were offered was encouraging.

The aim of the Committee and Forum is to cultivate a balanced lifestyle among UFS staff members by following a holistic approach and implementing a wellness programme that includes the following dimensions: **biomedical (physical health), psychological, social and spiritual.**

A study on the wellness of staff members, with specific proposals, was submitted to Management in the form of a report and an action plan is being developed for 2007 to address the shortcomings.

## **05.02 The adequacy of staffing levels, particularly in critical areas**

The adequacy of staffing levels, particularly in critical areas, remains a challenge and receives continuous attention.

## **05.03 The extent to which equity targets in the workplace have been realised**

### **Employment equity situation**

#### **“Grow your own timber”**

In response to the Employment Equity Act (Act 55 of 1998) requiring that the University attends to diversity in the workplace, the organisation embarked on a process of pro-actively cultivating future academics from previously disadvantaged groups. The UFS initiated a “Grow our own timber programme” that includes the Andrew Mellon Foundation Scholarship, focusing on the Faculties of Natural and Agricultural Sciences, Humanities and Economic and Management Sciences. The Atlantic Philanthropies Scholarship focuses on the so-called professional disciplines including the Health Sciences and the Faculty of Law. Fellows are professionally developed and mentored to obtain both Masters’ and Ph.D. degrees and are subsequently appointed as university staff. In an attempt to facilitate this process, the university provides equity funding for up to four years after initial placement to assist departments in absorbing the fellows into the university’s staff complement.

Since the current programme is drawing to a conclusion, the university has prepared two new proposals that were accepted by EXCO during 2007. Proposal 1 aims to develop, in three cohorts of 20 each, candidates for Master’s degrees for appointment in academic positions. Proposal 2 aims to assist current black staff to achieve higher qualifications (Master’s or Ph.D. degrees), also in three cohorts of 20 each, while providing relief in terms of their current work schedule to accelerate the process. Donor funding is currently searched to fund this process. However, in the light of the urgency of transformation at the institution EXCO has decided to fund 10 candidates for each proposal from internal funding in order to promote the process until funding has been raised. Another proposal with regard to the mentoring of black staff for both academic and support staff leadership positions is in the initial stages.

### **Employment Equity Policy and Plan**

Over the past two years substantial work was done by the EE Sub-committees and the Central EE Committee to produce EE plans for the various faculties and support service units. Once finalised, these plans were consolidated into a draft EE plan. The UFS then employed an alternating top-down and bottom-up approach to develop a 3 year rolling plan for employment equity, ensuring that top management guidance was provided, yet department, faculty and support service level input was obtained in the identification of barriers and the development of the EE measures and setting of numerical targets. Finally,

the Employment Equity Three-year Rolling Plan - October 2007 - Sept 2010, was approved by Council on 23 November 2007.

The Employment Equity plan constitutes compliance by the UFS with its statutory obligation in terms of the Employment Equity Act, No. 55 of 1998. The plan is the core component of the UFS programme to achieve its strategic priority of equity, diversity and redress.

The plan is a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding and roadmap for employment equity at the UFS.

### **Employment Equity Situation**

The UFS has made significant progress regarding all the components of employment equity. However, progress regarding the black staff profile of the UFS has stagnated over the past three years. It has thus become essential to set more specific and realistic numerical targets for the UFS, and to formulate additional plans and projects to achieve these targets. These projects include "grow your own timber" initiatives.

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the staff categories. In order to achieve sufficient diversity in the staff complement numerical targets are now set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% are to be attained within the next five (5) years.

For the above-mentioned purpose, the following criteria are used to define the groups that form the main focus for diversity at the UFS. Firstly, membership of the following groups: Black Males, Black Females, White Males and White Females (Black refers to the generic term, and includes Coloureds and Indians). However, every available opportunity should be utilised to appoint people with disabilities. Secondly, a twenty percent (20%) representation per group is viewed as the five-year target. Thus, a group is seen as being sufficiently represented when it has a twenty percent (20%) or higher representation within a UFS staff category. This implies that the appointment of persons from groups that exceed 20% representation, does not qualify for employment equity target setting

## UFS HEMIS PROFILE 2006

| HEMIS Category                     | Male       |           |           |             | Female     |           |           |             | UFS Total   |
|------------------------------------|------------|-----------|-----------|-------------|------------|-----------|-----------|-------------|-------------|
|                                    | African    | Coloured  | Indian    | White       | African    | Coloured  | Indian    | White       |             |
| Instruction/Research professionals | 56         | 14        | 2         | 302         | 37         |           | 3         | 233         | 647         |
| Executive/managerial professionals | 7          | 3         |           | 43          | 3          |           |           | 14          | 70          |
| Special Support professionals      | 3          |           |           | 22          | 5          | 1         | 1         | 58          | 90          |
| Technical Staff                    | 4          | 4         |           | 18          | 1          |           |           | 7           | 34          |
| Non-professional admin staff       | 67         | 5         | 1         | 65          | 67         | 22        | 3         | 269         | 499         |
| Crafts & trades staff              |            | 1         |           | 12          |            |           |           | 1           | 14          |
| Service Staff                      | 137        | 8         |           | 2           | 160        | 7         |           | 5           | 319         |
| <b>Permanent Total *</b>           | <b>274</b> | <b>35</b> | <b>3</b>  | <b>464</b>  | <b>273</b> | <b>30</b> | <b>7</b>  | <b>587</b>  | <b>1673</b> |
| Instruction/Research professionals | 178        | 10        | 18        | 382         | 129        | 10        | 5         | 364         | 1096        |
| Executive/managerial professionals |            |           |           | 7           |            |           |           | 3           | 10          |
| Special Support professionals      | 8          |           |           | 22          | 5          |           |           | 63          | 98          |
| Technical Staff                    | 48         | 1         | 5         | 57          | 37         | 4         | 3         | 77          | 232         |
| Non-professional admin staff       | 126        | 8         |           | 129         | 102        | 13        | 1         | 267         | 646         |
| Crafts & trades staff              |            |           |           | 2           | 1          |           |           | 1           | 4           |
| Service Staff                      | 32         | 1         |           | 1           | 17         | 3         |           | 1           | 55          |
| <b>Temporary Total *</b>           | <b>392</b> | <b>20</b> | <b>23</b> | <b>600</b>  | <b>291</b> | <b>30</b> | <b>9</b>  | <b>776</b>  | <b>2141</b> |
| <b>UFS Total</b>                   | <b>666</b> | <b>55</b> | <b>26</b> | <b>1064</b> | <b>564</b> | <b>60</b> | <b>16</b> | <b>1363</b> | <b>3814</b> |

## UFS HEMIS PROFILE 2007

| HEMIS Category                     | Male       |           |           |             | Male<br>Total | Female     |           |           |             | Female<br>Total | UFS<br>Total |
|------------------------------------|------------|-----------|-----------|-------------|---------------|------------|-----------|-----------|-------------|-----------------|--------------|
|                                    | African    | Coloured  | Asian     | White       |               | African    | Coloured  | Asian     | White       |                 |              |
| Instruction/Research professionals | 68         | 14        | 5         | 311         | 398           | 37         | 2         | 3         | 266         | 308             | 706          |
| Executive/managerial professionals | 7          | 3         |           | 49          | 59            | 5          |           |           | 16          | 21              | 80           |
| Special Support professionals      | 1          | 2         |           | 19          | 22            | 5          | 1         | 1         | 64          | 71              | 93           |
| Technical Staff                    | 9          | 4         |           | 20          | 33            | 3          |           |           | 9           | 12              | 45           |
| Non-professional admin staff       | 80         | 6         | 1         | 69          | 156           | 75         | 28        | 4         | 314         | 421             | 577          |
| Crafts & trades staff              |            | 1         |           | 12          | 13            |            |           |           | 1           | 1               | 14           |
| Service Staff                      | 145        | 8         |           | 3           | 156           | 164        | 10        |           | 5           | 179             | 335          |
| <b>Permanent Total *</b>           | <b>310</b> | <b>38</b> | <b>6</b>  | <b>483</b>  | <b>837</b>    | <b>289</b> | <b>41</b> | <b>8</b>  | <b>675</b>  | <b>1013</b>     | <b>1850</b>  |
| Instruction/Research professionals | 160        | 7         | 14        | 370         | 551           | 103        | 11        | 4         | 331         | 449             | 1000         |
| Executive/managerial professionals |            |           |           | 7           | 7             |            |           |           | 3           | 3               | 10           |
| Special Support professionals      | 11         | 1         |           | 22          | 34            | 3          |           |           | 64          | 67              | 101          |
| Technical Staff                    | 57         | 2         | 6         | 57          | 122           | 46         | 5         | 6         | 87          | 144             | 266          |
| Non-professional admin staff       | 140        | 6         |           | 132         | 278           | 128        | 12        | 4         | 291         | 435             | 713          |
| Crafts & trades staff              |            |           |           |             |               | 1          |           |           | 1           | 2               | 2            |
| Service Staff                      | 29         | 2         |           |             | 31            | 19         | 3         |           |             | 22              | 53           |
| <b>Temporary Total *</b>           | <b>397</b> | <b>18</b> | <b>20</b> | <b>588</b>  | <b>1023</b>   | <b>300</b> | <b>31</b> | <b>14</b> | <b>777</b>  | <b>1122</b>     | <b>2145</b>  |
| <b>UFS Total</b>                   | <b>707</b> | <b>56</b> | <b>26</b> | <b>1071</b> | <b>1860</b>   | <b>589</b> | <b>72</b> | <b>22</b> | <b>1452</b> | <b>2135</b>     | <b>3995</b>  |

### HEMIS PERMANENT/TEMPORARY DEFINITION

- A person is a permanent staff member if he/she contributes to an approved retirement fund of the institution.
- All other persons are to be classified as having temporary employment status.

## 2006 to 2007 Change in UFS EQUITY PERMANENT STAFF PROFILE

| PERSONNEL CATEGORY                 | RACE      |           |          |            |            |
|------------------------------------|-----------|-----------|----------|------------|------------|
|                                    | African   | Coloured  | Asian    | White      | Total      |
| Instruction/Research professionals | 12        | 2         | 3        | 42         | 59         |
| Executive/managerial professionals | 2         | 0         | 0        | 8          | 10         |
| Special Support professionals      | -2        | 2         | 0        | 3          | 3          |
| Technical Staff                    | 7         | 0         | 0        | 4          | 11         |
| Non-professional admin staff       | 21        | 7         | 1        | 49         | 78         |
| Crafts & trades staff              | 0         | 0         | 0        | 0          | 0          |
| Service Staff                      | 12        | 3         | 0        | 1          | 16         |
| <b>TOTAL</b>                       | <b>52</b> | <b>14</b> | <b>4</b> | <b>107</b> | <b>177</b> |

## % Change in UFS EQUITY PERMANENT STAFF PROFILE: 2007 compared to 2006

| PERSONNEL CATEGORY                 | RACE         |               |               |               |               |
|------------------------------------|--------------|---------------|---------------|---------------|---------------|
|                                    | African      | Coloured      | Asian         | White         | Total         |
| Instruction/Research professionals | 12.90%       | 14.28%        | 60.00%        | 7.85%         | 9.11%         |
| Executive/managerial professionals | 20.00%       | 0             | 0             | 14.03%        | 14.28%        |
| Special Support professionals      | -25.00%      | 200.00%       | 0             | 3.75%         | 3.33%         |
| Technical Staff                    | 140.00%      | 0             | 0             | 16.00%        | 32.35%        |
| Non-professional admin staff       | 15.67%       | 25.92%        | 25.00%        | 14.67%        | 15.63%        |
| Crafts & trades staff              | 0.00%        | 0             | 0             | 0             | 0.00%         |
| Service Staff                      | 4.04%        | 20.00%        | 0             | 14.28%        | 5.01%         |
| <b>TOTAL</b>                       | <b>9.50%</b> | <b>21.53%</b> | <b>40.00%</b> | <b>10.18%</b> | <b>10.57%</b> |

**Comments:**

- Expenditure on employment equity at the UFS

| <b>YEAR</b> | <b>AMOUNT</b> | <b>CUMULATIVE</b> |
|-------------|---------------|-------------------|
| 2003        | 2,395,241.00  | 2,621,260.00      |
| 2004        | 3,397,687.00  | 6,018,947.00      |
| 2005        | 1,851,430.00  | 7,870,377.00      |
| 2006        | 4,063,524.00  | 11,933,901.00     |
| 2007        | 6,642,870.00  | 18,576,771.00     |

- Allocation for employment equity at the UFS

| <b>YEAR</b> | <b>AMOUNT</b> | <b>CUMULATIVE</b> |
|-------------|---------------|-------------------|
| 2003        | 3,000,000.00  | 7,000,000.00      |
| 2004        | 3,000,000.00  | 10,000,000.00     |
| 2005        | 2,000,000.00  | 12,000,000.00     |
| 2006        | 900,000.00    | 12,900,000.00     |
| 2007        | 5,100,000.00  | 18,000,000.00     |

#### **05.04 The quality of information available to management and the administrative processes**

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

#### **05.05 Student services and extra-curricular activities**

With regard to Student Services refer to par. 01.04.14.

Extra-curricular activities: **KOVSCOM**

##### **Purpose**

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

##### **Projects**

- a) Omega Service Centre for the Aged in Heidedal. (80-90 elderly). The centre qualifies as an Assisted Living for the Aged Centre.
- b) Faculty and Associations
  - 3 Empowerment clinics in the larger Mangaung area. All clinics focus on building the learners' self-esteem.

- Faculty and Associations
  - Psychology – 40 projects at six institutions
  - Social Students 3<sup>rd</sup> years: 2 Projects
  - Signalls: 3 Projects
  - Medical Students weekly clinics at Omega
  - Occupational Therapy: Weekly projects at 3 institutions

c) Residence Projects

- 20 Residences participated in 100 projects.

d) Therapeutic Horse Riding

- Three schools (20 projects)

e) Once-off Projects (11 projects)

- Blood donations (ongoing)
- Cansa walk 4 Life
- Donations received from hostels – food and clothes (ongoing)
- Renovation Projects
- Lebone Water sports Day
- 2 Stocktaking's at Pick 'n Pay
- Occupational Therapy Wheelchair Rally
- Kaskar / Nappy Run
- Casual Day

## **05.06 Relationships with the community, both academic and service**

### **05.06.01 Internationalisation**

While internationalisation has been part of UFS activities for a number of years, cutting across many functions at the University, this focus has been accelerated since 2003 with the start of a process of revising the role and position of internationalisation at the University, culminating in the acceptance of the Internationalisation Policy (2005) and the Internationalisation Business Plan (2006). Subsequently, the first Head of Internationalisation, Dr Aldo Stroebel was appointed from the beginning of 2007.

The University of the Free State regards internationalisation as the integration of a stronger international and intercultural dimension into its academic functions of teaching, research and community service, and has taken the decision to integrate appropriate internationalisation actions in all aspects of policy and strategies. For the UFS there will be an emphasis on Africa, with two major components to internationalisation activities, namely research development and international student support services.

The strategy for internationalisation, to be approved early 2008, is informed by and cascades down from the strategic priorities of the University. The overall goal is to ensure a coordinated and synergistic university-wide internationalisation support function, with effective strategies that maximise on international research opportunities and ensure a quality experience for all staff and students. Through this it will position and profile the University as a world-class, research-intensive institution. The following strategic objectives have been identified in support of this overarching goal:

- Develop appropriate systems and processes to support internationalisation at UFS.

- Support and enhance the international standing of the University.
- Support for international students.
- Internationalisation of curricula.

More than 1 900 international students, the majority from the Southern African Development Community, are studying at the UFS, with a large number of post-graduate students.

Internationalisation will also support the Strategic Clusters developed by the UFS, and therefore certain geographical areas could be targeted to draw students and expertise. In this instance the UFS also looks at Australia, Asia, the Middle East, North Africa and the rest of Africa outside SADC. E-learning and distance learning will be an important vehicle to increase the number of international students.

An important component of internationalisation's responsibility is to identify international research funding opportunities and to establish contact with amongst others, large funding bodies like the European Union, Nepad, the African Union, the African Development Bank, and a host of others. Important tasks also include the facilitation and support of research opportunities, international visits, expand and maintain international research agreements, and strengthen administrative aid. The International Office works in close collaboration with its two line functions, namely the Directorate Research Development and Academic Student Services, establishing an innovative, integrated and strategic approach to internationalisation.

### **05.07 Changing patterns in providing academic courses**

2007 could be described as the year in which the University of the Free State responded to various national and professional board requirements/needs in terms of new formal programme offerings.

During 2007 the following changes regarding academic programme offering occurred:

#### **1. Name change (approved):**

The name of the "Advanced University Diploma in Operational Ward Nursing" was changed to the "Advanced University Diploma in Operating Theatre Nursing".

#### **2. Provisionally accreditation was granted to the following programmes:**

"Advanced Certificate in Education: School Leadership"

"Bachelor of Medical Clinical Practice"

"Advanced Diploma in HIV and AIDS Health Care".

The University of the Free State is proud of its innovative and relevant programme offerings to the people of especially the central heartland of South Africa.

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

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| <p><b>2008-2012: Die volgende fase in die nasionale en internasionale herposisionering van die UV</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>2008-2012: The next phase in the national and international repositioning of the UFS</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><i>Toespraak deur die Rektor en Visekanselier, prof. Frederick Fourie, by die Amptelike Opening van die Universiteit van die Vrystaat (UV),<br/>Vrydag 1 Februarie 2008</i></p>                                                                                                                                                                                                                                                                                                                                                                              | <p><i>Address by the Rector and Vice-Chancellor, Prof. Frederick Fourie, at the Official Opening of the University of the Free State (UFS),<br/>Friday 1 February 2008</i></p>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Inleiding</b></p> <p>Hierdie jaar is die begin van 'n nuwe vyfjaartermyn vir my as Visekanselier en Rektor. Die afgelope vyf jaar was 'n groot uitdaging. Dit was 'n voorreg en 'n verrykende ervaring om deel te kon wees van die leierskap van so 'n dinamiese instelling – in die konteks van 'n snelveranderende hoërondewysomgewing, nasionaal en internasionaal.</p> <p>Dit is waarskynlik gepas om 'n eerlike waardering van die laaste vyf jaar te gee, asook my visie vir die volgende vyf jaar in die geskiedenis van hierdie universiteit.</p> | <p><b>Introduction</b></p> <p>This year is the beginning of a new five-year term for me as Vice-Chancellor and Rector. The past five years presented a great challenge. It was a privilege and an enriching experience to have been part of the leadership of such a dynamic institution – within the context of a rapidly changing higher education environment, both nationally and internationally.</p> <p>It is probably appropriate to give an honest assessment of the past five years, and to provide my vision for the next five years in the history of this university.</p> |
| <p>Hierdie visie is nie iets wat ek uit die lug gegryp het nie, maar is die uitvloeisel van die perspektiewe wat as 'n kollektief uit die Uitvoerende Bestuur na vore gekom het, wat betref ons belangrikste uitdagings en die pad vorentoe met die oog daarop om dit te oorkom.</p>                                                                                                                                                                                                                                                                            | <p>Such a vision is not something I have pulled out of a hat, but is the result of the perspectives that have emerged from the Executive Management as a collective regarding our main challenges and the way forward with a view to overcoming them.</p>                                                                                                                                                                                                                                                                                                                             |

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| <p>In 2004, by die aanvang van die eeufeesviering, het ek u oor hierdie tema toegesprek: “<i>Van goed tot fantasties: die verstewiging van die grondslae vir ’n fantastiese, robuuste universiteit – vir die volgende 100 jaar</i>”.</p> <p>Om hierdie droom van ’n fantastiese en robuuste universiteit te droom – feitlik ondenkbaar vyf jaar gelede – is moontlik gemaak deur die ingrypende sukses van die Finansiële Draaistrategie van 2000-2004. Die bedoeling was nie net om uit ’n finansiële krisis te kom nie, maar om voldoende finansiële ruimte te skep om in topklas-personeel, -fasiliteite, -navorsing, -onderrig en -leer, -tegnologie, ensovoorts te belê ten einde ’n baie goeie universiteit te wees, onteenseglik een van die top (ses) universiteite in die land, terwyl ’n sterk en volhoubare finansiële grondslag behou word.</p> <p>Om hierdie doel na te streef, het die UV vyf strategiese prioriteite aanvaar:</p> <ul style="list-style-type: none"> <li>▪ gehalte en uitnemendheid;</li> <li>▪ gelykheid, diversiteit en herstel;</li> <li>▪ finansiële volhoubaarheid;</li> <li>▪ streeksamewerking en -betrokkenheid; en</li> <li>▪ nasionale leierskap (alternatiewelik ook “uitwaartse stukrag” genoem).</li> </ul> <p>Ek het geredeneer dat hierdie prioriteite die vereistes is om ’n ware, volwasse, sterk, robuuste, uitwaarts-georiënteerde leidende</p> | <p>In 2004, at the launch of the centenary celebrations, I addressed you on the theme: “<i>From good to great: firming up the foundations for a great, robust university – for the next 100 years</i>”.</p> <p>Dreaming this dream of a great and robust university – almost unthinkable five years earlier – was enabled by the dramatic success of the Financial Turnaround strategy of 2000-2004. Its intention was not just to get out of a financial crisis, but to create sufficient financial space to invest in top-class staff, facilities, research, teaching and learning, technology, etc. in order to be a very good university, indisputably one of the top (six) universities in the country, whilst retaining a firm and sustainable financial basis.</p> <p>To pursue this goal, the UFS adopted five strategic priorities:</p> <ul style="list-style-type: none"> <li>▪ quality and excellence;</li> <li>▪ equity, diversity and redress;</li> <li>▪ financial sustainability;</li> <li>▪ regional co-operation and engagement; and</li> <li>▪ national leadership (alternatively called “outward thrust”).</li> </ul> <p>I argued that these constitute the essentials of being a true, mature, strong, robust, outward-oriented leading</p> |
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| universiteit in Suid-Afrika en Afrika te wees.                                                                                                                                                                                                                                                       | university in South Africa and Africa.                                                                                                                                                                                                                                                                   |
| Om 'n lys van prioriteite te maak is egter nie voldoende nie. Mededingende en immer-veranderende omstandighede in die sosio-politieke en hoëronderwysomgewings vereis dat ons op ons tone bly, gereeld ons strategieë hersien en weldeurdragte strategiese inisiatiewe loods wanneer dit nodig word. | However, making a list of priorities is not enough. Competitive and ever-changing circumstances in the socio-political and higher education environments require that we stay on our toes, regularly review our strategies and launch thoroughly-considered strategic initiatives when necessary.        |
| Elke jaar sedert 2003 (en elke openingsrede) is gekenmerk deur die loodsing, deur die leiers van die UV en die Uitvoerende Bestuur, van nuwe inisiatiewe – inisiatiewe om die UV voortdurend te lig na hoër vlakke, om die boustene van 'n wesenlik goeie universiteit neer te lê en in te messel.   | Every year since 2003 (and every opening address) has been characterised by the launching of new initiatives by the leaders of the UFS and the Executive Management – initiatives to constantly elevate the UFS to higher levels, to lay down and secure the building blocks of a truly good university. |
| Hierdie boustene is deurgaans primêr afgelei van die twee noodsaake van <u>uitnemendheid</u> en <u>transformasie</u> – noodsaake waarmee alle universiteite in SA gekonfronteer word, en waarmee hulle worstel.                                                                                      | These building blocks were generally derived primarily from the two imperatives of <u>excellence</u> and <u>transformation</u> – imperatives all universities in SA are confronted with, and are grappling with.                                                                                         |
| In Februarie 2005 is die Transformasieplan-proses geloods – wat gelei het tot die Transformasieplantaakspan (TPTS) se konsepplan in Oktober 2006, en die finalisering daarvan as die <i>UB-transformasieplan</i> in Maart 2007.                                                                      | The Transformation Plan process was launched in February 2005 – which led to the draft plan of the Transformation Plan Task Team (TPTT) in October 2006, and the finalisation thereof as the <i>EM Transformation Plan</i> in March 2007.                                                                |
| My 2006-openingstoespraak was gewy aan die kwessie van <b>Gehalte</b> en hoe hierdie                                                                                                                                                                                                                 | My 2006 Opening Speech was devoted to the issue of <b>Quality</b> , and how this                                                                                                                                                                                                                         |

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| <p>universiteit altyd toenemend hoër gehalte moet nastreef in alles wat hy doen. Dít was primêr in die lig van die komende Institusionele Gehalte-oudit deur die Hoëronderwysgehaltekomitee van die Raad vir Hoër Onderwys.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>university should always pursue increasingly higher quality in everything it does. This was primarily in the light of the approaching Institutional Quality Audit by the Higher Education Quality Committee of the Council on Higher Education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>’n Belangrike aspek in ons strewe na gehalte, wat toe ook formeel aangekondig is, is die inisiatief van <b><i>Strategiese Akademiese Klusters</i></b> – ’n uiters belangrike proses met die oog daarop om die UV ’n wêreldleier te maak in ’n gekose aantal (tans ses) strategiese fokusareas.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>An important element in our pursuit of quality, which was also formally announced at this time, is the <b><i>Strategic Academic Cluster Initiative</i></b> – an extremely important process with a view to making the UFS a world leader in a selected number (currently six) of strategic focus areas.</p>                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Die konsepformaat van die UV se <b><i>Institusionele Manifes</i></b>, ’n belangrike dokument om ons transformasie as ’n universiteit te stut, is in Februarie 2007 bekend gestel. Die hoofdoel hiervan is om, sodra dit verfyn is en die kampusgemeenskap daarop ooreengekom het, ’n duidelike raamwerk en visie te verskaf van die tipe universiteit wat ons <i>na</i> transformasie en <i>na</i> die nodige herstelfase wil wees.</p> <p>Hierdie is almal belangrike projekte en sal voortgaan om so te wees. Hierdie projekte ding egter mee met baie ander belangrike projekte en inisiatiewe, soos saamgevat in verskeie beplanningsdokumente. <i>Die gekombineerde bestuursbeplanningdokumente beloop meer as 100 bladsye van projekte.</i></p> | <p>February 2007 saw the launch of the draft UFS <b><i>Institutional Charter</i></b>, which is an important document to underpin our transformation as a university. Its main goal is to provide, once refined and agreed upon by the campus community, a clear framework and vision of the kind of university we want to be <i>after</i> transformation and <i>after</i> the necessary redress phase.</p> <p>These all are important projects, and will continue to be so. But they compete with many other important projects and initiatives, as encapsulated in several planning documents. <i>The combined executive planning documents exceed 100 pages of projects.</i> Not all of these</p> |

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| <p>Nie al hierdie projekte kan tegelykertyd suksesvol bestuur en onderneem word nie, gegewe die menslike kapasiteit van die instelling. Ons moet kies; ons moet fokus.</p> <p><i>Soos hieronder gesien sal word (afdeling 3), is die vraag hierdie jaar: <b>Indien ons die Universiteit binne vyf jaar op nog 'n hoër vlak wil herposisioneer – wat betref beide sy inherente eienskappe en funksionering en ooreenkomstig die mening van die publiek, die korporatiewe wêreld, die nasionale en internasionale HO-sektor en sleutel-politieke belanghebbendes daarbuite – wat is die vier of vyf dinge wat ons MOET regkry?</b></i></p> | <p>projects can be managed and undertaken successfully at the same time, given the human capacity of the institution. We have to choose; we have to focus.</p> <p><i>As will be seen below (section 3), the question this year is: <b>If we are to reposition the University to a yet higher level in five years' time – both in terms of its intrinsic qualities and functioning and in the minds of the public, the corporate world, the national and international HE sector and key political stakeholders out there – what are the four or five things we MUST get right?</b></i></p> |
| <p>Voor ek hierdie vraag beantwoord, wil ek kortliks oor die vernaamste projekte van 2007 terugrapporteer en 'n kort waardering gee van hoe dit met die UV hier aan die begin van 2008 gaan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Before answering this question, I want to briefly report back on the most important projects of 2007 and give a concise assessment of how the UFS is doing now, at the beginning of 2008.</p>                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>1. 'n Oorsig van die jaar 2007 – belangrike projekte</b></p> <p><b>1.1 Die HOGK-gehalteversekerings-ouditverslag</b></p> <p>Hierdie oudit van die gehalteversekeringsstelsels by die UV is in Oktober 2006 deur 'n ouditpaneel van die Hoëronderwysgehaltekomitee uitgevoer. In die mondelinge terugvoering onmiddellik na hul week</p>                                                                                                                                                                                                                                                                                            | <p><b>1. The year 2007 in review – major projects</b></p> <p><b>1.1 The HEQC Quality Assurance Audit Report</b></p> <p>This audit of the quality assurance systems at the UFS was conducted in October 2006 by an audit panel of the Higher Education Quality Committee. In the verbal feedback immediately after</p>                                                                                                                                                                                                                                                                      |

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| <p>lange besoek aan die kampus, het die paneel aangedui dat daar geen ernstige gehalterisiko's of gehaltegapings in die kernbesigheid van die universiteit was nie. Hulle het ook die Universiteit met verskeie van sy transformasie-inisiatiewe gekomplimenteer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>their week-long visit to the campus, the panel indicated that there were no serious quality risks or quality gaps in the core business of the university. They also complimented the University on several of its transformation initiatives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Ons was veronderstel om die paneel se konsepverslag in April 2007 te ontvang. Ongelukkig het ons dit eers aan die einde van Julie 2007 ontvang. Ons is bewus dat kapasiteitsprobleme by die Hoëronderwysgehaltekomitee (HOGK) 'n faktor was. Nogtans het die vertraging die momentum van die ouditprojek ernstig geskaad. Dit is baie jammer. Die konsepverslag het ook heelwat gebreke gehad, ook misverstande oor hoe die UV funksioneer. Ons het ons kommentaar aan die HOGK deurgegee en wag nou vir die finale verslag – wat ons hoop om êrens in die eerste helfte van 2008 te ontvang.</p> <p>Gelukkig het die UV, reeds voor die oudit, self etlike gehalteverwante projekte geïdentifiseer en in 'n konsepgehalteverbeteringsplan vervat. Ons hoef dus nie vir die HOGK-verslag te gewag het nie. Verskeie gehalteverbeteringsprojekte kon dus ook intussen voortgaan.</p> | <p>We were supposed to receive the panel's draft report in April 2007. Unfortunately, we only received it by the end of July 2007. We are aware of capacity problems at the Higher Education Quality Committee (HEQC) being a factor. Nevertheless, the delay seriously affected the momentum of the audit project. This is very unfortunate. The draft report also displayed quite a few shortcomings, as well as misunderstandings regarding the functioning of the UFS. We submitted our comments to the HEQC, and are now awaiting the final report – which we hope to receive sometime during the first half of 2008.</p> <p>Fortunately, the UFS had already identified a few quality-related projects itself before the audit, and had drawn up a draft quality improvement plan for these projects. We therefore did not need to wait for the HEQC report. Several quality improvement projects could therefore also continue in the meantime.</p> |

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| <p>'n Noemenswaardige projek wat alreeds goed gevorderd het, is die een wat bekendgestel is deur die nuutgeskepte Departement van Studente-ontwikkeling en -sukses (in Mei 2006 tot stand gebring), met dr. Francois Strydom as direkteur. Ons kan met reg trots wees op projekte soos die Nuwe Akademiese Tutoriale Program (NATP), die nuwe eerstejaarsoriënteringsprogram (wat daarop fokus om studente te help oriënteer vir akademiese sukses, asook om studente en ouers te help met finansiële beplanning), die nuwe oriënteringsmateriaal en -boekies, die opwindende studenteportaal op die UV-webblad en so meer.</p> <p>Daar word gehoop dat die invloed van hierdie nuwe departement en sy programme op studentesukseskoerse binnekort sigbaar sal word en in die toekoms volhou sal word (sien ook afdeling 3 hieronder).</p> <p><b>1.2 Die Strategiese kluster-inisiatief</b></p> <p>Na uitgebreide werksinkels en oorlegpleging, is die inhoud en fokus van die ses klusters nou soos volg gefinaliseer:</p> <ol style="list-style-type: none"> <li>1. Waterbestuur in Waterskaarsareas</li> <li>2. Nuwe Grense in Armoedevermindering en Volhoubare Ontwikkeling</li> <li>3. Transformasie in Hoogs Diverse Samelewings</li> <li>4. Tegnologie vir Volhoubare gewasbedrywe in Semi-ariede Streke</li> </ol> | <p>A notable project that has already proceeded well, is the one launched by the newly-created Department of Student Development and Success (established in May 2006), with Dr Francois Strydom as Director. We can be rightly proud of projects such as the New Academic Tutorial Programme (NATP), the new first-year orientation programme (focusing on helping to orientate students for academic success, as well as assisting students and parents with financial planning), the new orientation material and booklets, the exciting student portal on the UFS web, and so forth.</p> <p>It is hoped that the impact of this new department and its programmes on student success rates will become visible soon, and will be sustained in the future (also see section 3 below).</p> <p><b>1.2 The Strategic Cluster Initiative</b></p> <p>Following extensive workshops and consultation, the content and focus of the six clusters have now been finalised as follows:</p> <ol style="list-style-type: none"> <li>1. Water Management in Water-scarce Areas</li> <li>2. New Frontiers in Poverty Reduction and Sustainable Development</li> <li>3. Transformation in Highly Diverse</li> </ol> |
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| <p>5. Materiale en Nanowetenskappe</p> <p>6. Gevorderde Biomolekulêre Stelsels</p> <p>Beskrywings van die inhoud en fokus van almal behalwe een hiervan, is formeel deur die Senaat in 2007 goedgekeur.</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Societies</p> <p>4. Technologies for Sustainable Crop Industries in Semi-Arid Regions</p> <p>5. Materials and Nano Sciences</p> <p>6. Advanced Biomolecular Systems</p> <p>Descriptions of the content and focus of all but one of these were formally approved by the Senate in 2007.</p>                                                                                                                                                                                                                                                                                              |
| <p>Die proses om wye konsensus onder akademici te verkry, het met tye stadig verloop. Dit was nogal 'n uitdaging, in sekere groepe, om akademici sover te kry om saam te dink oor gemeenskaplike projekte in spanverband – gegewe dat baie akademici nie daaraan gewoond is om met persone uit ander dissiplines saam te werk nie. Dit illustreer ook hoe moeilik dit is om 'n samehangende strategiese fokus aan 'n universiteit te verkry – want dit is 'n instelling met spesialiste wat uiteraard heel verskillende en uiteenlopende belangstellings het, en wat jaloers oor hul onafhanklikheid waak.</p> | <p>The process of obtaining broad consensus among academics progressed slowly at times. In certain groups, persuading academics to think together about joint projects in team context presented quite a challenge – in view of the fact that many academics are not used to working together with persons from other disciplines. This also illustrates how difficult it is to obtain coherent strategic focus at a university, as it is an institution with specialists who naturally have completely different and divergent interests, and who jealously guard their independence.</p> |
| <p>Vir die meeste deelnemers – en vir my en die akademiese viserektore wat deel van die proses was – was dit egter 'n fassinerende ontdekkingsreis van gemeenskaplike grondslae, van onverwagte geleenthede vir sinergieë, van die aanskoue van kollegas se verwondering oor hoe baie gemeenskaplike verrykings tussen hulle verskillende areas van kundigheid kan plaasvind.</p>                                                                                                                                                                                                                              | <p>However, for most of the participants – and for me and the academic vice-rectors who were part of the process – it was a fascinating journey of discovering common ground, of unexpected opportunities for synergies, of witnessing colleagues' amazement at how much mutual enrichment could take place between their different areas of</p>                                                                                                                                                                                                                                           |

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| <p>Die goeie nuus is dat akademici uit omtrent 27 departemente en tien sentrums en eenhede uit 'n totaal van 58 departemente in die vyf fakulteite, buiten Gesondheidswetenskappe (wat tot op hede nog nie juis deelgeneem het nie, uitgesluit die Skool vir Verpleegkunde), tot dusver by die klusterproses betrokke is.</p> <p>Gegewe hoe belangrik navorsing in die Geneeskunde in die bepaling van die UV se internasionale navorsingsprofiel is, moet daar ondersoek ingestel word om te bepaal of navorsing in Geneeskunde primêr binne of buite die klusterkonteks ondersteun moet word.</p>                                                                                              | <p>The good news is that academics from about 27 departments and ten centres and units are involved in the cluster process thus far, from a total of 58 departments in the five faculties apart from Health Sciences (who have not really participated yet, with the exception of the School of Nursing).</p> <p>Given the importance of research in Medicine in determining the UFS's international research profile, it must be investigated whether research in Medicine must be primarily supported within or outside the cluster context.</p>                                                                                        |
| <p>Nog 'n toewysing van R10m is in die 2008-begroting gemaak, wat die totale toewysing oor drie jaar op R28m vir die klusters te staan bring. Die meeste hiervan is steeds beskikbaar. Alhoewel 'n tussentydse kluster-finansieringskomitee vir die grootste gedeelte van 2007 funksioneel was sodat ons nie geleenthede mis wat ons te beurt val nie, moet die finansieringsmodel steeds uitgepluis word. Die entrepreneuriese onderdeel van elke kluster moet 'n integrale deel van sy ontwerp en fokus uitmaak.</p> <p>Dieselfde is van toepassing op die bestuursmodel of -strukture wat toepaslik sal wees – terwyl ruimte vir die verskillende behoeftes van die verskillende klusters</p> | <p>Another allocation of R10m has been made in the 2008 budget, bringing the total allocation in three years to R28m for the clusters. Most of this is still available. While an interim cluster financing committee has been functional for the better part of 2007 so as not to miss opportunities that come our way, the financing model still has to be thrashed out. The entrepreneurial element of each cluster must be an integral part of its design and focus.</p> <p>The same applies to the management model or structures that would be appropriate – whilst allowing for the different needs of different clusters. This</p> |

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| <p>gelaat word. Hierdie is nogal 'n kritieke aspek wat omsigtige oorweging noodsaak. 'n Eerste konsep van moontlike opsies vir bestuurstrukture moet hierdie termyn ter tafel gelê word.</p> <p><b>1.3 Die Institusionele Manifes</b></p> <p>'n Eerste konsep van die Institusionele Manifes is voorlopig deur die Uitvoerende Bestuur, die Senaat en die Raad in die eerste kwartaal van 2007 aanvaar. Dit is gevolg deur 'n intensiewe ronde van besprekings onder akademiese personeel, steundienste en studente op al drie kampusse. 'n Gestruktureerde vraelys is gebruik om die bespreking en opmerkings te rig. Individuele opmerkings is ook ontvang.</p>                       | <p>is quite a critical element that requires careful consideration. A first draft of possible options for management structures should be tabled this term.</p> <p><b>1.3 The Institutional Charter</b></p> <p>A first draft of the Institutional Charter was provisionally adopted by the Executive Management, the Senate and the Council in the first term of 2007. This was followed by an intensive round of discussions among academic staff, support services and students on all three campuses. A structured questionnaire was used to guide the discussion and comments. Individual comments were also received.</p>                       |
| <p>Hierdie kommentaar is reeds voorlopig deur die Beplanningseenheid bespreek en ontleed. 'n Eerste indruk is wye ondersteuning vir die idee en inhoud van die Manifes. Uiteraard, gegewe dat dit oor komplekse en sensitiewe kwessies handel, en gegewe die diversiteit van ons personeel, is daar 'n groot aantal menings en verskillende sienings oor spesifieke of algemene aspekte van die konsepmanifes. Dit is baie goed so, want hierdie is tog in werklikheid 'n universiteitsdebat oor groot sosiale veranderinge. Al hierdie sienings is belangrik en sal ernstig oorweeg word in die ontwikkeling van 'n tweede konsep van die Manifes. Ons hoop dat 'n tweede weergawe</p> | <p>These comments have already been provisionally discussed and analysed by the Planning Unit. Broad support for the concept and content of the Charter is the first impression. Naturally, in view of the fact that we are dealing with complex and sensitive issues, and given the diversity of our staff, a large number of different opinions exist regarding specific or general aspects of the draft charter. This is very good – after all, this is actually a university debate about major social changes. All these views are important, and will be seriously considered in the development of a second draft of the Charter. We hope</p> |

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| <p>binne 'n paar maande vir oorweging beskikbaar sal wees.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>that a second version will be available for consideration in a few months' time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Soos daar egter hieronder aangedui word, het die idees en basiese beginsels van die Manifest alreeds die denke en beleidmaking aan die UV begin beïnvloed (sien die afdelings oor koshuisdiversiteit en billike indiensneming hieronder).</p> <p><b>1.4 Die Transformasieplan en koshuisdiversiteit</b></p> <p>Die Transformasieplan van die Uitvoerende Bestuur, voortspruitend uit die TPTS-verslag van Oktober 2006, is gedurende die eerste helfte van 2007 deur die Senaat en die Raad goedgekeur. Dit bestaan uit omtrent 40 transformasieprojekte in verskillende kategorieë van dringendheid en tydsraamwerke.</p> <p>Meer dringendheid is aan diversiteitsverwante projekte as aan andere verleen. Dit sluit die volgende onderwerpe in:</p> <ul style="list-style-type: none"> <li>▪ Diversiteit in studentelewe</li> <li>▪ 'n Gevoel van behoort</li> <li>▪ Billike indiensneming en herstel</li> <li>▪ Taaldiversiteit</li> <li>▪ Billikheid in toegang, deurvloei en sukses</li> </ul> <p>ASOOK</p> <ul style="list-style-type: none"> <li>▪ Diversiteit in buitemuurse aktiwiteite van studente</li> <li>▪ Tolkdienste</li> <li>▪ Veeltaligheid in frontlinie-steundien-</li> </ul> | <p>However, as noted below, the ideas and basic principles of the Charter have already started to influence thinking and policy-making at the UFS (see the sections on residence diversity and employment equity below).</p> <p><b>1.4 The Transformation Plan and residence diversity</b></p> <p>The Executive Management Transformation Plan, arising from the TPTT report of October 2006, was approved by the Senate and Council in the first half of 2007. It comprises about 40 transformation projects, in different categories of urgency and time-frames.</p> <p>Diversity-related projects were accorded more urgency than others. These include the following topics:</p> <ul style="list-style-type: none"> <li>▪ Diversity in student life</li> <li>▪ A sense of belonging</li> <li>▪ Employment equity and redress</li> <li>▪ Language diversity</li> <li>▪ Equity in access, throughput and success</li> </ul> <p>AS WELL AS</p> <ul style="list-style-type: none"> <li>▪ Diversity in student extra-curricular activities</li> <li>▪ Interpreting services</li> <li>▪ Multilingualism in frontline support</li> </ul> |

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| <p>ste</p> <ul style="list-style-type: none"> <li>▪ Taalbemagtiging</li> <li>▪ Indiensnemingspraktyke en struikel-blokke in die weg van herstel</li> <li>▪ Nagraadse en internasionale studentesteun</li> <li>▪ Die Institusionele Manifes</li> </ul> <p>Die meeste van hierdie projekte vorder goed en party projekte is ten dele of as 'n geheel voltooi (sien afdeling 1.3 hierbo en 1.5 hieronder). Ongelukkig het die invloed van die koshuisdiversiteitsprojek op die tyd van senior bestuurders, beslis sommige van die ander projekte vertraag.</p>                                                                                                                                                     | <p>services</p> <ul style="list-style-type: none"> <li>▪ Language empowerment</li> <li>▪ Employment practices and hindrances to redress</li> <li>▪ Postgraduate and international student support</li> <li>▪ The Institutional Charter</li> </ul> <p>Most of these projects are proceeding well, and some have been completed in part or as a whole (see section 1.3 above and 1.5 below.) Unfortunately, the impact of the residence diversity project on the time of senior managers has definitely delayed some of the other projects.</p>                                                                                                                                                    |
| <p>Die kwessie van <b>diversiteit in koshuise</b> was deurentyd heel bo aan die goed-gekeurde lys van dringende sake. Na oorlegpleging met studente en ander belanghebbendes is 'n voorstel om diversiteit in koshuise te verhoog – wat die integrasie van koshuise behels – in Junie 2007 aan die Raad voorgelê. Dit was deel van 'n omvattende konsepbeleidsdokument oor diversiteit in koshuise. Die Raad het hierdie beleidsdokument asook die spesifieke voorstelle daarvan goedgekeur. Spesifieke teikens vir die plasing van studente om voldoende diversiteit in koshuise te bereik, is goedgekeur.</p> <p>Gegewe die sensitiwiteit van hierdie kwessie in ons steeds verdeelde samelewing, was dit</p> | <p>The matter of <b>diversity in residences</b> was at the top of the approved list of urgent matters throughout. Upon consultation with students and other stakeholders, a proposal to increase diversity in residences – which implies the integration of residences – was submitted to the Council in June 2007. This was part of a comprehensive draft policy document on diversity in residences. The Council approved this policy document, as well as its specific proposals. Specific targets were approved for the placement of students in order to attain adequate diversity in residences.</p> <p>Given the sensitivity of this issue in our society, which remains divided, the</p> |

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| <p>nie onverwags dat teenstand teen die raadsbesluit vinnig geopper is nie, veral uit sekere kringe en deur sekere alumni. Terselfdertyd was daar ook steun uit ander geledere en van belanghebbendes. Groot-skaalse politieke organisering deur die Vryheidsfront Plus en andere, veral gedurende die SR-verkiesing en daarna, het heelwat weerstand onder sommige studenteleiers gemobiliseer. Dit het hul deelname aan en bydraes tot verdere beplanning en oorlegpleging vertraag en verwring. 'n Hofsaak wat deur die Vryheidsfront aanhangig gemaak is, maar later met koste teruggetrek is, het bygedra tot hierdie vertragings. Hierdie vertragings was baie skadelik vir die proses, het die bydraes van studenteleiers dikwels van die spoor af geneem, en het moontlik veroorsaak dat sommige koshuise nie 100% voorbereid vir 2008 was nie.</p> | <p>opposition that was soon expressed against the Council decision, particularly in certain circles and by certain alumni, was not unexpected. At the same time, support was also received from other ranks and stakeholders. Large-scale political organisation by the Freedom Front Plus and others, particularly during the SRC elections and thereafter, mobilised considerable resistance among some student leaders. This delayed and distorted their participation in and contributions to further planning and consultation. A lawsuit instituted by the Freedom Front, but later withdrawn with costs, contributed to these delays. These delays were very detrimental to the process, often derailed the contributions of student leaders and possibly resulted in some residences not being 100% prepared for 2008.</p> |
| <p>Nietemin het die implementering van die nuwe riglyne voortgegaan en het dit tot dusver glad verloop. Die diversiteitsteikens is in die meeste van die voormalige wit koshuise, behalwe in een, bereik. Soos verwag, gegewe ons sosiale konteks, is die bereiking van die diversiteitsteiken vir wit studente as 'n minderheidsgroep in swart koshuise baie moeilik (veral in mans-koshuise). Daar word gehoop dat nuwe inisiatiewe in 2009 tot meer sukses in hierdie verband sal lei. Ander elemente van die goedgekeurde koshuisdiversiteitsplan skep ook nuwe geleenthede om hierdie probleem</p>                                                                                                                                                                                                                                                     | <p>Nevertheless, the implementation of the new guidelines has gone ahead, and has proceeded smoothly so far. The diversity targets have been attained in most of the formerly white residences except one. As anticipated, given our social context, reaching the diversity target for white students in the minority in formerly black residences has been very difficult (especially in men's residences). It is hoped that new initiatives will result in greater success in this regard for 2009. Other elements of the approved residence diversity plan also create new</p>                                                                                                                                                                                                                                                  |

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| aan te spreek.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | opportunities for addressing this problem.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Almal het verwag dat hierdie 'n baie moeilike jaar sal wees ten opsigte van koshuise, gegewe die nuutheid van die situasie en die teenwoordigheid van groot getalle seniors wat nog aan 'n vroeëre bedeling gewoond is. Ons het egter die koms van die seniors en die jooltyd oorleef sonder gevalle van rassekonflik (sover...). Dit is baie verblydend, en ek wil graag die SR en ander studenteleiers bedank vir hul pogings om te help met die gladde implementering van die nuwe beleid. Daar lê natuurlik nog baie slaggate en uitdagings vir hulle en vir ons voor.</p>         | <p>Everyone expected this to be a very difficult year with regard to residences, given the novelty of the situation and the presence of large numbers of seniors who were still accustomed to an earlier dispensation. However, we have survived the arrival of the senior students and the rag period without any cases of racial conflict (thus far...). This is a hopeful sign, and I would like to thank the SRC and other student leaders for their endeavours to assist with the smooth implementation of this new policy. Of course, many pitfalls and challenges still lie ahead – for them and for us.</p> |
| <p><b>1.5 Sport</b></p> <p>Die UV het in 2007 vele suksesse in sport gehad – te veel om te noem. Tog wil ek spesiaal twee sporte noem. Eerstens, netbal, waar Burta de Kock die Protea-afrigter was. 'n Hele aantal Kovsies het ook Protea-kleure verwerf. Die UV se netbalspan het ook in die nasionale universiteitskonteks as die onbetwiste beste span uitgeblink.</p> <p>In rugby was talle voormalige Shimlas ook deel van die seëvierende Springbok-wêreldbekerspan, en het dr. Derik Coetzee naam gemaak as kondisioneringsafrigter van die Springbokspan. Al hierdie persone</p> | <p><b>1.5 Sport</b></p> <p>The UFS achieved numerous successes in sport in 2007 – too many to list. Nevertheless, I want to make special mention of two areas. Firstly netball, where Burta de Kock was the Protea coach. In addition, quite a number of Kovsies obtained Protea colours. The UFS netball team also excelled in national university context as the uncontested best team.</p> <p>In rugby, numerous former Shimlas were also part of the victorious Springbok World Cup team, and Dr Derik Coetzee distinguished himself as conditioning coach of the Springbok team. All these</p>                 |

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| <p>verdien weer ons hartlike gelukwense.</p> <p><u>’n Verskeidenheid inisiatiewe is aan die rugbyfront geloods.</u> ’n Taakspan is aangestel om die bestuurstrukture van sportklubs, en veral rugby, te hersien in die lig van die nuwe, semi-professionele era in rugby en ook ander sporte. Gesprekke met die Cheetahs Maatskappy oor strategiese samewerking is ook voortgesit. Daarbenewens is geskiedenis gemaak met die eerste aanstelling van ’n voltydse hoofafrigter vir rugby.</p>                                                                                                                                                                                                                                | <p>persons deserve our sincere congratulations once again.</p> <p><u>Various initiatives were launched on the rugby front.</u> A task team was appointed to review the management structures of sport clubs, and rugby in particular, in the light of the new, semi-professional era in rugby and other sports. Discussions were also continued with the Cheetahs Company regarding strategic co-operation. In addition, history was made with the first appointment of a full-time chief coach for rugby.</p>                                                                                                                                                                                      |
| <p><u>Sportstrategie en -ontwikkeling</u></p> <ul style="list-style-type: none"> <li>▪ Strategiese sportplan van 2002</li> <li>▪ Sportkommersialiseringsplan van 2005</li> </ul> <p>Baie goeie dinge het plaasgevind wat sport aanbetref, maar die drome van die Sportplan – en wat sportkommersialisering aanbetref – is nog nie bereik nie, dikwels vanweë beperkte hulpbronne. Nuwe uitdagings het ook na vore gekom na aanleiding van veranderende omstandighede, beide in studentesport en professionele sport.</p> <p>Ons het vir ’n geruime tyd van buitekonsultante gebruik gemaak om die implementering van die Sportplan te bestuur. Dit het nie baie goed gewerk nie, alhoewel belangrike grondwerk gelê is.</p> | <p><u>Sport strategy and development</u></p> <ul style="list-style-type: none"> <li>▪ Strategic sports plan of 2002</li> <li>▪ Sport commercialisation plan of 2005</li> </ul> <p>Many good things have happened with regard to sport, but the dreams of the Sports Plan – and with regard to sport commercialisation – have not been realised yet, often due to limited resources. Also, new challenges have come about due to changing circumstances, both in student sport and professional sport.</p> <p>For some time we have made use of outside consultants to manage the implementation of the Sports Plan. This has not worked very well, although important groundwork has been laid.</p> |

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| <p>Die gebrek aan vordering is deels te wyte aan die afwesigheid van koördinerende sinergie tussen die verskillende sportafdelings – KovySport, CESSS (die Sentrum vir Oefening- en Sportwetenskapdienste), en Sportkommercialisering (nog in sy kinderskoene).</p>                                                                                                                                                                                                                                          | <p>Part of the reason for the lack of progress has been the absence of co-ordination and synergy between the different sport divisions – KovySport, CESSS (the Centre for Exercise and Sport Science Services), and Sport Commercialisation (still in its infancy).</p>                                                                                                                                                                                |
| <p>Nog 'n rede was die afwesigheid van 'n voltydse, toegewyde persoon wat die leiers van die hele "sportkluster" kan neem en die strategiese sportplan en die sportkommercialiseringsplan energie kan implementeer en verder ontwikkel – gegewe nuwe en veranderende omstandighede.</p>                                                                                                                                                                                                                      | <p>Another has been the absence of a full-time, dedicated jockey who can take the whole "sports cluster" and energetically implement and further develop the strategic sports plan and the sport commercialisation plan – given new and changing circumstances.</p>                                                                                                                                                                                    |
| <p>Wat ook benodig word, is iemand met die nodige besigheidskontakte en entrepreneuriese kundigheid om meer fondse en borgskappe te genereer – sodat sport bevry kan word van die begrotingsbeperkings waarmee 'n akademiese instelling altyd te kampe sal hê.</p>                                                                                                                                                                                                                                           | <p>Also required was someone with the necessary business contacts and entrepreneurial expertise to generate more funding and sponsorships – so that sport can be liberated from the budgetary constraints it will always face at an academic institution.</p>                                                                                                                                                                                          |
| <p>Ek is verheug om die kontraktering van mnr. Mickey Gordon, wat vroeë aftrede by die Noordwes-Universiteit geneem het, aan te kondig. Hy sal vir 'n tydperk van vyf jaar aan die hoof van die saamgevoegde sportkluster staan. As Hoof van Strategiese Sportontwikkeling en -kommercialisering, met direkte verslagdoening aan die Rektor, sal hy in beheer van die volgende eenhede wees:</p> <ul style="list-style-type: none"> <li>▪ KovySport</li> <li>▪ 'n Sportkommercialiseringsafdeling</li> </ul> | <p>I am pleased to announce the contracting of Mr Mickey Gordon, who took early retirement from North-West University, to head the consolidated sport cluster for a period of five years. As Head of Strategic Sport Development and Commercialisation, reporting directly to the Rector, he will be in charge of the following units:</p> <ul style="list-style-type: none"> <li>▪ KovySport</li> <li>▪ A sport commercialisation division</li> </ul> |

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| <ul style="list-style-type: none"> <li>▪ CESSS (Sentrum vir Oefening en Sportwetenskapdienste)</li> </ul> <p>Hy sal sy pos op 1 Maart 2008 opneem. Ons sien uit na 'n opwindende tydperk van groei en ontwikkeling vir sport aan die UV.</p> <p><b>1.6 Instaatstellende en ondersteuningsinisiatiewe: Fasiliteite en parkering</b></p> <p>Die Bestuur neem die behoefte ernstig op om 'n instaatstellende fisiese omgewing vir personeel en studente te skep om ten beste te presteer. Verskeie inisiatiewe in 2007 lewer bewys hiervan:</p> <ul style="list-style-type: none"> <li>▪ Chemie-gebou</li> <li>▪ Rekenaarlaboratorium</li> <li>▪ Eksamensentrum</li> <li>▪ Joolkol</li> <li>▪ Astrohokkievelde</li> <li>▪ Parkeringprojek</li> <li>▪ Kampusontwikkelings in die Weste</li> </ul> <p><b>2. Die stand van die Universiteit in 2008: 'n paar gedagtes</b></p> <p>Waar bevind ons ons nou op ons reis om 'n "hoëgehalte-, nie-rassige, nie-seksistiese, veeltalige, multikulturele, robuuste, betrokke universiteit te word wat hou by die ideale van uitnemendheid in wetenskap, in onderrig, leer, navorsing en diensleer"?</p> <p>Laat ons na 'n paar kernelemente kyk</p> | <ul style="list-style-type: none"> <li>▪ CESSS (Centre for Exercise and Sport Science Services)</li> </ul> <p>He will take up his post on 1 March 2008. We look forward to an exciting period of growth and development for sport at the UFS.</p> <p><b>1.6 Enabling and support initiatives: Facilities and parking</b></p> <p>Management takes seriously the need to create an enabling physical environment for staff and students to perform at their best. Several initiatives in 2007 are proof of this:</p> <ul style="list-style-type: none"> <li>▪ Chemistry building</li> <li>▪ PC lab</li> <li>▪ Exam centre</li> <li>▪ Rag Shed</li> <li>▪ Astro hockey fields</li> <li>▪ Parking project</li> <li>▪ West campus developments</li> </ul> <p><b>2. The State of the University in 2008: some thoughts</b></p> <p>Where are we now on our journey to become "a high-quality, non-racial, non-sexist, multi-lingual, multi-cultural, robust, engaged university that abides by the ideals of excellence in scholarship, in teaching, learning, research and service learning"?</p> <p>Let us consider a few key elements (this</p> |
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| (hierdie is nie 'n volledige lys nie).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | is not a comprehensive list.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>2.1 Akademiese aanwysers</b></p> <p><b>2.1.1 Onderrig en leer</b></p> <p>Soos ons verwag het, duur die groei in studentegetalle (veral sedert 2000) voort, maar teen 'n stadiger tempo. In 2007 het die UV bokant die vlak van 25 000 gegroei. Die aantal eerstejaars het ook aanhou groei tot minstens 2007. Ons verwag egter steeds dat die aantal nuwelingeerstejaars hierdie jaar en in die volgende jaar sal begin afneem. Dit is gegrond op 'n wetenskaplike voorspelling van die aantal leerders in die skool-"pyplyn", veral dié wat vir universiteitstoelating sal kwalifiseer. Die uitwerking van MIV/Vigs is ook hierin verreken.</p> <p>Nagraadse getalle word verwring deur inskrywingspatrone by die Skool vir Opvoedkunde ten opsigte van B.Ed. en dalk ook ander kwalifikasies. As Opvoedkunde buite rekening gelaat sou word, was daar 'n volgehoue styging in nagraadse getalle vanaf ongeveer 4 600 in 2000 tot 6 100 in 2004. Tussen 2004 en 2006 was daar 'n daling van ongeveer 3% (na 5 900). Voorlopige syfers vir 2007 toon egter 'n hervatting van 'n opwaartse neiging na 6 159. Dit is egter iets wat ons goed moet moniteer, veral ook in die lig van die werwing van nagraadse studente deur</p> | <p><b>2.1 Academic indicators</b></p> <p><b>2.1.1 Teaching and learning</b></p> <p>As expected, the increase in student numbers (particularly since 2000) continues, but at a slower rate. In 2007, UFS growth exceeded the level of 25 000. The number of first-year students also continued to grow, at least until 2007. However, we still expect that the number of novice first-year students will start declining this year and next year. This is based on a scientific prediction of the number of learners in the school "pipeline", particularly those who will qualify for university admission. The effect of HIV/Aids has also been taken into account in this regard.</p> <p>Postgraduate student numbers are also distorted by enrolment patterns at the School of Education with regard to B.Ed., and possibly also other qualifications. If Education is not taken into account, there was a continued increase in postgraduate numbers from about 4 600 in 2000 to 6 100 in 2004. A decline of about 3% (to 5 900) occurred between 2004 and 2006. However, preliminary figures for 2007 indicate a resumption of an upward trend to 6 159. This is something we will have to monitor well, particularly also in the context of the</p> |

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| <p>middel van die strategiese klusters. (Nagraadse studente maak omtrent 30% van die UV se totale studentetal uit.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>recruitment of postgraduate students by means of the strategic clusters. (Postgraduate students constitute about 30% of the total number of students at the UFS.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Studentesukseskoerse is van kritieke belang. Ten tye van die Institusionele Oudit is dit deur die UV (en vervolgens deur die Paneel) as 'n potensiële probleem geïdentifiseer. Dit is op data gegrond wat op daardie tydstip beskikbaar was, wat 'n afname getoon het in die oorhoofse sukseskoers (van 73,4% tot 69,2%) van 2003 tot 2004. Die goedgekeurde UV-inskrywingsplan van die Departement van Onderwys stipuleer 'n teiken van 74% vir die UV vir die periode 2008-2010.</p> <p>Dit is verblydend om verslag te kan doen dat die data sedert 2004 'n merkbare verhoging van vier persentasiepunte in die oorhoofse sukseskoers toon. In 2006 het dit op 73,2% gestaan, feitlik terug op die 2003-vlak. Hoewel dit te vroeg mag wees om op sukses aanspraak te maak – data vir 2007 is nog nie beskikbaar nie – is hierdie 'n beweging in die regte rigting.</p> <p>Wat nuwelingeerstejaars betref, vertoon die tydperk sedert 2004-2006 ook 'n betekenisvolle styging in sukseskoerse van 64% tot 69%. Vir swart eerstejaarstudente het dit van 50% tot 59% gestyg. (Vir wit studente is die sukseskoers 80%, wat die syfer van die nasionale norm ewenaar.) Alhoewel die sukseskoers van swart studente</p> | <p>Student success rates are of critical importance. At the time of the Institutional Audit, this was identified by the UFS (and subsequently by the Panel) as a potential problem. This was based on data available at the time, which showed a decline in the overall success rate (from 73,4% to 69,2%) from 2003 to 2004. The approved UFS Enrolment Plan of the Department of Education stipulates a target of 74% for the UFS for the period 2008-2010.</p> <p>It is heartening to be able to report that the data since 2004 show a marked four-percentage point increase in the overall success rate. In 2006 it stood at 73,2%, almost back at the 2003 level. Whilst it may be too early to claim success – data for 2007 are not available yet – this is a movement in the right direction.</p> <p>As far as novice first-year students are concerned, the period since 2004-2006 also displays a significant increase in success rates from 64% to 69%. For black first-year students it has gone up from 50% to 59%. (For white students the success rate is 80%, which equals the national benchmark figure.) Whilst</p> |

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| <p>nog nie aanvaarbaar is nie, is die styging as sodanig wel 'n belangrike verandering. Die invloed van die nuwe departement van Studente-ontwikkeling en -sukses en sy nuwe tutoriale programme sal hopelik hierdie beweging betekenisvol versterk.</p> <p>Natuurlik is die konteks waarin ons funksioneer en die studentepopulasie wat ons dien relevante faktore. Ons het gekies om 'n universiteit van toegang vir studente met potensiaal uit benadeelde agtergronde te wees en het verskeie toegangs- en suksesroetes vir sodanige studente geskep. Ons teiken byvoorbeeld nie eksklusief leerders van privaat skole of gebruik kunsmatige hoë toelatingskriteria om studente uit benadeelde skoolagtergronde uit te sluit nie. Vergeleke met 'n universiteit wat sodanige strategieë kies, kan die bykomende onderwyswaarde wat die UV sy studente bied, baie, baie hoër wees. Nietemin is hierdie 'n aspek wat ons graag betekenisvol sou wou verbeter (sien afdeling 3 hieronder).</p> | <p>the rate of success for black students is not acceptable yet, the increase as such <i>is</i> an important change. The impact of the new department of Student Development and Success and its new tutorial programmes will hopefully boost this movement significantly.</p> <p>Of course, the context in which we function and the student population we serve are relevant factors. We have chosen to be a university of access for students with potential from disadvantaged backgrounds, and have created various routes of access and success for such students. We do not exclusively target learners from private schools, for instance, or use artificially high admission criteria to exclude students from disadvantaged school backgrounds. Compared to a university that adopts such strategies, the added educational value that the UFS imparts to its students may be much, much higher. Nevertheless, this is an area that we would like to improve significantly (see section 3 below).</p> |
| <p><b>2.1.2 Navorsing</b></p> <p>Sedert 2002, toe die navorsings-draaistrategie en -insentiewe ingestel is, was daar merkbare stygings in die geakkrediteerde navorsingsuitsette:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>2.1.2 Research</b></p> <p>Since 2002, when the research turnaround strategy and incentives were introduced, notable increases in the accredited research outputs have taken place:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>2000 = 304</p> <p>2004 = 345</p> <p>2006 = 455</p> <p>Dit beteken 'n toename van meer as 50% in hierdie periode!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>2000 = 304</p> <p>2004 = 345</p> <p>2006 = 455</p> <p>This means an increase of more than 50% during this period!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>'n Toename in toekennings van die Nasionale Navorsingstigting – meer as verdubbel in vyf jaar (van R7,3m tot R17,4m) – weerspieël 'n soortgelyke sterk opwaartse tendens in navorsingsaktiwiteit.</p> <p>Dieselfde is van toepassing op die verhoging in Thuthuka-fondse wat aan die UV toegewys is. Sedert 2003 het die totale bedrag toegeken van R280 000 tot R2,4m in 2007 gegroei. Die aantal beursohouers het van 5 tot 44 gegroei in hierdie periode. Dit is 'n goeie voorteken vir die ontwikkeling van 'n nuwe kohort van jong navorsers wat die UV vorentoe die toekoms in kan neem.</p> <p>In die laaste jaar is 'n betekenisvolle verhoging in die aantal NNS-gegradeerde navorsers waargeneem. Hierdie syfer was gewoonlik rondom 70. Tien nuwe graderings bring die UV se totaal vir 2007 op 80 te staan, met nog vier wat op die uitkoms van die proses wag.</p> | <p>An increase in National Research Foundation grants – more than doubling in five years (from R7,3m to R17,4m) – reflects a similar strong upward trend in research activity.</p> <p>The same applies to the increase in Thuthuka funds allocated to the UFS. Since 2003 the total amount awarded has grown from R280 000 to R2,4 million in 2007. The number of grantholders has grown from 5 to 44 in this period. This augurs well for the development of a new cohort of young researchers who can take the UFS forward into the future.</p> <p>The last year has seen a significant increase in the number of NRF-rated researchers. This figure used to hover around 70. Ten new ratings bring the UFS total for 2007 to 80, with another four awaiting the outcome of the process.</p> |
| <p>Volgens hierdie syfers het die UV sy vierde plek in SA teruggekry ooreenkomstig die maatstaf van "NNS-gegradeerde navorsers as persentasie van die totale akademiese</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>According to these figures, the UFS has regained its fourth place in SA in terms of the criterion of "NRF-rated researchers as a percentage of the total number of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>personeel". Ons kan regtig trots wees op hierdie prestasie en op ons navorsers. Ek wil graag al ons navorsers bedank en gelukwens.</p> <p>Ek wil ook ons akademiese personeel aanmoedig om aan volgende rondtes van evaluering deel te neem. Ten spyte van voorbehoude wat 'n mens oor die stelsel van evaluering mag hê, is dit nou maar eenmaal 'n aspek van die huidige universiteitstelsel wat gekom het om te bly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>academic staff". We can really be proud of this achievement, and of our researchers. I would like to thank and congratulate all our researchers.</p> <p>I would also like to encourage our academic staff to participate in the next rounds of evaluation. Despite reservations one may have about the evaluation system, it remains an aspect of the current university system that has come to stay.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Ons is so pas ingelig dat daar drie nuwe navorsingsleerstoele vir 2008 aan ons toegeken is en ten minste nog drie ander vir 2009. Die bepalinge wat hierdie leerstoele rig het ietwat verander, aangesien huidige personeel nie kwalifiseer om so 'n stoel te beklee nie. Nietemin, indien ons goeie mense kan vind, sal hierdie leerstoele 'n betekenisvolle hupstootjie vir ons navorsingsbevoegdheid beteken.</p> <p>Terwyl al hierdie positiewe ontwikkelings op die akademiese front plaasvind, is ek persoonlik, en die Bestuur, oor verskeie faktore <u>begaan</u> wat met die welstand van personeel verband en 'n negatiewe invloed op akademiese werk aan die UV kan hê. Dit hou ook verband met ons besorgdheid oor die welstand van personeel. Hierdie besorgdheid sluit in:</p> <ul style="list-style-type: none"> <li>▪ Oorlading van akademiese personeel, wat 'n probleem bly.</li> <li>▪ Gevoelens van ontoereikende</li> </ul> | <p>We have just been informed that we have been awarded three new research chairs for 2008, and at least another three for 2009. The stipulations governing these chairs have changed somewhat though, since they exclude current staff from occupying a chair. Nevertheless, if we can find good people these chairs will imply a significant boost for our research capacity.</p> <p>While all these positive developments are taking place on the academic front, the management and I personally are <u>concerned</u> about several factors relating to the wellness of staff that may still impact negatively on academic work at the UFS. This also relates to our concern about the wellness of staff. These concerns include:</p> <ul style="list-style-type: none"> <li>▪ Academic staff overload, which remains a problem.</li> <li>▪ Feelings of being under-</li> </ul> |

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| <p>waardering en betaling is steeds teenwoordig. (Kan die moreel van personeel weer 'n probleem word?)</p> <ul style="list-style-type: none"> <li>▪ Verhoudings tussen akademiese personeel en ondersteuningspersoneel steeds/weer nie goed nie?</li> <li>▪ Personeelontwikkeling steeds nie genoegsaam ondersteun nie.</li> <li>▪ Kapasiteitsprobleme met betrekking tot party lesingsale word steeds ervaar.</li> <li>▪ Sommige behoeftes met betrekking tot navorsingstoerusting (alhoewel minder ernstig as vantevore) moet steeds aangespreek word.</li> <li>▪ Betekenisvolle groei in algemene navorsingskultuur, MAAR nog nie omvattend genoeg nie...</li> <li>▪ Verswakking van vorige sterk punte in navorsing.</li> <li>▪ Verouderende akademiese personeel, veral senior navorsers.</li> <li>▪ Onderrig- en leermodel benodig verdere verfyning (sien afdeling 3).</li> </ul> | <p>appreciated, underpaid, are still present. (Could staff morale be becoming a problem again?)</p> <ul style="list-style-type: none"> <li>▪ Relations between academic staff and support staff still/again not good?</li> <li>▪ Staff development still insufficiently supported.</li> <li>▪ Some lecture-hall capacity problems still being experienced.</li> <li>▪ Some needs still need to be addressed with regard to research equipment (although less serious than before).</li> <li>▪ Significant growth in general research culture, BUT not pervasive yet...</li> <li>▪ Weakening of former research strong points.</li> <li>▪ Ageing academic staff profile, esp. senior researchers.</li> <li>▪ Teaching and learning model needs further refinement (see section 3).</li> </ul> |
| <p><b>2.2 Finansiële hulpbronne en strategiese besteding</b></p> <p>Na die afloop van die Draaistrategie handhaaf die UV steeds 'n volhoubare bestedingsvlak en -patroon. Die UV het steeds elke jaar aanwendbare fondse/surplusse van meer as R100m vir strategies belangrike prioriteite. Dit maak 'n groot verskil in die gehalte en funksionering van die Universiteit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>2.2 Financial resources and strategic expenditure</b></p> <p>In the period after the Turnaround Strategy, the UFS continues to maintain a sustainable expenditure level and pattern. The UFS still has appropriable funds/surpluses of more than R100m at its disposal every year for strategically important priorities. This makes a big difference in the quality and functioning</p>                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>Die vernaamste aspekte van die huidige situasie is die volgende:</p> <ul style="list-style-type: none"> <li>▪ 'n Gesonde balans tussen kernelemente van volhoubaarheid en die finansiering van hoëgehalte-akademiese en -steundienste.</li> <li>▪ 'n Gesonde bestedingspatroon (een van die vernaamste doelwitte van die Draaistrategie).</li> <li>▪ Genoeg besteding op duur en kapitaalitems (biblioteek, IT en PR's, duur toerusting, geboue en fasiliteite) – 75% van die teiken wat betref “pilare” is bereik.</li> <li>▪ Personeelbesteding en lopende besteding is goed onder beheer, en daar is geen sistematiese oorbesteding meer nie. Hiervoor verdien die betrokke bestuurders en lynhoofde groot lof.</li> </ul> <p>MAAR</p> <ul style="list-style-type: none"> <li>▪ Die vlakke van ons derde inkomstestroom (10% van ons totale inkomste) vergelyk swak met dié van ander soortgelyke universiteite (25%-35%).</li> <li>▪ In 'n tydperk van subsidie- en inskrywingsbeperkings beteken dit 'n ongemaklike wurggreep op die UV se vermoë om betekenisvol verder te</li> </ul> | <p>of the University.</p> <p>The most important aspects of the current situation are the following:</p> <ul style="list-style-type: none"> <li>▪ A sound balance between key elements of sustainability and the financing of high-quality academic services and support services.</li> <li>▪ A sound expenditure pattern (one of the most important objectives of the Turnaround Strategy).</li> <li>▪ Adequate expenditure on expensive and capital items (library, IT and PCs, expensive equipment, buildings and facilities) – 75% of the target in terms of “pillars” has been reached.</li> <li>▪ Staff expenditure and current expenditure are effectively under control, and systematic overexpenditure is no longer taking place. The managers and line managers concerned deserve great praise for this.</li> </ul> <p>BUT</p> <ul style="list-style-type: none"> <li>▪ The levels of our third income stream (10% of our total income) also compare poorly with those of other, similar universities (25%-35%).</li> <li>▪ In a period of subsidy and enrolment restrictions, this implies an uncomfortable stranglehold on the UFS's</li> </ul> |
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| <p>verdiep en gehalte te verbeter. Ons sal iets daaraan moet doen. (Sien afdeling 3 hieronder.)</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>capacity for significant further enhancement and quality improvement. We will have to do something about this. (See section 3 below.)</p>                                                                                                                                                                                                                                                                                                                                          |
| <p><b>2.3 Menslike hulpbronne en vergoeding 2000-2007</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>2.3 Human resources and remuneration 2000-2007</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Wat vergoeding betref, het die UV-personeel sedert 2000 elke jaar verhogings ontvang wat groter as die inflasiekoers was. Die gesamentlike, kumulatiewe verhoging bokant inflasie – wat 'n reële verbetering in die lewenstandaard van personeel beteken – beloop nou reeds amper 22%.</p>                                                                                                                                                                                                       | <p>As far as remuneration is concerned, UFS staff have received increases higher than the inflation rate every year since 2000. The joint cumulative increase above inflation – which implies a real improvement in the standard of living of staff – now already amounts to almost 22%.</p>                                                                                                                                                                                          |
| <p>Daarbenewens:</p> <ul style="list-style-type: none"> <li>▪ Verskeie groepe, soos die laags betaalde werkers en professore, is selfs beter af na verskeie bykomende strukturele regstellings.</li> <li>▪ Uitgebreide “meriete”-skale is beskikbaar aan individue met superieure meriete en prestasie in alle akademiese en baie steundiens-postekategorieë.</li> <li>▪ Uitgebreide bevorderingsmoontlikhede bestaan en die beskikbaarheid van fondse is nie 'n werklike beperking nie.</li> </ul> | <p>In addition:</p> <ul style="list-style-type: none"> <li>▪ Several groups, such as the lowest-paid workers and professors, are even better off after several additional structural corrections.</li> <li>▪ Extended “merit” scales are available to individuals with superior merit and performance in all academic and many support service post categories.</li> <li>▪ Expanded promotion possibilities exist, and the availability of funds is not a real constraint.</li> </ul> |
| <p><u>Groei in personeelgetalle:</u> 'n 23%-toename in SLE's vir akademiese personeel – vanaf 500 in 2000 tot ongeveer 613 in 2008. (Hou in gedagte dat die teiken tydens die rasionalisasietye van die 1990's 480 SLE's</p>                                                                                                                                                                                                                                                                        | <p><u>Growth in staff numbers:</u> 23% increase in SLEs for academic staff – from 500 in 2000 to about 613 in 2008. (Keep in mind that the target during the rationalisation period of the 1990s was</p>                                                                                                                                                                                                                                                                              |

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| was.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 480 SLEs).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Dieselfde toename het ook by ondersteuningspersoneel plaasgevind. Baie kapasiteitsbottelnekke is aangespreek en word steeds aangespreek.</p> <p><u>Soos met akademiese personeel, is ons besorg oor die volgende kwessies wat ondersteuningspersoneel raak:</u></p> <ul style="list-style-type: none"> <li>▪ Personeeloorlading en nuwe of oorblywende kapasiteitsbottelnekke (bv. by Fisiese Hulpbronne, gegewe die vyfvoudige toename in die omvang van projekte sedert 2002 – sien die volgende afdeling).</li> <li>▪ Probleme wat steeds met diensoriëntasie en/of persepsies van diensvlakke ervaar word.</li> <li>▪ Modernisering en professionalisering van ondersteunings- en administratiewe stelsels het aansienlik verbeter, maar die proses is nog nie voltooi nie.</li> <li>▪ Die ontwikkeling van ondersteuningspersoneel word steeds nie voldoende ondersteun nie.</li> </ul> | <p>The same increase has occurred among support staff. Many capacity bottlenecks have been addressed, and are being addressed.</p> <p><u>As with the academic staff, we are concerned about the following issues affecting support staff:</u></p> <ul style="list-style-type: none"> <li>▪ Staff overload and new or remaining capacity bottlenecks (e.g. at Physical Resources, given the fivefold increase in the scope of projects since 2002 – see next section).</li> <li>▪ Problems still being experienced with service orientation and/or perceptions of service levels.</li> <li>▪ Modernisation and professionalisation of support and administrative systems have improved considerably, but the process has not yet been completed.</li> <li>▪ Support staff development still insufficiently supported.</li> </ul> |
| <p><b>2.4 Fisiese hulpbronne en akademiese fasiliteite in 2002-2007</b></p> <p>’n Groeiende universiteit het ’n groot eetlus vir ruimte en fisiese infrastruktuur. Die toestand van ons geboue en van die kampus</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>2.4 Physical resources and academic facilities in 2002-2007</b></p> <p>A growing university has a large appetite for space and physical infrastructure. The condition of our buildings, and of the campus, five years ago indicated that we</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p>vyf jaar gelede het getoon dat ons 'n groot agterstand het. Om hierdie uitdaging aan te spreek is 'n groot herinrigtings- en bou-inisiatief geloods. Besteding aan fisiese fasiliteite om kampusbehoefte te bevredig, het dus die afgelope vyf jaar die hoogte ingeskiet.</p> <p>In 2002 was die jaarlikse besteding op fisiese hulpbronne (kapitaalprojekte plus die onderhoud van kapitaalbesette) ongeveer R12m. Vanaf 2003 was die jaarlikse besteding gemiddeld <i>vyf keer groter</i>, op ongeveer R55m per jaar. In 2007 is projekte ter waarde van R82m deur die Departement Fisiese Hulpbronne bestuur. Hierdie patroon sal waarskynlik vir die volgende vyf jaar voortduur, aangesien die behoeftes van die kampus steeds groei.</p> <p>Altesaam R280m is die afgelope vyf jaar op fisiese opgradering en ontwikkeling bestee. Die grootste gedeelte van die geld is op akademiese fasiliteite bestee. Groot moeite is gedoen om fisiese beplanning goed met ons akademiese prioriteite en strategieë te belyn.</p> | <p>are lagging far behind. To address this challenge, a major refurbishment and construction initiative was launched. Expenditure on physical facilities to meet campus needs therefore sky-rocketed over the past five years.</p> <p>In 2002, the annual expenditure on physical resources (capital projects plus the maintenance of capital assets) was about R12m. Since 2003 the annual expenditure was <i>five times larger</i> on average, at about R55m per year. In 2007, the Department of Physical Resources managed projects to the value of R82m. This pattern will probably continue for the next five years, as the needs of the campus are constantly growing.</p> <p>Over the past five years, a total of R280m was spent on physical upgrading and development. The major portion of this money was spent on academic facilities. We have gone to great lengths to effectively align physical planning with our academic priorities and strategies.</p> |
| <p>Belangrike huidige akademiese projekte is die nuwe Rekenaarlaboratoriumgebou (R19m) en die volledige opknapping van die Chemie-gebou (R51m). Die nuwe eksamen- en toetsentrum is 'n belangrike projek wat verlede jaar voltooi is en wat gehalte aan ons assesseringsproses verleen.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Notable current academic projects are the new PC lab building (R19m) and the complete refurbishment of the Chemistry building (R51m). The new exam and test centre is an important project completed last year, adding to the quality of our assessment process.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p>Studentefasiliteite het ook betekenisvolle fondse ontvang, bv. die Thakanengbrug, die nuwe Joolkol, die Astro-hokkievelde, ensovoorts. Ander groot projekte hou verband met die padstelsel, nuwe toegangshekke, nuwe oop parkeerareas, nuwe onderdakparkering – en ’n nuwe parkeerstelsel om konflik oor parkering tussen personeel en studente te vermy.</p> <p>Die resultaat is ’n merkbare verbetering in die fisiese toestand en voorkoms van die kampus en geboue. Die nuwe wandelpadstelsel het baie bygedra om ’n “nuwe” voetgangervriendelike kampus te skep wat studente uitnooi om te vertoef en te kuier. Besoekers aan die kampus word opgeval deur die vars uitleg, sindelikheid en netheid van die kampus en die geboue. Die eerste indruk dra baie daartoe by om oor te dra dat die UV ernstig oor gehalte is in alles wat hy doen.</p> <p>Wat dit aanbetref is dit ’n plesier om aan te kondig dat die “nuwe” Ou Hoofgebou die gesogte Nasionale Merietoekenning van die Suid-Afrikaanse Instituut van Argitekte ontvang het. Sodanige erkenning van die gehalte van die UV se geboude omgewing is ’n belangrike aspek in die ontwikkeling van die nasionale profiel van die Universiteit.</p> <p><b>2.5 Transformasie en institusionele</b></p> | <p>Student facilities also received significant funding, e.g. the Thakaneng Bridge, the new Rag Shed, the Astro hockey fields, etc. Other large projects relate to the road system, new entrance gates, new open parking areas, new covered parking – and a new parking system to avoid parking conflict between staff and students.</p> <p>The result is a noticeable improvement in the physical condition and appearance of the campus and buildings. The new walkway system has contributed immensely to creating a “new”, pedestrian-friendly campus that invites students to linger and hang out. Visitors to the campus are struck by the crisp layout, cleanliness and neatness of the campus and buildings. This first impression contributes a lot to conveying that the UFS is serious about quality in everything it does.</p> <p>In this regard, it is a pleasure to announce that the “new” Old Main Building has received the prestigious National Merit Award from the South African Institute of Architects. Such recognition of the quality of the UFS built environment is an important element in developing the national profile of the University.</p> <p><b>2.5 Transformation and</b></p> |
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| kultuur                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Institutional culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Ek het kennis geneem van die vordering met betrekking tot die kwessies hierbo. As 'n universiteitsgemeenskap het ons transformasie en die daarstelling van 'n nuwe institusionele kultuur as areas van belang, korrek geïdentifiseer. Die goedkeuring van die Uitvoerende Bestuur se Transformasieplan is 'n belangrike uitkoms van die eerste helfte van 2007.</p>                                                                                                                                                                                                                                                              | <p>I have noted the progress with regard to these issues above. As a university community, we correctly identified transformation and the establishment of a new institutional culture as areas of importance. The approval of the Executive Management Transformation Plan is an important outcome of the first half of 2007.</p>                                                                                                                                                                                                                                                  |
| <p>Institusionele kultuur en die bevordering van 'n gevoel van behoort is belangrike aspekte van die Transformasieplan. 'n Projek is in hierdie verband van stapel gestuur en ons sien uit daarna om dieper insigte te verwerf oor die faktore wat die gevoel van behoort van verskillende mense op die kampus bepaal.</p>                                                                                                                                                                                                                                                                                                          | <p>Institutional culture and promoting a sense of belonging are important elements of the Transformation Plan. A project has been launched in this regard, and we look forward to gaining deeper insights into the factors that determine the sense of belonging of different people on the campus.</p>                                                                                                                                                                                                                                                                             |
| <p>Oor die algemeen is dit my persepsie dat die bevordering van diversiteit en veeltaligheid goed vorder. Natuurlik, soos wat vordering gemaak word, is daar ook verskeie uitdagings. Een van hierdie uitdagings is dat nuwe ingewikkeldhede van veeltaligheid na vore kom, veral met betrekking tot personeel se taalvaardighede en die bereiking van die toepaslike kompromieë tussen taaldiversiteitsdoelstellings en die doelstellings van billike indiensneming. Dit mag nog meer so wees in die nagraadse sfeer. In die proses word verfyning van die parallelmedium-onderrigbeleid (bv. simultane tolking) bekendgestel.</p> | <p>In general, my perception is that the promotion of diversity and multilingualism is proceeding well. Of course, while progress is being made, there are several challenges as well. One of these is that new complexities of multilingualism are coming to the fore, especially with regard to staff language skills and attaining the appropriate trade-off between language diversity goals and employment equity goals. This may be even more applicable in the postgraduate sphere. In the process, refinements of the parallel-medium tuition policy (e.g. simultaneous</p> |

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| <p>Daar is baie ander positiewe aspekte. Ons het nou meer diverse (of “kultureel verteenwoordigende”) gebouname. Die Moshoeshoe-projek ter ere van die legendariese stigter van die Basotho-nasie dra by tot 'n gedeelde gevoel van die geskiedenis. Ons diversiteitssensitiserings-werkswinkels bly 'n waardevolle ingryping. Nietemin blyk dit dat 'n gevoel van vervreemding onder swart personeel, en dalk ook swart studente, steeds bestaan.</p> <p>Menseverhoudings op kampus moet versterk word, veral tussen akademici en ondersteuningspersoneel.</p> <p>'n <u>Gedragkode</u>, veral met betrekking tot rassisme en seksisme, word dringend benodig om respek vir die menseregte van alle personeel en studente op kampus te verskans.</p> | <p>interpretation) are being introduced.</p> <p>There are many other positive elements. We now have more diverse (or “culturally representative”) building names. The Moshoeshoe project in honour of the legendary founder of the Basotho nation is contributing towards a shared sense of history. Our diversity sensitisation workshops remain a valuable intervention. Nevertheless, a sense of alienation amongst black staff, and perhaps also black students, appears to remain.</p> <p>Human relations on campus need to be strengthened, especially between academics and support staff.</p> <p>A <u>Code of Conduct</u>, especially with regard to racism and sexism, is urgently needed so as to entrench respect for the human rights of all staff and students on campus.</p> |
| <p><u>Dissiplinêre prosedure vir studente</u> is ook iets wat hersien moet word. In hierdie moeilike tyd is dit noodsaaklik, waar dit nodig en geregverdig is, dat vinnige en ferm stappe ingestel kan word – veral ten opsigte van rassistiese gedrag en viktimisering, ook deur groepe studente. Koshuise moet veral kennis neem dat die Universiteit nie sal huiwer om ferm op te tree, volgens behoorlike en billike dissiplinêre prosesse,</p>                                                                                                                                                                                                                                                                                                  | <p><u>Disciplinary procedure for students</u> is another aspect that needs to be reviewed. In these difficult times it is necessary, where required and justified, to be able to take rapid and firm steps – particularly with regard to racist behaviour and victimisation, also by groups of students. Residences must take note in particular that the University will not hesitate to take firm action, in</p>                                                                                                                                                                                                                                                                                                                                                                         |

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| <p>teen individue of teen koshuise as geheel as daar bewese getuienis van rassistiese gedrag deur individue of deur groepe koshuisinwoners is nie.</p> <p><u>2.6 Studentelewe en transformasie</u></p> <p>Oor die afgelope paar jare is daar talle projekte geloods of voltooi om studentelewe by Kowsies meer aantreklik te maak en te belyn met die visie van die Universiteit.</p> <ul style="list-style-type: none"> <li>▪ Studentefasiliteite (veral Thakaneng-brug): R26,5m.</li> <li>▪ Student- en voetgangervriendelike kampus, wandelpaaie, ens.</li> <li>▪ Opgradering van hoofkampus-sportfasiliteite (onder meer die Astrohokkievelde in 2006-2007).</li> <li>▪ Qwaqwa-sportfasiliteite word betekenissvol opgegradeer.</li> <li>▪ <u>Meer inklusiewe joolaktiwiteite</u>, veral aangehelp deur die nuwe Joolkol/ABSA-skuur.</li> <li>▪ <u>Meer inklusiewe intervarsity-</u> en ander sportaktiwiteite.</li> <li>▪ Koshuisdiversiteitsproses van stapel gestuur.</li> </ul> <p><u>MAAR:</u></p> <p>Studentelewe op die hoofkampus is steeds hoofsaaklik in "twee wêreldes" verdeel:</p> <ul style="list-style-type: none"> <li>▪ Ons moet die polarisering en verpolitiserings van studentestrukture</li> </ul> | <p>accordance with proper and equitable disciplinary processes, against individuals or residences as a whole in cases where there is proven evidence of racist behaviour by individuals or groups of residence inhabitants.</p> <p><u>2.6 Student life and transformation</u></p> <p>Over the past few years, several projects were launched or completed to make student life at Kowsies more attractive, and to align it with the vision of the University.</p> <ul style="list-style-type: none"> <li>▪ Student facilities (particularly Thakaneng Bridge): R26,5m</li> <li>▪ Student- and pedestrian-friendly campus, walkways, etc.</li> <li>▪ Upgrading of main campus sport facilities (including the Astro hockey fields in 2006-2007).</li> <li>▪ Qwaqwa sport facilities are being upgraded significantly.</li> <li>▪ <u>More inclusive Rag activities</u>, boosted in particular by the new Rag Shed/ ABSA Shed.</li> <li>▪ <u>More inclusive Intervarsity</u> and other sport activities.</li> <li>▪ Residence diversity process launched.</li> </ul> <p><u>BUT:</u></p> <p>Student life on the main campus is still divided mainly into "two worlds":</p> <ul style="list-style-type: none"> <li>▪ We must contemplate the polarisation and politicisation of</li> </ul> |
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| <p>bedink.</p> <ul style="list-style-type: none"> <li>▪ Ons moet ook verdere ondersteuning gee aan koshuisdiversiteit, wat in 'n baie moeilike oorgangsfase is.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>student structures.</p> <ul style="list-style-type: none"> <li>▪ We must also provide further support for residence diversity, which is in a very difficult transition phase.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>2.7    <u>Qwaqwa- en Vista-kampus</u></b></p> <p>Die bestuur van die Qwaqwa-kampus verdien om gelukgewens te word vir die werk wat hulle onder baie moeilike omstandighede doen. Die kernuitdaging bly egter die volhoubaarheid van die kampus.</p> <ul style="list-style-type: none"> <li>▪ Voorstelle vir die strategiese herkonfigurasie van die kampus is aan die nasionale Departement van Onderwys voorgelê en hierdie saak ontvang dringende aandag.</li> </ul> <p>2008 is die finale jaar van die pyplynfase vir die Vista-kampus. Die herkonfigurasie van hierdie kampus tot 'n plek van lewenslange leer is slegs gedeeltelik bereik.</p> <p><b>2.8    <u>Beheer en bestuur</u></b></p> <p>Die junior, middel- en senior bestuurders wat hier gesetel is, moet erkenning ontvang vir wat hulle teweeggebring het:</p> <ul style="list-style-type: none"> <li>▪ Betekenisvolle verbeterings in die integrasie van strategiese beplannings- en begrotingsprosesse in elk van die fakulteite en steundiens-departemente.</li> </ul> | <p><b>2.7    <u>Qwaqwa and Vista campuses</u></b></p> <p>The management of the Qwaqwa campus deserve to be applauded for the work they are doing under very trying circumstances. However, the key challenge remains the sustainability of the campus.</p> <ul style="list-style-type: none"> <li>▪ Proposals for the strategic reconfiguration of the campus were submitted to the national Department of Education, and this matter is receiving urgent attention.</li> </ul> <p>2008 is the final year of the pipeline phase for the Vista campus. The reconfiguration of this campus into a lifelong learning site has only been partially achieved.</p> <p><b>2.8    <u>Governance and management</u></b></p> <p>The junior, middle and senior managers seated here must take credit for bringing about:</p> <ul style="list-style-type: none"> <li>▪ Significant improvements in the integration of strategic planning and budgeting processes in each of the faculties and support service departments.</li> </ul> |

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| <ul style="list-style-type: none"> <li>▪ Inklusiewe beheer- en bestuurstrukture op alle vlakke.</li> <li>▪ Betekenisvolle opgraderings in administratiewe stelsels, insluitende die PeopleSoft-stelsel (nou deur ander universiteite soos UCT onderneem).</li> <li>▪ Verbeterings in kritieke prosesse soos die registrasieproses (vergeleke met bottelnekke 'n paar jaar gelede).</li> <li>▪ <i>In hierdie verband wil ek graag erkenning verleen aan die bydraes van mnr. Arie van der Bijl en mnr. Vernon Collett, wat gehelp het om hierdie verbeterings en opgraderings aan ons stelsels teweeg te bring, en wat die Universiteit na baie dekades van diens gaan verlaat.</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ Inclusive governance and management structures at all levels.</li> <li>▪ Significant upgradings in administrative systems, including the PeopleSoft system (now being undertaken by other universities such as UCT).</li> <li>▪ Improvements in critical processes such as the registration process (compared to bottlenecks a few years ago).</li> <li>▪ <i>In this regard I would like to acknowledge the contributions of Mr Arie van der Bijl and Mr Vernon Collett, who will be leaving the university after many decades of service that helped bring about these improvements and upgradings to our systems.</i></li> </ul> |
| <p>MAAR, 'n mens is oor kwessies soos die volgende bekommerd:</p> <ul style="list-style-type: none"> <li>▪ Daar blyk steeds persepsies van 'n gebrek aan deursigtigheid binne die Bestuur te bestaan, of van 'n skeiding tussen die Bestuur en ander personeel.</li> <li>▪ Daar is tekens van ernstige bestuursoorlading as gevolg van veelvuldige planne wat terselfdertyd geïmplementeer word (meer as 100 bladsye...):<br/>Strategiese plan<br/>Transformasieplan<br/>Gehalteverbeteringsplan</li> </ul>                                                                                                                                                                                   | <p>HOWEVER, one is concerned about issues such as the following:</p> <ul style="list-style-type: none"> <li>▪ There still appear to be perceptions of a lack of transparency within Management, or of a divide between Management and other staff.</li> <li>▪ There are signs of severe management overload due to multiple plans being implemented at the same time (more than 100 pages...):<br/>Strategic plan<br/>Transformation plan<br/>Quality improvement plan</li> </ul>                                                                                                                                                                                           |

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| <p>Daar bestaan 'n ernstige risiko dat hierdie 'n onbestuurbare lading kan word.</p> <ul style="list-style-type: none"> <li>▪ Ons is baie goed daarmee om lyste van goeie en belangrike dinge te maak wat sal bydra tot 'n beter universiteit en tot 'n beter werkplek en studente-ervaring, en om voortdurend hierdie lyste uit te brei. Die Universiteit vaar egter baie swak met die uitoefening van keuses. Dit is deels te wyte aan die opregte pogings van bestuurders om die kampus van diens te wees.</li> <li>▪ Strategiese beplanning vir 'n universiteit blyk nogal moeilik te wees. Akademici en kenniswerkers verkies om hul eie koers te bepaal en verwelkom nie noodwendig veranderingsinisiatiewe wat hul bedryfsone kan beïnvloed of beperk nie. Middelbestuurders (dekane en direkteure) spesifiek vind dit dikwels moeilik om tussen die opdragte van institusionele strategiese beplanning en die operasionele behoeftes en geïndividualiseerde eise van die fakulteit/afdeling te kies.</li> </ul> | <p>There is a severe risk that this can become an unmanageable load.</p> <ul style="list-style-type: none"> <li>▪ We are very good at making and continually adding to lists of good and important things that will contribute to a better university, and to a better workplace and student experience. However, the University is very bad at choosing. In part, this is due to the sincere efforts of managers to be of service to the campus.</li> <li>▪ Strategic planning for a university proves to be quite difficult. Academics and knowledge workers prefer to chart their own course, and do not necessarily welcome change initiatives that may influence or constrain their operational zones. Middle managers (deans and directors) in particular are often torn between the imperatives of institutional strategic planning and faculty/division operational needs and individualised demands.</li> </ul> |
| <p><b>3. Die volgende vyf jaar: Die volgende herposisionering van die UV (as 'n universiteit wat uitnemendheid en diversiteit suksesvol bestuur)</b></p> <p>By 'n onlangse bosberaad van die</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>3. The next five years: The next repositioning of the UFS (as a university that is successfully managing excellence and diversity)</b></p> <p>At a recent Executive Management</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>Uitvoerende Bestuur is 'n kort bespreking oor die toepaslikheid van die huidige formulerings van die Universiteit se visie, missie en waardes gehou. Die vraag was of ons hierdie belangrike aspekte moet verfyn of wysig. Verskeie nuttige bydraes is gemaak en die proses sal mettertyd voortgesit word.</p> <p>Ons het ook ons oorkoepelende institusionele doelstellings en strategiese prioriteite – wat ook as strategiese noodsaaklikhede of institusionele prestasie-areas beskou kan word – bespreek en oor die algemeen bevestig.</p> <p>Die belangrikste uitkoms van die bosberaad was wye ooreenstemming oor die antwoord op die vraag wat ek hierbo gestel het: Indien ons werklik die UV binne vyf jaar op 'n betekenisvol hoër vlak wil herposisioneer – <i>wat betref beide sy inherente kwaliteite en funksionering en ooreenkomstig die mening van die publiek, die korporatiewe wêreld, die nasionale en internasionale HO-sektor en sleutel- politieke belanghebbendes daarbuite – WAT IS DIE VIER OF VYF DINGE WAT ONS MOET REGKRY?</i></p> | <p><i>bosberaad</i>, a brief discussion was held on the appropriateness of the current formulations of the University's vision, mission and values. The question was whether we need to refine or amend these important elements. Several useful contributions were made, and the process will be continued in due course.</p> <p>We also discussed and broadly confirmed our overarching institutional goals and strategic priorities, which can also be seen as strategic imperatives or institutional performance areas.</p> <p>However, the most important outcome of the <i>bosberaad</i> was broad consensus on the answer to the question I put above: If we really want to reposition the UFS to a significantly higher level in five years' time – <i>both in terms of its intrinsic qualities and functioning and in the minds of the public, the corporate world, the national and international HE sector and key political stakeholders out there – WHAT ARE THE FOUR OR FIVE THINGS WE MUST GET RIGHT?</i></p> |
| <p><i>Die UB se antwoord op hierdie vraag was om die volgende vyf megaprojekte as kritieke institusionele projekte te identifiseer. Bykomend hiertoe is twee belangrike generies ondersteunende projekte geïdentifiseer.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><i>The EM's answer to this question was to identify the following five mega projects as critical institutional projects. In addition, two important generically supportive projects were identified.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| <b>Vyf institusionele megaprojekte (die "Groot Vyf"):</b><br><br><b>1. Die strategiese akademiesekusterprojek</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Five institutional mega projects (the "Big Five"):</b><br><br><b>1. The strategic academic cluster project</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Daar is genoeg oor die belangrikheid van hierdie projek gesê. Ek wil herhaal dat hierdie klusters omvattende akademiese klusters is wat nie net navorsingsgebaseerd is nie: die klusters moet beslis nagraadse programme insluit en hopelik ook deursyfer na voorgraadse leerprogramme en -kurrikula.</p> <p>Alhoewel ons vordering met die omskrywing van die verskillende klusterfokusareas gemaak het, lê daar baie uitdagings voor om hierdie klusters werklik aan die werk te kry soos 'n byekorf van akademiese werk en innovasie. Dit sal 'n groot taak vir navorsingsleiers, departementshoofde en veral dekane (benewens die betrokke topbestuurslede) wees.</p> <p>Daar bestaan baie voorbeelde van uitstaande prestasie wat betref navorsings- en entrepreneuriese akademiese aktiwiteite in departemente en areas wat nie tans deel van 'n goedgekeurde kluster is nie. Ons keur hierdie inisiatiewe goed en ons sal voortgaan om dit te ondersteun. Hierdie kollegas moenie voel dat hul van enigiets uitgesluit word nie – inteendeel, een of meer van hierdie aktiwiteite kan selfs in die toekoms die kern van 'n nuwe strategiese kluster</p> | <p>Enough has been said about the importance of this project. I want to repeat that these clusters are comprehensive academic clusters, and are not just research-based: they should definitely include postgraduate programmes, and hopefully also filter down to undergraduate learning programmes and curricula.</p> <p>While we have made progress with the definition of the different cluster focus areas, there are many challenges ahead to really get these clusters working as a beehive of academic work and innovation. This will be major task for research leaders, heads of departments, and especially deans (in addition to the top management members concerned).</p> <p>There are many examples of outstanding performance in terms of research and entrepreneurial academic activities in departments and areas that are not currently part of an approved cluster. We applaud these initiatives. We will continue to support them. These colleagues should not feel left out of anything – in fact, one or more of these activities may even form the kernel of a new strategic cluster in the future.</p> |

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| <p>vorm.</p> <p>Ons moet egter ons energie daarop fokus om van die huidige klusters 'n sukses te maak.</p> <p><b>2. Die onderrig- en leermodel-projek</b></p> <p>Kom ons onthou dat gehalte in onderrig en leer baie belangrik is, aangesien dit jaarliks 'n direkte impak op die lewens van duisende studente het en ons voortgesette bestaan as 'n topklasuniversiteit sal waarborg. Die huidige prestasie rakende die sukseskoerse wat hierbo vermeld word, dui die behoefte aan dat voorrang verleen moet word aan hierdie kwessie, wat beslis die kern uitmaak van 'n goeie universiteit en die strewe om 'n beter en 'n fantastiese universiteit te word.</p> <p>Ons moet ons op die volgende toespits:</p> <ul style="list-style-type: none"> <li>▪ Die doeltreffendheid van ons onderrig- en leermodel vir die toekoms.</li> <li>▪ Implikasies van diversiteit vir kurrikula en die leermodel.</li> <li>▪ Die taalvaardigheid van studente en lektore.</li> <li>▪ Programgehalte en kurrikula.</li> <li>▪ Die ontwikkeling van studente se vaardighede van kritiese denke.</li> <li>▪ Die toepaslike gebruik van nuwe</li> </ul> | <p>However, we must focus our energies on making the current clusters a success.</p> <p><b>2. The teaching and learning model project</b></p> <p>Let us remember that quality in teaching and learning is very important, as it has a direct impact on the lives of thousands of students every year and will guarantee our continued existence as a top-class university. The current performance regarding success rates (as noted above) indicates the need for a high priority to be assigned to this issue, which is absolutely central to being a good university, and to becoming a better and a great university.</p> <p>We must apply our minds to the following:</p> <ul style="list-style-type: none"> <li>▪ The effectiveness of our teaching and learning model for the future.</li> <li>▪ Implications of diversity for curricula and the learning model.</li> <li>▪ The language proficiency of students and lecturers.</li> <li>▪ Programme quality and curricula.</li> <li>▪ Developing the critical thinking skills of students.</li> <li>▪ The appropriate use of new, open-learning, mixed-mode learning and blended-learning</li> </ul> |
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| <p>modelle, oopleer-, vermengdemodusleer- en gemengdeleermodelle.</p> <ul style="list-style-type: none"> <li>▪ Die toepaslike rol van e-leer en nuwe IKT-gebaseerde leertegnologie.</li> <li>▪ Toepaslike toegang vir en ondersteuning aan studente met bepaalde potensiaal.</li> </ul> <p>Dit het betrekking op die hele “waardetoevoegingsproses” in hoër onderwys: die werwing van goeie studente en studente met bepaalde potensiaal, hul gerigtheid, die verbetering van hul leervaardighede, die leer- en onderrigmodel, om hulle enduit te neem om suksesvolle leerders te word, om vaardighede van kritiese denke te verwerf, om kritieke professionele en werksplekkundigheid en -vaardighede te verkry – insluitende diversiteitsvaardighede.</p> <p>’n Belangrike onderdeel van hierdie projek hou verband met die konsepte <i>oop leer</i>, <i>aanlynleer</i> (op en weg van die kampus), <i>vermengdemodusleer-</i> en <i>gemengdeleermodelle</i>, deur die toepaslike gebruik van inligtingskommunikasietegnologie.</p> <p>Dit sluit beide voorgraadse en nagraadse programme in en sodoende het dit ook ’n impak op ons <i>Grow Our Own Timber</i> (GOOT)-projekte en navorsingsdoelwitte.</p> <p>’n Nuwe strategiese raamwerk en leermodel vir nagraadse studies – werwing, ondersteuning en suksesvolle leer – is baie</p> | <p>models.</p> <ul style="list-style-type: none"> <li>▪ The appropriate role of e-learning and new ICT-based learning technologies.</li> <li>▪ Appropriate access and support for students with definite potential.</li> </ul> <p>This pertains to the entire “value-adding process” in higher education: the recruitment of good students and students with definite potential, their orientation, improving their learning skills, the learning and teaching model, taking them all the way to becoming successful learners, to developing critical thinking skills, acquiring critical professional and workplace expertise and skills – including diversity skills.</p> <p>An important element of this project relates to the concepts <i>open learning</i>, <i>online learning</i> (off- and on-campus), <i>mixed-mode learning</i> and <i>blended-learning models</i>, utilising appropriate information communication technologies.</p> <p>This includes both undergraduate and postgraduate programmes, thereby also impacting on our <i>Grow Our Own Timber</i> (GOOT) projects and research objectives.</p> <p>A new strategic framework and learning model for postgraduate studies – recruitment, support and successful</p> |
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| <p>belangrik. Dit sluit aan by die voorsiene rol van die nuwe Nagraadse Kantoor. Hierdie gedeelte van die projek is reeds deur die UB van stapel gestuur, met prof. Driekie Hay, nuwe Viserektor: Akademiese Beplanning, as sameroeper.</p>                                                                                                                                                                                                                                                                                                                                                                       | <p>learning – is very important. This is in keeping with the envisaged role of the new Postgraduate Office. This part of the project has already been launched by the EM, with Prof. Driekie Hay, the new Vice-Rector: Academic Planning, as convener.</p>                                                                                                                                                                                                                                                                                                        |
| <p>Ander aspekte van hierdie projek hou verband met skoolbemagtigings- en -ondersteuningsprojekte, om sodoende meer leerders vir die universiteit gereed te kry, gereed vir <i>sukses</i> aan hierdie universiteit.</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p>Other elements of this project relate to school empowerment and support projects, helping to get more learners ready for university, ready for <i>success</i> at this university.</p>                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Bemaking en keuring is ook belangrik, vir voorgraadse sowel as nagraadse studente.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Marketing and selection are also important, at undergraduate as well as postgraduate levels.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Ons bly egter daartoe verbind om wyses van toegang tot skoolleerders te skep wat oor bepaalde potensiaal beskik, maar hulle steeds in 'n skoolstelsel bevind wat hulle nie voldoende vir die universiteit voorberei nie.</p> <p>Die nuwe "matriek" en die bestel van die FET-sertifikaat sal nie sake vergemaklik nie en kan betekenisvolle implikasies vir keuring en toegang hê. Hierdie is 'n belangrike uitdaging wat hoër onderwys en die UV in die gesig staar.</p> <p><b>3. Nuwe inkomstestrome (vir hoër vlakke van finansiële volhoubaarheid)</b></p> <p>Dit hou verband met die ontwikkeling van</p> | <p>However, we remain committed to creating avenues of access to school learners who possess definite potential but are still enduring a school system that does not prepare them adequately for university.</p> <p>The new "matric" and FET certificate regime will not make things easier, and may have significant implications for selection and access. This is an important challenge facing higher education and the UFS.</p> <p><b>3. New income streams (for higher levels of financial sustainability)</b></p> <p>This relates to the generation of</p> |

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| <p>betekenisvolle nuwe inkomstestrome om 'n hoër vlak van finansiële volhoubaarheid te stut.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>significant new income streams to underpin a higher level of financial sustainability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Daar is vroeër genoem dat die vlakke van ons derde-inkomstestroom (10% van ons totale inkomste) swak met dié van ander soortgelyke universiteite (25%-35%) vergelyk. 'n Groot gedeelte van daardie universiteite se derde-inkomstestroom is afkomstig uit projekte wat deur hul ingenieursfakulteite gegenereer word.</p> <p>Tot dusver het ons kleinerige derde-inkomstestroom ons nie regtig gekniehalter nie, gegewe die suksesse van die Draaistrategie. Ongelukkig het dit nie ons afhanklikheid van staatsubsidie verminder nie. In 'n nuwe era van subsidie- en inskrywingsbeperkings beteken dit 'n ongemaklike wurggreep op die UV se vermoë om betekenisvol verder te verdiep en gehalte te verbeter.</p> <p>Ons sal iets daaraan moet doen. Die UB het reeds in November 2007 'n nuwe plan vir finansiële volhoubaarheid goedgekeur.</p> <p>Ons sien dit as absoluut noodsaaklik vir ons toekomstige groei en sukses as universiteit. Ons moet almal meehelp om hiervan 'n sukses te maak. Die strategiese klusters kan natuurlik een van die kragtigste "voertuie" wees om hierdie doel na te streef. Die nodige ondersteuning deur 'n voltydse en</p> | <p>It was mentioned earlier that the levels of our third income stream (10% of our total income) compare poorly with those of other similar universities (25%-35%). A large portion of these universities' third income streams comes from projects generated by their engineering faculties.</p> <p>In view of the successes of the Turnaround Strategy, our smallish third income stream has not really hampered us thus far. Unfortunately, however, this strategy has not reduced our reliance on government subsidy. In a new era of subsidy and enrolment restrictions, this implies an uncomfortable stranglehold on the UFS's capacity for significant further enhancement and quality improvement.</p> <p>We will have to do something about this. The EM already approved a new plan for financial sustainability in November 2007.</p> <p>We see it as absolutely essential for our future growth and success as a university. We must all do our part to make a success of this. It stands to reason that the strategic clusters can be one of the most powerful "vehicles" in pursuing this goal. The necessary</p> |

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| <p>professionele entrepreneuriese ondersteuningsdiens is ook belangrik.</p> <p>Dit is dalk ook nodig dat die moontlikheid van 'n ingenieursprogram weer ondersoek word.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>support by a full-time, professional entrepreneurial support service is also important.</p> <p>It may also be necessary to investigate the possibility of an engineering programme again.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>4. Institusionele kultuur en die Institusionele Manifes</b></p> <p>Wat die Konsepmanifes doen – benewens om die oorkoepelende waardes te beskryf wat deur die instelling en sy mense voorgestaan word – is om die hoofpunte en wesenlike beginsels van die UV in sy “na-herstelfase” te omskryf. Kernbeginsels in die diversiteitskonteks sluit in:</p> <ul style="list-style-type: none"> <li>▪ Billikheid, geregtigheid en regverdigheid in diversiteit</li> <li>▪ 'n Gevoel van behoort</li> <li>▪ Toereikende en wesenlike diversiteit (met betrekking tot personeel, studente, simbole en artefakte, ens.)</li> <li>▪ Wesenlike en voldoende veeltaligheid</li> <li>▪ Nie-dominansie</li> <li>▪ Nie-marginalisering</li> </ul> <p>Hierdie wesenlike beginsels is bedoel om 'n <i>koesterende omgewing</i> te voorsien waarbinne die herstelfase van ons transformasie voltooi kan word en, belangriker nog, waarbinne 'n hoëgehalte-, genormaliseerde, nie-rassige en nie-seksistiese UV in die oorgang en oor die lang</p> | <p><b>4. Institutional culture and the Institutional Charter</b></p> <p>What the Draft Charter does – in addition to describing the overarching values espoused by the institution and its people – is to define the outlines and constitutive principles of the “post-redress” UFS. Key principles in the diversity context include:</p> <ul style="list-style-type: none"> <li>▪ Equity, justice and fairness in diversity</li> <li>▪ A sense of belonging</li> <li>▪ Sufficient and substantive diversity (with regard to staff, students, symbols and artefacts, etc.)</li> <li>▪ Substantive and sufficient multilingualism</li> <li>▪ Non-dominance</li> <li>▪ Non-marginalisation</li> </ul> <p>These constitutive principles are intended to provide an <i>incubating environment</i> within which the redress phase of our transformation can be completed and, even more importantly, within which a high-quality, normalised, non-racial and non-sexist UFS can be</p> |

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| <p>termyn tot stand gebring kan word.</p> <p>Ons moenie die belangrikheid daarvan onderskat om 'n gevoel van gedeelde waardes vir 'n multikulturele en diverse werksplek te bou om so 'n bemagtigende gevoel van behoort vir diverse individue en groepe te skep nie.</p> <p>Dit is en bly 'n kritieke aspek om transformasie doeltreffend en spoedig te rig tot 'n alom aanvaarde doel. Dit is 'n kritieke onderdeel van die "sosiale volhoubaarheid en robuustheid" van 'n nuwe UV... veral in onstuimige politieke tye.</p> <p>In die afwesigheid van so 'n raamwerk, is dit moontlik dat hierdie proses, soos wat die spanning en druk van transformasie-eise verhoog, 'n verhoogde hoeveelheid tyd en emosionele energie van akademiese personeel, ondersteuningspersoneel en bestuurders sal eis. Dit mag tot die nadeel van die doeltreffendheid, welstand en vrede van die werksplek wees en ons prestasie as 'n universiteit sal waarskynlik afneem. In die ergste geval, mag departemente of fakulteite deur rasse- en politieke spanning uitmekaargeskeur word. Dit is nie wat ons as 'n universiteit of as 'n land wil hê nie.</p> <p>Die Institusionele Manifest en die Institusionele kultuurprojek hou ook verband</p> | <p>constituted in the intermediate and long term.</p> <p>We should not underestimate the importance of building a sense of shared values for a multicultural and diverse workplace, to create an empowering sense of belonging for diverse individuals and groups.</p> <p>This is and remains a critical element of guiding transformation effectively and speedily towards a widely-accepted goal. It is a critical element of the "social sustainability and robustness" of a new UFS... especially in tumultuous political times.</p> <p>In the absence of such a framework, it is possible that as the strains and stresses of transformation imperatives intensify, this process will demand increasing amounts of time and emotional energy from academic staff, support staff and managers. This may be to the detriment of workplace efficiency, wellness and peace, and our performance as a university is likely to decline. In a worst-case scenario, departments or faculties may be torn apart by racial and political tensions. This is not what we want as a university or as a country.</p> <p>The Institutional Charter and Institutional Culture Project are also linked to</p> |
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| <p>met die bestuur se verbintenis om personeel te help – deur die bevordering van welstand en die skep van 'n kultuur van omgee en ondersteuning – om slimmer te werk te gaan en minder oorlaai te voel in ons kompeterende en veeleisende hoëronderwysomgewing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>management's commitment to assist staff – through the promotion of wellness and the creation of a culture of caring and support – to work smarter and feel less overburdened in our competitive and demanding higher education environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>5. Die Transformasieplan</b></p> <p>Die ontwerp en goedkeuring van die Transformasieplan was 'n belangrike prestasie vir hierdie kampus.</p> <p>Ons moet eenvoudig hierdie plan noudeset navolg, gegewe ons verbintenis tot omvattende en diep transformasie en tot bestepraktiktransformasie. Alle universiteite sal die uitdaging van transformasie moet aanvaar en die UV kan, soos in die verlede, baanbrekerswerk doen deur transformasie op 'n innoverende wyse te bestuur en 'n kampus te skep waar almal hul regmatige plek kan vind.</p> <p><b><i>Benewens die "Groot Vyf" hierbo, het die Uitvoerende Bestuur die volgende twee generiese instaatstellingsprojekte as kritiek strategies geïdentifiseer:</i></b></p> | <p><b>5. The Transformation Plan</b></p> <p>The design and approval of the Transformation Plan was an important achievement for this campus.</p> <p>We simply must pursue this plan diligently, given our commitment to comprehensive and deep transformation, and to best-practice transformation. All universities will have to face up to the challenge of transformation and the UFS can break new ground, as it did in the past, by managing transformation innovatively and creating a campus where all can find their rightful place.</p> <p><b><i>In addition to the "Big Five" above, the Executive Management identified the following two generic enabling projects as strategically critical:</i></b></p> |
| <p>1. Die UV sal voortgaan om die algemene navorsingskultuur en algemene navorsingsprogramme van</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>1. The UFS will continue to support and strengthen the general research culture and general</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p>fakulteite (naas navorsing binne die strategiese klusters) te ondersteun en te versterk. Dit is en bly die grondslag van ons inherente wetenskaplike vermoëns waarop ons huidige en toekomstige navorsingsprofiel rus.</p>                                                                                                                                                                                              | <p>research programmes of faculties (in addition to research within the strategic clusters). This is, and remains, the foundation of our intrinsic scientific abilities on which our current and future research profile is based.</p>                                                                                                                                                     |
| <p>2. Die tweede generiese instaatstellingsprojek is 'n projek om <u>voort te gaan om die profiel van die UV te bou en om 'n positiewe beeld van die UV ooreenkomstig die nasionale media en nasionale geestes-ingesteldheid te ontwikkel</u>. Hier sal ons 'n vermenging van onkunde en arrogansie, ou vooroordele en karikature van die Vrystaat, van Bloemfontein en die Universiteit van die Vrystaat moet oorkom.</p> | <p>2. The second generic enabling project is a project to <u>continue to build the profile of the UFS, and to develop a positive image of the UFS in terms of the national media and national mindset</u>. Here we will have to overcome a mix of ignorance and arrogance, old prejudices and caricatures of the Free State, of Bloemfontein, and of the University of the Free State.</p> |
| <p>Ons weet egter dat baie van ons akademici wyd erkenning geniet as leiers in hul vakgebied, asook in areas soos samelewingsdiensleer, hoëronderwysnavorsing en -beplanning, en so meer. Sodanige leierskap is noodsaaklik vir 'n inherent goeie universiteit. Ons moet dit uitbrei om 'n selfs groter impak te maak, en so ons profiel en beeld uit te bou.</p>                                                          | <p>However, we know that many of our academics are receiving wide recognition as leaders in their field of study, as well as in areas such as community service learning, higher education research and planning, etc. Such leadership is essential to an intrinsically good university. We must expand it to make an even greater impact, thus developing our profile and image.</p>      |
| <p>Baie is bereik wat betref strategiese kommunikasie en binnedringing van die Gautengse en nasionale media (<i>Business Day</i>, ens.). Ons moet ook</p>                                                                                                                                                                                                                                                                  | <p>Much has been achieved in terms of strategic communication and penetration of the Gauteng and national media (<i>Business Day</i>,</p>                                                                                                                                                                                                                                                  |

die rol van die verskillende akademiese en bestuursleiers in hierdie verband versterk – dit is nie die taak van die rektor of viserektore alleen nie.

Dit sal egter altyd op ons inherente grondslag as 'n universiteit gebou moet word, te wete ons wetenskaplike kennis en kundigheid. In hierdie verband moet ek die belangrikheid van goeie navorsing en onderrig, en die strategiese klusters beklemtoon.

### **Ten slotte**

Kollegas, ons het baie bereik – maar daar is altyd iemand wat aan die deur klop met iets om te doen.

Deur ons energie op hierdie vyf megaprojekte te fokus, sal ons gefokus kan bly op dit wat werklik belangrik is in ons strategiese plan – op wat rêrig 'n verskil sal maak in die toekomstige lewe van hierdie Universiteit.

Hou in gedagte dat hierdie nie nuwe projekte is nie. Hulle is reeds 'n geruime tyd in omloop, en dit is presies die probleem.

Ons kan net soveel doen, gegewe die beperkings waaroor ons vroeër gepraat het

etc.). We must also strengthen the role of the different academic and management leaders in this regard – it is not the job of the rector or vice-rectors alone.

However, this will always have to be built on our intrinsic foundation as a university, i.e. our scientific knowledge and expertise. In this regard I must stress the importance of good research and teaching, and of the strategic clusters.

### **Conclusion**

Colleagues, we have achieved a great deal – but there is always someone knocking at the door with something to do.

By focusing our energies on these five mega projects, we will be able to stay focused on what is really important in our strategic plan – on what will really make a difference in the future life of this University.

Bear in mind that these are not new projects. They have been around for some time, and that is precisely the problem.

There is only so much we can do, given the constraints I spoke about earlier that

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| <p>wat 'n invloed op alle personeel het. Ons hoop dat dit tot groter fokus, doeltreffender bestuur en beter resultate sal lei – asook 'n bietjie verligting van die gevoel van oorlading waarmee ons almal tans saamleef.</p>                                                                                                                                                     | <p>impact on all staff. We hope that this will lead to greater focus, more efficient management, and better results – as well as some relief from the sense of overburdening we are all living with currently.</p>                                                                                                                  |
| <p>Natuurlik sal dit dissipline verg, ook wat betref die verwagtinge van personeel en studente. Daar sal aanvaarding moet wees van die keuses en kompromieë wat ons moet maak. Ek vertrou dat die personeel die nodige geduld en begrip in die verband sal hê.</p>                                                                                                                | <p>Of course it will require discipline, also with regard to the expectations of staff and students. There will have to be acceptance of the choices and trade-offs we must make. I trust that staff will have the necessary patience and understanding in this regard.</p>                                                         |
| <p>Ons moet egter 'n manier vind om die uitdagings wat hierbo gemeld word, aan te spreek. Die proses van verandering en hernuwing kan nie stop nie. Die grootste slagkat is om in ou gewoontes en paaie te verval, om op te hou om die geleenthede te ondersoek. Al hierdie dinge is 'n goeie herinnering dat veranderingsbestuur nie weggaan nie en altyd 'n uitdaging bied.</p> | <p>However, we must find a way to address the challenges noted above. The process of change and renewal cannot stop. The greatest pitfall is to lapse into old habits and pathways, to stop probing the opportunities. All of this is a good reminder that change management does not go away, and always presents a challenge.</p> |
| <p>Maar dit is wat vereis word om ons vorentoe te neem op die weg om 'n fantastiese universiteit te word.</p>                                                                                                                                                                                                                                                                     | <p>But that is what is required to take us forward on the way to becoming a great university.</p>                                                                                                                                                                                                                                   |
| <p>Mag God hierdie universiteit seën in hierdie strewe.</p>                                                                                                                                                                                                                                                                                                                       | <p>May God bless this university in this endeavour.</p>                                                                                                                                                                                                                                                                             |



**Prof T Verschoor**  
**Acting Rector and Vice-Chancellor**

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

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

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

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

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

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

The University assessed its internal control systems as at 31 December 2007 in relation to the criteria for effective internal control over financial reporting described in its Financial Policy documents. Based on its assessment, the University believes that, as at 31 December 2007, its systems of internal control over financial reporting and safeguarding of assets against unauthorized acquisitions, use or disposition, met those criteria.

The capacity of the Internal Audit Department is currently being monitored to ensure that there is sufficient capacity available at the department to achieve the objectives of the department and those of the University.

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



**Gert van den Berg**

**Internal Auditor**



**dr. F de K Kotze**

**Chairperson: Audit Committee**

**07.01 Identification, assessment and management of risk**

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

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

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

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

|                                                                     |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | Executive Management, Council Committees and Council                                                           | evacuation drills. Disaster Fund, administered through the Rector's Office.                                                                                                                                                                                                                                                                                                                                                                                   |
| v) Uncompleted contracts                                            | Chief Director: Operations and Director: Physical Resources and Special Projects                               | Risks covered by specific clauses taken up in contracts entered into by the UFS.                                                                                                                                                                                                                                                                                                                                                                              |
| vi) Liquidity – inability to raise funds                            | Presently not a risk.                                                                                          | -                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| vii) Intake – declining student numbers                             | Vice-Rector : Academic Planning and Planning Unit<br>Registrar: Student Academic Services and Access Committee | Refer to par. 1.1 of the Report regarding pro-active enrolment planning and management of growth in student numbers as operational plan derived from financial sustainability as strategic priority since 2004.                                                                                                                                                                                                                                               |
| viii) Fraudulent activities – staff and students/contracts/ tenders | Director: Internal Audit and his Unit                                                                          | Audits on internal financial procedures/controls and forensic investigations are executed when necessary. Direct reporting to the Rector and Vice-Chancellor and Audit Committee of Council.                                                                                                                                                                                                                                                                  |
| ix) Credit – non-payment of amounts due                             | Director: Financial Administration and his Department                                                          | Management of non-payment by different debt collection strategies.                                                                                                                                                                                                                                                                                                                                                                                            |
| x) Inadequate or lapsed insurance cover.                            | Director: Financial Administration and<br>Director: Physical Resources and Special Projects                    | Continuous assessment of insurance cover versus capital risk areas.                                                                                                                                                                                                                                                                                                                                                                                           |
| xi) Change: structural                                              | Director: Physical Resources and Special Projects; Resource Committee and Executive Committee and Council      | Refer to par. 1.4.6 on "changes in the permanent infrastructure e.g. plant and buildings". The Structural Plan aims at optimal utilization of existing physical structures in order to accommodate changing needs (upgrading and conversions). Where deemed necessary, new buildings (e.g. the student centre) are erected in association with development companies in order to share risk and benefit between the University and private sector enterprise. |
| xii) Change: operational (internal and external imperatives)        | Chief Director: Operations and Executive Management                                                            | Implementation of recommendations of a management capacity audit of                                                                                                                                                                                                                                                                                                                                                                                           |

|                                         |                                                                                                                                      |                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                                      | especially logistical services (Koorts audit). Internal reorganization of human capital ensures the best fit between the changing needs of a modern higher education environment and the skills profile available within existing staff.                          |
| <b>▪ Non-financial category</b>         |                                                                                                                                      |                                                                                                                                                                                                                                                                   |
| i) Competitive attractiveness           | Director: UFS Marketing, Deans of Faculties and Executive Management                                                                 | Assessment of market forces impacting on the UFS's strategic priorities and operational plans. Also refer to par. 1.4.13.                                                                                                                                         |
| ii) Campus unrest                       | Vice-Rector: Student Affairs, Dean of Students and SRC; Rector and Exco (when necessary)                                             | Monitoring Committee, consisting of management and student leaders defusing potentially explosive situations.                                                                                                                                                     |
| iii) Reputation – damage to image       | Rector, Exco, Executive Management, Council and every staff member and student of the UFS                                            | The Department of Strategic Communication being the professional advisory unit to management and Council on such risks.                                                                                                                                           |
| iv) Threats to health and safety        | Director: Physical Resources and Special Projects, also responsible for managing health and safety regulations with applicable staff | The OHS Act and applicable university policies applied.                                                                                                                                                                                                           |
| v) Operational – process inadequacies   | Vice-Rector: Academic Planning with the Unit for Quality Assurance                                                                   | Regular quality assurance audits on institutional policies, procedures and events like student registration, exams and strategic planning exercises. Quality assurance of academic programmes through self evaluation and professional boards (where applicable). |
| vi) Operational – security inadequacies | Vice-Rector: Student Affairs                                                                                                         | Plans were implemented according to the priority of the UFS's infrastructure plan.                                                                                                                                                                                |
| vii) Personnel – incompetent staff      | Director: Human Resources and relevant line managers                                                                                 | Refer to par. 1.4.9 (b) on reporting on Performance Management System and par. 5.1 on Staff Development.                                                                                                                                                          |
| viii) Compliance – laws, procedures     | Registrar: General and Registrar: Strategic Planning                                                                                 | Institutional governance and liaison with Department of Education and Ministry of Education on policy matters. Facilitating the approval of contracts (supervised by a                                                                                            |

|      |                                                     |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                          |
|------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                     |                                                                                                                                                                                                          | contracted law firm).                                                                                                                                                                                                                                                                                    |
| ix)  | Country local – political/<br>economic/social       | Executive Management<br>collectively and every line<br>manager<br>Rector and Vice-<br>Chancellor<br>Planning Unit assessing<br>internal and external<br>forces and imperatives on<br>strategic direction | Annual strategic planning of<br>Executive Management,<br>followed by strategic and<br>operational plans of each unit<br>within the institution – linked<br>to the budgetary process.<br>Monitoring through self- and<br>institutional assessment of<br>progress.<br>Adaptations made where<br>necessary. |
| x)   | Country foreign – political/<br>economic/social     | Vice-Rector: Academic<br>Operations with the<br>Director: Research and<br>International Office                                                                                                           | Regular international contact<br>through participation in<br>conferences abroad and formal<br>agreements with institutions of<br>international standing.                                                                                                                                                 |
| xi)  | HIV/AIDS                                            | Chief Director:<br>Community Service with<br>the HIV/Aids Unit                                                                                                                                           | Guided by the HIV/Aids Policy<br>and preventative programmes<br>and launching of actions and<br>monitoring of case statistics.                                                                                                                                                                           |
| xii) | Operational – process<br>failures, e.g. information | Chief Director:<br>Operations with the<br>Director: Computer<br>Services and his staff<br>and Registrar: General<br>and his staff                                                                        | The Image Now electronic<br>document management system<br>was implemented in 2006.<br>Student records for 2004, 2005<br>and 2006, as well as new<br>applications for 2007 were<br>captured electronically.                                                                                               |



.....  
**Prof T Verschoor**  
**Acting Rector and Vice-Chancellor**

## **General**

All activities falling under the control of the Council are reported in the consolidated financial statements. This includes the results of the Kowsie Alumni Trust, the Lila Theron Trust as well as the dormant Insula Trust.

## **Budget process**

The University's budget process for 2007 started with the top management's summit towards the end of 2005, which was followed at the beginning of 2006 by the management summit, where the strategic plan (priorities, challenges, projects and actions) for the next triennium was established. The Executive Management was subsequently informed and approved the budget parameters for the following year. This part of the budget process has been enhanced by the Minister of Education's annual statement on the financing of higher education. Due to a lack of information about long-term government support it is, however, not possible to compile budgets for anything longer than the medium (three year) term.

Executive Management took a standpoint on the probable budget parameters, where after deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the next calendar year, taking into account the strategic plan and objectives, the ability of the University to make financial resources available, and with an indication of how the activities of their faculties/departments would contribute towards achieving the University's objections.

In considering the budget applications and the allocation of the financial resources, a significant part of the expected unrestricted income from tuition fees and government subsidy was reserved for specific strategic application, with the aim, amongst others of ensuring the long-term sustainability of the University.

## **Financial Control**

The financial systems have been set up in such a way that managers or researchers cannot spend more money than they have at their disposal. Although control is not absolute, it is regarded as sufficient.

## **Capital Expenditure**

In the late 1960's and 1970's the University was allowed to borrow money in the open market to finance capital expenditure. This period coincided with a previous growth phase. If approved by the then Minister of National Education the interest on and the redemption of these loans were subsidized by the government, 85% in the case of loans for educational and general purposes and 50% in the case of buildings for student accommodation.

Virtually all of the University's buildings and land improvements (the former Vista campus excluded) are thirty years old or older and in urgent need of renovation. This is aggravated by the pressure that the doubling of student numbers the last five years exerts on physical facilities. It is deemed to be extremely difficult if not impossible to finance this out of normal operating income.

## Investment Policy

Funds available for investment were invested in accordance with the University's investment policy, in essence in accordance with the Theory of Irrational Markets and with the long term objective to exceed head line inflation by a net return of 4.5% per annum.

## Income Statement

The financial position of the University, as disclosed in the financial statements, is sound and supports the continuation of the University as a going concern.

Total income increased by 15.7%, costs by 17.2%, investment income by 38.2% and, resulting from this, the total net surplus increased by R54.959 million. It must, however, be pointed out that of the total surplus of R236,8 million, only R54,1 million is unrestricted and this has already been allocated and approved by Council in the 2007/08 budget.

## Income and expenditure

The operations of the University are divided between Council-controlled activities, specifically funded activities and student accommodation. The total net surplus increased by R54.959 million compared to 2006. This increase is mainly attributable to the following:

| Line item                                                               | Notes | Attributable amount<br>(R'000) | % change     |
|-------------------------------------------------------------------------|-------|--------------------------------|--------------|
| State appropriations – subsidies and grants                             | 1     | 45 561                         | 9,8%         |
| Tuition and other fees                                                  | 1     | 45 278                         | 16,9%        |
| Income from contracts                                                   |       | 8 505                          | 32,9%        |
| Sales of goods and services                                             | 2     | 24 137                         | 33,4%        |
| Other income                                                            |       | 9 690                          | 44,8%        |
| <b>Total Income</b>                                                     |       | <b>133 171</b>                 | <b>15,7%</b> |
| Cost of employment                                                      | 4     | (97 034)                       | 22,5%        |
| Recognition of actuarial variances in post-retirement employee benefits |       |                                |              |
| Other operating expenditure                                             | 5     | (35 350)                       | 11,1%        |
| Depreciation                                                            |       | (6 488)                        | 23,9%        |
| Other expenditure                                                       |       | 4 821                          |              |
| <b>Total expenditure</b>                                                |       | <b>(134 049)</b>               | <b>17,2%</b> |
| <b>Operating surplus</b>                                                |       | <b>(878)</b>                   |              |
| Finance income                                                          | 3     | 48 228                         |              |
| Finance costs                                                           |       | 338                            |              |
| Amounts received and not expended                                       |       | 7 271                          |              |
| <b>Net surplus after transfers</b>                                      |       | <b>54 959</b>                  |              |
|                                                                         |       |                                |              |

## **Notes**

1. The average growth in the traditional income base of subsidies, grants and fees was 9.8%. Compared to a consumer price index (CPI) of 7.1%, it merely constitutes the maintenance, in real terms, of 86% of the total income of the University. The increase in tuition and other fee income for 2007 were 6%. The larger portion of the remaining balance of the increase is made up by an increase in student numbers and to a lesser extent of a mix in modules enrolled for.
2. The increase in sales of goods and services was the result of an increase of R6.9 million in private income.
3. The return on investments is a combination of interest received, dividend income and profit on realisation of investments.
4. The increase in the cost of employment includes the recognition of actuarial variances in post-retirement employee benefits, an annual increase of 5.9%, incremental scale increases and an increase in the staff establishment.
5. Notable increases in cost items included in other operating expenditure are R4.989 million (17.8%) in travelling and accommodation, R2.317million in consultations fees.

## **Cash flows**

The net cash inflow from operating activities is R216.8 million and includes investment income to the amount of R96.5 million.

The net cash outflow from investing activities is R213.1 million. This includes investment in mostly academic infra structure such as property, plant and equipment of R71.3 million. Investments to the amount of R190 million was made to strengthen reserves required for the funding of liabilities such as post-retirement medical aid benefits and accumulated leave.

This resulted in cash and cash equivalents to the amount of R17.1 million being available at year end.

## **Balance Sheet**

The asset base strengthened by R216 million to R1.99 billion.

The growth in the asset base is materially the result of a strong growth in the market value of investments and investments made to support the liabilities in respect of post-retirement medical aid benefits and funds.

The supply of property, plant and equipment requires an annual investment in expansion to provide for the growth in student numbers and the upkeep of infra structure.

A strong liquidity position is maintained with a liquidity ratio of 8.49:1. This ratio must however be appreciated within the context of the inclusion of current investments which forms part of the investment strategy of funds available.

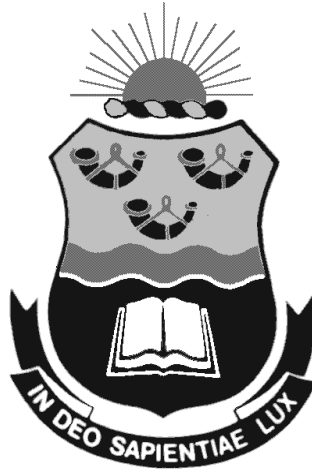


.....  
**PROF DA VILJOEN**  
**Chief Director: Operations**

**Approved** by UFS Council on 6 June 2008



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



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

# **DISCIPLINARY POLICY AND PROCEDURE**

- 1) To EM – 10 September 2001**
- 2) Revised – November 2004**
- 3) Approved by Council - 16 March 2007**

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## 1. DISCIPLINARY PROCEDURE VS GRIEVANCE PROCEDURE

- 1.1 The main difference between a disciplinary procedure and a grievance procedure lies in the direction and level of handling. Discipline is applied exclusively from a higher to a lower level. A lower level can never apply discipline to a higher level. On the other hand, a grievance is laid at a lower level and handled by a higher level. A grievance can therefore, for example, be laid against working conditions or against unfair practices by higher-level supervisors.
- 1.2 There is therefore a clear difference between a disciplinary procedure and a grievance procedure. Although the line between the two procedures sometimes becomes vague in the case of disciplinary offences, it is still important that the two processes should be distinguished and remain distinguishable. Both serve a specific purpose and fulfil a specific role in the handling of problems in any organisation. The absence of a grievance procedure would leave a hiatus with regard to the handling of many problems that are not related to disciplinary offences in any way.
- 1.3 The laying of a grievance in terms of a grievance procedure could result in disciplinary action against a person if the grievance forms the basis of a disciplinary offence. **It is therefore possible to move from a grievance procedure to a disciplinary procedure.** The statements made during the grievance procedure can be used during the disciplinary procedure and therefore do not have to be made again. It is, however, important that the rights of the accused be acknowledged (see par 5.3.3) and that the disciplinary procedure be handled in terms of paragraph 5 as contained in this document.
- 1.4 However, the laying of a grievance does not necessarily result in disciplinary steps. Dissatisfaction with working conditions, e.g. workload, remuneration, deductions, equipment, office space, unfair treatment by superiors, etc. are grievances that should be addressed in terms of a grievance procedure. In this case discipline is not a factor at all, and the grievance procedure is the correct procedure for addressing and solving the problem.

## 2. AIM AND SCOPE OF THE DISCIPLINARY POLICY AND PROCEDURE

- 2.1 The aim of the disciplinary policy and procedure is to provide persons responsible for maintaining discipline at the UFS with the necessary guidelines to enable them to apply the policy and procedures in practice. This will also give legal security to employees and trade unions. Existing disciplinary policy documents of the UFS, as well as trade union agreements, were taken into account and incorporated where necessary. This policy replaces all previous policies and procedures in this regard.
- 2.2 Procedures contained in paragraphs 6 and 7 of this document must be used for the investigation of situations (1) in case of absence without permission/leave, or (2) where a person is suspected of being under the influence of alcohol or drugs while on duty, or where (3) poor health leads to an inability on the part of an employee to do his/her work, or (4) where an employee is accused of poor work

performance or incompetence.

- 2.3 Any behaviour or omission on the part of an employee that is unacceptable or in conflict with the rules and regulations of the UFS, or brings the image and functioning of the UFS in disrepute can be regarded as justification for the institution of remedial or disciplinary steps and action against the employee.

### **3. UNDERLYING PRINCIPLES OF DISCIPLINARY ACTION**

Regardless of the nature and seriousness of any complaint, improper behaviour, action or omission, it is the standpoint of the UFS that the following underlying principles are fundamental to the handling and settlement of disciplinary action at all times:

- 3.1 The typical uniqueness of the UFS as a higher education institution, with excellence as broader motive, must be honoured and promoted at all times.
- 3.2 The UFS supports the progressive approach to discipline as contained in the Labour Relations Act (Act 66 of 1995), and recognises that the primary aim of disciplinary action must be to correct the actions of employees and to maintain standards of performance rather than to punish. In addition, the UFS hereby gives recognition to the full set of rights of an employee in terms of the Labour Relations Act (Act 66 of 1995), the Constitution, and the Employment Equity Act (Act 55 of 1998).
- 3.3 The rights of all the parties involved must be respected at all times and the principle of equal treatment and non-discrimination must be applied uniformly.  
This includes:
- the right of the UFS to reprove employees who act contrary to the disciplinary code of the UFS;
  - the rights of defendants to be treated fairly and equitably;
  - the right of all parties to be given the opportunity to present their case (*audi et alteram partem*); and
  - that there will be no prejudice or conflict of interest in the handling of the matter.
- 3.4 It is also the duty of the UFS to ensure that all employees are aware of the contents of the disciplinary policy, procedures and code and to ensure that it is accessible to all employees by placing it on the UFS intranet and making it available at the Labour Relations Division.
- 3.5 The UFS attaches great importance to the confidentiality of all proceedings and the maintaining of confidentiality by all persons involved in any of the proceedings, irrespective of the context (see par 5.4.1).
- 3.6 The general principle for the taking of disciplinary action of any nature is that an employee's direct supervisor/head (i.e. the immediate head the person reports to) is responsible for the maintaining of discipline and the investigation of any

complaints.

3.7 The UFS will not unilaterally deviates from the procedure.

#### **4. TYPES OF DISCIPLINARY ACTION**

- **In taking disciplinary action, the approach of the UFS is one of corrective or progressive rather than retributive discipline. Consequently there are different types of disciplinary action.**
- The seriousness of the offence (see Disciplinary Code) will determine the type of disciplinary action chosen. Serious offences, for example theft, fraud and assault, can therefore lead to dismissal without all the other steps, such as verbal warnings, having to be taken first.

##### **4.1 INFORMAL DISCIPLINARY ACTION**

- Informal disciplinary action involves remedial steps aimed at correcting the employee's behaviour to the desired standard being prescribed for an employee without formal steps being taken.
- Among others, it could include training (informal and/or formal), corrective counselling and a verbal warning. In such a case formal disciplinary action is therefore not instituted.

##### **4.1.1 Corrective counselling**

- **Corrective counselling is the first type of disciplinary action and is aimed at correcting or improving unsatisfactory behaviour on the part of an employee. Corrective counselling is handled by the direct supervisor/head of the accused.**
- **Corrective counselling involves the following:**
  - **Make sure that the employee is aware of the offence/misconduct/poor performance that justifies disciplinary action.**
  - **Obtain the reasons for the offence/misconduct from the employee**
  - **Reach an agreement on the action to be taken to solve the problem.**
  - **Take the necessary action steps for implementing the action or development plan agreed upon.**
  - **Keep a record of all corrective counselling/action.**
- Although corrective counselling usually comprises informal disciplinary action, its nature changes to formal disciplinary action if it is ordered after a disciplinary hearing (see par 5.4.3).
- Corrective counselling can also be regarded as the first step in the formal handling of misbehaviour/poor work performance.

#### 4.1.2 Verbal warnings

- **If the misbehaviour is of a minor nature, the employee concerned can be warned verbally by his/her direct supervisor/head, after the offence/misconduct has been discussed with the employee.**
- **Record must be kept of the verbal warning as an informal warning to the employee, and the verbal warning may be taken into account in further disciplinary action resulting from similar offences.**

**Such a warning remains valid for three (3) months.**

#### 4.2 FORMAL DISCIPLINARY ACTION

- Informal disciplinary action also involves steps that are prescribed for an employee and which are aimed at correcting the employee's behaviour to the desired standard. The disciplinary action is therefore of a considerably more formal and serious nature than in the case of informal action. Formal disciplinary action includes written warnings, final written warnings, temporary suspension with payment, demotion and dismissal (see Disciplinary Code).

##### 4.2.1 Written warnings

- **Should the verbal warning fail or should the employee's behaviour require more serious action than a mere verbal warning, the employee's direct supervisor/head should institute formal disciplinary steps against the employee and notify the employee of a disciplinary hearing to be held in terms of paragraph 5.**
- **Should the presiding officer find the accused employee guilty of the offence, the employee can be given a (1) written warning or (2) final written warning. The seriousness of the offence and/or the person's disciplinary record will play a role in determining whether it will be (1) or (2).**
- **Record must be kept of a (1) written warning and (2) final written warning to the employee, and both can be taken into account in further disciplinary action resulting from similar offences.**
- **The accused employee has the right to make representations, within five (5) working days of the outcome of the disciplinary hearing, to the Director: Human Resources for revision of the sanction.**

**A written warning remains valid for six (6) months, and**

**A final written warning remains valid for twelve (12) months.**

#### 4.2.2 Demotion

- **In some circumstances demotion can also be applied as a type of disciplinary action. This type of disciplinary action will be taken mainly in cases of (1) incapacity (poor health or injury - see par 7.1) or (2) inability/incompetence (poor work performance - see par 7.2).**
- **Demotion must be applied in terms of the stipulations of paragraphs 5 and 7.**
- **The accused employee has the right to to make representations, within five (5) working days of the outcome of the disciplinary hearing, to the Director: Human Resources for revision of the sanction.**

#### 4.2.3 Dismissal

- **Should the nature and seriousness of the offence/misbehaviour require it, or should the employee commit the same or a similar offence/misconduct within twelve (12) months of the date of the final written warning, the employee can be dismissed after having been found guilty in the course of formal disciplinary action.**
- The underlying principle of remediation must, however, still be taken into account and dismissal should only be regarded as the ultimate type of disciplinary action.
- The dismissal of the accused employee takes immediate effect on the date of the verdict of the presiding officer. Any dismissal is referred to the Director: Human Resources for confirmation, but such referral does not influence the validity of the dismissal.
- The accused has the right to appeal against his/her dismissal in accordance with the appeal procedure as described in paragraph 5.5.3.

#### 4.2.4 Criminal or civil proceedings

- The fact that an employee was found guilty or not guilty in the course of criminal or civil proceedings will not preclude the UFS taking further disciplinary steps against the employee concerned.

### 5. DISCIPLINARY PROCESS

**NOTE:** The accused employee may make written presentations to the Director: Human Resources to request extension of the time limits stipulated in paragraphs 4, 5, 6, 7 and 8 of this document.

## **5.1 THE INVESTIGATION PROCESS**

### **5.1.1 The lodging of a complaint**

- A complaint can be lodged against any employee by any organisation or person, whether an employee or not. The employee/staff member or organisation that lodged the complaint must refer the complaint to the direct supervisor/head of the accused employee, if the name of the person is known. Should the identity of the employee and/or the employee's direct supervisor/head not be known, the complaint must be referred in writing to the Manager: Labour Relations (Department of Human Resources).
- On receipt of any complaint, the Manager: Labour Relations must immediately inform the employee and his/her direct supervisor/head of the complaint received, after which the direct supervisor/head must initiate the disciplinary process.
- In exceptional cases and depending on circumstances, the complaint can be lodged directly with the Manager: Labour Relations or the Director: Human Resources.

### **5.1.2 The preliminary investigation**

- The preliminary investigation is an important step and must be taken with great care for it determines the subsequent steps that will be taken in terms of the procedure.
- If an employee is accused of a disciplinary offence, his/her direct supervisor/head must proceed with an investigation into the nature and extent of the alleged offence by means of consultation with the employee and possible witnesses.
- The purpose of the preliminary investigation is to determine the exact nature of the complaint, to what extent there are grounds for the complaint, the seriousness of the accusation and what type of action is required to put the matter right.
- During the preliminary investigation there is as yet no assumption of transgression or guilt. The intention is one of gathering facts in an informal manner with a view to establishing the facts on which the complaint is based

## **5.2 INFORMAL DISCIPLINARY ACTION**

- Should the direct supervisor/head, following a consultation as described above, be of the opinion that there is sufficient evidence that the employee may be guilty, the direct supervisor/head must:
  - explain the standard of behaviour to which the employee must conform to him/her;
  - explain the possible consequences of further offences to him/her;

- provide the employee with counselling, advice, guidance and, if necessary, training in an attempt to prevent the offence from being repeated.
- Should he/she be of the opinion that the problem can be solved without more ado, the direct supervisor/head may solve the problem in co-operation with the accused employee, and with the knowledge of the complainant. Among others, this could include training (informal and/or formal), corrective counselling and a verbal warning. In such a case formal disciplinary action is therefore not instituted.
- None the less, the direct supervisor/head must keep a record of any remedial action or informal solution of the problem. A copy must be sent to the Manager: Labour Relations for record-keeping purposes.
- However, should it not be possible to solve the problem in an informal manner or on a voluntary basis, or should the findings of the preliminary investigation be disputed, or should the nature of the complaint demand it (see Disciplinary Code), formal disciplinary action must be instituted.

### **5.3 FORMAL DISCIPLINARY ACTION**

#### **5.3.1 Institution of formal disciplinary action**

- In cases of more serious (see Disciplinary Code) or repeated offences, or where no solution to the problem could be obtained by means of an informal process during the preliminary investigation, the direct supervisor/head may, after consultation with his/her supervisor/head, decide to refer the matter to the Manager: Labour Relations for formal disciplinary action. The Manager: Labour Relations will then facilitate the disciplinary process in co-operation with the direct supervisor/head.
- The charges must be formulated in writing and handed to the employee concerned.
- Should the accused employee refuse to receive the notice of the disciplinary hearing, the contents thereof must be read to the accused employee and his/her refusal to receive the charge sheet must be recorded on the notice.
- The charge sheet must set out the essential elements of the offence/misconduct/poor performance or incompetence of which the employee is accused and the charge sheet must be accompanied by an exposition of the employee's rights in respect of the disciplinary procedure (see par 5 – Disciplinary Documentation/Forms – Appendix D).

#### **5.3.2 Suspension with benefits**

If necessary, and with the consent of the Rector, the Director: Human Resources can, for the protection of witnesses, to prevent interference with the investigation of the prosecutor, or to prevent disruption in the workplace, suspend the accused employee with full benefits and salary, pending the outcome of the disciplinary hearing. The duration of the suspension should not

be longer than twenty five (25) working days and if the suspension is extended valid reasons for the extension should be supplied.

### **5.3.3 Rights of the accused employee**

The accused employee has the following rights with regard to the complaints lodged against him/her and such rights must be expounded on the charge sheet:

- The right to hear and receive the complaint(s) in writing.
- The right to object against the presiding officer within 24 hours of receiving the charge sheet.
- The right to state his/her case in defence against the accusation(s).
- The right to receive and study any document submitted as evidence beforehand. The list of witnesses should preferably be available 48 hours prior to the hearing.
- The right of having his/her case finalised within a reasonable time.
- The right to have an interpreter present if necessary to interpret the proceedings in a language he/she understands. The request for an interpreter must be submitted to the presiding officer at least 24 hours before the start of the disciplinary hearing.
- The right to representation by an internal trade union representative or a fellow employee.
- The right to prepare to respond to the charge(s) and to receive timely notice of a disciplinary hearing (at least 72 hours before the start of the disciplinary investigation).
- The right to pose questions to witnesses via the presiding officer.
- The right to a verdict within a reasonable period of time (within 7 working days).
- The right to present extenuating circumstances prior to a decision being made regarding an appropriate sanction.
- The right to be notified of any sanction.
- The right to refer a dispute about the verdict, in accordance with the agreed-upon procedures for settling a dispute, to either
  - (1) the Commission for Conciliation, Mediation and Arbitration, or
  - (2) private arbitration in terms of a collective agreement.
- The right to protection against victimisation that may result from any statements and/or assertion or other action during a disciplinary hearing as well as from membership of any organisation or trade union.

## **5.4 DISCIPLINARY HEARING**

### **5.4.1 Notice and recordkeeping**

- The Manager: Labour Relations must determine the time, place and date of the disciplinary hearing, taking the stipulations of paragraph 8.3 into account. The employee must receive at least seventy-two (72) hours' notice of the holding of the disciplinary hearing. The Manager: Labour Relations assists the presiding officer in respect of the administration of the hearing.
- It is the responsibility of the accused employee to select his/her representative

and to notify him/her of the time, date and venue of the disciplinary hearing.

- The disciplinary hearing must take place in camera, and a full record of the proceedings must be kept.
  - Record must be kept in the form of tape recordings of the hearing, which recordings must be preserved for two (2) years.
  - The presiding officer must prepare a complete record of the disciplinary hearing (see Appendix E – Disciplinary Documentation/Forms).
  - The Manager: Labour Relations must appoint a person to keep comprehensive minutes of the proceedings.
- All persons involved in the disciplinary proceedings must sign a statement of confidentiality, which statement will be filed in the personnel file of the accused employee (see Appendix L – Disciplinary Documentation/Forms).
- All documentation with regard to the formal disciplinary steps taken against an employee will be filed in the employee's personnel file.

#### **5.4.2 Parties present at the hearing**

**The formal disciplinary hearing is handled by an independent presiding officer, appointed from a panel of presiding officers.**

- **The panel of presiding officers is appointed by the EM (Executive Management) and the members of the panel need not necessarily be UFS employees, but must possess the necessary knowledge and experience of labour legislation.**
- **The presiding officer for every disciplinary hearing is appointed by the Manager: Labour Relations in consultation with the Director: Human Resources.**
- The following parties must be present at the hearing:
  - The presiding officer
  - The line manager (direct supervisor of the complainant) should the nature/complexity justify it as determined by the Director: Human Resources
  - The Manager: Labour Relations (or his/her representative)
  - The complainant (usually the accused employee's direct supervisor/head)
  - The accused employee
  - The accused's representative, if any (e.g. trade union representative, fellow employee)
  - An interpreter (if necessary and if requested by the employee)
  - The required witnesses
  - Any other person recommended by the presiding officer.
- The accused employee's absence, without an acceptable reason, from a disciplinary hearing does not render the findings of the investigation invalid and a disciplinary hearing may proceed in the absence of an employee if the employee does not have an acceptable reason for being absent from the

disciplinary hearing.

### 5.4.3 Procedure

**The process followed by the presiding officer shall be an inquisitory process.**

- After the charge has been put to the accused employee and he/she has been informed of his/her rights, the presiding officer must ask the employee to indicate:
  - whether the accused pleads **GUILTY** or **NOT GUILTY**.
- If the accused pleads **GUILTY**, the presiding officer can find the accused guilty and, after considering extenuating/ aggravating circumstances, as well as taking the person's disciplinary record into account in consultation with the line manager, take the necessary disciplinary action (see Disciplinary Code).
- If the accused pleads **NOT GUILTY**:
  - It will be noted as such and the presiding officer will grant the accused the opportunity to explain his/her plea of not guilty.
  - the presiding officer can hear the evidence. The evidence of the complainant is heard first and, after that, the evidence of the accused.
  - the presiding officer asks any question he/she may find necessary in order to determine the facts and merits of the case. Questions to witnesses can be asked by any party via the presiding officer. The presiding officer will decide whether the questions are relevant or not, and whether the questions must be allowed or not.
  - the accused is entitled to adduce evidence and call witnesses to testify on his/her behalf.
  - the presiding officer, having heard the evidence of the witnesses and arguments by the complainant and the accused, announces his/her verdict of **GUILTY/NOT GUILTY**. The presiding officer must base his/her verdict regarding the guilt or innocence of the accused on a **balance of probabilities**.
  - if the presiding officer finds the accused **GUILTY**, relevant evidence is presented by the complainant and accused regarding
    - (1) **extenuating circumstance; and**
    - (3) **aggravating circumstances; and**
    - (3) the **previous disciplinary record** is considered; after which
    - (4) the appropriate disciplinary action/sanction is taken/applied by the presiding officer.

The presiding officer:

- may rule that the employee concerned must receive **corrective counselling** (In this case counselling therefore constitutes formal disciplinary action.);
  - may give the employee concerned a **written warning**; reprimand him/her and rule that an entry regarding the offence be made on the disciplinary record of the employee concerned;
  - may issue a **final warning** to the employee in respect of the offence, which warning will also be indicated on the employee's disciplinary record;
  - may rule that the employee **be demoted** (mainly applied in case of incapacity or inability/incompetence – see par 7.1 and 7.2) and as alternative to dismissal;
  - may rule that the employee be **dismissed**; or
  - may order any **appropriate disciplinary action/measure**, with the proviso that a combination of the above-mentioned steps may also be ordered.
- **The employee can first be informed of the disciplinary action/sanction orally, reserving reasons.**
- **After this a written document describing the disciplinary action/sanction and indicating the date of the disciplinary action as well as the reason for the disciplinary action must be handed to the employee as soon as possible, but within five (5) working days. The original document is preserved in the employee's personal file as part of his/her disciplinary record.**
- **The employee must be requested to sign a copy of the document indicating the disciplinary action (e.g. warning/final warning/dismissal, etc.) to indicate that he/she received it. Should the employee refuse to sign, the document must be handed over in the presence of a suitable witness (e.g. a fellow employee, trade union representative).**

## **5.5 EMPLOYEE AND EMPLOYER'S RIGHT TO APPEAL**

Both the employee and the employer have the right to lodge an appeal after a disciplinary hearing under the following circumstances:

- **Employee** (accused) – In the case of dismissal, the accused employee can only exercise the right to appeal against his/her dismissal if he/she is of the opinion that the disciplinary action taken by the presiding officer after a disciplinary hearing is not appropriate in terms of the offence.
- **Employer** (complainant) – The employer has the right to lodge an appeal if the accused employee is not dismissed and the employer is of the opinion that the disciplinary action taken by the presiding officer is not appropriate in terms of the offence, which did justify dismissal.

### 5.5.1 Appeal committees

- There are two appeal committees with which an employee (accused) or employer (complainant) can lodge an appeal after a disciplinary hearing in the case of dismissal/non-dismissal. These committees handle different levels of appeal, but for the rest function in a similar manner.
- The **Standing Appeal Committee** handles all appeals by employees (accused) in post levels below the level of Registrar/Dean. This committee functions as a standing committee and is appointed by Council.
- The **Ad Hoc Appeal Committee** handles all appeals by employees (accused) from the level of Registrar/Dean up to Rector's level, as well as appeals by the employer. This committee functions as an ad hoc committee and is appointed by the ECC/Council per appeal lodged.

### 5.5.2 Committee members

The committee members of the two appeal committees are appointed by Council (the members need not be Council members) and comprise the following minimum number of members:

- A presiding officer (appointed by Council).
- A staff member of the Faculty of Law or practising legal practitioner.
- A person from the Human Resources Department. This person may, however, not be the same person as the one who was present at the disciplinary hearing.
- A person from the Meeting Administration Division. This person is responsible for keeping the minutes and is not a member of the committee.
- Any other persons appointed by Council or the presiding officer at its/his/her discretion.

### 5.5.3 Appeal process

The appeal must be lodged with the presiding officer of the appeal committee concerned within five (5) working days of the ruling of the presiding officer having been announced to the accused employee or employer.

- Appeals must be lodged in writing and the following documentation must be provided to the presiding officer of the appeal committee:
  - New evidence/facts that were not available during the disciplinary hearing.
  - The completed prescribed application form for leave to appeal, setting out the grounds for appeal (see Appendix F – Disciplinary Documentation/Forms).
- Such presiding officer, in consultation with the Director: Human Resources, may then agree or refuse to grant leave to appeal (see Appendix G – Disciplinary Documentation/Forms).

- If the application for leave to appeal is not filed within five (5) working days, the presiding officer to whom the application for leave to appeal is addressed, may grant or refuse leave to appeal at his/her discretion, taking the reasons given for the late application for leave to appeal into account.
- In general an appeal will only be allowed under the following circumstances:
  - The prescribed procedure was not followed during the disciplinary hearing.
  - New relevant facts came to light that were not taken into consideration during the disciplinary hearing.
  - The sentence is too harsh or too lenient in relation to the offence.
  - Prejudice and/or bias on the part of the presiding officer.
- If leave to appeal is granted, the appeal committee must handle the appeal.
- Heads of argument for appeal must be submitted to the presiding officer of the appeal committee within five (5) working days of leave to appeal having been granted.
- The appellant may avail himself/herself of a representative, including a legal representative, during the appeal hearing.
- The Manager: Labour Relations must determine a date for the presentation of arguments by the appellant, but no later than ten (10) working days after the submission of argument headings.
- The appellant (or his/her representative) must present his/her arguments to the appeal committee on the scheduled date.
- The appeal committee may call witnesses to clarify obscure or vague aspects with regard to the appeal and the presiding officer can postpone the appeal to a later date to ensure the presence of witnesses.
- The appeal committee must inform the appellant of its ruling in writing within ten (10) working days of the presenting of arguments and evidence, if any, and reasons for the ruling must also be provided in writing (see Appendix H – Disciplinary Documentation/Forms).
- Should the appellant's appeal not be successful, and should there not be any other dispute settlement agreements with a trade union(s), no other internal remedy is available to the employer or employee. However, the employer or employee still has the normal labour law and civil law remedies at his/her disposal should no other procedures have been agreed upon with the trade union(s).

## **6. SPECIFIC PROCEDURES with regard to MISCONDUCT**

### **6.1 ABSENCE WITHOUT PERMISSION/LEAVE**

6.1.1 Should an employee be absent without permission/leave for fewer than three days, the normal disciplinary process is followed as discussed in paragraph 5 of the disciplinary policy and procedure.

6.1.2 Should an employee be absent without permission/leave for three days and more, the following process is followed:

- The Manager: Labour Relations is informed.
- A registered letter or telegram/phonogram is sent to the employee's address. In the registered letter or telegram/phonogram the employee is requested to report for work within 24 hours. It is the employee's responsibility to inform the employer of any change in address, marital status, etc. (see Appendix J – Disciplinary Documentation/ Forms).

6.1.3 If the employee does report for work, the supervisor must contact the Manager: Labour Relations to make arrangements for a formal disciplinary hearing.

6.1.4 Should the employee fail to report for work:

- the supervisor also informs the Manager: Labour Relations.
- a second registered letter or telegram/phonogram is sent to the employee. In the registered letter or telegram/phonogram the employee is requested to report for work within 24 hours (see Appendix J – Disciplinary Documentation/Forms).

Should the employee still not report for duty, the Manager: Labour Relations must be informed.

The normal disciplinary process, as described in paragraph 5 of the disciplinary policy and procedures, will then be followed.

6.1.5 Should the employee be absent without permission for five (5) days or more, the person has absconded in terms of the Disciplinary Code. In this case the Manager: Labour Relations must be informed so that arrangements can be made to discontinue payment of the employee's salary temporarily. As soon as the employee puts in an appearance, the supervisor/head must inform the Manager: Labour Relations accordingly. The normal disciplinary process as described in paragraph 5 of the disciplinary policy and procedures will then be followed.

### **6.2 DRUNKENNESS OR BEING UNDER THE INFLUENCE OF DRUGS WHILE ON DUTY**

Should a supervisor suspect that an employee is under the influence of drugs or alcohol, the following guidelines must be followed:

- 6.2.1 It is the responsibility of the supervisor to make a observation of the employee, e.g.:
- are the employee's pupils enlarged/constricted?
  - are the employee's eyes bloodshot?
  - does the employee smell of alcohol?
  - is the employee unstable on his/her feet?
  - is the employee's speech affected?
  - is the employee's speech slurred?
  - what is the employee's general behaviour? for example, is the person exceptionally drowsy or aggressive?
- 6.2.2 A second person must be present to serve as witness of the observation made by the supervisor.
- 6.2.3 During the examination/observation the employee has the right to be represented by a fellow employee or trade union representative.
- 6.2.4 After the examination/observation has been performed, the supervisor can consider further steps:
- If the employee smells of drink or appears to be under the influence of alcohol, the supervisor may request the employee to blow into a breathalyser.
  - If the supervisor suspects drug abuse, the employee may be sent for blood tests after the Manager: Labour Relations has been informed.
- 6.2.5 Should the employee refuse to be tested, the observation will determine the next step. A note must be made of the refusal to be tested (see Appendix K – Disciplinary Documentation/Forms) and can be noted as aggravating circumstances in a disciplinary hearing.
- 6.2.6 Should the observation and/or breathalyser test/blood test be of such a nature that it is obvious that the employee is under the influence of drink/drugs, the employee must be sent home.
- 6.2.7 The incident must be reported to the Manager: Labour Relations so that formal steps, as described in paragraph 5 of the disciplinary process, can be followed.

## **7. ADDITIONAL SUPPLEMENTARY PROCEDURES with regard to COMPETENCE**

### **7.1 TERMINATION OF SERVICE AS A RESULT OF INCAPACITY: POOR HEALTH OR INJURY**

- 7.1.1 If it is alleged that an employee is not able to perform his/her duties or perform his/her duties according to the requirements, because of poor health or injury, the Director: Human Resources, or his/her nominee, must appoint an investigating officer who must investigate the nature and extent of the disability

and/or injury. The UFS is responsible for the costs of the investigation.

- 7.1.2 At least two medical reports by independent medical practitioners must be obtained by the investigating officer. The reports must be used to determine the extent of the poor health/injury (disability) and whether it is of a temporary or permanent nature.
- 7.1.3 Should the employee exercise his/her right not to be examined medically, the investigation must proceed on the basis of the available information regarding the person's health.
- 7.1.4 If an employee cannot continue performing his/her current duties and will probably be absent for a period that is regarded as unreasonably long in the circumstances, the investigating officer must examine all alternatives to dismissal. These may, for example, include alternative service or the adjustment of the duties or work circumstances of the employee in order to accommodate the employee's disability or illness. The employee's remuneration can also be changed in accordance with the above-mentioned adjustments.
- 7.1.5 When examining the alternatives to dismissal, the investigating officer must take the following factors into account:
- The nature of the work.
  - The period of absence.
  - The cause of the disability.
  - The nature, seriousness and extent of the disease or injury.
  - Whether the employee is capable of doing his/her work and, if so, to what extent the employee is able to do the work.
  - The extent to which the employee's work circumstances and/or duties can be adjusted to accommodate the employee's disability.
  - The possibility of employing employees on a temporary basis to perform the duties of the sick/injured employee.
- 7.1.6 In the course of the investigation, as mentioned above, the employee concerned must be consulted, he/she must be afforded the opportunity to be heard and he/she must have the right to be heard and he/she must have the right to be supported by a trade union representative or fellow employee.
- 7.1.7 On completion of the investigation, the investigating officer must submit a full report to the Director: Human Resources.
- 7.1.8 The Manager: Labour Relations, in consultation with the Director: Human Resources, appoints a presiding officer to conduct a formal investigation regarding the competence of the employee. With the formal investigation a similar procedure as described in paragraph 5.4 is followed.

The presiding officer:

- May rule that the matter be referred back for implementation of alternatives to dismissal; or

- that the services of the person concerned be terminated.

7.1.9 Both the employee and the employer have the right to lodge an appeal (see par 5.5).

## **7.2 PROCEDURE IN CASE OF ALLEGED INABILITY OR INCOMPETENCE: POOR WORK PERFORMANCE**

7.2.1 If after investigation by the supervisor it is found that an employee (in spite of proper evaluation, instructions, training, guidance and counselling) is unqualified for the post in which he/she was appointed because of his/her poor work performance, the direct supervisor/head must investigate the reasons for the unsatisfactory work performance in accordance with the preliminary investigation (par 5.1.2.) and as stipulated in this document.

7.2.2 The direct supervisor/head shall consult with the employee during the preliminary investigation in order to determine:

- whether the employee succeeded in meeting the required standards of performance;
- whether he/she was aware of the standard of performance and/or whether it could reasonably have been expected of him/her to be aware of the standard of performance;
- whether the employee concerned was provided with suitable assessment, instructions, training, guidance and counselling;
- whether the employee, after a reasonable period of time that was allowed for improvement, could still not attain the required standard of performance.

7.2.3 On completion of the preliminary investigation, the direct supervisor/head must compile a comprehensive report in which the suitable action for remediation is set out.

7.2.4 Suitable action for remediation may include:

- providing the employee with additional evaluation, instructions, training, guidance and counselling; or
- the implementation of alternative methods to address the problem; or
- referral of the matter for formal disciplinary action.

7.2.5 Any investigation regarding competence must be instituted according to the stipulations of this document, and more specifically similar to the stipulations of paragraph 5.3 and paragraph 5.4.

7.2.6 In taking action demotion or dismissal may be appropriate if all other possible actions failed to address the unsatisfactory work performance or behaviour as desired.

7.2.7 Both the employee and the employer have the right to lodge an appeal (see par 5.5).

## **8. LEGAL REPRESENTATION AND OTHER AID**

- 8.1 An employee may have no legal representative, or any other representative who is not an employee of the UFS during formal disciplinary action. Only in exceptional cases, usually in case of possible dismissal or if the legal or technical complexity of the proceedings justifies it, can a written request be made to the Director: Human Resources (or his/her nominee) that such legal or other representative be allowed to attend the formal disciplinary action.
- 8.2 Should an employee wish to avail himself/herself of representation as described in paragraph 8.1, the employee must address the written request to the Director: Human Resources or the person nominated by him/her on the prescribed form (see Appendix I - Disciplinary Documentation/Forms) in good time. The Director: Human Resources or the person nominated by him/her must then make a decision as to whether the representative concerned will be admitted within forty-eight (48) hours and inform the accused employee of it in writing.
- 8.3 If representation as described in paragraph 8.1 is allowed, the presiding officer must allow the employee preparation time of at least seventy-two (72) hours before the disciplinary hearing is held.
- 8.4 If the accused employee is allowed to avail himself/herself of legal representation, the UFS has the right, at its discretion, to appoint a complainant other than the direct supervisor to handle the matter on behalf of the UFS during the disciplinary hearing. Such alternative complainant may be an employee of the UFS or a practising legal practitioner.
- 8.5 An employee may indeed make use of a legal representative or any other representative who is or is not an employee of the UFS or an officer of a representative trade union at the UFS during an appeal hearing regarding dismissal (see par 5.5).
- 8.6 The above-mentioned rights must not interfere with the normal work discussions between the direct supervisor and the employee. The employee therefore has no right to any representation during normal work discussions.

## **9. DISCIPLINARY DOCUMENTATION/FORMS (APPENDICES)**

|            |                                                      |
|------------|------------------------------------------------------|
| Appendix A | VERBAL WARNING                                       |
| Appendix B | WRITTEN/ FINAL WARNING                               |
| Appendix C | LETTER OF DISMISSAL                                  |
| Appendix D | NOTICE OF DISCIPLINARY HEARING AND CHARGE SHEET      |
| Appendix E | REPORT OF DISCIPLINARY HEARING                       |
| Appendix F | APPLICATION FOR LEAVE TO APPEAL                      |
| Appendix G | GRANTING/ REFUSAL OF APPLICATION FOR LEAVE TO APPEAL |

|            |                                                            |
|------------|------------------------------------------------------------|
|            |                                                            |
| Appendix H | REPORT OF APPEAL COMMITTEE                                 |
| Appendix I | APPLICATION FOR REPRESENTATION DURING DISCIPLINARY HEARING |
| Appendix J | REGISTERED LETTER OR TELEGRAM/PHONOGRAM – ABSENCE          |
| Appendix K | OBSERVATION – ALCOHOL OR DRUGS                             |
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**UNIVERSITEIT VAN DIE VRYSTAAT**  
**UNIVERSITY OF THE FREE STATE**  
**YUNIVESITHI YA FREISTATA**

## **DISCIPLINARY CODE AND PROPOSED ACTION**

1. Underlying principles .....p.1
2. Key to disciplinary matrix ..... p.1
3. Disciplinary matrix ..... p.2

- 1) To EM – 10 September 2001**
- 2) Revised – November 2004**
- 3) Approved by Council - 16 March 2007**

# DISCIPLINARY CODE AND PROPOSED ACTION

## 1. UNDERLYING PRINCIPLES

- 1.1 This document represents the Disciplinary Code of the UFS and sets out a range of disciplinary offences and phases of disciplinary action. This code must be read together with the Disciplinary Policy and Procedure of the UFS, as the procedure for the handling of any disciplinary offence is set out in it.
- 1.2 The examples of disciplinary offences and the phases of disciplinary action for every offence, as set out in this code, in no way represents a comprehensive list of disciplinary offences and does not bind the UFS, as employer, or the presiding officer of a disciplinary hearing in his/her discretion to take suitable steps against an offender.
- 1.3 The matrix of offences which follows is intended to provide **broad guidelines** to the complainant in formulating the charge sheet and to the presiding officer of a disciplinary hearing in deciding on the appropriate disciplinary action in respect of any disciplinary offence.
- 1.4 Additional factors may influence the decision of the presiding officer regarding the appropriate disciplinary action, such as, for example:
  - the nature and seriousness of the offence;
  - the disciplinary record of the employee (the frequency of similar offences);
  - extenuating circumstance; and
  - aggravating circumstances.
- 1.5 The UFS realises that it is sometimes not desirable to classify offences in a matrix format, as it may impose limits on the natural discretion of a presiding officer. **It is therefore emphasised strongly that the matrix must only be used as a guideline.**
- 1.6 Cases that fall outside the matrix will, in any case, be handled by the presiding officer at his/her discretion, after the nature, seriousness and specific circumstances of the offence have been taken into account.

**2. KEY TO THE DISCIPLINARY MATRIX (GUIDELINES)**

| <b>SERIOUSNESS OF<br/>THE OFFENCE</b> | <b>PHASE OF<br/>DISCIPLINARY ACTION</b>           |
|---------------------------------------|---------------------------------------------------|
| <b>Minor</b>                          | <b>Corrective counselling/ Verbal<br/>warning</b> |
| <b>Serious</b>                        | <b>Written warning/ Final<br/>warning</b>         |
| <b>Very serious</b>                   | <b>Final warning/ Dismissal</b>                   |

### 3. DISCIPLINARY MATRIX (GUIDELINES)

The UFS realises that it is sometimes not desirable to classify offences in a matrix format, as it may impose limits on the natural discretion of a presiding officer. **It is therefore emphasised strongly that the matrix must only be used as a guideline.**

| OFFENCE                                                                              | DEFINITION                                                                                                                                                                                   | SERIOUSNESS OF THE OFFENCE                |                                |                                                                                                  |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------|
|                                                                                      |                                                                                                                                                                                              | MINOR                                     | SERIOUS                        | VERY SERIOUS                                                                                     |
|                                                                                      |                                                                                                                                                                                              | Corrective counselling/<br>Verbal warning | Written warning/ Final warning | Final warning/ Dismissal                                                                         |
| <b>Absence from duty (1)</b>                                                         | Absence of the employee from duty at the UFS without approved leave or an acceptable excuse.                                                                                                 | X                                         | X                              | X                                                                                                |
| <b>Absconding (2)</b>                                                                | Absence of the employee from duty at the UFS without approved leave or an acceptable excuse for five (5) consecutive days or more.                                                           |                                           |                                | X                                                                                                |
| <b>Poor timekeeping (3)</b>                                                          | Arriving at work late after the start of official working hours and without an acceptable excuse or approved leave. This also includes returning late after meals and other periods of rest. | X                                         | X                              | X<br>(Depending on the frequency and duration of incidents.) (Usually coupled with counselling.) |
| <b>Leaving the workplace without permission during working hours (4)</b>             | Leaving the workplace for reasons that are not work related and without the permission of his/her supervisor.                                                                                | X                                         | X                              | X<br>(Depending on the frequency and duration of incidents.)                                     |
| <b>Drunkenness or under the influence of an intoxicating substance while on duty</b> | Being under the influence of liquor or any other intoxicating substance                                                                                                                      |                                           | X<br>(If few or an isolated    | X                                                                                                |

|                                                                 |                                                                                                                                      |  |                     |                                                                    |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|--------------------------------------------------------------------|
| <b>(5)</b>                                                      | while on duty and to such an extent that the work performance of the employee concerned is influenced negatively.                    |  | incident of abuse.) | (If the person is an alcoholic, consider counselling/treatment.)   |
| <b>Revealing of confidential information of the UFS<br/>(6)</b> | Deliberate or unauthorised release by an employee of information regarded as confidential by the UFS to an unauthorised third party. |  | X                   | X<br>(Depending on the nature and sensitivity of the information.) |

| OFFENCE                                                                        | DEFINITION                                                                                                                                           | SERIOUSNESS OF THE OFFENCE                                                       |                                                                              |                                                                                                |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                                                                                |                                                                                                                                                      | MINOR                                                                            | SERIOUS                                                                      | VERY SERIOUS                                                                                   |
|                                                                                |                                                                                                                                                      | Corrective counselling/<br>Verbal warning                                        | Written warning/<br>Final warning                                            | Final warning/<br>Dismissal                                                                    |
| <b>Fraud, dishonesty, forgery, providing of false personal information (7)</b> | Conscious and deliberate actions or omissions with a view to gaining an unauthorised and/or unwarranted advantage in a dishonest way.                |                                                                                  |                                                                              | <b>X</b><br>(Depending on the seriousness and extent of the advantage gained from the action.) |
| <b>Refusal to carry out legitimate instructions/ Insubordination (8)</b>       | Refusal by an employee to carry out any legitimate instructions given by his/her supervisor.                                                         |                                                                                  | <b>X</b>                                                                     | <b>X</b><br>(If it occurs repeatedly.)                                                         |
| <b>Sleeping on duty (9)</b>                                                    | Sleeping on duty during working hours while on duty in the workplace.                                                                                | <b>X</b><br><br>First offences will usually be handled by means of counselling.) | <b>X</b>                                                                     | <b>X</b>                                                                                       |
| <b>Impertinence (10)</b>                                                       | Insolent, impertinent or disrespectful behaviour towards a supervisor, which is of such a nature that it undermines the authority of the supervisor. | <b>X</b>                                                                         | <b>X</b><br>(If behaviour requires more serious action than a mere warning.) | <b>X</b><br>(If the frequency and seriousness of the behaviour justifies it.)                  |
| <b>Insulting behaviour (11)</b>                                                | Disrespectful behaviour towards a senior, fellow or junior employee, member of the public or student(s), etc.                                        | <b>X</b>                                                                         | <b>X</b><br>(If behaviour requires more serious action than a mere warning.) | <b>X</b><br>(If the frequency and seriousness of the behaviour justifies it.)                  |

|                                            |                                                                      |  |          |                                                                                                                                                         |
|--------------------------------------------|----------------------------------------------------------------------|--|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rape and/or sexual molestation (12)</b> | Forces sexual intercourse or physical sexual contact or molestation. |  |          | <b>X</b>                                                                                                                                                |
| <b>Sexual harassment (13)</b>              | See the policy on sexual harassment                                  |  | <b>X</b> | <b>X</b><br><br><i>(The circumstances and nature of harassment can cause the appropriate action to range from corrective counselling to dismissal.)</i> |

| OFFENCE                                                    | DEFINITION                                                                                                                                                                         | SERIOUSNESS OF THE OFFENCE                                                                              |                                |                                                                                                                                     |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |                                                                                                                                                                                    | MINOR                                                                                                   | SERIOUS                        | VERY SERIOUS                                                                                                                        |
|                                                            |                                                                                                                                                                                    | Corrective counselling/<br>Verbal warning                                                               | Written warning/ Final warning | Final warning/ Dismissal                                                                                                            |
| <b>Assault<br/>(14)</b>                                    | The use of physical violence or a threat of physical violence against a fellow employee, student or other person on the premises of the UFS.                                       |                                                                                                         |                                | X                                                                                                                                   |
| <b>Intimidation<br/>(15)</b>                               | Threats of violence or other harmful behaviour towards any employee or member of the public on the premises of the UFS.                                                            |                                                                                                         |                                | X<br>(Unless extenuating circumstances can be argued.)                                                                              |
| <b>Victimisation<br/>(16)</b>                              | Threat(s) to harm a person or any other prejudicial action against an employee in respect of the exercising or intended exercising of any rights by a fellow employee/subordinate. |                                                                                                         |                                | X<br>(Unless extenuating circumstances can be argued.)                                                                              |
| <b>Loafing<br/>(17)</b>                                    | Loafing during working hours, without a valid excuse.                                                                                                                              | X<br>(Counselling is the appropriate first step, together with an exposition of the employee's duties.) | X                              | X<br>(Only if counselling has taken place, duties have been spelt out and training and guidance have been provided where relevant.) |
| <b>Refusal to work overtime/do emergency work<br/>(18)</b> | Unreasonable refusal to work overtime (do emergency work within the framework of the Basic Conditions of Employment Act (No.                                                       |                                                                                                         | X                              | X                                                                                                                                   |

|                                 |                                                                                             |  |          |          |
|---------------------------------|---------------------------------------------------------------------------------------------|--|----------|----------|
|                                 | 3 of 1983).                                                                                 |  |          |          |
| <b>Illegal strikes<br/>(19)</b> | Participation in an illegal strike not covered by the Labour Relations Act (No 66 of 1995). |  | <b>X</b> | <b>X</b> |

| OFFENCE                                                                 | DEFINITION                                                                                                                                                                                                       | SERIOUSNESS OF THE OFFENCE                |                                                              |                                                                                 |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------|
|                                                                         |                                                                                                                                                                                                                  | MINOR                                     | SERIOUS                                                      | VERY SERIOUS                                                                    |
|                                                                         |                                                                                                                                                                                                                  | Corrective counselling/<br>Verbal warning | Written warning/<br>Final warning                            | Final warning/<br>Dismissal                                                     |
| Being found guilty of a crime with a jail sentence (20)                 | Where the employee is found guilty of a crime in terms of criminal law and sentenced to imprisonment and therefore can no longer honour his/her service contract.                                                |                                           |                                                              | X                                                                               |
| Unauthorised possession or use of equipment or property of the UFS (21) | Possession or use of equipment/property of the UFS for purposes not related to work without proper authorisation and/or taking or use of equipment outside the premises of the UFS without proper authorisation. |                                           | X                                                            | X<br>(Depending on circumstances, including the intention to steal.)            |
| Causing of damage to property through negligence (22)                   | Causing of damage to the property of the UFS through negligence.                                                                                                                                                 |                                           | X                                                            | X<br>(Depending on the degree of negligence and the seriousness of the damage.) |
| Deliberate destruction of UFS property (23)                             | Causing of deliberate damage to the property of the UFS.                                                                                                                                                         |                                           | X<br>(Only if strong extenuating circumstances are present.) | X                                                                               |
| Wastage of material (24)                                                | Deliberate or neglectful wastage of material or products of the UFS.                                                                                                                                             | X                                         | X                                                            | X                                                                               |

|                                                                                   |                                                                                                             |  |   |                                                                                    |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|---|------------------------------------------------------------------------------------|
| <b>Unauthorised possession or use of a dangerous weapon in the workplace (25)</b> | Unauthorised possession or use of any dangerous weapon which can cause an injury by an employee of the UFS. |  | X | X<br>(If the weapon was carried with the intention to injure, damage or threaten.) |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|---|------------------------------------------------------------------------------------|

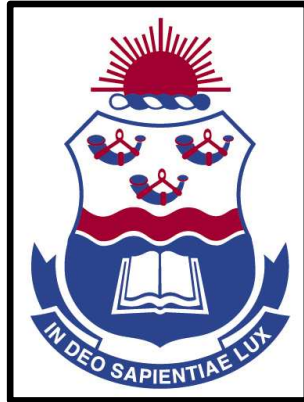
| OFFENCE                                                     | DEFINITION                                                                                                                          | SERIOUSNESS OF THE OFFENCE                |                                |                                                                        |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------|------------------------------------------------------------------------|
|                                                             |                                                                                                                                     | MINOR                                     | SERIOUS                        | VERY SERIOUS                                                           |
|                                                             |                                                                                                                                     | Corrective counselling/<br>Verbal warning | Written warning/ Final warning | Final warning/ Dismissal                                               |
| <b>Swearing and use of crude language (26)</b>              | Swearing and use of crude language in the presence of fellow employees or aimed at a person, member of the public, student(s), etc. | X                                         | X                              | X<br>(Depending on the nature and frequency of the incidents.)         |
| <b>Loss or damaging of work or protective clothing (27)</b> | Deliberate or neglectful loss or damaging of clothing provided to the employee by the UFS.                                          | X                                         | X                              | X                                                                      |
| <b>Smoking (28)</b>                                         | Smoking by any employee of the UFS in a forbidden area or any other transgression of the UFS's Policy on a Smoke-Free Workplace.    | X                                         | X                              | X<br>(If the frequency and seriousness of the behaviour justifies it.) |
| <b>Cruelty to animals (29)</b>                              | Ill-treatment of any animals on the premises of the UFS.                                                                            |                                           | X                              | X<br>(Depending on the seriousness and frequency of ill-treatment.)    |
| <b><u>Unfair discrimination</u></b>                         | <u>Any unfair discrimination on the grounds of race, sex, language, religion, etc.</u>                                              | X                                         | X                              | X                                                                      |

#### **4. NAME OR PRESTIGE OF THE UNIVERSITY**

Any action or act of an employee that discredits the name or prestige of the University will be viewed as serious and the appropriate action will be taken against the employee (eg disloyalty).

**09.2 A new policy and role for residences:**

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



**Increasing diversity in UFS main campus residences:  
A new policy and role for residences**

**(Approved by Council on 8 June 07)**

# **Increasing diversity in UFS main campus residences:**

## **A new policy and role for residences**

### **1. Background**

In his 2005 Opening Speech, the Rector and Vice-Chancellor announced the launch of a 4th phase of transformation and the appointment of a transformation plan task team (the TPTT) to produce a transformation plan. In this context, he stated the following:

"...on the main campus in effect we have "two campuses" – one white and one black, separated in the classrooms and in the residences. This was certainly never our intention and is an unintended consequence of our parallel-medium policy (which allows for classes in Afrikaans and in English) together with the current hostel placement policy which gives students freedom of choice of which hostel they want to live in.

The current residence placement policy is the result of important negotiations with students in the transition phase of 1997/98. It was the consensus outcome of deliberations by black and white students, and based on the principle of voluntary association. Although never a policy intention of the UFS, the result has been a gradual gravitation to residences that are mainly black or mainly white. After 8 years, the time has come to review the policy. The situation that obtains now is very different from those years. Both white and black students come from a different environment as in 1997, many are used to mixed schools and school residences. When they arrive on this campus they suddenly have to choose, effectively, between mainly white or mainly black residences.

An intensive consultation and discussion process will be launched shortly on campus about the residence placement policy. Students and student leaders will necessarily be directly and intensively involved in this process. In fact students should take the lead in this review of the policy, with student leadership structures and governance structures. Residence wardens are an equally important group that should be able to come up with innovative ideas."

This policy statement followed an Exco 'bosberaad' in November 2004, at which the Vice-Rector: Student Affairs, Dr Ezekiel Moraka presented a proposal for a process to increase diversity in residences at the UFS. His view that the current residence placement policy and diversity situation of predominantly monoracial residences – especially the so-called junior residences – were matters of concern that needed to be addressed, was accepted by the Exco.

- The current placement policy is based on the principle of free association, with student preferences and date of application being decisive. Residence house committees can place 70% of new first-year students, and the University (Accommodation Services) places the remaining 30%. The policy has no diversity stipulations or goals, although it appears to have been the intention upon its inception in 1997/8.

- In practice the residences largely are racially segregated. See Appendix 1 for data on residence occupancy and racial profiles. While the overall picture shows an admirable approximate 50:50 balance between black and white residence students, at an individual residence level many residences are 100% monoracial, with an average racial diversity level of only 3%.

In the Strategic Plan 2005-2007, the following project was approved (in February-March 2005) by the Executive Management, the Senate and the Council: "Develop, approve and implement a new residence placement policy."

In the TPTT Report, handed to the Executive Management 18 months later (October 2006), the review of the residence placement policy was also explicitly listed as a priority. The TPTT Report consulted widely with stakeholders including staff, student leaders and organisations, alumni, the provincial government, and so forth. In the resulting Transformation Plan of the Executive Management, finalised and approved by the Executive Management in February 2007, this policy review was placed at the top of the list of urgent priorities.

Whilst awaiting the TPTT Report, the Exco had several strategic discussions from May 2006 onwards and notably in August-September 2006. These discussions were based on a discussion document developed by Dr RE Moraka and Prof FCvN Fourie (*"Increasing diversity in student residences of the UFS", 2006*). In its deliberations the Exco developed a conceptual and strategic approach to increasing diversity (in its many dimensions) in residences.

From March to May 2007 several discussions were held with stakeholders. These included residence heads, the main campus SRC, residence primes (who consulted, in turn, with residence members) and student organisations. Residence members were also requested, via the primes, to consult with their parents during the April holidays and then submit comments and suggestions. Meetings were also held with representatives of the alumni organisation (KovsieAlumni), as well as with some parents. A draft guideline document was made available to all these groups and their comments received. In addition to meetings, written submissions and comments were also requested.

*Following all these processes, the Exco and Executive management propose that a new residence placement and diversity policy be adopted by the Council. The essence of the proposed new policy is an educational approach to the question of residence diversity (see section 3 below).*

## **2. Points of departure**

- 2.1 The residence policy should be derived from the intrinsic nature of the university as an educational institution where students are professionally, intellectually and socially prepared for the South African workplace.
- 2.2 Campus life, and residences in particular, have a strong socialisation and 'social education' effect, which constitute an important part of the total educational experience of residence students.

- 2.3 Since this social education effect of residences can either enhance or inhibit the preparedness of the student for the diversity of the South African workplace, the University cannot turn a blind eye to residence culture and practices.
- 2.4 Therefore, an educational approach to diversity in residences has to be followed (see section 3 below).
- 2.5 The residence policy must be aligned with the University's vision, mission and values, Institutional Charter, strategic objectives and other relevant initiatives and plans. Such alignment is to be secured via appropriate guidelines (see section 4 below).
- 2.6 Human diversity encompasses many dimensions of human society in addition to race, including language, religion, sexual orientation, culture, class and economic background, school background, learning styles, social background, and urban vs rural background.
- 2.7 A differentiated spectrum of accommodation needs has to be addressed, including mature students, married students, international students, and students who prefer different academic, organisational or gender environments; this may include 'co-ed' accommodation and accommodation which is less organised and run more like flats or boarding houses. (The current range of options is restricted to 'junior' and 'senior' residences, the latter being much less structured than the former.)
- 2.8 There is a need for a *migration strategy* to move from the current menu of accommodation and diversity options, to a new and more diverse accommodation menu with more options available to students.
- 2.9 A well-supported and facilitated approach should be followed, in which specific measures and programmes will be implemented to empower, develop the diversity skills and build the necessary capacity of students and staff directly affected by a new policy.
- 2.10 Given the complexity of the situation in the historical and current context of the UFS, a new placement policy should be conceptually well-considered and principled, followed by careful but firm and well-supported implementation.
- 2.11 The issues, risks and paradoxes relating to residence issues should be considered carefully and incorporated into the models, parameters, support systems, communication strategies, phasing-in decisions, planning and implementation processes and time-frames.
- 2.12 The process of increasing diversity in residences has to be well-managed with inputs from relevant stakeholders, notably students. However, ultimately the decision on the kinds of residences in terms of their composition and diversity is a decision of the University.
- 2.13 Management should develop a particular position with regard to a specific model or models of increasing diversity in residences, whilst maintaining balanced macro-diversity (overall racial and language balance, i.e. 50/50 in residences as a whole). Parameters, minimum requirements or constraints should be specified in this regard.

### **3. An educational rationale for increasing diversity in residences**

The University of the Free State is an educational institution established to provide higher education to all its registered students that:

- will enable them to play a leading role in the development of a non-racial South African society, in which language, cultural, religious and other rights and freedoms are enshrined by the Constitution; and
- prepare them for the world of work, in which managing and respecting diversity among colleagues has become an important element

In line with this, the UFS Mission includes the “development of the total student as part of its academic culture” as an integral part of the University’s core business.

#### **UFS Mission**

The pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by promoting the following within the ambit of financial sustainability:

- An academic culture
- Critical scientific reflection
- Relevant scientific education
- Pure and applied research
- Community service
- Development of the total student as part of its academic culture

The Management believes that enhancing diversity at the UFS (in the academic environment, residences, student activities, etc.) and empowering our students with the necessary knowledge, skills and attitudes to respect and manage diversity on campus, in residences and ultimately in the workplace, will have **academic and social benefits** such as:

- Enhancing the educational experiences of all students.
- Teaching students (black and white) to live, work, socialise and interact with students from other backgrounds.
- Encouraging the exchange of new ideas.
- Empowering students to think about issues in different ways.
- Empowering students not to think in group terms.
- Introducing novel perspectives to discussions.
- Encouraging a robust exchange of ideas.
- Broadening the scope of problem solving and improving decision-making.
- Fostering inclusiveness.
- Preparing students for the world of work.
- Producing graduates with valuable people and diversity management skills that are crucial for the labour market.
- Increasing graduate employability and workplace success due to exposure to and skills in diversity management as well as multilingualism.

These considerations highlight the need for a structured dispensation to facilitate interaction and mutual learning between students in UFS accommodation facilities who come from different racial, cultural, economic and historical backgrounds (amongst others dimensions of diversity).

## **4. Guiding principles for a new policy**

### **4.1 Using key principles in the draft Institutional Charter to guide the proper design and implementation of a nonracial residence model:**

- 4.1.1 Promoting an all-pervasive academic culture and intellectually stimulating environment.
- 4.1.2 An educational approach to student support.
- 4.1.3 Creating a sense of belonging.
- 4.1.4 Maintaining sufficient diversity in the student body and residences.
- 4.1.5 Equity, justice and fairness in dealing with diversity.
- 4.1.6 Innovativeness in the pursuit of equity and justice.
- 4.1.7 Sufficient diversity of symbols and artefacts to reflect the diversity of histories and cultures unambiguously and in a balanced, respectful manner.
- 4.1.8 Substantive and sufficient multilingualism.
- 4.1.9 Substantive multiculturalism and embracement of the diversity of cultures within the context of an open university community.
- 4.1.10 Non-dominance amidst diversity, i.e. preventing the dominance of any group over others.
- 4.1.11 Non-marginalisation, respect for minorities and appreciation for human diversity in personalities, individual preferences, etc. (non-alienation; a human rights environment).
- 4.1.12 Substantive presence of different population groups and genders in governance, management and decision-making bodies.
- 4.1.13 Sufficient diversity in the composition of the student body to constitute the necessary institutional space for nurturing non-racialism, non-sexism, multiculturalism, multilingualism and non-dominance.

### **4.2 Using the values of the UFS and of the South African Constitution to forge a sense of unity and co-operation based on integrity, mutual respect and fairness, within the context of the constitutional values of non-racialism, non-sexism and non-discrimination (compare the UFS Vision and Mission Statement as well as the draft Institutional Charter).**

## **5. Main recommendations**

### **5.1 Different accommodation markets**

Given a spectrum of preferences amongst its current and future clients, the UFS needs to supply a menu of accommodation options with regard to (a) the extent to which it is structured and organised with residence committees, etc.; and (b) the physical design of the facility. This could include the following:

- a. Junior residences, existing (structured with residence committees, etc.).
- b. New junior residences, *to be constructed* (structured).
- c. Faculty-based junior residences (structured).
- d. Senior residences for mature students (partially structured).
- e. Come-and-go residences with bachelor pads, *to be constructed* (unstructured).
- f. Come-and-go residences for married students and/or international students, *to be constructed* (unstructured).
- g. Flats & townhouses, *to be constructed* (unstructured).

The detail of this strategic Accommodation Facilities Plan is to be worked out by an accommodation facilities task team and submitted to Council as soon as possible. Private enterprise and/or partnerships can be used where appropriate. The current shortage of academic office space should also be considered in evaluating the optimal use of accommodation facilities (including the option of the conversion of residences into offices).

Sufficient diversity, as specified in 5.4 below, is to be an integral element of all these accommodation types.

## **5.2 Migration strategy**

A migration strategy should be adopted to move from the current pattern of accommodation offerings to a new, differentiated and broader-spectrum accommodation offering within which a sufficient and differentiated level of diversity is built in.

- Proposals for phasing in increased diversity in existing residences must be understood as elements of such a migration strategy.

## **5.3 A differentiated approach to diversity in residences**

When increasing diversity through placement, the following dimensions of diversity must be taken into account (in addition to race and language) insofar possible (also see 2.6):

- Educational background (Former Model C / township / rural area / city schools / monocultural / mixed-integrated)
- Rural / farm / urban / township
- Geographical (e.g. province / country)
- Economic and class background (poor / middle class / rich)
- Field of study (insofar as these may imply a concentration of similar thinking students)

Note: While these aspects are important to increase diversity, practical implementation with regard to some of them may be difficult since all of these dimensions may not be reflected in the application form.

## **5.4 Minimum diversity levels**

The current residence placement policy does not specify any diversity levels or goals. (As noted above, the factual position is an average of approximately 3% racial diversity in individual residences.)

Attaining and maintaining sufficient racial diversity (cf. section 4.1) within the residences of the UFS is a key element of the diversity objective of this policy.

5.4.1 The concept of '**sufficient diversity**' with regard to race can be understood as being within the 30%-50% range.

5.4.2 It can also be argued that a mix of roughly 50:50 would be ideal to create the environment and institutional space for nurturing non-racialism in the longer term. The attainment and maintenance of both substantive

multilingualism and substantive multiculturalism (cf. section 4.1) are additional key elements of the diversity objective.

Given these considerations *and* those listed in section 6 below, the following is proposed:

- 5.4.3 The aim of the migration period is to reach a minimum racial diversity level in each existing junior residence of 30% (see 6.4 below).
- 5.4.4 Following the migration period and a review of the situation, the introduction of an overall minimum level of 40%, and later even 50%, can be considered by the Management, if deemed appropriate.
- 5.4.5 For all other categories the general aim of the migration period is to attain an approximate 50:50 mix within a 40%-60% interval. (This includes new junior residences, faculty residences, senior residences, and 'unstructured' or non-organised residences.)
- 5.4.6 The overall goal is an overall diversity balance of roughly 50:50 for all junior and senior residences *together* is the goal.
- 5.4.7 Residence rooms are regarded as private spaces where personal preferences hold sway.
- 5.4.8 No pattern of 'black' or 'white' areas or floors or clusters of rooms is allowed.

Ultimately the goal and ideal are for a non-racial paradigm to become so entrenched that racial categories cease to be relevant and that such percentages and mechanisms become anachronistic and unnecessary (cf. the vision for the future in the draft Institutional Charter).

## **5.5 Phasing-in and time frames**

The approved minimum diversity level of 30% is to be implemented by starting with 30% with regard to new first-year students in 2008. In 2009 this is to be extended to reach 30% for the first-year and second-year students together, and in 2010 to first-year, second-year and third-year students together. (Thus senior students are not to be re-placed to achieve overall diversity goals.)

For senior residences, a 40%-60% interval will be the norm from 2008 onwards.

Thus the time frame for the diversity element of the migration strategy (i.e. to reach the minimum diversity level in all residences) is three years.

The time frame for new accommodation facilities is to be determined when the Accommodation Facilities Plan is drawn up.

## **5.6 Placement**

Currently residences (Residence Committees) place 70% of students, and Accommodation Services the remaining 30%. No diversity considerations, constraints or goals are specified.

It is proposed that residences be allowed to place up to 50% of first-year students so as to take ownership and responsibility for diversity in the residences. It is

expected of residences to use this portion to pursue diversity goals with reference to the desired minimum diversity levels (also see section 5.7 regarding incentives).

*This is to be monitored carefully by the University.* If the diversity goals with regard to race, language and multiculturalism are not met by the residence, or are undermined in any way, the University may and should use its placement portion to attain these goals. Appropriate criteria will be specified.

The University may and should also use part of its portion for other strategic or diversity objectives, notably dimensions of diversity other than race (see 5.3 above).

If a residence cannot reach or utilise its 50%, the University will assist it to fill the places.

## **5.7 Incentives and disincentives**

Residences are to be encouraged to increase their diversity level above the minimum level voluntarily. Incentives may be instituted by Management to encourage residences to do this.

In the case of residences that do not reach and/or maintain the approved diversity levels after a reasonable time period, more drastic steps may be considered, e.g. closure and restarting as a 'new' residence with a 50:50 mix.

Incentives may also be used to reach the minimum level as such, if necessary.

## **6. Considerations in implementing the new approach**

The implementation of the new policy is to be approached as a change management process, both during the preparation stage in the second half of 2007 and the actual migration period of 2008-2010.

The processes of consultation and strategic analysis have identified the following issues that need to be addressed during implementation if the goal of a smooth transition to harmonious, diverse residences is to be achieved. The implementation process is to be guided by the points of departure and guiding principles listed in sections 3 and 4 above.

### **6.1 Dealing appropriately with residence traditions and 'character'**

- Identifying those traditions and symbols that carry weight, are worth preserving and are compatible with non-racialism, non-sexism, non-discrimination, diversity and non-dominance (in contrast to those that are not compatible or desirable).
- Finding ways to deal respectfully and in a balanced fashion with such traditions and accompanying symbols, given a new, more inclusive and diversity-oriented dispensation.
- Identifying and eliminating traditions and elements of 'character' that are not compatible with the strategic objectives, values and principles of the transforming UFS.

- Creating new traditions and symbols that exemplify a new dispensation of dealing equitably and innovatively with student diversity.
- Accommodating students that have a more individualistic approach and have less need to be part of a strong culture, group or residence 'character'.
- Finding ways to deal appropriately with the need of residences to have a say in the placement and selection of residents (e.g. within certain parameters and constraints).
- Balancing loyalty towards residences with loyalty towards the UFS.

## **6.2 Designing mechanisms to handle language and cultural diversity** with regard to aspects such as the following:

- Role and management of residence meetings (language, etc.).
- Notice boards.
- Residence websites.
- Social events, dances/bashes, music selection.
- Social customs and arrangements for "silence"-times for study.
- Inter-residence activities.
- Dating practices and customs.
- Visitation rights of opposite genders.
- Personal habits (music, friends, bathrooms, food).
- Academic habits and study hours.
- Financial contributions by residents towards residence activities.
- Disciplinary rules and procedures of residences.
- Sports codes, teams and events.
- Television viewing, subscription to newspapers.
- Religious rituals.
- First-year welcoming ceremonies.
- Orientation events and practices.
- Rag events.
- Placement and re-placement procedures.
- Room selection and allocation (see 5.4.7 above).
- Roommate selection (see 5.4.8 above).
- Residence committee constitution (competencies) and elections (with the senior residence model as a possible reference point).
- Diversity orientation, mediation and facilitation.
- Language facilitation/interpreting.
- Language courses to develop language skills of residents in additional languages.

## **6.3 Designing mechanisms to reduce the dynamics of fear**

- *Possible fears of black students*
  - Fear of being assimilated into the white culture.
  - Fear of being or remaining marginalised on campus.
  - Fear of losing their traditions (however defined).
  - Fear of being manipulated by whites.
  - Fear of having no control over residence/student activities.
  - Fear of not being accepted by whites.
  - Fear of being victimised.
  - Fear of conflict.

- *Possible fears of white students*
  - Fear of losing their traditions (however defined).
  - Fear of losing their 'language space' in residence activities.
  - Fear of being dominated and marginalised by the black culture.
  - Fear related to being a minority group (given the wider political context).
  - Fear of losing control of residence/student activities.
  - Fear of being manipulated by blacks.
  - Fear of not being accepted by blacks.
  - Fear of being victimised.
  - Fear of conflict.

#### **6.4 Designing mechanisms and regulations to avoid the following:**

- Dominance by one group over another (cf. section 4.1).
- Marginalisation of a group or minority (cf. section 4.1).
- Alienation of a group, minority or individuals (cf. section 4.1).
- Excessive influence of TTT (territory, tradition and testosterone) in or between men's residences.
- Racist, sexist and other discriminatory practices (e.g. a zero tolerance approach to such transgressions needs to be considered).
- Conflict.

#### **6.5 Designing effective orientation and diversity skilling mechanisms**

- Continuous and comprehensive orientation and re-orientation towards non-racism and non-sexism (in a human rights environment)
- Managing the role of peer pressure.

#### **6.6 Redesigning supervision, support and facilitation mechanisms (live-in wardens, etc)**

- Given the sensitivity around various racial and cultural groups starting to come together within a residence context, it becomes imperative to have a professional adult warden or residence head on 24-hour basis to provide strong guidance and support. Such a person would also ensure continuity in terms of effective management.
- Residence heads will also have to play a strong role in creating and maintaining an academic culture in residences.

#### **6.7 Redesigning residence governance structures:** Jurisdictions, elections, composition, minority representation, first-year representation, competencies and rules of residence committees, role definition of residence committees and heads, etc.

## 6.8 Designing mechanisms to manage risks such as:

- Failing to provide a sense of belonging to all students of a non-racial, multicultural, diverse, multilingual UFS.
- Potentially dominant role of 'group identity' of either white or black students.
- Racial tension and racism, conflict and polarisation, potential disruption of academic activities and racial harmony.
- Student flight from residences, leading to a significant reduction in diversity on the campus and in student life.
- Failure to retain students from a minority group.
- The academic performance of residence students, which may decline as a result of 'institutional trauma' etc.
- Vandalism.
- Reaction of political stakeholders.
- Reaction of alumni, both white and black.
- Reaction of parents and potential students.
- Reaction of management and Council members.
- Communication and media risks.
- Exploitation of the transitional phase in UFS residences by marketing offices of other universities.
- Financial risks to the University in case of adverse student or parent reactions to the new policy, which may lead to a decline in student numbers or in residence occupancy.

## 6.9 Special measures for the first year

It may be extremely difficult to, first, place and, secondly, keep white students in black residences. A special effort will have to be made to communicate with parents of prospective students.

Special measures may be necessary especially in the first year (2008), to prevent conflict and students leaving residences (thus decreasing diversity) – i.e. it is crucial to develop a strategy proactively to *maintain* diversity in all residences.

Possible measures could include organisational or physical/facility arrangements to ensure bonding of the diverse first-year students as a group and protect them against seniors wishing to undermine the diversity objective, as well as using selected senior students as change agents. (This problem relates in particular to the potentially domineering role of senior students, also in the context of 'orientation'.)

## 6.10 Task teams, capacity and financial resources

Three **task teams** have already been appointed by Exco:

- The accommodation facilities task team is to propose a strategic plan for accommodation facilities (convenor: Ms E Pelzer).
- The second task team (convenor: Dr N Luyt) is to propose steps to address risks relating to marketing.
- The third task team (convenor: Dr E Moraka) is to propose steps to address the other implementation issues noted above and in section 5 in consultation with students, residence heads, etc.

The Director: Strategic Communication has already been tasked to develop a communications strategy to support the process.

Additional capacity may have to be created or outsourced to assist in the implementation and facilitation processes.

**Special financial allocations** to enable necessary physical alterations to residences as well as other support mechanisms, including interpreting services, may also be necessary. These are to be considered by Exco.

## **7. Frequently asked questions: What is the proper role of the following principles?**

- Freedom of association: This right can be exercised freely within a diverse residence with regard to friendships, joint academic work, socialising, sport, etc.
- Compulsion vs voluntarism: Whilst the University regards the presence of a substantive and sufficient diversity in residences as non-negotiable for the educational reasons noted above, the application of this principle allows substantial room for the voluntary exercising of choice by individuals as well as by Residence Committees, notably in the placement of students, as well as the determination of the future 'character' and traditions of a diverse residence.
- Respect for preferences: Students can choose their residences, subject to availability of places, can choose a roommate, and so forth.
- Respect for the traditions and 'character' of residences: Traditions and elements of 'character' that are reconcilable with the values of the University and the SA Constitution and with principles such as non-racialism, non-sexism, non-discrimination, diversity and non-dominance, can be retained (and new ones developed).
- Normalisation of human interaction in a non-racial context: This is a key element of the approach, in line with the intentions of the draft Institutional Charter.
- Non-discrimination and the elimination of racism and sexism: These are key principles of the new dispensation, built on a proposed zero tolerance approach to such transgressions.

# APPENDIX 1

## UFS Residence occupancy report

28 May 2007

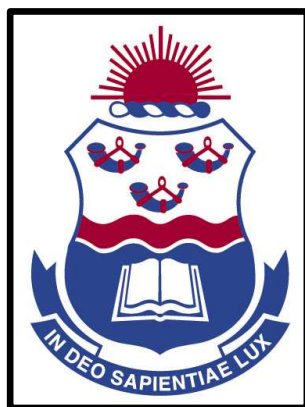
| Main Campus Junior      | Capacity    | Occup       | Vacancies | African     | Coloured   | Indian    | White       |
|-------------------------|-------------|-------------|-----------|-------------|------------|-----------|-------------|
| Abraham Fischer (men)   | 125         | 120         | 5         | 3           | 4          | 2         | 111         |
| Akasia (ladies)         | 179         | 179         | 0         | 168         | 11         | 0         | 0           |
| Armentum (men)          | 164         | 155         | 9         | 0           | 0          | 0         | 155         |
| Emily Hobhouse (ladies) | 156         | 152         | 4         | 4           | 6          | 2         | 140         |
| JBM Hertzog (men)       | 156         | 154         | 2         | 1           | 8          | 0         | 145         |
| Karee (men)             | 166         | 147         | 19        | 0           | 0          | 0         | 147         |
| Kestell (ladies)        | 120         | 120         | 0         | 91          | 23         | 4         | 2           |
| Khayalami (men)         | 179         | 178         | 1         | 176         | 1          | 1         | 0           |
| Madelief (ladies)       | 179         | 179         | 0         | 168         | 10         | 1         | 0           |
| NJ vd Merwe (ladies)    | 161         | 160         | 1         | 144         | 15         | 1         | 0           |
| Reitz (men)             | 139         | 117         | 22        | 0           | 0          | 0         | 117         |
| Roosmaryn (ladies)      | 239         | 231         | 8         | 4           | 3          | 0         | 224         |
| Soetdoring (ladies)     | 188         | 195         | -7        | 0           | 1          | 0         | 194         |
| Tswelopele (men)        | 181         | 179         | 2         | 157         | 21         | 1         | 0           |
| Vergeet-my-Nie (ladies) | 217         | 216         | 1         | 2           | 2          | 1         | 211         |
| Villa Bravado (men)     | 163         | 157         | 6         | 148         | 9          | 0         | 0           |
| Wag-'n-Bietjie (ladies) | 205         | 201         | 4         | 6           | 1          | 0         | 194         |
| Welwitschia (ladies)    | 177         | 176         | 1         | 164         | 11         | 1         | 0           |
| <b>Sub total:</b>       | <b>3094</b> | <b>3016</b> | <b>78</b> | <b>1236</b> | <b>126</b> | <b>14</b> | <b>1640</b> |

| Main Campus Senior                          | Capacity   | Occup      | Vacancies | African    | Coloured  | Indian   | White     |
|---------------------------------------------|------------|------------|-----------|------------|-----------|----------|-----------|
| Boomplaas (men)                             | 60         | 59         | 1         | 59         | 0         | 0        | 0         |
| Idahlia (ladies)                            | 107        | 107        | 0         | 97         | 7         | 2        | 1         |
| Karee Annex (men)                           | 22         | 21         | 1         | 14         | 0         | 1        | 6         |
| Kiepersol (men)                             | 29         | 29         | 0         | 29         | 0         | 0        | 0         |
| Marula (ladies)                             | 36         | 36         | 0         | 30         | 5         | 0        | 1         |
| Monteerhuise (ladies)                       | 20         | 19         | 1         | 3          | 0         | 0        | 16        |
| Pres Steyn Annex (ladies)                   | 66         | 66         | 0         | 61         | 4         | 1        | 0         |
| Pres Steyn Units (33 x men and 42 x ladies) | 82         | 75         | 7         | 68         | 2         | 3        | 2         |
| <b>Sub total:</b>                           | <b>422</b> | <b>412</b> | <b>10</b> | <b>361</b> | <b>18</b> | <b>7</b> | <b>26</b> |

|                          |             |             |           |                      |                    |                   |                      |
|--------------------------|-------------|-------------|-----------|----------------------|--------------------|-------------------|----------------------|
| <b>TOTAL: RESIDENCES</b> | <b>3516</b> | <b>3428</b> | <b>88</b> | <b>1597</b><br>46,6% | <b>144</b><br>4,2% | <b>21</b><br>0,6% | <b>1666</b><br>48,6% |
|--------------------------|-------------|-------------|-----------|----------------------|--------------------|-------------------|----------------------|

| <b>Main Campus Flats</b>                | <b>Capacity</b> | <b>Occup</b> | <b>Vacancies</b> | <b>African</b> | <b>Coloured</b> | <b>Indian</b> | <b>White</b> |
|-----------------------------------------|-----------------|--------------|------------------|----------------|-----------------|---------------|--------------|
| Armentum Flat (men)                     | 2               | 2            | 0                | 1              | 0               | 0             | 1            |
| Emily Hobhouse Flat (men)               | 2               | 2            | 0                | 0              | 0               | 0             | 2            |
| Khayalami Flat A (ladies)               | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Madelief Flat 15 (ladies)               | 3               | 3            | 0                | 3              | 0               | 0             | 0            |
| NJ vd Merwe Flat (ladies)               | 2               | 2            | 0                | 2              | 0               | 0             | 0            |
| Pres Steyn Flat 2 (ladies)              | 3               | 3            | 0                | 3              | 0               | 0             | 0            |
| Roosmaryn Flat A (ladies)               | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Roosmaryn Flat B (men)                  | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Scholtz Flat (2 x men and 1 x lady)     | 3               | 3            | 0                | 0              | 0               | 0             | 3            |
| SK2 D Flat (men)                        | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Sk5 Flat A (men)                        | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| SK5 Flat B (ladies)                     | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Soetdoring Flat (ladies)                | 2               | 2            | 0                | 2              | 0               | 0             | 0            |
| Vergeet-my-Nie Flat (men)               | 3               | 2            | 1                | 2              | 0               | 0             | 0            |
| Wag-'n-Bietjie Flat No.27 (ladies)      | 3               | 3            | 0                | 2              | 0               | 0             | 1            |
| <b>Sub total:</b>                       | <b>29</b>       | <b>28</b>    | <b>1</b>         | <b>21</b>      | <b>0</b>        | <b>0</b>      | <b>7</b>     |
|                                         |                 |              |                  |                |                 |               |              |
| <b>Main Campus Rooms</b>                | <b>Capacity</b> | <b>Occup</b> | <b>Vacancies</b> | <b>African</b> | <b>Coloured</b> | <b>Indian</b> | <b>White</b> |
| JBM Hertzog Flat A (ladies)             | 5               | 5            | 0                | 2              | 0               | 0             | 3            |
| JBM Hertzog Flat B (men)                | 5               | 5            | 0                | 0              | 0               | 0             | 5            |
| Karee Flat SRC (2 x men and 2 x ladies) | 4               | 4            | 0                | 3              | 1               | 0             | 0            |
| Madelief Flat 16 (ladies)               | 6               | 6            | 0                | 6              | 0               | 0             | 0            |
| Madelief Room (men)                     | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Pres Steyn Student Room 3 (ladies)      | 5               | 5            | 0                | 5              | 0               | 0             | 0            |
| Pres Steyn Student Room 4 (ladies)      | 4               | 4            | 0                | 4              | 0               | 0             | 0            |
| Pres Steyn Student Room 5 (ladies)      | 4               | 4            | 0                | 4              | 0               | 0             | 0            |
| Pres Steyn Student Room 6 (men)         | 5               | 5            | 0                | 4              | 0               | 0             | 1            |
| SK2 A Room (ladies)                     | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| SK2 B Room (ladies)                     | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| SK2 C Room (ladies)                     | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| Wag-n-Bietjie Flat No.20 (men)          | 4               | 4            | 0                | 4              | 0               | 0             | 0            |
| Welwitchia Room (ladies)                | 1               | 1            | 0                | 1              | 0               | 0             | 0            |
| <b>Sub total:</b>                       | <b>47</b>       | <b>47</b>    | <b>0</b>         | <b>37</b>      | <b>1</b>        | <b>0</b>      | <b>9</b>     |
| <b>TOTAL: ALL ACCOMODATION</b>          | <b>3592</b>     | <b>3503</b>  | <b>89</b>        | <b>1655</b>    | <b>145</b>      | <b>21</b>     | <b>1682</b>  |
|                                         |                 |              |                  | 47,2%          | 4,1%            | 0,6%          | 48,0%        |

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



**Employment Equity Three-year Rolling Plan  
October 2007 - Sept 2010**

**(Approved by the Council on 23 November 07)**

# SUMMARY AND FOCUS OF THE UFS EMPLOYMENT EQUITY (EE) PLAN

## Introduction

Although this is the first time that the plan is formally tabled with the Council, employment equity has been implemented at the UFS since 1999 and all statutory obligations regarding EE have been followed since the inception of the Employment Equity Act, No. 55 of 1998.

The UFS has made significant progress regarding all the components of employment equity. However, progress regarding the black staff profile of the UFS has stagnated over the past three years. It has thus become essential to set more specific and realistic numerical targets for the UFS, and to formulate additional plans and projects to achieve these targets. These projects include the GOOT (“grow our own timber”) initiative for academic positions, as well as a SETA/UFS workplace learning internship for support service staff.

## Purpose of the EE Plan

The Employment Equity plan constitutes compliance by the UFS with its statutory obligation in terms of the Employment Equity Act, No. 55 of 1998, and is in line with the EE Policy of the UFS.

The plan is the core component of the UFS programme to achieve its strategic priority of equity, diversity and redress.

The plan is a firm, objective commitment by the UFS and its stakeholders, embodying timeframes, goals and positive, measurable measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding and roadmap for employment equity at the UFS.

## Consultation

The following stakeholders’ groups were identified and involved in the development and approval of the Plan:

- The UFS Central EE Committee (including trade union representatives)
- Faculty and Support Service Equity Committees
- UFS Institutional Forum
- UFS Executive Management
- Human Resources Department, including Labour Relations

The UFS employed an alternating top-down and bottom-up approach to developing the plan, ensuring that top management guidance was provided, yet department, faculty and Support Service level input was obtained in the identification of barriers and the development of employment equity measures and setting of numerical targets.

The Plan will also be tabled annually for discussion by the Council.

## Situational Analysis

Firstly, the Employment Equity Act requires the conducting of an *employment systems review* to determine the existence of employment barriers and secondly, to determine the levels of *underrepresentation* of employees from the designated groups in the different occupational categories and levels of the UFS workforce through the comparison of internal and external survey data (statistical analysis).

Regarding the **employment systems review**, the UFS conducted a review of its employment policies, practices, procedures and working environment to identify employment barriers that adversely affect people from designated groups. Acknowledging that barriers still exist, the UFS has progressively taken steps to eliminate barriers and implement policies and to address identified barriers, including the regular policy audits conducted by the EE Committee and HRD. The UFS has additionally undertaken a comprehensive employment systems review, conducted at Faculty and Support Service level, to ensure that the distinct situational barriers of each of these units are identified and addressed through remedial measures.

Regarding the **statistical analysis** of the workforce profile, the UFS firstly conducted an *internal analysis* of its workforce by considering the UFS employment equity categorisation, as well as HEMIS categories, over a period of 3 years. It is apparent from both of these analyses that no significant changes have taken place in any categories over the past 3 years. Black male and female staff members (black includes African, Indian and coloured) are still underrepresented in general, while white female staff members are underrepresented in senior academic and senior managerial positions.

Two external *comparisons* using Higher Education data were also conducted using Department of Labour Employment Equity Reports (form EEA2) and Higher Education Management Information System data. Both of these comparisons showed that the Higher Education Sector is battling with the same equity problems. Regarding the equity profile of staff members, the performance of the UFS is average in comparison to the other institutions.

## Operational Plan

As first measure in addressing employment equity, the UFS embarked on a process of reviewing and revising its employment policies, practices and procedures to ensure the removal of discriminatory content and to eliminate employment barriers. The employment policies are also to be reviewed annually.

Faculty and Support Service Equity Committees used structured questionnaires, interviews or discussions with staff members as methods for the identification of employment barriers. The next step in the operational plan was to identify/develop measures to remove barriers and establish equity. These measures have been categorised and translated into positive goals and measurable measures. Responsibilities for the measures have been assigned, and timeframes for the desired outcomes have been set. These measures also refer to the projects contained in the Transformation Plan.

Measures to advance equitable representation of designated groups in all occupational categories and levels focus on:

- Access
- Appointment and promotion of designated persons
- Training, mentoring and development of persons from the designated groups
- Retention of persons from designated groups
- Disciplinary and lay-off criteria
- Accountability of line managers

Measures to advance diversity, sensitivity and understanding include:

- Equity and diversity training
- Changing the institutional culture (Transformation Plan Project)
- Awareness and understanding
- No sidelining

Measures to provide for reasonable accommodation of persons from designated groups:

- Disability accommodation
- Terms and conditions of service

## Numerical goals

The Employment Equity Act requires that a designated employer must, as part of its Employment Equity Plan, determine numerical goals to achieve equitable representation of suitably qualified people from all designated groups, including persons with disabilities, within each occupational category of the workforce.

In the past, the following were some of the factors taken into account in endeavouring to attain the UFS's numerical goals: The degree of underrepresentation of designated group members in each occupational category, present and planned vacancies in the UFS workforce, external availability of suitably qualified persons to fill vacancies, the expected turnover of staff, etc.

The numerical goals are set by Faculties and Support Service Units, and then consolidated into the EE plan.

However, there has been no substantial improvement in the employment equity profile of the UFS with regard to the appointment and retention of persons from the black designated groups. Thus, it has become necessary to involve Management in setting targets.

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the staff categories. After different scenarios were investigated and the above-mentioned fact was taken into consideration, it was proposed – in order to achieve sufficient diversity in the staff complement – that numerical targets be set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% are to be attained within the next five (5) years.

It is further proposed that, for the above-mentioned purpose, the following criteria are used to define the groups that form the main focus for diversity at the UFS. Firstly, membership of the following groups: Black Males, Black Females, White Males and White Females (Black refers to the generic term, and includes Coloureds and Indians). However, every available opportunity should be utilised to appoint people with disabilities. Secondly, that a twenty percent (20%) representation per group is viewed as the five-year target. Thus, a group is seen as being sufficiently represented when it has a twenty percent (20%) or higher representation within a UFS staff category. This implies that the appointment of persons from groups that exceed 20% representation does not qualify for employment equity target setting.

This does not mean that white women and black men (and white men) may not be appointed in the categories where their representation exceeds 20%. It does mean, however, that their appointment is not counted in attaining the targets, and that the emphasis should be shifted to those categories that are still underrepresented, e.g. black women.

In some categories of junior staff, e.g. junior lecturer/researcher, white women or black men may be overrepresented. However, it must be kept in mind that this may be conducive to providing a pool of qualifiers for more senior positions in the context of the “grow our own timber” project. Nevertheless, more emphasis should, for example, be placed on recruiting black women.

The UFS would like to bring about diversity in each staff category – therefore white men and women should also be recruited for the “General Worker” category, where they are currently not sufficiently represented. However, at this stage targets will not be set for this category.

The UFS realises that it might be difficult to attain these targets, and therefore Management is also looking at different ways to achieve the numerical goals.

Much more focus is to be placed on “growing our own timber” and mentoring. Two new projects for “growing our own timber” for academic positions have recently been approved, as well as a Workplace Learning Internship initiative for the support services. There is also a project in the pipeline for the development of leadership among promising black academic and support staff to equip them for senior and high-level management positions.

A new policy regarding headhunting was recently approved.

Furthermore, the following is proposed:

- The University also intends to include progress and management of employment equity in the performance appraisal of all line managers, as they have a primary responsibility for implementing the Employment Equity Act and Employment Equity Policy of the UFS.
- The possible placing of a moratorium by Executive Management on appointments where the minimum target of 50% has not been reached, and the statistics and other evidence indicate that the Employment Equity Plan and UFS Equity Policy are not being implemented by a department.
- The involvement of employment equity subcommittee members in the recruitment process.
- The identification of promising students for “grow our own timber” purposes.
- More stringent monitoring of employment equity by Executive Management, the Central Employment Equity Committee, the employment equity subcommittees and managers.

## **Monitoring and Evaluation of the Plan**

The monitoring and evaluation of the Plan and progress made in achieving the numerical goals has become even more important, and is an ongoing process that should continue to include consultation, awareness, communication and training.

## **Responsibility:**

The UFS Executive Management shall have primary responsibility for the implementation of the Plan, with the Employment Equity Officer and HR Director being responsible for facilitating and monitoring the implementation of the Plan. In addition, the following persons/entities are responsible for providing assistance and ensuring the effective implementation and monitoring of the requirements of the plan: the UFS Rector, the UFS Top Management, the Employment Equity Manager, the Central Employment Equity Committee and Faculty and Support Service Subcommittees.

## **Reporting on progress:**

Faculty and Support Service Equity Committees must report on a quarterly basis regarding progress made with or obstacles encountered in achieving the objectives and measures of the Plan.

Faculty Deans and Support Service Heads must provide regular feedback to the Central Employment Equity Committee, HRD and the Employment Equity Officer.

The Central Employment Equity Committee is responsible for monitoring and evaluating the implementation of employment equity and the provisions of the Plan throughout the UFS.

The Employment Equity Officer must annually collate a consolidated report on employment equity, to be submitted for approval to the Rector and made available to all stakeholders. The report will subsequently be submitted to the Department of Labour.

## **Resources and Budget**

The UFS will continue to allocate appropriate resources to the effective implementation of the Plan, as allowed by the financial position of the UFS (including annual budgets).

## **Commencement and Duration of the Plan**

The Plan is effective from the date of approval by the Executive Management.

The Plan will be tabled annually for discussion by the Council.

The UFS has taken a strategic decision to implement its Employment Equity Plan as a three-year rolling plan to be monitored, evaluated and updated annually.

# STATEMENT OF COMMITMENT BY EXECUTIVE MANAGEMENT

This Statement of Commitment, endorsed by the Executive Management of the University of the Free State (UFS), reflects the earnest intention of the UFS to achieve and maintain substantive and sufficient staff diversity in line with the Employment Equity Policy.

This Statement of Commitment is founded on the belief that the ongoing quest for excellence and quality at the UFS as a centre of scientific inquiry and scholarship should include the quest to be a university of diversity and of equity, in terms of its staff, its students, its disciplines, its approaches and methods.

This Statement of Commitment is informed by our understanding that the ultimate goal of employment equity, as it is being implemented at the UFS, is to conclude a process and phase of redress to establish a normalised university community that will have transcended the divisions, discrimination and obstacles to equal access of the past and to contribute to equity and social justice in our society.

Furthermore, the Executive Management of the UFS endorses the following values and constitutive principles relating to employment equity and staff diversity, namely:

- a. Creating a sense of belonging for all members of the University – black and white, male and female, of whatever language, cultural, religious or economic background, as well as people with disabilities
- b. Striving towards justice and equity in all aspects and activities of our institution
- c. Respecting and managing diversity equitably
- d. Opposing and eliminating any discriminatory practices based on racism, sexism and xenophobia, as well as other forms of discrimination and unfair exclusion
- e. Creating equitable workplace access for staff who have been disadvantaged by race, class, gender, language, disability etc., and likewise for a new generation of young people from the post-apartheid era
- f. Non-marginalisation, respect for minorities and appreciation for human diversity with regard to personalities, individual preferences, human skills and workplace skills.
- g. Substantive and sufficient multilingualism (in terms of the main language and other languages) in academic and support activities
- h. Substantive multiculturalism and embracement of the diversity of cultures within the context of an open university community
- i. Sufficient diversity in the composition of academic and support staff to constitute the necessary institutional space for nurturing non-racism, non-sexism, multiculturalism, multilingualism and non-dominance
- j. Sufficient diversity of staff with regard to professional language skills to meet the operational needs of multilingual teaching in the main languages
- k. A rewarding work environment and promising career opportunities in order to be an employer of preference for the best staff: black and white, female and male, of whatever working age
- l. Recruiting, appointing and developing staff members with the best skills and talents, as well as potential to develop, within the context of seeking to overcome the historical limitations of available skills, talents and people with potential, within the context of operational requirements and the pursuit of quality and equity
- m. Creating meaningful employment and developmental opportunities within the prescripts of the law whilst avoiding unfair discrimination and/or employment practices, within the context of the Bill of Rights and the relevant legislation
- n. Empowering all staff members to function (albeit perhaps at different levels) in both main languages of the University, as well as empowering all staff to be at least functionally skilled in Sesotho or a third language
- o. Substantive presence of different population groups and genders in governance, management and decision-making bodies
- p. Establishing an inclusive and participatory university life
- q. Exercising our rights and concomitant responsibilities in an equitable and responsible manner within the university context

Consequently, the Executive Management of the UFS commits itself to the implementation of this Employment Equity Plan as an essential part of the redress phase, and to meeting the numerical goals outlined in it within the timeframes stipulated in the Plan.

The implementation of this EE plan will take place in accordance with the best practices currently guiding employment equity planning in the higher education sector in South Africa, so as to ensure that the UFS can successfully balance the twin imperatives of excellence and equity.

# EMPLOYMENT EQUITY DEFINITIONS AND ACRONYMS

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adverse impact              | The effect of an employment policy or practice that disproportionately excludes any identifiable group from employment opportunities or creates inequality in conditions of work. Adverse impact may, for example, be found when a selection process for a particular job or group of jobs results in the selection of members of any racial, ethnic, or sex group at a lower rate than members of other groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Applicant pool              | All people who have applied for a particular job or group of jobs before the closing date of the advertisement. The collection of candidates from whom the selection or selections for available positions may be made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Black people                | A generic term that includes Africans, Coloureds and Indians                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Business necessity          | A business practice that is essential to the safe and efficient operation of the organisation. A legitimate business purpose that justifies an employment practice or procedure as valid and necessary for the effective achievement of the organisation's objectives, as well as the safe and efficient operation of the business.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Designated groups           | <p>Refer to black people (i.e. Africans, Coloureds and Indians), women and people with disabilities who are natural persons and:</p> <ul style="list-style-type: none"> <li>▪ are citizens of the Republic of South Africa by birth or descent; or</li> <li>▪ are citizens of the Republic of South Africa by naturalisation before the commencement date of the Constitution of the Republic of South Africa, Act 200 of 1993; or</li> <li>▪ became citizens of the Republic of South Africa after the commencement date of the Constitution of the Republic of South Africa Act 200 of 1993, but who, had Apartheid policy not been in place prior to that date, would have been entitled to acquire citizenship by naturalisation prior to that date.</li> </ul>                                                                                                                                       |
| Discrimination              | An intentional or unintentional act that adversely affects employment opportunities because of race, gender, religion, sex, sexual orientation, disability, marital status, national origin, age or other recognised grounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| EEA                         | Employment Equity Act, 55 of 1998                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Employment Equity Committee | The consultative forum required to be established in terms of the EEA, consisting of employees representing designated and non-designated groups, trade unions and other identified stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Employment Equity measures  | Specific actions in recruitment, hiring, promotion and other areas, designed and taken for the purpose of remedying the effects of past discrimination and establishing equitable representation within the workforce.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Employment barriers         | <p>Employment practices, policies or systems that have an adverse impact on designated groups and are not related to inherent job requirements or business necessity. Employment barriers may consist of:</p> <ul style="list-style-type: none"> <li>▪ prejudice or ill-will reflected in deliberately discriminatory actions against individuals who are members of designated groups;</li> <li>▪ unequal treatment, such as posing different questions to women applicants than to men applying for the same job;</li> <li>▪ systemic barriers, which have the effect of discouraging or blocking members of designated groups from employment opportunities;</li> <li>▪ maintenance of a working environment that is hostile, abusive or unwelcoming towards members of designated groups; or</li> <li>▪ inadequate facilities that present physical barriers to persons with disabilities.</li> </ul> |
| Employment systems          | The procedures used to recruit, hire, pay, manage and develop human resources in an organisation. These may be formal or informal, and may or may not be consistently                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

applied. The key elements of employment systems consist of policies and practices relating to job recruitment, selection, training and development, promotion, remuneration and benefits, working conditions, disciplinary and grievance procedures, and termination of service.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employment Systems Review (ESR) | A comprehensive examination of an organisation's employment systems to identify actual or perceived systemic and attitudinal barriers to employment equity and equal opportunities for persons from designated groups. A comprehensive ESR goes beyond a desk audit of existing employment systems, and requires a detailed understanding of systemic barriers and subjective perceptions in the organisation's workforce.                                                                                                                                                                                                                                                                                                                                                                           |
| Inherent job requirement        | An employment requirement that is, in fact, necessary for safe, efficient and reliable performance of the essential duties of a job.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Institutional culture           | The "institutional culture" of an organisation refers to its members' collectively shared patterns of meaning, values, assumptions, and expectations that guide and shape their understanding, perceptions, and predictions on matters of mutual interest or common experience. It can include rites, roles, rules and other traditions that reflect the shared culture, including the approach taken in identifying and choosing new members and instilling the culture's values and expectations in them. A culture may be deep-rooted and long-lasting, or it may be superficial and short-lived. It can be relatively static and unchanging, or it can be vibrant and changeable. An individual's attitude and behaviour may be shaped by many institutional culture factors and influences.     |
| Male-dominated culture          | The male cultural patterns and attitudes associated with an era when men had greater power (in a legal, social and economic sense) than women. Some practices still reflect the values inherent in the male-dominated culture and attitudes of workplaces of the past. They remain traditional, male-dominated, autocratic or at best paternalistic and hierarchical, and undervalue the contribution of women. Often their effective functioning relies on informal networks of insiders, popularly known as "old-boys' networks." Such organisations and practices are characterised as "traditional (male-dominated) cultures." These cultures tend to resist change unless the transformation is actively led by top levels, or is otherwise perceived by its members as essential for survival. |
| Non-designated group            | White males and foreigners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Numerical goals                 | Numerical goals refer to the number or percentage of suitably qualified individuals in a designated group who are to be recruited, trained, and promoted in a given period. Numerical goals are not quotas, but represent the expectations of the organisation given its best effort.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Occupational segregation        | The tendency to stereotype jobs according to gender or race so that some occupations become known, for instance, as "women's jobs." Occupational segregation is reflected in the fact that women are concentrated within a narrow range of occupations, primarily in clerical and administrative fields. In contrast, male workers are more evenly distributed throughout the occupational structure.                                                                                                                                                                                                                                                                                                                                                                                                |
| Person with disabilities        | A person who has a long-term or recurring physical or mental impairment that substantially limits their prospects of entry into employment, or advancement therein. Physical disabilities can be visible or non-visible, and can include any degree of paralysis, amputation, lack of physical coordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment, or physical reliance on a guide dog, wheelchair or other appliances or devices. Learning, mental or psychiatric disabilities can include learning or comprehension incapacities that are significant and persistent, but still permit the individual to perform tasks in a reliable manner under a reasonable amount of supervision.                                                     |
| Reasonable accommodation        | Any modification or adjustment to a job or to the working environment that will enable a person from a designated group to have access to or participate or advance in employment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Sidelining                      | The action of appointing designated persons into positions, frequently in attempts to window-dress the organisation's profile, usurped of all responsibility naturally associated with the position or without guidance or induction as to responsibility or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

requirements, resulting in disillusionment, estrangement and eventual departure.

#### Suitably qualified

A person may be suitably qualified for a job as a result of any one of, or any combination of, that person's –

- formal qualifications;
- prior learning;
- relevant experience; or
- capacity to acquire, within a reasonable time, the ability to do the job.

In determining whether a person is suitably qualified for a job, the employer must review all the above factors and determine whether the person has the ability to do the job in terms of any one of, or any combination of those factors.

An employer may not, however, discriminate against any person solely on the grounds of that person's lack of relevant experience.

#### Systemic discrimination

The exclusion of members of certain groups through the application of employment systems based on criteria that are not job-related or required for the safe and efficient operation of the business. Examples may include artificially high screening criteria to reduce the number of applications to be considered; job requirements such as educational standards, training or work experience based on traditional or historical preferences, rather than actual job requirements; ignoring physical barriers limiting access to or mobility within an organisation's premises.

#### Targeted measures

Measures such as targeted recruitment or special training initiatives, aimed primarily at correcting employment imbalances stemming from past discrimination over a specified period of time. They are intended to expedite the attainment of fair representation of designated groups.

#### Underrepresentation

Disproportionately low ratio of designated group members to other employees in an occupational group, in contrast to their presence in the work force or availability in the external, suitably qualified economically active population.

# INSTITUTIONAL AND LEGAL FRAMEWORK

## Vision

To be an excellent, equitable and innovative university.

## Mission

The pursuit of scholarship, as embodied in the creation, integration, application and transmission of knowledge, by promoting the following within the ambit of financial sustainability:

- An academic culture
- Critical scientific reflection
- Relevant scientific education
- Pure and applied research
- Community service
- Development of the total student as part of the University's academic culture

## Strategic priorities

The Executive Management of the UFS has identified the following strategic and transformation priorities for the years 2005 – 2007:

- Quality and excellence
- Equity, diversity and redress
- Financial sustainability
- Regional co-operation and engagement
- National leadership

## Background and context

The University of the Free State is a multicultural and parallel-medium institution serving the central region of South Africa. It is the first historically white and Afrikaans South African university to have transformed itself to a level where black students' numbers comprise more than 50% of the total student body. This has largely been due to the introduction of a parallel-medium language policy, in terms of which a student can choose to complete his or her studies fully in either Afrikaans or English.

The UFS has also been confronted over the past few years with the urgent need to ensure the financial sustainability of the campus. Faced with a huge and ever-growing budget deficit, a financial turnaround strategy was implemented from the year 2000 onwards. This strategy resulted in a turnaround of 30% in the budget in less than three years, allowing the UFS – for the first time in many years – to invest in strategic projects, including employment equity, academic clusters, information and communication technology (ICT) and others.

To achieve the financial turnaround, the UFS was required to increase revenue whilst simultaneously reducing costs, and personnel costs in particular. This required major organisational restructuring, accompanied by dramatic staff reductions. As a result, the UFS has, until about 2003, been unable to successfully implement employment equity in a context where no new appointments could be made. As from 2003, however, the UFS has made a number of appointments of designated group members, including appointments at top management levels at the UFS.

With the success of the turnaround strategy, the UFS has now embarked on an irreversible process to implement employment equity at the UFS, and the current financial sustainability of the UFS can be seen as a prerequisite for investments in the strategic area of employment equity.

In line with the requirements of the national tertiary education policy, the UFS incorporated the Qwaqwa Campus, a former campus of the University of the North in Polokwane, into the UFS on 1 January 2003 as part of the restructuring of higher education.

The UFS also incorporated the Bloemfontein Campus of Vista University on 1 January 2004, as part of the restructuring of higher education.

The UFS has, since the promulgation of the Employment Equity Act, 55 of 1998, undertaken the task of transformation. However, extensive restructuring and the incorporation of both the Qwaqwa and Vista campuses have limited the ability of the UFS to effectively and strategically coordinate its employment equity initiatives in a consolidated employment equity plan for the UFS.

In proceeding with employment equity, the continuing reduction in the subsidisation of universities by the National Department of Education will be a key challenge and factor impacting on the financial ability of the UFS to provide for equity programmes and the realisation of numerical goals.

## **The legal framework**

The UFS has been identified as a “designated employer” in terms of the EEA, and is accordingly required to achieve employment equity in the UFS workplace by –

- (a) promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and
- (b) implementing employment equity measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and at all occupational levels in the workforce.

The twofold obligation of designated employers requires that the UFS must promote equal opportunity by eliminating unfair discrimination in its employment policies and practices and implementing employment equity measures to achieve employment equity. The latter obligation must be translated into an achievable employment equity plan for the UFS.

## **Consultation**

In line with its commitment to transparency, the University has ensured that all policies, programmes and procedures relating to employment equity have been developed on a consultative basis with all stakeholders, with interested parties being afforded a reasonable opportunity to participate in decision-making.

The following stakeholder groups were identified and involved in the development and approval of the Plan:

- The UFS Central Employment Equity Committee
- Faculty and Support Service Equity Committees
- UFS Institutional Forum
- UFS Executive Management
- UFS Council
- UFS Human Resources Department (HRD)
- UFS Labour Relations

A high degree of consensus was achieved among the stakeholders and meaningful contributions to the consultation process were obtained, which have been incorporated into the Plan.

The UFS also conducted workshops and seminars to assist in the consultation process. These were attended by UFS staff and management representatives and were utilised as opportunities to consult, inform and educate all parties regarding the process to be followed and the roles to be played by all parties.

The UFS employed an alternating top-down and bottom-up approach to developing the Plan, ensuring that top management guidance was provided, yet department, Faculty and Support Service level input was obtained in the identification of barriers and the developing of employment equity measures.

## **THE UFS EMPLOYMENT EQUITY POLICY**

The UFS Employment Equity Policy (“the Policy”) is the guiding framework to the Employment Equity Plan of the UFS (“the Plan”), and provides an exposition of the considered vision and commitment of the UFS and its stakeholders regarding the guiding principles that shall drive employment equity at the UFS and provide the authority for the establishment and powers of identified monitoring and management structures for employment equity at the UFS.

## **THE UFS EMPLOYMENT EQUITY PLAN**

### **Purpose of the Employment Equity Plan**

The Plan must, at all times, be read and implemented against the background and principles of the Policy.

The Plan is a core component of the UFS programme to achieve its strategic priority of “Equity, Diversity and Redress”, and constitutes compliance by the UFS with its statutory obligations in terms of the EEA.

The Plan represents the critical link between the Policy and Employment Equity Act and the situational analysis of the UFS, its financial and human resource position and the achievement of equitable redress and representation throughout its workforce.

The Plan is a firm, objective commitment by the UFS and its stakeholders embodying timeframes, goals and positive, measurable measures whereby the UFS can achieve substantial progress in implementing and creating a consolidated understanding and roadmap for employment equity at the UFS. As such, the Plan must be aligned and included in the broad business strategy of the UFS.

The Plan is not intended to propose quick-fix solutions or vague interventions, but rather wishes to be transparent, inclusive and directed at establishing sustainable employment equity supported by staff and stakeholders at the UFS.

### **Commencement of Plan**

The Plan is effective from the date of approval by the Executive Management.

Any substantial variation or amendment of the Plan must be approved by Executive Management before it will have force and effect.

The Plan will be tabled annually for discussion by the Council.

### **Duration of the Plan**

The Employment Equity Act allows a designated employer to adopt an employment equity plan that is not shorter than one year and not longer than five years.

The UFS has taken a strategic decision that its Plan shall be a three-year rolling plan to be monitored, evaluated and updated annually.

## **SITUATIONAL ANALYSIS**

The situational analysis of the UFS workforce is a two-pronged process in accordance with the Act, aimed at establishing the baseline position with regard to employment equity at the UFS for the purposes of determining the employment equity measures to be applied and the workforce areas to be remedied through target setting. Firstly, this requires conducting an employment systems review (ESR) or so-called discrimination audit to determine the

existence of employment barriers, and secondly, the determination of the levels of underrepresentation of designated groups at the UFS through the comparison of internal and external survey data.

## **Employment systems review**

### **The requirement**

Section 19(1) of the Employment Equity Act, 55 of 1998, requires that a designated employer must collect information and conduct an employment systems review (ESR) of its employment policies, practices, procedures and working environment to identify employment barriers or explicit or covert discrimination that adversely affect people from designated groups.

Although the slower pace of change or transformation in the composition of UFS staff in relation to that of its student body can partly be ascribed to extensive restructuring, financial restrictions and the incorporation of the Qwaqwa and Vista campuses, these factors cannot solely account for the slow transformation of the UFS staff profile. Existing or perceived employment barriers still remain at the UFS, and must be identified and addressed as part of the overall strategy to remedy underrepresentation.

### **Conducting the Employment Systems Review**

In order to comply with its statutory obligations and ensure the elimination of employment barriers, the UFS has progressively taken steps to eliminate barriers and implement policies that address identified barriers, including the conducting of regular policy audits by the Employment Equity Committee and HRD.

Acknowledging that barriers still exist, the UFS has additionally undertaken a comprehensive employment systems review, conducted at Faculty and Support Service level, to ensure that the distinct situational barriers of each of these units are identified and addressed through remedial measures.

### **Perceived barriers to employment equity**

The participating Faculty and Support Service Employment Equity Committees used either structured questionnaires, interviews or discussions with staff members as methods for the identification of employment barriers.

- **Access to employment, promotion and remuneration**

Recruitment procedures are perceived to be inadequate with regard to, for instance, the medium for advertisements as well as the geographical area of recruitments. Internal vacancies could also be advertised better.

With regard to labour turnover, most Faculties and Support Service Units experience a low rate of labour turnover as well as a very low growth rate, and this influences appointments and promotion opportunities.

Problems with employment have recently shifted to difficulties in recruiting and attracting suitably qualified candidates from the designated groups, and in particular black groups. This can also be ascribed to the inability of the UFS to offer competitive salaries in comparison with the private sector.

The scarcity of skills is experienced as a serious barrier. There is a shortage of suitably qualified and experienced candidates for academic and senior positions in most of the designated groups. Some disciplines traditionally do not attract persons from the designated groups, and this adds to the scarcity of skills.

The language requirement regarding bilingualism is perceived to be a very serious barrier, especially in appointing academic staff from the designated groups. This problem is more serious in small departments that require bilingual staff, as they do not have sufficient staff to duplicate lectures.

Internally, particularly at departmental level, a lack of promotion opportunities and career pathing presents a barrier to the advancement of designated groups.

A lack of definite targets for persons from the designated groups also exists.

- **Staff training and development**

Although the UFS has implemented its Skills Workplan in accordance with the prescripts of the Skills Development Act, the lack of institutional support to mentor, nurture and support training remains a barrier to the advancement of staff. Junior and new staff in particular experience inconsistent approaches to job descriptions, induction processes and performance appraisals.

The absence of career pathing and staff development programmes has also been identified as a continuing barrier to employment equity.

- **Institutional culture**

Institutional culture affects, and is influenced by, all aspects of the working environment at the UFS. Although the UFS has made significant progress in taking progressive measures to eliminate racism, sexism and other forms of discrimination at the UFS, the deeply-rooted social culture of the UFS as a historically white, Afrikaans university is still a strongly perceived and experienced reality for many staff members at the UFS.

Language, especially the inability to speak Afrikaans, is experienced as a barrier by some staff members. Meetings are often conducted in Afrikaans, and interpreting is not always successful.

- **Staff retention**

The shortage of qualified staff from designated groups, low comparative salary levels at the UFS and the strong competition from the corporate sector with regard to the headhunting of staff have been identified as barriers to retaining qualified designated staff.

- **Management and institutional issues**

The UFS has historically implemented employment equity on a top-down basis, with the policy approach towards employment equity being driven primarily by the UFS management, in contrast with a bottom-up approach in terms of which Faculties and Support Services develop and implement customised initiatives and measures in line with the framework of an overall employment equity policy. This has resulted in a lack of understanding, buy-in and ownership at Faculty and Support Service level, as well as a fragmented approach to implementing employment equity.

Insufficient funds make it difficult for departments with a restricted budget to plan for transformation.

Until recently, funding for employment equity was only made available for a period of two years, after which it had to be absorbed by the department. Most departments experienced this as a insufficient period for planning, and thus as a barrier to employment equity. However, funding can now be granted for a period of four years, and the University hopes that this will contribute positively towards employment equity.

## **Statistical Workforce Profile**

### **The requirement**

Section 19(2) of the EEA requires that a designated employer conduct an analysis of the occupational categories and levels within its workforce to determine the degree of representation of people from the designated groups in each of the various occupational categories and levels within the employer's workforce.

This statistical workforce profile entails a two-phase process, requiring firstly a detailed analysis of the internal workforce profile of the UFS and the representation of designated and non-designated groups within the various categories and levels of the UFS workforce, and secondly, a comparison of this internal workforce profile against external demographic data and benchmark comparators to determine the degree of over- or underrepresentation of designated groups within the UFS workforce, as compared to the externally available economically active population.

The UFS is required by the Employment Equity Act to achieve equitable representation in all occupational categories and levels at the UFS. Simplistically stated, the UFS must benchmark itself and strive towards

achieving a degree of representation of designated groups in the various occupational categories of its workforce that reflects their representation in the external labour market and measures up to the representation of those organisations within the same sector or industry, organisations of a similar size or organisations that are structurally similar and whose activities are spread over a similar geographical area.

## Compiling the Statistical Workforce Profile

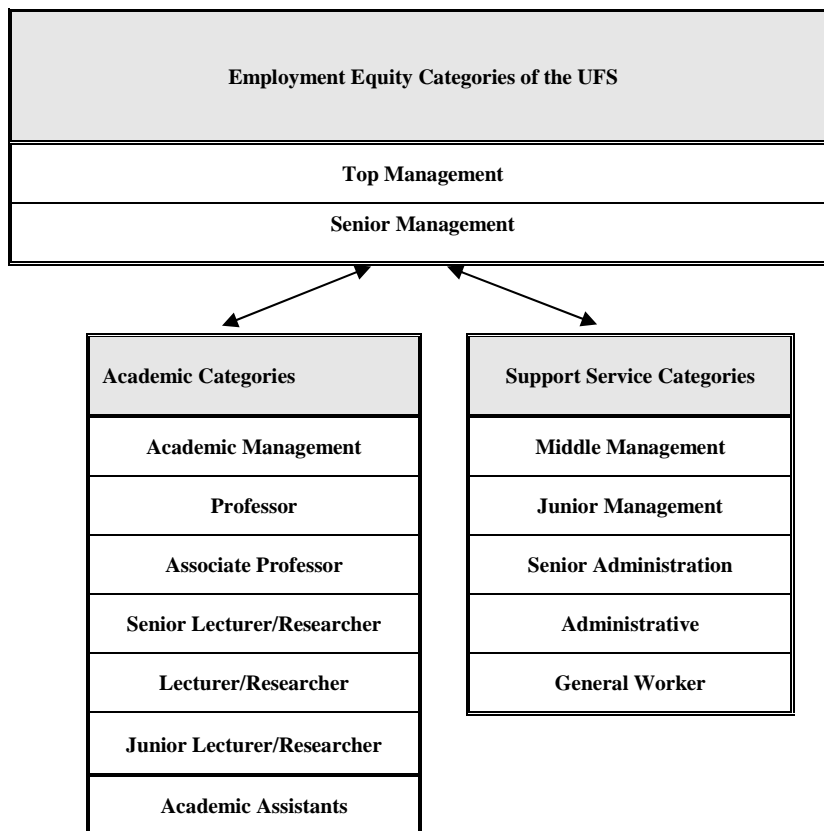
The UFS has, through the Employment Equity Officer assisted by Computer Services and demographic specialists, undertaken the task of compiling the Statistical Workforce Profile for the UFS. The profile was compiled at both Faculty and Support Service level as well as for the UFS in total, allowing for the availability of detailed statistical information at both Faculty and Support Service level, as well as providing overall management information to the UFS management.

For the purposes of the Plan, however, the emphasis will be on the overall picture of the UFS workforce, with individual Faculty and Support Service Employment Equity Committees focusing on the detailed information relating to their relevant units.

## Internal Workforce Profile

### Different Definitions of Staff Categorising

- The **Department of Labour (“DoL”)** has prescribed certain occupational categories and levels for the purposes of employment equity reporting. These categories and levels have been modelled on the corporate sector and are relatively inapplicable to the tertiary education sector, due to its failure to differentiate between various academic post groupings. All academic staff have been clustered into a single category titled “Professionals”, prohibiting the tracking and monitoring of changes in this vital area of the UFS workforce.
- Accordingly, the UFS has internally **expanded the proposed DoL templates** in order to diversify the staff categorisations and provide a higher level of detail in respect of staff representation and movements, particular in the academia. The following occupational categories represent the expanded categorisation utilised by the UFS (refer to Annexure B for a description of the categories):



To date, however, external employment equity data and statistical information is only available in the proposed Department of Labour (DoL) categorisations, making meaningful external comparisons difficult. This problem has been identified by Higher Education South Africa (HESA). In its Code of Good Practice for Employment Equity in Higher Education Institutions, HESA recommends that a format more suited to Higher Education institutions should be identified, and that Higher Education institutions should be encouraged to report in accordance with such format. For the time being, however, the only alternative available to the UFS is to utilise the DoL categorisations for comparing external employment equity data, until such time as sufficient and reliable benchmarking information is available externally in accordance with the prescribed HESA format.

- As an additional option, the University will also consider **Higher Education Information Management System (HEMIS) data** for the purpose of internal analysis and external benchmarking.

#### **Differences between Employment Equity and HEMIS data**

However, the following differences between Employment Equity (EE) and HEMIS data should be kept in mind:

- ❖ According to the Employment Equity Act, 55 of 1998, the term “non-permanent employees” refers to those who are employed to work for less than 24 hours per month, or those engaged to work for less than 3 continuous months. According to HEMIS, a person is a permanent staff member if he/she contributes to an approved retirement or provident fund of the institution. All other persons are classified as having temporary employment status.
- ❖ EE data does a head count of actual staff members on a specific date, while HEMIS does a head count over a period of one year. Thus, EE can be current data, while HEMIS is backdated data over a year.
- ❖ EE data does not include persons on the Joint Staff Establishment as the UFS does not pay their salaries, but HEMIS does include such staff members in the data.
- ❖ Employment Equity data shows staff movement such as promotions, appointments and resignations. HEMIS does not include this information, as it was not designed for this purpose.
- ❖ EE data excludes persons who earn less than the minimum basic salary because they only work on an hourly basis, but do not want to claim for hours. Normally these people should be remunerated on a claim basis, but they prefer to have a monthly income. HEMIS includes such persons as staff members earning a salary.

#### **Collection of Employment Information**

The Employment Equity data in terms of which the Internal Workforce Profile was compiled, was collated by the Employment Equity Officer, assisted by the Computer Services Department. Information contained in the electronic human resources system of the UFS was utilised for this purpose.

The data utilised to populate the human resources system was obtained from a detailed staff analysis and categorisation conducted by the UFS for the purposes of employment equity and official reporting.

The data also contains a clear identification of all staff members with disabilities at the UFS, and this identification is regularly updated.

The second internal staff profile is provided by the Management Information Department on the basis of HEMIS data.

**Current Profile:**

The following table represents the current employment equity staff profile according to gender and race as on 1 June 2007. The term “permanent staff” is defined according to the Employment Equity Act. “Non-permanent” represents persons appointed on a claims basis.

|            | Designated   |               |             |                |                 |               |              |            |              |                | Total |
|------------|--------------|---------------|-------------|----------------|-----------------|---------------|--------------|------------|--------------|----------------|-------|
|            | African Male | Coloured Male | Indian Male | African Female | Coloured Female | Indian Female | White Female | White Male | Foreign Male | Foreign Female |       |
| Permanent  | 374          | 44            | 6           | 344            | 46              | 9             | 903          | 585        | 34           | 18             | 2363  |
| Percentage | 15,8         | 1,86          | 0,25        | 14,6           | 1,95            | 0,38          | 38,2         | 24,        | 1,44         | 0,76           | %     |

The following tables represent an overall picture of the representation of the various designated and non-designated groups within the UFS permanent workforce over the past 3 years, per Employment Equity UFS category (see Annexure A for a more detailed analysis).

Note that “black people” is a generic term that includes Africans, Coloureds and Indians.

| UFS Category        | Period |      |      |      |      |      |
|---------------------|--------|------|------|------|------|------|
|                     | 2004   |      | 2005 |      | 2006 |      |
| Top Management      | No.    | %    | No.  | %    | No.  | %    |
| Black               | 2      | 40%  | 2    | 40%  | 2    | 40%  |
| White Female        | 1      | 20%  | 1    | 20%  | 1    | 20%  |
| White Male          | 2      | 40%  | 2    | 40%  | 2    | 40%  |
| Foreigners          | 0      | 0%   | 0    | 0%   | 0    | 0%   |
| Totals              | 5      | 100% | 5    | 100% | 5    | 100% |
| Senior Management   | No.    | %    | No.  | %    | No.  | %    |
| Black               | 3      | 13%  | 5    | 20%  | 5    | 21%  |
| White Female        | 2      | 9%   | 2    | 8%   | 2    | 8%   |
| White Male          | 17     | 74%  | 17   | 68%  | 17   | 71%  |
| Foreigners          | 1      | 4%   | 1    | 4%   | 0    | 0%   |
| Totals              | 23     | 100% | 25   | 100% | 24   | 100% |
| Academic Management | No.    | %    | No.  | %    | No.  | %    |
| Black               | 1      | 1%   | 1    | 2%   | 2    | 3%   |
| White Female        | 9      | 12%  | 8    | 14%  | 10   | 15%  |
| White Male          | 67     | 87%  | 50   | 85%  | 56   | 82%  |
| Foreigners          | 0      | 0%   | 0    | 0%   | 0    | 0%   |
| Totals              | 77     | 100% | 59   | 100% | 68   | 100% |

- It is apparent from the above tables that no changes have taken place in the category “Top Management” over the past 3 years.
- The “Senior Management”, “Middle Management” and “Junior Management” categories are still dominated by white males. No significant employment equity changes have taken place over the past 3 years. White females still constitute the majority in the “Senior Administrative” category.
- In the Academic categories, white males still constitute more than 80% of the Academic Management positions. White males also dominate the “Professor” and “Associate Professor” categories, and no significant change has taken place in this regard over the past 3 years. Regarding the “Senior Lecturer” positions, white females have increased by 3%, now giving this group a slightly higher representation than white males (47% white females, compared to 41% white males). The category “Lecturer” shows very little change over the past 3 years, with white females still predominant. The “Junior Lecturer” category shows a positive movement in the appointment of black staff. However, the growth rate of blacks in the “Academic Assistant” category is negative, and that of whites and foreigners is positive.
- When considering the “Administrative” and “General Workers” categories, it can be concluded that no real changes have taken place.

#### 5.2.3.4 **UFS profile according to Higher Education Information Management System (HEMIS) data**

The following table represents an overall picture of the UFS permanent headcount over the past 3 years per HEMIS category.

“Permanent”, according to the HEMIS definition, refers to a staff member who contributes to an approved retirement or provident fund of the institution.

“Black” again refers to the generic term, which includes Africans, Coloureds and Indians.

### HEMIS Categories

| Instruction & Research Staff                  |        | 2004        |             | 2005        |             | 2006        |             |
|-----------------------------------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                               |        | n           | %           | n           | %           | n           | %           |
| Black                                         |        | 94          | 16%         | 106         | 17%         | 112         | 17%         |
|                                               | Male   | 278         | 47%         | 284         | 46%         | 302         | 47%         |
| White                                         | Female | 219         | 37%         | 230         | 37%         | 233         | 36%         |
| <b>Instruction &amp; Research Staff Total</b> |        | <b>591</b>  | <b>100%</b> | <b>620</b>  | <b>100%</b> | <b>647</b>  | <b>100%</b> |
|                                               |        |             |             |             |             |             |             |
| Administrative Staff                          |        | 2004        |             | 2005        |             | 2006        |             |
|                                               |        | n           | %           | n           | %           | n           | %           |
| Black                                         |        | 184         | 27%         | 197         | 29%         | 198         | 28%         |
|                                               | Male   | 165         | 24%         | 157         | 23%         | 160         | 23%         |
| White                                         | Female | 335         | 49%         | 336         | 49%         | 349         | 49%         |
| <b>Administrative Staff Total</b>             |        | <b>684</b>  | <b>100%</b> | <b>690</b>  | <b>100%</b> | <b>707</b>  | <b>100%</b> |
|                                               |        |             |             |             |             |             |             |
| Service Staff                                 |        | 2004        |             | 2005        |             | 2006        |             |
|                                               |        | n           | %           | n           | %           | n           | %           |
| Black                                         |        | 311         | 98%         | 319         | 98%         | 312         | 98%         |
| White                                         | Male   |             | 0%          | 1           | 0%          | 2           | 1%          |
|                                               | Female | 6           | 2%          | 7           | 2%          | 5           | 2%          |
| <b>Service Staff Total</b>                    |        | <b>317</b>  | <b>100%</b> | <b>327</b>  | <b>100%</b> | <b>319</b>  | <b>100%</b> |
|                                               |        |             |             |             |             |             |             |
| <b>Permanent Total</b>                        |        | <b>1592</b> |             | <b>1637</b> |             | <b>1673</b> |             |

It is apparent from the above table that no significant changes have taken place in any of the categories over the past 3 years.

In the category “**Instructional and Research Staff**”, white males still constitute the majority of the staff (47%). The representation of white females is about 10% lower than that of white males. However, all the black staff only comprise 17% of this category.

When the category “**Administrative Staff**” is considered, it can be noted that white females constitute the majority of this category by nearly 50%. Black staff represent 28%, and white males represent 23%.

The category “**Service Staff**” is still almost exclusively represented by black staff members (98%).

### Introduction

Two comparisons will be shown using external Higher Education data for both the comparisons, viz. Department of Labour Employment Equity Reports and Higher Education Management Information System data.

In the first comparison, the Employment Equity Reports for 2006 (EEA2 forms) of similar Higher Education Institutions where requested from the Department of Labour. The following reports where obtained and used for the comparison:

- Central University of Technology
- University of Pretoria
- University of Stellenbosch
- University of Johannesburg
- University of the Free State

In the second comparison, the HEMIS database was utilised. This database includes public higher education institutions. However, a comparison was also done using some selected similar institutions, viz.:

- University of Cape Town
- University of Johannesburg
- Nelson Mandela Metropolitan University
- North-West University
- University of Pretoria
- Rhodes University
- University of South Africa
- University of Stellenbosch
- University of Witwatersrand
- University of the Free State

## A. The comparison using Employment Equity reports

### Employment Equity Comparisons Between Universities

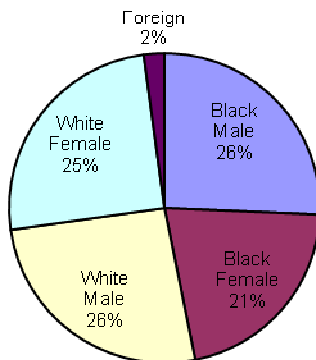
|                                  | Black Male | Black Female | White Male | White Female | Foreign | Total       |
|----------------------------------|------------|--------------|------------|--------------|---------|-------------|
| Central University of Technology | 538        | 443          | 543        | 526          | 45      | <b>2095</b> |
| University of Pretoria           | 719        | 520          | 1244       | 1798         | 157     | <b>4438</b> |
| University of Stellenbosch       | 641        | 553          | 1006       | 1364         | 110     | <b>3674</b> |
| University of Johannesburg       | 1701       | 1370         | 2014       | 2290         | 221     | <b>7596</b> |
| University of the Free State     | 626        | 569          | 965        | 1298         | 158     | <b>3616</b> |

### Employment Equity Comparisons Between Universities

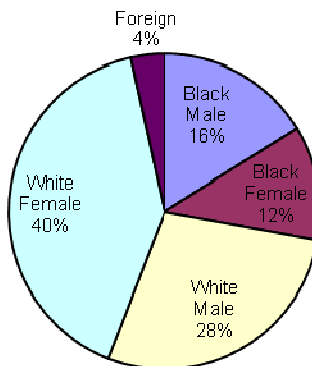
|                                  | Black Male | Black Female | White Male | White Female | Foreign   | Total       |
|----------------------------------|------------|--------------|------------|--------------|-----------|-------------|
| Central University of Technology | 26%        | 21%          | 26%        | 25%          | 2%        | <b>100%</b> |
| University of Pretoria           | 16%        | 12%          | 28%        | 41%          | 4%        | <b>100%</b> |
| University of Stellenbosch       | 17%        | 15%          | 27%        | 37%          | 3%        | <b>100%</b> |
| University of Johannesburg       | 22%        | 18%          | 27%        | 30%          | 3%        | <b>100%</b> |
| University of the Free State     | 17%        | 16%          | 27%        | 36%          | 4%        | <b>100%</b> |
| <b>Unweighted Mean</b>           | <b>20%</b> | <b>16%</b>   | <b>27%</b> | <b>34%</b>   | <b>3%</b> | <b>100%</b> |

### Analysis

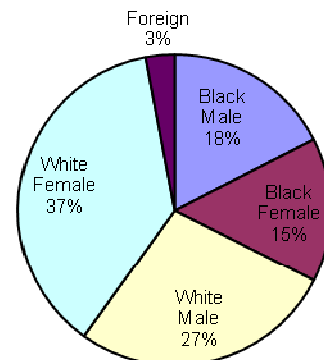
Central University of Technology



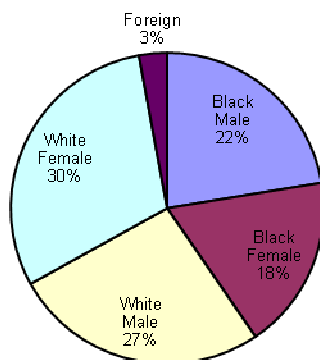
University of Pretoria



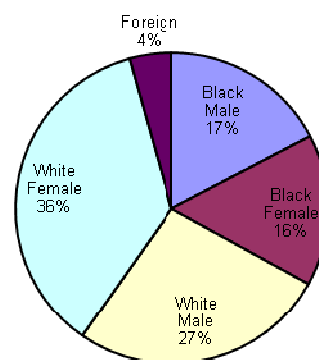
University of Stellenbosch



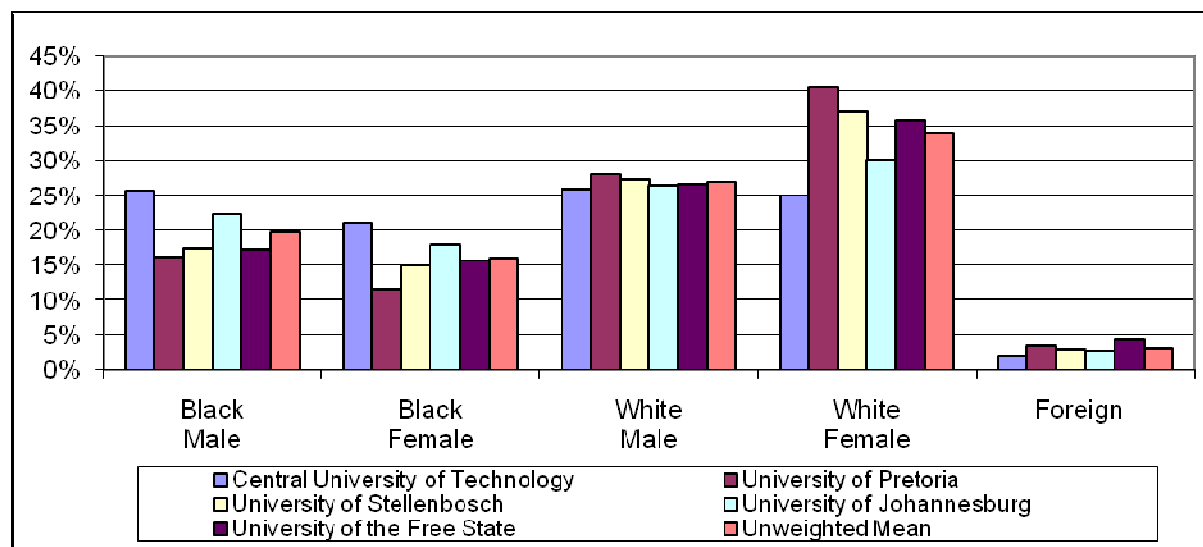
University of Johannesburg



University of the Free State



## Comparison



## Deductions from the analysis and comparison

It should be noted that equity comparisons are made between black and white employees, as well as male and female employees. On the basis of the EEA2 reports of the 5 institutions, the following deductions can be made concerning designated and non-designated groups:

### Designated groups

- The Central University of Technology (CUT) has the highest percentage of black males (26%), while the University of Pretoria (UP) has the lowest percentage of black males (16%). In comparison, the University of the Free State (UFS) has a 17% representation of black males, which is lower than the unweighted mean of the 5 institutions.
- When considering the black female employees, the same trend is noted. CUT once again has the highest percentage (21%), and UP the lowest percentage (12%). Here, the UFS equals the mean of 16%.
- As far as white females are concerned, UP has the highest percentage (41%), while CUT represents the lowest percentage with 25%. The UFS has a 36% representation, which is higher than the average of 34%.

### Non-designated groups

- White males represent more or less 27% of the permanent staff at all five institutions. UP has the highest percentage, and CUT the lowest.
- Regarding foreigners, both UP and UFS have the highest percentage (4%), while CUT has the lowest percentage (2%) of foreign employees.

See Attachment for a more detailed EEA2 comparison.

## B. Comparison using Higher Education Management Information System (HEMIS) data

HEMIS

Table: Overview of permanent staff in public higher education institutions in 2005

| Institution                                                               | Total Permanent Staff        |                      |               | % of Black Staff in Total    |                      |               | % of Female Staff in Total   |                      |               |
|---------------------------------------------------------------------------|------------------------------|----------------------|---------------|------------------------------|----------------------|---------------|------------------------------|----------------------|---------------|
|                                                                           | Instruction & Research Staff | Administrative Staff | Service Staff | Instruction & Research Staff | Administrative Staff | Service Staff | Instruction & Research Staff | Administrative Staff | Service Staff |
| Cape Peninsula University of Technology                                   | 621                          | 758                  | 167           | 44%                          | 74%                  | 98%           | 38%                          | 55%                  | 31%           |
| University of Cape Town                                                   | 829                          | 1 512                | 253           | 21%                          | 58%                  | 96%           | 35%                          | 66%                  | 30%           |
| Central University of Technology, Free State                              | 203                          | 333                  | 181           | 28%                          | 48%                  | 92%           | 40%                          | 59%                  | 53%           |
| Durban University of Technology                                           | 537                          | 625                  | 122           | 61%                          | 86%                  | 99%           | 44%                          | 52%                  | 20%           |
| University of Fort Hare                                                   | 230                          | 434                  | 53            | 65%                          | 82%                  | 100%          | 35%                          | 54%                  | 15%           |
| University of the Free State                                              | 620                          | 690                  | 327           | 17%                          | 29%                  | 98%           | 43%                          | 63%                  | 56%           |
| University of Johannesburg                                                | 917                          | 1 427                | 528           | 29%                          | 43%                  | 93%           | 41%                          | 60%                  | 25%           |
| University of KwaZulu-Natal                                               | 1 448                        | 2 214                | 441           | 51%                          | 76%                  | 100%          | 39%                          | 61%                  | 26%           |
| University of Limpopo                                                     | 804                          | 787                  | 517           | 74%                          | 76%                  | 100%          | 37%                          | 56%                  | 41%           |
| Nelson Mandela Metropolitan University                                    | 557                          | 717                  | 151           | 18%                          | 43%                  | 91%           | 41%                          | 59%                  | 41%           |
| North-West University                                                     | 769                          | 1 046                | 479           | 28%                          | 30%                  | 96%           | 39%                          | 66%                  | 51%           |
| University of Pretoria                                                    | 1 575                        | 1 323                | 575           | 15%                          | 24%                  | 89%           | 45%                          | 69%                  | 31%           |
| Rhodes University                                                         | 306                          | 552                  | 379           | 16%                          | 46%                  | 100%          | 34%                          | 63%                  | 44%           |
| University of South Africa                                                | 1 308                        | 2 642                | 232           | 26%                          | 48%                  | 100%          | 52%                          | 57%                  | 25%           |
| University of Stellenbosch                                                | 818                          | 1 348                | 344           | 12%                          | 30%                  | 99%           | 39%                          | 60%                  | 31%           |
| Tshwane University of Technology                                          | 880                          | 1 319                | 430           | 39%                          | 55%                  | 98%           | 39%                          | 55%                  | 53%           |
| University of Venda                                                       | 268                          | 274                  | 210           | 90%                          | 98%                  | 100%          | 30%                          | 45%                  | 56%           |
| Vaal University of Technology                                             | 312                          | 372                  | 239           | 37%                          | 59%                  | 98%           | 45%                          | 62%                  | 58%           |
| Walter Sisulu University for Technology and Science, Eastern Cape         | 531                          | 501                  | 206           | 82%                          | 92%                  | 100%          | 42%                          | 60%                  | 41%           |
| University of Western Cape                                                | 465                          | 629                  | 105           | 58%                          | 94%                  | 100%          | 46%                          | 58%                  | 27%           |
| University of Witwatersrand                                               | 952                          | 1 413                | 372           | 25%                          | 62%                  | 100%          | 46%                          | 68%                  | 33%           |
| University of Zululand                                                    | 219                          | 276                  | 195           | 67%                          | 82%                  | 99%           | 42%                          | 48%                  | 38%           |
| Mangosuthu Technikon                                                      | 146                          | 183                  | 140           | 79%                          | 91%                  | 100%          | 28%                          | 48%                  | 53%           |
| <b>Average of permanent staff in public higher education institutions</b> | <b>15 315</b>                | <b>21 375</b>        | <b>6 646</b>  | <b>37%</b>                   | <b>56%</b>           | <b>97%</b>    | <b>42%</b>                   | <b>60%</b>           | <b>39%</b>    |

Source: 2005 HEMS database, September 2006

Source: 2005 HEMIS database, September 2006.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

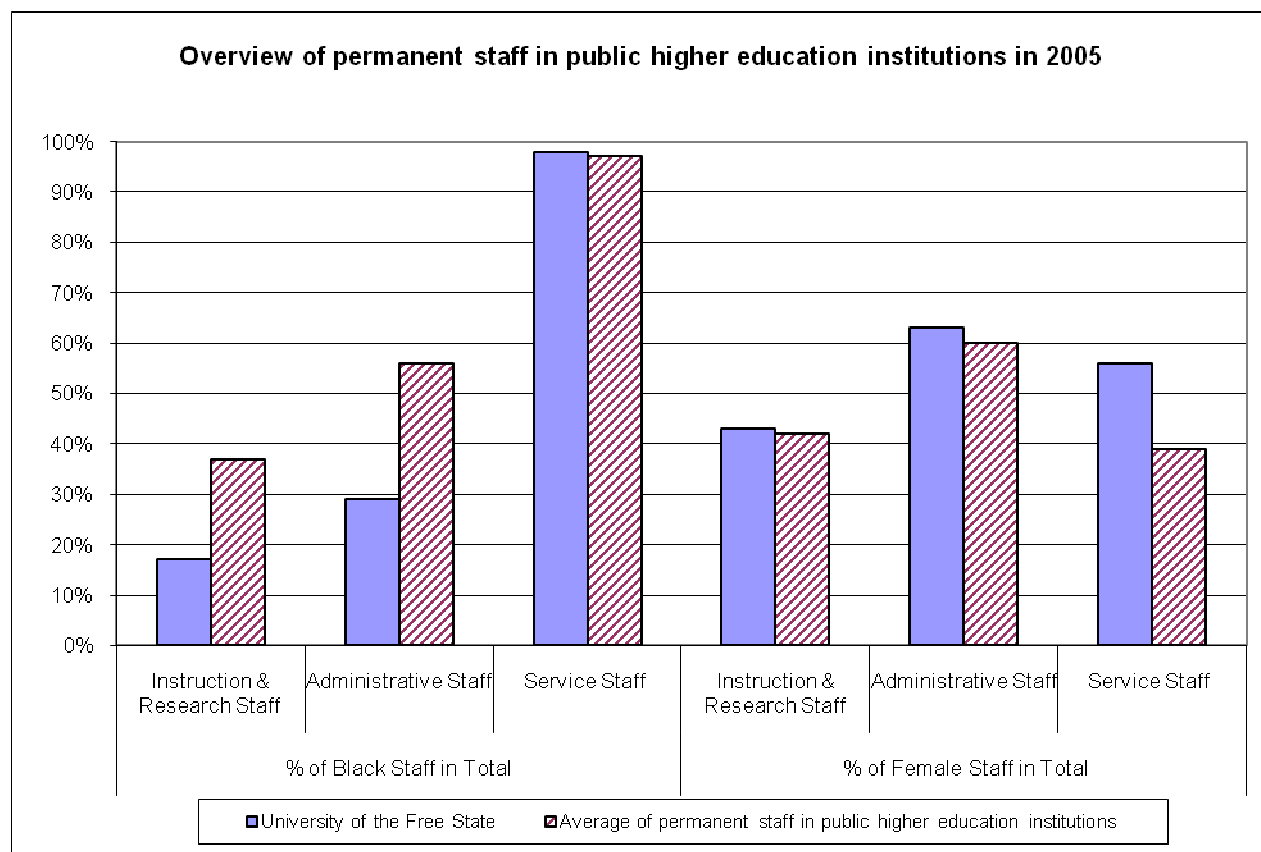
Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty performing instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty performing instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all black African, Coloured and Indian staff on permanent contracts.

Note 6: Numbers and percentages will not necessarily add up, due to rounding off.



The 2005 HEMIS database was used for the comparison above – an overview of permanent staff in public higher education institutions. The following can be observed when the University of the Free State (UFS) is compared to the average of the permanent staff in public higher education institutions, regarding the equity of designated groups.

*Instruction and Research Staff:*

- The UFS has a lower percentage of black staff in this category than the average of public higher education institutions (17% compared to 37%).
- However, the UFS percentage of female instruction and research staff is slightly higher than the average of the other institutions (43% compared to 42%).

*Administrative Staff:*

- The percentage of black administrative staff is far less than the average of the other institutions (29% compared to 56%).
- Regarding the representation of female administrative staff, the UFS has a slightly higher percentage than the average of the higher education institutions.

*Service Staff:*

- The percentage of black service staff at the UFS compares well with the rest of the sector (98% compared to 97%).
- However, the UFS has significantly fewer female service staff than the other higher education institutions (17% less).

The same comparison was done by using selected similar higher education institutions, and it is clear from the following table and graph that there is no significant difference in the results.

The conclusion that could be drawn from this 2005 comparison is that the UFS has addressed equity concerning female staff members, but that serious employment inequalities exist concerning black staff in academic and research staff, as well as in administrative staff.

| Overview of permanent staff in selected public higher education institutions in 2005 |                              |                      |               |                              |                      |               |                              |                      |               |
|--------------------------------------------------------------------------------------|------------------------------|----------------------|---------------|------------------------------|----------------------|---------------|------------------------------|----------------------|---------------|
| Institution                                                                          | Total Permanent Staff        |                      |               | % of Black Staff in Total    |                      |               | % of Female Staff in Total   |                      |               |
|                                                                                      | Instruction & Research Staff | Administrative Staff | Service Staff | Instruction & Research Staff | Administrative Staff | Service Staff | Instruction & Research Staff | Administrative Staff | Service Staff |
| University of Cape Town                                                              | 829                          | 1512                 | 253           | 21%                          | 58%                  | 96%           | 35%                          | 66%                  | 30%           |
| University of the Free State                                                         | 620                          | 690                  | 327           | 17%                          | 29%                  | 98%           | 43%                          | 63%                  | 56%           |
| University of Johannesburg                                                           | 917                          | 1427                 | 528           | 29%                          | 43%                  | 93%           | 41%                          | 60%                  | 25%           |
| Nelson Mandela Metropolitan University                                               | 557                          | 717                  | 151           | 18%                          | 43%                  | 91%           | 41%                          | 59%                  | 41%           |
| North West University                                                                | 769                          | 1046                 | 479           | 28%                          | 30%                  | 96%           | 39%                          | 66%                  | 51%           |
| University of Pretoria                                                               | 1575                         | 1323                 | 575           | 15%                          | 24%                  | 89%           | 45%                          | 69%                  | 31%           |
| Rhodes University                                                                    | 306                          | 552                  | 379           | 16%                          | 46%                  | 100%          | 34%                          | 63%                  | 44%           |
| University of South Africa                                                           | 1308                         | 2642                 | 232           | 26%                          | 48%                  | 100%          | 52%                          | 57%                  | 25%           |
| University of Stellenbosch                                                           | 818                          | 1348                 | 344           | 12%                          | 30%                  | 99%           | 39%                          | 60%                  | 31%           |
| University of Witwatersrand                                                          | 952                          | 1413                 | 372           | 25%                          | 62%                  | 100%          | 46%                          | 68%                  | 33%           |
| <b>Average of permanent staff in selected</b>                                        | <b>8651</b>                  | <b>12670</b>         | <b>3640</b>   | <b>21%</b>                   | <b>43%</b>           | <b>96%</b>    | <b>43%</b>                   | <b>63%</b>           | <b>37%</b>    |

Source: 2005 HEMIS database, September 2006.

Note 1: A permanent staff member is defined as an employee who contributes to an institutional pension or retirement fund.

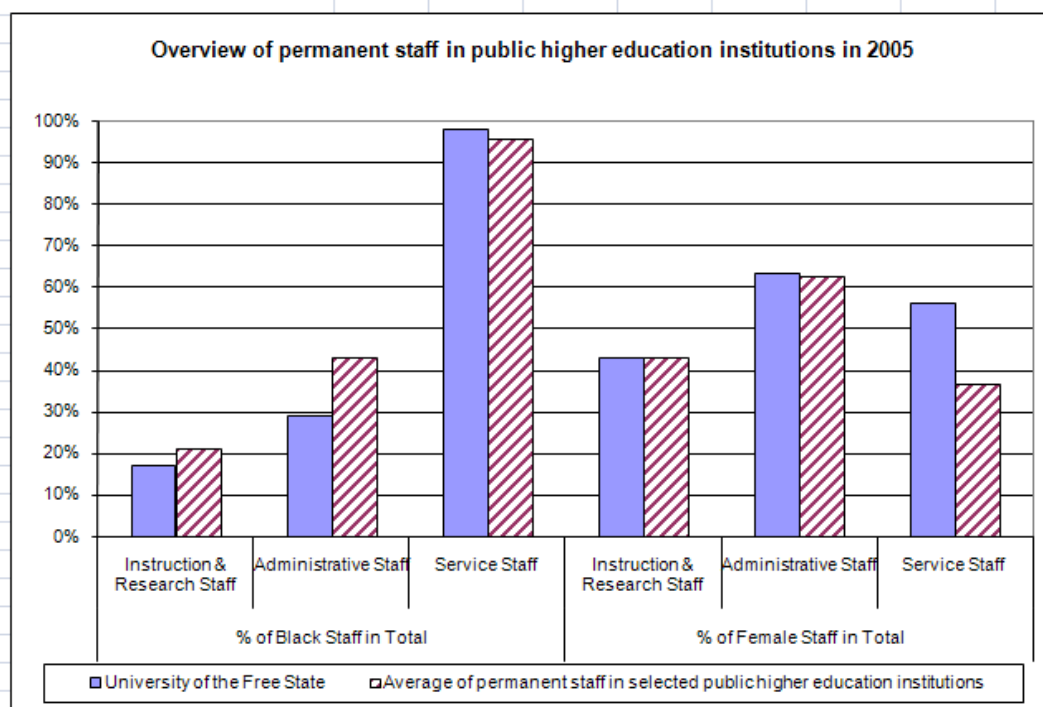
Note 2: Instruction/research staff (also referred to as academic staff) are those who spend more than 50% of their official time on duty on instruction and research activities.

Note 3: The category "administrative staff" includes all executive and professional staff who spend less than 50% of their official time on duty on instruction and research activities, as well as all technical and office staff.

Note 4: The category "service staff" includes all staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

Note 5: Black staff, for the purpose of this summary table, includes all Black African, Coloured and Indian staff on permanent contracts.

Note 6: Numbers and percentages may not necessarily add up due to rounding off.



# OPERATIONAL PLAN: EMPLOYMENT EQUITY MEASURES

## Introduction

The EEA requires that designated employers must state the Employment Equity measures to be implemented. These measures are intended to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels.

The first step in this process is the remediation and removal of identified employment barriers of designated groups. However, purely removing the barrier is not enough, as this is merely a neutralising action. To counteract the residual effects of the identified barrier, proactive or employment equity measures are also required.

Although the EEA makes specific reference to employment equity measures to be implemented, the EEA does not require an employer to take any action regarding any policy, practice or procedure that would constitute an absolute barrier to the prospective or continued employment or advancement of any group of persons, such as non-designated groups.

In addressing its commitment to employment equity, the UFS has already (as a first measure) embarked on a process of reviewing and revising its employment policies, practices and procedures to ensure the removal of discriminatory content and to eliminate employment barriers from the policies, practices and procedures of the UFS. The following policies have been reviewed, or are in the process of being reviewed:

## Measures to ensure equitable policies and practices

| DOCUMENTS                    | IMPLEMENTED | STATUS                         |
|------------------------------|-------------|--------------------------------|
| Conditions of Service        | X           | Reviewed annually              |
| Appointment Procedures       | X           | " "                            |
| Medical Fund                 | X           | " "                            |
| Disability                   |             | X (TASK TEAM)                  |
| Disciplinary                 | X           | Reviewed annually              |
| Overtime                     | X           | Basic conditions of employment |
| Staff Reduction              | X           | Reviewed annually              |
| Promotions                   |             | To be approved                 |
| Leave                        | X           | Reviewed annually              |
| Sexual Harassment            | X           | " "                            |
| Smoking                      | X           | " "                            |
| Employment Equity            | X           | " "                            |
| HIV/AIDS                     | X           | " "                            |
| Language                     | X           | " "                            |
| Staff Development            | X           | " "                            |
| Study Benefit Scheme         | X           | " "                            |
| Staff Performance Management | X           | " "                            |

## Measures identified by the UFS to remove barriers and establish equity

| 1. Measures to advance equitable representation of designated groups in all occupational categories and at all occupational levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Responsible person/s                                | Time frames    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------|
| <p><b>A. Access</b></p> <ul style="list-style-type: none"> <li>➤ Existing policies and practices on advertising, outreach initiatives and membership of appointment committees need to be effectively monitored and re-examined if necessary in order to expand the pool of designated candidates, and in particular Black candidates, for recruitment to available positions.</li> <li>➤ The UFS must ensure that it applies an equity-sensitive focus in its recruitment process, which requires that – <ul style="list-style-type: none"> <li>▪ the screening be carried out by a representative selection committee, and not merely a line manager;</li> <li>▪ the inherent job requirements are the first screening criteria applied. However, the minimum inherent requirements of a post should be carefully considered to prevent the unnecessary exclusion of candidates; and</li> <li>▪ during the evaluation of candidates, candidates who have the potential or ability to perform the job's duties should also be considered, bearing in mind the need to maintain high standards in employment.</li> </ul> </li> <li>➤ In applying the recruitment policy, the chairperson of selection committees must be fully briefed and trained and be familiar with the requirements of employment equity, the required goals to be achieved. Selection committees should also be well informed of the these equity goals.</li> <li>➤ Job descriptions must be constantly re-evaluated, and discriminatory content must be removed. Job requirements must only state the inherent job requirements for the position, and may not be formulated more stringently than justified by business necessity.</li> <li>➤ More targeted/focused forms of recruitment than the conventional ways of recruitment</li> </ul> | <p>Chief Director: Operations</p> <p>Dept of HR</p> | <p>Ongoing</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>must be considered, e.g. search committees, grow our own timber and headhunting.</p> <ul style="list-style-type: none"> <li>➤ External advertisements should also be placed in publications most likely to be read by candidates from the designated groups.</li> <li>➤ Given the scarce resources available at the UFS, available resources must be utilised optimally with a clear preference to allocating resources for employment equity.</li> <li>➤ As part of the “Grow Our Own Timber” programme, the UFS must ensure that beneficiaries of the programme are effectively incorporated into the UFS recruitment strategies.</li> <li>➤ (Also refer to Project 1.3 of the Transformation Plan)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Exco</p> <p>Grow Our Own Timber (GOOT) board</p> <p>Chief Director: Operations<br/>Vice Rector: Academic Operations</p>                                                                     | <p>Ongoing</p> <p>Ongoing</p> <p>Implementation beginning 2008, and then ongoing</p> |
| <p><b>B. Appointment and promotion of designated persons</b></p> <ul style="list-style-type: none"> <li>➤ The appointment of designated persons, and in particular black persons, within the UFS must be increased through proactive planning and targeting, allocation of resources and emphasis on achieving numerical goals. Guidelines for selection and promotion should be aligned with equity targets.</li> <li>➤ The UFS should move towards an increased use of competency-based recruitment and selection methods, in which the potential of the candidate and the ability to perform the job’s duties play an increasingly prominent role.</li> <li>➤ It is also necessary to identify students and staff with potential to build a pool from the designated groups for appointment when vacancies become available.</li> <li>➤ Regular monitoring of the achievement of numerical goals and the allocation of appropriate budgetary resources and incentives for achieving numerical goals, must be insured.</li> <li>➤ Bilingualism as a prerequisite for appointment should not be unfairly implemented.</li> <li>➤ Refer to Project 1.4, Phase 1 of the Transformation Plan (TP).</li> <li>➤ Also refer to Projects 2.3 and 2.4 of the TP, concerning language in frontline support</li> </ul> | <p>All Line Managers</p> <p>HRD</p> <p>Line Managers</p> <p>Central EE Committee</p> <p>HRD</p> <p>Registrar: General.<br/>Vice-Rector: Academic Operations<br/>Chief Director: Operations</p> | <p>Ongoing</p> <p>‘</p> <p>‘</p> <p>End of May 2007</p>                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                   |                                                        |
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| <p>services and language empowerment</p> <ul style="list-style-type: none"> <li>➤ To ensure that potential is recognised and developed, the UFS must ensure an integrated policy approach towards the identification and harnessing of talent and participation in tailored development and accelerated advancement programmes. This is necessary for fast tracking and succession planning.</li> <li>➤ (Also refer to Project 1.3 of the Transformation Plan)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <p>Director: Diversity</p> <p>Chief Director: Operations<br/>Vice-Rector: Academic Operations</p> | <p>Implementation beginning 2008, and then ongoing</p> |
| <p><b>C. The training, mentoring and development of persons from designated groups</b></p> <ul style="list-style-type: none"> <li>➤ The UFS understands the necessity of staff training and development as a key element in the advancement and promotion of designated staff within the UFS workforce.</li> <li>➤ In addition to training and development programmes, the UFS has also identified mentorship and induction programmes for new staff and junior staff as a critical measure in allowing the integration and retention of scarce resources and achieving numerical goals.</li> <li>➤ A formal Grow Our Own Timber policy for the support services needs to be developed.</li> <li>➤ Also refer to the “Grow our own timber” projects for academics and support service staff, as discussed in 7.4 Projects to help attain numerical targets</li> </ul> | <p>Line Managers</p> <p>Grow Our Own Timber (GOOT) Board</p> <p>HRD</p> <p>GOOT and HRD</p>       | <p>Ongoing</p> <p>Dec 2007</p>                         |
| <p><b>D. Retention of persons from designated groups</b></p> <ul style="list-style-type: none"> <li>➤ The development of staff goes hand in hand with susceptibility to staff being poached or headhunted. To guard against the loss of developed staff, the UFS must create opportunities for career pathing and promotional opportunities. Creating strategies that allow staff to achieve their goals and accommodate the achieving of such goals is a viable method of retaining staff and scarce talent.</li> <li>➤ Exit interviews must be conducted with all employees who retire or resign. The format should be standardised.</li> </ul>                                                                                                                                                                                                                     | <p>Line Managers</p> <p>HRD</p>                                                                   | <p>Ongoing</p> <p>Ongoing</p>                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                          |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------|
| <ul style="list-style-type: none"> <li>➤ The UFS must continually refine exit interviews to ensure that this strategy correctly identifies and isolates the reasons for staff leaving UFS employment. Exit strategies must be bolstered by periodic climate surveys to establish designated staff perceptions and concerns regarding the employment environment at the UFS. Also see Project 1.2 of the Transformation Plan</li> </ul>                                                                                                                                                                                                          | <p>HRD and Climate surveys</p> <p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p> | Ongoing            |
| <p><b>E. Disciplinary criteria and lay-off criteria</b></p> <ul style="list-style-type: none"> <li>➤ The UFS will also ensure that not only the various categories of disciplinary action taken are recorded, but also the various types of offences leading to disciplinary action. This will assist in identifying trends and possible adverse effects.</li> </ul>                                                                                                                                                                                                                                                                            | HR and Labour Relations                                                                                  | Ongoing            |
| <p><b>F. Accountability</b></p> <ul style="list-style-type: none"> <li>➤ To ensure the achievement of the Plan's objectives and goals, the UFS will hold managers and line managers directly accountable for employment equity.</li> <li>➤ To compensate for success, the UFS will ensure that the performance management criteria include progress with regard to transformation and diversity.</li> </ul>                                                                                                                                                                                                                                     | All Line Managers                                                                                        | Ongoing            |
| <b>2. Measures to advance diversity, sensitivity and understanding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Responsible person/s</b>                                                                              | <b>Time frames</b> |
| <p><b>A. Equity and diversity training</b></p> <ul style="list-style-type: none"> <li>➤ The UFS must ensure that all line managers, management and support services take ownership of diversity through sensitising sessions, workshops and integrated task teams and working groups. See Project 1.2 of the Transformation Plan.</li> <li>➤ Equity training programmes will be implemented for all persons/entities at the UFS responsible for implementing employment equity, to establish a standardised view and understanding of the requirements of employment equity and contextualizing the obligations imposed by the Plan.</li> </ul> | <p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p> <p>HR</p>                      | Ongoing            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                           |                                                                               |
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| <p><b>B. Changing the institutional culture</b></p> <ul style="list-style-type: none"> <li>➤ See Project 1.2 of the Transformation Plan.</li> <li>➤ A change strategy to establish the UFS as a truly transformed and inclusive university must be implemented, and must include addressing institutional culture, induction and development programmes, diversity training, targeted measures and support services for designated groups.</li> <li>➤ No singular measure can be identified that will contribute to the establishment of an embracing institutional culture at the UFS. Rather, the institutional culture is dependent on the elimination of barriers, improved understanding of equity, progress with employment equity measures, tolerance and accommodation of diversity.</li> <li>➤ The UFS has undertaken to implement and enforce a zero-tolerance approach to harassment, victimisation, racism and gender discrimination at the UFS.</li> <li>➤ Regular climate surveys need to be conducted to determine the institutional culture/climate of departments and faculties..</li> <li>➤ Remedying the perception of the UFS as a traditionally Afrikaans university is also critical to changing the institutional culture of the UFS. The UFS has accordingly adopted a language policy that embraces language diversity and multiculturalism. Again refer to Project 1.4, Phase 1 of the Transformation Plan, as well as Projects 2.3 and 2.4.</li> </ul> | <p>Vice-Rector: Academic Planning, Planning Unit and Diversity Office</p> <p>HRD and Labour Relations</p> | <p>Phases I and 2 complete by Sept 2007. Phase 3 continues</p> <p>Ongoing</p> |
| <p><b>C. Awareness and understanding</b></p> <ul style="list-style-type: none"> <li>➤ To ensure that stereotypes, concepts and understandings of employment equity are changed to embrace diversity, the UFS must proactively standardise employment equity and the understanding and implementation thereof at the UFS. Only once a common concept of equity exists can awareness of the various facets of equity be established.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Chief Director: Operations HRD</p>                                                                     | <p>Ongoing</p>                                                                |

| <p><b>D. No sidelining</b></p> <ul style="list-style-type: none"> <li>➤ A trap many employers fall into is the sidelining of designated staff members, particularly in senior and managerial positions.</li> <li>➤ The UFS views sidelining as a waste of valuable potential, and will develop strategies to ensure induction and mentorship programmes for staff to facilitate entrance and participation by members of the designated groups.</li> </ul>                                    | All Line Managers                 | Ongoing     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|
| 3. Measures to provide for reasonable accommodation of persons from designated groups                                                                                                                                                                                                                                                                                                                                                                                                         | Responsible person/s              | Time frames |
| <p><b>A. Disability accommodation</b></p> <ul style="list-style-type: none"> <li>➤ The UFS will implement a detailed policy regarding the accommodation of people with disabilities at the UFS.</li> <li>➤ The UFS will continue to finalise the extensive process of adapting the UFS campus and facilities to accommodate the physically disabled.</li> <li>➤ The UFS will also provide social support systems (e.g. trained staff) to assist disabled persons in the workplace.</li> </ul> | HRD<br>Disability Unit            | Ongoing     |
| <p><b>B. Terms and conditions of service</b></p> <ul style="list-style-type: none"> <li>➤ The UFS will ensure that its terms and conditions of service at all times comply with labour and equality legislation, and where financially and operationally possible provide improved conditions of service for its staff.</li> </ul>                                                                                                                                                            | Chief Director: Operations<br>HRD | Ongoing     |

# NUMERICAL GOALS

## The requirement

The EEA requires that a designated employer must, as part of its employment equity plan, determine numerical goals to achieve equitable representation of suitably qualified people from all designated groups within each occupational category of the workforce.

The purpose of setting numerical goals is to increase the representation of designated people through preferential measures while not absolutely restricting the access of the non-designated group to employment opportunities.

## Developing the numerical goals

In developing the UFS numerical goals, the following factors were taken into account:

- The degree of underrepresentation of designated group members in each occupational category.
- Present and planned vacancies in the UFS workforce.
- The external availability of suitably qualified persons to fill vacancies, and factors that may hinder their availability or reduce the applicant pool.
- Current and anticipated future economic, financial or human resource circumstances or conditions in the higher education sector and at the UFS that impact on the ability of the UFS to achieve numerical goals.
- The anticipated growth/reduction in the UFS workforce over the next three years.
- The expected turnover of UFS staff over the next three years due to retirement, resignation or termination of employment.
- The numerical targets set at Faculty and Support Service level.

Over the past three years there has been no substantial improvement in the employment equity profile of the UFS regarding the appointment and retention of persons from the designated groups. It has therefore become necessary to involve Management in target setting.

In an attempt to benchmark the UFS, a comparison between the UFS's equity profile and the profiles of similar universities was done. However, it is apparent from Table 1 that there is little difference between the total percentage of black and white staff representation of the UFS and that of the group of similar universities. The UFS has 33% black staff members compared to the average 36% of the other group, and 63% white staff members compared to a 61% average for the other group of universities. An analysis of the UFS's staff profile also shows that the representation of the designated staff varies considerably between the different UFS categories, eg. 9,5% in Junior Management and 97,3% in the General Worker category. Thus, the comparison with similar universities does not provide a meaningful benchmark for determining numerical targets.

**Table 1: Employment Equity Comparisons Between Similar Universities**

|                                  | Black      | White      | Foreign   | Total       |
|----------------------------------|------------|------------|-----------|-------------|
| Central University of Technology | 47%        | 51%        | 2%        | <b>100%</b> |
| University of Pretoria           | 28%        | 69%        | 4%        | <b>100%</b> |
| University of Stellenbosch       | 32%        | 65%        | 3%        | <b>100%</b> |
| University of Johannesburg       | 40%        | 57%        | 3%        | <b>100%</b> |
| University of the Free State     | 33%        | 63%        | 4%        | <b>100%</b> |
| <b>Unweighted Mean</b>           | <b>36%</b> | <b>61%</b> | <b>3%</b> | <b>100%</b> |

## UFS numerical goals

At the UFS, as at other universities, the problem exists that not all groups are evenly represented in all of the UFS staff categories. After different scenarios were investigated and the above-mentioned fact was taken into consideration, it was proposed – in order to achieve sufficient diversity in the staff complement – that numerical targets be set at a minimum of 50% representation for the designated groups as a whole in each UFS staff category. These targets of 50% are to be attained within the next five (5) years.

It is further proposed that, for the above-mentioned purpose, the following criteria are used to define the groups that form the main focus for diversity at the UFS. Firstly, membership of the following groups: Black Males, Black Females, White Males and White Females (Black refers to the generic term, and includes Coloureds and Indians). However, every available opportunity should be utilised to appoint people with disabilities. Secondly, that a twenty percent (20%) representation per group is viewed as the five-year target. Thus, a group is seen as being sufficiently represented when it has a twenty percent (20%) or higher representation within a UFS staff category. This implies that the appointment of persons from groups that exceed 20% representation does not qualify for employment equity target setting.

Table 2 shows the current work profile of the UFS, divided into designated and non-designated groups, as prescribed by the Employment Equity Act. A further distinction is made to provide information about the representation of the groups within the designated grouping. The asterisk \* in the second column indicates that a group is sufficiently represented in a category (20% or more of the total of that UFS category). This implies that the appointment of persons from that group does not qualify to be included in target setting.

**Table 2: UFS Employment Equity Profile of Permanent staff as on 1 July 2007**

| UFS Staff Category         |   | Designated |          |        |         |          |        |       | Designated   | Non-designated | Total |
|----------------------------|---|------------|----------|--------|---------|----------|--------|-------|--------------|----------------|-------|
|                            |   | Male       |          |        | Female  |          |        |       |              |                |       |
|                            |   | African    | Coloured | Indian | African | Coloured | Indian | White |              |                |       |
| Top Management             |   | 1          | 1        | 0      | 0       | 0        | 0      | 1     | 3    50%     | 3    50.%      | 6     |
| Senior Management          |   | 1          | 2        | 0      | 2       | 0        | 0      | 2     | 7    30%     | 16    70%      | 23    |
| Middle Management          |   | 2          | 0        | 0      | 2       | 0        | 0      | 3     | 7    32%     | 15    68%      | 22    |
| Junior Management          | * | 7          | 0        | 0      | 2       | 0        | 0      | 39*   | 48    51%    | 47    50%      | 95    |
| Senior Administrative      | * | 18         | 6        | 0      | 18      | 3        | 3      | 156*  | 204    80%   | 52    20%      | 256   |
| Academic Management        |   | 2          | 0        | 0      | 0       | 0        | 0      | 9     | 11    17%    | 53    83%      | 64    |
| Professor                  |   | 1          | 0        | 1      | 0       | 0        | 0      | 11    | 13    17%    | 62    83%      | 75    |
| Associate Professor        | * | 1          | 0        | 0      | 1       | 0        | 0      | 22*   | 24    39%    | 38    61%      | 62    |
| Senior Lecturer/Researcher | * | 11         | 2        | 0      | 2       | 0        | 0      | 62*   | 77    55%    | 62    45%      | 139   |
| Lecturer/Researcher        | * | 28         | 12       | 3      | 22      | 0        | 3      | 129*  | 197    70%   | 86    30%      | 283   |
| Junior Lecturer/Researcher | * | 17**       | 1**      | 0**    | 12      | 1        | 0      | 30*   | 61    74%    | 22    27%      | 83    |
| Academic Assistant         | * | 30         | 4        | 0      | 21      | 1        | 0      | 132*  | 188    65%   | 102    35%     | 290   |
| Administrative Staff       | * | 74         | 1        | 1      | 88      | 28       | 3      | 312*  | 507    90%   | 55    10%      | 562   |
| General Worker             | * | 190*       | 14       | 0      | 176*    | 15       | 0      | 0     | 395    97%   | 11    3%       | 406   |
| Total                      |   | 383        | 43       | 5      | 346     | 48       | 9      | 908   | 1742    100% | 624    100%    | 2366  |

\*\* African, Coloured and Indian males as a group exceed 20% representation – all other references are to White Female.

The UFS would like to have diversity in each staff category – therefore whites should also be recruited for the “General Worker” category, where they are currently not sufficiently represented. However, at this stage targets will not be set for this category.

Table 3 represents the scenario of a minimum of 50% representation for designated groups per UFS staff category that must be attained within the next 5 years, and also shows the numerical targets per year (the projected headcount is rounded off to the nearest whole number). The number of permanent staff members is taken as constant. However, to attain these targets, it may (depending on normal attrition) be necessary to appoint additional staff by using employment equity funds, etc. In this table, designated groups are capped at a 20% representation.

**Table 3: UFS Equity Target: The number of underrepresented Designated Staff as a group is increased to a minimum of 50% in each UFS equity category (total remains constant).**

| UFS Staff Category         | Current Profile       |     |                                              |     | Targeted Profile      |     |                                               |     | Total of current staff profile | 5-yr. Target                            | Number of appointments p.a. to reach goal within 5 years |  | Ave annual permanent appointments for the 3 years ending 31-Jul-2007 |
|----------------------------|-----------------------|-----|----------------------------------------------|-----|-----------------------|-----|-----------------------------------------------|-----|--------------------------------|-----------------------------------------|----------------------------------------------------------|--|----------------------------------------------------------------------|
|                            | Qualifying Designated |     | Non-qualifying Designated and Non-designated |     | Qualifying Designated |     | Non-qualifying Designated and Non- designated |     |                                | Number of Designated staff appointments |                                                          |  |                                                                      |
|                            | n                     | %   | n                                            | %   | n                     | %   | n                                             | %   |                                |                                         |                                                          |  |                                                                      |
| Top Management*            | 3                     | 50% | 3                                            | 50% | 3                     | 50% | 3                                             | 50% | 6                              | 0*                                      | 0                                                        |  | 0                                                                    |
| Senior Management*         | 7                     | 30% | 16                                           | 70% | 12                    | 50% | 12                                            | 50% | 23                             | 5*                                      | 1                                                        |  | 2                                                                    |
| Middle Management*         | 7                     | 32% | 15                                           | 68% | 11                    | 50% | 11                                            | 50% | 22                             | 4*                                      | 1                                                        |  | 1                                                                    |
| Junior Management          | 28                    | 29% | 67                                           | 71% | 48                    | 50% | 48                                            | 50% | 95                             | 20                                      | 4                                                        |  | 6                                                                    |
| Senior Administrative      | 99                    | 39% | 157                                          | 61% | 128                   | 50% | 128                                           | 50% | 256                            | 29                                      | 6                                                        |  | 8                                                                    |
| Academic Management*       | 11                    | 17% | 53                                           | 83% | 32                    | 50% | 32                                            | 50% | 64                             | 21*                                     | 4                                                        |  | 0                                                                    |
| Professor*                 | 13                    | 17% | 62                                           | 83% | 38                    | 50% | 38                                            | 50% | 75                             | 25*                                     | 5                                                        |  | 2                                                                    |
| Associate Professor        | 14                    | 23% | 48                                           | 77% | 31                    | 50% | 31                                            | 50% | 62                             | 17                                      | 3                                                        |  | 4                                                                    |
| Senior Lecturer/Researcher | 43                    | 31% | 96                                           | 69% | 70                    | 50% | 70                                            | 50% | 139                            | 27                                      | 5                                                        |  | 9                                                                    |
| Lecturer/Researcher        | 125                   | 44% | 158                                          | 56% | 142                   | 50% | 142                                           | 50% | 283                            | 17                                      | 3                                                        |  | 22                                                                   |
| Junior Lecturer/Researcher | 48                    | 57% | 35                                           | 43% | 48                    | 57% | 35                                            | 43% | 83                             | 0                                       | 0                                                        |  | 7                                                                    |
| Academic Assistant         | 114                   | 39% | 176                                          | 61% | 145                   | 50% | 145                                           | 50% | 290                            | 31                                      | 6                                                        |  | 24                                                                   |
| Administrative Staff       | 307                   | 55% | 255                                          | 45% | 307                   | 55% | 255                                           | 45% | 562                            | 0                                       | 0                                                        |  | 26                                                                   |
| Total                      | 819                   | 42% | 1141                                         | 58% | 1013                  | 52% | 948                                           | 48% | 1960                           | 194                                     | 39                                                       |  | 111                                                                  |

\*White Female still underrepresented in these categories, thus targets include white females.

**According to the above scenario, the equity profile of the UFS will increase from 42% to 52% for designated staff that qualify for target setting. The non-qualifying designated (above 20%) and non-designated staff together will decrease from 58% to 48%.**

This does not mean that white women and black men (and white men) may not be appointed in the categories where their representation exceeds 20%. It does mean, however, that their appointment is not counted in attaining the targets, and that the emphasis should be shifted to those categories that are still underrepresented, e.g. black women.

In some categories of junior staff, e.g. junior lecturer/researcher, white women or black men may be overrepresented. However, it must be kept in mind that this may be conducive to providing a pool of qualifiers for more senior positions in the context of the “grow you own timber” project. Nevertheless, more emphasis should, for example, be placed on recruiting black women.

## Projects to help attain numerical targets

Due to an array of barriers influencing the attainment of employment equity targets, such as the relatively small number of black academics in the country, the UFS and other higher education institutions are struggling to create a more representative staff profile and to meet the numerical targets that are set annually.

Thus, the UFS has decided to focus more attention on development, internships and “Growing Our Own Timber” projects at all levels of academic and support staff.

### Project for Leadership Development

The aim of the project is to provide development opportunities for promising black academic and support staff to equip them for senior and high-level leadership and management positions at the University.

This project is envisaged to run as a regional cooperative project between the University of the Free State, the Central University of Technology and the University of Lesotho. Candidates will be pre-selected by the various institutions for the following academic and support service levels:

|                                |                            |
|--------------------------------|----------------------------|
| Deans                          | Rectorate                  |
| Heads of Schools               | Chief Directors/Registrars |
| HODs/departmental chairpersons | Directors                  |
| Programme coordinators         | Deputy Directors           |

The project envisages an intake of approximately 30 candidates in total.

### Projects for Academic staff

- ❖ **Grow Our Own Timber Project 1: New Academics Programme:** This project aims to provide opportunities for academically deserving black students interested in becoming academics to obtain Master’s degrees, and to expose them to issues surrounding university teaching and faculty work life in research and non-research settings.

The University envisages an intake of approximately 60 candidates in total. This will be done in three cohorts over a period of three years, with 20 candidates in each cohort.

- ❖ **Grow Our Own Timber Project 2: Junior Staff Programme:** This project aims to provide opportunities for promising black academics (junior lecturers, lecturers, assistants, professional officers) to obtain Master’s and Ph.D. degrees, and to expose them to issues concerning university teaching and faculty work life in research and non-research settings. The focus here is to “grow” academics to fill more senior academic positions.

The University envisages the accelerated academic development of approximately 60 candidates. This will be done in three cohorts over a period of three years, with 20 candidates in each cohort.

As these candidates advance, the UFS will attempt to fill the original positions/posts with persons from the designated groups where possible, to further improve the employment equity staff profile.

Both projects aim to:

- Address the issue of diversity among the human resources of the University of the Free State, especially at an academic level;
- Help prepare faculty (academic staff) for the UFS and universities in the region;
- Provide development, training and research opportunities for historically disadvantaged graduate students; and
- Enable promising black academics to acquire teaching and research skills through guidance by mentors and appropriate training.

### **Project concerning Support Service staff**

#### **❖ Workplace Learning “Internship” initiative within the UFS**

SETAs are compelled through the National Skills Development Strategy 2005 - 2010 to develop Workplace Agreements with Higher Education Institutions and Further Education Institutions.

One of the 2007/8 ETDP SETA strategic initiatives is to provide 200 workplace learner opportunities within higher education institutions (HEIs), and to find placement in employment or self-employment for 70% of these learners.

Twenty (20) learners have been assigned to the UFS for placement within critical skills areas, i.e. Administration, Finances, Human Resources, IT (computer technology) and the Library.

The duration of the “internship” is a period of one (1) year.

### **Further proposals to help attain the equity targets**

- The University also intends to include progress and management of employment equity in the performance appraisal of all line managers, as they have a primary responsibility for implementing the Employment Equity Act and Employment Equity Policy of the UFS.
- The possible placing of a moratorium by Executive Management on appointments where the minimum target of 50% has not been reached, and the statistics and other evidence indicate that the Employment Equity Plan and UFS Equity Policy are not being implemented by a department.
- The involvement of employment equity subcommittee members in the recruitment process.
- The identification of promising students for “grow our own timber” purposes.
- More stringent monitoring of employment equity by Executive Management, the Central Employment Equity Committee, the employment equity subcommittees and managers.

## **MONITORING AND EVALUATION OF PLAN**

### **General**

The monitoring and evaluation of the Plan and progress made in achieving the numerical goals is an ongoing process, and should continue to include consultation, communication, awareness and training.

To ensure that stated employment equity measures are perceived as firm commitments, the UFS must see to it that the responsibility and accountability for the implementation of employment equity measures are assigned and assessed.

### **Assigning of responsibility**

All staff at the UFS must ensure that no unfair discrimination can occur at the UFS, and that it is reported and eradicated in cases where it does occur.

The UFS has devolved the responsibility for employment equity to Faculty and Support Service level in order to ensure a more bottom-up approach to implementing employment equity.

The UFS Executive Management shall have primary responsibility for the implementation of the Plan, with the Employment Equity Officer and HR Director being responsible for facilitating and monitoring the implementation of the Plan.

In addition, the following persons/entities are responsible for providing assistance and ensuring the effective implementation and monitoring of the Plan's requirements:

- The UFS Rector
- The UFS Top Management: Employment Equity Manager (Chief Director: Operations)
- Central Employment Equity Committee
- Faculty and Support Service Departments (EE Subcommittees)

Any employee or representative trade union can bring an alleged contravention of or non-compliance with the stated commitments of the Plan to the attention of the UFS, or submit a grievance in accordance with paragraph 9 of the Plan.

## **Reporting on progress**

Faculty and Support Service Equity Committees are responsible for the monitoring and enforcement of employment equity and the provisions of the Plan at Faculty and Support Service level.

Faculty and Support Service equity committees must report on a quarterly basis to the relevant Faculty Dean, or – in the case of Support Services – to the Chief Director: Operations, regarding the progress made or hindrances encountered in achieving the objectives and measures of the Plan.

Faculty Deans and Support Service Heads must provide regular feedback to the Employment Equity Committee, HRD and the Employment Equity Officer.

The Employment Equity Committee is responsible for monitoring and evaluating the implementation of employment equity and the provisions of the Plan throughout the UFS, adopting appropriate initiatives, policies and procedures on a consultative basis and making recommendations to the relevant UFS bodies regarding procedures for the effective implementation of the Policy and Plan.

The Employment Equity Officer must annually collate a consolidated report on employment equity, to be submitted for approval to the Rector and made available to all stakeholders and employees.

Employment equity must be a standing agenda item at all management meetings.

## **Record-keeping**

The UFS must ensure effective record-keeping of all documentation relating to employment equity.

Records must be kept for a period of 5 years.

## **RESOURCES AND BUDGET**

The UFS will continue to allocate appropriate resources as allowed by the financial position of the UFS, including annual budgets, to the effective implementation of the Plan.

The UFS has made available additional resources that can be utilised by Faculties to achieve their employment equity goals.

## **DISPUTE RESOLUTION**

The existing dispute resolution procedures of the UFS must be followed to resolve any dispute that may arise in respect of the interpretation or implementation of the Plan.

# COMMUNICATION

## Internal

The UFS must develop an internal communication strategy for communicating the Plan, progress, obstacles and success stories in relation to employment equity. Communication methods should include placement on the UFS website, newsletters, e-mail, bulletins, pamphlets, notice boards, and official annual employment equity reporting.

The purpose of the communication programme must be to –

- keep staff informed, and to recognise and promote achievements;
- promote ownership and participation in the UFS employment equity initiatives;
- remind staff and line managers of their employment equity requirements and obligations;
- create better understanding of concepts and challenges facing the UFS; and
- emphasize the ongoing commitment of the UFS to employment equity.

In addition, the EEA requires the UFS to display a summary of the EEA, in all the official languages spoken at the UFS, in prominent places in the UFS workplace where it can be read by all UFS staff, as well as to make copies of the Plan available to all UFS staff members.

## External

The UFS is required to annually submit an employment equity report, in the prescribed format, to the Department of Labour on or before 1 October. The Employment Equity Officer must ensure the compilation and timeous submission of the report.

The EEA requires the UFS to display, in prominent places in the UFS workplace where it can be read by all UFS staff members, a copy of the most recent employment equity report submitted to the Department of Labour, as well as any other document or compliance order concerning the EEA.

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**Professor F. Fourie**  
*Rector*  
*University of the Free State*

# ANNEXURE A: Detailed analysis of UFS employment equity profile (2004-2006)

| UFS Category     | Period   |             |          |             |          |             |
|------------------|----------|-------------|----------|-------------|----------|-------------|
| 1.Top Management | 2004     |             | 2005     |             | 2006     |             |
|                  | No.      | %           | No.      | %           | No.      | %           |
| African Male     | 1        | 20%         | 1        | 20%         | 1        | 20%         |
| Coloured Male    | 1        | 20%         | 1        | 20%         | 1        | 20%         |
| Indian Male      | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| African Female   | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| Coloured Female  | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| Indian Female    | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| White Female     | 1        | 20%         | 1        | 20%         | 1        | 20%         |
| White Male       | 2        | 40%         | 2        | 40%         | 2        | 40%         |
| Foreign Male     | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| Foreign Female   | 0        | 0%          | 0        | 0%          | 0        | 0%          |
| <b>Totals</b>    | <b>5</b> | <b>100%</b> | <b>5</b> | <b>100%</b> | <b>5</b> | <b>100%</b> |

| UFS Category        | Period    |             |           |             |           |             |
|---------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 2.Senior Management | 2004      |             | 2005      |             | 2006      |             |
|                     | No.       | %           | No.       | %           | No.       | %           |
| African Male        | 1         | 4%          | 1         | 4%          | 1         | 4%          |
| Coloured Male       | 1         | 4%          | 2         | 8%          | 2         | 8%          |
| Indian Male         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female      | 1         | 4%          | 2         | 8%          | 2         | 8%          |
| Coloured Female     | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female       | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female        | 2         | 9%          | 2         | 8%          | 2         | 8%          |
| White Male          | 17        | 74%         | 17        | 68%         | 17        | 71%         |
| Foreign Male        | 1         | 4%          | 1         | 4%          | 0         | 0%          |
| Foreign Female      | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>       | <b>23</b> | <b>100%</b> | <b>25</b> | <b>100%</b> | <b>24</b> | <b>100%</b> |

| UFS Category         | Period    |             |           |             |           |             |
|----------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 3. Middle Management | 2004      |             | 2005      |             | 2006      |             |
|                      | No.       | %           | No.       | %           | No.       | %           |
| African Male         | 4         | 18%         | 2         | 13%         | 2         | 12%         |
| Coloured Male        | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Male          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female       | 0         | 0%          | 0         | 0%          | 1         | 6%          |
| Coloured Female      | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female        | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female         | 3         | 14%         | 2         | 13%         | 3         | 18%         |
| White Male           | 15        | 68%         | 12        | 75%         | 11        | 65%         |
| Foreign Male         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Foreign Female       | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>        | <b>22</b> | <b>100%</b> | <b>16</b> | <b>100%</b> | <b>17</b> | <b>100%</b> |

| UFS Category         | Period    |             |           |             |           |             |
|----------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 4. Junior Management | 2004      |             | 2005      |             | 2006      |             |
|                      | No.       | %           | No.       | %           | No.       | %           |
| African Male         | 4         | 6%          | 7         | 7%          | 6         | 7%          |
| Coloured Male        | 1         | 2%          | 0         | 0%          | 0         | 0%          |
| Indian Male          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female       | 5         | 8%          | 5         | 5%          | 3         | 3%          |
| Coloured Female      | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female        | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female         | 25        | 38%         | 35        | 37%         | 37        | 40%         |
| White Male           | 31        | 47%         | 47        | 50%         | 46        | 50%         |
| Foreign Male         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Foreign Female       | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>        | <b>66</b> | <b>100%</b> | <b>94</b> | <b>100%</b> | <b>92</b> | <b>100%</b> |

| UFS Category             | Period     |             |            |             |            |             |
|--------------------------|------------|-------------|------------|-------------|------------|-------------|
| 5. Senior Administrative | 2004       |             | 2005       |             | 2006       |             |
|                          | No.        | %           | No.        | %           | No.        | %           |
| African Male             | 6          | 3%          | 9          | 4%          | 14         | 6%          |
| Coloured Male            | 1          | 0%          | 2          | 1%          | 2          | 1%          |
| Indian Male              | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| African Female           | 7          | 3%          | 10         | 5%          | 14         | 6%          |
| Coloured Female          | 1          | 0%          | 1          | 0%          | 2          | 1%          |
| Indian Female            | 0          | 0%          | 3          | 1%          | 3          | 1%          |
| White Female             | 128        | 62%         | 119        | 59%         | 138        | 60%         |
| White Male               | 63         | 31%         | 56         | 28%         | 57         | 25%         |
| Foreign Male             | 0          | 0%          | 1          | 0%          | 1          | 0%          |
| Foreign Female           | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| <b>Totals</b>            | <b>206</b> | <b>100%</b> | <b>201</b> | <b>100%</b> | <b>231</b> | <b>100%</b> |

| UFS Category           | Period    |             |           |             |           |             |
|------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 6. Academic Management | 2004      |             | 2005      |             | 2006      |             |
|                        | No.       | %           | No.       | %           | No.       | %           |
| African Male           | 1         | 1%          | 1         | 2%          | 2         | 3%          |
| Coloured Male          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Male            | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Coloured Female        | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female           | 9         | 12%         | 8         | 14%         | 10        | 15%         |
| White Male             | 67        | 87%         | 50        | 85%         | 56        | 82%         |
| Foreign Male           | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Foreign Female         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>          | <b>77</b> | <b>100%</b> | <b>59</b> | <b>100%</b> | <b>68</b> | <b>100%</b> |

| UFS Category    | Period    |             |           |             |           |             |
|-----------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 7. Professor    | 2004      |             | 2005      |             | 2006      |             |
|                 | No.       | %           | No.       | %           | No.       | %           |
| African Male    | 2         | 3%          | 2         | 2%          | 2         | 3%          |
| Coloured Male   | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Male     | 0         | 0%          | 1         | 1%          | 1         | 1%          |
| African Female  | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Coloured Female | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female   | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female    | 7         | 11%         | 10        | 12%         | 9         | 12%         |
| White Male      | 54        | 84%         | 66        | 81%         | 63        | 82%         |
| Foreign Male    | 1         | 2%          | 2         | 2%          | 2         | 3%          |
| Foreign Female  | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>   | <b>64</b> | <b>100%</b> | <b>81</b> | <b>100%</b> | <b>77</b> | <b>100%</b> |

| UFS Category           | Period    |             |           |             |           |             |
|------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 8. Associate Professor | 2004      |             | 2005      |             | 2006      |             |
|                        | No.       | %           | No.       | %           | No.       | %           |
| African Male           | 1         | 2%          | 1         | 2%          | 1         | 2%          |
| Coloured Male          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Male            | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female         | 0         | 0%          | 0         | 0%          | 1         | 2%          |
| Coloured Female        | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Indian Female          | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female           | 17        | 32%         | 18        | 31%         | 19        | 33%         |
| White Male             | 35        | 66%         | 40        | 68%         | 36        | 63%         |
| Foreign Male           | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| Foreign Female         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| <b>Totals</b>          | <b>53</b> | <b>100%</b> | <b>59</b> | <b>100%</b> | <b>57</b> | <b>100%</b> |

| UFS Category       | Period     |             |            |             |            |             |
|--------------------|------------|-------------|------------|-------------|------------|-------------|
| 9. Senior Lecturer | 2004       |             | 2005       |             | 2006       |             |
|                    | No.        | %           | No.        | %           | No.        | %           |
| African Male       | 9          | 6%          | 9          | 6%          | 10         | 7%          |
| Coloured Male      | 0          | 0%          | 0          | 0%          | 1          | 1%          |
| Indian Male        | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| African Female     | 4          | 3%          | 5          | 3%          | 3          | 2%          |
| Coloured Female    | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| Indian Female      | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| White Female       | 62         | 43%         | 62         | 43%         | 67         | 47%         |
| White Male         | 67         | 47%         | 64         | 44%         | 59         | 41%         |
| Foreign Male       | 2          | 1%          | 4          | 3%          | 4          | 3%          |
| Foreign Female     | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| <b>Totals</b>      | <b>144</b> | <b>100%</b> | <b>144</b> | <b>100%</b> | <b>144</b> | <b>100%</b> |

| UFS Category            | Period     |             |            |             |            |             |
|-------------------------|------------|-------------|------------|-------------|------------|-------------|
| 10. Lecturer/Researcher | 2004       |             | 2005       |             | 2006       |             |
|                         | No.        | %           | No.        | %           | No.        | %           |
| African Male            | 33         | 12%         | 32         | 12%         | 25         | 9%          |
| Coloured Male           | 5          | 2%          | 7          | 3%          | 11         | 4%          |
| Indian Male             | 2          | 1%          | 2          | 1%          | 2          | 1%          |
| African Female          | 17         | 6%          | 19         | 7%          | 21         | 8%          |
| Coloured Female         | 1          | 0%          | 0          | 0%          | 0          | 0%          |
| Indian Female           | 2          | 1%          | 2          | 1%          | 2          | 1%          |
| White Female            | 131        | 48%         | 122        | 47%         | 123        | 46%         |
| White Male              | 75         | 28%         | 72         | 28%         | 75         | 28%         |
| Foreign Male            | 6          | 2%          | 2          | 1%          | 5          | 2%          |
| Foreign Female          | 0          | 0%          | 0          | 0%          | 1          | 0%          |
| <b>Totals</b>           | <b>272</b> | <b>100%</b> | <b>258</b> | <b>100%</b> | <b>265</b> | <b>100%</b> |

| UFS Category        | Period    |             |           |             |           |             |
|---------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| 11. Junior Lecturer | 2004      |             | 2005      |             | 2006      |             |
|                     | No.       | %           | No.       | %           | No.       | %           |
| African Male        | 11        | 12%         | 14        | 18%         | 18        | 21%         |
| Coloured Male       | 3         | 3%          | 3         | 4%          | 2         | 2%          |
| Indian Male         | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| African Female      | 11        | 12%         | 8         | 10%         | 11        | 13%         |
| Coloured Female     | 1         | 1%          | 0         | 0%          | 0         | 0%          |
| Indian Female       | 0         | 0%          | 0         | 0%          | 0         | 0%          |
| White Female        | 37        | 41%         | 31        | 40%         | 32        | 37%         |
| White Male          | 22        | 24%         | 16        | 21%         | 18        | 21%         |
| Foreign Male        | 4         | 4%          | 5         | 6%          | 4         | 5%          |
| Foreign Female      | 2         | 2%          | 1         | 1%          | 2         | 2%          |
| <b>Totals</b>       | <b>91</b> | <b>100%</b> | <b>78</b> | <b>100%</b> | <b>87</b> | <b>100%</b> |

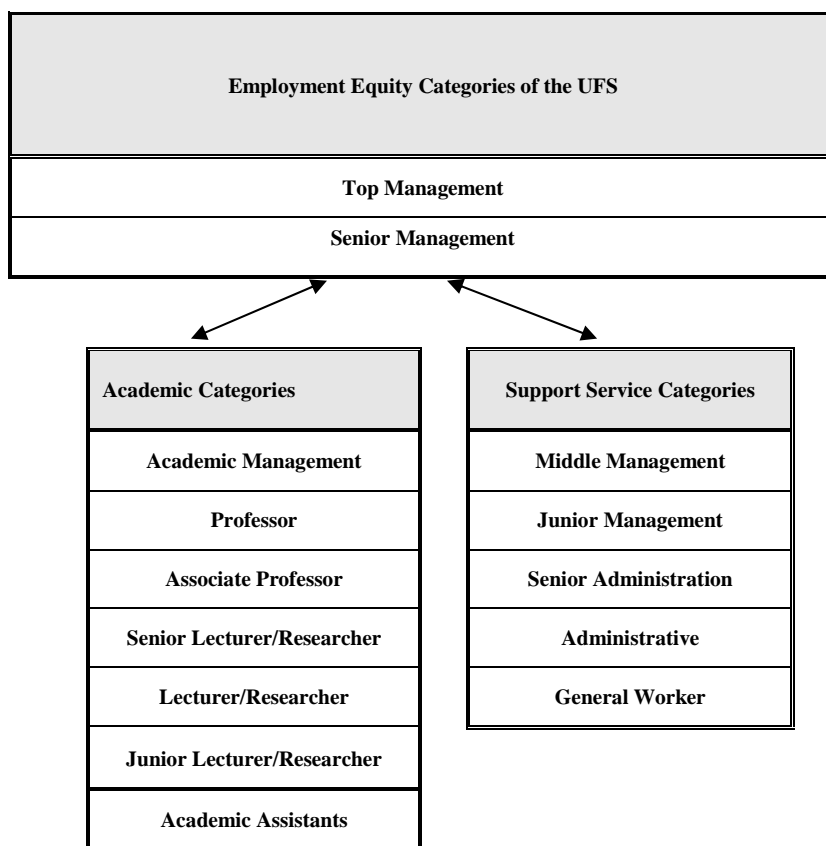
| UFS Category           | Period     |             |            |             |            |             |
|------------------------|------------|-------------|------------|-------------|------------|-------------|
| 12. Academic Assistant | 2004       |             | 2005       |             | 2006       |             |
|                        | No.        | %           | No.        | %           | No.        | %           |
| African Male           | 42         | 16%         | 32         | 11%         | 33         | 11%         |
| Coloured Male          | 2          | 1%          | 4          | 1%          | 3          | 1%          |
| Indian Male            | 3          | 1%          | 1          | 0%          | 0          | 0%          |
| African Female         | 25         | 9%          | 22         | 8%          | 22         | 8%          |
| Coloured Female        | 2          | 1%          | 0          | 0%          | 1          | 0%          |
| Indian Female          | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| White Female           | 115        | 43%         | 128        | 46%         | 131        | 45%         |
| White Male             | 56         | 21%         | 66         | 24%         | 74         | 26%         |
| Foreign Male           | 18         | 7%          | 23         | 8%          | 19         | 7%          |
| Foreign Female         | 3          | 1%          | 4          | 1%          | 7          | 2%          |
| <b>Totals</b>          | <b>266</b> | <b>100%</b> | <b>280</b> | <b>100%</b> | <b>290</b> | <b>100%</b> |

| UFS Category             | Period     |             |            |             |            |             |
|--------------------------|------------|-------------|------------|-------------|------------|-------------|
| 13. Administrative Staff | 2004       |             | 2005       |             | 2006       |             |
|                          | No.        | %           | No.        | %           | No.        | %           |
| African Male             | 68         | 13%         | 57         | 10%         | 59         | 11%         |
| Coloured Male            | 6          | 1%          | 3          | 1%          | 3          | 1%          |
| Indian Male              | 1          | 0%          | 1          | 0%          | 1          | 0%          |
| African Female           | 74         | 14%         | 84         | 15%         | 79         | 14%         |
| Coloured Female          | 16         | 3%          | 21         | 4%          | 23         | 4%          |
| Indian Female            | 1          | 0%          | 1          | 0%          | 2          | 0%          |
| White Female             | 314        | 58%         | 331        | 60%         | 327        | 59%         |
| White Male               | 60         | 11%         | 52         | 9%          | 58         | 10%         |
| Foreign Male             | 1          | 0%          | 0          | 0%          | 0          | 0%          |
| Foreign Female           | 0          | 0%          | 0          | 0%          | 1          | 0%          |
| <b>Totals</b>            | <b>541</b> | <b>100%</b> | <b>550</b> | <b>100%</b> | <b>553</b> | <b>100%</b> |

| UFS Category       | Period     |             |            |             |            |             |
|--------------------|------------|-------------|------------|-------------|------------|-------------|
| 14. General Worker | 2004       |             | 2005       |             | 2006       |             |
|                    | No.        | %           | No.        | %           | No.        | %           |
| African Male       | 181        | 45%         | 178        | 44%         | 184        | 46%         |
| Coloured Male      | 14         | 3%          | 15         | 4%          | 15         | 4%          |
| Indian Male        | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| African Female     | 181        | 45%         | 179        | 45%         | 176        | 44%         |
| Coloured Female    | 13         | 3%          | 15         | 4%          | 14         | 3%          |
| Indian Female      | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| White Female       | 1          | 0%          | 1          | 0%          | 0          | 0%          |
| White Male         | 13         | 3%          | 14         | 3%          | 13         | 3%          |
| Foreign Male       | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| Foreign Female     | 0          | 0%          | 0          | 0%          | 0          | 0%          |
| <b>Totals</b>      | <b>403</b> | <b>100%</b> | <b>402</b> | <b>100%</b> | <b>402</b> | <b>100%</b> |

# ANNEXURE B: Description of UFS staff categories

The following categories can be distinguished for Employment Equity purposes:



## Top Management:

Includes the Rectorate and chief directors

## Senior Management:

Includes deans, registrars and directors at the remuneration level of a registrar.

## Academic Management:\*

Includes heads of academic departments, directors of academic institutes and centres.

## Professors

Includes all professors (academic managers\* are not included here, but can be added for other statistical analysis).

## Associate Professor

Refers to all associate professors (unless already included in Academic Management).

## Senior Lecturer/Researcher

Includes all academic posts that are equivalent to a senior lecturer and senior lecturer-researcher (unless already included in Academic Management).

## Lecturer/Researcher

Includes all academic posts equivalent to lecturer level.

**Junior Lecturer/Researcher**

Includes all academic posts equivalent to junior lecturer level.

**Academic Assistant**

Includes all academic posts lower than junior lecturer.

Note that support service positions in academic departments are not included in this category, but fall under the support service categories.

**Middle Management**

Includes managers and the directors not included in the Senior Management category.

**Junior Management**

Includes all support service posts equivalent to the levels of assistant director and deputy director.

**Senior Administrative**

Includes all support service posts equivalent to the levels of senior administrative officer and chief administrative officer.

**Administrative/Officer**

Includes all support service positions equal to or lower than that of administrative officer, except C3 posts.

**General workers**

Includes all general worker posts (C3 posts).

## **10 CONSOLIDATED ANNUAL FINANCIAL STATEMENTS**

Refer to par. 08: Annual Financial Review – Report of the Chief Director: Operations.  
(The Consolidated Financial Statements was approved by Council on 6 June 2008.)