

# UFS 2012



# Annual Report

to the Minister of Higher Education & Training

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



UFS  
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# **Annual Report to the Minister of Higher Education and Training 2012**

## **University of the Free State**



The submission of the 2012 Report of the University of the Free State to the Minister of Higher Education and Training 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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## **1. REPORT OF THE CHAIRPERSON OF COUNCIL**

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

This statement is written in keeping with the current statutory reporting requirements. The University intends separately publishing an integrated report in keeping with the King III guidelines.

The main functions of the Council are to provide strategic direction to the University of the Free State (UFS), to make policy, and to exercise the function of oversight. At the beginning of 2012 the Council adopted a comprehensive strategic plan for the UFS for the period 2012 - 2016. The strategic plan focuses on two core themes: the academic project and the human project. The main aim of the academic project is to achieve and maintain academic excellence, and that of the human project is to eradicate inequality and to embrace diversity. The strategic plan also deals with the support foundations necessary to realise these aims. During 2012 the Council also adopted a variety of new and revised policies. These include policies on branding, protection and exploitation of intellectual property and establishment of extra-academic entities. Council also diligently continues with critical but constructive oversight of management.

In respect of the human project there were significant developments during 2012 in the area of residence life. The creation of clusters of residences, comprising clusters of conventional residences combined with a diurnal, virtual residence for commuting students in every cluster, began a process of broadening the co-curricular activities to non-resident students. This re-conceptualisation has been complemented by the construction of new residences, specially designed in clusters with facilities that make feasible the purposes of the clustering. This was made possible by the capital development programme initiated by the Department of Higher Education and Training.

The academic project seeks to galvanise the academic community out of the habit and culture of complacency. It has many features, including (in 2012) a second year of intimate engagement by all disciplines with the complete review and renewal of all our qualifications. The academic renewal is based on an array of strategies. Collectively they aim to enhance the profile of the UFS as a leading, competitive, research institution in South Africa. The range of activities receives substantive and meaningful affirmation by higher education institutions from across the world.

The Council therefore continues to execute its governance responsibilities both actively and meaningfully. It has consciously and closely engaged with the King III good governance recommendations. Late in 2012, Council took an in principle decision to require its members to complete declarations regarding any potential or existing conflicts of interest, that members or their relatives may have in respect of interactions with the University. In principle, the Council is committed to the process

of adopting the appropriate guidelines espoused in King III as best practice. The Council is also intent on focusing on the triad of good governance elements of financial, social and environmental accountability, that lie at the heart of integrated reporting.

In terms of its social responsibility, the UFS continues to operate within the set of challenges common to all universities and must forge its own unique path through them, while capitalising on our particular goals and institutional strengths. Our natural feeder area accentuates the national challenges of rural poverty, HIV & AIDS, health, unemployment, violence against women and children, and the inadequacy of primary and secondary schooling. During 2012, our secondary schools project began showing dividends, with decided scholastic output improvements. We are hopeful that these encouraging signs will prove sustainable, rather than the consequence of the false effect of enhanced performance, based on selection for the experimental pilot programme. If the interventions hold lasting effects, this programme may be deemed direction-finding for national application.

Our environmental responsibility is evidenced by the approval by Council of building projects that espouse limiting environmental impact, as a key element of the architectural principles used, when buildings are designed. The new buildings under construction with the joint funding of the UFS and DHET are all designed with these focal points in mind.

Our two satellite campuses are increasingly moving towards self-sustaining funding levels. In 2012, a start was made with the restructuring of the senior positions on the campus at Phuthaditjhaba. This plan should be implemented in 2013.

Our financial governance, founded on best practice over many years, remains a premier achievement of the Council. The evidence lies in the annual receipt of unqualified audit reports.

As reported here, the Council carefully balances directional transformational gains and the growing support for such initiatives on campus. The Council is committed to encouraging the normalisation of relationships and interactions on campus. These developments are accompanied by the focus given to the advancement of the academic and human projects.



Chairman of Council  
**Judge Ian van der Merwe**

## 1.2 A summary of members' attendance of meetings of the Council: 2012

Explanation of keys			
<b>Key:</b>	✓	=	Present
	x	=	Absent with apology
	-	=	Absent without apology

Group 1		Mar	Jun	Sep	Nov
Non-personnel members					
1.	Judge CHG van der Merwe	✓	✓	✓	✓
2.	P Colditz	✓	✓	✓	✓
3.	JJ Crowther	✓	✓	✓	✓
4.	NV de Klerk	✓	✓	✓	✓
5.	DA Foster			✓	✓
6.	WF Hoexter	✓	✓		
7.	S Jawodeen			✓	x
8.	EC Kieswetter	x	✓	✓	✓
9.	Dr F de K Kotzé	✓	✓		
10.	ML Kriek			✓	x
11.	W Louw	✓	✓	✓	✓
12.	H Madlala	✓	✓	✓	✓
13.	PHI Makgoe		✓	x	
14.	T Mhambi			✓	✓
15.	D Mosia				✓
16.	Dr BE Mzangwa	✓	✓	✓	✓
17.	NA Ntsele	✓	✓	✓	x
18.	Adv MD Randlehoff	✓	✓	✓	✓
19.	KB Schoeman	✓	✓	x	✓
20.	Father P Towe	✓	✓	✓	✓
21.	Dr SM Vosloo	✓	✓	✓	✓

<b>Group 2</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
<b>Executive staff members</b>					
22.	Prof JD Jansen	✓	✓	✓	✓
23.	Prof HR Hay	x	x	✓	X
24.	Dr KC Makhetha	✓	✓	✓	X
25.	Prof NI Morgan	✓	✓	✓	✓
26.	Prof T Verschoor	✓	✓	x	✓

<b>Group 3</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
<b>Non-executive staff members</b>					
27.	RC Gouws			✓	✓
28.	Prof MJH Hoffman	✓	x	✓	✓
29.	HE Knoetze	✓	✓		
30.	Prof GJ van Zyl	✓	✓	✓	
31.	Prof H van Zyl	✓	✓	✓	X

<b>Group 4</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
<b>Students (alternating)</b>					
32.	W Clayton			✓	✓
33.	R Chemaly	✓	✓		
34.	S Khumalo			✓	X
35.	B Ngcanga	-	-		

<b>Group 5</b>		<b>Mar</b>	<b>Jun</b>	<b>Sep</b>	<b>Nov</b>
<b>In advisory capacity</b>					
36.	BR Buys	✓	✓	✓	X
37.	LS Geyer	✓	✓	✓	✓
38.	CR Liebenberg	✓	✓	✓	✓
39.	L Loader	✓	✓	✓	✓
40.	Dr EN Malete	✓	✓	x	-
41.	FM Nkoana	✓	✓	✓	✓
42.	PMB Ramahlele	✓	✓		
43.	Dr DK Swemmer	✓	✓	✓	✓

Secretariat		Mar	Jun	Sep	Nov
44.	EC Bezuidenhout	✓	✓	✓	✓

### 1.3 Matters of significance considered by the Council during the period (2012)

#### **Appointments of staff members**

- It was approved that Prof HJ Kroukamp be appointed as Dean: Economic and Management Sciences for a term of five years from 1 April 2012.
- It was approved that Dr KC Makhetha be appointed as Vice-Rector: External Relations for a term of five years from 1 April 2012.
- It was approved that CR Liebenberg's term appointment as Senior Director: Finance be extended for a further term of five years, subject to the annual performance management evaluations based on criteria determined jointly by the line manager and the incumbent to address the concerns raised during the process.

#### **Name changes**

- It was approved that the name of the Department of Diagnostic Radiology be changed to Clinical Imaging Sciences/Kliniese Beeldingswetenskappe.
- It was approved that the name of the Department of Language Management and Language Practice be changed to Department of Linguistics and Language Practice.
- It was approved that the name of Kovsky Counselling and Development be changed to Student Counselling and Development.

#### **Audit Committee**

Reports from the Audit Committee were presented at every meeting of the Council and the following matters were highlighted:

- The 2011 Audit Report, as included in the report, was approved.
- The external audit fees were approved as recommended by the Audit and Risk Management Committee.
- The Council accepted the recommendation of the Audit and Risk Management Committee, and it was approved that PricewaterhouseCoopers (PWC) be appointed as external auditors for a subsequent term.
- The discussion about risk and the incorporation thereof in the strategic plan, as recommended by the Audit and Risk Management Committee, was formally referred to the Executive Committee of the Council (ECC) for discussion. The ECC was requested to advise the Council in this regard.

### **Honorary Degrees, Honorary Shields, Chancellor's Medals and Council Medals**

It was approved that honorary degrees be awarded to the following persons:

- Judge FDJ Brand, LLD (h.c.)
- Prof Otto Walter Prozesky, Doctor Medicinae, DM (h.c.)

### **Infrastructure and efficiency funding: 2012 to 2015**

The letter, as received from the Minister of Higher Education and Training, contained information about approved amounts for infrastructure projects at the UFS for 2012-2013, 2013-2014 and 2014-2015. In terms of the agreement with the DHET, the UFS had a cost responsibility of R125.206 million.

The following was noted:

- The Council confirmed that the projects included in the presentation to the Council had been approved.
- The Council confirmed that the portion of the cost the UFS was responsible for could be paid.
- The Council confirmed that it would ensure that the projects satisfied the conditions set out in the table as contained in the letter from the Minister.

### **Consolidated Financial Statements: 2010**

The Consolidated Financial Statements were approved as recommended by the Audit and Risk Management Committee.

### **Rules and Remits of Committees**

- The adjusted Remit of the Executive Committee of the Senate (ECS) was approved.
- The adjusted Remit of the Institutional Forum (IF) was approved.
- The amended Remit of the University Management Committee (UMC) was approved.
- The amended Remit of the Finance Committee was approved.

### **Composition of the Council**

#### **Representatives of the alumni and donors**

Council took note that Judge CHG van der Merwe was re-elected unopposed as the representative of the donors.

#### **Representative of the administrative staff (including service workers)**

Council took note that RC Gouws was elected as the representative of the administrative staff (including service workers) by a majority of votes.

#### Representative for the alumni

Council took note that Lorraine Kriek was elected by the alumni.

#### Representatives of the Minister of Higher Education and Training

Council took note that the following were appointed to represent the Minister of Higher Education and Training in the Council:

- Themba Mhambi
- Suraya Jawodeen
- Dan Mosia

#### Vacancies in the category "Appointed by the Council"

The following were nominated and elected as members of the Council for a term of four years in the category "Appointed by the Council".

- NV de Klerk
- DA Foster
- Dr SM Vosloo
- JJ Crowther
- EC Kieswetter

#### Chairperson of the Institutional Forum (IF)

- The appointment of Dr E Smuts as a member of the IF representing the Qwaqwa Campus for four years in terms of the stipulation of the Statute was approved.
- It was ratified that, when the term of office of the Qwaqwa representative expired, the arrangement regarding special membership for that campus would also come to an end.
- In the spirit of uniting the staff members of the three campuses, it was ratified that in subsequent elections of staff members in the various categories of IF membership reflected in clauses 4(d), 4(e), 4(f), and 4(h) of the remit, nominations in the various categories would be open to staff members on all campuses.

#### Chairperson of the Council

Judge CHG van der Merwe was unanimously re-elected as the Chairperson of the Council for a subsequent term of three years, from 1 January 2013 to 31 December 2015.

#### **Representatives of the Council**

The following members were elected to represent the Council in the following committees:

- NA Ntsele: Executive Committee of the Council.
- DA Foster: Audit and Risk Management Committee, subject to DA Foster accepting the position.

- Dr S Vosloo: Senate, as well as the Honorary Degrees Committee.
- NV de Klerk: Naming Committee.
- JJ Crowther as the alternative representative of the Council in the Pension Fund, as well as the Provident Fund.
- Father Patrick Towe was unanimously elected as the representative of the Council in the IF.

### **Budget and Capital budget 2013**

The Budget and Capital budget: 2013 was approved as submitted.

### **Increase in Student Fees: 2014**

The proposed increase in fees for implementation in 2014 was approved as set out below.

- Approval of the fee increase for 2014, full-cost recovery and inflationary adjustment of 8,8%, with the exception of postgraduate programmes where a general increase of 12% was recommended.
- It was approved that a value-added component, including departmental fees, be charged on a full-cost recovery basis. The UFS commits itself to limiting this fee to between 3% and 4% of the prior year's total fee on average.
- It was approved that housing and residence fees be increased by 9,8%.
- It was approved that fees applicable to students on the Qwaqwa Campus would amount to 87,5% compared to the main campus.
- The continuation of provisional registration for 2013 was approved.
- It was approved that prepayment categories for 2013 would be reduced according to the attached schedule, and that the prepayment amounts would be adjusted.

Percentage increase on all other fees was approved.

### **Policies approved by Council**

The Branding Policy was approved in 2011 with the exclusion of Section 6: Trademarks and Copyright. This section was submitted and approved separately in 2012.

The policy on the Protection, Exploitation and Commercialisation of Intellectual Property was approved.

The policy for the Management of Conferences, Seminars and Workshops was approved.

The policy on Budgeting, Cost Recovery and Levies on Research-Related and Consultancy Income was approved.

- The amendments to the policy and procedures regarding Delegated Authority of the Council were approved.
- The Admission Policy, as submitted, was approved subject to refinement by the ECC, after which the document had to be submitted to the Council for final approval.
- The draft policy for the declaration of interests of Council members was approved subject to all the documentation being submitted for language editing.
- The Policy and Procedures on the Establishment, Operation and Review of Extra-Academic Entities was approved.
- The proposal regarding the appointment, roles and responsibilities of academic department heads was approved.

### **Strategic Plan**

The Strategic Plan 2012-2016 was approved subject to language editing, as well as the document being submitted annually to Council for discussion.

### **Centres and institutes**

#### The Centre for Teaching and Learning

The establishment of the Centre for Teaching and Learning (CTL) was approved. This included the merger of the Centre of Higher Education Studies and Development with Student Development and Success, and the alignment of the new organisational structure as well as the proposed name change.

#### Mandate and structure of the International Institute for Studies in Race, Reconciliation and Social Justice

The new mandate and structure was approved, as well as the name change. The Institute will henceforth be known as the Institute for Reconciliation and Social Justice.

### **Reports by the Rector**

Reports by the Rector were provided at every meeting of Council.

### **Presentations and workshops**

#### King III

Suresh Kana from PWC facilitated a training session on King III.

### Training of new Council members

A training workshop for Council members took place after the November meeting of the Council. The Rector, Chairperson of Council and the Registrar made presentations.

### **Annual Report to the Minister of Higher Education and Training (2011)**

The Annual Report was approved for submission to the Minister of Higher Education and Training.

### **New proposed structure of the Rectorate**

The proposed new structure of the Rectorate was approved.

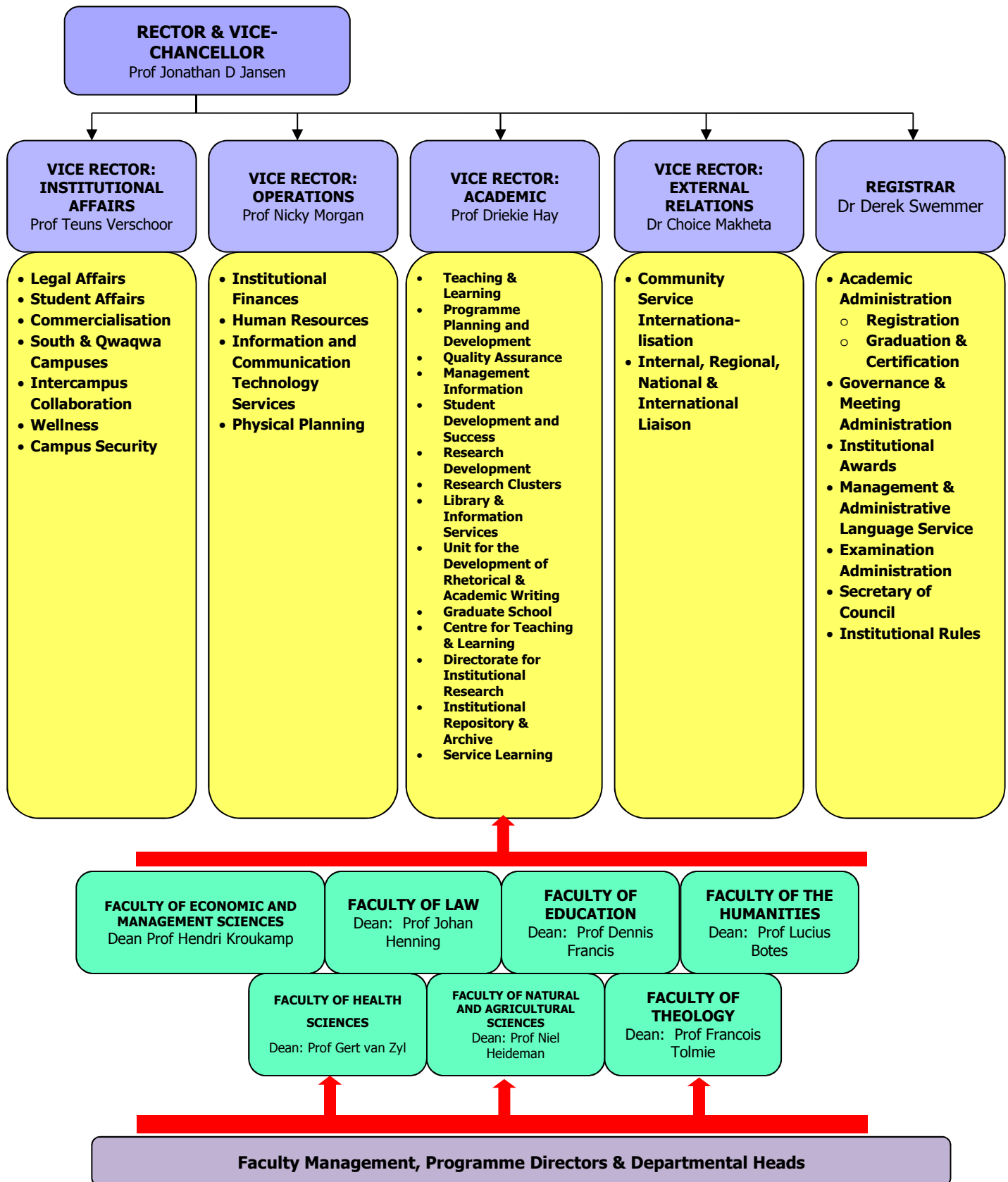
### **BCE Memorial Trust**

The following was approved:

1. That the deed of trust be amended by agreement to reduce the number of trustees to five, two of whom would be appointed by the UFS.
2. That, if the deed of trust was thus amended, Council had to appoint two persons to serve as trustees.

## 1.4 Operational information

### 1.4.1 Changes in operational structures (organisation chart)



#### 1.4.2 New senior appointments

NAME	RANK	DEPT	DATE
Prof M Walker	Senior Professor	Higher Education Studies	1 January 2012
Prof I Phimister	Senior Professor	History	1 January 2012
Prof P Gobodo-Madikizela	Senior Professor		1 February 2012
Dr KC Makhetha	Vice Rector	External Relations	1 March 2012
Prof HJ Kroukamp	Dean	Economic and Management Science	1 March 2012
NJ Janse van Rensburg	Senior Director	Physical Planning	1 May 2012
Dr RJ Gordon	Senior Professor	Humanities	1 July 2012
Prof WHA Boshoff	Senior Professor	Fine Arts	1 August 2012
Prof R Smego	Head	School of Medicine	21 August 2012

#### 1.4.3 Academic research achievements

##### ***Research strategy***

The UFS continues to disproportionately invest in its strategy to become one of the leading research-intensive universities in SA. To achieve this, the UFS has recognised that intellectual diversity remains a critical element of this strategy. As part of this strategy, the University has significantly increased its funding into post-doctoral fellowships to bolster research outputs and create critical mass. Together with increased research outputs, the University recognises that quality is an integral component of achieving worldwide recognition.

During 2012, the Postgraduate School became fully operational and a number of workshops were held to develop not only faculty-specific research strategies but also research skills among the University's research fraternity. The University has also put in place systems to achieve greater accountability and mechanisms to evaluate and monitor progress.

Another focus of the Directorate: Research Development (DRD) during the past year was to align strategic objectives to become more internationally competitive. This was contextualised by a marked focus on research, academic excellence and people development, and was strategically aligned to form partnerships with leading international and national academic institutions.

### ***National Research Foundation (NRF)-rated researchers***

The UFS is home to 108 NRF-rated researchers. During 2012, three researchers were rated in the B. category; Prof JJ Henning: Dean of the Faculty of Law received a B1 rating, Prof JA Naude: Department of Near Eastern Studies received a B3 rating, and Prof HCJ van Rensburg: Centre for Health Systems Research and Development received a B3 rating.

Dr OM Thekiso and A le Roux from the Qwaqwa Campus both received a Y2 rating. They are also on the Vice-Chancellors Prestige Young Scholars Programme and are grant holders from the Thuthuka programme of the NRF. There are at present five rated female researchers on the Vice-Chancellors Prestige Young Scholars Programme and one black rated researcher. This proves that the programme is succeeding in its objective to prepare scholars for academia.

### ***Research outputs***

The publication output for 2011 was 511,37 units (journal publications) and the provisional figure for 2012 is 555,66 units (journal publications).

### ***Strategic Academic Clusters (SAC)***

These clusters provide the framework for the full spectrum of research and innovation activities and embody the University's pursuit of quality and excellence. Each cluster comprises a number of research focus areas, which are aligned with the UFS Research Strategy and are in line with international good practice.

The five clusters are:

- Cluster 1. Water management in water-scarce areas.
- Cluster 2. New frontiers in poverty reduction and sustainable development.
- Cluster 3. Technologies for sustainable crop industries in semi-arid regions.
- Cluster 4. Materials and nanosciences.
- Cluster 5. Advanced biomolecular research.

The UFS cluster initiative is structured to make the University increasingly competitive in a global research environment. The five clusters address intra-, inter-, multi- and transdisciplinary research and collaboration. The clusters serve as the flagship UFS initiative for driving research excellence and ensure the leveraging of increased funding.

The climate and context in which university-based research is conducted is changing rapidly both nationally and internationally and each cluster is busy developing its own medium-term plan along with a business plan, as well as developing a cascading monitoring and evaluation system to assist the cluster directors in managing projects, programmes, and report results and outcomes.

Prestige doctoral bursaries and post-doctoral fellowships are awarded annually, with the aim of attracting the most accomplished young and emerging researchers to graduate studies and post-doctoral research within the focus areas of the five clusters. The selection process is stringent in order to maintain high standards.

Research in the clusters received a welcome advance with two South African Research Chairs being awarded to them by the South African Research Chairs Initiative (SARChI) of the NRF. The chairs were awarded in the fields of Solid State Luminescent and Advanced Materials and Disease Resistance in Field Crops.

Additionally to this the DRD is in the process of developing a research focus area specifically for Afro Montane Research at the Qwaqwa Campus.

### ***South African Research Chairs Initiative (SARChI)***

The UFS was successful in the developing full proposals of three applications and allocations were made to all three:

- *HSDD Grand Challenge: Dynamics of Human and Social Behaviour, Education Research, in particular Post-school education and Training*  
Higher Education and Human Development
- *Technology Missions*  
Solid State Luminescent and Advanced Materials
- *Science and Technology for Poverty Alleviation: Food Security, Agriculture and Nutrition*  
Disease Resistance in Field Crops

### ***Postgraduate School***

Although established primarily as an academic project, the Postgraduate School was conceived also to undertake advocacy for postgraduate issues across a range of administrative units in the University. Its goals are to:

- \* Enhance the quality of postgraduate student research, helping to situate master's and doctoral theses and dissertations at the frontiers of global field and/or disciplinary knowledge, while reflecting simultaneously local, regional, national or continental concerns or insights.
- \* Produce graduates who are global citizens, research literate and able to reflect ethically on the purpose, process and product of research.
- \* Improve throughput rates of postgraduates.
- \* Make the experience of being a postgraduate at the UFS stimulating and enjoyable, and which contributes to the development of the person beyond the limits of her/his discipline.
- \* Contribute to the development of intellectual cultures at the UFS.

The University believes that postgraduate education ought to focus not only on the production of a thesis or dissertation, but also on the development of the researcher, and that research education has to include more than disciplinary training. Within this broad framework for postgraduate research education, the school's particular niche includes research methodology and approach, as well as research practice.

The school's key intellectual, curricular and pedagogical project for 2012 was to define its academic role within postgraduate research education. In graduate schools around the world, there is potential tension between the role of faculties and departments, and the role of the graduate school. One of the ways in which the UFS Postgraduate School sought to address this tension was through precise elucidation of what research education constitutes, and the suite of skills and competencies that a research graduate needs. This broad conceptualisation of research education means that the areas of focus for disciplinary specialists (departments and supervisors) are differentiated from those of the Postgraduate School.

The school's particular niche thus includes research methodology and approach, as well as research practice (including, for example, communication, ethics, becoming part of a disciplinary or professional community, and grant proposal writing). In 2012, the school offered more than 50 workshops and seminars on such topics.

The school offered support to the disciplinary component of research education through initiatives aimed at strengthening supervision. It hosts a series of discussions on supervision, offers face-to-face supervisor training, and is investigating the provision of online resources and training for supervisors, as well as the institution of guidelines for the 'licensing' of supervisors.

In terms of postgraduate student support, the school led the development of a UFS postgraduate funding strategy. A major purpose of this strategy was to develop the capacity to inform students, when their admission to research degrees is confirmed, of their total funding package for the lifecycle of their degree. Another purpose of the postgraduate funding strategy was to address the difficulty of funding non-South African research students.

The Postgraduate School's flagship commitments are academic, and as the school develops, a major challenge will be whether or not it is able to go beyond the provision of academic support and offer substantial and valuable breadth to the training of research students. Success in this respect would confirm the school's claims for academic credibility and its status as an academic project.

### ***Research Information Management System (RIMS)***

The UFS, as part of the Consortium of South African Higher Education Institutions and Science Councils, plays a leading role in the development, customisation and implementation of various modules within RIMS.

The following modules are set up in the production environment where modules are implemented and operational: Research Outputs, Tech Transfer (Patent Applications), Human Subjects Ethic Clearance, and Grants and Contracts. This includes research administration and management applications.

Increasing competitive academic environments require efficient and responsive systems that have to be proficient enough to handle a wide range of circumstances.

The information that is obtained from such systems is necessary for a variety of purposes, for example:

- Strategic planning.
- Day-to-day administration of research.
- To fulfill the needs of external stakeholders.

To reach these goals, proper business processes for each module need to be in place. After studies and discussions during 2012, it became clear that research information is still fragmented and spread across different systems and stored in different and sometimes incompatible formats. The University realised that it needed to communicate research more effectively from a single system in order to provide reliable and reportable information. In cooperation with ICT services, a new approach regarding the organisational structure and new criteria for the inclusion of PeopleSoft data in the RIMS system was created. This is a challenging process that will be, it is hoped, completed by the end of 2013.

The following RIMS modules are currently in use:

- **SPIN** – This module provides funding opportunities for research. This is the world's largest funding-opportunities database of research sponsors internationally. The Research Office published an article in *Dumela* (March 2013) on how to obtain funding through SPIN.
- The **Research Output Module** was refined in 2011 with more user-friendly electronic forms, making the UFS the first institution in the consortium to use the new e-forms. During 2012, the full routing and workflow process was implemented. Researchers in each department submit their research outputs to the faculty administrator, where the submission is verified and routed to the Research Office for final approval. Research output submissions to the DHET were successfully captured and submitted through the RIMS system during the 2011/2012 capturing period. All other research output information such as papers and posters, creative outputs and theses were also captured successfully.
- The **Grants and Contracts Module** consists of a Pre-Award and a Post-Award section. This module enables researchers to submit and track proposals for cluster funding. All historic data of the previous four years was captured and this information used for reporting purposes. During 2012, the administrative officers for the various clusters were trained to submit the cluster fund applications electronically through RIMS. **The Financial Module** is currently in development. The full implementation of this module will assist to monitor all research funding applications. A training and information session was held with staff from the Financial Department and ICT services to initiate the implementation of this module.
- The **Technology Transfer Module** has been set up and tested in the production environment. Researchers are able to create and submit an invention or patent through RIMS for approval. Historical data been captured in the disclosure part of this module.

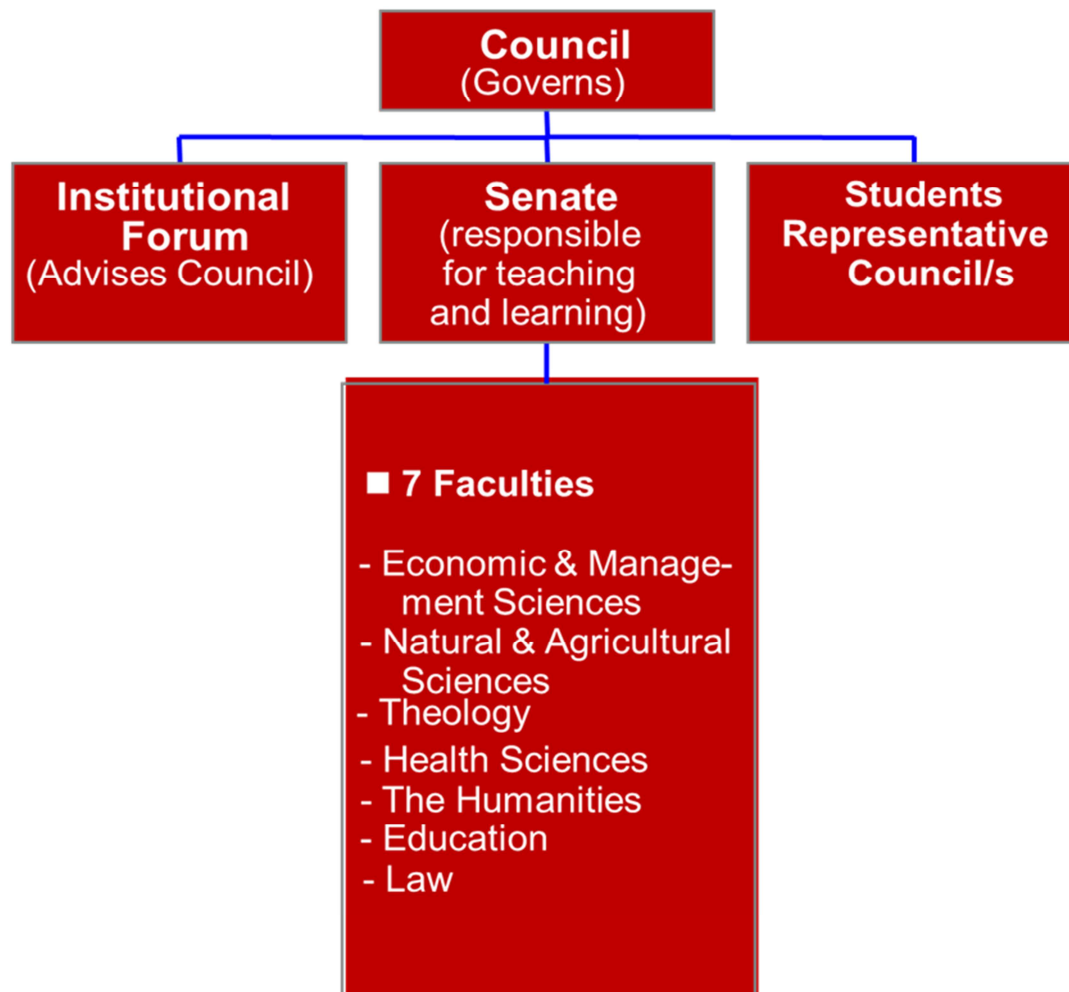
- The **Human Subjects Module** enables researchers to create, submit and track proposals for ethical clearance. An electronic application form was created for the Faculty of Education and Faculty of Health Sciences during 2012 and will be implemented during 2013. Once fully operational, the application and meeting processes will run through the RIMS system and save time and staff resources.
- The **Lab Animals Module** is currently in the production environment. A few business processes need to be finalised before it can be fully implemented.

One of the strategic objectives of the RIMS Programme is to provide the Department of Science and Technology (DST) with the ability to analyse and interpret trends regarding the state of research and development at publicly funded institutions. The Research Landscape Analysis Tool (BI Warehouse) was set up at the NRF to facilitate this capability. The UFS was the first university in the consortium to provide the required information and statistics to the NRF using the RIMS reporting tool.

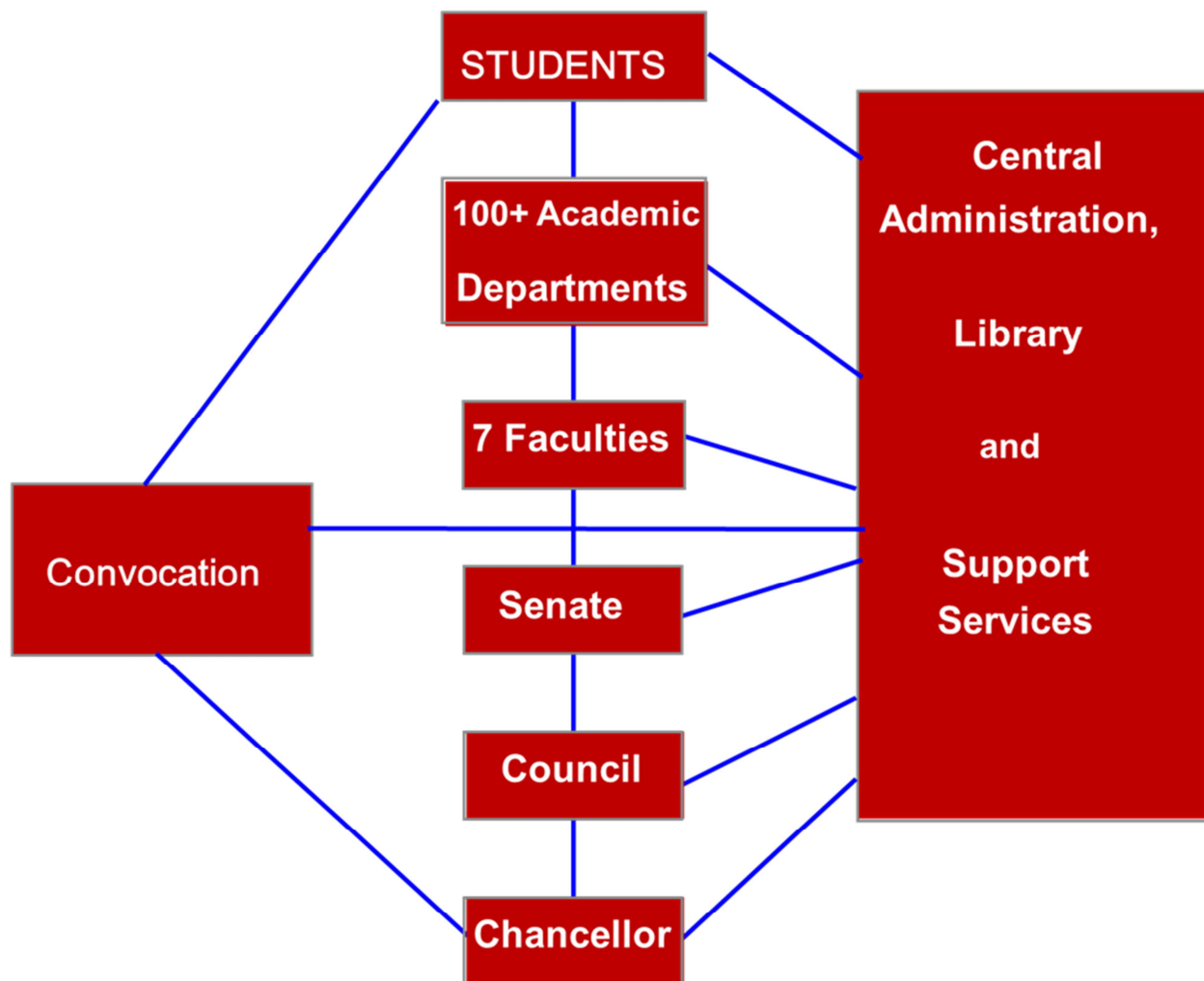
#### 1.4.4 Operational Sustainability

The UFS operates on three campuses. The main campus is in the heart of South Africa's judicial capital, Bloemfontein. This is the original seat of the institution and offers the full spectrum of academic activities to some 23 000 students. The South Campus is also situated in Bloemfontein and is mainly used for pre-university programmes, open learning, and for the extended degree programmes offered by two of our faculties, involving some 6 600 students. The Qwaqwa Campus is situated in the picturesque mountainous area of the Eastern Free State. It caters for about 3 800 students.

In 2012, the academic project was advanced using the following organisational structure.



For operational purposes the UFS is structured supportively as follows:



The volunteer Chancellor is the luminary Dr Khotso Mokhele. The volunteer Chairperson of Council is Supreme Court Judge Ian van der Merwe. In July 2012, retired Prof Johan Grobbelaar became President of the Convocation (this too is a voluntary role), succeeding Judge Joos Hefer. The executive head of the UFS, Prof Jonathan Jansen, Vice-Chancellor and Rector, chairs the Senate.

During 2012 no major threats were experienced as far as the operational sustainability of the University is concerned.

Some highlights that may be mentioned are:

- Continuation of the upgrading of infrastructure with the help of the Infrastructure Grant.
- Construction of two new residences on the Bloemfontein Campus that were funded by a long-term loan from Rand Merchant Bank.
- Allocation of recruitment bursaries to top achievers at undergraduate and postgraduate level.

- A number of senior professors were appointed as part of a strategic project to drive the research strategy of the University.
- There is steady growth of student enrolment at the Qwaqwa Campus and the campus is self-sustaining.

The School of Open Learning, at the South Campus, expanded their activities after an agreement to support programmes of the UFS by Varsity College was reached.

#### 1.4.5 Prestigious Awards to Staff and Students

Refer to 3.2.1 Instruction (Awards and achievements).

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

##### **Physical developments in 2012**

All the projects listed below 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 2012	Planning continued in 2012	Projects launched in 2012	Planned for future
<b>General planning</b>				
Structural master planning Further planning for the western side of the Main Campus is the main aspect of this plan. This master plan has been developed further and finalised. It is split between sport, academic, housing, recreational, agriculture and development/commercialisation zones.		√		√
Planning regarding the DHET infrastructure projects was completed.				√
<b>Security</b>				
Security and access control to buildings: all new buildings are equipped with access control and many existing buildings have been equipped with alarm systems.	√			

Projects	Commis- sioned 2012	in Continued in 2012	Launched in 2012	Planned 2012	in
<b>Academic facilities</b>					
The Albert Wessels Auditorium and the audiovisual equipment were upgraded.	√		√		
The Winki Direko laboratories were upgraded.	√		√		
Existing spaces in the JBG Building were converted into the Postgraduate School.	√		√		
Existing spaces in the FGG Building were converted into office space for CDS.	√		√		
New offices for the Department of Social Work.	√			√	
The North Block was converted into office space for DIRAP.	√		√		
New simulation unit in the Francois Retief Building was completed.	√		√		
Construction work for a new planetarium in collaboration with the local city council commenced.	√			√	
New air conditioning was installed in the Callie Human Hall.	√		√		
A new building for Financial Planning Law was constructed.	√		√		
The Odeion was upgraded (Phase 1).	√		√		

Projects	Commis- sioned in 2012	Continued in 2012	Launched in 2012	Planned in 2012
<b>Student facilities</b>				
Construction of a lift and shaft was started in the Kowsie Counselling Building to allow access for people with disabilities.			√	
A lift with a shaft was completed for the Winki Direko Building to allow access for people with disabilities to lecture halls and all offices.	√		√	
Student residence Kayalami's bathrooms were upgraded.	√		√	
Student residence Armentum was upgraded.	√		√	
A chairlift was installed in the CR de Wet Building.			√	
Ramps were installed at several buildings to accommodate students with disabilities.	√			
Two new 250-bed residences were erected.	√		√	
<b>Facilities for support services</b>				
The conversion of underutilised spaces in the Benedictus Kok Building resulted in availability of new academic facilities.	√		√	
<b>Transport network</b>				
Road upgrading The UFS's roads require intensive maintenance. Additional phases of a long-term upgrading programme were completed.		√		√
<b>Pedestrian network</b>				
Maintenance was done to existing walkways.		√		√

Projects	Commis- sioned in 2012	Continued in 2012	Launched in 2012	Planned in 2012
<b>Sports facilities</b>				
Various minor upgrading projects in facilities were conducted.	✓		✓	
New lighting was installed at the sport fields.	✓		✓	
<b>Infrastructure</b>				
Major maintenance work on the electrical infrastructure was done.	✓		✓	
The electricity supply to the Biology Building was upgraded.		✓	✓	

The following pertains to projects on the other campuses:

Projects	Commis- sioned in 2012	Continued in 2012	Launched in 2012	Planned in 2012
<b>Qwaqwa Campus</b>				
A new main entrance to the campus is being constructed.			✓	✓
Outside learning areas were constructed.	✓		✓	
Greening of the campus was addressed.	✓	✓		
A red-pole emergency system was installed to contribute to students' safety on campus. Various cameras for outside areas were also installed.	✓		✓	
Flooring of the Nelson Mandela Hall was revamped.	✓		✓	
Senate Hall seating was replaced.	✓		✓	
A report on accessibility of all buildings and areas to people with disabilities was compiled.				✓
<b>South Campus</b>				
Existing spaces were converted into a new facility for STICK.	✓			✓
A report on accessibility of all buildings and areas to people with disabilities was compiled.	✓			

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

(a) Achievements regarding the meeting of social responsibility commitments

Refer to par. 1.1.

(b) Student Affairs and co-curricular activities

Refer to par 5.5.

(c) Relationships with the community, both academic and service

Refer to par. 5.6.

(d) Employment equity situation

With regard to the UFS student profile, refer to par. 3.3.

**Staff profile in 2012**

Refer to par. 5.3.

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

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

1.4.9 Subcommittees of the Council

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

(i) Chairperson of the Audit and Risk Management Committee

EC Kieswetter

b) Significant matters on the agendas of these committees affecting the institution, that were unresolved at the year end or had not been submitted to Council

All significant matters arising from the Audit and Risk Management Committee meetings were submitted to the Council after the following dates: 17 February 2012, 4 May 2012, 24 August 2012 and 6 November 2012.

c) Summaries of attendance

**Summary of attendance of the Audit Committee: MEMBERS' ATTENDANCE OF AUDIT COMMITTEE MEETINGS IN 2012**

Summary of attendance of the Audit Committee: Members' attendance of Audit Committee Meetings in 2012.

MEMBER	DATE APPOINTED	DATE REAPPOINTED	DATE RESIGNED	MEETING 17/02/2012	MEETING 04/05/2012	MEETING 24/08/2012	MEETING 06/11/2012
<b>Members of the committee</b>							
Dr F de K Kotze (Chairperson)	11 June 2001	19 June 2004	June 2012	Present	Present		
Mr EC Kieswetter (Chairperson from 26 August 2011)	16 March 2007			Present	Present	Present	Present
Ms WF Hoexter	1 November 2004		June 2012	Absent without apology	Absent with apology		
Mr W Louw	12 March 2010			Present	Present	Present	Present
Mr NA Ntsele	12 March 2010	18 November 2011	6 May 2011	Present	Absent without apology	Absent with apology	Absent without apology
Mr DA Foster	June 2012					Present	Present
<b>UFS personnel (advisory)</b>							
Prof JD Jansen (Rector)				Absent with apology	Absent with apology	Absent with apology	Absent with apology
Prof NI Morgan				Present	Present	Present	Present

MEMBER	DATE APPOINTED	DATE REAPPOINTED	DATE RESIGNED	MEETING 17/02/2012	MEETING 04/05/2012	MEETING 24/08/2012	MEETING 06/11/2012
Prof J Tolmie			September 2012	Present	Present	Present	
Mr CTB Linstrom							Present
Dr DK Swemmer				Present	Absent with apology	Present	Present
Mr CR Liebenberg				Present	Present	Present	Present
Mr GJ van den Berg Internal Auditor				Present	Present	Present	Present
Mr H Blom (Internal Auditor, Secretary)			4 May 2012	Present	Present		
<b>External auditors</b>							
Mr C Hertzog (PWC)				Present	Present	Present	Present
Mr A Dale (PWC)				Present	Present	Present	Present

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

(a) UFS Student Profile 2012: 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	111	93	21	18	4	5	171	187	307	303	<b>610</b>
Education	63	274	24	57	2	15	627	2388	716	2734	<b>3450</b>
Health Sciences	61	213	2	10	7	5	20	49	90	277	<b>367</b>
Law	42	49	10	19		4	65	66	117	138	<b>255</b>
Natural and Agricultural Sciences	132	106	8	5	2		64	91	206	202	<b>408</b>
The Humanities	93	121	19	44	3	5	297	499	412	669	<b>1081</b>
Theology	7	14					7	2	14	16	<b>30</b>
<b>Total</b>	<b>509</b>	<b>870</b>	<b>84</b>	<b>153</b>	<b>18</b>	<b>34</b>	<b>1251</b>	<b>3282</b>	<b>1862</b>	<b>4339</b>	<b>6201</b>

## 2. Total Undergraduate

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	594	431	112	124	52	26	1223	1537	1981	2118	<b>4099</b>
Education	335	1122	91	291	6	36	1693	5306	2125	6755	<b>8880</b>
Health Sciences	325	840	23	34	23	21	123	218	494	1113	<b>1607</b>
Law	235	240	45	80	6	9	251	294	537	623	<b>1160</b>
Natural and Agricultural Sciences	571	354	26	23	9	8	589	779	1195	1164	<b>2359</b>
The Humanities	326	417	62	189	15	18	1606	2774	2009	3398	<b>5407</b>
Theology	40	42	2	2	1		16	6	59	50	<b>109</b>
<b>Total</b>	<b>2426</b>	<b>3446</b>	<b>361</b>	<b>743</b>	<b>112</b>	<b>118</b>	<b>5501</b>	<b>10914</b>	<b>8400</b>	<b>15221</b>	<b>23621</b>

### 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	4					4	2	11	6	<b>17</b>
Education	34	81	5	2	1	2	69	109	109	194	<b>303</b>
Health Sciences	17	50	6	31	1		60	361	84	442	<b>526</b>
Law	454	290	31	31	67	57	188	143	740	521	<b>1261</b>
Natural and Agricultural Sciences	5		2				21	13	28	13	<b>41</b>
The Humanities		1	1				21	9	22	10	<b>32</b>
Theology								1		1	<b>1</b>
<b>Total</b>	<b>517</b>	<b>426</b>	<b>45</b>	<b>64</b>	<b>69</b>	<b>59</b>	<b>363</b>	<b>638</b>	<b>994</b>	<b>1187</b>	<b>2181</b>

#### 4. Postgraduate (Honours, Master's and Doctor's Degrees)

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	171	126	24	22	4	8	240	216	439	372	<b>811</b>
Education	43	137	12	30	1	6	189	352	245	525	<b>770</b>
Health Sciences	201	215	11	16	8	7	68	78	288	316	<b>604</b>
Law	22	35	2	2	2	4	25	23	51	64	<b>115</b>
Natural and Agricultural Sciences	373	237	17	18	15	11	431	315	836	581	<b>1417</b>
The Humanities	111	247	15	21	1	7	174	169	301	444	<b>745</b>
Theology	67	21	2	1	6		39	6	114	28	<b>142</b>
<b>Total</b>	<b>988</b>	<b>1018</b>	<b>83</b>	<b>110</b>	<b>37</b>	<b>43</b>	<b>1166</b>	<b>1159</b>	<b>2274</b>	<b>2330</b>	<b>4604</b>

## 5. Occasional Study

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	47	36	8	11	5	2	112	162	172	211	<b>383</b>
Education	11	21	1	1	2		7	3	21	25	<b>46</b>
Health Sciences		16		2	3		3	20	6	38	<b>44</b>
Law											
Natural and Agricultural Sciences	38	3	3	1	1		62	79	104	83	<b>187</b>
The Humanities	40	42	31	52	5	2	356	700	432	796	<b>1228</b>
Theology	1	1							1	1	<b>2</b>
<b>Total</b>	<b>137</b>	<b>119</b>	<b>43</b>	<b>67</b>	<b>16</b>	<b>4</b>	<b>540</b>	<b>964</b>	<b>736</b>	<b>1154</b>	<b>1890</b>

## UFS Total

	White		Coloured		Indian		Black		Male	Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
Economic and Management Sciences	819	597	144	157	161	36	1579	1917	2603	2707	<b>5310</b>
Education	4223	1361	109	324	10	44	1958	5770	2500	7499	<b>9999</b>
Health Sciences	543	1128	41	89	35	28	268	750	887	1995	<b>2882</b>
Law	711	565	78	113	75	70	464	460	1328	1208	<b>2536</b>
Natural and Agricultural Sciences	987	594	48	42	25	19	1103	1186	2163	1841	<b>4004</b>
The Humanities	477	707	109	262	21	27	2157	3652	2764	4648	<b>7411</b>
Theology	108	64	4	3	7		55	13	174	80	<b>254</b>
<b>Total</b>	<b>4068</b>	<b>5016</b>	<b>533</b>	<b>990</b>	<b>234</b>	<b>224</b>	<b>7584</b>	<b>13748</b>	<b>12419</b>	<b>19978</b>	<b>32397</b>

#### 1.4.11 Campus development

Refer to par. 1.4.6.

#### 1.4.12 Facilities and major capital works

Refer to par. 1.4.6.

#### 1.4.13 Events

##### a) Quality and Excellence

The Division for Student Recruitment at UFS Marketing continues to strive to recruit the best quality undergraduate and postgraduate students for the University. Even though the University shares the goal of the DHET, 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 excellence in their studies.

In addition, those students who do not meet the admission requirements of the University are also offered opportunities to study. They are encouraged to enroll for the University's bridging programme or one of the many extended degree programmes designed specifically for promising students who might not otherwise qualify for degree studies.

Marketing actions that were undertaken to recruit students include an extensive local and national advertising campaign in parallel with countrywide visits to approximately 500 schools by a team of dedicated marketers. This was complemented by visits to schools across the country by the Vice-Chancellor and Rector, Prof Jonathan Jansen, and other members of the university's senior management team. Open Days took place on the Bloemfontein and Qwaqwa Campuses, as well as career expositions and University exhibitions.

The Kowsie Alumni Association was also active during the year and a number of functions were held in conjunction with the Varsity Cup. The Alumni Office has been very active in successfully updating its database.

##### b) Equity, Diversity and Redress

Efforts were extended to further integrate alumni from different campuses and backgrounds, and a campaign to build and sustain affinity to the UFS among alumni was continued. Joint meetings at grassroots level were held and student activities were sponsored. Actions to increase diversity were also undertaken as part of promotion activities such as the Open Days and the Matriculant Competition.

##### c) Financial Sustainability

The Corporate Liaison Office, which focuses on the generation of third-stream income for the University, had another successful year and approximately R28 million was raised for various projects. A sustainable amount was received for a project within the Department of

Paediatrics and Child Health named the Beds of Hope Campaign. The Kopsie Alumni Office has had a successful year and increased its membership and income to more than R5 million for the year.

#### 1.4.14 Student Affairs

### STRATEGIC OVERVIEW

Student Affairs (SA) in 2012 continued its focus on transforming student engagement to:

- Deepen integration and a sense of belonging in general student and residence life.
- Access to and participation by diverse constituencies in student-life programmes.
- Focus student-life programmes on commuter student engagement.
- Deracialise and broaden access to student governance.
- Increase student access to institutional governance.
- Develop the interface between faculty and student life.
- Align development programmes between all campuses.
- Revitalise strategic planning and staff management.
- Align strategic planning in SA with the University's transformation goals.

The SA change programme focuses on continuous redesign and specialisation in organisational structure and in programmatic content of student engagement initiatives. The 2010 and 2011 emphases were on organisational restructuring, while a shift in emphasis, which gained momentum in 2012, was to focus on the informal curriculum prevalent in student engagement.

The collegiate model in SA introduced in 2011 continued in 2012, in its response to the strategic shifts in management and operations of the environment, namely:

- From counter-service (administrative) to integrated learning engagement.
- From extra- to co-curricular student engagement (curriculum-based student life).
- From distanced to interfaced faculty engagement for (integrated student experience).
- From disconnected to integrated engagement (holistic continuous learning).
- From detached to holistic graduate engagement (integrated student support services).
- From bureaucratic to student mentoring engagement (staff-student interaction).
- From support to reflective practice (evidence-based practice).

SA's 2012 strategic shift in emphasis was most visible in initiatives to review co-curricular student engagement for possible integration as a formal part of academic planning at the University, and in the accompanying initiatives to develop institutional structures to facilitate an envisaged meaningful interface between student and faculty life in support of holistic student success.

In addition to the further design and development of key initiatives such as the Gateway College First Years Welcoming programme, the Residences Life Renewal initiative, the Global student leadership development programmes, the growth of student governance structures centrally and on campuses, the inter-campus student life initiatives, the participation of all campuses in SA award programmes and the functioning of Student Affairs Management Forum (SAM), SA focused on the further development of the collegiate model in co-curricular student engagement.

This was continued in 2012 with the piloting of Student Life Colleges as an organisational mechanism to address increased access to student support for commuter students, decreased programme load per student and improved impact for resource allocation in student engagement.

The SA collegiate model was piloted on two levels:

- Clustering of campus residences and off-campus student associations; and
- institutional placement of co-curricular student life programmes.

The pilot to cluster campus residences and off-campus residences at Bloemfontein Campus saw four campus residences and one off-campus association clustered in a group that participated in pilot initiatives run by the SRC and SA. The cluster is referred to as Student Life College. Most prominently the use of the Student Life Colleges to direct students during the first year's welcoming programmes resulted in a dramatic increase in participation among off-campus students.

The pilot to position co-curricular programmes institutionally included the second year of the Gateway College to welcome new students, the intra-varsity between campuses of the university and the inaugural summit of the Leadership for Change programme. All these programmes saw greater success in the model as measured against the increased contact and collaboration between academic and support staff, and the formal and informal curriculums students are engaged with.

In partnership with the office of the Rector, the International Office, various faculties and international partner universities, the inaugural global summit of the Leadership for Change programme took place in July 2012. More than 20 universities joined the summit with more than 200 students from across the world engaging in knowledge and personal development initiatives for change leadership.

The development of the collegiate model in SA included a concurrent process to formalise student engagement "outside-the-classroom", with the development of the programme for institutional co-curriculum as the mechanism to address hidden curriculum in student engagement in SA and re-curate the programmes for student development in the SA environment.

The project to design co-curriculum in conjunction with the piloting of the collegiate model in SA focused on the following two initiatives:

- Introduction of institutional student pathways and graduate attributes; and
- review current co-curricular engagement of students.

The concepts of student pathways and graduate attributes were introduced to strategic and operational planning of SA and its departments in order to initiate a shift in focus to student experience as the main driver of engagement, services and monitoring and evaluation. The initiative resulted in six focus areas:

- Student leadership development;
- Student citizenship development;
- Student career development;
- Student access and success;
- Student arts expression; and
- Student wellness.

SA aims in 2013 to adopt, in collaboration with other environments, the graduate attributes that direct the co-curriculum in these focus areas and the generic descriptions of pathways of student engagement for diverse students to attain attributes.

A review of current initiatives of co-curriculum in SA, in faculty and other environments, was initiated to assess the current institutional response in student engagement. The results of the review will direct the final drafting of the SA co-curriculum and the final design of the College of Student Affairs.

The office of the Dean continued its support in 2012 of initiatives for the integration and collaboration between departments in student engagement, as well as greater collaboration with other support departments at the University. The office maintained all duties in executive management, including its *ex officio* advisory membership of Senate and Council, maintaining close ties with Deans of Faculties and liaising with various bodies such as the American College Professionals Association and South African Association of Senior Student Affairs Professionals (SAASSAP). This includes the coordination of strategic programmes in support of transformation imperatives such the First Years (F1) International Leadership for Change programme and completion of the review of student governance at the Qwaqwa Campus, which resulted in the adoption by its Student Parliament and SRC of SRC sub-councils in support of greater student representation alongside party-political contestation for seats.

The UFS in 2012 hosted, with the Central University of Technology, the Annual Conference of SAASSAP, at which the UFS was elected to hold the Secretary-General's office for the SAASSAP NEC, the Dean of Student Affairs holding that office. Also, the Global SRC Leadership development programme was introduced and all the SRCs were sent to the USA on a leadership development programme.

Other projects introduced by the office of the Dean of Student Affairs in 2012 include:

- **Annual Benchmark Programme** that will send a delegation from SA to another university in the country to benchmark best practice in South Africa, develop staff members, and support collegiality between institutions.
- **Student Elders' Council** in partnership with the Central SRC to appoint senior former student leaders to an advisory structure to support student governance across all campuses at the University.

#### 1.4.15 Distance learning: e-learning at the UFS

Please refer to paragraph 5.1 Managerial/administrative aspects of the operations of the institution.

#### 1.4.16 Working with industry/research commercialisation

The Office for Innovation and Business Development fulfils the technology transfer functions of the University and plays a central role in addressing the innovation chasm. These third-stream activities add new dimensions to the roles of education and research at the UFS, resulting in a major emphasis on the improvement of university–industry relations. The UFS acknowledges that the responsibilities of a university extend beyond its two traditional roles: the training of human capital through education and the generation of new knowledge through research (primarily basic research). The University has recognised

a third role through interconnection with the community, which includes promoting regional development. This new mission requires an efficient and stable relationship with all the role-players.

The Office for Innovation and Business Development aims to create linkages between academia and business, supporting research projects in consortia, creating spin-offs and supporting start-up creations, patenting and licensing. It is thus evident that the Office for Innovation and Business Development at the UFS has an important role in consolidating relations between researchers and entrepreneurs to ensure an alignment of interests. In order to achieve this, and for the UFS to be considered an entrepreneurial university, an enhanced capability for intelligence, monitoring, and negotiation with other institutional spheres, particularly industry and government, is required.

Internationally, innovation is seen as the key to competitiveness, which is further supported by the notion that, regionally, universities are seen as a source of innovations for local companies to create new products and local jobs. Significant achievements in the area of technology transfer were once again achieved during 2012.

### ***Technology Transfer Office (TTO)***

Compliance with the Intellectual Property Rights from Publicly Financed Research and Development Act, 2008 (IPR Act) is central to the activities of the TTO. The TTO is further tasked with contract management, the protection, promotion and development of intellectual property and the enhancement of innovation and entrepreneurship at the UFS. These activities ultimately force linkages and activities with business in the form of products, processes and services associated with research. Through these activities the TTO has increased the patent portfolio of the UFS significantly during the past year. The majority of the 19 patents were generated in the Faculty of Natural and Agricultural Sciences, followed by the Faculty of Health Sciences. The establishment of a strong patent portfolio allows for the enhancement of downstream activities related to research development, marketing and commercialisation of intellectual property. During 2012 the TTO formulated a Full Economic Costing Model in accordance with the IPR Act, to enable researchers to determine the full economic cost of a project. This model forms the basis of negotiation when intellectual property ownership is at stake.

### ***Industry collaboration***

The UFS continues its engagement with a number of prominent South African and international companies through its research portfolio. These include an increase in EU Framework 7 programmes, mining groups such as Anglo American, energy companies such as Sasol, local government, IDRC/CRDI, CIAT, and local businesses. The income generated through university/industry collaboration in the THRIP programme continues to increase moderately year-on-year. During 2012 the University was funded through the THRIP programme by the NRF to approximately R3,3 million in value in the following fields:

- Applied Process Chemistry R1 775 592
- Hexavalent Chrome Bioremediation R600 000
- Sulfitation of wattle extract R330 550
- Conjugated Iinoleic acid to improve pork quality R200 000
- Control of Fish Diseases R200 000
- Economic Study Groups – Sheep, Goats, Cattle R200 000

- The Metagenomics Platform, funded by the Technology Innovation Agency (TIA) to the value of R13,7 million, ended its first round of funding during 2011. However, the platform was able to secure further funding from TIA to the value of R3 million as interim funding for 2012, with a further commitment from TIA for the next five years expected to be in the region of R15 million. Research activities include postgraduate training at master's and PhD level and employment of post-doctoral fellows in specialised fields such as bioremediation. The platform was also successful in securing a R300 000 contract with an industry partner through the THRIP programme, focusing on the remediation of chrome 6 to chrome 3 chelates. The platform's activities continue to develop products for the industrial and environmental sectors. Projects within the Metagenomics Platform continue to engage a number of industrial and academic collaborators, both locally and internationally. These include Geosyntec Consultants, Oklahoma State University, Princeton University, BHP Billiton, AngloGold Ashanti, and local universities such as North West, Limpopo and Wits.
- The UFS currently owns a 30% stake in one of its spin-off companies in the form of a multinational company (FARMOVS-PAREXEL). This company specialises in clinical trials and has secured a number of contracts with the majority of the leading pharmaceutical companies both locally and internationally. FARMOVS-PAREXEL is located on the main campus of the UFS and besides the successful business revenues it generates, it also serves as an employer for a number of interns and postgraduate students in the fields of biotechnology and medicine.
- The UFS currently owns a 33.3% stake in one of its spin-off companies in the form of a local company (Sun Media, Bloemfontein). This company specialises in printing, publishing and design and is located in Bloemfontein. The company had a profitable year during 2013 and the final instalment of the shareholders' loan was made in December 2012.
- A number of departments, centres and institutes (such as the Department of Soil, Crop and Climate Sciences, Agricultural Economics, the Centre for Environmental Management and the Institute for Ground Water Studies) at the UFS receive funding from the Water Research Commission (WRC) to research various aspects associated with water and water quality for both human and agricultural uses. The funding received from the WRC ranges between R4–R6 million.
- The Department of Chemistry continues to strengthen its collaborations with companies like Sasol, who continue to invest heavily in the activities of the department. This funding is in the form of secondment of a senior personnel member from Sasol to the department, and the funding of specialised equipment, running expenses and salary adjustments for researchers to retain research capacity and leadership. Sasol also makes multi-million rand equipment available on loan to the department. The Department of Chemistry also receives significant funding from Ithemba/NECSA for research in the field of nuclear medicine. The department, through a THRIP programme, does research and receives funding from the wattle industry. The research conducted for the wattle industry focuses on the analyses of tannins used in the tanning industry. The department, under contract from the Medical Research Council (MRC), synthesised a molecule, Aspalathin, which is found in rooibos and which they hope to commercialise. This method of synthesis was patented by the University for the MRC. The department also forms part of consortiums associated with the EU Framework 7 programme, and receives funding in the area of traditional knowledge where the potions developed by traditional healers are analysed and tested.

- A number of contracts with local government are concluded annually. These contracts deal with governance, training, surveys and reviews. These activities are predominantly concluded with departments like the Centre for Development Studies and a number of departments within the Business School, the Faculty of Economic and Management Sciences and the Faculty of Education.
- Near the end of 2012, the TTO office was granted approximately R1,1 million from the DST for the development of a feasibility study and business plan in collaboration with the Central University of Technology for the Science and Technology Park in Bloemfontein.

### ***Commercial***

- The University generates significant levels of funding through its analytical laboratories. These laboratories are located at various departments within the University and routinely analyse samples for industry in the areas of Genetically Modified Organisms, water quality, food quality and drug abuse in the sporting arena. The DRD is in the process of developing a financial model for its laboratories based on commercial terms.

### ***Office for Student Ideas***

A grant from the Vice-Chancellor and Rector, Prof Jonathan Jansen, was used to fund an undergraduate student innovation support service within the Office for Innovation and Business Development. Ensuring that innovation can thrive on campus is an aspect of students' life experience that is often overlooked at South African universities. Innovation has a long tradition at South African universities, but mostly at the postgraduate level, or among staff or researchers. Most universities place very little emphasis, if any, on innovation at undergraduate level, because the amount of innovation at that level is generally considered to be insignificant and universities have limited capacity to foster innovation. However, many universities locally and internationally are seeking new ways to involve more students in innovation and are experiencing success with programmes that operate outside traditional academic parameters, often called innovation centres. One contributor to their success is the space in which innovation teams operate as they tend to be as organic as the process of innovation itself.

#### 1.4.17 Significant changes that have taken place

Refer to par. 1.3.

## 2. THE COUNCIL'S STATEMENT ON CORPORATE GOVERNANCE

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

The Audit and Risk Management Committee, the chairperson and members of Council, was established 17 years ago. Both the internal and external auditors have unrestricted access to the Audit and Risk Management Committee, which ensures that their independence is not impaired. Three meetings were held for the year and were attended by the internal and external auditors and appropriate members of the executive management. The Audit and Risk Management Committee operates in accordance with written terms of reference, confirmed by the Council, and 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 related to the financial and internal control, accounting policies, reporting and disclosure.
- Reviews, at least annually, of the internal auditor's assessment of risks and approval of the internal audit plan to ensure that audits are conducted appropriately to mitigate the risks identified.
- 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.
- Recommendation, after due deliberation and discussion with the external auditors, of the annual financial statements to the finance Committee.
- Regular follow-up to determine that all items raised in the annual audit management letter and interim internal audit reports have been addressed and that actions previously taken to address these issues are still in place and effective, including points raised in previous reports and previously deemed to have been resolved, to ensure that the problem has not recurred.
- Approval of financial policies and any changes thereto.
- Ensuring that policies are in place to protect the University's assets from loss or unauthorised use.
- Compliance with the Code of Corporate Practices and Conduct.
- Compliance with the institution's Code of Ethics.
- Compliance, as far as practically possible, with the recommendations of King III.



**Mr EC Kieswetter**  
**Chairperson: Audit- and Risk Management Committee**

## **2.2 Council and Council Committees**

### **2.2.1 Audit and Risk Management Committee**

#### **CHARTER OF THE AUDIT AND RISK MANAGEMENT COMMITTEE** **(Approved by Council 3 June 2011)**

##### **1. NAME**

The committee is known as the Audit and Risk Management Committee of the University of the Free State.

##### **2. STATUS**

- 2.1 The committee functions as a separate committee of the University Council.
- 2.2 The committee is formally instituted by the Council, which ratifies its charter.

##### **3. OVERALL PURPOSE/ OBJECTIVES**

The committee has the following goals, among others:

- 3.1. Assisting the Council in fulfilling its role in corporate governance.
- 3.2. Facilitating effective working relationships between Council, the Rectorate, and the external and internal auditors.
- 3.3. Reviewing the financial statements, and considering all factors and risks that may affect the integrity of the statements.
- 3.4. Considering the need for summarised information and engaging external auditors to provide assurance on the summarised results.
- 3.5. Reviewing its own Code of Business Conduct, the system of internal control, the management of all financial risks, information systems, accounting practices, the University's processes for monitoring compliance with laws and regulations (where applicable), and the University's auditing processes.
- 3.6. Ensuring that each committee member understands the detailed responsibilities of committee members as well as the institution's business, operations and risks in order to perform his/her duties effectively.

#### **4. COMPOSITION**

- 4.1 The Audit and Risk Management Committee consist of a minimum of four Council members and a maximum of six. Committee members may not be full-time staff members or students.
- 4.2 The majority of these members must be financially literate. The committee should have a thorough understanding of the complexities of International Financial Reporting Standards (IFRS), South African Statements of Generally Accepted Accounting Practice (GAAP), Global Reporting Initiative (GRI) standards, and any other financial reporting frameworks and policies and procedures of the UFS.
- 4.3 The committee is appointed by the Council.
- 4.4 The chairperson of the committee is appointed by the Council and should not be the chairperson of Council.
- 4.5 Council reserves the right to remove any members from the committee and to fill any vacancies created by such removal.
- 4.6 Meetings of the committee, as arranged by the chairperson, may be attended by representatives of the external auditors, the executive committee and its officers, and the internal auditor.
- 4.7 If the chairperson of the committee is absent from a meeting, the members present will appoint a chairperson.
- 4.8 The University will manage the secretarial duties related to committee meetings.
- 4.9 The committee meets on a regular basis, with a minimum of two meetings per 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.
- 4.10 Special meetings may be called as follows (after consultation with the chairperson):
  - with the Council or any member thereof;
  - with members of the committee;
  - with the external auditors; and/or
  - with the internal auditor.
- 4.11 Minutes will be kept of meetings and reports submitted to Council as soon as possible after the conclusion of the meeting.
- 4.12 A minimum of three members of the Council must be present at a meeting to form a quorum.

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

## **5. AUTHORITY**

- 5.1 The committee, under direction of the Chairperson, as authorised by Council, has the power:

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

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

- 5.1.3 to carry out such investigations as may be considered necessary and to obtain advice from external experts;

- 5.1.4 to co-opt suitable persons to serve on the committee when specific expertise is required; and

- 5.1.5 to seek any information from external parties.

- 5.2 The Audit and Risk Management Committee:

- 5.2.1 may lay claim to reasonably affordable resources required to perform its duties properly; and

- 5.2.2 has access to records and information belonging to the University.

- 5.3 Vacancies

- 5.3.1 If a vacancy occurs on the committee, the Chairperson must inform Council without delay.

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

## 6. ROLES AND RESPONSIBILITIES

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

### 6.1 External audit matters

- 6.1.1 Making recommendations to Council regarding the appointment, reappointment and removal of external auditors. The recommendations should be based on an assessment of the firm's and individuals' qualifications, expertise, resources, effectiveness , and independence.
- 6.1.2 Making recommendations to Council regarding the external auditors' terms of engagement and remuneration. The committee should satisfy itself that the fee payable is commensurate with the auditors' ability to conduct an effective audit.
- 6.1.3 Assessing the scope of the proposed audit and the way in which the external audit will be approached, as well as ensuring that all critical risk areas will be addressed in an effective manner.
- 6.1.4 Defining a policy (for Council approval) about the terms under which the external auditors may perform non-audit services, and the nature and extent of such services.
- 6.1.5 Ensuring that the annual financial statements contain a description of non-audit services rendered by the external auditor, including their nature and quantity.
- 6.1.6 Verifying and evaluating the effectiveness of the external auditors' performance.
- 6.1.7 Ensuring that the external audit is not limited or handicapped in any way.
- 6.1.8 Reviewing and monitoring, on an annual basis, the external auditors' independence and objectivity, and the effectiveness of the audit process. Rotation of individual engagement partners enhances actual and perceived independence.
- 6.1.9 Considering the acceptability of materiality levels (for the purpose of making decisions) applicable to the scope of audit procedures and the errors that have to be reported.
- 6.1.10 Recording the dates on which reports must be handed in and annual financial statements and other applicable requirements have to be finalised.
- 6.1.11 Identifying steps that must be taken to remain aware of problems encountered in the previous year to avoid doing unnecessary auditing work.
- 6.1.12 Consider the following aspects:
  - (i) The effectiveness of internal accounting controls as identified during the external audit and management's follow-up.
  - (ii) Significant differences of opinion between the external auditors and management.
  - (iii) Any material unsolved accounting and audit problems identified during the external audit.

- (iv) Changes in the scope or approach of the external audit in response to changing circumstances or problems experienced, seen against the background of the original audit plan.
- 6.1.13 Reviewing the audit results (after completion of the audit) as well as the quality and content of the financial information presented, before issuing the annual financial statements, and submitting a report.
- 6.1.14 Ensuring that management responds to recommendations by the external auditors. The committee may request management, during committee meetings, to report on the progress made and/or their reaction to the recommendations of the external auditors. During committee meetings, the committee may also request the external auditors to indicate whether they are satisfied with management's progress/reaction concerning their recommendations.

## **6.2 Financial reporting**

### **6.2.1 General**

- (i) Satisfying itself about the expertise, resources and experience of the finance function, with particular focus on the senior members of management responsible for the financial function.
- (ii) Identifying important risks to which the University is exposed and confirming that the internal control systems are adequate and functioning effectively.
- (iii) Paying attention to any fraud, illegal acts, deficiencies in internal control or other similar issues, in co-operation with the internal and external auditors.
- (iv) Reviewing of significant accounting and reporting requirements, including recent professional and regulatory pronouncements, and understanding their impact on the financial statements.
- (v) Querying management and the internal and external auditors about significant risks and exposures and the plans to minimise such risks.
- (vi) Review any legal matters that could have a significant impact on the financial statements.

### **6.2.2 Annual financial statements**

- (i) Reviewing the integrity of the annual financial statements and determining whether they are complete and consistent with the information known to committee members; assessing whether the financial statements reflect appropriate accounting principles.
- (ii) Evaluating the judgements and reporting decisions made by management. These include changes in accounting policies, decisions requiring a major element of judgement and the clarity and completeness of proposed disclosures. Explanations must be obtained from management for significant or unusual transactions, and the views of the external auditors must be taken into account.

- (iii) Paying attention to complex and/or unusual transactions, such as restructuring charges and derivative disclosures.
- (iv) Focusing on judgemental areas, for example: areas involving valuation of assets and liabilities; warranty, product or environmental liability; litigation reserves; and other commitments and contingencies.
- (v) Meeting with management and the external auditors to review the financial statements and the results of the audit.
- (vi) Reviewing the other sections of the annual report before its release and considering whether the information is understandable and consistent with members' knowledge about the institution and its operations.

### **6.2.3 Internal auditing issues**

- Ensure that the internal audit function is independent and has the necessary resources.
- Review the activities and organisational structure of the internal audit function and ensure that no unjustified restrictions or limitations are imposed.
- Evaluate the suitability, qualifications and abilities of the internal auditing staff and concurring in the appointment, replacement, reassignment or dismissal of the internal auditor.
- Provide a forum for direct reporting of the internal auditor's findings.
- Evaluate the efficiency and effectiveness of the internal audit function and submit reports to Council on internal audit's assessment of the adequacy of internal controls.
- Meet separately with the internal auditor or discussing any matters that the committee or auditors believe should be discussed in private.
- 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 made by the internal auditors.
- Oversee cooperation between the external and internal auditors to avoid overlapping of audit functions.

## **6.2.4 Risk management**

### ***Financial reporting and risks***

(i) Oversee financial and risk management controls, and ensure that the controls:

- provide guidance that embeds internal controls in the processes and evolves to remain relevant over time;
- follow a risk-based approach; and
- consider not only the likelihood of all risks materialising, but also the costs of operating certain controls relative to the benefit of managing these related risks, i.e. the cost and integrity benefit analysis.

### ***Reviewing of internal controls***

(ii) Overseeing/protecting the integrity of the UFS's financial information. This is an integral part of the responsibilities of management to ensure that an internal control system has been designed sufficiently and is functioning effectively.

Management should at least annually submit a written assurance to the Audit and Risk Management Committee on the internal control measures in place.

- (iii) Tasking internal audit to perform the above-mentioned review, if necessary. The Audit and Risk Management Committee should determine the nature and extent of the review of internal financial controls to be performed by management.
- (iv) Reaching a conclusion and reporting annually to Council on the effectiveness of the UFS's internal controls. The Audit and Risk Management Committee should holistically consider all information brought to its attention, including communications with and reports from internal audit, other assurance providers, management and the external auditors.
- (v) Submitting reports to the Council about control problems and other inadequacies that resulted in actual material loss, including fraud and/or material errors. These issues should also be included/mentioned in the statement by Council.

### ***Fraud risks***

- (vi) Reviewing arrangements made by the UFS to enable employees and outside whistle-blowers (including customers and suppliers) to submit confidential reports about possible improprieties related to financial reporting, non-financial issues and/or compliance with laws and regulations that may have a direct or indirect effect on the UFS.

- (vii) Ensuring that the UFS has appropriate arrangements in place for the balanced and independent investigation of whistle-blowing reports and for taking any action necessary as a result of such reports.
- (viii) Being aware of any amendments to the UFS's Code of Conduct as it applies to financial reporting, and satisfying itself that management monitors compliance with the Code of Conduct.
- (ix) Considering matters that may result in material misstatements in financial statements due to fraud.
- (x) Receiving and dealing appropriately with any complaints (whether from within or outside the UFS) related to the accounting practices and internal audit of the UFS, the content or auditing of its financial statements, and/or any relevant matter.

### ***Information technology (IT) risks***

- (xi) Considering IT risk as a crucial element of risk management at the UFS.
- (xii) Playing an oversight role regarding:
  - IT risks and controls;
  - business continuity and data recovery related to IT; and
  - information security and privacy.

### ***Other Responsibilities***

- (xiii) Overseeing the development and annual review of a policy and plan for risk management to recommend for approval to Council.
- (xiv) Monitoring implementation of the policy and plan for risk management taking place by means of risk management systems and processes. Ensuring that the plan is integrated in the day-to-day activities of the University and that risk management is performed on a continuous basis.
- (xv) Making recommendations to Council concerning the University's levels of tolerance and appetite for risk.
- (xvi) Ensuring that management considers and implements appropriate risk responses.
- (xvii) Reviewing and approving annually the University's recovery plan.
- (xviii) Expressing the committee's formal opinion to Council on the effectiveness of the system and process of risk management.
- (xix) Reviewing reporting concerning risk management that is to be included in the integrated report by being timely, comprehensive and relevant.
- (xx) Performing other activities related to risk management as requested by Council.

## Reporting to the Council

Reporting to the Council on how the Audit and Risk Management Committee is fulfilling its duties. It should include a report on the discharge of responsibilities. As a minimum, it should perform the following functions:

- (i) update Council about committee activities and make appropriate recommendations on a regular basis;
- (ii) ensure that Council is aware of matters which may significantly influence the financial condition or affairs of the institution, and the accounting practices and effectiveness of the internal controls of the University;
- (iii) draw up a statement to indicate whether or not the Audit and Risk Management Committee is satisfied that the auditor is independent;
- (iv) perform other oversight functions as requested by the full Council;
- (iv) institute special investigations, if necessary, and hire special counsel or experts to provide assistance, if appropriate;
- (v) review and update the charter; receive approval of changes from Council; and
- (vi) evaluate the committee's own performance on a regular basis.

## COMMITTEE WORK PROGRAMME AND SELF-EVALUATION GUIDE:

The Audit and Risk Management Committee can use this form to determine whether they are meeting all their responsibilities. This form provides best practice guidelines and identifies the persons who should be involved.

**Please indicate whether practices are being followed (yes or no). Also list the follow-up steps if any are applicable.**

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
<b>2. STATUS</b>			
The Council established the Audit and Risk Management Committee, which functions as a separate subcommittee of the Council.	Council		
Council approves the charter of the committee, and reviews and adjusts it, if necessary. These adjustments are also approved by Council.	Council		
The committee's work is guided by a written charter, which outlines the applicable tasks and responsibilities.			
<b>4. COMPOSITION</b>			
The size of the committee is commensurate with the size of the University. (Between three and six members are optimal, excluding representatives of management.)	Council		
Committee members are independent from management.	Council		
Committee members are appointed by Council.	Council		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Period of service/membership is at the discretion of Council, but continuity is given due consideration while the committee is in the process of obtaining a fresh perspective.	Council		
<b>5. AUTHORITY</b>			
Council authorises the committee to obtain any information from any councillor, member of management, employee, external or internal auditor, or outside party.	Council		
Council authorises the committee to obtain advice from skilled external sources and to co-opt suitable candidates, if necessary.	Council		
Council has sufficient resources to enable it to fulfil its duties and responsibilities.	Chairperson of the committee		
<b>Membership</b>			
The experience and qualifications of committee members are commensurate with the duties of the committee, and the members have the ability to understand financial statements.	Council/ Chairperson of the committee		
Council may review the mixture of experience and capabilities in the committee to ensure that a proper balance is maintained.	Council/ Chairperson of the committee		
New committee members receive sufficient background information and training to enable them to adequately execute their tasks and meet their responsibilities.	Chairperson of the committee/ committee secretary		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
<b>6. ROLES AND RESPONSIBILITIES</b>			
The following section of the guide can serve as an annual work plan.			
<b>External audit</b>			
Evaluate the external auditors' proposed audit scope and approach. Enquire about the reasons for changing the audit plan.	External auditors		
Check and evaluate the effectiveness of output by the external auditors.	External auditors		
Evaluate the adequacy of the audit procedures to determine if procedures are included for testing controls, and controlling accounting records.	External auditors		
Ensure that the external auditors are not restricted or handicapped in any way.	External auditors		
Enquire about 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 with the external auditor in confidence.	External auditors		
Give feedback on the reports of the external auditor to management and ensure that management reacts to these findings.	External auditors/Management		
Consider the independence of the external auditors, taking into account the plans of management to use the audit firm during the year for other services, and taking into account the type of services that will be rendered and the estimated costs.	External auditors/Management		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Consider the acceptability of the materiality levels that would be applied when deciding about the scope of audit procedures and the level of errors that will be reported.	External auditors		
Be aware of the deadlines for the submission of reports and the finalisation of financial statements and other applicable requirements.	External auditors/ Management		
Identify steps that should be taken to avoid problems that occurred in the previous year to prevent unnecessary auditing activity.	External auditors/ Management		
Consider the effectiveness of the internal accounting controls as identified by external audit as well as the applicable follow-up procedures.	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, taking into account the budgeted audit fees. Make recommendations to the Council.	Council		
<b>Internal control</b>			
Evaluate the policies and procedures implemented by executive management to ensure that the accounting and internal control systems are functioning properly.	Management		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Identify the important risks to which the University is exposed and ensure that the applicable internal controls are adequate and functioning properly.	Management		
Evaluate the shortcomings identified in the account and internal control system, as well as the steps taken by management to rectify these shortcomings.	Management		
Monitor the ethical behaviour of the Rector.	Rector		
Monitor the control measures applicable to electronic data processing and computer security to determine if these measures have been reviewed.	Management/IT Department		
Work with the internal and external auditors to make recommendations about the shortcomings of internal controls and the efficiency of the internal control system.	Management/ internal audit/ external auditors		
Monitor that management has executed the recommendations by the internal and external auditors about internal controls.	Management/ external auditors		
Meet with the legal advisor of the University to discuss legal aspects that may have a significant impact on the financial statements.	Legal advisor		
<b>Financial reports</b>			
Determine whether financial statements are complete and in accordance with the information available to the committee.	Management		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Judge whether the financial statements comply with generally accepted accounting practices and other prescriptions followed during the compilation of the financial statements.	Management		
Review the audit results and the quality and contents of the financial information prior to the issuing of the financial statements after completion of the audit review, and submitting a report to Council for consideration at the meeting where the financial statements will be approved.	Management		
Compile a summarised annual report about the activities of the committee during the year, the recommendations made and decisions taken by the committee, and submit this report to Council prior to the approval of the annual financial statements.	Management		
Query management and the external auditors about 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 that will have a material impact on financial statements.	Management		
Focus on complex and/or unusual transactions.	Financial services		
Query management and the external auditors about any accounting or reporting matters and their resolution.	Management/ external auditors		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Judge if the other information in the financial year-end report is clear and in accordance with the information in the financial statements.	Management/ external auditors		
Make preliminary announcements, and produce interim statements and analyses.			
Review management's reaction to the preliminary results, and the interim reports and analyses. Determining the extent of the involvement of the external auditors.	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		
Evaluate personnel provision and training as well as the budget of the internal audit function.	Internal audit		
Supply a forum for direct reporting from the internal auditor.	Internal audit		
Evaluate the effectiveness and efficiency of the internal audit function.	Internal audit		
Ensure that internal audit is actively involved in the financial reporting process.	Internal audit		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Review the internal audit plan with the internal auditor, especially with regard to involvement in control systems and the drafting of financial reports.	Internal audit		
Review the changed internal audit plan.			
Review the internal audit's findings and ensure that management reacts to these findings.	Internal audit/ Management		
Meet regularly in confidence with the internal auditor.	Internal audit		
<b>Performance audit</b>			
Judge the measures and procedures for ensuring economic, efficient and effective management.	External and internal audit		
Review the findings of the internal and external auditors concerning the performance audit.	External and internal audit		
Review the reporting in the financial statements on economic, efficient and effective utilisation of the University's resources.	External and internal audit		
<b>Complying with laws and regulations</b>			
Evaluate the procedures used by management for monitoring compliance with laws and regulations at the University. If another committee of management is performing this evaluation, the implications of applicable laws and regulations for financial statements should be considered.	Management		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Evaluate (with the assistance of management and the legal advisor) the findings of any regulation-related investigations and consider the implications for the financial statements.	Management/ legal advisor		
<b>Complying with the Code of Conduct</b>			
Evaluate the programme for monitoring compliance with the Code of Conduct implemented by management.	Management		
<b>7. FUNCTIONING OF THE AUDIT AND RISK MANAGEMENT COMMITTEE</b>			
<b>Meetings</b>			
Meet at least twice a year. The dates of the meetings are determined by the committee, taking into consideration the dates on which the interim and final reports of the external auditors will be available.			
Convene special meetings, if circumstances require it.			
Draw up agendas for the meetings in writing.	Secretary		
Send agendas prior to the meetings taking place, with sufficient background information on the items listed on the agenda. This enables committee members to prepare for the meetings.	Secretary		
Record all the proceedings/decisions of the meetings (i.e. keeping minutes).	Secretary		

Points refer to charter	Also involved	Applied in practice? Yes/No Not applicable	Follow-up steps if necessary
Provide regular feedback to Council on the committee's activities.	Council		
<b>Maintaining quality</b>			
Ensure that the committee has sufficient resources for the execution of its duties and responsibilities.	Chairperson of the committee		
Note the continuing training needs of committee members.	Chairperson of the committee		
Evaluate the efficiency of each of the individual committee members (which is performed by the chairperson).	Chairperson of the committee		
Evaluate the performance of the committee.	Chairperson of the committee		

### Sources:

1. Charter of the Audit and Risk Management Committee
2. Audit and Risk Management Committee – good practices for meeting market expectations (PricewaterhouseCoopers)

#### 2.2.2 Finance Committee

Management judged the importance of budget decision making of such significance that the executive management recommends budgetary decisions be forwarded directly to Council. Council is fully involved in budgetary decision making.

The Audit and Risk Management Committee assesses financial statements from a risk perspective.

#### 2.2.3 Remuneration Committee

The Remuneration Committee for Senior Personnel has been reconstituted to comply with the requirements of King III. The committee met twice during 2012, on 9 March 2012 and 16 November 2012, to deliberate on and approve merit bonuses to senior personnel.

##### Composition of the Remuneration Committee:

The composition of the Remuneration Committee is according to the *King III Report* and is as follows:

- Chairperson of the Council (**external Council member - do not act as chair**).
- Vice-Chairperson of the Council (**external Council member**).
- Three members of the Council, as appointed by the Chairperson and Vice-Chairperson, who have the required expertise and experience and are not in the employ of the University.
- In advisory capacity: (a) Rector (except if his/her post is under discussion); (b) Vice-Rector: Operations (except if his/her post is under discussion); (c) Senior Director: Human Resources (Secretary) (except if his/her post is under discussion).

*The Committee has the right to co-opt expertise at its discretion.*

### 2.3 Statement on conflict management

Refer to par 2.4 below.

## **2.4 Statement on employee and student participation**

### **(a) Employee participation**

The UFS has entered into formal recognition agreements with UVPERSU (the majority union) and NEHAWU. Monthly meetings were held individually with the Labour Relations Divisions and the unions.

Employee participation is encouraged throughout the infrastructure, systems, and committees by representation in various formal structures, i.e. the Institutional Forum (IF), Employment Equity Committee, Executive Committee of the Senate (ECS) and Council.

### **(b) Student participation**

Two members of the Central SRC are full members of the University Council. One member of the Central SRC is a full member of the Senate. Students and trade unions are also represented on the Executive Committee of the Senate (ECS), the University Management Committee (UMC) and the Institutional Forum (IF).

## **2.5 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 result in disciplinary action being taken.

### 3. SENATE REPORT TO THE COUNCIL

#### 3.1 Composition of the Senate

- Rector and Vice-Chancellor (Chairperson)
- Vice-rectors
- Registrar
- Two members of Council elected by Council
- The deans of the faculties
- The full professors of the University
- Academic employees (two representatives of the Lectorate and one representative of the associate professors)
- Administrative employees (in advisory capacity)
- Two members of the Central SRC elected by the CSRC.

#### 3.2 Significant developments and achievements

##### 3.2.1 Instruction

The strategy of the UFS crystallises the vision of the University in the different dimensions of its work. Under the heading of the academic project, the strategy focuses on the core functions of teaching, learning, and research:

- Setting the highest standards for undergraduate and postgraduate education.
- Recruiting the best and most diverse students and professors into the University.
- Advancing excellence in the scholarship of research, teaching and public service.

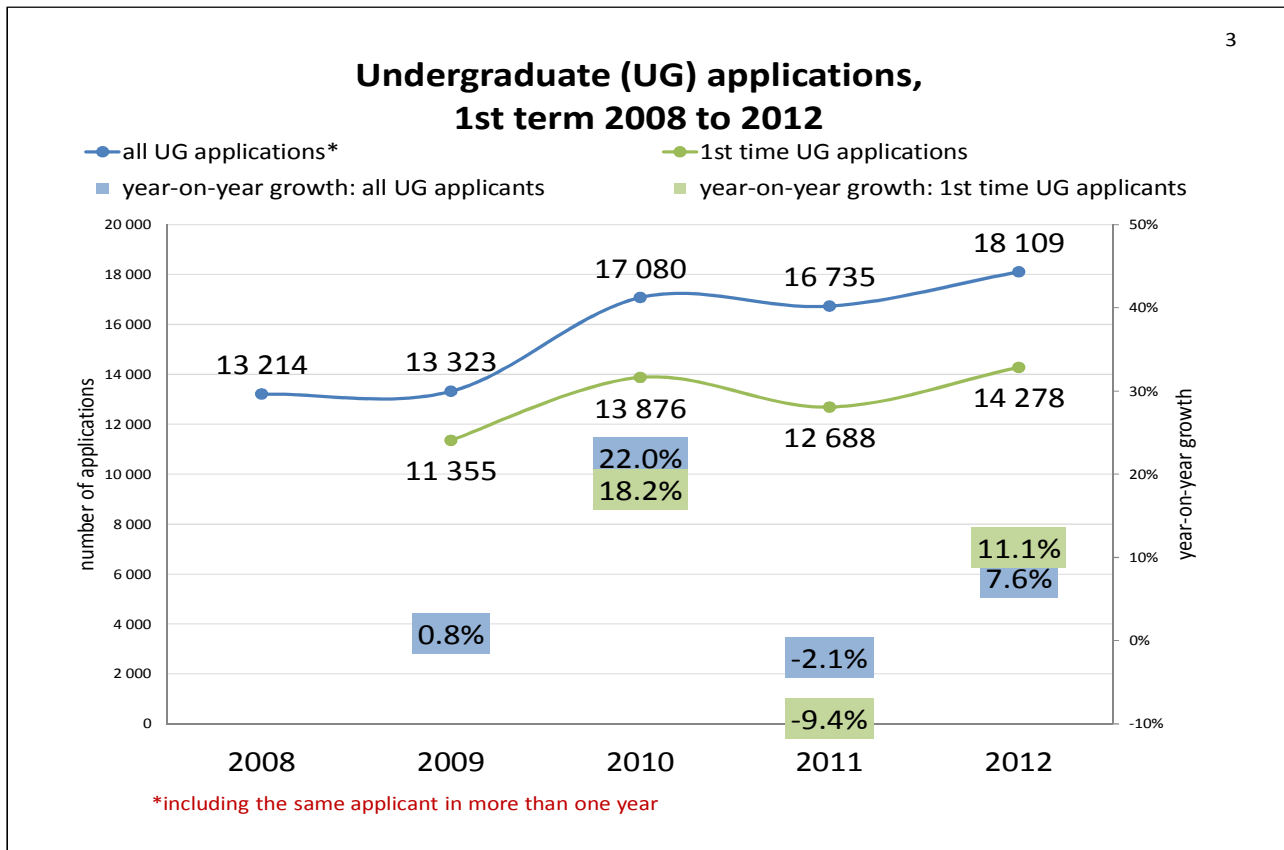
The driving force of the academic project is an uncompromising attitude towards standards in the three constitutive elements of an excellent university: the performance of students; and the performance of academics and the campus academic culture. This part of the report analyses the status of these areas from the point of view of the progress made.

##### **(a) Performance of students**

Given the problems faced by the South African higher education system in terms of the quantity and quality of schools leavers, dealing with the performance of students requires two main strategies:

- Securing enrolments of students with the highest possible chances of completing their degrees successfully.
- The focusing of teaching and learning on the success of students and the achieving of learning outcomes.

In relation to the attraction of students, the University has undertaken an aggressive marketing strategy to widen the pool of applicants and has increased the overall scores required for admission to 30 as well as to increase the level of performance required in different subjects.



As can be seen, the University had an increase of 11% in undergraduate applications in relation to the previous year.

The AP scores of applicants have also improved. The University has decreased the number of applicants with low scores and increased the number of applicants with 30 points and above. These now constitute just above half of applicants.

#### **(b) Distribution of enrolments**

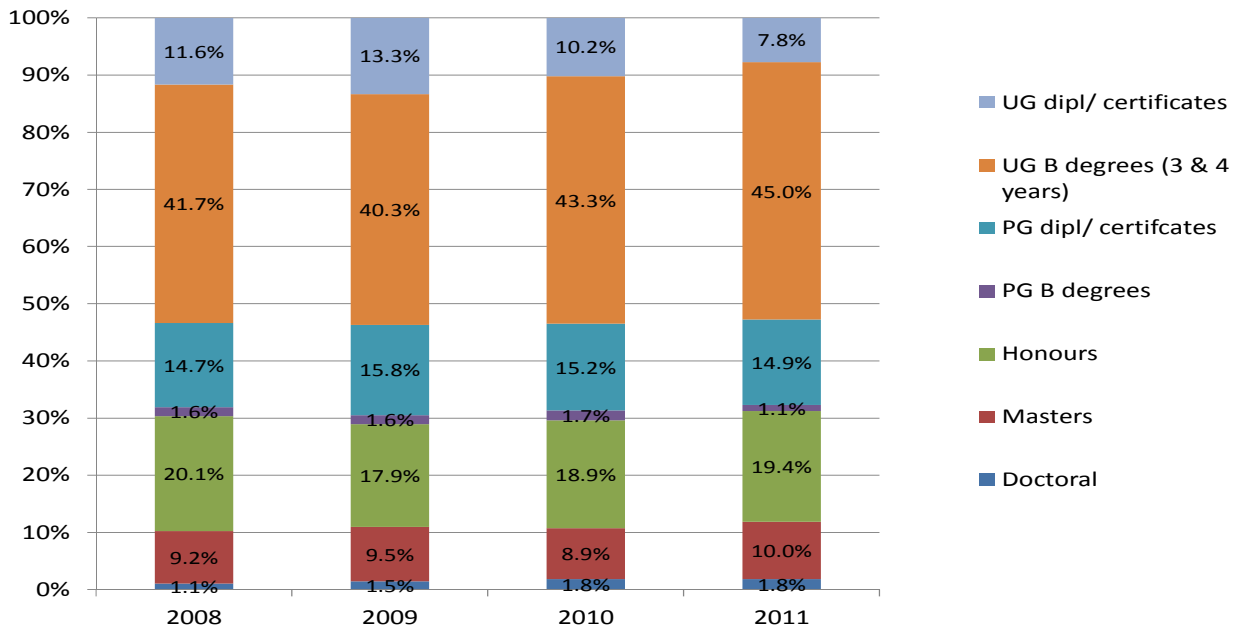
In terms of the distribution of enrolments across different degrees, from 2009 there has been a steady increase in the proportion of enrolments at degree level.

The challenge lies in increasing the overall success rate and unpacking this figure to work with those faculties that experience the greatest difficulties.

Another area of focus is to measure the extent of progress in graduations.

The following figure shows the proportion of graduates in the different qualifications level.

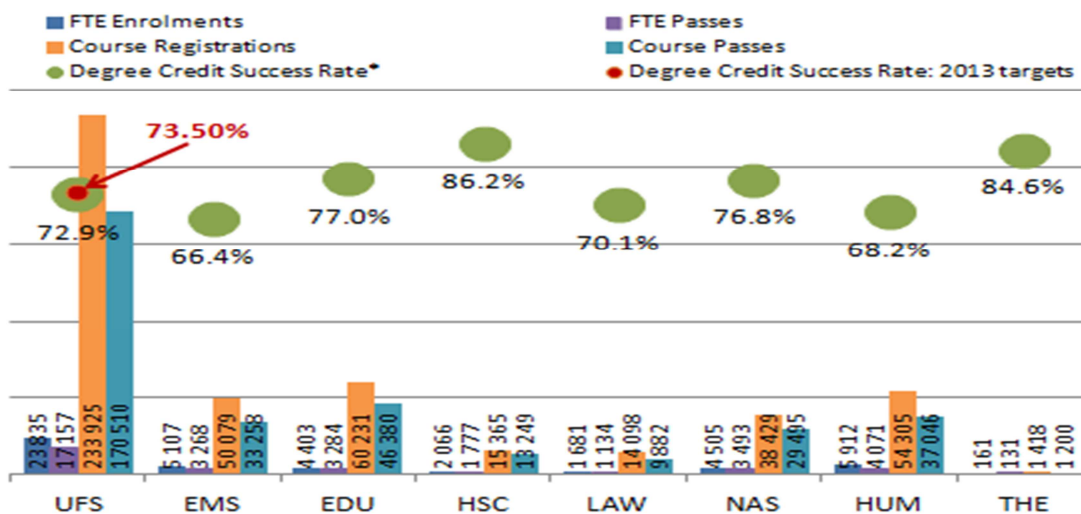
### Distribution of graduates by qualification, 2008-2011



Important in this regard is the increase in the proportion of degree-level graduates, and the decrease of graduates in the areas of undergraduate diplomas and certificates – implying a more focused approach to increase the graduation rates of postgraduate degrees.

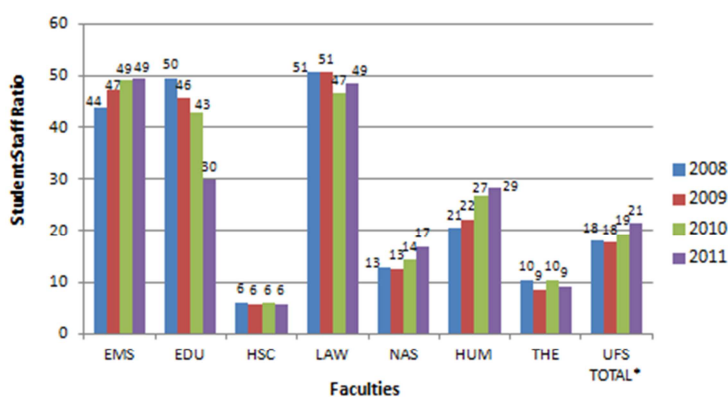
Success rates are a proxy measure of the quality or effectiveness of teaching and learning at an institution. As can be seen from the following figure, the University is performing below its target. This disguises the different success rates of the faculties, as some are well above the target and others are below.

### Success rates



\* Success rate calculated based on module registrations by successful modules as a temporary measure of success. Final success rate will be calculated using FTEs at the time of the final module submission for 2013.

**Student:Staff (Instruction/Research) Ratio Per Faculty,  
2008-2011**



\* UFS TOTAL also includes instruction/research staff not in Faculties, e.g. Academic Planning, Academic Operations, Student Affairs]

In relation to the quality of the curriculum, the UFS is working simultaneously on the cleaning up of its PQM and module catalogue, the alignment of programmes with the Higher Education Qualifications Framework and a review of all programmes, beginning with the undergraduate degrees.

In relation to these processes, the UFS Senate has approved two documents: the framework for the review of the curriculum, and the rationale for the creation of the Academic Planning and Development Committee (ACDP) of Senate. The review of the curriculum entails reviewing the knowledge base of the University's programmes as well as at the improvement of teaching and learning, bringing together the work of the Directorate for Institutional Research and Academic Planning (DIRAP) and of the CTL.

The creation of the APDC of Senate will provide an integrated view of the academic profile of the institution, allowing for clearer and more purposeful steering. It will also increase the checks and balances in the internal quality assurance of new programmes.

In relation to the review of the curriculum, DIRAP had introductory meetings to present the framework for the review with all faculties, and support units of the University, including the Office of the Registrar, Student Affairs and the CTL. This was followed by meetings with the programme coordinators of the B degrees at most faculties, and further meetings at department level. DIRAP has so far held 78 meetings with academic staff involved in the different programmes under review.

These interactions have been productive and supportive of the overall process and despite obvious uncertainties and discomfort, faculties are actively collaborating with DIRAP in the process.

### **(c) Teaching and learning**

The establishment of the CTL in 2012, which resulted from the merger between the Centre for Higher Education Studies and Development and the sub-directorate of DIRAP, Student

Development and Success, is an indication of the priority given to excellence in the core area of teaching and learning, as well as the University's commitment to creating learning environments that maximise students' chances of success.

The purpose of the CTL is to achieve better coordination of existing initiatives to improve teaching and learning as well as creating space for innovation to address the challenges facing the institution in relation to teaching and learning.

As already indicated in Section 5.4.1 of this report, the CTL has identified five distinct, yet interrelated, focus areas.

- Monitoring and evaluation of teaching and learning improvement.
- Academic staff development and support.
- Student learning and development.
- Curriculum delivery and innovation.
- Access with success.

In addition to these five focus areas, the CTL will monitor teaching and learning infrastructure development and support in collaboration with physical planning. The CTL has made substantive progress in the establishment and operationalisation of its focus areas and has launched an interactive website that provides a wide range of tools to support academics.

The University has also made progress in the introduction of educational technologies to facilitate teaching and learning. Currently 1 420 modules are registered on Blackboard and 8 000 students make use of mobile phones as an in-class response system.

A research-based approach has been followed to design appropriate interventions to improve teaching. In this area, the CTL has conducted 18 focus groups across six faculties with different levels of academic staff and 270 staff members have responded to a survey of their teaching and learning needs.

In collaboration with the faculties, the CTL is responsible for the conceptualisation and management of the New Academic Tutorial Programme (NATP), which currently involves 360 tutors across six faculties on the Bloemfontein and Qwaqwa Campuses. The purpose of this programme is to increase the contact time for students.

The creation of the Unit for Academic Literacy (UAL), with its undergraduate writing centre, is performing an important role in facilitating the epistemological access of students. In terms of academic language development, 4 414 English-medium students and 828 Afrikaans medium students in respective modules have enrolled.

#### **(d) Academic performance**

For this report there are three constitutive elements to academics' performance; the quality of their teaching, their research productivity, and their contribution to postgraduate education.

There is a correlation between the number of academics holding doctoral degrees, the level of publication outputs and the number of enrolments and graduations of doctoral students. At UFS, 44% of the academic staff hold a doctorate (UCT has 61%, Stellenbosch 57% and Wits 53%). More important is that UFS is not producing sufficient PhDs in relation to the number of academics holding doctorates. Section 5.4.2 of this report provides more detail on the research standing of the university.

**(e) Conclusion**

While the driving force of the academic project proposed by the Rector has always been clear, it has taken some time to identify and conceptualise its strategic components, and implement them with sufficient speed and the necessary depth. One of the most difficult aspects of implementing transformative change is holding all the parts together and make sense of them as a totality. The other, very difficult aspect is to balance central drive and faculty initiative while trying to walk in the same direction.

## UFS SUCCESS RATES 2012

### First-time entering undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	85.7%	75.0%	82.95	71.1%	<b>76.8%</b>
Education	84.2%	71.2%	86.7%	67.0%	<b>69.4%</b>
Health Sciences	94.5%	85.4%	94.6%	75.5%	<b>90.4%</b>
Law	72.4%	65.0%	94.5%	72.2%	<b>72.0%</b>
Natural and Agricultural Sciences	87.5%	79.3%	61.6%	80.0%	<b>83.7%</b>
The Humanities	84.5%	74.7%	73.9%	74.4%	<b>78.5%</b>
Theology	83.5%			43.2%	<b>76.0%</b>
<b>Total</b>	<b>85.8%</b>	<b>73.4%</b>	<b>84.3%</b>	<b>70.1%</b>	<b>75.1%</b>

### Total contact and distance undergraduates

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	77.4%	65.1%	62.3%	60.9%	<b>64.8%</b>
Education	84.4%	71.7%	83.7%	67.9%	<b>71.5%</b>
Health Sciences	96.6%	82.1%	91.3%	84.2%	<b>91.6%</b>
Law	78.5%	68.1%	83.6%	66.7%	<b>72.0%</b>
Natural and Agricultural Sciences	86.3%	74.6%	71.6%	71.4%	<b>77.8%</b>
The Humanities	81.9%	74.0%	69.3%	69.1%	<b>72.3%</b>
Theology	89.1%	91.4%		83.1%	<b>87.6%</b>
<b>Total</b>	<b>84.7%</b>	<b>71.8%</b>	<b>74.5%</b>	<b>67.8%</b>	<b>72.9%</b>

### Distance undergraduates modules only

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	90.4%	65.4%		63.1%	<b>64.9%</b>
Education	89.8%	76.1%	95.9%	59.6%	<b>60.7%</b>
Health Sciences	100%				<b>100%</b>
Natural and Agricultural Sciences	100%			90.5%	<b>91.7%</b>
The Humanities	83.3%	79.9%	69.8%	75.8%	<b>76.9%</b>
<b>Total</b>					

### Contact undergraduates modules only

	White	Coloured	Indian	Black	Total
Economic and Management Sciences	77.4%	65.1%	62.3%	60.9%	<b>64.8%</b>
Education	84.2%	70.5%	67.0%	77.6%	<b>79.3%</b>
Health Sciences	96.6%	82.1%	91.35	84.2%	<b>91.6%</b>
Law	78.5%	68.1%	83.6%	66.7%	<b>72%</b>
Natural and Agricultural Sciences	86.3%	74.6%	71.6%	71.4%	<b>77.8%</b>
The Humanities	81.08%	73.3%	69.2%	68.9%	<b>72.2%</b>
Theology	89.1%	91.4%		83.1%	<b>87.6%</b>
<b>Total</b>	<b>84.7%</b>	<b>71.3%</b>	<b>72.9%</b>	<b>69.1%</b>	<b>74.2%</b>

## UFS GRADUATES AND GRADUATION RATE 2012

### Output of Graduates

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>1258</b>	<b>168</b>	<b>27</b>	<b>2002</b>	<b>3455</b>
Undergraduate Diploma or Certificate (one or two years)	20	14	0	438	<b>472</b>
Undergraduate Diploma or Certificate (three years)	12	37	1	84	<b>134</b>
General Academic First Bachelor's Degree	534	62	19	1107	<b>1722</b>
Professional First Bachelor's Degree (three years)	186	12	1	136	<b>335</b>
Professional First Bachelor's Degree (four years or more)	506	43	6	237	<b>792</b>
<b>Postgraduate</b>	<b>1365</b>	<b>112</b>	<b>80</b>	<b>1295</b>	<b>2852</b>
Postgraduate Diploma or Certificate	589	52	60	538	<b>1239</b>
Postgraduate Bachelor's Degree	9	2	0	54	<b>65</b>
Honours Degree	497	44	12	517	<b>1070</b>
Master's Degree	226	9	6	156	<b>397</b>
Doctor's Degree	44	5	2	30	<b>81</b>
<b>Total</b>	<b>2623</b>	<b>280</b>	<b>107</b>	<b>3297</b>	<b>6307</b>

### Contact Graduation Rate (Modules)

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>21.4%</b>	<b>13.4%</b>	<b>13%</b>	<b>15.6%</b>	<b>17.3%</b>
Undergraduate Diploma or Certificate (one or two years)	26.4%	40%		49.5%	<b>47.4%</b>
Undergraduate Diploma or Certificate (three years)	100%	111.1%		27.1%	<b>32.4%</b>
General Academic First Bachelor's Degree	25.2%	14.5%	18.6%	14.5%	<b>16.7%</b>
Professional First Bachelor's Degree (three years)	25.3%	10.2%	3.8%	14.1%	<b>18.2%</b>
Professional First Bachelor's Degree (four years or more)	17.4%	10.2%	8.3%	10.2%	<b>13.8%</b>
<b>Postgraduate</b>	<b>42%</b>	<b>34.1%</b>	<b>26.2%</b>	<b>38.5%</b>	<b>39.5%</b>
Postgraduate Diploma or Certificate	76.2%	49.1%	50.0%	61.4%	<b>63.7%</b>
Postgraduate Bachelor's Degree	128.6%	28.6%		62.1%	<b>64.4%</b>
Honours Degree	67.7%	59.5%	60.0%	49.7%	<b>57.3%</b>
Master's Degree	23%	8.7%	13.6%	14.5%	<b>18.0%</b>
Doctor's Degree	15.3%	31.3%	12.5%	14.2%	<b>15.3%</b>
<b>Total</b>	<b>27.1%</b>	<b>17.8%</b>	<b>16.9%</b>	<b>20.5%</b>	<b>22.5%</b>

### Distance Graduation Rate (Modules)

	White	Coloured	Indian	Black	Total
<b>Undergraduate</b>	<b>24.4%</b>	<b>27.4%</b>	<b>3.3%</b>	<b>3.4%</b>	<b>4.4%</b>
Undergraduate Diploma or Certificate (one or two years)	60.0%	44.4%		9.6%	10.4%
Undergraduate Diploma or Certificate (three years)	11.3%	36.5%	3.7%	0.5%	1.6%
General Academic First Bachelor's Degree	33.3%	4.9%		4.8%	6.9%
Professional First Bachelor's Degree (four years or more)	100.0%				75.0%
<b>Postgraduate</b>	<b>58.6%</b>	<b>46.3%</b>	<b>46.85</b>	<b>30.9%</b>	<b>50.8%</b>
Postgraduate Diploma or Certificate	58.6%	46.3%	46.8%	30.6%	50.8%
Honours Degree				100.0%	100.0%
<b>Total</b>	<b>55.3%</b>	<b>32.8%</b>	<b>38.3%</b>	<b>4.8%</b>	<b>13.3%</b>

## AWARDS AND ACHIEVEMENTS

### Faculty of Law

(a) New senior appointments

*None*

(b) Prestigious awards to staff and students

Georgia Du Plessis (Myburgh) has been awarded a scholarship to participate in the 2012 Blackstone Legal Fellowship Programme (in Phoenix, Arizona) run by the Alliance Defence Fund (ADF). The scholarship was awarded by the ADF.

Prof Henning received a very prestigious appointment: he was elected as a permanent Visiting Professor in Comparative and Corporate Law at the BPP University's School of Law in Great Britain. He was appointed by the Council of that university.

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
UFS Bursaries	19
Absa Prize	1
Bar Council Prize	1
Lexis Nexis	1
Bowman Gilfillan Attorneys	1
Hill McHardy Herbst Bursary & Prize	3
Cliffe Dekker Hofmeyr Prize	2
Department Procedural Law	1
Honey and Partners Prize	3
Faculty of Law Prize	1
FPI Prize	1
Free State University Law Clinic Award	1
Joos Hefer Prize	1
Juta Prize	1
Kloppers Award	1
McIntyre and van der Post Prize	1
Symington & De Kok Prize	1
FT Preller Prize	1
Law Society Prize	1
LTC Harms Award	1
Recognition Certificates	7
Faculty of Law Trophy	7
Spoor & Fisher Prize	2
Tjaart Maré Floating Trophy	1
Department of Criminal and Medical Law Prize	1
Appie Steenkamp Prize	1
DH van Zyl Prize	1
PPS Prize	2
Moritz Bobbert Medal	4
Adams + Adams Prize	1
Van Schaik Bookstore Award	1
Phatshoane Henney Prize	14

## Faculty of the Humanities

(a) New senior appointments

**Prof W Boshoff**, Department of Fine Arts.

(b) Prestigious awards to students

**Kovsie Alumni Trust Award** for the best MA student, awarded to Martin Rossouw.

**Kovsie Alumni Trust Award** for the best MSocSc student, awarded to Helene le Roux.

(c) Student achievements

**Marli van de Bijl**, Department of Drama and Theatre Arts, was nominated for two Fiesta Awards for her role as Maria in *Putsonderwater* at the Vryfees.

**Joanie van der Merwe**, an Honours student in Communication Science, was awarded a Mandela Rhodes Scholarship. She was the only Kovsie among the 23 scholars selected for the Mandela Rhodes "Class of 2012".

**Ruan van der Walt**, an MA student in Political Science, received a scholarship from the University of Antwerp (as the coordinator of the Erasmus Mundus Action 2 Partnerships) as exchange student to the Karl-Franzens University in Graz, Austria, for a semester of five months, from the beginning of September 2012 to the end of January 2013.

**Elrie Joubert**, Department of Fine Arts, was nominated as the winner of the Absa L'Atelier competition. Elrie had completed her master's degree in the Department of Fine Arts in 2010 and was the first person from the Free State to win the competition.

(d) Staff awards and achievements

**MA Dladla and Prof MA Moleleki**, Department of African Studies, were appointed as members of the Ministerial Advisory Panel on the role of indigenous African languages in higher education.

**Dr EJ Mohatlane**, Department of African Studies, was elected as chairperson of the Governing Council of the Lesotho College of Education and Deputy-Secretary of the Moaba Sesotho National Writers' Association.

**G Kamper**, Department of Drama and Theatre Arts, received the Fiesta Award for best actor in *Lewe in die Teater*.

**Prof JA Naudé**, Department of Classical and Near Eastern Studies, was elected to the editorial committee of the Bible Translation Project. He is also a member of the executive committee of the Southern African Society of Near Eastern Studies, the steering committee

of *Die Bybel: Direkte Vertaling*, and The Old and New Testament editorial committee of *Die Bybel: Direkte Vertaling*.

**Prof C Miller-Naudé**, Department of Classical and Near Eastern Studies, was elected as chairperson of the Southern African Society of Near Eastern Studies.

**Profs CL Miller-Naudé** and **JA Naudé**, Department of Classical and Near Eastern Studies, were invited to join the Consortium of Bible Translation Training Institutions sponsored by the Forum of Bible Agencies International (FOBAI).

**Dr P Loeb van Zuilenburg**, Department of Music, was appointed as committee member of the South African National Youth Orchestra: nationwide audition.

**Prof AJ Pelser**, Department of Sociology, was appointed as methodological advisor to the Working Committee of the National Agricultural Marketing Council.

**Prof LT du Plessis**, Department of Language Management and Language Practice, was appointed on the board of the *Language Policy, ISI-Journal* for Springer.

**C Swart**, Department of Afrikaans and Dutch, German and French, was elected as editor of the journal *Dolos*.

**Prof JH Strauss**, Department of English, joined the editorial board of *ARIEL: A Review of International English Literature*.

**Prof PNJ Duvenage**, Department of Philosophy, received an Erasmus Mundus bursary from the European Union for three months' research at the Free University of Berlin (November 2012 – January 2013).

**B Kompi**, Department of History, received an NRF Thuthuka grant in the PhD Track programme.

**Dr M Oelofse**, Department of History, was appointed by the Minister of Arts and Culture to serve as a member on the National Archives Advisory Council. Dr Oelofse was also re-elected as a member of the Executive Historical Association of South Africa and will serve for another two years.

**Prof H Solomon**, Department of Political Science, was appointed to the editorial board of the *Journal of Eurasian-African Studies*. Prof Solomon was also appointed as a visiting professor at Osaka University, Japan; re-appointed as a visiting scholar to the Mackinder Programme for the Study of Long-Wave Events, London School of Economic and Political Science, and appointed to the Editorial Board of the *Journal of African Union Studies* based in London.

**MC Opperman**, Department of Exercise and Sport Sciences, received the Biokinetics SA Merit Award 2012.

**Prof JC Heunis**, Centre for Health Systems Research and Development, serves as a member of the Health Systems Trust Health Research Subcommittee and the Free State Provincial Health Research Committee (PHRC).

**Prof JC Heunis**, Centre for Health Systems Research and Development and **Prof L Cilliers**, Department of Classical and Near Eastern Studies, received C ratings from the NRF.

**Prof CJ van Rensburg**, Centre for Health Systems Research and Development, and **Prof JA Naudé**, Department of Classical and Near Eastern Studies, received B ratings from the NRF.

### Faculty of Theology

(a) New senior appointments

None.

(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
The following persons received research grants from the NRF:	
Prof RM Britz – R40 000	1
Prof PGR de Villiers – R40 000	1
Prof SD Snyman – R40 000	1
Prof J Janse van Rensburg - R40 000	1
Prof P Verster – R64 000	1
Prof DF Tolmie – R 40 000	1
Prof JA van den Berg – R 40 000	1

## Faculty of Economic and Management Sciences

(a) New senior appointments

**Prof Hendri Kroukamp** was appointed as Dean.

(b) Awards to staff and students

**Prof Hendri Kroukamp** received the Senior Faculty Research Award.

**Ronel Kleynhans and Lyle Markham** shared the Junior Faculty Teaching and Learning Award.

**Charlotte Malan** received the Senior Faculty Teaching and Learning Award.

**Dr Estelle Boshoff** was elected to serve on the editorial committee of *The African Journal of Business Ethics* (international journal).

**Dr Loura Griessel** was elected to serve as associate editor of the *International Journal of Interdisciplinary Social Sciences*.

**Prof Philippe Burger** became a member of the OECD Advisory Panel on Budgeting and Public Expenditures.

**Dr Johan Coetzee** was appointed as an external advisor for the Milpark Business School's Faculty of Banking.

**Prof Philippe Burger** was elected as President (for 2012/4) of the Economic Society of South Africa.

**Prof Doreen Atkinson** was elected as a member of the National Museum Council of South Africa.

**Jana Lamprecht** was nominated by the UFS for the Heltasa Teaching and Learning award for the national competition.

**Prof FCvN Fourie** was appointed as Project Research Coordinator of the national, multi-university Research Project on Employment, Income Distribution and Inclusive Growth, a partnership between the UFS and the University of Cape Town, funded by the National Treasury.

**Prof FCvN Fourie** was appointed as Focus Area Convenor (Unemployment and Employment), of the Research Project on Employment, Income Distribution and Inclusive Growth.

**Prof FCvN Fourie** was appointed as founding editor of *Econ3x3*, a new online policy forum on unemployment, income distribution and inclusive growth.

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>Number of Staff</b>
Absa Prize	2
Absa Student Bureau Prize	3
Auditor General	1
Bennie Anderson Prize	1
Business School	1
Campher Management & Entrepreneurial Award	1
Christo Tarnanis	1
Cima	1
Cobalt/Sanlam	2
Department of Industrial Psychology	2
Department of Economics	1
Ernst & Young Prize	2
ERSA	7
EW Grunow Prize	2
Faculty Award for Teaching & Learning	2
Faculty Research Award	2
Finweek	1
First National Bank Prize	3
Flip van Heerden	1
Greenwoods Chartered Accountants	1
HP Langenhoven Prize	2
Interstate Bus Lines	1
JGL Consulting Prize	3
Juta Academic Prize	4
Kloppers Prize	1
Konica-Minolta	1
Nedbank	1
Newtons	1
Lexis NexisButterworths Prize	3
Marais & Crowther Prize	1
OFM	1
Pieter du Toit	1
PKF	1
PPS	2
PricewaterhouseCoopers	4
SAICA	2
Standard Bank	3
Sure Etnique Travel	1
T Roos & Kie	1
Unit for Entrepreneurship	1
Van Schaik Boekhandel	3
Wilgenhof Boerdery	1
Willem Britz Makelaars	1
YBG Consulting	1

**Faculty bursaries** were awarded to the following postgraduate students:

**Phillip Prinsloo**  
**Kevin Christopher Cousins**  
**Liandri Boonzaier**  
**Mabanga Busisiwe Minah**  
**Marius Pieter Pretorius**  
**Refiloe Mosothoane**  
**Louwna Hugo**  
**A Nde**

**Sulene Odendaal** received the NATP Award for the best tutor in the faculty. She tutored EHRM 51305 and EECF 62306.

## Faculty of Health Sciences

### (a) Appointments

- R Lategan: Departmental Chair of the Department of Nutrition and Dietetics.
- Dr M Labuschagne: Head of Simulation Unit (School Of Medicine).
- Dr AC Bester: Head of the Department of Oncology.
- Prof RA Smego Jr: Head School of Medicine (\* appointment: September 2012).

\*The faculty was deeply shocked and saddened by the untimely death of Prof RA Smego on 16 December 2012.

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

- The Dean, Prof GJ van Zyl, was elected from the Natural Sciences Faculties as representative of the Senate at the UFS Board (from 2012).
- Prof A Walubo (Head: Department of Pharmacology) was elected to the Board of Directors of the South African Society for Basic and Clinical Pharmacology.
- Prof A Venter (Head: Department Paediatrics and Child Health) was appointed as the founder president of the African Child Neurology Association. He was also appointed to the executive management of the International Child Neurology Association. He is responsible for the Finances portfolio.
- Dr A Rose, Department of Community Health, was elected as a member of the Executive Board of the International Society for Urban Health, USA.
- The Arthur Landau lectureship for 2012 was awarded by the Colleges of Medicine to Prof WF Mollentze (Head: Department Internal Medicine). This entails him presenting lectures at medical schools of South African universities. This lectureship is awarded during a specific year to only one person who has excelled in the area of research, undergraduate training or clinical medicine.
- Prof AA Stulting received the Service Excellence Award from the South African Registrars' Association (SARA) in recognition of outstanding teaching, excellence in

research supervision, support of the student and systems that achieve collective excellence in learning and teaching.

- Dr Louis Holtzhausen, head of the Division: Sports Medicine, was invited by the South African Sports Federation and Olympic Committee to officiate as team doctor for more than 300 athletes who represented South Africa at the 2012 Olympic Games in London, UK.
- Prof SC Brown, School of Medicine, and his team made a breakthrough in the placing of pulmonary valves in children through percutaneous procedure.
- Prof H Brits, Department of Family Medicine, was awarded a Diploma in International Palliative Care Leadership by the Institute for Palliative Medicine at San Diego Hospice, University of California (San Diego).

The Dean, Prof GJ van Zyl, was appointed to the Postgraduate Education Committee: Medical of the HPCSA.

- Johan le Roux and Dr Madelein Koning were nominated as two of the three candidates for the HELTASA Teacher of the Year Award.
- SANTRUST Scholarships: M Phillips, C Spies and R Kruger.
- SANPAD Scholarship: E Bekker.

The final-year physiotherapy students won the strapping competition at the 2012 Comrades marathon. They also received a trophy for the best spirit and professional conduct.

- Appointment on Sigma Theta Tau International (STTI) Honours Society of Nursing: Prof Y Botma as country representative for STTI and Dr L van Rhyn as research committee member of STTI.
- The Department of Occupational Therapy made eight presentations at the National Occupational Therapy Congress held at Umhlanga in 2012. One of the presentations was nominated as the best presentation of the congress.
- Kovsie DUX Student: Inge Seale, fifth-year MBChB student, was appointed as Kovsie DUX Student.
- Prof Stephen Brown, Department of Paediatrics and Child Health, and Prof HdT Theron, Department of Cardiology, received the Alumni Cum Laude Award for exceptional service for a specific profession.
- Prof AA Stulting, Department of Ophthalmology, was elected as Chair of the Human Rights, Law and Ethics Committee of SAMA at the National Council meeting of SAMA. He also serves on the Board of Directors of SAMA for a term.
- Prof Stulting presented the Okunchuwu Lecture at the Annual Congress of the Ophthalmological Society of Nigeria (OSN) in Lagos in August 2012.
- The Department of Ophthalmology received the National Floating Trophy from the National Department of Health for 2011 for the best surgical cut rate in the nine provinces. It is the fifth time that the Department has received this award.
- Prof D Litthauer, National Control Laboratory, was part of the team to discover the Devil's worm (*Halicephalobus mephisto*) at a depth of 1,3 kilometres in a South African gold mine. The team received the International Institute for Species Exploration Top Ten New Species award.
- Prof A Venter, Head of the Department of Paediatrics and Child Health, received an award for his "Lifetime contribution to training South African medical and allied professionals in child mental health" from Jelly Beanz Inc. of Hope for Children affected by Trauma and Abuse.
- UKZN Pfizer National Young Health Research Symposium: an undergraduate medical group under the guidance of Dr Bilkis Adamjee from the Department of Dermatology,

School of Medicine, won the community-based research category at this national event.

- Dr Lynette van der Merwe, Department of Basic Medical Sciences, was awarded the Vice Chancellor Award during the Excellence in Teaching and Learning Week at the end of 2012. The overall winner of the Innovation Awards was Johanna De Villiers, School of Nursing.
- Dr J Bezuidenhout was elected as a member of the IF to represent academic staff members who are not members of the Senate.
- The following researchers received NRF rating: Prof HF Kotze (C3), Prof SM Meiring (C2), Prof FJ Burt (C1), Prof D Litthauer (C2), Prof SC Brown (C2), Prof A Walubo (C2).

Congratulations to the following persons who received long-service awards:

#### **10 YEARS**

EK Jansen, Dr SM le Grange, Prof W Sinclair, A Coetzee, Dr A Sherriff, Dr T Erasmus, Prof RY Seedat, Prof RJ Nichol, Dr L Smit, Dr HC de Villiers.

#### **15 YEARS**

Dr D Steyn, Dr AM Gerber, Dr S van Zyl.

#### **25 YEARS**

M Kelderman, Dr GM Oosthuizen, Dr JD Nortjé, Dr MG Schoon, Prof FJW Calitz, Prof Y Botma.

#### **35 YEARS**

Dr AJ Groenewald.

The following prizes were awarded at the 2012 Faculty Awards Ceremony based on academic achievements during 2011.

### **SCHOOL FOR ALLIED HEALTH PROFESSIONS**

#### **DEPARTMENT OF OCCUPATIONAL THERAPY**

##### **OTASA Prize**

Awarded to the best fourth-year student in Occupational Therapy Clinical: L Kidson and W Böning.

##### **PPS Prize**

Awarded to the best fourth-year student in Theoretical Occupational Therapy: L Kidson.

##### **LIEZL JANSE VAN RENSBURG Prize**

Awarded to the best student in research in the fourth year: K Olen and W Böning.

##### **DEPARTMENT OF OCCUPATIONAL THERAPY Prize**

Awarded to the best third-year student in Occupational Therapy: I Odendaal.

##### **JOCK MURRAY Floating Trophy**

Awarded to the best student in Community Service Learning: M Burger.

##### **MARLIZE WATERMEYER Prize**

Awarded to the student with the best performance over four years of study in Occupational Therapy: W Böning.

### **INSTOPP Floating Trophy**

Awarded to the best fourth-year student in Practice Management (INSTOPP) in Occupational Therapy: E Strydom.

## **DEPARTMENT OF PHYSIOTHERAPY**

### **DR W GRUNDELL Floating Trophy**

Awarded to the best second-year student in Physiotherapy: A Theron.

### **HITECH THERAPY Prize**

Awarded to the best academic third-year student in Physiotherapy: H Potgieter.

### **HITECH THERAPY Prize**

Awarded to the best clinical third-year student in Physiotherapy: C van der Merwe.

### **HITECH THERAPY Prize**

Awarded to the best final-year student in Physiotherapy: C Marais.

### **PHYSIOTHERAPY Medal**

Awarded to the best final-year student in Physiotherapy: C Marais.

## **DEPARTMENT OF NUTRITION & DIETETICS**

### **COMPASS GROUP Prize**

Awarded to the best first-year student in BSc Dietetics: A Nel.

### **NESTLÉ Prize**

Awarded to the best second-year student in BSc Dietetics: R van Heerden.

### **ABBOTT LABORATORIES Floating Trophy**

Awarded to the best third-year student in Clinical Nutrition: SA Mac Sherry.

### **ABBOTT LABORATORIES Prize**

Awarded to the best final-year student in Clinical Nutrition: L Ferreira.

### **DIVA NUTRITIONAL PRODUCTS Prize**

Awarded to the best final-year student in Community Nutrition: A van der Linde.

### **COMPASS GROUP Prize**

Awarded to the best final-year student in Quantity Nutrition: S Vermeulen.

### **UNILEVER Prize**

Awarded to the best final-year student in Dietetics: S Vermeulen.

## **DEPARTMENT OF OPTOMETRY**

### **FIRST-YEAR IN OPTOMETRY Prize**

Awarded to the best first-year student in PHT112 and PHT122: S van Rooyen.

### **JP DIRKER Floating Trophy**

Awarded to the best first-year student in Optometry: E Strauss.

### **SECOND-YEAR IN OPTOMETRY Prize**

Awarded to the best second-year student in PHT212 and PHT222: ND Wiltshire.

### **JP DIRKER Floating Trophy**

Awarded to the best second-year student in Optometry: ND Wiltshire.

### **THIRD-YEAR IN OPTOMETRY Prize**

Awarded to the best third-year student in Optometry: A Keyser.

### **FOURTH-YEAR IN OPTOMETRY Prize**

Awarded to the best fourth-year student in Optometry: L Boshoff.

### **PPS Prize**

Awarded to the best fourth-year student in the clinical module COT409: AJ Bester.

### **UNDERGRADUATE RESEARCH Prize**

Awarded to the best undergraduate research report in the School of Allied Health Professions: Group (Physiotherapy): T Jansen van Vuuren, C Rabie, A Reynders, M Scorrano, J Siebert, and M Strydom.

### **KOVSI-ALUMNI TRUST Award**

Awarded to the best overall first-year student in the School for Allied Health Professions: A Nel.

### **VAN SCHAIK Prize**

Awarded to the best student in the School for Allied Health Professions: A Theron.

## **SCHOOL OF MEDICINE**

### **MB, ChB. I**

### **COMMUNITY HEALTH Prize**

Awarded to the best first-year medical student in Concepts of Health and Disease: SJ Janecke.

### **COMMUNITY HEALTH Prize**

Awarded to the second-best first-year medical student in Concepts of Health and Disease: LN Kapp.

### **KOVSI-ALUMNI TRUST Award**

Awarded to the best overall first-year student in the School of Medicine: PJ Louw.

## **MB, ChB II**

### **DIRK VAN VELDEN Medal**

Awarded to the best student in Anatomical Pathology in Phase II: JM Botha.

### **PHARMACOLOGY Prize**

Awarded to the student with the best performance in Pharmacology in the second year: A Berlyn.

### **WELCH ALLYN Prize**

Awarded to the student with the highest average mark obtained in all the modules in the second year: G Viljoen.

### **HAEMATOLOGY AND CELL BIOLOGY Prize**

Awarded to the best second-year MB,ChB. student in Haematology (MEQ264): JM Botha and Z Steenkamp.

## **MB, ChB III**

### **WELCH ALLYN Prize**

Awarded to the student with the highest final combined mark in Clinical Skills: G Viljoen.

### **PHARMACOLOGY Prize**

Awarded to the student with the best achievement in Pharmacology in Phase II: PT Jansen.

### **MEDSIEN MEDICAL BOOKSTORE Prize**

Awarded to the best student in Phase II with the highest average academic mark, provided it is a distinction: G Viljoen.

### **WELCH ALLYN Prize**

Awarded to the student who displayed the best progress in Clinical Skills: TR du Plessis.

### **UNDERGRADUATE Research Prize**

Awarded to the group that obtained the highest mark in the research project: Group: S Booysen, E Langley, E Schoeman, N van Deventer.

### **MCGRAW HILL Prize**

Awarded to the student with the highest average mark obtained in all the modules in the third year: G Viljoen.

## **MB, ChB. IV**

### **HENRY DUBOVSKY Prize**

Awarded to the MB, ChB. IV student who obtained the highest average mark in Internal Medicine: DJ Joubert.

### **WELCH ALLYN Prize**

Awarded to the MB, ChB. IV student who obtained the highest average mark in Otorhinolaryngology: KJ Peacey.

### **BARRY FICHARDT Medal**

Awarded to the best MB, ChB. IV student who obtained the highest average mark in General Surgery: DJ Joubert.

### **OPHTHALMOLOGY Prize**

Awarded to the MB, ChB. IV student who obtained the highest average mark in Ophthalmology, provided it is a distinction: DJ Joubert.

### **VAN SCHAIK Prize**

Awarded to the best overall MB, ChB. IV student: KJ Peacey.

### **MB,ChB V**

### **CORNELIS WESSELS Medal**

Awarded to the best final-year student in Surgery: NC van der Merwe.

### **THEO ARNDT Medal**

Awarded to the best undergraduate Urology student in the clinical years: EL Dreyer.

### **HORACE WELLS Medal**

Awarded to the best student in Anaesthesiology: M Honiball.

### **OBSTETRICS AND GYNAECOLOGY Medal**

Awarded to the best final-year student in Obstetrics and Gynaecology: EL Dreyer.

### **JAPIE HOUGH Medal**

Awarded to the best final-year student in Internal Medicine: EL Dreyer.

### **PAUL FISCHER Medal**

Awarded to the final-year student who achieves the highest combined mark in Paediatrics for the fourth and fifth years of study, provided it is a distinction: EL Dreyer.

### **MEDICAL ASSOCIATION OF SOUTH AFRICA: OFS BRANCH Prize**

Awarded to the best M.B.,Ch.B. final-year student: EL Dreyer.

### **SMITH & NEPHEW Prize**

Awarded to the best undergraduate student in Orthopaedic Surgery: L van Zyl.

### **SA ORTHOPAEDIC ASSOCIATION Prize**

Awarded to the best final-year student in Orthopaedic Surgery: EL Dreyer.

### **PSYCHIATRY Medal**

Awarded to the best final-year student in Psychiatry: JG Vorster.

### **ELI LILLY Prize**

Awarded to the student with the highest achievement in Psychiatry over all the study years: JG Vorster.

### **NESTLÉ Prize**

Awarded to the final-year student who achieves the highest mark in the final Paediatric examination, provided it is a distinction: EL Dreyer.

### **PPS INSURANCE COMPANY Prize**

Awarded to the best undergraduate student in Family Medicine: L van Zyl.

### **SA ACADEMY FOR FAMILY PRACTITIONERS Prize**

Awarded to the best final-year student in Family Medicine: EL Dreyer.

### **RUDASA ELECTIVE Award**

Awarded to the student with the best elective study in Family Medicine: M Nienkemper.

### **SCHOOL OF MEDICINE Prize**

Awarded to the final-year student in the undergraduate medical programme with the highest academic achievement over the years of study: EL Dreyer.

### **BMed Sc (Radiation Sciences)**

### **VAN RENSBURG PATHOLOGY Prize**

Awarded to the best BMed Sc (Hon) student in all the pathology disciplines: H du Plessis.

### **POSTGRADUATE DEPARTMENT OF MEDICAL PHYSICS**

#### **PC MINNAAR Prize**

Awarded to the best honours student in Medical Physics: RE Lamb.

### **MEDICAL PHYSICS Floating Trophy**

Awarded to the best MMed Sc student in Medical Physics: B Reddy.

### **DEPARTMENT OF FAMILY MEDICINE**

#### **PPS INSURANCE COMPANY Prize**

Awarded to the best student in Practice Management in MFam Med over the study years: MOA Benedict.

### **SCHOOL OF NURSING**

### **UNDERGRADUATE**

#### **OLD MUTUAL Floating Trophy**

Awarded to the first-year student in the BSoc Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: D Vorster.

### **KOVSIÉ-ALUMNI TRUST Award**

Awarded to the student in the first-year BSoc Sc Nursing programme with the highest average mark in the nursing theory and practical modules: JD Bekker.

### **NITA POSTHUMUS Floating Trophy**

Awarded to the second-year student in the BSoc Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: I le Roux.

### **ABBOTT LABORATORIES Floating Shield**

Awarded to the third-year student in the BSoc Sc Nursing programme who obtained the highest average mark in all the modules, provided it is a distinction: S Cilliers.

### **ANNALENE SCHOEMAN Floating Trophy and ARJOHUNTLEIGH Prize**

Awarded to the final-year student in the BSoc Sc Nursing programme who displayed the best clinical skills in Midwifery Practice: W Lu.

### **PPS Prize**

Awarded to the final-year student in the BSoc Sc Nursing Programme with the highest average mark in all the theoretical modules over the four study years, provided it is a distinction: A Kruger.

### **GENERAL CLINICAL PRACTICE Floating Shield**

Awarded to the final-year student in the BSoc Sc Nursing programme who obtained the highest average mark in all the practical modules over the four study years, provided it is a distinction: F Speranza.

### **PRO MENTE SANA Floating Trophy**

Awarded to the final-year student in the BSoc Sc Nursing programme who obtained the highest average mark in Psychiatric Nursing Theory, provided it is a distinction: F Speranza.

### **JOHNSONS' BABY Floating Trophy and prize**

Awarded to the final-year student in the BSoc Sc Nursing programme who obtained the highest average mark in Midwifery Theory, provided it is a distinction: W Lu.

### **HENRIËTTA STOCKDALE Floating Trophy**

Awarded to the final-year student in the BSoc Sc Nursing programme who displayed the best professional development throughout the study years: F Speranza.

### **POST BASIC**

#### **MEDI-NURSE Trophy**

Awarded to the B Degree student in Advanced Nursing with the highest average mark, provided it is a distinction: H Ceronio and M Wiid.

### **HIV/AIDS Floating Trophy**

Awarded to the student in HIV/AIDS Care with the highest average mark in core modules (theory and practice), provided it is a distinction: M Wiid.

### **REGIONAL SOCIETY OF COMMUNITY NURSES OF THE FREE STATE Floating Trophy**

Awarded to the student in Community Health Nursing with the highest average mark in core modules (theory and practice), provided it is a distinction: M Wiid.

### **MARLENE VILJOEN Floating Trophy and Medal**

Awarded to the student in Primary Clinical Health Care with the highest average mark in core modules (theory and practice), provided it is a distinction: JM Heyns.

### **SMITH and NEPHEW Floating Trophy and Prize**

Awarded to the student in Wound Care with the highest average mark (theory and practice), provided it is a distinction: G L-R Sadie.

### **JOUBERT Floating Trophy**

Awarded to the student in Nursing Education with the highest average mark in core modules (theory and practice), provided it is a distinction: JF van Rooyen and RH Bleeker.

### **BSN MEDICAL Floating Trophy**

Awarded to the student in Operating Room Nursing with the highest average mark in theory, provided it is a distinction: IM Seome.

### **FSNCP MEDICAL Floating Trophy**

Awarded to the student in Operating Room Nursing with the highest average mark in practical work, provided it is a distinction: CM Gourley.

### **ANNALENE SCHOEMAN Floating Trophy and ARJOHUNTLEIGH Prize**

Awarded to the final-year student in the BSoc Sa Nursing programme who displayed the best clinical skills in Midwifery Practice: NM Ngxazana.

### **MOLLY VERMAAK Floating Trophy**

Awarded to the student in Health Management with the highest average mark in core modules (theory and practical work) provided it is a distinction: EW Kruger.

### **LEON SEYMORE Floating Trophy**

Awarded to the student in Occupational Health Nursing with the highest average mark in core modules (theory and practical work) provided it is a distinction: H Ceronio.

### **IDALIA LOOTS Floating Trophy**

Awarded to the student in Advanced Psychiatry with the highest average mark in core modules (theory and practical work) provided it is a distinction: MA Ramothamo.

### **POSTGRADUATE**

#### **VAN SCHAİK Prize**

Awarded to the master's degree student who obtained the highest mark in all the modules: HA Basson.

The following prizes were awarded at the Faculty Research Forum in August 2012.

### **MEDAL WINNERS**

#### **\* JOHN VAN DER RIET MEDAL**

WS Harmse, Department Clinical Imaging Sciences

***Normal variance in renal size in relation to body habitus***

*SA Journal of Radiology*, December 2011: 123 – 126

## **\* MULLER POTGIETER MEDAL**

### **Winner**

CD Viljoen, L Chetty  
Department Haematology and Cell Biology  
***A case study of GM maize gene flow in South Africa***  
*Environmental Sciences Europe* 2011, 23:8

### **Runner-up**

JA van Staden, H du Raan, MG Lötter, CP Herbst, A van Aswegen, WID Rae  
Department Medical Physics  
***Evaluation of an uncollimated printed paper transmission source used under scatter limiting conditions***  
*Physica Medica* (2011) 27, 11 - 20

### **SENIOR WINNER: CLINICAL PAPER AND PATHCARE FLOATING TROPHY**

***Body weight, eating practices and nutritional knowledge among university nursing students, Eastern Cape***  
AP Okeyo, VL van den Berg, A Dannhauser, M Nel,  
Departments of Nutrition and Dietetics

### **SENIOR RUNNER UP: CLINICAL PAPER**

***Stenting the patent ductus arteriosus in neonates with critical congenital cyanotic heart disease***  
C-L Creig, DG Buys, SC Brown,  
Division of Paediatric Cardiology

### **SENIOR WINNER: CLINICAL POSTER**

***Knowledge of prostate cancer among males attending a urology clinic at Bloemfontein academic hospital complex, Free State***  
N Mofolo, FM Claassen, G Joubert, O Betshu, O Kenna, S Koroma, T Lebeko,  
Department of Family Medicine

### **SENIOR RUNNER UP: CLINICAL POSTER**

***Clinical profile of lung cancer patients at the Universitas academic hospital pulmonology division***  
SD Maasdorp, CE Snyman, M Prins, C van Rooyen,  
Department of Internal Medicine

### **JUNIOR WINNER: CLINICAL PAPER AND FLOATING TROPHY**

***Knowledge, perceptions and practices regarding vegetable and fruit intakes of students at the University of the Free State***  
E du Toit, L van den Berg, N Jonker, J Lebakeng, T Olivier, J Raubenheimer,  
Department of Nutrition and Dietetics

### **JUNIOR RUNNER UP: CLINICAL PAPER**

#### ***Risk factors and erosion rate of mesh placed vaginally and abdominovaginally***

GJ Hanekom, EW Henn

Department of Obstetrics and Gynaecology

### **JUNIOR WINNER: CLINICAL POSTER**

#### ***Therapeutic drug monitoring for continuous infusion of vancomycin in critically ill patients***

T van den Heever, MGL Spruyt,

Department of Critical Care

### **SENIOR WINNER: LABORATORY PAPER AND ROCHE FLOATING TROPHY**

#### ***Immunodominant regions on the nucleoprotein of crimean-congo haemorrhagic fever virus identified using prediction software and truncated proteins***

FJ Burt, R Swanepoel, JT Paweska, C Randall, RR Samudzi, D Pieters, J-G Vermeulen, CM Knox,

Department of Medical Microbiology and Virology

### **SENIOR RUNNER UP: LABORATORY PAPER**

#### ***Mutational screening of janus kinase 2, exons 10-17, in patients with myeloproliferative neoplasms***

QC Goodyear, A de Kock, CD Viljoen,

Department of Haematology and Cell Biology

### **SENIOR WINNER: LABORATORY POSTER**

#### ***A biodistribution study of two different gold-198 compounds in rats***

JA van Staden, M Mongane, WID Rae, H du Raan, E Kriel, M Ackerman, J Rijn Zeevaart, S Lamprecht,

Department of Medical Physics

### **JUNIOR WINNER: LABORATORY PAPER AND FLOATING TROPHY**

#### ***Serological survey for evidence of flaviviruses in the Free State province***

L Mathentheng, FJ Burt,

Department of Medical Microbiology and Virology

### **JUNIOR RUNNER UP: LABORATORY PAPER**

#### ***The use of radiochromic film as a measurement tool for megavolt electron beams***

FHJ O'Reilly, C Smit, FHJ du Plessis,

Department of Medical Physics

### **JUNIOR WINNER: LABORATORY POSTER**

***Comparison of edge detection methods for improved segmentation of nuclear medicine images***

TM Alidzulwi, K Boom, JA van Staden,  
Department of Medical Physics

### **JUNIOR RUNNER UP: LABORATORY POSTER**

***The effect of embalming on the viability of mycobacterium tuberculosis in human cadaver lung tissue***

JC Correia, JL Steyl, HC de Villiers,  
Department of Basic Medical Sciences

### **SENIOR WINNER: EDUCATIONAL & QUALITATIVE RESEARCH PAPER AND DEANS FLOATING TROPHY**

***An educational approach for the generation profile of undergraduate students in the faculty of health sciences, University of the Free State***

LJ van der Merwe, GJ van Zyl, MM Nel, G Joubert,  
Department of Basic Medical Sciences

### **SENIOR WINNERS: EDUCATIONAL & QUALITATIVE RESEARCH POSTER**

***The ECG made (really) easy: using small-group tutorials to teach ECG interpretation to final-year medical students***

JA Coetser, MP Jama,  
Department of Internal Medicine

***Evidence regarding information communication technology use by generation y students in health sciences education***

LJ van der Merwe, GJ van Zyl, MM Nel, G Joubert,  
Department of Basic Medical Sciences

### **JUNIOR WINNER: LABORATORY PAPER AND FLOATING TROPHY**

***The occupations and socio-cultural context of Sesotho-speaking adults with mental health problems***

ME Vermaak, SM van Heerden, T Rauch Van der Merwe,  
Department of Occupational Therapy

### **BEST STUDENT PAPER: SCHOOL OF MEDICINE**

***The use of self-medication and prescribed Western medicine in the treatment of acne vulgaris in Grade 11 learners from public schools in Bloemfontein***

S Dhar, Y Bismilla, N Malete, M Tshabalala, B Adamjee,  
Department of Dermatology

## **BEST STUDENT PAPER: SCHOOL OF ALLIED HEALTH PROFESSIONS**

*The perceptions, attitudes and practices of undergraduate students at the University of the Free State regarding the use of dietary supplements and alternative drinks*

L Groenewald, P Jansen, J van Wyk, D Vivier,  
Department of Nutrition and Dietetics

## **BEST STUDENT PAPER: SCHOOL OF NURSING**

"VENEUSE ULKUSSE – 'N GEVALLESTUDIE"

E Smuts, C de Villiers, C Heyns, J Ludeke, L Pretorius, S Bothma, S Cilliers

### **Faculty of Education – 2012**

## **AWARDS**

### **EU Grant**

The purpose of the major EU grant is to strengthen teacher education in the early years through supporting the appointment of new staff, providing bursaries for master's and PhD studies, supporting curriculum development, and capacity building for research.

## **FACULTY/DEPARTMENTAL AWARDS, BURSARIES AND PRIZES:**

<b>AWARDS, BURSARIES AND PRIZES</b>	<b>NUMBER OF STUDENTS</b>
<b>FACULTY AWARDS</b>	
Dean's Medal: Best BEd student:	1
Dean's Medal: Best BEd Hons student:	1
<b>BACCALAUREUS EDUCATIONIS</b>	
Practical Teaching	1
Pre-School and Foundation Phase	1
Intermediate Phase	1
Further Education and Training Phase	1
<b>POSTGRADUATE CERTIFICATE IN EDUCATION</b>	1
<b>BACCALAUREUS EDUCATIONIS HONORES</b>	
Professional Psychology of Education in Support Teaching	1
Professional Education Management and Leadership	1
Professional Curriculum Studies	1
Professional Curriculum Studies in Arts	1

## ACHIEVEMENTS

### DEAN'S OFFICE

#### 1. DEAN: PROF D FRANCIS

### CHAIR OF NATIONAL PROFESSIONAL ASSOCIATIONS

Prof Francis serves as the Chairperson of the National Education Deans' Forum.

### POSITIONS ON INTERNATIONAL PROFESSIONAL ASSOCIATIONS

Prof Francis served on the Advisory Board of the Hope 2008 International Conference, Mumbai, India and on the Advisory Board of the International Conference on Teaching and Learning 2009, 2011, Kuching, Malaysia.

### EDITORIAL RESPONSIBILITIES

#### Journal special issues as editor

Francis, D. & Mahlomaholo, S. (2012). *Communitas (Education for Social Justice)*, 17 THEME for the special issue is "Social communication towards sustainable learning environments".

#### Editorial boards

Editor-in-Chief *Perspectives in Education*  
Editorial Committee of the *Journal of Education*  
Editorial Committee *Educational Research for Social Change*  
Editorial Committee of *South African Journal of Childhood Education*

### RESEARCH ACHIEVEMENTS

#### Refereed journal articles

Francis, D. 2012. "'I teach it because I have to'" Teacher narratives on the teaching of sexuality and HIV/AIDS Education', *Communitas*, 17, 45-61.

Francis, D. and Le Roux, A. 2012 'Using life history research to understand the interplay between identity, critical agency and social justice education'. *New Generation Science*, 12 (2), 30-45.

Francis, D. 2012. 'Teacher positioning on the teaching of sexual diversity in South African schools.' *Culture Health and Sexuality*, 14 (6) 597-611.

## Chapters in books

Francis, D. and Le Roux, A. 2012. 'The intersection between identity, agency and social justice education: implications for teacher education'. In Osman R & Venkat H, *Research-led Teacher Education*, Pearson Education South Africa, 49-68.

Francis, D. 2012. 'Border Crossing: conversations about race, identity and agency in South Africa.' In J. Lavia and S. Mahlomaholo, *Culture, Education and Community: expression of postcolonial imagination*, Palgrave Macmillan, New York, 147-163.

## Conference papers (national and international)

Francis, D. 2012. *Theorising the elements of the triad: Teacher education, social justice and pedagogy*. The 3<sup>rd</sup> International Conference on Learner Diversity, Malacca, Malaysia, 17 – 20 September. Invited keynote address.

Francis, D. 2012. *What Assessment standard is that? Teachers on teaching LGBT issues in Sexuality Education*. Colloquium on Challenging Homophobia and Transphobia in South African Schools and Promoting Good Practice, University of Johannesburg, Johannesburg, 6 – 7 September. Invited keynote address.

Francis, D. 2012. "I teach it because I have to". Teacher narratives on the teaching of sexual diversity, AIDS 2012 XIX International Conference, Washington DC, USA, 22 – 27 July.

Francis, D. 2012. *Education, Social Justice and Empowerment*. 5<sup>th</sup> International Conference on Education reform 2012, "Empowering Education; Empowering people", Dusit Thani Pattaya, Thailand. 22 – 23 March. Invited plenary speaker.

Francis, D. 2012. *Sexuality Education in South-Africa. Teacher positions on the teaching of sexuality education*. 5<sup>th</sup> International Conference on Education reform 2012, "Empowering Education; Empowering people", Dusit Thani Pattaya, Thailand.

## 2. RESEARCH PROFESSOR: ASSOCIATE PROF HB EBRAHIM

### EDITORIAL RESPONSIBILITIES

- Editorial board member – *Early Years – An International Journal of Research and Development*.
- Editorial board member – *European Early Childhood Education Research Journal*.
- International advisory board member – *Journal of Early Childhood Research*.
- Member of the Global Network for Childhood Studies at Sheffield University in the UK.
- Editorial Advisory Board Member for the *International Handbook on Play and Learning in Early Childhood*. London: Sage.

## RESEARCH ACHIEVEMENTS

### Refereed Journal Articles

- Ebrahim, H.B. 2012. 'Tensions in incorporating global childhood into early childhood programmes: The case of South Africa.' *Australasian Journal of Early Childhood*. Vol. 37. 3. 80-86.
- Ebrahim, H.B. 2012. 'Foregrounding silences in the birth to four curriculum.' *European Early Childhood Education Research Journal* (online).
- Ebrahim, HB, Koen, MP and Martin, C. 2012. 'Interrogating the current imagination of early childhood teacher education through dialogical processes.' *Communitas*. Vol. 17. 101-115.

### Book chapters

- Ebrahim, H.B. 2012. 'Emerging models for ECD from birth to four in South Africa.' In Papatheodorou, T. *Debates on early childhood policy and practice. Global snapshots of pedagogical thinking and encounters*. London, Routledge.
- James, M & Ebrahim, H.B. 2012. 'Pedagogic activities for early education in a child to child programme in South Africa.' In Papatheodorou, T. and Moyles, J. (Eds.) *Cross cultural perspectives on early childhood*, London: Routledge.
- Ebrahim, HB and Penn, H. 2012. 'Research on early childhood in KwaZulu-Natal, South Africa.' In Halai, A & Williams, D (Eds). *Researching Methodologies in the South*. Oxford University Press: Pakistan.

### Research and policy reports

- Ebrahim, H.B. 2012. *A qualitative research study on developing talents through creative play in the Foundation Phase*. UBS Optimus Foundation.
- Ebrahim, H.B. & Irvine, M. 2012. *Development of the birth to four curriculum for South Africa*. Department of Basic Education and UNICEF.

### Conference papers (national and international)

#### International invited presentations

- University of London: Institute of Education and Birmingham City University (UK) – *Bridging the divide for birth to four in South Africa*. 29 May 2012 and 7 June 2012
- University of East London (UK) – *The national birth to four curriculum in South Africa*. 24 May 2012

#### National invited plenary addresses

- Plenary address – Invited by Ntataise ECD Trust: *Gaps and Possibilities in Early Care and Education*. 27 August.
- Plenary address – Invited by the Ministry of Social Development: *Towards a multi-tier framework for quality in early childhood*." Tshwaragano Ka Bana – Building Leaders for ECD. 26-30 March.

#### Conference presentations

- Ebrahim, H.B. 2012. *Deconstructing appropriateness in the birth to four curriculum*. EU Conference Rhodes University 13 September.
- Ebrahim H.B. *et al.* 2012. *Teacher educators' conceptions of teaching and learning in the Early*

- Childhood and Foundation Phase teaching*. EU Conference Rhodes University 10 September.
- Ebrahim H.B. *et al.* 2012. *Students' perceptions of learning in the Early Childhood and Foundation Teacher Education Programme*. EU Conference Rhodes University 12 September.

### 3. RESEARCH PROFESSOR: PROF SECHABA MAHLOMAHOLO

#### GUEST EDITING ACCREDITED JOURNAL

Mahlomaholo, Sechaba MG and Dennis Francis – Guest Editors. 2012. *Communitas* 17. THEME for the special issue is: *Social communication towards sustainable learning environments*.

Mahlomaholo, Sechaba MG, Francis, D and Nkoane, MM. Guest Editors. 2012. *Journal of New Generations Sciences* 20 (2). THEME for the special issue is: *Education for Social Justice*.

#### RESEARCH ACHIEVEMENTS

##### Refereed journal articles

Mahlomaholo, Sechaba MG 2012. 'Grade 12 examination results' top 20 positions: the need for the creation of sustainable learning environments for social justice in all schools.' *Journal of New Generations Sciences* 10 (2): 46 – 62.

Mahlomaholo, Sechaba MG 2012. 'Social communication towards sustainable physical science learning environments.' *Communitas* 17: 3 – 20.

Mahlomaholo, Sechaba MG 2012. 'Early school leavers and sustainable learning environments.' *Perspectives in Education* 30(1): 102 – 119.

##### Refereed conference proceedings

Mahlomaholo, Sechaba MG 2012. *Re-imagining public schools as sustainable rural learning ecologies*. Paper presented at the second Sustainable Rural Learning Ecologies Annual Colloquium at the Qwaqwa Campus of the UFS. **ISSN: 978-086886-813-4**

Mahlomaholo, Sechaba MG 2012. *Sustainable learning environments as cultural practices in Van Dijk's Critical Discourse Analysis*. The International Institute of Social and Economic Sciences IIES Conference hosted by the University of Economics in Prague and held in **Dubrovnik, Croatia** 24 – 27 June. Peer reviewed conference proceedings published in **ISBN: 978-80-905241-1-8**

##### Books and/or chapters

Lavia, J and Mahlomaholo, Sechaba MG (Editors). 2012. *Culture, Education and community: Expressions of the postcolonial Imagination*. New York: Palgrave Macmillan.

Jennifer Lavia and Sechaba MG Mahlomaholo. 2012. 'Imagining the Postcolonial.' In Lavia, J and Mahlomaholo, Sechaba MG (Editors) *Culture, Education and community: Expressions of the postcolonial Imagination*. New York: Palgrave Macmillan.

Sechaba MG Mahlomaholo. 2012. 'Validating community cultural wealth: towards sustainable empowering learning environments.' In Lavia, J and Mahlomaholo, Sechaba MG (Editors) *Culture, Education and community: Expressions of the postcolonial Imagination*. New York: Palgrave Macmillan.

Jennifer Lavia and Sechaba MG Mahlomaholo. 2012. 'Imagining the Postcolonial.' In Lavia, J and Mahlomaholo, Sechaba MG (Editors) *Culture, Education and community: Expressions of the postcolonial Imagination*. New York: Palgrave Macmillan.

Sechaba MG Mahlomaholo. 2012. 'Validating community cultural wealth: towards sustainable empowering learning environments.' In Lavia, J and Mahlomaholo, Sechaba MG (Editors) *Culture, Education and community: Expressions of the postcolonial Imagination*. New York: Palgrave Macmillan.

Sechaba MG Mahlomaholo and Vhonani Netshandama. 2012. 'Post-Apartheid Organic Intellectual and Knowledge Creation.' In Nikita Basov and Oleksandra Nenko (Editors) *Understanding Knowledge Creation. Intellectuals in Academia, the Public Sphere and the Arts*. New York: RODOPI Publishers.

### Conference papers (national and international)

Mahlomaholo, Sechaba MG 2012. *Academic Network and Sustainable Learning Environments*. Networks in the Global World Conference. St Petersburg State University, Russia June 22 – 24. This was also accepted by the international *Journal of Sociology and Social Anthropology* for publication in October.

Mahlomaholo, Sechaba MG 2012. *Creating Sustainable Learning Environments through Socially Inclusive Research*. International multidisciplinary workshop on Marginalisation Processes. **Orebro, Sweden**, 26 – 28 April.

Mahlomaholo, Sechaba MG. 2012. *On Sustainable Learning Environments and Standards in Further Education and Training Colleges*. An Umalusi International Conference held at Muldersdrift, South Africa from 11 to 13 May.

Mahlomaholo, Sechaba MG. 2012. *Participatory Action Research as Indigenous Research in the Creation of Sustainable Learning Environments*. International Conference on African Indigenous Research and Development Initiatives. Muldersdrift, South Africa, 14 – 16 March. (Abstract accepted by *African Education Review* and paper under review)

Mahlomaholo, Sechaba MG. 2012. *Assessment of Learner achievement in Adult and Vocational Education and Training*. Keynote address at the Umalusi's FET Colleges and other TEVET providers in South Africa on 22 August in Pretoria. Keynote.

Mahlomaholo, Sechaba MG. 2012. *Tuning learners into learning: a unique approach for South African schools*. Keynote address to the South African Principals' Association in Bloemfontein on 6 September.

## TEACHING INTERNATIONALLY

Mahlomaholo, Sechaba MG. 2012. *Creating sustainable learning environments through a networked participatory action research*. Invited workshop in the Faculty of Education of Canterbury Christ Church University in the United Kingdom on 4 July.

## 4. RESEARCH PROFESSOR: PROF. LC JITA

### RESEARCH ACHIEVEMENTS

#### Refereed journal articles

Jita, LC; Mokhele, ML. 2012 'Institutionalising teacher clusters in South Africa: Dilemmas and contradictions.' *Perspectives in Education*, 30, 1-11.

Mokhele, ML; Jita LC. 2012. 'When professional development works: South African Teachers' perspectives.' *Anthropologist*, 14 (6), 575-585.

#### Conference papers (national)

Jita, LC. 2012. *Impact of selected teacher variables on student mathematics' academic achievement in the junior secondary school certificate in Namibia*. 2<sup>nd</sup> Sustainable rural learning ecologies (SURLEC) annual international colloquium, Qwaqwa, South Africa, 1 – 3 October.

Jita, LC. 2012. *Investigating opportunities to learn grade 10 algebra: A case study of three catholic schools*. 2<sup>nd</sup> Sustainable rural learning ecologies (SURLEC) annual international colloquium, Qwaqwa, South Africa, 1 – 3 October.

## 5. PROGRAMME DIRECTOR FOR INITIAL TEACHER EDUCATION: PROF GAWIE DU TOIT

### RESEARCH ACHIEVEMENTS

#### Refereed Journal Articles

Du Toit, GF. 2012, Betekenisgewing: 'n noodsaaklikheid vir effektiewe leer in Wiskunde'. *Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie* 31(1)

#### Conference papers (national and international)

ISTE International Conference: *Towards effective teaching and meaningful learning in Mathematics, Sciences and Technology Education*. 21 – 25 October; Kruger National Park

## 6. PROGRAMME DIRECTOR FOR POSTGRADUATE STUDIES AND RESEARCH: ASSOCIATE PROF RITA NIEMANN

### EDITORIAL

Rita Niemann. *Perspectives in Education*, Vol 29 (4) – Guest Editor

### EDITORIAL BOARDS

Editorial Executive: *Perspectives in Education*

Editorial Board: *South African Journal of Education*

### RESEARCH ACHIEVEMENTS

#### Refereed conference proceedings

Niemann R, and Kotze T. 2012. *Research Resilience as Psychological Resource Capacity as Possible Predictor of students' academic experience at a South African University*. 11<sup>th</sup> European Conference on Research Methods in Business and Management, University of Bolton UK, 28 – 29 June.

Smit, E and Niemann R. 2012. *Appreciative leadership: Dreaming the Underland-to-Wonderland Dream for Managing a Higher Education Institution*. 11<sup>th</sup> European Conference on Research Methods in Business and Management, University of Bolton UK, 28 – 29 June.

#### Conference papers (national and international)

Niemann R (2012) 'Researching resilience as psychological resource capacity as possible predictor of students' academic experience at a South African university'. European Conference on Research Methodology (ECRM) Bolton (UK): 27-29 June 2012.

Niemann, R (2012) 'Revisiting expansive learning for knowledge production and capability development at postgraduate level in Higher Education', Heltasa, Stellenbosch, 28 – 30 November.

## 7. TEACHING AND LEARNING MANAGER: ASSOCIATE PROF AA BEYLEFELD

### EDITORIAL BOARDS

*African Journal of Health Professions Education*

## RESEARCH ACHIEVEMENTS

### Refereed journal articles

Struwig, M; Beylefeld, A, Hugo, A, Joubert, G, (2012) An online multiple-choice microbiology game for undergraduate medical students: a case study, *Acta Academica*, 44 (2), 155-178.

## SCHOOL OF OPEN LEARNING

- The projects and activities of the School of Continuing Education have been moved to the newly established School of Open Learning, which operates independently of the Faculty of Education. However, the new school continues to manage education-related open learning programmes and projects, as well as projects which find their academic home in other faculties.
- Education-related projects of the School of Open Learning include tenders awarded in 2011 for the upgrading of qualifications of teachers in the North West and Mpumalanga provinces in Life Sciences; Economic and Management Sciences as well as Physical Sciences and Mathematics.
- Funding for the activities of the Science for the Future project by SANRAL has also been secured for a further three years.

## OTHER FACULTY RESEARCH ACHIEVEMENTS AND ACTIVITIES

### NRF-rated researchers

Prof DA Francis  
Dr A van Staden  
Prof L Jita  
Prof Mahlomaholo  
Prof NC de Wet.

### Faculty research achievements and activities

- The research outputs of the faculty have doubled since the new dean, Prof Francis, took office in 2010.
- The School of Education Studies' research outputs were the second highest of all academic departments at the UFS.
- Prof NC de Wet is ranked one of the top 10 researchers at the UFS.
- The average research output per full-time academic staff member is 0.6.
- Two article writing workshops were organised and attended by 23 academic staff members, who each had to produce an article by the end of the workshops.

- The faculty's Ethics Board is fully operational, which played a leading role in the institution's establishment of an Ethics Office.
- The faculty hosted a number of international experts to stimulate research. They were:
  - Prof Gregory Thomas (Canada)
  - Prof Vasti Tores (US)
  - Prof Melanie Walker (UK)
  - Prof Helen Penn (UK) (ECD)
  - Prof Vanessa Paki (New Zealand) (ECD)
  - Prof Auma Okwany (Kenya) (ECD)
  - Prof Theodora Papatheodorou (Greece) (ECD)
  - Prof Christine Pascal (UK) (ECD).
- In 2012 the faculty hosted a national academic seminar:
  - Sustainable Education in Rural Learning Ecologies.

## Faculty of Natural and Agricultural Sciences

### Faculty of Natural & Agricultural Sciences

#### Special highlights

The year 2012 saw the Faculty of Natural and Agricultural Sciences again excelling on all fronts and improving on its performance of the previous year. At the mid-year graduation ceremony it awarded a record number of 43 doctorates and 229 master's degrees with 45 candidates in the latter group obtaining their degrees with distinction. Its output of research units in accredited journals increased by a commendable 30% compared to that of 2011, and included several academic books published by leading publishing houses which reached the shelves of bookstores. Profs Jo van As (Department of Zoology & Entomology) and Johann du Preez (Department of Plant Sciences) together with colleagues brought out the ecological book, *The Story of Life and the Environment*. Prof Hennie Snyman (Department of Animal, Wildlife and Grassland Science) produced a guide to the sustainable production of grazing. Prof Peter Holmes (Department of Geography) co-edited the book *Southern African Geomorphology* while Prof Hendrik Swart (Department of Physics) co-authored a chapter in the book *Phosphate Phosphors for Solid-State Lighting*. The research of Prof Celia Hugo (Department of Microbial, Biochemical & Food Biotechnology) on the chryseobacteria and their significance in food led to an invitation to write a chapter in the 3<sup>rd</sup> edition of the *Handbook of Culture Media for Food and Water Microbiology*, published recently.

Several senior academics also raised the international stature of the faculty and university through recognition for their outstanding contributions in their areas of expertise. The discovery of a minuscule nematode of about 0,5 mm in length in the Beatrix gold mine near Welkom at a depth of 1,3 km by an international research team, with Prof Esta van Heerden (Department of Microbial, Biochemical & Food Biotechnology) as leader of the UFS scientists, published in *Nature* (2011) **474**: 79-82, was still making headlines in 2012. *Halicephalobus mephisto* (devil's worm) made it into the list of Top Ten New Species of the World. The list is published by the International Institute for Species Exploration (IISE) at Arizona State University and a committee of scientists

from around the world. An article on this new worm species appeared in the authoritative journal *Nature* in June 2011. As far as it is known, this nematode is the deepest-living terrestrial multi-cellular organism in the subsurface. The work of Prof van Heerden's group on extremophiles in South African deep mines also featured in the April/May 2012 issue of *Engineering News*, with Prof van Heerden becoming the department's first "cover girl".

Prof Lodewyk Kock, also from the above department, experienced a phenomenal year. His research also made it to the cover of a journal: an article authored by C.W. Swart, K. Dithebe, C.H. Pohl, H.C. Swart, E. Coetsee, P.W.J. van Wyk, J.C. Swarts, E.J. Lodolo & J.L.F. Kock and published in *FEMS Yeast Research* 12 (2012): 867-869, **was selected for promotion by the Wiley-VCH Verlag house-journal *BiotechVisions* as one of "very interesting articles". This discovery was also selected from 20 000 articles by Global Medical Discovery for worldwide promotion.** A colour enhanced nano-micrograph from this article was selected for the cover for the 2013 issues of *FEMS Yeast Research* (see photo). The micrograph was obtained by nano scanning Auger microscopy linked to argon etching in scanning electron microscopy (SEM) mode, showing for the first time gas bubbles inside the cytoplasm of a fermenting yeast cell. His group also found that the anti-malarial drug chloroquine is in fact a fertility drug with implications to the present treatment of this disease. This work was also selected by Global Medical Discovery for worldwide promotion. A yeast genus (*Kockiozyma gen. nov.*) was named in his honour for his contributions to yeast systematics, especially the lipomycetaceous yeasts. A special edition of the journal *Irrigation and Drainage* with Prof van Rensburg (Department of Soil, Crop & Climate Sciences) as guest editor was published, containing 14 diverse articles with local research findings on rainwater harvesting and conservation techniques for improving household food security.

Another special achievement was that of Prof Andre Roodt (Department of Chemistry), who became the first person from outside Europe to be elected President of the European Crystallographic Society. Under his leadership the department has also increased its publication outputs in accredited journals substantially over the past few years, maintaining the leading position in the faculty for the past four years now. Prof Roodt also acted as Dean for the South African Young Scientist Summer School Programme (SA-YSSP) for the three-month period 1 December 2012 to 28 February 2013. Prof Martin Ntwaeaborwa (Department of Physics) acted as Deputy Dean. The SA-YSSP was hosted by the UFS under the auspices of the NRF and the International Institute for Applied Systems Analysis (IIASA) in Austria. This occasion was the first time that this school was held outside Austria, and it included 28 supervisors from 17 countries and hosted 19 international students (selected from more than 40 applications) from 12 countries. Prof Maryke Labuschagne (Department of Plant Sciences) was awarded the *African Union Kwame Nkrumah Scientific Award* – from the African Union Commission for her outstanding scientific achievements and contribution to socio-economic development in Africa. She was also Grain SA's Scientist of the Year. Prof Johan Greyling (Department of Animal, Wildlife & Grassland Science) was elected to the board of the International Goat Association. The Agronomy Society of America invited Prof Chris du Preez (Department of Soil, Crop & Climate Science) to give a keynote presentation at their annual meetings in Cincinnati. The title of his presentation was *A view of soil management and climate change challenges in southern Africa*. Elzmarie Oosthuizen (Manager, Teaching & Learning in the Dean's Office) received the Patricia K. Elder Award for Extraordinary Commitment and Dedication to the Advancement of International Economic Education from the National Association of Economic Educators together with The Council for Economic Education in the USA.

The faculty is also particularly proud of the two research chairs it won under the DST/NRF South African Research Chairs Initiative (SARChI) through the commendable efforts of Prof Sakkie Pretorius (Department of Plant Sciences, Theme: Studies in disease resistance in field crops) and Prof Hendrik Swart (Department of Physics, Theme: Solid State Luminescent and Advanced Materials). Prof Swart was also recognised nationally by his peers as the most productive producer of accredited physics publications for the period 2009 to 2011.

Some of our talented young academics also made it into the headlines. Dr Olihile Sebolai (Department of Microbial, Biochemical & Food Biotechnology) was included in the *Mail & Guardian's* list of 200 young South Africans (35 years and younger) who are the most influential achievers in various fields such as business, science, education, health, law and arts. Dr Sebolai, listed in the Health category, had made headlines for a groundbreaking discovery concerning future nanotechnology, earning him an MSc in microbiology and six awards. Dr Marieka Gryzenhout (Department of Plant Sciences) was the first recipient of the International Mycological Association (IMA) Young Mycologist Award for Africa, the Ethel Mary Doidge Medal. She has also been elected as new member of the South African Young Academy of Science. Dr Jana Vermaas (Department of Consumer Science) received a certificate as one of the five best presenters during their conference in Melbourne, Australia.

**At the national level staff also enjoyed academic recognition in various ways, some of which are listed below.**

**Academy of Science of South Africa:** Profs Lodewyk Kock (Department of Microbial, Biochemical & Food Biotechnology), Hugh Patterson (Strategic Academic Cluster for Advanced Biomolecular Research) and Martin Ntwaeaborwa (Department of Physics) were elected as new members.

**Centre for Environmental Management:** The centre continued the biomonitoring of the Caledon, Modder and Riet Rivers, which was originally a project funded by Bloemwater. Long-term data collection on the Seekoei River also continued and is invaluable to the understanding of an ephemeral (non-perennial) river in South Africa. Research on the impacts of unconventional gas mining and hydraulic fracturing with a view to developing a vulnerability map for the latter in South Africa forged ahead. The development of a screening level monitoring protocol for specific entities which may be impacted by hydraulic fracturing also formed part of this Water Research Project. These are but a few of the important projects which were on the research agenda of the centre and which are still ongoing.

**Centre for Sustainable Agriculture, Rural Development and Extension:** During the annual conference of the South African Society for Agricultural Extension held in Durban, Dr Johan van Niekerk was elected to the Society's National Executive Committee. During the conference Prof Izak Groenewald was approached by the National Department of Agriculture, Forestry and Fisheries to serve on a task team that has to draft a policy document about agricultural extension in South Africa. This will be the precursor to the acquisition of statutory status, legislation and a professional council for the profession.

**Department of Architecture:** The renovation of the Architecture building by Henry Pretorius won the Sustainable Development commendation at the 2012 Southern African Institute of Steel construction (SAISC) Steel Awards. "We congratulate the winners, but emphasise the exceptional quality of all the entries," said Dr Hennie de Clercq, executive director of SAISC.

"The project was done to create an inspiring environment for architects and, importantly, was achieved within the very limited budget."

**Department of Chemistry:** The project, "Applied Process Chemistry II" [project leader: Prof André Roodt; focus area leaders, Profs Jannie Swarts and Ben Bezuidenhout], in the NRF THRIP Programme was successful in its application for R3,1 million for 2012. Prof Deon Visser was appointed as the South African Representative in the Special Interest Group on Chemical Crystallography of the European Crystallographic Association (ECA). Organic Chemistry at UFS hosted the 12th biennial Frank Warren Conference of the South African Chemical Institute (SACI) on the Main Campus from 15-18 April 2012 as part of the centenary celebrations of SACI. Profs Jan van der Westhuizen (chairperson) and Ben Bezuidenhout (deputy chairperson) played pivotal roles in the success of the meeting, which was attended by 115 delegates from five countries and 17 institutions. The day-to-day management was handled by Dr Susan Bonnet and Rudi Swart. On another score, Prof Riaan Luyt from our Qwaqwa Campus was invited to be a member of an NRF Specialist Committee for rating applications in 2012.

**Department of Computer Science and Informatics:** Dr Liezel Nel was named one of five winners of the National Awards for Excellence in Teaching and Learning in 2011.

**Department of Mathematical Statistics and Actuarial Science:** At the recent annual conference of the South African Statistical Association, Prof Abrie van der Merwe and Dr Delson Chikobvu were awarded the prestigious Sichel Medal for the best paper published by a member of the South African Statistical Association in the year 2010. The Herbert Sichel Medal is awarded annually to the member (or members) of the association who published the best statistical paper in a refereed journal, in fully refereed conference proceedings or as a refereed chapter in a book.

**Department of Microbial, Biochemical and Food Biotechnology:** Prof James du Preez was invited to serve as member on the Applied Life Sciences and Non-Medical Biotechnology panel of the Scientific Council of the European Research Council to evaluate grant applications. This involved the attendance of two meetings of the panel in Brussels for the 2013 round of applications.

**Department of Physics:** Prof Martin Ntwaeaborwa was elected as the new Chairperson for SANI (South African Nano Initiative) and two of the Physics students, Leon Wessels and Jack Madito, were elected to the student society's committee of SANI. At the South African Institute for Physics (SAIP) conference the phosphorous group, led by Prof Hendrik Swart, received the prize for the largest number of MSc students delivered during the past year as well as the prize for the largest number of publications. It was also pointed out that Physics Bloemfontein was the second most productive department in terms of publications after its counterpart at Wits from 2009 to 2011. It should, however, be borne in mind that the latter department is about three times the size of ours. Profs Koos Terblans and Hendrik Swart were re-elected to the Division for Physics of Condensed Matter and Materials of the South African Institute of Physics.

**Department of Plant Sciences:** Prof Zakkie Pretorius was invited to be a member of an NRF Specialist Committee for rating applications in 2012. Prof Liezel Herselman was re-elected as President of the South African Plant Breeders' Association. Dr Adré Minnaar-Ontong was re-elected as Secretary/Finance Manager of the association.

**Department of Urban and Regional Planning:** Prof Verna Nel was an invited speaker at the International Planning Africa Conference.

**Some achievements by our students also deserve special mention.**

**Department of Animal, Wildlife and Grassland Sciences:** Charné Buitendach (MSc student, Animal Nutrition) was awarded the Ashley Shapiro Memorial Bursary at the recent Animal Feed Manufacturing Association (AFMA) symposium.

**Department of Architecture:** Wynand Viljoen (Honours student) won one of three prizes of R50 000 each after competing in the 5th Carl & Emily Fuchs Foundation Competition. These prizes go to the three best honours students over three years based on a portfolio of work, travels and time spent in an architectural practice. All Schools of Architecture in the country participate each year. The other two prizes went to students at UCT and UP. The student film, *Umbrella Man*, was entered into the DSTv Talent Celebration's short-film competition in the category Best Newcomer. The film was one of three nominees out of 300 entries. Honours student Jurie Swart's project was entered into the 2012 International Graduate Architecture student design competition. Out of the more than 350 entries from across the world he received an honourable mention and his work was ranked under the top five.

**Department of Genetics:** Paula Spies was elected Vice-President of the South African Genetics Association and Zurika Odendaal as additional member at the recent SA Genetics conference. Prof Paul Grobler was again elected to the executive of the association at the conference. Nadia Laubscher (behavioural genetics MSc student, supervisor Prof Johan Spies) gave a presentation at the 20<sup>th</sup> ISRA (International Society for Research on Aggression) conference in Luxembourg. On the basis of her abstract the ISRA sponsored her registration, accommodation and part of her travel costs. She also chaired a session during the conference. The poster of Riël Coetzer (genetics MSc student, supervisors Profs Paul Grobler and Trudy Turner) was adjudged to be the best poster by a student at the 10<sup>th</sup> PEGG (Primate Ecology and Genetics Group) conference. The poster by Lené Pienaar (genetics MSc student, supervisor Prof Johan Spies) was judged as the best one at the South African Wildlife Management Association (SAWMA) conference.

**Department of Mathematical Statistics and Actuarial Science:** Two of our first-year Actuarial Science students, Bongani Msimango and Mbogeleni Dlamini, were selected for comprehensive bursaries sponsored by Hannover Re Insurance Company in Germany. They will be supported through their second and third years of undergraduate studies, as well as during their Honours year. Selection criteria for the bursaries were academic merit and financial need. These bursaries followed on the awards in 2010, when three UFS first-year Actuarial Science students were also selected by Hannover Re. This was the second year running that UFS Actuarial Science students had won all the bursaries offered countrywide by Hannover Re.

**Department of Microbial, Biochemical and Food Biotechnology:** At the conference of the South African Society for Microbiology held from 6-9 November 2012, Carmien Tolmie and Dr Chantel Swart received awards as the best undergraduate and PhD student, respectively. Ruan Ells was one of five students who received a R1 500 travel grant awarded on academic merit. During the 4th International Conference on Nanoscience and Nanotechnology, held at the UFS from 1-4 April 2012, Khumisho Dithebe received an award for the best poster presentation in biology at master's level. The supervisors were Prof Lodewyk Kock and Dr Chantel Swart.

**Department of Physics:** The Department of Physics hosted an International Nano-Africa conference at the Bloemfontein Campus. Several student prizes were won during the conference. These included prizes for the best PhD oral in Physics (G Ndlovu), the best PhD poster in Physics (MM Duvenhage) and the best MSc poster in Microbiology (K Dithebe). Two students, Leon Wessels and Jack Madito, were elected to the student society's committee of the South African Nano Initiative. The Department of Physics once again excelled at the SAIP's annual conference with its students walking away with eight prizes: best MSc presentation in Applied Physics – Sipho Dlamini (supervisors Profs Hendrik Swart and Martin Ntwaeaborwa); best MSc poster, Solid State – Puseletso Mokoena (supervisors Profs Martin Ntwaeaborwa and Hendrik Swart); best MSc publication, Semi-conductors – Luyanda Noto (supervisors Profs Hendrik Swart and Koos Terblans); best MSc publication, Solid State – MA Lephoto (supervisors Profs Martin Ntwaeaborwa and Hendrik Swart); best PhD publication, Solid State – Yousif Mohammed (supervisors Profs Hendrik Swart and Martin Ntwaeaborwa); best PhD poster, Solid State – Samy Shaat (supervisors Profs Martin Ntwaeaborwa and Hendrik Swart); best MSc presentation, Astrophysics – Jacques Maritz (supervisor Prof Pieter Meintjes); best PhD presentation, Astrophysics – Alida Odendaal (supervisor Prof Pieter Meintjes).

**Department of Quantity Surveying and Construction Management:** The Association of South African Quantity Surveyors (ASAQs) adjudged Farzana Samuels as the most outstanding Honours student for 2010 and awarded her the ASAQs gold medal. She was the 17<sup>th</sup> Kvsie and the 6<sup>th</sup> female student since 1970 to achieve this outstanding award. Michael van der Merwe received the Kenneth K. Humphreys award for the most outstanding article in the field of quantity surveying written by a student or young practitioner of a member association of the International Cost Engineering Council (ICEC), for the period 2010–2012.

**Department of Urban and Regional Planning:** Martin Abrahamse received a national prize for the community service module in housing.

### Some curricular highlights

A major review and improvement of curricula driven by Prof Corli Witthuhn (Vice-Dean) and Elzmarie Oosthuizen (Manager, Teaching & Learning) was also undertaken in 2012, which will not only strengthen our academic offerings but also align them better with the careers for which they prepare students. New areas in which the faculty looks set to grow are forensic science, astrophysics and nanoscience. It has also made significant progress with the initiative to introduce degrees in engineering science and in agricultural/ environmental engineering, the former already registered at SAQA and the latter on our PQM. In terms of our professional degrees, a notable highlight was the unconditional validation by the Board of the Commonwealth Association of Architecture (CAA) and the South African Council of the Architectural Profession (SACAP) of our BArchStud, BArchStud (Hons) and MArch (Professional) degree programmes. For this the Department of Architecture was lauded for its unique qualities and ongoing attempts at further improving its already high standards.

### Some community engagement highlights

**Department of Architecture:** The annual winter school took place from 11 to 12 July with the aim to provide prospective students with a more intimate perspective of the study of Architecture as a career option. Thirty prospective learners attended. Lectures by former Head of the Department Prof Jan Smit and architect Karlien Thomashoff were included in the programme. Thomashoff's presence was sponsored by the FSIA (Free State Institute of Architects) and she presented one of the lectures. Prof Walter Peters appeared on the programme *Pasella* in October

during a focus on Greytown, where he spoke about interesting aspects of the architecture and planning of the town. He also featured on the programme *Shoreline* in November, with an episode dedicated to Durban's Victorian architecture. The Sophia Gray memorial lecture entitled 'For the Love of Architecture', was presented by Stan Field of California. He inspired with highlights from his career comprising projects completed in South Africa, Israel and the United States. The mini-conference hosted architects Anthony Orlewitz and Michael Louw from South Africa, as well as Mies van der Rohe Professor of Architecture at IIT, Chicago, Werner Sobek, who presented their work and gave insights into their design process and implementation.

**Department of Agricultural Economics:** Petso Mokhatla was involved in a pilot community service learning project involving students in the BAgric programme and upcoming farmers at the Lengau Agricultural Development Centre of the university. The project was managed by Dr Lean van der Westhuizen, the manager of the centre and Dawie van Jaarsveld, Service Learning Coordinator. Most of the participants were women.

**Department of Chemistry:** Dr Johan Venter, Dr Ernie Langner and Prof Deon Visser presented the Chemistry Magic Show (Chem-Magic Show) on seven occasions at different Bloemfontein schools and other venues. This initiative illustrates different aspects of simple but exciting experiments in a tangible way to further create awareness for Chemistry and to inspire primary and secondary school learners and teachers for the subject. Dr Karel von Eschwege and Dr Rebotsamang Shago assisted different learners with Eskom Science Expo projects. Ina Du Plessis organised the Chemistry session at Minquiz, one of the faculty's five community service flagships. All staff members and students from Physical Chemistry assisted in this effort to make it a big success. Prof Conradie helped four scholars with their Expo projects and also continued to organise and handle the ILEARN program at the UFS for Physical Chemistry, which provides question and answer quizzes for computer-guided First Year Physical Chemistry revision. Dr Erasmus assisted three learners with their Expo projects; one won gold at the Provincial and bronze at the National Expo.

**Department of Geology:** The MINQUIZ competition for schools (Free State Province) was hosted by the department, which took over the task from the Department of Chemistry which hosted the competition for a number of years.

**Department of Physics:** The schools service learning project involving several local schools in disadvantaged communities continued successfully under the management of Dawie van Jaarsveld and again involved undergraduate students from across the faculty. The Boyden Observatory Science Centre continued to play a significant role in stimulating interest and curiosity in science in learners from schools across the province.

### 3.2.2 Research

Refer to 1.4.3.

### 3.2.3 Research funding

A total of R9.3 million was allocated to researchers from Central Research Funds, a total of R32 million for Research Strategy Imperatives, a total of R11 million for Strategic Academic Clusters, which included approximately R2 million for bursaries in the Strategic Academic

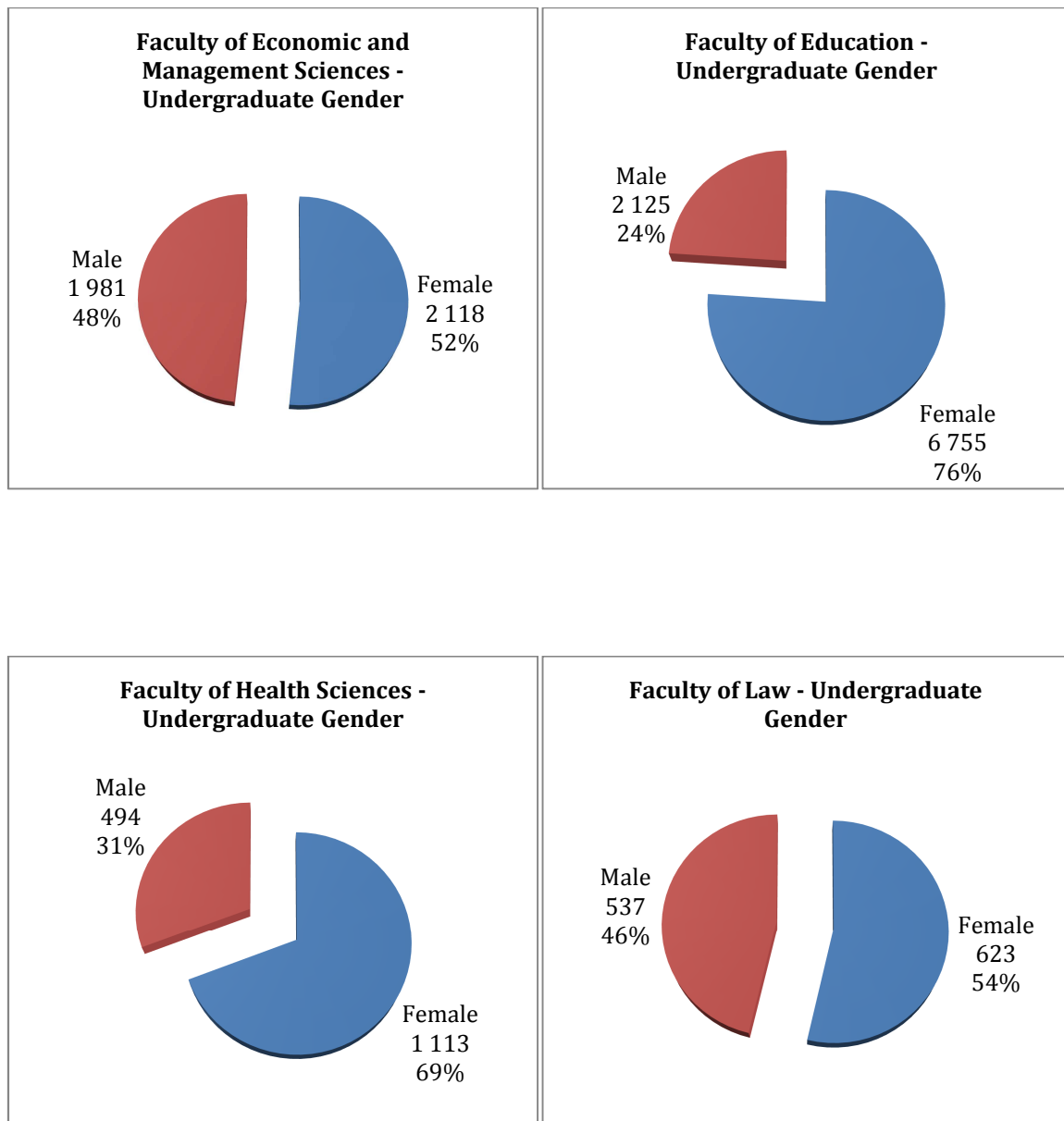
Clusters. A total of approximately R4.1 million for postgraduate bursaries was allocated for 2012.

The University received approximately R26.2 million from the NRF in 2011 (including Thrip contribution contributions to the value of R3.3 million by the NRF).

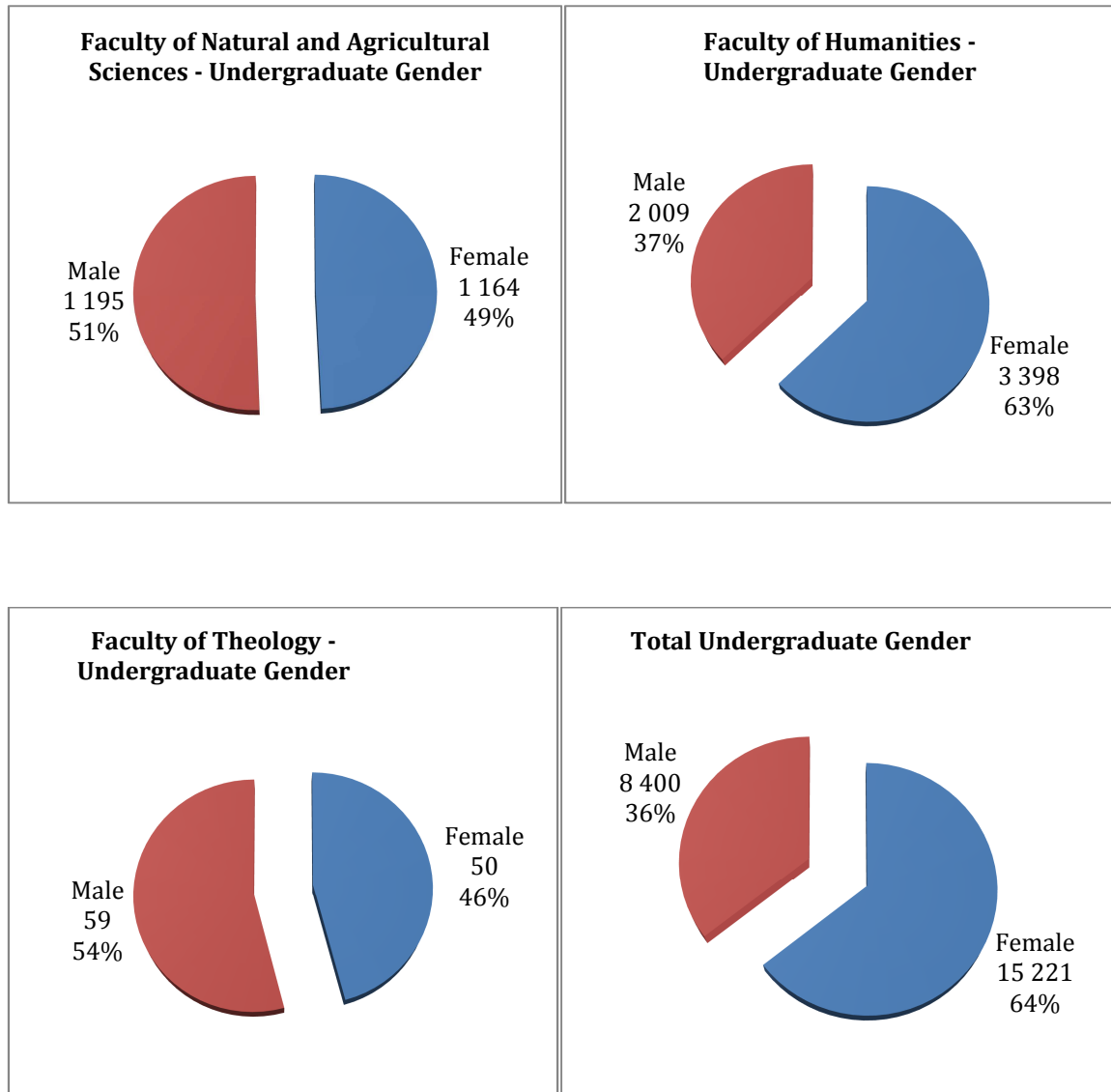
### 3.3 Composition and size of student body

#### Student Profile Charts 2012

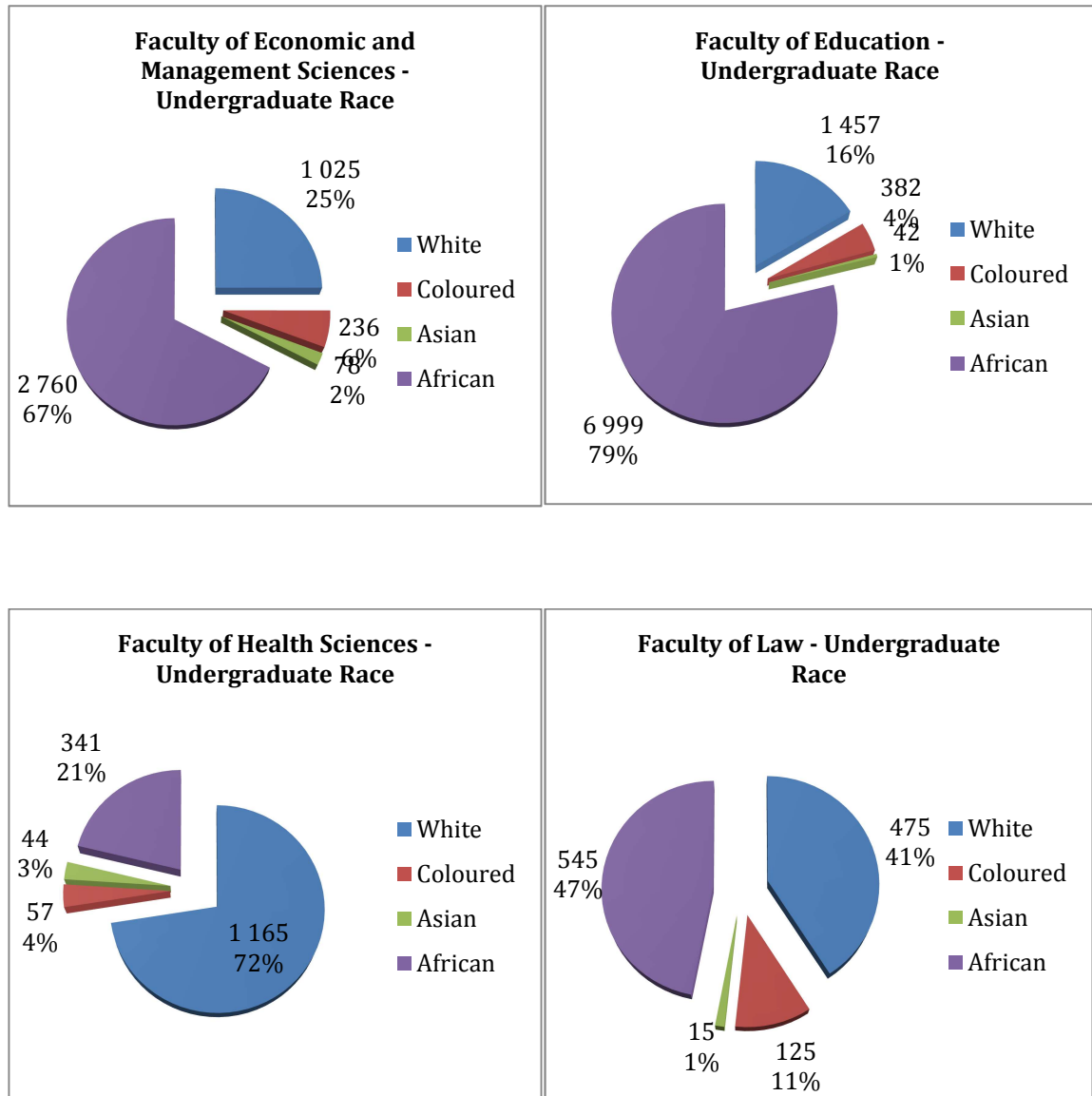
#### Total Undergraduate Headcount by Gender



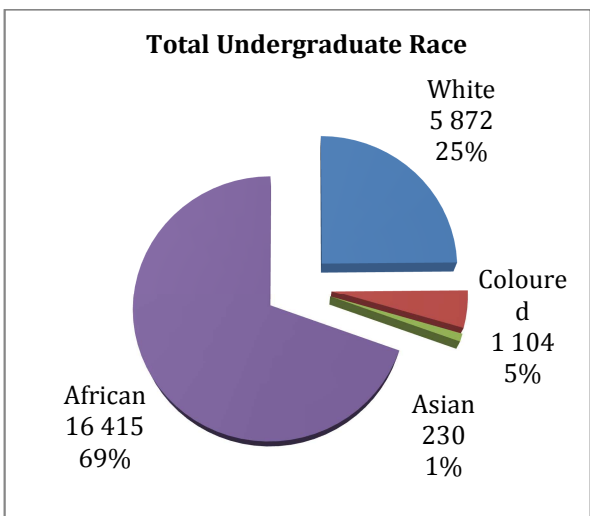
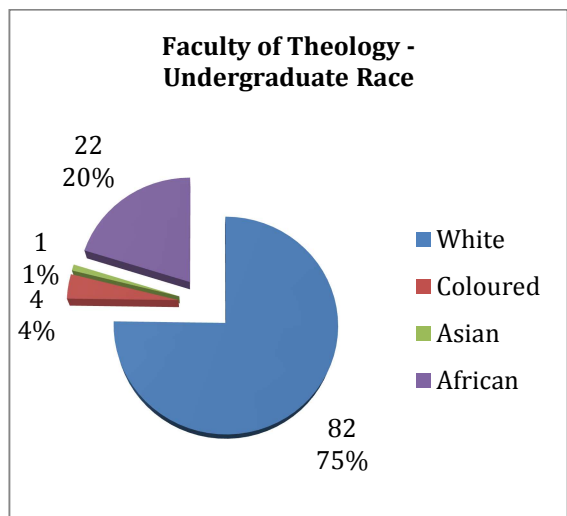
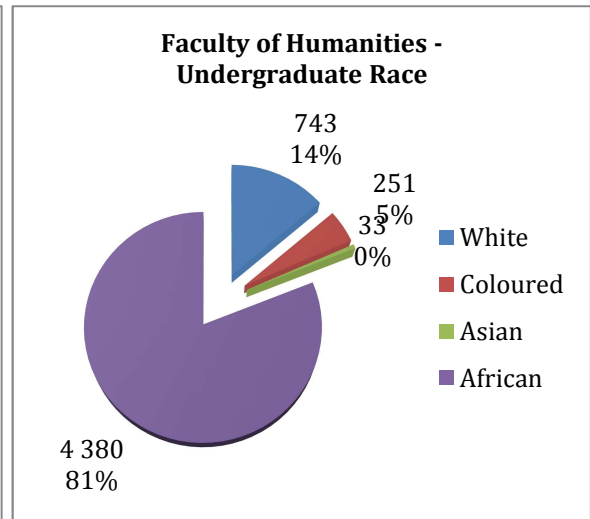
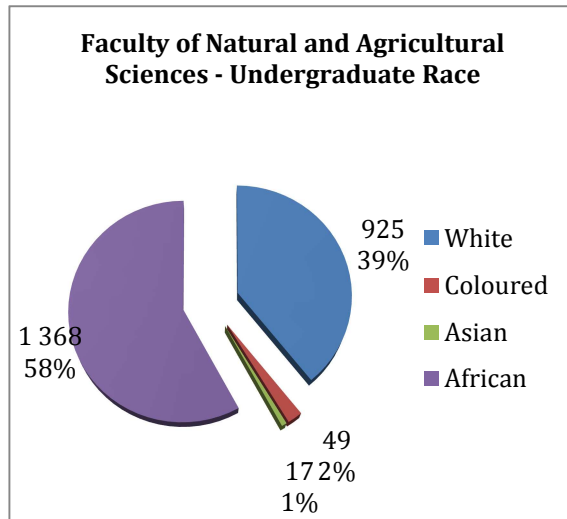
## Total Undergraduate Headcount by Gender and the total for UFS Undergraduate Gender Percentage



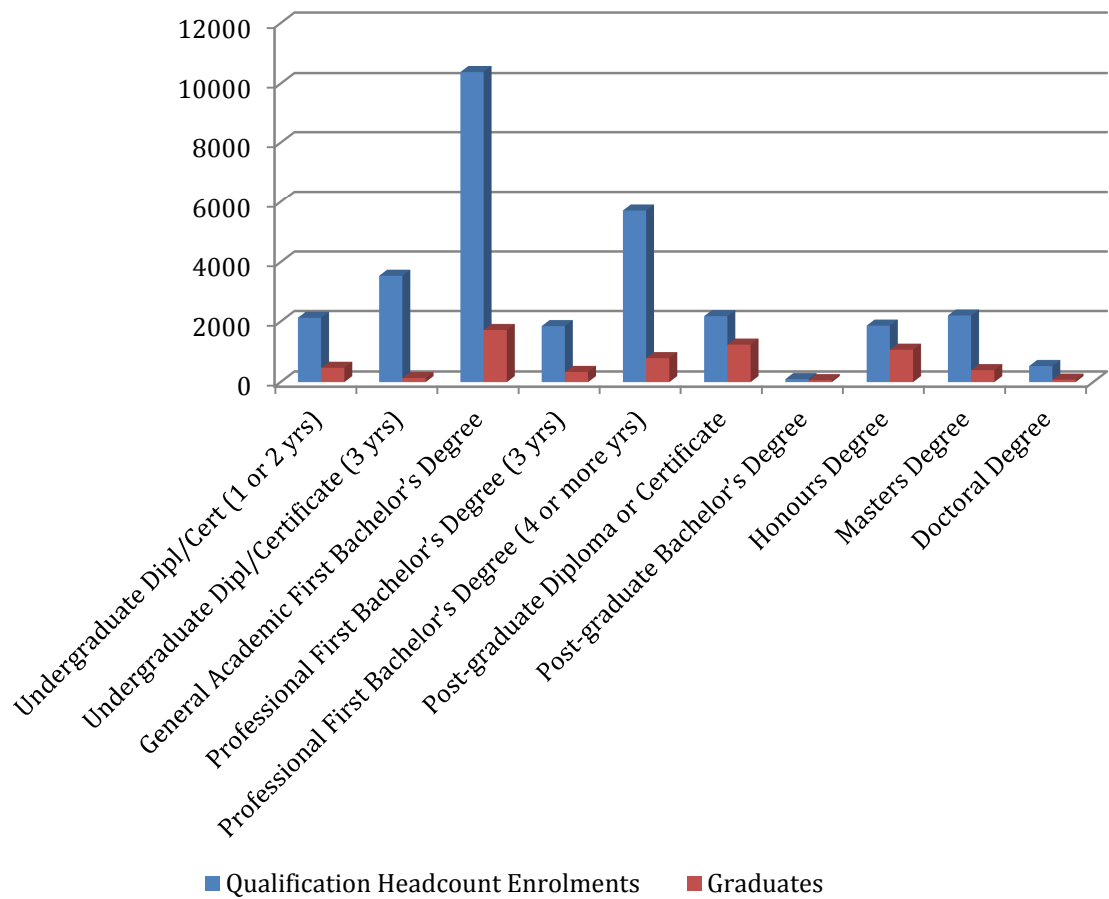
## Total Undergraduate Headcount by Race



## Total Undergraduate Headcount by Race and the total for undergraduate Race percentage



## 2012 Enrolled students and Graduates



### 3.4 Access to financial aid and provision thereof

#### a) Bloemfontein Campus

A total of 1 320 students on the main campus received financial assistance. A breakdown of sources of funding is as follows:

Main Campus	2006	2007	2008	2009	2010	2011	2012
NSFAS/DE General	19 424 917.00	22 678 939.00	24 307 478.00	32 935 818.00	37 616 034.00	27 687 978.00	41 687 243.00
NSFAS/ECProv	44 116.00	44 680.00	26 503.00	69 462.00	140 568.00	91 025.00	25 460.00
NSFAS/NGO	213 334.00	142 297.00	114 528.00	213 797.00	319 213.00	173 075.00	36 640.00
NSFAS/DE Teacher Education	936 480.00	739 527.00	453 105.00	381 766.00	720 809.00	866 329.00	417 481.00
NSFAS/Thuthuka			0.00	1 468 576.00	2 006 949.00	3 480 660.00	3 101 000.00
NSFAS/Final year					-	12 835 656.00	10 918 749.00
NSFAS/Post grad						106 819.00	935 921.00
NSFAS/Historical Debt						221 081.00	847 421.00
<b>Total</b>	<b>20 618 847.00</b>	<b>23 605 443.00</b>	<b>24 901 614.00</b>	<b>35 069 419.00</b>	<b>40 803 573.00</b>	<b>45 462 623.00</b>	<b>57 969 915.00</b>

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 in view of assisting as many students as possible to register.

A total of 1 546 students at Qwaqwa Campus received financial assistance (loans).

A breakdown of sources of funding is as follows:

<b>Qwaqwa Campus</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
NSFAS/DE General	15 116 020.00	18 391 489.00	22 669 339.00	27 696 261.00	31 411 577.00	36 381 013.00	36 682 761.00
NSFAS/DE Teacher Education	934 393.00	1 183 972.00	1 847 895.00	1 942 234.00	1 770 191.00	1 749 671.00	1 680 936.00
NSFAS/Final year						5 231 041.00	7 535 824.00
NSFAS/Post grad						117 368.00	935 921.00
NSFAS/Historical Debt						-	11 053 710.00
<b>Total</b>	<b>16 050 413.00</b>	<b>19 575 461.00</b>	<b>24 517 234.00</b>	<b>29 638 495.00</b>	<b>33 181 768.00</b>	<b>43 479 093.00</b>	<b>57 889 152.00</b>

c) Vista Campus

A total of 0 students at Vista Campus received financial assistance because the pipeline students were phased out at the end of 2008.

A breakdown of sources of funding is as follows:

<b>Vista Campus</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
NSFAS/DE General	1 799 968.00	8 66 038.00	432 433.00	0.00	0.00	0.00	0.00
NSFAS/DE Teacher Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>1 799 968.00</b>	<b>866 038.00</b>	<b>432 433.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

d) Total Allocation to UFS

Total Allocations	2006	2007	2008	2009	2010	2011	2012
NSFAS/DHET General	36 340 905.00	41 936 466.00	47 409 250.00	60 632 079.00	69 027 611.00	64 068 991.00	78 370 004.00
NSFAS/Irish Aid	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NSFAS/EC Prov	44 116.00	44 680.00	26 503.00	69 462.00	140 568.00	91 025.00	36 640.00
NSFAS/NGO	213 334.00	142 297.00	114 528.00	213 797.00	319 213.00	173 075.00	238 943.91
NSFAS/National Skills loans	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NSFAS/DHET Teacher Education	1 970 873.00	1 923 499.00	2 301 000.00	2 324 000.00	2 491 000.00	2 616 000.00	2 098 417.00
NSFAS/Thuthuka	0.00	0.00	0.00	1 468 576.00	2 006 949.00	3 480 660.00	3 101 000.00
NSFAS/Final year	0.00	0.00	0.00	0.00	0.00	18 066 697.00	18 454 573.00
NSFAS/Post grad	0.00	0.00	0.00	0.00	0.00	224 187.00	1 419 195.00
NSFAS/Historical Debt	0.00	0.00	0.00	0.00	0.00	221 081.00	11 894 793.00
NSFAS/Social Work	0.00	0.00	0.00	0.00	0.00	8 315 608.00	8 631 745.00
NSFAS/Dept of Agric	0.00	0.00	0.00	0.00	0.00	627 634.00	799 306.68
NSFAS/Disability	0.00	0.00	0.00	0.00	0.00	340 705.00	245 870.00
NSFAS/EC Scholar	0.00	0.00	0.00	0.00	0.00	508 080.00	400 000.00
NSFAS/Nedbank	0.00	0.00	0.00	0.00	0.00	1 757 065.00	997 908.00
NSFAS/DHET TRC	0.00	0.00	0.00	0.00	0.00	0.00	76 535.00

<b>Total Allocations</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
NSFAS/NS FITE	0.00	0.00	0.00	0.00	0.00	941 464.00	61 500.00
NSFAS/NSF	0.00	0.00	0.00	0.00	0.00	219 976.11	536 463.00
NSFAS/REAP Bursary	0.00	0.00	0.00	0.00	0.00	384 262.00	572 410.00
NSFAS/Fundza Lushaka	0.00	0.00	0.00	0.00	0.00	28 039 874.00	41 395 200.00
NSFAS/EU Fundza	0.00	0.00	0.00	0.00	0.00	0.00	922 500.00
NSFAS/NSF Graduates	0.00	0.00	0.00	0.00	0.00	0.00	204 981.00
NSFAS/W&R SETA	0.00	0.00	0.00	0.00	0.00	0.00	115 000.00
<b>Total</b>	<b>38 569 228.00</b>	<b>44 046 942.00</b>	<b>49 851.281.00</b>	<b>64 707 914.00</b>	<b>73 985 341.00</b>	<b>130 076 384.11</b>	<b>170 572 984.59</b>

### 3.5 Changes in tuition fees charges

The approved increase for tuition and other fee income for 2012 was 12%.

### 3.6 Statement of self-assessment of the Senate

#### 3.6.1 Enrolment Objectives of the UFS for 2012

In assessing performance against predetermined objectives, the UFS has made use of the enrolment targets for 2013/14 as agreed with the Department of Higher Education and Training. The enrolment targets, at a national level, are critical in terms of the higher education sector as a whole meeting its shared responsibility towards the achievement of the national goal of a skilled and capable workforce (see *Ministerial Statement on Enrolment Planning 2011/12 – 2013/14*). As such, assessing progress towards our institutional targets is critical in an assessment of institutional performance. As is shown in the tables below, which document progress towards each of the targets set for the UFS by the Minister of Higher Education and Training, the enrolment targets encompass both undergraduate and post-graduate education as well as teaching and learning (reflected in the success rates). It should be noted that new enrolment projections up to 2019/20 were submitted to the DHET in February 2013 and progress in this regard will be reported in the 2013 Annual Report. The present report focuses on the 2012 enrolment objectives only.<sup>1</sup>

A review of the figures shows that the UFS is performing on, or above target with respect to total head count enrolment as well as enrolled FTEs. Enrolment of first-time entering undergraduate students is also above target for 2012. The following areas have been noted as requiring specific attention in the coming year in an effort to achieve the targets set: proportional enrolment in SET as whole; increasing enrolment in the scarce skills areas of Animal and Human Health and Natural and Physical Sciences; and increasing enrolment and graduation of research masters and doctoral students.

<sup>1</sup> Note that target 10 is not included since that enrolment target is focused on the UFS's share of national enrolment and so needs to be calculated by the DHET based on the HEMIS submissions of all universities.

**Target 1: Headcount totals will be allowed to increase from 27,241 in 2009 to 32,594 in 2013 which represents an average annual increase of 4.6% between 2009 and 2013.**

Headcounts	Year					
Faculty	2008	2009	2010	2011	2012	
Economic and Management Sciences	5 773	6 021	6 358	6 149	5 311	<b>2012 NUMBERS MIGHT CHANGE SLIGHTLY AFTER FINAL SUBMISSION IN JUNE 2013</b>
Education	5 646	5 508	5 860	7 454	9 999	
Health Sciences	2 408	2 427	2 472	2 582	2 882	
Law	2 252	2 331	2 224	2 291	2 536	
Natural and Agricultural Sciences	4 796	5 143	5 652	5 616	4 004	
The Humanities	5 018	5 538	7 063	7 257	7 411	
Theology	294	272	271	237	254	
<b>Grand Total</b>	<b>26 190</b>	<b>27 241</b>	<b>29 901</b>	<b>31 586</b>	<b>32 397</b>	
		<b>2 009</b>	<b>2 010</b>	<b>2 011</b>	<b>2012</b>	<b>2013</b>
<b>Target projections</b>		<b>27 241</b>	<b>28495</b>	<b>29805</b>	<b>31176</b>	<b>32611</b>

**Target 2: Unweighted FTE totals are expected to increase from 20,337 in 2009 to 24,477 in 2013 with an average annual increase of 4.7% over the same period.**  
**Target 3: The funded teaching input unit total for 2015/16 is 59,556. The funded teaching input unit share of UFS will increase from 4.46% in 2011/12 to 4.87% in 2015/16.**

	Year								
	2008	2009	2010	2011	2012	<b>2012 NUMBERS MIGHT CHANGE SLIGHTLY AFTER FINAL SUBMISSION</b>			
FTE	19 202.392	20 337.336	21 705.807	23 509.290	<b>24 431.146</b>				
Funded Credits	14 052.066	14 886.964	16 029.329	17 203.642	<b>17 949.258</b>				
Teaching Input Units	46 042.113	48 180.225	51 935.517	54 391.180	<b>54 889.011</b>				
TARGETS:		2009	2010	2011	2012	2013	2014	2015/2016	
FTE									
FUNDED CREDITS		20 337.000	21 292.839	22 293.602	23 341.402	24 438.448			
TIU'S								<b>59,556</b>	

**Target 4: The approved number of first-time entering undergraduates for your institution 2013 is 4,500. This represents a 2.7% average annual increase from the 4,038 first-time entering undergraduate cohort in 2009.**

	Year					<b>2012 NUMBERS MIGHT CHANGE SLIGHTLY AFTER FINAL SUBMISSION</b>		
	2008	2009	2010	2011	2012			
First-time entering student	4 501	4 038	5 007	5 829	6201			
<b>TARGETS:</b>		2009	2010	2011	2012	2013		
						4500		

**Target 5: In 2013, the proportion of headcount enrolments by major field of study is as follows: 31.1% in science, engineering and technology; 20.4% in business and management; 19.3% in education; and 29.2% in other humanities**

	<b>2012 NUMBERS MIGHT CHANGE SLIGHTLY AFTER FINAL SUBMISSION</b>									
	2008		2009		2010		2011		2012	
Major Field of Study	ENRL	%	ENRL	%	ENRL	%	ENRL	%	ENRL	%
BUS/MAN	3 643	13.91%	3 575	13.12%	7 393	24.72%	7 266	23.00%	7 236	22.33%
EDUCATION	5 469	20.88%	5 433	19.94%	4 998	16.72%	6 821	21.60%	9 021	27.85%
OTHER HUM	9 348	35.69%	10 042	36.86%	8 338	27.89%	7 705	24.39%	7 196	22.21%
SET	7 734	29.53%	8 191	30.07%	9 172	30.67%	9 793	31.01%	8 945	27.61%
Grand Total	26 193	100.00%	27 241	100.00%	29 901	100.00%	31 585	100.00%	32 397	100.00%

**Target 6: At undergraduate level, 10.9% of the 2013 enrolments should be in undergraduate diplomas and certificates and 53.5% in undergraduate degrees. At postgraduate level 14.3% should be enrolled in postgraduate qualifications below Masters, 7.9% at Masters level, and 2.0% at doctoral level.**

Qualification Type - Grouping	2008	2009	2010	2011	2012	2013 TARGETS:
Occasional	8.17%	9.62%	12.22%	10.03%	5.83%	NO TARGET SET
Diplomas and Certificates	12.29%	10.40%	9.84%	12.91%	17.53%	10.90%
Degrees	51.96%	52.40%	53.31%	54.17%	55.38%	53.50%
Other Postgraduate	7.93%	8.36%	7.11%	6.79%	7.04%	
Honours	8.89%	8.80%	7.71%	6.78%	5.77%	12.81%
Masters	8.54%	8.25%	7.89%	7.52%	6.81%	7.90%
Doctoral	2.21%	2.17%	1.92%	1.79%	1.64%	2.00%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100%

**Target 7: It is expected that distance headcount enrolments will increase to 5,229 in 2013 from 3,585 in 2009 at an average annual increase of 9.9%**

Attendance Mode	2008	2009	2010	2011	2012	
Contact mode	24 600	23 656	26 336	26 336	26 007	
<b>Contact mode Total</b>	<b>24 600</b>	<b>23 656</b>	<b>26 336</b>	<b>26 821</b>	<b>26 007</b>	
Distance mode	1 545	3 200	3 216	4 413	6 286	
Mixture of contact/distance	48	385	349	376	104	
<b>FINAL DISTANCE TOTAL (includes mixed mode)</b>	<b>1 593</b>	<b>3 585</b>	<b>3 565</b>	<b>4 789</b>	<b>6 390</b>	<b>2013 Target</b>
Target projections:		3 585	3 940	4 330	4 759	5 220
Grand Total	26 193	27 241	29 901	31 610	32 397	

**Target 8: Graduates should increase from 5,379 in 2009 to 6,600 in 2013. This represents a 22.7% increase in total. The ratio of headcount graduates to headcount enrolments is approved at 21% for 2013.**

	Year					TARGET
	2008	2009	2010	2011	2012	2013
Number of graduates	5113	5379	5543	5583	6307	6600
Graduation rate	20%	20%	19%	18%	19.47%	21%
			UFS <b>PROJECTED</b> 6000 graduates for 2013 in its submissions, this was increased to 6600 by the DHET			

**2012 GRADUATES NUMBER IS AN ESTIMATE AND DOES NOT YET INCLUDE ALL MASTERS AND DOCTORAL GRADUATES. FINAL 2012 GRADUATE DATA WILL BE AVAILABLE AFTER THE THIRD HEMIS SUBMISSION**

**Target 9: The graduate contribution in scarce skill areas for 2013 should be 372 graduates in life and physical sciences; 322 graduates in animal and human health; and 520 graduates in initial teacher education. Graduate targets for 2013 at postgraduate level are 975 honours, 288 research Masters and 98 doctoral graduates.**

Qualification Levels	2008	2009	2010	2011	2012	TARGET 2013
Occasional	0	0	0	0	0	
Diplomas and Certificates	595	718	565	432	599	
Degrees	2133	2170	2400	2528	2838	
Other Postgraduate	833	935	936	854	1300	
<b>Honours</b>	<b>1029</b>	<b>965</b>	<b>1048</b>	<b>1102</b>	<b>1065</b>	<b>975</b>
<b>Masters Research</b>		<b>249</b>	<b>243</b>	<b>272</b>	<b>397</b>	<b>288</b>
Masters course work		264	251	285		
<b>Doctoral</b>	<b>55</b>	<b>78</b>	<b>100</b>	<b>106</b>	<b>81</b>	<b>98</b>
<b>Grand Total</b>	<b>5113</b>	<b>5379</b>	<b>5543</b>	<b>5579</b>	<b>6307</b>	<b>6600</b>

**NOTE THAT 2012 DOCTORAL AND MASTERS GRADUATES WILL BE COMPLETED BY THIRD SUBMISSION**

THIS IS TOTAL MASTERS GRADUATES. THE SPLIT FOR RESEARCH AND COURSE WORK IS NOT YET COMPLETED.

**ANIMAL AND HUMAN HEALTH (CESM 0106 and CESM 09, excluding 0915 and 0916)**

Year					
2009	2010	2011	2012	TARGET 2013	
Graduates (Animal Health)	18	36	58	61	
Graduates (Human Health)	596	636	625	723	
<b>TOTAL</b>	<b>614</b>	<b>672</b>	<b>683</b>	<b>784</b>	<b>322</b>

**NATURAL AND PHYSICAL SCIENCES (CESM 13 AND 14)**

Year					
2009	2010	2011	2012	TARGET 2013	
Graduates	607	562	609	617	372

**INITIAL TEACHER EDUCATION (CESM 07, QUALIFICATION CODES 07225, AND 07300-07318)**

Year					
2009	2010	2011	2012	TARGET 2013	
Graduates	233	173	424	441	520

**Target 11: The targeted success rate for 2013 is 73.5% which is 1.7% higher than the actual 71.8% in 2009.**

	2012					
	COURSE SUCCESS RATE	DEGREE CREDIT SUCCESS RATE	Success rate calculated based on module registrations by module passes as a temporary measure of success. Final success rate will be calculated using FTEs at the time of the final HEMIS submission for 2012.			
Economic and Management Science	66.15%	65.44%				
Education	73.21%	73.58%				
Health Sciences	87.13%	87.82%				
Law	72.03%	71.01%				
Natural and Agricultural Sciences	78.30%	79.34%				
The Humanities	73.30%	72.44%				
Theology	87.02%	84.59%				
<b>Grand Total</b>	<b>73.36%</b>	<b>73.47%</b>				



.....  
**Prof JD Jansen**  
**Vice-Chancellor and Rector (Chairperson: Senate)**

## 4. INSTITUTIONAL FORUM (IF)

### 4.1 Report of the Institutional Forum and instances of advice sought by and given to the Council

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

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

3. The IF advised the UFS Council regarding:
  - a) the Qwaqwa Academic Status Report (DIRAP: April 2012); and
  - b) the UFS's Strategic Plan 2012 – 2016.
4. The IF observed and reported on the Reitz reconciliation process.
5. Presentations were made by the following officials:
  - a) Prof JD Jansen: Expectations for the IF
  - b) L Loader: UFS branding
  - c) R Buys: Student life, college and co-curricular learning
6. Prof TK Eatman from the USA presented a workshop on Service Learning in the Community with the title "*Public Scholarship*".
7. The role and functions of the IF were continuously discussed on the basis of the Higher Education Act [101 of 1997, section 26(2) (f)] to ensure that its members acted according to the provisions of the Act. The IF however found this challenging.

8. The Rectorate of the UFS intervened to ensure that the IF became fully functional in accordance with the provisions of the Higher Education Act, as amended.
9. The remit and the membership of the IF were revised and aligned with the Statute of the UFS and in compliance with the Act.
10. Elections were arranged by the UFS Secretariat, in accordance with the approved revised remit.
11. On 17 October 2012 the IF was reconstituted. The Registrar conducted the election for the appointment of office bearers.
12. After the completion of the processes described above, the IF commenced operating in terms of the revised remit and with secretariat services rendered by the UFS Meetings Administration.
13. The IF aims to ensure that members acquaint themselves continuously with the remit of the IF and execute its functions in terms of the remit and as prescribed by the Statute and the Act.

<b>Members of the Institutional Forum</b>	
Dr EM Smuts	Chairperson
Father PJ Towe	Representative of the Council, designated by the Council.
Mr N de Klerk	Representative of the Council, designated by the Council.
Prof P Burger	Representative of the Senate, elected by the Senate.
Prof RC Witthuhn	Representative of the Senate, elected by the Senate.
Dr J Bezuidenhout	Representative of the academic employees, other than Senate members elected by the academic employees (academic employees – other than Senate members).
Dr WN Nel	Representative of the academic employees, other than Senate members elected by the academic employees (academic employees – other than Senate members).
Ms DHM Gaofhiwe-Ingram	Representative of the University Management Committee, designated by the University Management Committee.
Mr TJ Leeu	Representative of the administrative employees, elected by the administrative employees.
Ms EE Heideman	Representative of the administrative employees, elected by the administrative employees.

<b>Members of the Institutional Forum</b>	
Mr WA Clayton	Representative of the Students Representative Council, designated by the Students Representative Council.
Mr S Khumalo	Representative of the Students Representative Council, designated by the Students Representative Council.
Mr T Sepeame	Representative of the recognised trade union representing employees of the University, designated by the trade union.
Ms A Lombard	Representative of the recognised trade union representing employees of the University, designated by the trade union.



**Dr EM Smuts**  
**Chairperson: IF**

## 5. REPORT OF THE PRINCIPAL ON MANAGEMENT/ADMINISTRATION

### 5.1 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

As part of the academic renewal of the UFS, a number of successful projects were launched, aimed at enhancing the profile of the UFS as a leading, competitive, research institution in South Africa.

#### ***Enhancement of the quality and depth of the professoriate***

The quality and depth of the professoriate is a widely acknowledged crisis in South African higher education. The ageing of the professoriate nationally, and also at the UFS, is a problem looming, and the rebuilding of a diverse group of top scholars remains a challenge. The University takes pride in the following projects:

- *The Senior Professor Project:*

The main aim of this project was to attract new scholars and talent to the University. The focus was on the recruitment of at least 25 senior professors, mainly internationally renowned scholars. The methodology included advertisements offering academics, with established and recognised research careers, positions in thematically selected areas of strength or emerging pockets of excellence at the University. The intention was to bring new *gravitas* to the academic endeavour. The result has been a growing awareness of the need by other academics to improve their performance. Already, the research output has begun to reveal growth of meaningful output.

- *Prestigious Young Scholarship Programme*

To develop a group of upcoming scholars, the University identified some potentially emerging younger scholars both from within and outside the institution. This led to the launching of a vice-chancellor's Prestige Scholars Programme that selects 25 of the most promising young academics (new PhDs) for an intensive three-year period of international training combined with institutional and external mentorship aimed at preparing them to become the next generation of professors. This implies stimulus funding; special seminars aimed at broadening and deepening their understanding of scholarliness; regular writing and editing workshops

organised around highly experienced academic writers; peer mentorships that have been created to assist their development with the intention to help them to define short- and medium-term research plans and to create, nurture and grow their personal “brands” by juxtaposing the reputation of the UFS. Already two of these scholars obtained Y1 rating and 3 Y2 rating from the NRF, as well as two Fulbright scholarships.

- *Introduction of an academic tenure system and a dramatic revision of existing standard for promotion*

During 2012, the new promotion criteria for senior academic appointments and promotions were implemented. The focus was on standards of excellence required for eligibility for appointment and promotion across all faculties (with specific disciplinary differences) and to link these standards to specific criteria within specified areas of assessment. Although initially resisted, academics made the shift and started to aspire to the title of “professor”. The establishment of a professorial committee gave impetus to this initiative where senior academics take decisions on academic promotions.

### ***Enhancement of the quality of graduates***

When the South African Department of Education produced its first cohorts of secondary schooling based on outcomes-based concepts, political aspirations led to artificially inflated performances. This occurred in examinations that were demonstrably imbalanced and easy. The result was that the higher education institutions (including the UFS) in 2010 had to admit large numbers of ill-prepared students not fully in line with the published prerequisite entry levels. The consequence is a demonstrably higher failure rate among first-year students. The failure pattern emerged within the first quarter of that year and led to the decision to immediately embrace higher, overall performance criteria for admission the following year. Advertisements and direct communication were released to broadcast the message and announce the adjustment after advertising the previous entry levels. With the adjustment of entry requirements and greater rigour in the implementation of criteria, the first-time entering first-years reflected the desired consensus on the targets made by the UFS community. Although the 2012 academic performance of UFS students still needs to be audited, there is sufficient evidence to show an increase in the overall success rates of undergraduate students.

- *Introduction of a compulsory interdisciplinary module for first-year students*

Underpinning this premise is the fact that South African students are trained prematurely and too narrowly in many disciplines (law, medicine, engineering, etc.). In order to prepare students to be more critical and rational, specialisation is desirable for many fields of the professional endeavour, but it must be complimented by a broad-based general preparation in the foundations of knowledge that equip students to be critical thinkers, competent citizens, and compassionate human beings in the communities in which they live. A compulsory interdisciplinary module for all first-year students (UFS101) has been introduced to prepare intellectuals rather than simply technicians, active public participants instead of disengaged members of society, and knowledgeable rather than impulsive actors in a complex world.

The module is developed in such a way that it focuses on evoking excitement in students about how higher education empowers them to contribute solutions for local and global challenges in the 21<sup>st</sup> century. The module is based on experimental learning theory and employs blended learning approaches to facilitate experiences, reflection, generalisation, and application. It includes the use of large lectures, tutorials and Blackboard software-driving learning. This is complemented by an academic advising system that provides guidance to students from secondary schools where guidance system(s) have imploded. Examples of topics in this module include:

- What does it mean to be fair? (Law)
- How should we deal with the violent past? (Pedagogy, Political Studies)
- Are we alone? (Astronomy, Physics)
- Did God really say? (Theology, Philosophy, text analysis)
- How small is small? (Physics, Chemistry, Nanoscience).

- *Study Abroad Programme*

The Study Abroad Programme (also called the Leadership for Change Programme) exposes students to positive international models of racial integration for the purpose of changing and enriching the minds of younger leaders. This programme consists of a selection of well-performing first-year students who were given a three-week study abroad experience. Many of these students come from indigent backgrounds. The rich nature of the experience led to deep impacts on the thinking and insights of the participants. These students have since their return

been trained to create a 'study abroad at home experience' for the rest of the intake. Subsequently, programmes will broaden the options for participants. In 2010, the first cohort of some 80 students were given the experience to visit five American institutions. The following year another 100 UFS first-year students were sent abroad for two weeks and given intensive exposure to the academic, social, cultural, and residential lives of students at 15 universities in the United States of America and Europe.

- *The International Institute for Studies in Reconciliation and Social Justice*

To respond to the deep-seated cultural and social complexities of the Reitz debacle in a profound academic manner, the University established the International Institute for Studies in Race, Reconciliation and Social Justice as a critical space where engaged scholarship, public discussion, community engagement and teaching are integrated innovatively towards exploring and finding solutions to the complex and challenging work of social transformation in South Africa.

During 2012, the Institute successfully ran a series of public and academic events to ensure the appropriate engagement by all those who pursue truly academic and reasoned responses to the core issues.

## ACADEMIC STRATEGIC RESPONSES

For the UFS to respond timeously to the ever increasing external and internal environment as well as to ensure the long term financial sustainability of the University, the Vice-Chancellor identified during 2012 the most important challenges for the UFS over the next couple of years:

- The structure, size and shape of the University that has not been changed or aligned with the new academic and human mandates of the institution as reflected in the strategic plan.
- The continued addition of new policies, plans and programmes to the University's agenda that has not been accompanied by decisions on what to stop doing (i.e. areas no longer crucial to institutional strategy).
- The heavy bias in favour of vocational and professional programmes that does not enable the university to reach its goal of being a research-intensive institution.

- The relatively weak concentration of programmes in high-subsidy earning areas (for example, mainly University Preparation Programme (UPP) on one campus, and mainly undergraduate on all campuses) means the University does not have the optimum subsidy earnings to match the hard work delivered.
- The lack of adequate structures at all levels to deliver on key strategic objectives – social, academic, and financial.
- The low accountability system for academic and administrative departments especially in the absence of academic and financial performance data.
- The need to focus more sharply on the new demands and incentives (as well as disincentives) in the new subsidy system.

To respond to these major challenges, the following decisions were taken during 2012:

A decision on ***strategic investment in master's and doctoral enrolments*** by focusing on senior, most productive professors as *key drivers* of the postgraduate vision, and general academics with doctorates in the faculties. This means shifting significant resources from discontinued activities into these professors with key performance contracts focused on the delivery of master's and doctoral degrees.

A decision was also taken to look carefully into which ***"over-60 contracts" will be terminated***, leading to the termination of at least 60 contracts that would either lead to a saving in the salary budget of the UFS or provide space for appointments that would support the transformation agenda of the UFS.

Decisions on the ***Qwaqwa programme design*** to optimise subsidy income e.g. all UPP students into the Extended Programme using a new pedagogical model to ensure successful outcomes; to do a ***review of master's degrees*** to optimise subsidy and deepen quality at the same time, including a shift from postgraduate diploma master's programmes towards research-based master's degrees; and sensitivity to HEQC requirements and the curriculum review were also taken.

These decisions are supported by a decision to review at the programme level ***which programmes should continue and which should be discontinued*** as part of enrolment and academic planning. Already selected areas of the Humanities to invest in were identified ***for***

**significant growth** where there are opportunities for productive outcomes and subsidy value. A decision on **"the UFS in 2023"** as an academic planning exercise i.e. what we want the University to look like in 10 years' time, observing the uncertainties in the external environment (state, markets and society) was taken and the UFS APDC successfully implemented. This committee will also be responsible for enrolment planning, monitoring and review.

Another important decision taken relates on how to **refocus and retool every Dean with the critical information and decision-making mandates** to manage the targets and strategies to keep the institution moving toward the financial sustainability plans decided on by senior management.

A decision on **how to better manage third-stream income** (beyond new policies) that optimises the income from external resources into the University accounts and how to install a **strategic University vehicle to drive short-course programmes** (coordination, accreditation, marketing, quality assurance, relevance, excellence etc.,) in order to maximise subsidy income, were also taken.

With regard to the improvement of the UFS research standing, it was decided to **rethink and recast the UFS strategy for attaining A- and P-rated scientists and scholars** given the loss of income from having non-A rated scientists. To support researchers better it was decided to centralise and **institutionalise the capacity for grant-writing and grant-seeking capacities** through the Office for Research Development.

## RESPONDING TO TEACHING AND LEARNING CHALLENGES

To respond to the teaching and learning challenges of the UFS and for the University to align the UFS with international best practice and to better coordinate existing initiatives, the CTL was established in 2012. CTL identified five strategic focus areas for the improvement of teaching and learning at the UFS:

- Monitoring and evaluating teaching and learning improvement.
- Academic staff development.
- Student learning and development.

- Access with success.
- Curriculum delivery and innovation.

The CTL's focus for the next two years will be on the establishment of an effective and efficient centre that can contribute to the leadership of teaching and learning at the UFS and advocate and promote recognition for teaching and learning at the UFS. The performance indicators for each of the six strategic focus areas mentioned above are discussed below.

### ***Monitoring and evaluating teaching and learning improvement***

The most effective way of improving teaching and learning is through continuous monitoring and evaluation research of current practice. By developing a systematic approach to collecting evidence on teaching and learning, the CTL aims to promote the development of an evidence-based methodology to improve the quality of teaching and learning at the UFS. In the area of monitoring and evaluation of teaching and learning, the CTL works closely with DIRAP to ensure a coordinated, institutional approach to the monitoring of teaching and learning.

### ***Student engagement and success strategy***

CTL is the national leader in the field of student engagement research (both at university and FET college levels). This ongoing research is a key component of the University's approach to monitoring and understanding teaching and learning practices in greater depth. Having developed an appropriate foundation for the measurement of student engagement, the CTL will focus on expanding the use of student engagement data to develop a student-engagement strategy for the UFS. The strategy will focus on further inculcating the lessons learnt through more than a decade of international research on how to create a learning environment that maximises students' chances of success and contextualising these lessons and strategies within the UFS context. The strategies will include optimising the use of high-impact activities in staff-development initiatives and developing a course-level feedback system that will help individual lecturers to improve engagement at the course level.

The student engagement and success strategy will focus on facilitating the development of faculty-specific student engagement and success strategies to help further evidence-based decision making and improvement related to teaching and learning. The strategies will be linked to academic staff development initiatives in the CTL to empower staff to adapt their approach to

teaching and learning. The strategy is aimed at helping the university to reach the DHET performance targets of improving graduation rates by 22,7% and increasing the institutional success rate to 73,5% by 2013. By promoting an evidence-based approach to improving teaching and learning, long-term cultural change in the approach the institution takes to teaching and the promotion of student success could be effected.

### ***Improving large-class teaching***

The improving large-class teaching project will focus on undertaking an in-depth analysis of the factors that affect student performance in large classes. This analysis will be based on student engagement research, as well as qualitative research with lecturers and students. For this purpose, the Classroom Survey of Student Engagement (CLASSE) has already been contextualised and piloted. On the basis of the analysis appropriate systemic, as well as staff development interventions to improve the teaching and success of students in these classes will be developed. It is hoped that this project will facilitate the development of high-quality learning resources as proposed in the Green Paper (2012:60). The aim is to involve at least one large-class module in every faculty in the pilot of the initiative in 2013.

The improving large-class teaching initiative is aimed at integrating high impact teaching and learning activities, identified in student engagement research, into modules that have the potential to make a difference to a significant number of students. By developing specific interventions for large classes in every faculty, it is hoped that an evidence-based approach to improving teaching and learning will become part of the institutional culture. The initiative is also aimed at helping the University to reach the DHET performance targets of improving graduation rates by 22,7% and increasing the institutional success rate to 73,5% by 2013.

### ***Academic staff development***

The restructuring and redesign of academic staff development through the CTL is one of the ways in which the UFS wants to position the lecturer as of central importance within the institution. Based on an analysis of a survey on the needs of staff, the following areas for staff development were identified:

- Revamp the orientation approach for new academic staff.
- Develop an academic staff development portal.

- Develop short-learning courses on the design of modules, innovative teaching and how to advance an academic career.

### ***New academic tutorial programme***

In order to maximise students' chances of success, the CTL has developed contextualised initiatives based on international best practices. The New Academic Tutorial Programme (NATP) has been funded by the TD grant for the past four years. From its inception, the programme was positioned not only as an initiative to support students to be more successful, but also as a capacity development initiative to nurture the next generation of academics. The NATP was established in July 2007 with 55 tutors and has grown to a diverse pool of talented tutors totalling 356 (1st semester 2012). The NATP is currently offered in six faculties at the Bloemfontein Campus and three faculties at the Qwaqwa Campus, covering modules in 56 departments. In addition to this, the NATP includes services to the Unit for Students with Disabilities (USD), with 44 tutors and in residence clusters through the Residence Tutorial Programme (RTP), which has approximately 17 tutors. There are 205 tutors on the Bloemfontein Campus and 151 tutors on the Qwaqwa Campus. During the 1st semester of 2012, an online version of the NATP was offered in two modules, Biology (BLG 114), and in the Faculty of Natural & Agricultural Sciences and Human Resource Management (EHRM51305) in the Faculty of Economic & Management Sciences.

The NATP has been rigorously monitored since its inception in 2007. This monitoring and evaluation research across all faculties shows that regular tutorial attendance (more than five sessions per semester) has a positive impact on academic success. The percentage increase in student performance ranges, for those students who attend tutorials regularly, from 5-15% on average compared to students in the same module who do not attend tutorials regularly.

In addition to improving student performance, several tutors from the NATP have now been offered junior positions in academic departments. Careful expansion of the programme and an increase in module-level success rates is planned. Tutorial coordinators will be required to evaluate the effectiveness of their support to faculties. The NATP plays an important role in improving institutional success rates to meet the DHET targets.

## ***Academic advising***

The rationale for the development (initiated in 2009) of a new academic advising system is best summarised by the higher education expert Vincent Tinto in the following quote:

“Effective retention programmes have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.” (Tinto, 1987)

From an institutional perspective, the system was developed as a crucial strategy for improving throughput and success rates. Academic advising will provide support to students, especially first-generation students, who come from a schooling system where guidance has imploded, by providing them with critical education-planning assistance. Further academic advising aims to break the vicious cycle of credit overload and study debt through a complex team approach that involves multiple stakeholders from ICT Services, Admission, Finance, faculties, support services, and others.

During the course of 2012, academic-advising training of staff and peer advisors (senior students) in different programmes like the NATP and the Peer Educators residing in residences on main campus was expanded. In total 50 staff, 264 NATP tutors (Bloemfontein and Qwaqwa Campuses) and 90 Peer Educators were trained to better support students on campus. The rationale for training students in academic-advising processes is supported by research which shows that students prefer to engage with their peers more than they would with staff (Koring and Campbell, 2005).

The detailed analysis and reporting of the impact of credit overload on students and the institution has helped toward thinking of new strategies to address this complex problem. It has enhanced reflection-curriculum composition and how the curriculum is communicated to students. The qualitative evaluation research in 2011, looking at the impact of academic advising on students, has illustrated that most students benefit from an intentional and strength-based academic advising approach. Students attested to the fact that academic advising helped them to do better education planning in that they were able to talk to an advisor about how not to overload themselves with too many subjects. Expansion of academic advising through the piloting of e-advising services will be explored to promote wider roll-out of the system, ultimately helping to contribute to improvements in graduation rates.

### ***Access with success***

The Green Paper (2012:45) aims to raise the current participation rate of 16% in higher education to 23% in 2030. Combined with the aim of improving success and graduation rates, the emphasis on access with success is a particularly strong focus area within teaching and learning. The University Preparation Programme (UPP) is one of the flagship access initiatives of the UFS and is complemented by extended degree programmes. The UPP was established in 1993 and is currently offered in seven sub-regions. The original number of 73 students (with a pass rate of 66%) has grown to 869 students in 2012 (with a pass rate of 71% in 2011). The lessons learnt in access programmes over more than a decade have informed and continue to inform innovation around access with success at the UFS.

### ***National Benchmark Testing***

The effective placement of students to provide them with the appropriate level of academic challenge and support is critical for their success. For this purpose, the UFS makes use of National Benchmark Testing (NBT). The NBTs provide information that assists the UFS to better understand the academic profile of students entering the UFS, and so to provide relevant academic support.

According to the University's rules, all first-year students are required to write the NBTs prior to registration (i.e. during their Grade 12 year). Students who register to study at the UFS have the costs of the tests credited to their student account following registration. In this way, the UFS covers the NBT costs on behalf of its students. All mainstream students who do not perform at the proficient level in the academic literacy domain of the NBTs are required to complete a compulsory academic literacy development module in either English or Afrikaans, depending on their chosen language of instruction.

The UFS has established an NBT office which provides support to prospective students throughout the year. This support includes answering questions about the tests and how the UFS uses them, assisting with registration for the NBTs, results sharing, and information and advice for first-year students during the registration period. The NBT office also manages NBT logistics and liaison with the University of Cape Town (UCT) that implements the NBT Project nationally. This is an essential service since many prospective students do not receive the required information about the NBTs from their schools.

In addition to using the NBT results to place students in academic literacy development modules, DIRAP also uses the results as part of comprehensive student profiling. Specific NBT profiles are prepared for each faculty with results analysed at the faculty and programme levels.

Annual reporting on the use of NBT tests helps the UFS to reflect on the most effective ways of supporting the student population from diverse educational backgrounds. The effective placement of students relates directly to the institutional priority of meeting the success and graduation rates targets set by the DHET.

### ***Unit for Academic Literacy (UAL)***

Higher education research shows that language proficiency is essential for academic success. The need for a new approach to language development and academic literacy at the UFS is emphasised by the performance of the 2010 and 2011 cohorts on the NBTs. On the main campus, 69.5% of students (English and Afrikaans) function at an intermediate level, which means they require language development support to be successful at university. A further 8.4% function at a basic level, which means that they are not ready for university-level study. On the Qwaqwa Campus, 43.1% function at an intermediate level and 55.6% at a basic level. For the NBT national application cohort in 2010, the results showed that in a sample of 420 502, 54% of applicants function at an intermediate level and 16% at a basic level.

The UFS currently provides first-year students with a generic academic literacy course which raises awareness of academic literacy skills needed across the curriculum. If the UFS is going to facilitate epistemological access and to make a meaningful impact on the throughput and success rates, it needs to supplement these courses with a more integrated, systemic approach to academic literacy. This new approach will be driven by UAL. The “front loading” of language development and academic literacy at an undergraduate level could enhance students’ progress through undergraduate and postgraduate degrees, thereby leading to system-resource saving in reduced language and supervision support required of academic staff.

A centralised unit such as UAL under the auspices of the CTL will coordinate a systemic language development approach that will integrate and involve the curriculum, preventing the fragmentation, duplication and unevenness of provision. The establishment of UAL will also create an opportunity for the University to provide intellectual leadership from an applied-research

perspective to understand language development in resource-constrained developing country contexts.

### ***Qwaqwa Access with Success initiative***

Recent institutional research has suggested that the effectiveness and efficiency of the campus can be improved, especially in relation to access and extended degree programme provision. The Qwaqwa Access with Success Initiative is intended to improve the throughput and success rates of the students in the UPP and extended degree programmes. The initiative will include the following strategies:

- A review of the current UPP management, organisational and administrative structures at the Qwaqwa Campus to better align these structures, as well as the teaching and learning methodology with best practices within the UPP.
- The strengthening of administrative capacity to improve collaboration and overall coordination.
- Review and renewal of academic material and the intensive capacitation of academic staff in the most effective teaching and learning methodologies.
- Review and restructuring of academic support in relation to staff-student ratios, learning material provision, monitoring class attendance and the expansion of counselling support for students.

The proposed changes to access and extended programme provision on the Qwaqwa Campus are aimed at inculcating successful practices in other parts of the University to improve students' success. The focus here is on specifically addressing the success and graduation rates of underprepared students through innovation in teaching and learning practices. Our performance indicator will be the success rate, and number of graduates at the Qwaqwa Campus.

### ***Curriculum delivery and innovation***

Promoting and exploring innovative methods of curriculum development and delivery is crucial to promoting student learning and success. The Green Paper (2012) calls for various improvements to the curriculum in the post-school sector. The calls include the development of a more flexible framework that could allow for the possible inclusion of a four-year undergraduate degree structure (DHET, 2012:46). From an internationalisation perspective, appeals are made for the

inclusion of international, intercultural and global dimensions in the curriculum (DHET, 2012:51). Developing new approaches to curriculum delivery to promote improved large-class teaching through the use of technology, and the use of different media is an additional challenge put to institutions in the Green Paper (DHET, 2012: 59).

### ***Curriculum review and development***

The UFS has decided to use the process of alignment with the Higher Education Qualifications Framework (HEQF) as an opportunity to take a critical view of its academic offerings and of the curriculum underlying its programmes. Besides achieving the required alignment, the objectives of the UFS's curriculum review are to:

- Benchmark UFS programmes with those offered at other national and international universities.
- Ensure that the knowledge content of UFS programmes is conversant with the international academic discourse of the relevant disciplines.
- Advance knowledge and scholarship that speaks to the diverse challenges of the local, national and international contexts.
- Design well-planned and coordinated programmes that meet the social, cultural and political needs of a developing democracy.
- Support the establishment of educational practices that advance a critical discourse, innovative thinking and the values of democratic citizenship.
- Ensure meaningful articulation between programmes, enabling students' progression to appropriate and reputable postgraduate degrees.

It is the University's view that improved curricular content and improving teaching practices will support improved success rates, increase the number of undergraduate students graduating each year, and the quality of our graduates.

The potential impact of the curriculum-review process is that it will not only align the University with the HEQF, but is also an opportunity for the University to reflect on how it defines itself. In

addition, it provides the opportunity to consolidate the offerings of the institution in a way that will make optimal use of existing resources and capacity to focus on improve graduation and success rates. Besides increased success and graduation rates, the success of this initiative will be marked by the number and quality of new programmes submitted to the APDC of Senate.

### ***Blended learning development strategy***

The use of different media in teaching and learning has been successfully established at the University. A total of 1 500 modules have a presence on Blackboard, the learning management system. Several pilot projects on the use of mobile learning have been implemented over the last two years. The E-learning division within CTL offers regular training in the use of Blackboard and other technologies as part of the capacity development of staff. It has however become clear that if the University is to embrace 21st century teaching and learning, it will require a strategic approach to promoting blended learning. Blended learning is defined as more than the mere integration of the strengths of face-to-face and online learning, but rather represents a fundamental redesign that transforms the structure of, and approach to teaching and learning. The strategy will provide an opportunity to rethink class contact time with the goal to enhance engagement and to extend access to internet-based learning opportunities (Garrison & Vaughan in Battye & Carter, 2009:6).

The blended learning-development strategy will focus on system development as well as capacity development of instructional designers to better support academic staff to adopt a blended-learning approach. The new academic staff development courses will also be aligned with a blended-learning approach to further empower new and existing staff to make use of this approach. The use of a blended-learning approach is adopted to accommodate as many different learning styles as possible, and to provide a flexible learning environment that can maximally support students to be successful. The implementation of a next-generation approach to learning management and an annual increase in the use of blended-learning practice will serve as performance indicators in this initiative.

## RESPONDING TO RESEARCH CHALLENGES

In acknowledging that the University has increased its research output over the past seven years, its performance measured against other top universities in the system is not yet favourable. Depending on which research or knowledge output indicators one applies, UFS is ranked either in the 7<sup>th</sup> or 8<sup>th</sup> position in the national university system in the country. Furthermore, the UFS also does not compare favourably in terms of the average number of master's or doctoral graduates per staff member. Doctoral graduates per doctorate staff member is also a concern. The UFS's ratio of 0.22 is significantly lower than two similarly-sized universities in South Africa. Even more striking is the difference between UFS's ratio of master's graduates to staff members (with master's degrees). At 0.79 it is substantially lower than that of, for example, Stellenbosch University at 2.03.

The UFS is also concerned about the following two areas: the continuing decline in output of the Faculty of Health Sciences and the more recent decline in output of the Faculty of Economic and Management Sciences. The long-term picture of the Faculty of Health Sciences shows that this decline started in 1990 and has as yet not been arrested. In 1990, the faculty contributed 19% to the overall output of the University. Twenty-one years later, this has more than halved to 10%. The more recent decline of output in the Faculty of Economic and Management Science is also worth highlighting as this trend – as in the case of the Faculty of Health Sciences – coincided with a period where the rest of the University (and the system at large) has managed to benefit from the changes in the national funding framework and subsidy values.

In responding to this concern, the University acknowledges the need to give serious consideration to developing and implementing a set of measures to arrest the decline in output of the Faculties of Health Sciences, and Economic and Management Sciences respectively. Even if it is judged that neither of these Faculties should aspire to become "research-intensive" environments, a continuing decline in output of these faculties will seriously affect the comparative position of the UFS in the national science system.

Another challenge for the UFS is the issue that only a small number of very productive staff members produce a disproportionate volume of the total research output. Currently only 42 individuals produced 30% of total output over the past seven years. Conversely, 60% of staff at

the University contributed very little to overall research output. It is absolutely important that the University broadens its active, productive human-capital base – at least from 40% to 50%. The UFS is also concerned about the fact that the productivity levels for the different faculties differ significantly. The table below summarises these levels for the past seven years.

<b>Faculty</b>	<b>Number of individual authors producing output</b>	<b>Average individual output</b>	<b>Number of individual authors who produced more than faculty average top 30%</b>
Economic and Management Sciences (207.1 units)	95	2.12	19
Education (130.4 units)	51	2.56	14
Health Sciences (288.3 units)	447	0.64	102
Humanities (800.7 units)	280	2.88	71
Law (160.9 units)	47	3.42	14
Natural and Agricultural Sciences (1096.3 units)	659	1.66	153
Theology (311.8 units)	93	3.35	20
<b>Totals</b>	<b>1672</b>	<b>47</b>	<b>393</b>

In responding to this challenge, the University will develop targeted strategies to broaden the human capital base across the University but also specifically in the Faculty of Health Sciences. A plan to identify young and “unexploited” talent in all faculties will be developed and implemented. Incentives and rewards for staff who publish for the first time, either locally or internationally, is also being considered.

The UFS relies heavily on a relatively small number of journals for its research output. Half of total output over the past seven years was published in 40 journals only. Of these only four journals are international journals indexed in the Web of Science or IBSS while a further eight journals are South African journals included in the Web of Science – but mostly with very low journal-impact scores (The *SA Medical Journal* is the exception). Four of these journals are published by departments or faculties at the UFS, while the majority of journals (28) are local

South African journals which are not included in any international index. The overarching picture that emerges is that the article output of the University is very much localised. This is partially the result of the domination of the human sciences faculties at the University; Humanities, Theology, Law and Education. But it is also a result of the fact that larger faculties such as Health Sciences still publish predominantly in local journals.

The immediate result of this profile is that the University has very little international impact. A recent citation analysis revealed that a few fields have recorded average to above average impact levels, but this is not true for the majority of the 45 fields that were analysed.

In responding to this challenge, the University is considering a differentiated system of incentives and rewards for article output. For example, articles published in international foreign journals will receive higher subsidy amounts than articles published in in-house journals. Articles published in high-impact journals will earn higher subsidy amounts than articles published in low-impact journals. This recommendation is consistent with national moves to change the national funding framework where more differentiation will be introduced in the near future.

UFS's research production in international journals (WOS Foreign and IBSS) constitutes 31% of total output. If we look at output in ISI journals (foreign and SA journals indexed in WOS) as a proportion of total output, it comes to 48%. Compared to the top universities in the South African system such as UCT, SU and others, these are low percentages. For example, more than 85% of UCT total research output in recent years appears in Web of Science journals. If one focuses on the UFS's papers in Web of Sciences journals only (about half of its total output), one should further distinguish between those papers that involved some form of international collaboration as compared to papers where there were no co-authors or where the co-authors were from other SA institutions. In responding to this challenge, the UFS will continue encouraging staff to increase their international collaborations in all fields – implying that co-authored papers with scholars and scientists from the top teams and research groups in the world will be encouraged.

Two indicators of transformation – gender and race – show that the University has over the past 20 years managed to improve the representation of female and black authors in its

research output. The change in female contribution has increased faster than changes in contribution by black authors. These changes, as one may expect, are also not evenly distributed across scientific fields. The age profile analysis of the research publishing staff revealed some causes for concern: half of total output is currently being produced by staff over the age of 50, but more importantly, nearly one quarter of output is produced by authors over the age of 60. Conversely, the relative contribution of staff under the age of 40 has not increased over the past seven years.

In order to overcome this problem, the UFS will have to develop, implement and monitor a rigorous human-capital plan for scientific rejuvenation and transformation. The challenges that the country faces as far as the “next generation of scientists” are concerned are equally prominent here. Such a plan should address matters of research succession planning, incentivising young scholars to publish earlier in their careers, plans to transformation the gender and race profiles of those faculties where there has been little movement in this regard, and so on. These challenges are obviously related to similar changes related to postgraduate student development and specifically the necessity for a larger proportion of the UFS staff to have doctoral degrees.

## **HUMAN RESOURCES**

### **(a) Overview of Performance Management and Staff Development**

The Human Resources Division for Performance Management and Staff Development is responsible for the implementation of the institution’s performance management system and for coordinating and managing staff development for support services staff.

The HRD strategy of the UFS is an integrated strategy and is implemented together with other policy goals and documents of the UFS, particularly those regarding employment equity, performance management, skills development and diversity, as well as national policy imperatives.

Staff development programmes are driven by developmental areas identified by line management against the background of the performance management process.

Initiatives through staff development and the performance management system clearly show that the UFS strives to cultivate a climate where quality of labour and excellence of achievement are not only supported, but also encouraged. The division supports and fosters individual and departmental training and development, as well as identified developmental initiatives in support of the UFS vision to be an excellent, equitable and innovative university.

Specific information pertaining to performance management and staff development is provided in par 5.1 (m).

(b) Sesotho communication courses

The Staff Development and Performance Management division continued with the successful Sesotho communication courses and offered three levels (basic, intermediate and advanced) during 2012. All the Sesotho Communication study guides, i.e., the Basic, Intermediate, and Advanced Level 1, 2 and 3 are reviewed and/or redesigned.

**Basic Sesotho communication courses**

During October 2011 and February 2012, the University received about 46 new applications with regard to the Basic Sesotho course. The applicants were from academic and support staff, as well as from external institutions. The University could not offer the service that was needed because of a capacity problem. It is not possible to meet the demand with one trainer. Twelve of the new applicants decided to join the Intermediate class as an alternative. We allowed them and arranged extra classes to help them go through the Basic Communication study guide to get a foundation. Unfortunately eight of them could not cope with the workload and decided to join the Basic group next year in 2013.

**The Intermediate Sesotho communication course**

We started the class with 24 students. Eight decided to quit and re-join in 2013. Currently there are 16 students. All 11 themes from the study guide have been covered. Four tests of thirty marks each have been written (Test 1: 09 May 2012, Test 2: 20 June 2012, Test 3: 29 August 2012, Test 4: 24 October 2012). There were only two students who failed the tests and passed the re-assessment test. The pass rate is therefore 100%.

### **The Advanced Sesotho communication course (Level 1)**

The year started with seven students and all of them are still attending. All 11 themes from the study guide have been covered. Three tests of 40 marks have been written (15 May 2012, 21 August, and 16 October). All the students passed the tests.

### **The Advanced Sesotho communication course (Level 2)**

The year started with five students and all of them are still attending. All 13 themes from the study guide have been covered. Before a new theme is started, revision takes place on some of the work done in the previous themes. Three tests of 40 marks have been written (04 June 2012, 20 August, and 15 October). All the students passed the tests.

#### **(c) Staff Wellness Units**

The UFS wellness programme aims to promote the general wellbeing of staff at the UFS. The programme is managed according to the seven dimensions of wellness as defined by the World Health Organisation. These include social (also financial), physical, emotional, career, intellectual, environmental, and spiritual wellness. The programme allows for multi-level interventions, namely at preventative, remedial and developmental levels. To ascertain if the programme is achieving its envisaged goals, continual critical review is required. The programme is evolutionary in nature and therefore continuously changes.

**Preventative Programme:** The theme for 2012 was Healthier, Fitter, Stronger! The preventative programme offers presentations covering the seven dimensions of wellness with 3 655 staff members taking part in the preventative programme. The presentations are well supported by staff and feedback, on average, elicited a very positive response (evaluations done after each presentation are available upon request). Service workers (645) also took part in the preventative programme. The preventative programme aims to reduce risk factors, prevent/delay chronic disease, promote wellness and provide positive, sustainable health and wellness change among the staff.

**Wellness Referral Office:** Seventy staff members reported to the Wellness Office for assistance during 2012.

**Person development workshops (soft skills):** Workshops of differing lengths were presented. Both internal and external presenters were used and 506 staff members attended the workshops.

**SA Forum for Health and Wellness at Tertiary Institutions:** The negotiations have now reached an advanced stage and a formal application was put forward to HEAIDS for a Community of Practice to be registered with HESA. A paper in this regard will be presented at the HEAIDS conference in November 2012. A follow-up meeting is to be scheduled with all higher education institutions early in 2013 under the auspices of HEAIDS and the DHET with financial support forthcoming from HEAIDS.

**At international level:** The Association for Commonwealth Universities (ACU) Conference was attended in Windhoek, Namibia, in October 2012. A presentation was done on the UFS wellness programme. Three universities requested assistance in creating wellness programmes at their institutions. These include the universities of Namibia, Botswana and Nigeria. Their representatives will follow up with the UFS wellness office.

**Staff wellness programme at the Qwaqwa Campus:** 1279 individuals attended presentations on this campus.

### **Community Service Project**

The following workshop was held for professionals working with children and youth:

#### *Restorative Discipline*

In July a very successful full-day workshop on this topic was presented by Dr Charles Coetzee (psychologist). Attendees included UFS staff members, health-care professionals (psychologists, occupational therapists, and social workers), teachers and officials from the Department of Education, as well as the broader Free State community. Approximately 230 individuals attended the presentation, of whom 115 were from the Department of Education. Much appreciation was again expressed by participants.

## **HIV & AIDS unit within the Health and Wellness Centre**

The University has a 10-year record of initiatives to address the HIV/Aids-related issues on campus. The growing seriousness of the issue, as well as requirements of the DHET and HESA, has necessitated a formalised institutional response and the development of a strategic response to provide a roadmap for the way forward. A major development in the UFS response is related to the proposal submitted to HEAIDS in 2009; this response fully integrates the HEAIDS-supported project.

The current proposed HIV/Aids Institutional Response and Strategic Plan builds and expands upon previous work, the lessons learned from previous interventions, and a thorough study of best practices (locally and internationally). It is intended to provide a response and strategic direction for the UFS response to HIV/Aids. As with any long-term strategy, the detail and prioritisation of interventions must be deliberated and further developed by those responsible for implementation. The HIV epidemic is severe and constitutes a serious threat to society. The multi-sector national HIV/Aids and STI strategic plan for South Africa (2012-2016) prioritises prevention and specifically targets youth. The students at HEIs constitute an especially vital group as the future leaders of South Africa.

### **Services**

- Peer Education Programmes

**Students: Transformers:** The Transformers' Programme is a peer education, mentoring, and leadership programme for higher education students advocating change in student health-seeking behaviours. The Transformers comprise 16 dynamic, enthusiastic, and passionate students who assist the HIV/Aids Office in revolutionising HIV-related attitudes, knowledge, and behaviours of UFS students.

**Staff: Health and Wellness Advocates:** The Advocates is a peer-education programme for UFS staff members. These staff members volunteered to become Health and Wellness Advocates through extensive training in HIV/Aids, and other relevant health and wellness related topics.

**Life Skills and HIV/Aids training for Service Workers:** The programme started in April 2011 with a series of HIV/Aids awareness workshops. The methodology included interactive and didactic methods, including self-reflection,

storytelling and group work, suitable for people with low literacy. Service workers (75) were trained on Life Skills, HIV/Aids and related factors in three groups of twenty-five over a period of five months in the first round. In 2012, the same project was introduced for the staff of the Department of Physical Resources. The University partnered with a group of five social work students who were doing it as part of their community work project.

- In-house services

Services at the HIV/Aids Office include voluntary testing and counselling, education and information sessions, HIV/Aids support group, and care and support for those affected and infected with HIV/Aids. Because of these services, visitors to the office have increased and visibility of the office is improving, with 1 169 staff and students visiting the offices while 767 visitors reported for in-house testing.

## **Communities**

The Life Skills programme for farm workers in the Southern Free State: the farming industry in South Africa is experiencing serious economic threats due to the death rate among farm workers caused by HIV/Aids-related illnesses. In 2011 and 2012, the University analysed an educational intervention, focusing on HIV/Aids prevention and understanding, involving six farms and ninety workers.

## **Curriculum**

### Prevention of HIV/Aids and Empowerment in a South African Context (MDB 192):

MDB 192 consists of introduction to the human body, facts and figures about HIV/Aids, the management of HIV/Aids and counselling, social and cultural factors in the context of HIV in South Africa, the prevention of HIV/Aids, and legal, ethical, and policy issues relating to HIV. It is contextualised within the broader framework of HIV in South Africa.

The module is presented in English, enabling students to learn from each others' HIV-related experiences and hear different perspectives on culture, beliefs, values, and background. Module guides and assessments are available in dual medium. Participatory teaching strategies seek to engage students and combat "AIDS fatigue". Many students tested for HIV for the first time and accessed HIV-related services from the Health and

Wellness Centre. MDB 192 seeks to better prepare students to respond to the HIV epidemic.

## **Projects**

### STI and Condom Week

The HIV/Aids Office held an exhibition at the Thakaneng Bridge on 14 February 2013 as part of the annual STI and Condom week. The campaign included exhibitions from the MOSAIC Men's Health Initiative in Bloemfontein who focused on HIV prevention, care and support for Men who have Sex with Men (MSMs) and the Hola Monna Medical Male Circumcision (MMC) Clinic in Pelonomi Hospital who provided students with information on the benefits of MMC in reducing HIV transmission. Students were also given the opportunity to take part in the Spin challenge and the Condom in a box.

### Gateway 2012

The UFS Health and Wellness Centre took part in the annual Gateway programme treating first-year students to a dramatised, theatrical presentation. The aim of the production was to introduce the students to the variety of services and programmes pertaining to healthy and secure living on university grounds. "Kovsies; The Place To Be," an entertaining and informative piece of theatre written and directed by Jefferson J Dirks-Korkee, allowed students in the audience to enjoy themselves while gathering important information about the services offered by Health and Wellness, Protection Services, and Student Counselling and Development.

### First Things First Campaign 2012

This year's campaign was arranged by the HIV/Aids Office in partnership with New Start, Society for Family Health and the Department of Health. It took place on the Main (16 – 20 April) and South (23 – 24 April) campuses and a record number of students and staff (2187) were tested for HIV. HEAIDS supplied the UFS with promotional material including posters, a pledge banner, branded bunting, and T-shirts. These were valuable in marketing the initiative.

### Taking HAART

The documentary *Taking Highly Active Antiretroviral Therapy* is the story of a fly-on the-wall account of the struggle for HIV treatment access in South Africa. It captures 12 years of activism led by the Treatment Action Campaign (TAC). The Community Media Trust produced this documentary under the directorship of Dr Jack Lewis. The documentary was screened on 25 April and attended by 220 students, staff and community members. A question-and-answer session was facilitated by Dr Lewis proceeding the screening.

A seminar was held the following day and was attended by 26 students, staff, and community members including Transformers, student leadership, lecturers, researchers, DOH and TAC representatives. Participants were divided into groups and discussed critical issues raised by the documentary as facilitated by Dr Lewis.

### Dr Eve

The Health and Wellness Centre's HIV/Aids Office hosted Dr Marlene Wasserman, popularly known as Dr Eve, on 14 September 2012. The theme of the sessions with staff and students was 'Exploring the role of Higher Education in protecting students' sexual rights'. The student session was co-facilitated by the office's Transformers and was attended by 46 invited students. Dr Eve informed and educated the students on their sexual rights and the importance of exercising these rights.

### Jes Foord

The Centre hosted Jes Foord at a lunch held at Emily Hobhouse. The purpose was to familiarise stakeholders of the work done by the Jes Foord Foundation through The Handbag Project, and to gain their buy-in into the implementation of this project on the UFS campus. Among the attendees were residence heads and RC members, staff from Health and Wellness, judges from the Miss Bloemfontein Rose 2012 pageant, and SRC representatives.

### Word-A-Thon

The HIV/Aids Office hosted the first-ever South African HIV/Aids-themed crossword competition at the UFS on 9 October 2012. Before the competition started, representatives

from each of the 19 residences presented a two-minute interpretation of their understanding of this year's World Aids Day theme (Getting to zero: Zero new HIV infections, Zero discrimination, Zero AIDS-related deaths).

#### This Part is Uncomfortable

This was a theatre production that incorporated a dance and acting piece. Inspired by a story found on Facebook and acted out by our talented Transformers, the production challenged students and staff on what they can do in today's 'social media-based' society to help respond to the epidemic.

#### World Aids Day

Over the course of the week, the UFS HIV/Aids Office coordinated events to celebrate the day. The Word-A-Thon competition is part of a week-long celebration of World Aids Day, which is being celebrated in October, because of the absence of students on campus in December.

#### Couples Evening

The Transformers hosted an evening event for student couples on campus. The aim of this event was to: advertise the Transformers programme, educate individuals and initiate dialogue on how to help respond to the HIV epidemic, encourage couples to openly speak about issues affecting them and make them aware of their role in responding to the HIV epidemic, encourage faithfulness in relationships, and test the level of HIV knowledge among students.

#### (d) Data integrity

The filing system (ImageNow) was fully implemented and all documentation was electronically stored. This system entails the scanning of documents and allows for the easy recovery of data.

To comply with legislation, a project was launched to verify and obtain the tax reference numbers of all employees.

(e) Revision of policies and procedures

All the Human Resources policies and procedures were revised in July 2011 and they are continually benchmarked against best practices, changing labour legislation, and operational requirements.

(f) Post-grading system

The JE Manager post-grading system is still in use, and job grading takes place on request of line managers.

JE Manager is used to determine the Peromnes Job Level with regard to new positions and requests to upgrade current positions. The upgrading of all positions are subject to job grading before the committee approves an upgrading.

(g) Resignations

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

(h) Benchmarking

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

(i) Labour relations

With the appointment of the new Vice-Rector: Operations and the branding initiative for the UFS, all labour-related policies were revised to ensure that current practices, in legislation as well as in the institution itself, were incorporated into the relevant UFS documents.

Specific attention was given to the development of policy guidelines for Internet usage, as a number of disciplinary matters indicated a greater need for the monitoring of the

employer's time and equipment. A number of the aforementioned matters were referred for external dispute resolution, and the UFS successfully completed the arbitrations at the CCMA in this regard.

An analysis of the most frequent types of misconduct was conducted, and specific training to address problems such as the management of absenteeism was given to all levels of employees in the sections / departments where such problems were present. A workshop on how to balance the rights versus the duties of employees was well attended, and requests for further workshops of this nature were received.

As was the case in the past two years, the statistics for disciplinary and grievance matters have shown an increase. There were 191 disciplinary cases, 14 grievances, 24 corrective counsellings, 13 incapacities (with a fairly equal case load of incapacities throughout the year. Ten cases involved illness, while three involved poor performance.)

Of the 115 matters reported under 'other', the majority constituted advice on different issues being requested. While 67 cases involved advice requested from staff, 43 cases involved consultations, discussions, and investigations. A further five cases involved training of departments such as Protection Services and Physical Resources.

(j) Remuneration management

According to the information available from the Remchannel market comparisons, structural adjustments were made to better align identified UFS remuneration packages. The following post levels were identified and adjusted as from 01 January 2012: Professor, Deputy Director and Assistant Director.

**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 conducted in good time for implementation on 1 January 2013, 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 played a major role in regard to this achievement.

(k) Staff development (Skills Development Plan)

As per the requirements of the Skills Development Levies Act, an Annual Training Report (ATR) and Workplace Skills Plan (WSP) were submitted to the ETDP SETA at the end of June 2012. Both documents were compiled following consultation with labour unions. The ETDP SETA confirmed the acceptance of the reports according to legislative requirements and relevant grants were received.

Four HESA SDF Cop meetings were attended during this period. The ETDP SETA has been very supportive and their active involvement in staff development processes is much appreciated. Interaction with the union representatives of both NEHAWU and UVPERSU has been very positive and supportive.

(l) Performance management and staff development

Performance management (PM) is an important HRM process that provides the basis for improving and developing performance and is seen as a systematic process for improving organisational performance by developing the performance of individuals and teams. The process establishes a shared understanding about what is to be achieved and how to achieve it through managing people in such a way that it increases the probability of achieving institutional success.

The ongoing implementation of the Performance Management System(PMS) for all members of staff went well during 2012.

**Aligning PM with Staff Development:** The PMS is also used as a vehicle to identify development opportunities, therefore sessions with all the support service directors and their respective management teams were held during the first semester of 2012 with the aim of explaining the link between the PM process and staff development.

### **Roll-out of PM:**

a) Academic and support staff: individual sessions with directors took place with the aim of monitoring and providing support for them to update and complete their own performance plans. A further 238 members of staff were assisted to complete their performance plans and load the plans on to the IT system. The office in Johannesburg was also trained in the PM system during the first semester of 2012. PM was well received by members of staff on the South Campus as well as the Qwaqwa Campus during their sessions. Separate individual sessions with Deans took place with the aim of explaining institutional indicators that should be added to their own performance plans.

b) Service-level workers: the implementation of performance management for service staff comprises of the following steps: 1) classroom training of supervisors on coaching techniques; 2) supervisor conducts coaching with the team; 3) performance plans are developed; and 4) supervisor and each team member sign the performance agreement. From January 2012 to December 2012, 37 supervisors from the Main Campus and 15 supervisors from the Qwaqwa Campus were trained. A total of 159 service-staff members (110 and 49 at Main and Qwaqwa Campus respectively) participated in the coaching techniques and ultimately finalised their performance plans while 268 training sessions were conducted with service-level workers. Supervisors on both campuses received training on how to load performance plans on the IT system. The work environment questionnaire was also finalised and will be in operation in 2013. Dr Huysamen conducted structured

interviews with 10 supervisors with the aim of investigating the quality of the PM process for this level. Supervisors gave positive feedback that was summarised and presented at an international conference.

### **The Work Environment Survey**

The performance management system goes further and focuses on the effectiveness of the work environment. Yearly indicators provide information on the effectiveness of three sub-environments; the human environment, the organisational environment, and the physical environment. During July 2012, the constraints in the work environment were assessed by

1404 of 1932 members of staff. The work environment effectiveness index for this group was 72.67% for 2012. The impact of the work environment on managing performance cannot be ignored and dialogues to solve work-related problems took place between staff and line managers as part of the performance cycle. Vice-rectors were requested to make deans and directors aware that where there were departments with a low completion rate, they should be investigated as to investigate reasons for such a low completion rate. The completion rate shows a steady increase since 2010.

### **PM IT systems**

The IT system for PM of general staff was streamlined and functionality improved. The IT system for the service-level workers was completed during the period January to July 2012 and approved by the Technical Committee in July.

### **Staff development**

In terms of delivery of staff development initiatives, the period started slowly. This was due to a relatively new appointment in the position of Assistant Director: HR (October 2011), as well as top management input taking much longer than anticipated. Momentum has been achieved and there is a good expectation of reaching delivery targets.

### **Documentation**

The following staff development-related documentation was concluded during 2012:

- Needs Analysis Report.
- Staff Development Strategy for 2012 – 2016.
- Staff Development Policy. Decision outstanding whether to table this with Rectorate for approval.
- Staff Development Prospectus for 2012 – 2016
- Staff Development RFP.
- Staff Development Plan 2012.
- Intervention Registration Form (revised).
- Post-Workshop/Intervention Evaluation and Feedback form 9 (revised).
- Post-Workshop/Intervention Evaluation and Feedback Report.
- Training & Development Committee.
  - Guideline: How a Statute or Act is made.

- Guideline: SDF & Skills Development Committee.
- Guideline: Identification of Scarce & Critical Skills
- Conferences and Study Application Form for Support Staff
- Guideline document to customers: a tool on mapping your team's training needs and managing the development of your team.
- HR Staff Development Needs Analysis for Service Workers 2012/2013: Facilitator Guide.
- HR Staff Development 2013 Training & Development Needs Analysis form for Service Worker Staff.
- HR Staff Development 2013 Training & Development Needs Analysis form for Support Staff.
- Institutional mini-SSP submitted to HESA.
- Presentations (two) to Qwaqwa Training & Development Committee.
- Presentation to FET Colleges SDF Forum.
- Presentation to HESA SDF CoP.

### **Leadership learning community (LLC)**

Two LLC interventions, one for the Department of Finance and one for academic staff, were launched during 2012.

Sessions concluded:

- Finance group:
  - Retreats: Authentic Leadership (May) & Appreciative Inquiry (October).
  - Support sessions: June, July, and November.
- South Campus group:
  - Retreats: Authentic Leadership (July) and Appreciative Inquiry (November).
  - Support sessions: August and September

Further support sessions to conclude the outcomes as per the Appreciative Inquiry Retreats, are planned for 2013.

### **Afrikaans communication courses**

The Afrikaans communication courses are designed for the UFS service-level workers who struggle to communicate in Afrikaans. Every year the University reviews and/or redesigns all the Afrikaans communication study guides, i.e., the Basic, Intermediate, and Advanced Level 1. The Sesotho communication study guides are used to design the Afrikaans modules.

#### **The Basic Afrikaans communication course**

The University started the class with 21 students and 18 currently attend. All 10 themes from the study guide have been covered. Before a new theme is started, a revision on some of the work done in the previous themes is conducted. Assessment of reading, writing and speaking skills in Afrikaans was performed. Four tests of 25 marks each have been written (Test 1 – 26 April 2012, Test 2 – 19 July 2012, Test 3 – 06 September, Test 4 – 25 October 2012). There were only three students who failed the tests and passed the re-assessment test. The pass rate is 100%.

#### **The Intermediate Afrikaans communication course**

The class started with 14 students and 12 students are still attending. All 10 themes from the study guide have been covered. Four tests of 30 marks each have been written (25 May 2012, 20 July 2012, 07 September, and 26 October 2012). All the students passed the tests.

#### **Adult Basic Education and Training (ABET)**

Two groups of students registered for the 2011 ABET training that continued until March 2012. The Bloemfontein Campus groups could not continue due to budgetary constraints and the group that attended on the Farm needed another provider. Many man hours were spent on this issue.

#### **Computer Training for service level workers**

Computer training (MS WORD 2007) was arranged for 40 service-level workers.

#### **Other staff development initiatives**

The Staff Development strategy had the following focus areas for 2012:

- Administrative and secretarial staff.
- Leaders and managers (specifically support area managers).
- Service workers.

Interventions delivered in 2012 are listed below with an indication of beneficiary detail:

Course name	Presenter/s	Dates	Attendee no	Attendee race and gender							
				African		White		Coloured		Indian	
				M	F	M	F	M	F	M	F
Newly appointed staff orientation	Various	30 and 31 January	50	7	6	8	22	2	4	-	1
Article Writing	Dr Ruth Albertyn and Dr Christel Troskie de Bruyn	30 and 31 January and 1 February	11	2	1	4	4	-	-	-	-
Microsoft 2010 PowerPoint	Dr Jacques Raubenheimer	13 February – 26 March	7	-	5	-	2	-	-	-	-
Microsoft 2010 Excel Basic	Dr Jacques Raubenheimer	15 February – 7 March	13	1	4	-	8	-	-	-	-
Microsoft 2010 Access Basic	Dr Jacques Raubenheimer	23 February – 15 March	10	1	3	1	5	-	-	-	-
Action Research for Community Engagement Projects	Dr Ruth Albertyn	12 – 14 March	16	3	3	-	8	-	1	-	1
Excel Intermediate : Finance Department	Dr Jacques Raubenheimer	13 – 23 April	12	-	2	2	6	-	2	-	-
Microsoft 2010 Excel Intermediate	Dr Jacques Raubenheimer	7 – 28 May	12	-	3	1	6	-	2	-	-
Telephone Etiquette	Kahani Training: Chrisandra Chetty	28 May	14	1	1	-	9	-	3	-	-
Introduction to Project Management	Experiential Technologies: Herman Groenewoud	29 – 31 May	10	2	2	4	1	1	-	-	-
Customer Service	Bathopele Consultants	4 – 5 June	19	-	2	-	12	-	5	-	-
Speechcraft for Marketers (Strategic outline & self-development programme for marketers)	Toastmaster: Jasper Marisa	19 – 20 June	8	4	-	4	-	-	-	-	-
Leadership Learning Community Finance	Dr Renalde Huysamen & Corlia Janse van Rensburg	May - November	12	-	2	5	5	-	-	-	-
Leadership Learning Community South Campus	Dr Renalde Huysamen & Corlia Janse van Rensburg	July - November	11	-	2	3	6	-	-	-	-
Microsoft 2010 Access Intermediate	Dr Jacques Raubenheimer	25 July – 15 August	5	-	2	3	-	-	-	-	-
Administrative Assistant	Kahani Training : Chrisandra Chetty	30 and 31 July	23	-	2	-	17	-	4	-	-
Microsoft 2010 Excel Basic	Dr Jacques Raubenheimer	30 July – 21 August	13	-	1	-	10	-	2	-	-
Microsoft 2010 Word Basic	Dr Jacques Raubenheimer	31 July – 21 August	8	1	3	-	3	-	1	-	-
Microsoft 2010 Excel Intermediate	Dr Jacques Raubenheimer	17 August – 17 September	12	-	-	1	10	-	2	-	-
Personal Assistant	Suezette Smit –	3 – 5 September	29	-	1	-	24	-	4	-	-

Course name	Presenter/s	Dates	Attendee no	Attendee race and gender							
				African		White		Coloured		Indian	
				M	F	M	F	M	F	M	F
Training	Performance Development Interactive										
Management Toolkit Session 1	Gavin Novis – Associated management Services	20 September	12	1	-	3	8	-	-	-	-
Advanced Project Management	Experiential Technologies: Herman Groenewoud	25 – 25 September	16	9	4	1	-	1	1	-	-
Manage your personal finances (Service Workers)	Theresa Soci – Media Works	9 – 17 October	32	18	14	-	-	-	-	-	-
Risk Management	Gerhard Geldenhuys PWC	19 October	18	3	2	3	10	-	-	-	-
Personal Assistant Training	Suezette Smit – Performance Development Interactive	13 – 15 November	15	-	4	-	8	-	3	-	-
<b>Total number of beneficiaries</b>			<b>389</b>	<b>53</b>	<b>69</b>	<b>43</b>	<b>184</b>	<b>4</b>	<b>34</b>	<b>0</b>	<b>2</b>

### Needs analysis process

A thorough needs-analysis process was concluded between October 2011 and February 2012. In total 39 customer visit sessions were concluded. These were followed up by an electronic confirmation process to individual employees via the offices of deans and managers.

Data gathered was shared with the Training & Development Committee and the ETDP SETA, as part of the WSP & ATR Consultation process. This process was later acknowledged by HESA as the best process followed in SA universities.

### Scarce and critical skills

An electronic customer interaction process was utilised to gather information on scarce and critical skills at the UFS. The data gathered was included in the UFS WSP submission to the ETDP SETA at the end of June 2012.

### Qwaqwa Campus

Interactions with the Qwaqwa Campus are listed below:

- 27 January: Presentation to Qwaqwa Skills Development Committee. The purpose of the visit was to re-establish this committee and to provide guidance to it and Jack Vezi

on the function of the committee, as well as to provide a clarification on the relationship between the Qwaqwa Campus and the Main Campus as far as staff development processes are concerned.

- 17 April: Workshop with Qwaqwa Skills Development Committee. The purpose of the workshop was to provide a training session to the committee on their role and responsibility. The workshop was co-presented by Felicity Scully and Sydney Mokoena from the ETDP SETA.
- 15 June: Training and Development Committee consultation meeting. This meeting was one of the scheduled meetings of the Main Campus Training and Development Committee with a special focus on the WSP & ATR process.

### **SDF community of practice**

Four SDF CoP meetings were attended during this period. A presentation on the UFS Needs Analysis Process as a benchmark process was done at the second workshop, on request of HESA.

The SDF was approached by HESA and the ETDP SETA to compile a manual for the sector on the SDF Role.

### **Reporting**

The following reports were concluded as per external and internal requirements:

- Workplace Skills Plan and Annual Training Report (June).
- Annual Report to Minister of HET (April).
- Report for presentation to Minister of HET (May).
- Input to HR Compliance Report (February).
- HESA Questionnaire as input into HE Sector Mini-SSP (June/July).
- Staff Development and SDF Report Semester 1 (July).
- Input to EE Report (August).
- Input to Transformation Report (October).
- LLC Report Finance Retreat 2 AI (November).
- LLC Report South Campus Retreat 2 AI (November).

- SDF and Support Staff Development Report for Vice-Rector Operations (November).
- UFS SDF Comments to GG 35940, Government Notice No R990, dated 3 December 2012, to be called *The Sector Education and Training Authorities (SETA's) Grant Regulations* and coming into operation on 1 April 2013 (December).

## **5.2 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.

## **5.3 The extent to which equity targets in the workplace have been met**

### **(a) Employment Equity Plan**

The Employment Equity Plan is the core component of the UFS programme to achieve its priority of equity, diversity, and redress. The plan is formulated and targets are set from inputs received from management, all the employment equity subcommittees and the equity office. The plan is then approved by the Central Employment Equity Committee of the UFS and finally by the University Management Committee (UMC).

According to the current plan (1 October 2010 – 30 September 2013), employment targets are set at a minimum of 40% representation for the designated groups in each UFS staff category and these targets have to be attained by 30 September 2013. By December 2012, targets were reached for the following UFS staff categories: Top Management, Junior Management, Associate Professors, all levels of Lecturers and all Administrative levels. However, targets for the following UFS staff categories have not yet been reached: Middle Management, Senior Management, Academic Management and Professors.

During 2012, Dr Choice Makhetha was appointed as Vice-Rector: External Relations and became the first black female in a top management position at the University. She is also the Employment Equity Manager of the UFS.

Persons with disabilities form only 1% of the total staff of the UFS and this is a drop of 0, 2% from 2011. The drop is mainly due to retirements. More effort will thus have to be

done to appoint people with disabilities and every possible opportunity should be used to do so, in accordance with the current Employment Equity Plan.

The University has set very high standards regarding excellence and aims at being an internationally recognised university, thus EE targets are not the only criteria that are considered during the employment procedure. Scarce skills coupled with uncompetitive salaries remain a big challenge in attaining EE targets. However, effort is being put into headhunting persons from the designated groups, EE workshops, and training.

## UFS HEMIS STAFF PROFILE 2012

HEMIS Category	Male				Male Total	Female				Female Total	UFS Total
	African	Coloured	Asian	White		African	Coloured	Asian	White		
Instructional/research professional	100	18	9	369	496	57	11	6	379	453	949
Executive/admin./mgmt. professional	8	6	1	50	65	6	1		24	31	96
Specialised/support professional	6	2		14	22	9	2		71	82	104
Technical	8	3		23	34				10	10	44
Non-professional administration	108	13	1	110	232	120	74	5	426	625	857
Crafts/trades	1	2		7	10	1			1	2	12
Service	149	15		5	169	145	11		4	160	329
<b>Permanent Total</b>	<b>380</b>	<b>59</b>	<b>11</b>	<b>578</b>	<b>1028</b>	<b>338</b>	<b>99</b>	<b>11</b>	<b>915</b>	<b>1363</b>	<b>2391</b>
Instructional/research professional	112	8	12	339	471	85	8	4	298	395	866
Executive/admin./mgmt. professional	10	2		20	32	8	2	1	17	28	60
Specialised/support professional	3	1		15	19	1	1		21	23	42
Technical	95	2	4	90	191	69	7	4	116	196	387
Non-professional administration	95	11	1	81	188	121	23	2	199	345	533
Service	37	1		4	42	12	4			16	58
<b>Temporary Total</b>	<b>352</b>	<b>25</b>	<b>17</b>	<b>549</b>	<b>943</b>	<b>296</b>	<b>45</b>	<b>11</b>	<b>651</b>	<b>1003</b>	<b>1946</b>
<b>UFS Total</b>	<b>732</b>	<b>84</b>	<b>28</b>	<b>1127</b>	<b>1971</b>	<b>634</b>	<b>144</b>	<b>22</b>	<b>1566</b>	<b>2366</b>	<b>4337</b>

## 2011 to 2012 change in UFS EQUITY PERMANENT STAFF PROFILE

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	16	2	3	82	103
Executive/Managerial Professionals			-1	2	1
Special Support Professionals	1	1		-2	0
Technical Staff	-2	0		4	2
Non-Professional Admin Staff	23	13	2	30	68
Crafts & Trades Staff					
Service Staff	-12	-3		-1	-16
<b>TOTAL</b>	<b>26</b>	<b>13</b>	<b>4</b>	<b>115</b>	<b>158</b>

## Percentage change in UFS EQUITY PERMANENT STAFF PROFILE:

### 2012 compared to 2011

PERSONNEL CATEGORY	RACE				
	African	Coloured	Asian	White	Total
Instruction/Research Professionals	11.3%	7.4%	25%	12.3%	12.2%
Executive/Managerial Professionals			-50%	2.8%	1.1%
Special Support Professionals	7.1%	33.3%		-2.3%	0%
Technical Staff	-20%			13.8%	4.8%
Non-Professional Admin Staff	11.2%	17.6%	50%	5.9%	8.6%
Crafts & Trades Staff					
Service Staff	-3.9%	-10.3%		-10%	-4.6%
<b>TOTAL</b>	<b>3.8%</b>	<b>9%</b>	<b>22.2%</b>	<b>8.3%</b>	<b>7.1%</b>

- Expenditure on employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2003	R2 395 241,00	R2 621 260,00
2004	R3 397 687,00	R6 018 947,00
2005	R1 851 430,00	R7 870 377,00
2006	R4 063 524,00	R11 933 901,00
2007	R6 642 870,00	R18 576 771,00
2008	R8 846 772,00	R27 423 543,00
2009	R12 098 050,00	R39 521 593,00
2010	R13 145 524,00	R52 667 117,00
2011	R9 782 756,00	R62 449 873,00
2012	R5 544 370,00	R67 994 243,00

- Allocation for employment equity at the UFS

YEAR	AMOUNT	CUMULATIVE
2003	R3 000 000,00	R7 000 000,00
2004	R3 000 000,00	R10 000 000,00
2005	R2 000 000,00	R12 000 000,00
2006	R900 000,00	R12 900 000,00
2007	R5 100 000,00	R18 000 000,00
2008	R9 900 000,00	R27 900 000,00
2009	R10 000 000,00	R37 900 000,00
2010	R11 380 000,00	R49 280 000,00
2011	R10 000 000,00	R59 280 000,00
2012	R6 600 000,00	R65 880 000,00

This Employment Equity budget project expires at the end of 2013 when all the costs of employment equity appointments need to be phased into the normal SLE allocations of departments. Due to the fact that this project didn't contribute to changing the staff profile of the University, the decision was taken that no further budget allocation will be done for new appointments. The current equity appointments are still budgeted for until the end of 2013.

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

The University has a small but effective and efficient Management Information Office responsible for HEMIS reporting and also for supplying relevant information for

strategic planning, rolling plans, quality assurance, including programme self-evaluation, monitoring student enrolments, success rates, throughput and graduation rates, etc. The office also handles all *ad hoc* requests for management information from functional units within the University, as well as outside *ad hoc* requests for statistical data on the University.

## **5.5 Student Affairs and co-curricular activities**

### **Department of Student Life and Leadership**

Student Life & Leadership (SLL) consists of eight units, including the Volunteers Office, RAG Community Service (RAG CS), Student Media, Orientation & Learning Communities, Arts and Culture, Governance & Leadership Development, Projects, and the Human Resources & Finance Office.

Towards the end of 2012, the office of Orientation & Learning Communities and Student Governance shifted to the Dean's office, whereas the office for the Special Projects of the Dean shifted to SLL and was restructured to establish a Leadership Development Academy.

SLL focused in 2012 on establishing a shared vision and strategic plan that would guide the department in its path to support the University to achieve its vision and mission, as captured in a strategic plan named the Dialogue Strategy 2016. The strategy explicitly defines the roles, functions, responsibilities, processes, procedures and operational protocols of SLL which are of significance in ensuring a direct impact to the overall achievement of the academic and human projects of the University, for instance, high throughput rate and social adjustment.

The following strategic themes were adopted:

- Scholarship and critical reflection.
- Social adjustment and career development.
- Social integration and diversity.
- Leadership development and mentorship.
- Service learning and active citizenship.
- Social justice and human embrace.
- Arts and cultural social expression.
- Student media and new technologies competency development.

- Global exchange and difference.
- Ethics and value based lifestyles.

The most prominent SLL programmes in 2012 included:

- **Student leadership development programmes** such as the Po10See programme, candidates training for executive committees of student associations and residence committees, elected leadership training of the SRCs at Bloemfontein and Qwaqwa campuses and the Central SRC, training for portfolio committees of the SRC and its sub-councils, and focused support to the editorial teams of the student newspaper and radio station, Irawa and KopsieFM. An estimated total of 1 100 student leaders participated in these programmes.
- **Rag Community Service (RCS) programmes** such as the year-long fundraising programmes culminating in the Rag floats programme and a multitude of community service programmes run by RCS with the participation of residences and student associations. An estimated total of 4 000 students participated in the Rag programme throughout the year, fundraising more than R1.5 million distributed to local NGOs and its own community-service projects. A total of 50 community-service projects were run by RCS with an estimated total of more than 1 000 students participating.

The most prominent developments include the integration of the RCS with our welcoming programme for first-years, the Gateway College and the merging of our former Rag and Kopsie Community Service (Kovscom) offices as one unit that brings together the fund-raising and community-service activities. Planning to appoint RCS staff at Qwaqwa Campus was also adopted.

- **Orientation and learning communities programmes** such as the introduction of the GATEWAY First-Years welcoming programme, the introduction of the Gateway Parents programme with 1 000 prospective student parents participating, open-day and recruitment programmes in collaboration with student associations and a social-justice learning community pilot programme in collaboration with the faculty departments of philosophy and occupational therapy. The Gateway programme

served as a pilot to establish the Gateway College, which is a co-curricular adjustment programme from first years to postgraduate students, which consist of events such as lectures, mentorship events and social, cultural and sport programmes.

- **Arts and Culture programmes** such as local and national *a capella* performance competitions, the annual Kovies Extravaganza, which continued with recruiting full representation of diverse cultural genres and national artists performing, and a variety of choral, dance and debating teams participating in various events during the year. An estimated total of 2 000 students participated at various instances in arts and culture programmes. A redesign of the portfolio to achieve alignment with a changing student body and the development of learning communities was also undertaken.
- **A Projects and Volunteers Office** were capacitated with the appointment of the projects officer, the completion of the association offices at Bloemfontein Campus, and the development of the centralised venues booking system in support of student governance structures.
- **Student media programmes** that mediated the rebranding and quality control of the student newspaper, Irawa, which ran a number of editions throughout the year, and the financial turnaround of the student radio station, KovieFM, which broadcasts as a local community radio station. Irawa has an editorial staff of 15 and 40 student journalists, while KovieFM has an editorial staff of five with 25 DJs and boasted a listenership (RAM) of 47 000 listeners. The Kovies Student Diary was also moved to the student media programme, while the KovieLife website and social network pages on Facebook and Twitter were introduced.
- Programmes of the **Qwaqwa SRC and the Bloemfontein SRC** managed and governed a series of campus activities during 2012, ranging from activities of student associations in arts and culture, sport and community service, while also hosting high-profile events to build unity and celebrate student success, such as Academic Honours Events, Kovies United Festivals, Mr and Miss Campus Events, Public Dialogue, and Debating programmes and others.

## Department of Housing and Residence Affairs

The Department of Housing and Residence Affairs (HRA) in 2012 further improved the management of student accommodation and residence life, and introduced new developments to sustain the progress and successes of integration and increased academic success in residences across campuses.

While maintaining the programmes of 2011 successfully, the most prominent additional programmes of the department in 2012 included:

- **Construction of two new residences** for occupation in 2013, which included the designing of facilities to support the collegiate model in student engagement such as meeting spaces for commuter students, gender-mixed residences, and newly appointed student leaders for the new communities.
- **Hosting the ANC Conference 2012** was a major success.
- **Placement administration** with 7 549 applications from prospective students (junior residences) and 1 360 applications for senior accommodation, a maintained occupancy of more than 99% for 2012 and increases in the number of postgraduate students requiring accommodation.
- **Donation** of chairs to Bloem-Oos Intermediate School, and beds and mattresses to Eunice Day Care Centre in Bloemfontein.
- **Renovation and refurbishment of residences**, including at Armentum, Roosmaryn, Emily Hobhouse and Kestell.
- **Performance management** was implemented through the whole Residence Cleaning Services Department, including training for service managers on the PMS system.
- **Residence Life Renewal** sessions continued in the first semester and refresher presentations were introduced during the second semester, as well as its introduction at Qwaqwa Campus.
- **Student Life Colleges piloted** in the clusters of residences, with college events on the initiative of students.
- **Integrated Leadership Training** for Bloemfontein and Qwaqwa residence committees and the introduction of improved training for peer mentors in residences.

## Department of Student Counselling and Development (SCD)

SCD in 2012 continued quality service that enhances students' well-being.

In addition to maintaining programmes introduced in 2011, the most prominent additional programmes of the department in 2011 included:

- Successfully hosting the **Annual Conference of the Southern African Counselling and Development** in Higher Education (SAACDHE), which proved to be a huge success. Two staff members presented a conceptual poster and an Ethics workshop which won an award for the best presentation, while SCD won the best region award. Two personnel members serve in the SAACDHE committees, one in the executive management committee and the other as the regional chairperson.
- **REBT-group therapy sessions** were presented as a pilot project and proved to be successful. These will be presented again in 2013.
- **Improved faculty interface** with learning styles presented to Nursing and Occupational Therapy students and stress management to Medical and Allied Health students.
- **Development of a Logic Model** template in partnership with Student Affairs Management to standardise quality programme delivery in Student Affairs. The improved **psychometric testing facility** showed increased numbers of testing for psychometric evaluation and selection purposes and increased attendance of **student development workshops**.
- SCD is part of the University's three-year schools project for the **first generation learners** with Grade 10 learners completing an interest questionnaire as a form of needs analysis and receiving Career Counselling in Grade 11 and 12 to be able to make the correct career choices.
- **Individual psychotherapy** maintained with 1 513 sessions per psychologist and a total of 10 592 sessions in the year.
- **Information sessions** of the Winter School 'Matric talk' is an information and discussion session based on career choices, the Marketing Open Day which hosted 20+ schools from the Free State and KwaZulu-Natal and collaboration with the Health clinic, HIV/Aids unit and Social Worker for two annual information sessions for

practical mental, and physical health activities to help students relax before examinations.

### **Unit for Students with Disabilities (USD)**

In 2012, the department integrated the individual student management process. The support offered attempts to promote equity for students with disabilities (SWD), which implies access to courses, buildings, learning material, residences, leisure and sport activities and the opportunity to succeed in such activities. The USD coordinates assistance to all relevant persons in the academic process and other aspects of student life.

The most prominent programmes of the year include:

- **Support to 132 undergraduate and postgraduate students** with disabilities registered at the UFS, using the individual student management process, including students with visual impairment (partially sighted and blind students), hearing impairment (deaf, hard-of-hearing and deafened students), physical impairment (e.g. amputation, paraplegia, cerebral palsy), learning impairment (e.g. dyslexia, attention deficit disorder), mental/psychological impairment (e.g. psychiatric illness/condition) and certain chronic illnesses such as Multiple Sclerosis, cancer and diabetes can have various disabling effects. As these occur, accommodations are considered and given.
- **An awareness and information drive** to encourage students with disabilities to disclose their impairment even if they will not be making use of the support services at the USD.
- **USD students participated in a research** project of the e-learning department of the UFS, investigating the accessibility of Blackboard to SWD and the first phase of the project was completed.
- The USD is **affiliated to HEDSA** and continues active involvement in HEDSA collaborations and projects.
- The **Accessibility project** on the UFS Bloemfontein Campus continued to focus on the installation of ramps across campus where needed and the addition of accessible bathrooms in strategic areas on campus. A new elevator was completed in the Winkie Direko Building of the Faculty of Education and the work on the elevator to be installed at the building of Kowsie Health and Student Counselling and Development commenced at the end of 2012, to be completed early in 2013. The

two new residences on Bloemfontein campus both have accessible rooms and facilities for SWD. The accessibility project for South Campus has also been finalised and should start in 2013.

- The USD received a **transport sponsorship of two vehicles** to be used to assist and benefit SWD during 2012. A transport project was initiated to create a transport service for the students with the possibility of appointing a driver for the project.

### **Qwaqwa Campus Student Affairs**

Through the office of the Director: Student Affairs at the Qwaqwa Campus, the Department of Student Affairs combines all the services and programmes of all departments to ensure effective rollout of student engagement and services at the campus.

In addition to programmes continuing from 2010, the most prominent programmes of the department in 2011 included:

- **Second roll-out of Gateway College** Orientation programmes of first-entering students with the Rectorate in attendance.
- **Registration process** that resulted in potential student unrest due to the shortfall of the NSFAS allocation to the UFS. The possible unrest was amicably resolved, also due to the continued engagement between management and students.
- **Appointment of a new caterer and a refurbished dining hall** continued successfully and the service improved drastically. Bi-weekly catering committee meetings consisting of students, staff and the service provider to deal with operational issues on catering.
- **Appointment of Security Head and installation of CCTV cameras** in support of improved safety of students. Private security officers following incidences of crime around the campus also supported these measures.
- **Appointment of a full-time psychologist** to the Wellness Cluster to further support students.
- **Intravarsity 2012** between the UFS Bloemfontein and Qwaqwa Campuses continued successfully with a joint planning committee comprising staff and students from both campuses.
- **Soccer team** promoted to the Castle League with Sasko is coming on board to sponsor the team and will be branding the soccer pitch on an *ad hoc* basis.

- **SRC Global Leadership Programme** rolled out with senior staff joining the programme that impacted greatly on the further development of collegiality between campus SRCs.
- Hosting of international students during **the Global Leadership Summit** based on the experience of the Qwaqwa Campus, its unique location and culture.
- Introduction of an **electronic magazine for the students**.
- Completion of the **SRC constitutional review** and SRC Elections 2012 with a sound constitution that allows for constructive dialogue which resulted in a successful election process and an SRC that is not only based on party-political constituencies, but also on other student constituencies.
- Increased numbers of students using the **commuter student transport** to a total of 700.
- The installation of an **additional ATM** from Nedbank at the Qwaqwa Campus was agreed for implementation in 2013.
- The introduction of the **collegiate model** in Student Affairs for all campuses that will allow for the establishment of Day Houses for commuter students.
- Serving as **Acting Dean of Student Affairs** as an important strategic initiative for leadership across the University.
- Nomination and appointment of members of former student leaders who still study at the campus to the inaugural **Student Elders Council**.
- **Inaugural hosting of the Kowsie Extravaganza at the campus with** Zahara (multi-award winning sensation) performing at the event.

## 5.6 Relationships with the community, both academic and services

### Internationalisation at the UFS

The vision of the UFS informs and guides all strategic institutional initiatives relating to research, teaching and learning to aid the UFS to become a university “recognised across the world for excellence in academic achievement and human reconciliation”. The internationalisation strategy at UFS has in the last few years facilitated the implementation of various strategic programmes and initiatives which support the realisation of the institution’s vision.

The focused approach to internationalisation by key institutional offices like the Postgraduate School, DRD and the Office for International Affairs in collaboration with the faculties has in the last year begun to give impetus to international activities at UFS. Staff and student mobility remain critical to the achievement of the University's internationalisation objectives, which are grounded in research activities and establishing strategic partners across the world. The academic and human projects form a key component in collaboration with partners. The initiatives associated with the academic project aim to build a strong academic institution marked by distinctiveness in teaching, research and public scholarship.

#### Building capacity through internationalisation

The appointment of eminent international scholars in various disciplines has been a great boost to the institution's objective to, firstly attract high calibre master's and PhD students from across the world, and secondly training a new generation of academics. There has been a noticeable increase in the number of academic staff supported for academic visits with partner universities in Europe and the USA. These staff mobility opportunities provide a platform to our staff to teach and conduct research abroad, and to create opportunities to UFS academics to collaborate with internationally rated scholars and have access to high-quality facilities and resources which may not be available at UFS.

The international Leadership for Change Programme is a study-abroad initiative focusing on leadership development among students who have the potential to become change agents at the UFS, and in their respective communities. As a transforming institution the University has identified an urgent need to develop a new breed of student leaders who will take seriously their role in the University's business, both from a local and global perspective. The primary aim of this programme is to exchange ideas on issues relating to racism, transformation, reconciliation, and social justice. The impact of the programme since its inception in 2010 has been positive and led to a vibrant student life and harmonious racial integration in residences. To date, over 200 students have benefited from the Leadership for Change programme, creating a critical mass among students who are key role players in the university's academic and human projects.

The UFS in 2012 hosted the Global Leadership Summit (GLS) which brought more than 100 students and staff from our partner universities for a conference aligned to the objectives of

the Leadership for Change programme. Participants in the GLS came from Japan, The Netherlands, Belgium, The Netherlands, and the US. Seventy-five UFS first-year students were selected through a competitive process to participate in the GLS. While the GLS aims to facilitate scholarly engagements on issues such as social justice and transformation, hosting the GLS at UFS gave students and staff an opportunity to experience internationalisation at home. The research initiative launched during the GLS is one of many scholarly projects that have emanated from the Leadership for Change Programme which will ensure the sustainability of the programme in terms of its impact for UFS community and partner universities.

Six senior students were hosted at Stanford University in the USA to participate in the internationally-acclaimed Stanford Sophomore College. The college provides rising second-year students with an opportunity for intensive, research-based study with senior faculty in a range of subjects and disciplines. The UFS was the first South African university to participate in this prestigious programme, and an agreement has been reached that UFS will participate in the programme for few more years.

#### Internationalisation at home

The UFS was very proud to host the 2012 Southern African Young Scientists Summer Programme (SA-YSSP) at the Bloemfontein Campus. The SA-YSSP offers unique research opportunities to talented young doctoral students whose research interests correspond with the International Institute for Applied Systems Analysis' (IIASA) ongoing research programmes on issues of global environmental, economic, and social change.

It was the first time that this prestigious Summer School was presented in the Southern Hemisphere, hosted by the UFS in collaboration with IIASA, the NRF, and the DST.

The UFS has been fortunate to benefit from the USA Fulbright programme for a number of years and 2012 was no exception. Fulbright Grants for English Teaching Assistantships supported two graduate students from the USA to form part of the university's literacy programmes and academic writing centre. The centre offers focused support to students who are not first-language English speakers to improve their literacy and academic writing skills.

The History Department and the School for Education Studies hosted Craig Divis from the Bellow Fall Union High School, Texas, USA for a six-month research and experiential visit. Divis, a global history teacher, attended some master's classes in the History department and worked with high school History teachers in the districts of Xhariep, Mangaung, Qwaqwa and Dithlabeng. The interactive learning opportunities between him and the teachers focused on using inexpensive innovative teaching methods which will make teaching History fun and interesting to learners. The funding for his visit was awarded as part of the Distinguished Fulbright Awards in Teaching Program. The strategic relationship between the UFS and the US Consulate's office continues to grow and the support offered by the US Consulate on a variety of key institutional projects pertaining to capacity development among staff and students in support of exchange and study abroad opportunities helped the UFS achieve its internationalisation objectives.

#### Strategic partnerships

The UFS has been a partner in the Erasmus Mundus Action 2 EUROSAs project for the past three years. The EUROSAs project awards postgraduate scholarships to South African students to pursue their studies at a European university. In addition to the EUROSAs project, the UFS, through the Office for International Affairs, was selected to manage and implement the Erasmus Mundus European South African programme in Tuning for Regional Needs (EU-SATURN) in collaboration with the University of Groningen. The University's role as the joint coordinator has strategically positioned the institution to coordinate and facilitate the development of new strategic linkages between the South African and European partners in the EU-SATURN consortium. The Erasmus Mundus scholarships have increased the quantity of student-outbound mobility to Europe, and also assisted the UFS in its capacity development initiatives for emerging academics. Capacity building and human development, with specific attention to vulnerable groups with excellent academic potential, are at the core of the Erasmus Mundus funding, also promoting intercultural dialogue and international cooperation between the higher education institutions involved.

#### Internationalisation through community engagement

The Office for International Affairs collaborated with the Community Engagement office on projects which placed international students from Appalachian State University (ASU), US in

a variety of community-development projects. The students' work in the communities was related to the disciplines of Sport Sciences, Nutrition, Medicine, and Occupational Therapy. The students worked with professionals in the various sectors to observe and learn about the integrated approach used by the provincial public health system to offer service to communities who rely heavily on government services. The collaboration between the UFS and the provincial government on these projects is but one positive impact-making model illustrating joint efforts between the UFS and government to work together to address some of the challenges relating to service delivery. St Mary's Primary School in Bloemfontein also hosted four students from ASU for their international teacher-in-training programme. The focus at St Mary's was primarily for the English, Mathematics and Science classes, and learners with special needs.

With excellent progress towards the achievement of the internationalisation strategic objectives achieved during 2012, it is evident that capacities are developing, that International Affairs is operating in a catalytic manner, and structures have been established to support the globalisation drive of the UFS. It is also important for the UFS to collaborate with other external stakeholders like the provincial government, non-profit organisations and private sector to help address some of the challenges in our immediate communities involving our staff, students and international partners.

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

The UFS set, as its key priority for 2012, the continued advancement of its two core strategic goals: the academic project, and the human project.

*With respect to the academic project, the following should be noted:*

- a) The implementation of compulsory class attendance in those courses and modules with the highest failure rates. This was based on the findings of a distinct improvement in pass rates.

- b) The UFS marketing endeavours led to increased admission scores for students entering the first-year undergraduate class from all backgrounds across South Africa.
- c) The University continues to bridge inadequately prepared students in programmes designed for entry into the mainstream programmes. This is achieved by the strengthening of foundational learning after high school.
- d) Linking the alignment of UFS programmes with the new HEQF continued in 2012 in the form of a major review of the University's curricula.
- e) The roll-out of the strategic plan of the CTL.
- f) The development of a framework for monitoring the University's performance in the areas of teaching and learning, and research.
- g) The refinement of more demanding criteria for promotion to senior academic positions, especially at the level of the professoriate, continued for a second year in 2012.
- h) The recruitment of top academics from around South Africa, Africa and beyond to address issues of both equity and quality in the academic ranks. The intent is also to provide quality role models for staff and students.

*With regard to the human project, the following interventions were introduced in 2012:*

- a) The recreation and extension of residence-life programmes by the creation of clusters of residential residences with a daytime residence begun on the Bloemfontein Campus.
- b) The undergraduate study-abroad programme for selected first-year students continued, helping the University to build a new class of student leadership with the capacity for leading in diverse campus contexts.
- c) The implementation of the new SRC constitution, that reflects broadened commitments in student life and leadership on the Bloemfontein Campus led to the negotiation of a new SRC constitution on the Qwaqwa Campus, which was far advanced towards the end of 2012.
- d) The first Global Student University Leadership Summit was hosted by the UFS in mid-2012. It drew contingents of student leaders from the host universities

internationally that created opportunities earlier in the year for our study-abroad first-year students.



.....  
**Prof JD Jansen**  
**Vice-Chancellor and Rector**

## **6. REPORT ON INTERNAL ADMINISTRATIVE/OPERATIONAL STRUCTURES AND CONTROLS**

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

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

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

The utilisation of electronic technology to conduct transactions with staff and third parties ensures that control aspects receive close scrutiny and that procedures are designed and implemented to minimise the risk of fraud or error.

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

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

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

A study has been made of the third Report on Governance in South Africa (King III). The University strives to comply with the recommendations of the King III report as far as possible.

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



**GJ van den Berg**  
Director: Internal Audit



**EC Kieswetter**  
Chairperson:  
Audit and Risk Management Committee

## **7. REPORT ON RISK EXPOSURE ASSESSMENT AND THE MANAGEMENT THEREOF**

### **7.1 Identification, assessment and management of risk**

Council and management are committed to good corporate governance and compliance with King III which includes a renewed focus on risk management.

Effective risk management is imperative to the University with reference to its risk profile. The realisation of our strategy depends on our ability to take calculated risks in a manner that does not jeopardise the direct interests of stakeholders. Sound management of risk will enable the University to anticipate and respond to changes in the environment, as well as to make informed decisions under conditions of uncertainty.

The risk policy of the UFS includes an embedded risk-management model, which implies that the management of risk is the responsibility of every manager at the University. It is understood that all faculties, schools, support functions, processes, projects, and entities under the control of the University are subject to this process.

The exposure of the University to specific “risk events” was 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 highlighted risks and actions taken.

Material issue	Academic	Human	Support	Strategic initiative/intervention
<p>Attraction and retention of highly qualified diverse academic staff:</p> <p><b><i>The profile of academic and support staff in terms of diversity and professional excellence is essential to the success to the academic and human project of the UFS. Currently, the equity profile of academic staff is unsatisfactory. High-quality teaching and research staff are unequally distributed across programmes.</i></b></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Creation of a class of senior professors.</li> <li>• Implementation of new criteria for staff promotion.</li> <li>• New procedure for the appointment of academic staff.</li> <li>• Systematic investment in the development of top young academics to become professors.</li> <li>• Review of succession planning strategy at faculty level.</li> <li>• Analysis of internal obstacles to the attraction and retention of diverse staff.</li> </ul>
<p>Attracting excellent and diverse undergraduate students:</p> <p><b><i>For its academic and human projects to succeed the UFS needs to attract a large number of good students from a variety of environments. Currently the UFS is losing some of its white undergraduate students. At the same time it is finding it difficult to increase substantially its throughput and success rates across all its student body.</i></b></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Raising of academic admissions criteria.</li> <li>• Providing alternative access point for students with potential but insufficient points.</li> <li>• Use of National Benchmark Test results to place students.</li> <li>• Targeted intense marketing of the University nationally, regionally and internationally.</li> <li>• Monitoring of performance in teaching and learning through agreed upon indicators.</li> <li>• Identification of targeted interventions at programme level.</li> </ul>
<p>Attracting excellent and diverse postgraduate students:</p> <p><b><i>The UFS has indicated its intention to become a top research-intensive university. Currently it is not attracting sufficient numbers of master's and doctoral students to attain this objective by 2016.</i></b></p>	✓			<ul style="list-style-type: none"> <li>• Employment of 21 senior professors who will be supervisors and mentors.</li> <li>• Successful application for three DST/NRF Research Chairs.</li> <li>• Development of a strategy for recruitment of postgraduate students.</li> <li>• Ongoing activities of the Postgraduate School.</li> <li>• Re-establishment of the Higher Degrees Committee of Senate.</li> </ul>

<p>Quality and quantity of teaching outputs:</p> <p><b><i>To successfully compete for good students, all the UFS undergraduate programmes must be recognised as operating at the cutting edge of both disciplinary and professional fields and curriculum. Currently the quality of undergraduate programmes is unevenly distributed across faculties and departments.</i></b></p>	✓	✓		<ul style="list-style-type: none"> <li>• Conceptualisation and establishment of the CTL.</li> <li>• Development and implementation of a project for the review of the undergraduate curriculum.</li> <li>• Development and implementation of student feedback system at module level.</li> <li>• Inclusion of the scholarship of teaching and learning in the new criteria for staff promotion.</li> <li>• Creation of the Academic Planning and Development Committee of Senate.</li> </ul>
<p>Quality and quantity of research outputs:</p> <p><b><i>The UFS's goal to become a research-intensive university requires greater number, visibility and impact of all research outputs. Currently the UFS must increase both the number and impact of its publications and increase the number and quality of its postgraduate graduates</i></b></p>	✓		✓	<ul style="list-style-type: none"> <li>• Appointment of Senior/Research Professors.</li> <li>• Support of research clusters.</li> <li>• Monitoring of research publications.</li> <li>• Monitoring of the postgraduate student enrolments and graduations.</li> <li>• Promotion Policy focused on publications' visibility and impact.</li> </ul>
<p>The depth of institutional transformation:</p> <p><b><i>Since 2009, the UFS has undergone rapid change. A large number of interventions were put in place to shift aspects of the institutional culture that acted as obstacles to the realisation of the academic and human projects. Much visible change has taken place since; however, it is necessary to ensure that change is sufficiently rooted and widespread in the institution</i></b></p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Creation of a transformation desk at the Institute for Reconciliation and Social Justice.</li> <li>• Monitoring of the transformation of the core functions of the university by DIRAP.</li> </ul>

<p>The association of the UFS performance with Prof Jansen:</p> <p><i>Since 2009, the UFS has attracted a growing number of students, donor funding, academics and media attention due to the status and charisma of the Rector as a public intellectual. This creates the risk of an association between the quality of the UFS with the Rector and not with the institution</i></p>	✓	✓		<ul style="list-style-type: none"> <li>The institution is working to develop appropriate controls for this risk.</li> </ul>
<p>Appropriate management and integration of processes:</p> <p><i>The success of the University's strategy depends to a large extent on its ability to integrate management, administrative and academic process and management information effectively. Although some steps have been taken in this regard, much remains to be done for the University to achieve its goal</i></p>	✓		✓	<ul style="list-style-type: none"> <li>Development of sustainability model for faculties.</li> <li>Creation of Enrolment Planning Forum.</li> <li>Adoption of integrated reporting.</li> </ul>
<p>Appropriate infrastructure:</p> <p><i>The maintenance of strong and reliable financial, physical and ecological environments as the foundation of a healthy and sustainable university, and the required physical expansion of facilities to accommodate growth in student numbers, is challenged by:</i></p> <ul style="list-style-type: none"> <li><i>Insufficient effective governance and management frameworks and systems</i></li> <li><i>Maintenance of effective IT systems</i></li> <li><i>Maintenance of infrastructure</i></li> <li><i>Insufficient funding for maintenance and expansion of facilities</i></li> </ul>			✓	<ul style="list-style-type: none"> <li>Development and implementation of a model of institutional sustainability.</li> <li>Review of the IT strategy.</li> <li>Alignment of core and operational functions in relation to strategic goals.</li> </ul>
<p>Financial and operational sustainability:</p> <p><i>For the UFS to achieve its mission, it depends on the availability of</i></p>	✓		✓	<ul style="list-style-type: none"> <li>Development of a strategy to increase third-stream income.</li> </ul>

<p><b><i>sufficient funding and appropriate systems to monitor, predict and manage change.</i></b></p> <p><b><i>For the University to provide access to a growing numbers of students, it requires a committed availability of NSFAS funding. This is currently not the case, and the situation forces the University to draw on its own reserves and turn away students.</i></b></p> <p><b><i>In addition, the decrease of block-grant funding due to the increase in earmarked funding in the government subsidy, impacts on the University's ability to manage financial and operational sustainability</i></b></p>				
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## **8. ANNUAL FINANCIAL REVIEW – REPORT OF THE VICE RECTOR: OPERATIONS**

### **8.1 General**

All activities falling under the control of the Council are reported in the consolidated financial statements. This includes the results of the Kopsie Alumni Trust, the Lila Theron Trust, SunMedia (Pty) Ltd, Shimla Foundation and an associate, Farmovs Paraxel.

### **8.2 Budget process**

The compilation of the University's budget for 2012 started two years ago and was finalised towards the end of 2011 to ensure the availability of funding at the beginning of the academic year. The University Management Committee, as a result of identified strategic priorities, challenges, projects and actions, approved the budget parameters for 2012. This part of the budget process also takes the Minister of Higher Education and Training's annual statement on the financing of higher education into account. Owing to a lack of information about long-term government support, it is, however, not possible to compile meaningful budgets for any period longer than the medium (three year) term.

Following the approval of budget parameters, deans and heads of support service departments were informed of these parameters and invited to submit their budget applications for the 2012 calendar year. Specific attention was given to the strategic plan and objectives, the ability of the University to make financial resources available, and an indication of how the activities of their faculties/departments would contribute towards achieving the University's objectives were included.

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

The above processes, procedures and the budget were approved by Council.

### **8.3 Budgetary control**

The financial systems were 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.

### **8.4 Capital Expenditure**

The majority of the University's buildings and land improvements are 30 years or older and are in a cycle of renovation. The capital budget is under extreme pressure owing to the continuous steep increase in student numbers over the last number of years. It is deemed to be extremely difficult to finance this from normal operating income. The Department of Higher Education and Training (DHET) implemented infrastructure funding again in 2012 and the University received R208 million from 2012 to 2014. It is however a requirement that the University makes a contribution to DHET infrastructure funding as well as fund the balance of infrastructure needs.

Since 1976, when the residence now known as Roosmaryn was erected, no new student housing projects have been initiated, except for a residence built in 2011 on the Qwaqwa Campus with state infrastructure funding assistance. It can be concluded that the UFS has reached a stage where strategic priorities demand large investments in housing facilities and that the expected allocations from operational income during the next few years will not address these needs.

In February 2012 permission was granted by the Minister to raise long-term loans up to a maximum of R235 million to finance the following essential strategic housing projects of the UFS:

- i) The erection of four residences (250 beds each) on the Bloemfontein Campus (R188 million).
- ii) The erection of one residence (250 beds) on the Qwaqwa Campus (R47 million).

The financial modelling of these projects are based on the assumption that all residences would be self-sustainable and are not dependant on allocations from the central budget.

Given the socio-economic challenges of the Qwaqwa environment we are convinced that it would be almost impossible to achieve this at our Qwaqwa Campus. We have requested the DHET to consider an accelerated advance in respect of the Qwaqwa residences, before we

continue with the project there. The support of the DHET will assist with the sustainability of the Qwaqwa residences. In the DHET infrastructure funding an allocation of R45 million was received towards the planned residence on the Qwaqwa Campus and R10 million towards one of the planned residences on the Bloemfontein Campus.

During 2012 the first two new residences were constructed on the Bloemfontein Campus. It was funded by a Rand Merchant Bank loan that will be paid back over 20 years.

### **8.5 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 of exceeding headline inflation by a net return of 4% per annum. Although there was a decline in investment income since the global financial crisis, the five-year result is still in line with the investment policy due to subsequent partial recovery of markets. The risk appetite and the associated investment portfolio of the University are managed by the Investment Committee that reports to the Financial Committee of Council.

### **8.6 Statement of comprehensive income**

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

Total income increased by 6%, costs by 13%, investment income, including investment in associate, decreased by 19% and, resulting from this, the surplus for the year decreased by R145,536 million. It must, however, be pointed out that of the surplus for the year of R131,783 million, R127,008 million is unrestricted and does not account for significant provisions that still needs to be made for the asset life cycle preservation and improvements. This has been allocated and the allocation approved by Council. The unencumbered reserves of the UFS can however only sustain the University for three months and it is necessary that the University ensures growth of its reserves at an appropriate rate. The UFS aims to allocate 2% of its annual income the grow reserves. During the 2012 budget process this goal was met and 2% of the budgeted income was saved into reserves.

### **8.7 Income and expenditure**

The operations of the University are accounted for and disclosed as Council-controlled activities, specifically funded activities and student and staff accommodation. The surplus for

the year decreased by R134,291 million compared to the 2011 surplus. This decrease is mainly attributable to the following:

#### 8.7.1 Income

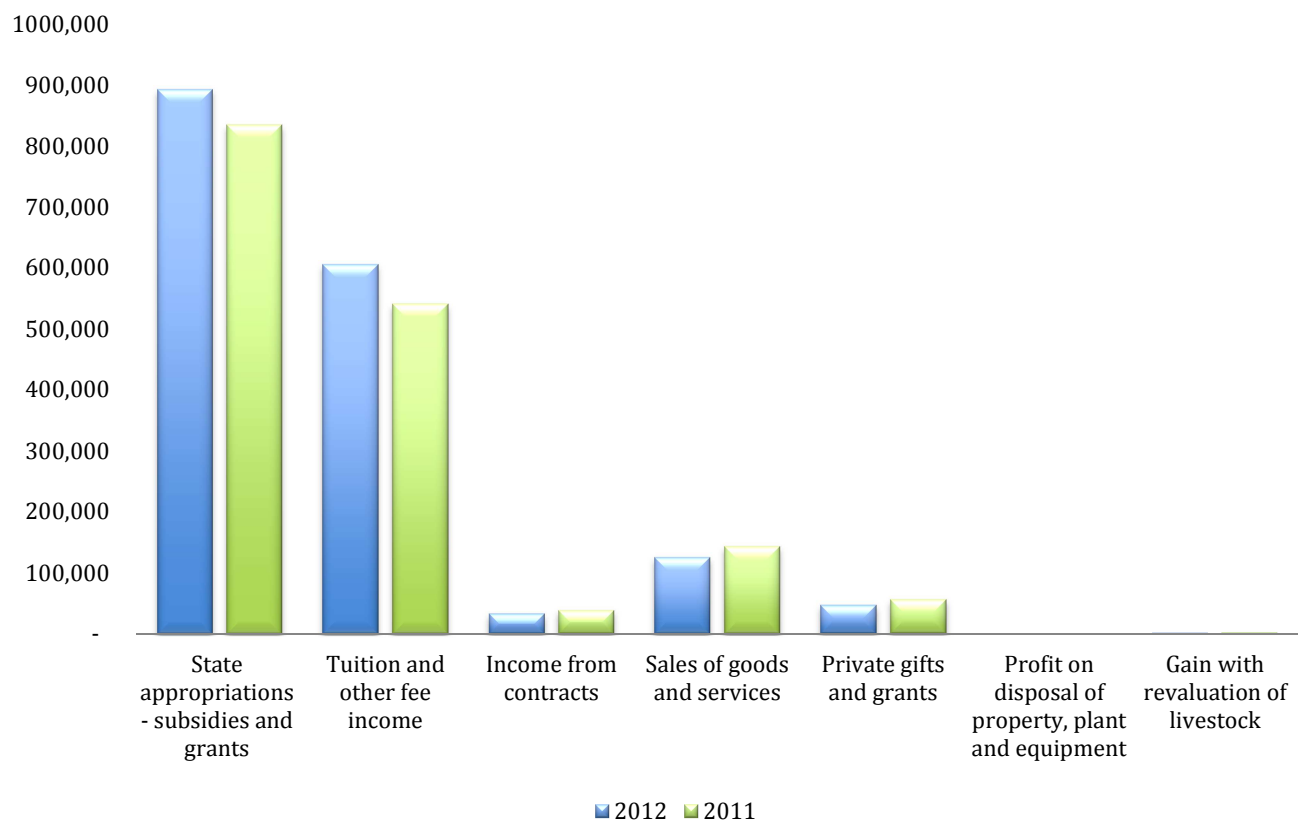
The composition of the University's income per main component in terms of value and percentage share is shown in Figure 1 and Table 1, with comparable figures for previous years.

The average growth in the traditional income base of subsidies, grants and fees was 9%. This is mostly attributable to an increase in student numbers and inflationary increase in grants. The approved increase in tuition and other fee income for 2012 was 12%. The remaining balance of the increase is made up by a mix of modules and number of enrolments.

**Table 1: Total income per main component (excluding investment income)**

	<b>2012 R'000</b>	<b>2011 R'000</b>	<b>Deviation R'000</b>	<b>Deviation %</b>
State appropriations – subsidies and grants	891,792	834,246	57,546	7%
Tuition and other fee income	604,471	540,321	64,150	12%
Income from contracts	33,325	38,378	(5,053)	-13%
Sales of goods and services	124,933	142,786	(17,853)	-13%
Private gifts and grants	46,279	55,279	(9,000)	-16%
Profit on disposal of property, plant and equipment	314	289	25	9%
Gain with revaluation of livestock	878	1,054	(176)	-17%
<b>Total income</b>	<b>1,701,992</b>	<b>1,612,353</b>	<b>89,639</b>	<b>6%</b>

**Figure 1: Total income (excluding investment income) per main component (R1,701,992million)**



## 8.7.2 Expenditure

The composition of the University's income per main component in terms of value and

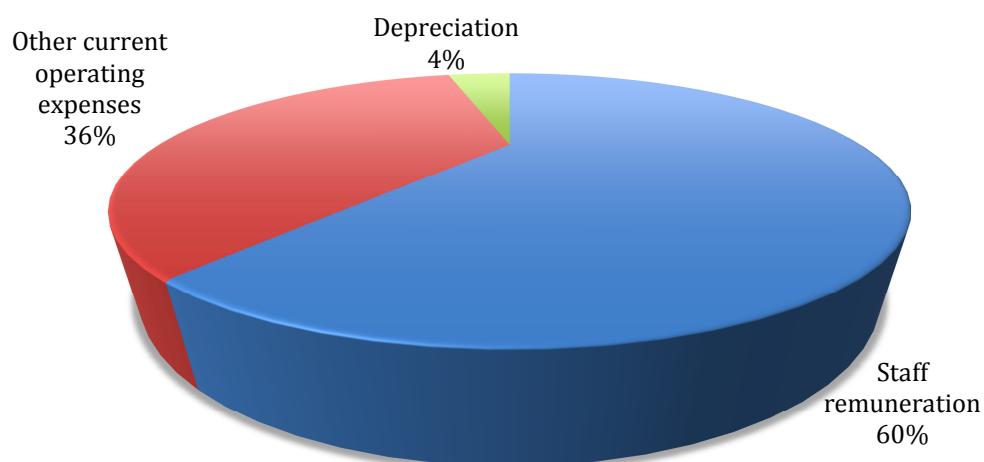
The composition of the University's expenditure per main component in terms of value and percentage share is shown in Figure 2 and Table 2, with comparative figures for previous years.

The increase in the staff costs, which accounts for the biggest rand value fluctuation, includes the recognition of actuarial variances in post-retirement employee benefits, the annual salary increase and an increase in the staff establishment.

**Table 2: Total expenditure**

	<b>2012 R'000</b>	<b>2011 R'000</b>	<b>Movement R'000</b>	<b>Deviation %</b>
Staff remuneration	1,038,116	926,213	111,903	12%
Other current operating expenses	612,612	538,807	73,805	14%
Depreciation	70,516	61,878	8,638	14%
Loss owing to revaluation of inventory	82	53	29	55%
<b>Total expenditure</b>	<b>1,721,326</b>	<b>1,526,951</b>	<b>194,375</b>	<b>13%</b>

**Figure 2 : Total expenditure 2012 (R1,771,757 million)**



## Investment income and expenditure

Table 3: Investment income and expenditure

	<b>2012 R'000</b>	<b>2011 R'000</b>	<b>Deviation R'000</b>	<b>Deviation %</b>
Investment Income	161,607	200,326	(38,720)	-19%
Finance cost	(8,535)	(6,830)	(1,705)	25%
Interest paid on loans	(1,953)	(1,579)	(374)	24%
Total	172,095	191,917	(40,799)	-21%

The return on investments is a combination of interest received, dividend income and of profit on realisation of investments. The decrease in investment income is still due to the instability of markets since the global financial crisis.

### 8.7.3 Cash flows

The net cash inflow from operating activities is R356,654 million and includes investment income to the amount of R101,001 million.

The net cash outflow from investing activities is R369,416 million. This includes investment in mostly academic infrastructure, such as property, plant and equipment of R190,839 million.

This resulted in cash and cash equivalents to the amount of R112,768 million being available at year-end.

### 8.7.4 Statement of financial position

The asset base strengthened by R400,078 million to R3,5 billion.

The demand for additional property, plant and equipment requires a significant annual investment to provide for the growth in student numbers and the upkeep of infra-structure.

A sound liquidity position is maintained with a liquidity ratio (excluding current investments) of 1.08: 1



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**Prof NI Morgan**  
**Vice-Rector: Operations**

**Approved** by UFS Council on 7 June 2013.

  
Chairman of Council

.....  
**Mr Justice CHG van der Merwe**  
**Chairman of Council**