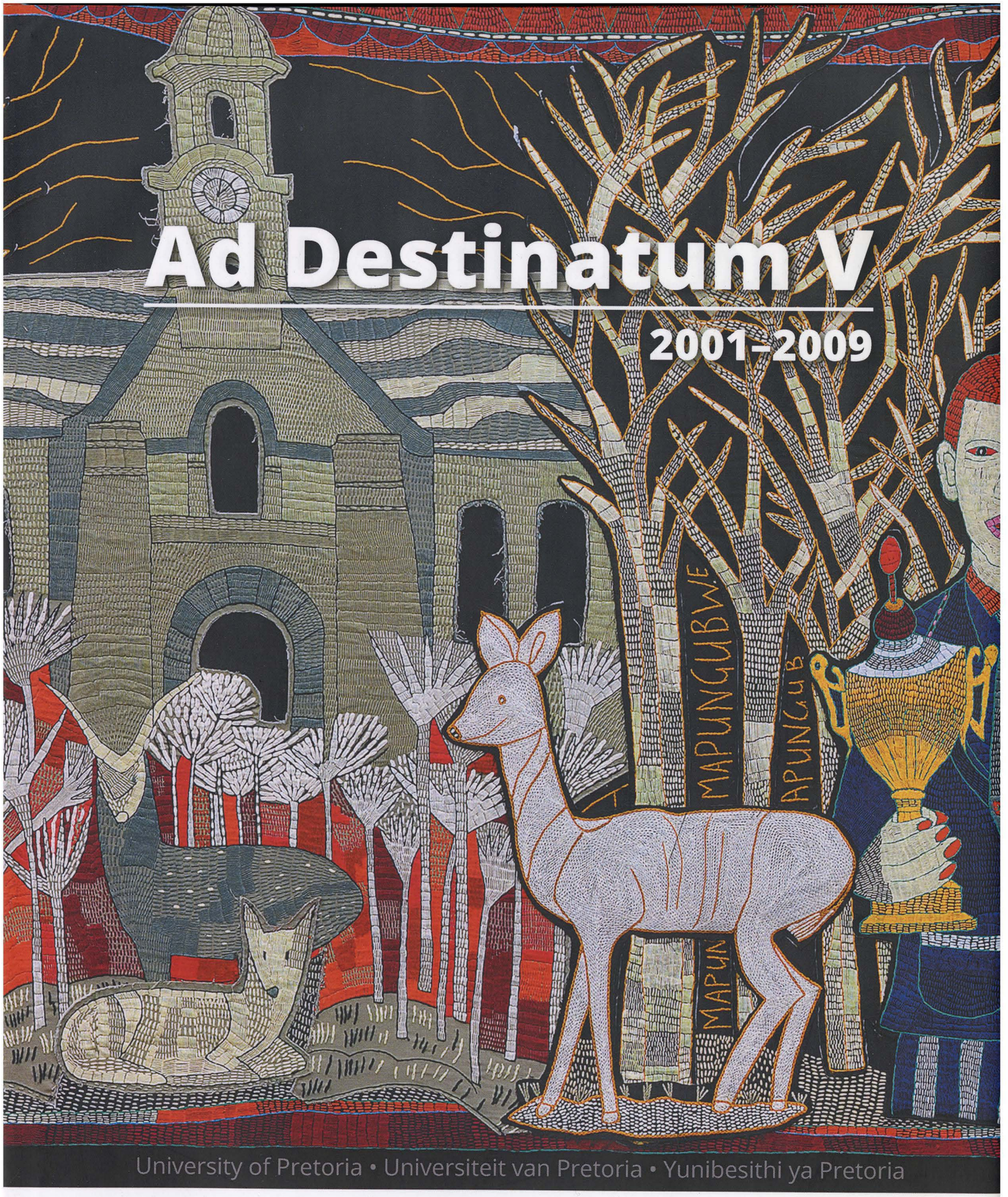

Ad Destinatum V

2001–2009

University of Pretoria • Universiteit van Pretoria • Yunibesithi ya Pretoria

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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Cover: A section of the Centenary Tapestry, an 18 m^2 hand-stitched tapestry depicting the University of Pretoria as it was in 2008 and embroidered by the rural women of the Kaross Embroidery Initiative. It was commissioned as part of the Centenary Celebrations of 2018 (see Chapter 3.9).

Published by the University of Pretoria, Pretoria, 0002, South Africa

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First edition: October 2019 ©

ISBN: 978-1-77592-189-9

Photography: EYEscape Studios and UP Archives

Editing, proofreading, indexing, design and layout: Janine Smit Editorial Services

Printing and binding: BusinessPrint

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Ad Destinatum V

2001–2009

Historical developments and events at the University of Pretoria

Somarie V Grey

Editor

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EDITORIAL

The history of the University of Pretoria (UP) since its establishment in 1908 up to the end of the 20th century is recorded in four volumes of *Ad Destinatum*. This publication forms the fifth volume in the series, and the editorial team recognises the privilege of recording that which took place at UP between 2001 and 2009 – a very critical and eventful period in South African history.

Structure of the text

In order to provide a systematic overview of the period 2001 to 2009, this publication has been divided into five chapters. Chapter 1 brings the period under review into context with regard to the changes that were taking place in the higher education milieu globally, nationally and institutionally. Chapter 2 reports on the activities of the governance and management structures as identified in UP's Statute. Chapter 3 relates to strategic institutional initiatives that were implemented at UP during the period under review. Their unique inclusion in this publication is intended to enrich the content and give greater meaning to the text. Chapter 4 contains the reports received from the relevant deans, chairpersons of schools and other senior academics of the University's nine faculties and two business schools. Equally so, the contributions from the directors and senior staff members of the support service departments are presented in Chapter 5. Additional information and statistics have been included in the appendices.

Cost-containing measures

To do justice to the expanded recording of the relevant parameters without incurring outlandish costs, the Editorial Committee was compelled to implement specific cost-containing measures in the production of this publication. Although the continued need for hard copies of the publication at the present time was acknowledged and accepted, it was decided to print only a limited number of copies to fulfil the immediate demand. However, an electronic version is available in the form of a much larger number of compact discs (CDs), in which the full version of the publication is included. In addition, the customary elaborate inclusion of photographs of individuals has been scaled down. However, a selection of photographs that are characteristic of the period under review have been included. As the UP Archives had the responsibility of providing the photographs for this document, special requests for photographs from this period are available from this unit upon request.

The index that is included in the printed version includes generic concepts relevant to the period, institutional units (faculties, departments, divisions, centres and units) and the names of individuals referenced in the publication. While every effort has been made to make this index as complete as possible, some selectivity had to be applied due to space constraints, especially in terms of concepts mentioned in the footnotes to provide additional information. The reader is welcome to use the search function in the electronic version (on the web and on the accompanying CD) for ease of reference.

Layout and style

Ad Destinatum V is a comprehensive narrative of what happened at UP during the period 2001 to 2009 (referred to in the text as "the period under review"). It has been compiled to serve primarily as a reference document for research purposes, and provides a factual account on the history of UP during that decade. Accordingly, extensive use has been made of footnotes that not only provide additional information on a relevant topic, but also provide cross-references to other sections in the text in which additional information can be found. For the same reason, repetition of information in the manuscript is inevitable (and advantageous), but has been restricted as far as possible.

Reference in the text to individuals follows a determined editorial style. Upon first citation in a particular section, an individual's title, initials, name in brackets and surname are given, for example: Prof CWI (Calie) Pistorius. Thereafter, the individual is referred to only by his or her title, initials and surname, for example: Prof CWI Pistorius. However, to facilitate the overall referral value of this publication (as opposed to leisurely reading in chronological sequence), an individual's full name may be repeated when it is mentioned again elsewhere in the publication.

As mentioned above, several changes occurred at UP during the decade under review. These included structural and/or name changes of faculties, departments, divisions or units (both in the academic and in the support service departments), as well as promotions and the achievement of higher qualifications, which led to individuals' new academic titles. In both these situations, the relevant references in the text are made according to the status quo in 2009. However, necessary cross-references to the relevant changes during the period are made in the text or in the relevant footnotes.

Prof Somarie V Grey
***Editor:* Ad Destinatum V**

Unless otherwise stated, illustrations of departmental structures and organograms are limited in size and complexity and – at most – depict senior staff members. They generally illustrate the situation as at the end of the period under review, unless significant structural changes require further illustration. Once again, clarifying narratives of the relevant changes that occurred are captured in the text or in the relevant footnotes.

To put certain events that took place during the period under review in perspective, relevant introductory paragraphs have been included to provide a historical overview where deemed necessary.

It is important to explain that, in the initial stage of negotiating possible contributions for Chapter 4 and Chapter 5, written guidelines and suggestions regarding the length and outline of contributions (without infringing on the contributors' rights to individuality) were explained to the deans and directors during meetings with the editor.

Their enthusiastic participation was very heartening; unfortunately, this sometimes occurred at the cost of reasonable adherence to the requested guidelines. Therefore, the editorial team took the liberty of editing the contributions to a limited degree (without compromising information) in the final manuscript

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in order to achieve an acceptable level of consistency and a standard editorial style. However, all the deans and directors (or their representatives), who had contributed to the publication, approved and signed off the final version of their respective contributions.

The data presented in the various tables with reference to staff and student data were assembled utilising different data sources. These included the UP Fact Book, the November Profile Statistics of each year and the annual Higher Education Management Information System (HEMIS) submissions to the Department of Education. Slight discrepancies between some of the figures are attributed to the different formats required by the different data sources.

Acknowledgements

It goes without saying that, in compiling a publication of this nature, the editorial team depended very much on the active participation, feedback and written contributions received from various individuals. The editorial team was very fortunate in this regard, and the involvement of people who made significant contributions to *Ad Destinatum V* are gratefully recognised. However, particular recognition is made to the following individuals and groups:

- The Chancellor, Prof WL (Wiseman) Nkuhlu, the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius and the Chair of Council, Prof ED (Esmé) du Plessis, for their respective messages. These individuals were at the helm of the University between 2001 and 2009. The editor is very much indebted to them for gracefully accepting the invitation to draft a message for *Ad Destinatum V*, notwithstanding their workload and other commitments at the time.

- Ms N (Naseema) Badsha, Deputy Director-General in the Department of Education and Advisor to the Minister of Education during this period, for her enlightening essay on the changes in the higher education sphere of South Africa at the turn of the century (see Chapter 1.2):[1] changes of which she had first-hand knowledge.

- Prof CWI Pistorius and the members of the executive management team during the period under review, who all contributed liberally to the narrative on the strategic innovations they had initiated (Chapter 3) and for which they had executive line responsibility in their respective portfolios. Without the willingness of these individuals, some of whom were spread across the world at the time that their involvement was requested, the inclusion of vital information on these matters might not have been recorded. In respect of the first three chapters of this publication, in particular, special recognition is afforded to Prof CWI Pistorius, Prof AP (Antony) Melck, Prof RM (Robin) Crewe and Prof RA (Ramaranka) Mogotlane for their willingness to edit and critically evaluate particular sections. Additional input from Prof A (Annél) van Aswegen on human resources, as well as from Mr ET (Edwin) Smith and Ms D (Desirée) Homann on the incorporation of the Mamelodi Campus is also acknowledged. Recognition is also due to Prof ED du Plessis for her valuable input on the sections pertaining to the Council of UP. Special acknowledgement and thanks is furthermore afforded to Prof NJ (Niek) Grové, as chairperson of the Editorial Committee, for reviewing the final draft prior to publication, as well as for continued support and involvement. The deans of the various faculties are especially thanked for managing the collation of the reports received from the respective chairpersons of schools, heads of academic departments, institutes, divisions, units and centres, and for compiling an overriding report on their faculties. Similarly, the contributions of the directors and managers of the various support service departments and the Centre for the Study of Aids in reporting on their respective strategic initiatives are equally appreciated. The editorial team is extremely indebted and thankful to all these individuals for their important contributions, notwithstanding their heavy workloads and other commitments. While recognition is given in the text or in the relevant footnotes, our sincere apologies for any names that might accidentally have been omitted.

- Where necessary, subsequent deans or deputy deans of faculties, academic heads of departments, heads or managers of support service departments and other line managers kindly updated the contributions of their predecessors and supplied additional information. The editor is very much indebted to them for their positive support of this project.

- Sincere appreciation and recognition is due to several colleagues at UP for editing sections of the text and for providing identified outstanding information. At times, this entailed the willingness to delve into relevant information to which only they had access, or that was only available in hard copy documentation at departmental or faculty level or in the UP Archives.[2] In this regard, special mention is justified of the enormous contribution of Mr HJ (Hugo) Mouton of the Bureau for Institutional Research and Planning (BIRAP) for once again finally checking all figures and statistics cited in this publication against institutional records. The valuable assistance of Ms L (Louna) Marx of the Human Resources Department, Ms MG (Michelle) Viljoen of the Senior Vice-Principal's Office and Ms G (Gernia) van Niekerk are especially acknowledged for their continuous inputs on the appointment of staff members, as well as matters related to students and community engagement respectively.

- The professional assistance of Janine Smit Editorial Services, whose staff members often went well beyond the level that could be expected of a service provider, is gratefully acknowledged.

Special acknowledgement is rightfully reserved for the members of the Ad Destinatum Editorial Committee for their supportive and positive involvement in this project. The committee comprised the following members, each of whom were involved in addition to their normal workload.

- Prof NJ Grové, Chairperson of the Committee
- Ms L (Linda) Pelser, Office of the Registrar
- Prof KL (Karen) Harris, Director of UP Archives
- Dr R (Ria) van der Merwe, Assistant Archivist, UP Archives

In addition, rightful recognition and sincere thanks is due to Ms Y (Yvonne) Smith, part-time assistant to the editor, for the excellent groundwork done in the initial stages of the drafting of this publication.

A special word of thanks is offered to Ms E (Elana) van Vreden, personal assistant to Prof NJ Grové. Her unending and uncompromising loyalty and assistance throughout the period of compiling, writing, editing and finalising the manuscript is greatly valued.

1 The editorial team would also like to acknowledge the role of Dr S (Sanette) Boshoff in negotiating this contribution.

2 It should be acknowledged at this point that, notwithstanding considerable effort, there were instances where the information could not be obtained and/or verified.

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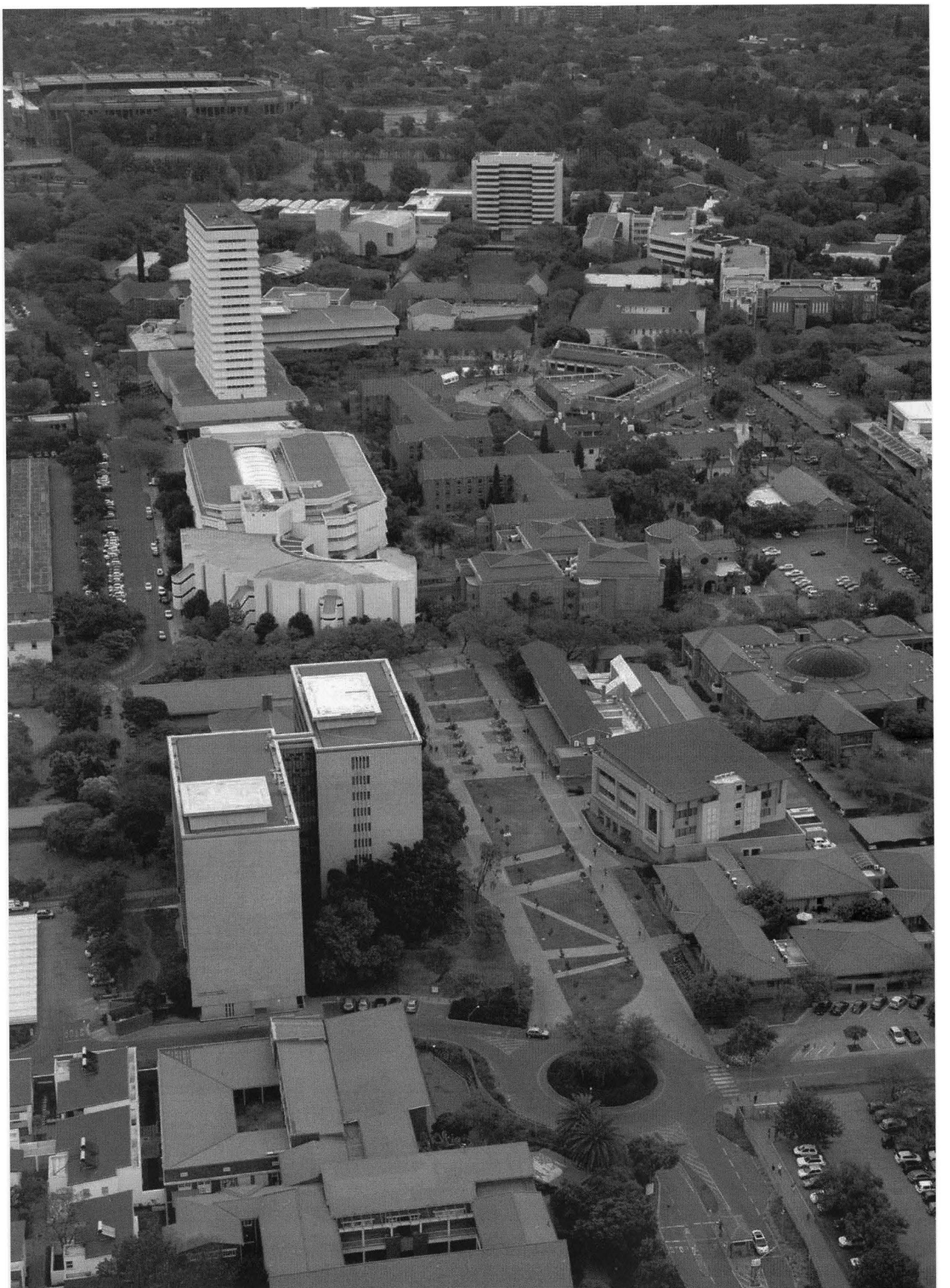

Aerial view of the University of Pretoria's Hatfield Campus (2008).

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MESSAGE FROM THE CHANCELLOR

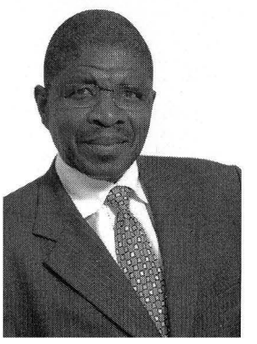
No university is an island. Universities form an integral part of the country in which they are situated. Their functions include the obligation and important role they have to play in accepting the talented youth of the country as their students, and educating and preparing them to become responsible citizens who will, in time, develop into future leaders and take over the reins in running the country.

Following the demise of apartheid in 1994, the reform of the country's national education system was activated in 2001. The University of Pretoria, like all other universities in the new South Africa, had to position itself within the new tertiary educational landscape. It is thus quite understandable that the period covered by this publication (2001 to 2009) was a historic and challenging time in the history of the University of Pretoria.

After serious introspection and numerous discussions and debates between stakeholders on how the University was to position itself in the new South Africa, the bold decision was made to leave the "safe" and more inward-looking enclave (in which it had previously enjoyed a prominent leading role), and face up to the true challenges by transforming itself into a locally relevant, leading and internationally recognised South African university.

Therefore, a new vision and mission were drafted and, once accepted by the relevant stakeholders, appropriate strategic plans were developed to guide Council and the Executive in ensuring that the University of Pretoria would be able to stand up and answer to the challenges with which it was confronted.

I was appointed as Chancellor of the University of Pretoria in 2006 and was thus privileged to witness and participate in the course of action that UP had already decided to follow when I arrived. I wish to take this opportunity to also give due recognition to my predecessor, Prof C (Chris) Stals, for his guidance to the University as serving Chancellor from 2001 to 2006. The resolute way in which the University faced its challenges during the period under review was remarkable and made me proud to be part of this institution.



Prof Wiseman L Nkuhlu
Chancellor: University of Pretoria (2007–2009 and beyond)

Prof Wiseman L Nkuhlu
Chancellor: University of Pretoria (2007–2009+)

The Old Arts Building on the University of Pretoria's Hatfield Campus.

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MESSAGE FROM THE VICE-CHANCELLOR AND PRINCIPAL

"... a good start had been made."[3]

The University of Pretoria celebrated its centenary in 2008. While recognising the great achievements the University and its alumni had attained over the past 100 years, it was also a time for reflection and mapping the future. The University was mindful of its position as a prominent national university and of its responsibilities and expectations to contribute to the greater good of society and nation-building in the new democracy.

Within the context of South Africa as a country that had recently been liberated from its legacy of apartheid, the start of the new millennium was a time of extensive, rapid and tumultuous change, but also exciting transformation. The lives of all South Africans were irrevocably changed in all areas, including the social, political and economic spheres. Education is the foundation from which a new order is launched. Higher education, in particular, has a crucial role to play in this regard. Universities are the intellectual engines in which the future of the nation is incubated. This is where students are educated; people have the opportunity to develop; citizens are prepared to contribute to the new nation; thought leaders are shaped; and new knowledge is created.

At the onset of the period covered by this publication, the South African higher education sector was the subject of significant reform against the backdrop of the broader transitions in the country. Major organisational shifts, mergers and incorporations led to the establishment of new universities and the disappearance of others. They also led the establishment of a new segment of universities of technology and the dissolution of the former technikons.

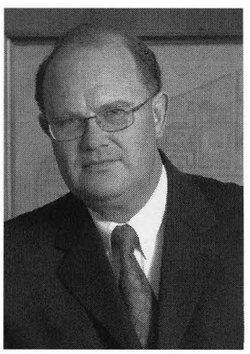
In a publication of this nature, it is important to note that the very existence of the University of Pretoria was at stake during this time. The University assertively argued the institution's case in many forums, well aware that this was not something that was a given by any measure. Ultimately, the Minister of Education at the time was convinced and the University of Pretoria emerged intact as one of the country's premier research universities. It retained not only its status as a university, but also its historical name. The University of Pretoria was therefore able to celebrate its centenary in 2008.

As part of the organisational transformation of the higher education sector, the University of Pretoria did not merge with any existing institution. Instead, it incorporated the Mamelodi Campus, formerly a satellite campus of Vista University that was disbanded as part of the transformation of the sector.

The integration process was not without its complexities. However, the Mamelodi Campus stood the test of time and remained a campus of the University of Pretoria with a mission focused on community engagement. Although the mergers and incorporations were an important and highly visible element of the reform of the higher education sector, numerous other aspects also had to be dealt with. These included the abolishment of the universities' private acts and their replacement with statutes, as well as issues relating to admission requirements and funding. There were several language debates, where the University demonstrated its commitment to inclusivity by pursuing a multi-language policy.

The University was committed to the overarching imperative and monumental task of transforming the institution into an excellent university that welcomed all South Africans. The leadership challenges in bringing this about were significant, not only to "do the right thing for the moment", but also to steer the University through the transition period and specifically to develop a mission, vision and organisational culture that would place it on a winning trajectory for the next 100 years and beyond.

As is the case with all universities, the University of Pretoria has numerous stakeholders over a broad spectrum. Students, alumni, staff, student unions, trade unions, parents, donors, the government, political parties and their various factions,



Prof Calie Pistorius
Vice-Chancellor and Principal
(2001–2009)

industry and commerce, sector bodies, schools, cultural organisations and non-governmental bodies all weighed in. For many – if not all – and particularly those very close to the University, this was a difficult process. Major change initiatives are challenging and demanding, and are typified by uncertainty, anxiety and expectations. Inevitably some agreed with the direction and pace of the change that was taking place, while others did not. Many fully supported the change imperative; some were reluctant to accept it, at least initially; while others resisted the change or demanded a different outcome. One thing was evident: doing nothing or delaying action was not an option. Rather than taking a reactive stance, the University was committed to a proactive approach with an eye towards achieving sustainable, long-term outcomes.

Many of the changes that were required during the transformation years of the first decade of the new millennium touched the very heart and soul of the University. Longstanding traditions were fundamentally challenged. At the same time, a new culture and new value frameworks were emerging. The answers were not "in the back of the book". As is the nature of universities, those who care about it in one way or another are often prone to exhibit strong emotions.

3 Extracted from the speech of General Jan Christiaan Smuts, Minister of Education of the Transvaal Colony (and later Prime Minister of the Union of South Africa), at the laying of the cornerstone of the Old Arts Building on 3 August 1910.

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The Aula on the University of Pretoria's Hatfield Campus.

The University certainly had its fair share of this inevitable aspect of change. In some way, each of these elements contributed to the changes that were effected.

The University boldly stated its vision and commitment towards academic excellence. Amid the changes, the objective of building the University's academic reputation and stature – nationally and internationally – was central.

The University of Pretoria was the largest residential university in South Africa at the time with a broad academic offering. It was also the leading producer of research outputs and doctoral graduates in the country. It was a pioneer in educational delivery mechanisms, particularly with regard to telematic education and the enhancement of the student experience.

During the period, the University's international profile grew substantially. It hosted a number of heads of state and enhanced its network of international partners. Its campus enterprises were flourishing and were upheld as a model. During this period, the University experienced a rapid and marked shift in demographics and maintained a strong financial position.

In retrospect, I believe that we steered the University on a path where it would be a "truly South African university" and one of South Africa's eminent research universities, recognised across the globe as a centre of academic excellence.

The chapters of this publication tell the story of the University's trajectory, the new initiatives, the phasing out of older actions, and the daily endeavours of the people who played a part in achieving this objective.

On a personal note, it was a privilege for me to have led the University of Pretoria as its Vice-Chancellor and Principal from August 2001 until August 2009. I grew up on the University's campus. I am an alumnus of the University and spent a significant part of my academic career there. The University of Pretoria remains close to my heart. I was encouraged and heartened by a letter I received from Prof AK (Kader) Asmal, Minister of Education at the time, who was the architect of the higher education reforms. He referred to "... the care you have taken to renew the University's role in a changing South Africa. Transformation... is a process and not an event. You are an able servant of this process".

I would like to take this opportunity to pay tribute to all those who contributed towards the University and its endeavours, including those who came before us. I would like to thank all the people with whom I had the pleasure of working – Council members, fellow members of the University's management, staff members, students, alumni, donors and friends.

This publication is a comprehensive narrative about the University of Pretoria during the period 2001 to 2009, describing the many facets of its progress during a pivotal period in its history. A special word of thanks is owed to Prof SV (Somarie) Grey and her team for compiling and editing this publication.

The University of Pretoria is a remarkable institution. It will continue to excel and be an outstanding anchor institution.

Prof Calie Pistorius
Vice-Chancellor and Principal
(2001–2009)

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MESSAGE FROM THE CHAIRPERSON OF COUNCIL

It was my privilege and honour to be nominated, in 1994, as the first woman to serve on the Council of the University of Pretoria. This was a crucial period both in the history of the country and in the history of the institution. A new democratic dispensation had recently been established in South Africa, and the University was poised to give effect to the country's new ideology and values. The Council played a critical role in this regard.

Once the government had formulated the initial national vision and policies to reflect the country's new democratic dispensation, these policies (including those for the higher education sector) were gradually implemented from the turn of the century. Several legislative and statutory changes were effected between 1996 and 2002 that were to govern the higher education system and its institutions. One such development that was to dramatically influence the future functions of all universities was the all-encompassing National Plan for Higher Education (NPHE), drafted by the then Minister of Education,[4] Prof AK (Kader) Asmal.

The policy proposals put forward in the NPHE were designed to ensure that universities would transform themselves into institutions of higher learning that would fulfil their rightful roles of becoming the intellectual homes for the rich diversity of talented students and academics in the new South Africa, also taking the national imperatives into consideration.

Each university council had the responsibility of identifying the specific changes spelled out in the NPHE that were relevant to its particular institution, and of ensuring that these changes were implemented. This created a framework within which the Council of the University of Pretoria had to exercise its governance responsibilities. It placed a further obligation on Council in addition to its usual governance functions. This was to oversee the introduction of appropriate changes within the University during the period covered by this publication.

During the course of 2001, Council was fully informed of the issues that had been identified and the proposals put forward in the NPHE. It committed itself to ensuring that the underlying principles would be implemented in a manner that would complement the huge strides that had already been made with regard to the transformation of the goals, strategies and operational codes of the University of Pretoria.

In this endeavour, I would like to recognise the important role played by my esteemed predecessor, Mr BC (Ben) Alberts, who chaired the Council in the critical period from 1999 to 2003. I would also like to express my sincere appreciation for the dedicated and far-sighted support afforded the Chair, throughout the period under review, by all the members of Council. I had the privilege to succeed Mr BC Alberts and to serve as Chair of Council from 2003 to 2008, and to hand over my position to a competent successor in the person of Ms NT (Futhi) Mtoba for the remainder of the period under review.

Although committed to implementing the strategic objectives and underlying principles of the NPHE, Council was equally steadfast in its support of the fundamental position taken by the University. This was that the University of Pretoria should not lose its own identity during the processes of reshaping the South African higher education landscape.

As could be expected, there were some specific challenges, such as the incorporation of the Mamelodi Campus of the former Vista University into the University of Pretoria in a constructive and acceptable manner. The University not only assumed the responsibility for providing excellent education to all students on that campus, but also identified a need and responsibility to contribute to the wellbeing of the Mamelodi community.

In setting the ultimate goals to be achieved in the process of redefining the University's academic and operational landscape, the University's Council and Executive Management worked together as a dynamic and interactive team, guided not only by the policy positions and guidelines emanating from the Department of Higher Education, but also by the vision and mission that had been adopted for the University during this period. Throughout the period under review, it was emphasised that, although Council may, and indeed should, question and interrogate (and not only affirm) actions taken by the Executive Management, it should at no time interfere with or take over those functions. Council regarded the University's core academic endeavours of teaching, research and

Prof Esmé du Plessis
Chairperson: UP Council (2003–2008)

community engagement to be the primary strategic objectives of the institution. Thus, apart from those challenging issues that required the attention of Council, it also considered it to be of fundamental importance that it was informed of the needs and achievements of the academic staff. Council therefore availed itself of the opportunities that were created, and was heartened that all indicators pointed to a long-serving, dedicated, productive and outstanding academic staff complement. This was especially important as, without a committed and loyal corps of quality academic staff members, the University could never achieve its vision to be a leader in higher education that is internationally recognised for academic excellence, nor could it execute its mission to promote scholarship and research.

This volume represents a lasting and comprehensive record of the various initiatives carried out during the period under review, as well as the various challenges that had to be overcome in order to reach the goals the University had set for itself during the interesting period in its history between 2001 and 2009.

Prof Esmé du Plessis
Chairperson: UP Council
(2003–2008)

4 Gazetted on 9 March 2001 (Notice No 230, *Government Gazette* No 22138).

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ABBREVIATIONS AND ACRONYMS

AABS	Association of African Business Schools
AAC	Augmentative and alternative communication
AACC	American Association of Cereal Chemists
AAU	Association of African Universities
ACE	Advanced Certificate in Education
ACGT	African Centre for Gene Technologies
ACM	Association of Computing Machinery
ACUHO-I	Association of College and Universities Housing Officers – International
Afrinem	African Institute for Economic Modelling
AIPF	Associated Institutions Pension Fund
AIS	Academic Information Services
APRM	African Peer Review Mechanism
ARV	Antiretroviral
ARWU	Academic Ranking of World Universities
AsgiSA	Accelerated Shared Growth Initiative of South Africa
ASL	Academic service learning
ASSA	Actuarial Society of South Africa
ATI	African Tax Institute
ATKV	Afrikaanse Taal- en Kultuurvereniging
AU	African Union
AUCC	African Use and Care Committee
AVBC	Australasian Veterinary Boards Council
B-BBEE	Broad-based black economic empowerment
BCMP	Bachelors in Clinical Medical Practice
BE at UP	Business Enterprises at University of Pretoria (Pty) Ltd
BEE	Black economic empowerment
BFAP	Bureau for Food and Agricultural Policy
BIRAP	Bureau for Institutional Research and Planning
BIT	Beijing Institute of Technology
BSW	Bachelor's degree in Social Work
BTF	Broad Transformation Forum
CA	Chartered Accountant
CA(SA)	Chartered Accountant of South Africa
CAAC	Centre for Augmentative and Alternative Communication
Caltech	California Institute of Technology
CBE	Community-based education
CBPE	Centre for Business and Professional Ethics
CBT	Computer-based testing
CCM	Client Conservation Model
CCSSA	Critical Care Society of Southern Africa
CCTV	Closed-circuit television
CE at UP	Continuing Education at University of Pretoria Trust
CEEPA	Centre for Environmental Economics and Policy in Africa
CELP	Centre for Education Law and Policy
CEO	Chief Executive Officer
CEPP	Community Engagement Programmes and Projects
CERU	Conservation Ecology Research Unit
CESM	Classification of Educational Subject Matter
CFA	Chartered Financial Analysts
CHE	Council on Higher Education
CID	City Improvement District
CIL	Computer and Information Literacy
CIPS	Centre for International Political Studies
CIR	Division of Corporate International Relations
CIS	Centre for International Cooperation
CMSA	Colleges of Medicine of South Africa
COPC	Community-oriented Primary Care
COSA	Chamber Orchestra of South Africa
CPD	Continuing Professional Development
CRCE	Curricular and Research-related Community Engagement
CRI	Citrus Research International
CRM	Customer Relationship Management
CSA	Centre for the Study of Aids
CSC	Client Service Centre
CSCS	Certified Strength and Conditioning Specialist
CSIR	Council for Scientific and Industrial Research
CT	Computerised tomography
CTA	Certificate of Theory in Accounting
CTMM	City of Tshwane Metropolitan Municipality
CTP	Committee of Technikon Principals
DBA	Doctorate of Business Administration
DBSA	Development Bank of South Africa
DCIR	Department of Corporate International Relations
DEAT	Department of Environment Affairs and Tourism
DGDC	Directorate-General for Development Cooperation
DIA	Department of Institutional Advancement
DLS	Department of Library Services
DNA	Deoxyribonucleic acid
DoE	Department of Education
DPLG	Department of Provincial and Local Government
DPSA	Department of Public Service and Administration
DRC	Dutch Reformed Church in South Africa
DRIS	Department of Research and Innovation Support
DST	Department of Science and Technology
DVN	DipVetNurs
E at UP	Enterprises at University of Pretoria Trust
EASA	Educational Association of South Africa
ECI	Early childhood intervention
ECOG	Eastern Cooperative Oncology Group
EDC	Endocrine-disrupting Chemicals
EE	Employment Equity
EEDSM	Energy efficiency and demand-side management
EMU	Electron Microscopy Unit
ERA	Unit for Education Research in Aids
ESSSAT	European Society for the Study of Science and Theology
EU	European Union
FABI	Forestry and Agricultural Biotechnology Institute
FARC	Forensic Anthropology Research Centre
FCNP	Fellowship in Nuclear Medicine
FDA	US Food and Drug Administration
FET	Further Education and Training
FHP	Functional Household Programme
FOTIM	Foundation of Tertiary Institutions of the Northern Metropolis

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FPS	Forensic Pathology Services
FTE	Full-time equivalent
FUNIBER	The Ibero-American University Foundation
GABEK	Ganz Heitliche Bewältigung von Komplexität
GIBS	Gordon Institute of Business Science
GHI	Global Health Initiative
GMHS	Geïntegreerde Menslike Hulpbronnestelsel
GSM	Graduate School of Management
GSTM	Graduate School of Technology Management
GVA	Gross value added
HE at UP	Health Enterprises at University of Pretoria
HELP	Health Emergencies in Large Populations
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
HERI	Higher Education Research and Innovation
HESA	Higher Education South Africa
HIM	High-impact module
HLT	Human Language Technology
hpc	High Performance Centre
HPCSA	Health Professions Council of South Africa
HR	Human Resources
HRC	Human Resources Committee of Council
IADR	International Association for Dental Research
IAEA	International Atomic Energy Agency
IAEP	Internal Auditing Educational Partnership
IAO	International Affairs Office
IAOP	International Association of Oral Pathologists
ICMM	Institute of Cellular and Molecular Medicine
IcOMST	International Conference of Meat Science and Technology
ICT	Information and Communication Technology
ICTP	Abdus Salam International Centre for Theoretical Physics
ICU	Intensive Care Unit
IEASA	International Education Association of South Africa
IF	Institutional Forum
IFITT	International Federation of Information Technology and Travel and Tourism
IGA	International Goat Association
IIA	Institute of Internal Auditors
IIA (SA)	Institute of Internal Auditors South Africa
IIP	Investors in People
IIPF	International Institute of Public Finance
IMER	Institute for Missiological and Ecumenical Research
INCLEN	International Network in Clinical Epidemiology
INGINEUS	Interaction with European Union Strategies
INSiAVA	Injection-enhanced silicon in avalanche
IOFOS	International Organisation of Forensic Odontostomatology
IOSP	International Organisation of the Sword and Pen
IP	Intellectual Property
IRB	International Rugby Board
IRPU	Institutional Research and Planning Unit
ISD	International Students Division

ISI	Institute of Scientific Information
ISO	International Standards Organisation
ISR	Institute for Sports Research
ISSUP	Institute of Strategic Studies
IT	Information Technology
ITM	Institute of Tropical Medicine
ITV	Interactive television
IWGS	Institute for Women's and Gender Studies
Jipsa	Joint Initiative on Priority Skills Acquisition
JSE	Johannesburg Stock Exchange
L-CAS	Longitudinal Clinical Attachment Programme
LECO	Laboratory Equipment Corporation
LGI	Laboratory for Advanced Engineering (Pty) Ltd / Laboratorium vir Gevorderde Ingenieurswese
LIMRA	Life Insurers Marketing Research Association
LMS	Learning management system
LPC	Language Policy Committee of Senate
MBA	Master in Business Administration
MBC	Mamelodi Business Clinic
Medunsa	Medical University of South Africa
MEM	Master's in Engineering Management
MPA	Master of Public Administration
MPM	Master's in Project Management
MRC	Medical Research Council
MRI	Mammal Research Institute
NACI	National Council on Innovation
NASDEV	National Association for Student Development Practitioners
NCHE	National Commission on Higher Education
NEHAWU	National Union of Health and Allied Workers
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental organisation
NHLS	National Health Laboratory Services
NIHE	National Institute for Higher Education
NKP	Teachers' Training College (Normaalkollege Pretoria) – not to be confused with the erstwhile Pretoria College of Education (PCE), the English teachers' training college in Pretoria
NLP	Natural language processing
NPAH	New Pretoria Academic Hospital
NPC	National Private Colleges
NPHE	National Plan for Higher Education
NQF	National Qualifications Framework
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSTF	National Science and Technology Forum
NUPSAW	National Union of Public Service and Allied Workers
OBP	Onderstepoort Biological Products
OIE	World Organisation for Animal Health
OPVSC	Onderstepoort Veterinary and Paraveterinary Student Committee
OTAU	Onderstepoort Teaching Animal Unit
OVAH	Onderstepoort Veterinary Academic Hospital
OVI	Onderstepoort Veterinary Institute

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PBMR	Pebble Bed Modular Reactor
PDBA	Postgraduate Diploma in Business Administration
PDMS	Performance Development and Management System
PET	Positron-emission tomography (scan)
PIP	Pre-care, in-care and post-care
POP	Persistant Organic Pollutant
PPS	Professional Provident Society
PU for CHE	Potchefstroom University for Christian Higher Education
PUNIV	Pretoria University Loan Fund
PURCO	Purchasing Consortium for Higher Education
PWC	PricewaterhouseCoopers
QE	Qualifying Examination
QS	Quacquarelli Symonds
RAU	Rand Afrikaans University
RCVS	Royal College of Veterinary Surgeons
RICS	Royal Institute of Chartered Surveyors
RIS	Research Information System
RNA	Ribonucleic Acid
RSSA	Radiological Society of South Africa
RSSA	Royal Society of South Africa
S^2A^3	South African Association for the Advancement of Science
SAAPAM	South African Association of Public Administration and Management
SABPP	South African Board of People Practice
SADC	Southern African Development Community
SAGP	Sindh Agricultural Growth Project
SAHECEF	South African Higher Education Community Engagement Forum
SAICA	South African Institute of Chartered Accountants
SAICE	South African Institution of Civil Engineering
SAMI	South African Malaria Initiative
SAMSS	Sub-Saharan African Medical Schools Study
SANAS	South African National Accreditation System
SANParks	South African National Parks
SANRAL	South African National Roads Agency Limited
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SARB	South African Reserve Bank
SARChI	South African Research Chairs Initiative
SARUA	Southern African Regional Universities Association
SASAS	South African Society of Animal Science
SAUVCA	South African Universities' Vice-Chancellors' Association
SAVA	South African Veterinary Association
SAVC	South African Veterinary Council
SAWMA	Southern African Wildlife Management Association
SBAH	Steve Biko Academic Hospital
SCAMMC	Senate Committee on Academic Matters at the Mamelodi Campus
SCR	Senate Committee on Research
SEIDET	Siyabuswa Educational Improvement and Development Trust
SEM	Scanning Electron Microscopy
SERA	Southern Education and Research Alliance

SETA	Sector Education and Training Authority
SHCS	School of Health Care Sciences
SHSPH	School of Health Systems and Public Health
SIC	Student Internship Complex
SIFE	Students in Free Enterprise
SISA	Sport Information and Science Agency
SMART	Self-monitoring and reporting technology
SMME	Small, medium and micro-enterprises
SNTS	Studiorum Novi Testamenti Societas
SPMA	School of Public Management and Administration
SRC	Student Representative Council
SRE	Society for Restoration Ecology
SSDP	Support Services Development Project
STATOMET	Bureau for Statistical and Survey Methodology
STEM	Science, technology, engineering and mathematics
Stuku	Student Culture
TALL	Test of Academic Literacy Levels
TB	Tuberculosis
TEPF	Temporary Employees Pension Fund
THES	Times Higher Education Supplement
THRIP	Technology and Human Resources for Industry Programme
TLEI	Telematic Learning and Education Innovation
TPA	Transvaal Provincial Administration
TTO	Technology Transfer Office
TUC	Transvaal University College
TUT	Tshwane University of Technology
UASA	United Association of South Africa
UCT	University of Cape Town
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UN	United Nations
UNESCO	UN Educational, Scientific and Cultural Organisation
UNICEF	UN Children's Fund
Unisa	University of South Africa
Unitech	Association for Marketing, Communication and Development Professionals in Higher Education
UNWTO	United Nations World Tourism Organisation
UP	University of Pretoria
UPBI	University of Pretoria Business Incubator
UP CARES	UP Continuous Alert and Referral System
UP Fund	University of Pretoria Fund
UPFY	University of Pretoria Foundation Year
UPIP	University of Pretoria Institute of Pathology
UPP	Universiteit van Pretoria Personeelvereniging
UPPA	University of Pretoria Personnel Association
UPSO	University of Pretoria Symphony Orchestra
UPWO	Universiteit van Pretoria Werknemersorganisasie
US	University of Stellenbosch
VGL	Veterinary Genetics Laboratory
V/Q	Ventilation/perfusion
WCAP	World Conference on Animal Production
Wits	University of the Witwatersrand
WRC	Water Research Commission
ZSSA	Zoological Society of Southern Africa

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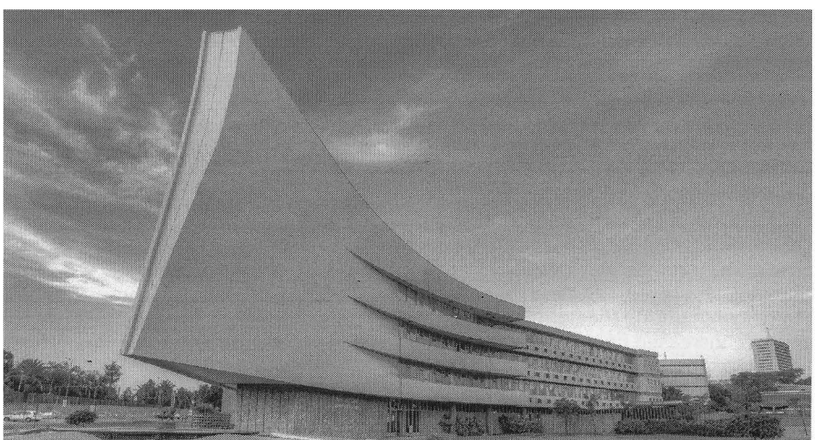
Chapter 1

CONTEXT

1.1 TERTIARY EDUCATION IN THE GLOBAL CONTEXT[1]

Universities play a vital educational role in society at both a local and international level. They are subject to the same social, political and economic forces as society is in general. Although the focus of this publication is on the period 2001 to 2009, this decade cannot be seen in isolation, as the effects of such forces may take many years to materialise. This introductory section provides a brief overview of the main international trends in tertiary education during this period. It is limited to those trends that affected established, internationally recognised universities, i.e. tertiary institutions that embodied a similar vision and mission as the University of Pretoria (UP) during this time. Furthermore, although many of these trends had already been identified by the end of the 20th century (Smit, 2002a:2–3), their increased intensity and widespread impact became more apparent during the subsequent decade.[2]



The Administration Building on the University of Pretoria's Hatfield Campus.

Perhaps the single-most influential development in the international higher education landscape was the rapid increase in student numbers since the 1960s, which led to mass higher education or "massification". Massification was propelled by the rise of post-industrial economies, service industries and the knowledge economy. Worldwide, the gross enrolment ratio increased from 19% to 26% between 2000 and 2007 – a seven-percentage-point growth in the number of students that fell within the age cohort that usually enrolled for tertiary education. This amounted to over 150 million students participating in tertiary studies across the globe. However, on a regional basis, sub-Saharan Africa had the lowest participation rate and experienced little growth, rising from 4% to 6% during the same period.

Globalisation (the process of ever-greater international economic and cultural integration) was another factor in the higher education sphere, the influence of which became much more pronounced during the first decade of the 21st century. It was precipitated by several aspects, including the growing dominance of English as the language of scientific communication, as well as information and communication technologies (ICTs), which enabled instantaneous universal contact and simplified scientific communication, and the advent of an international knowledge network.

A third significant trend was the emergence of world institutional rankings and league tables. Although international rankings received widespread criticism for having methodological flaws and added to the tension surrounding the international dynamic, they were taken seriously by the public and financial supporters (including governments), and could therefore not be ignored. During the period under review, South African universities also began to take note of and institute measures to improve their standing within these rankings.

Many of the key developments in higher education during the first decade of the 21st century were inter-related, as a number of them stemmed from the two overarching phenomena of massification and globalisation. The increase in student numbers naturally necessitated larger facilities, an expanded teaching corps and other infrastructural requirements, but it also proved that government tax revenues were incapable of matching the rising costs of mass higher education. Post-secondary academic institutions were therefore increasingly forced to generate a larger proportion of their own revenues. In addition to special fundraising initiatives, universities and national systems sought various ways of curbing costs, such as increasing class sizes (and, as a result, also teaching loads), substituting higher-cost, full-time faculty members with lower-cost, part-time academic staff, and increasing tuition fees and "living charges" for board and lodging. There was also an increasing tendency on the part of national governments to ask universities outright to generate their own revenue, as was the case in China and Australia.

Massification and its attendant financial issues were likely also the most important driving forces behind the fastest-growing tertiary education sector worldwide: private higher education, which accounted for roughly 30% of global enrolment by 2009. The private sector absorbed the high demand for higher education by accommodating students who preferred not to enrol at public institutions or could not do so. However, as many of these private

1 Most of the detailed information included in this section is drawn from Altbach, Reisberg and Rumbley (2009).

2 In relation to South African universities, the effects came to the fore at an even later stage than was the case in their international counterparts due to the country's political isolation prior to the advent of democracy and international acceptance in 1994.

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institutions were specifically for-profit or quasi for-profit, they were generally run on a business model. Consequently, students were considered to be consumers, and boards and chief executives, as opposed to academics, held the power and authority. Thus, academic purposes were no longer the dominant underlying basis for the decisions and ethos of such educational institutions (Council on Higher Education, 2010). In South Africa at the time, private tertiary education was not as prevalent, and this sector produced only 10% of the country's graduates.

The mission of a modern university was threefold: research, teaching and community engagement. Globally, financial challenges affected all three of these missions, which existed in constant tension with one another as institutions regularly had to make difficult decisions in terms of the prioritisation and allocation of funding and resources. With regard to research during the period under review, increased financial assistance by government was often more prevalent in particular areas that were of significance to the various national development agendas, such as biotechnology. The South African government identified science and technology as a priority area for research and training in 2002, which led to much greater support and the subsequent expansion of, for example, engineering faculties. At the same time, however, government also placed particular emphasis on community service and outreach, which created tension between the three functions of universities in South Africa (research, teaching and community engagement). Therefore, project-specific awards, rather than block grant funding for teaching and research, increased competition among tertiary institutions for government support.

The ownership of intellectual property – research results that may lead to licences, patents and revenue – and the question of who would benefit from it were other potential points of tension between the producers of research and those who sponsored it. The research environment was therefore evermore subject to opposing pressures: the necessity of commercialising knowledge versus the traditional obligation of treating the production and dissemination of knowledge as a public good. The fact that tertiary education largely came to be regarded as a private good[3] was part of the reason why institutions and their students were increasingly expected to carry the cost of tertiary education, which contributed to the later complexities related to the affordability of higher education.

Globalisation manifested itself in student mobility. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) estimated that over 2.8 million students were engaged in tertiary studies outside their home country in 2007 (Altbach et al., 2009:25). This was primarily realised by national and institutional internationalisation strategies, as well as students' own choices. Governments and institutions implemented various strategies to attract international students, for example, by instituting degree programmes in English at universities in non-English speaking countries, setting up partnerships between tertiary institutions in different countries to offer degree programmes, and adjusting visa and immigration requirements. However, equitable access to international opportunities for students remained an ongoing challenge.

Recognisable trends in international student mobility also emerged. This largely consisted of student mobility within the European Union (EU), as well as students from Asia entering the academic systems of Australia, North America and Western Europe. Globally, however, mobility trends principally indicated a South-North pattern (Altbach et al., 2009:8).[4] A further trend that was identified was the growth in female student numbers.

A similar, largely South-North pattern also arose in the case of professional academics. A significant variation in remuneration packages among countries, combined with the opportunities for high-level research and research collaboration, which provided increased opportunities to excel, contributed to this so-called "brain migration". North America, in particular, attracted a large number of academics from Europe and developing countries seeking higher salaries and better opportunities. The period also witnessed a great rise in the number of part-time academics at universities in several countries. In Latin America, for example, only about 20% of the country's professoriate had full-time employment.

Globalisation, with its previously mentioned increases in student and scholar mobility, and massification, led to the growth of traditional and a rising number of new education providers. This created an urgent need for recognised standards of quality by which to evaluate unfamiliar foreign qualifications. Although agreements of this nature were not easily reached, the Bologna Process[5] was one such international engagement. It made great progress with the integration of higher education in over 40 European countries through the creation of a common degree structure to generate uniformity and quality assurance across the region.

Similar agreements were initiated in other regions, including Africa, where the African Union (AU) began to develop a harmonisation strategy for higher education programmes in 2007 (Hoosen, Butcher and Njenga, 2009:3).

ICT, a contributing factor in the spread of globalisation, transformed tertiary education. During the period under review, this process of the technological permeation of academe continued. Opportunities for academic and research collaboration became ever more easily facilitated through the rapid growth of email communication and social networking platforms.[6] The electronic publication of books and scientific journals became more prevalent, providing widespread access to academic research. ICTs also led to significant growth in distance education, as evidenced by the existence of close to 24 so-called "mega-universities"[7] by 2005.

This publication reviews the period 2001 to 2009. Overall, this first decade of the 21st century was marked by rapid growth in student numbers, greater international cooperation and collaboration, far better access to higher education, and an emphasis on knowledge and research production. Many of the global trends discussed in this section reflect developments that also emerged in the South African higher education landscape. It is within this context that the University of Pretoria had to position itself, and its activities and policies during the period under review reflect this.

3 The situation in South Africa was, however, entirely reversed. Having experienced the effects of not fully educating a large part of the population, the populace certainly considered higher education as a public good. Yet, despite demands for free education during the relevant decade, the South African government simply did not have the financial capacity and the will for such an endeavour.

4 Although the number of South African students who studied abroad appear relatively low (6 062 in 2009, 5 500 in 2008, 5 746 in 2007 and 6 638 in 2006), their mobility patterns basically reflected that indicated by Altbach et al. (2009) in that the top destination countries included Germany, the United Kingdom (UK) and the USA. See Project Atlas® South Africa (2016).

5 The main objective of the Bologna Process, launched in 1999, was to ensure more comparable and coherent systems of higher education in the European Higher Education Area (EHEA). See European Higher Education Area and Bologna Process (2016).

6 Facebook, for example, was fast on track to having 500 million users by the end of 2009 (Elliott, 2010:60).

7 Institutions using largely distance education methods with over 100 000 students.

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1.2 THE TRANSFORMATION YEARS IN SOUTH AFRICA: 2001–2009

[Contribution by Ms Nasima Badsha, Deputy Director-General: Higher Education in the former Department of Education (September 1997 to mid-2006) and Advisor to the Minister of Education (until May 2009)]

The preamble to the 1996 report of the National Commission on Higher Education (NCHE) (National Commission on Higher Education, 1996:1) eloquently states:

> *South Africa's higher education system has considerable capacity in research, teaching and physical and human resources. Yet the system is fundamentally flawed by inequalities, imbalances and distortions deriving from its history and present structure. Higher education can play a pivotal role in the political, economic and cultural reconstruction and development of South Africa. For it to do so, the strengths in the system must be maintained; but the weakness must be remedied. To preserve what is valuable and to address what is defective requires transformation.*

Following the advent of democracy in 1994, UP, like other public institutions, took on the challenge of "preserving what is valuable" and "addressing what is defective" through its transformation agenda, which was informed by the policy frameworks provided by the NCHE and Education White Paper 3: A Programme for the Transformation of Higher Education (Department of Education, 1997). At the same time, UP, like other higher education institutions, was also responding to the challenges of globalisation and the rise of the knowledge economy. Worldwide, higher education systems were moving from "elite" to "mass" systems.

The new government had enshrined the principle of academic freedom in the Constitution, and the Higher Education Act (Act No. 101 of 1997) had guaranteed the principle of institutional autonomy, especially as it related to student admissions, teaching and learning, research and the management of resources, both public and private. However, as set out in Education White Paper 3 (Department of Education, 1997), institutional autonomy was linked to public accountability, which required institutions to be "answerable for their actions not only to their own governing bodies and the institutional community, but also to the broader society".

Within the context of the cooperative governance framework for the higher education system, which rested on the principles of academic freedom, institutional autonomy and public accountability, government adopted a steering role that was particularly evident in the National Plan for Higher Education (NPHE), which was released in 2001. The NPHE set out five strategic objectives (Department of Education, 2001):

- To provide increased access to higher education to all, irrespective of race, gender, age, creed, class or disability, and to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.
- To promote equity of access and to redress past inequalities by ensuring that the staff and student profiles in higher education progressively reflect the demographic realities of South African society.
- To ensure diversity in the organisational form and institutional landscape of the higher education system through mission and programme differentiation, thus enabling the addressing of regional and national needs in social and economic development.
- To build high-level research capacity to address the research and knowledge need of South Africa.
- To build new institutional and organisational forms and new institutional identities through regional collaboration between institutions.

At a systemic level, the preoccupation in the coming years was on the restructuring of the higher education system through mergers and incorporations. Arguably, this came at the expense of some of the other objectives set out in the NPHE. In particular, the objectives of ensuring diversity in the organisational form and institutional landscape were not met, with the landscape, in fact, becoming more uniform as almost all technikons were given university status. Similarly, regional collaboration between institutions was soon shown to be a non-starter.

Having provided this brief context, I wish to reflect on how the University of Pretoria, under the able leadership of Prof CWI (Calie) Pistorius, Vice-Chancellor and Principal for the period 2001–2009, responded to policy challenges in this period. I do so from the vantage point that I enjoyed at the time. I held the position of Deputy Director-General heading the Higher Education Branch in the former Department of Education from September 1997 to mid-2006 and subsequently Advisor to the Minister of Education until May 2009.[8]

Prior to the institutional restructuring that took place from 2002, UP was one of the largest universities in the country, offering a wide range of undergraduate and postgraduate qualifications in all major fields of study, including engineering and the built environment, medicine and veterinary science. UP was and continued to be an important national resource as, over time, it opened its doors to a more diverse student body. Between 2001 and 2009, there was a 92.4% increase in the enrolment of black contact education students from 9 529 to 18 330. In the same period, international student enrolment increased from 1 182 to 3 377, with the majority coming from the Southern African Development Community (SADC) and the African continent more broadly.

The increasing internationalisation of the student body, especially at postgraduate level, also informed a pragmatic approach to the University's language policy. While two official languages (Afrikaans and English) were in use at that time, courses were offered in either language or both depending on demand and other factors.

Importantly, however, under the leadership of Prof CWI Pistorius, there was a continued commitment to ensuring that language was not used as a barrier to access. This position was held despite significant opposition from some internal and external stakeholders, who saw the University's language policy as a threat to the future of Afrikaans as a medium of instruction in higher education.

UP played a particularly important role in broadening student access to key areas such as engineering. This resulted in the University receiving significant infrastructure grants from the Department of Education, which enabled, among others, the building of a state-of-the-art engineering building (and later, expansions to the faculties of Health Sciences and Veterinary Science).

8 Editor's note: Matters referred to by Ms Badsha in this contribution indicate how members of the Department of Education viewed the University's alignment with the changing education landscape. The subsequent chapters of this publication illustrate how this was rolled out in practice at UP.

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While UP was not involved in a merger at the institutional level, it incorporated two institutions into its academic structure: the Mamelodi Campus of the former Vista University and the Teachers' Training College (Normaalkollege Pretoria) (NKP).[9]

It also supported the amalgamation of its Faculty of Veterinary Science with that of the Medical University of South Africa (Medunsa) (although this amalgamation started in the late 1990s, prior to the larger institutional restructuring exercise).

With the incorporation of NKP, UP's Faculty of Education was able to move to the sprawling Groenkloof Campus, where the Faculty expanded into one of the largest in the country, with significant postgraduate capacity.

In addition, UP agreed to the academic custodianship of the Ndebele College of Education in Mpumalanga, pending the eventual absorption of the College into the National Institute for Higher Education in Mpumalanga.

The University's leadership also agreed to take direct responsibility for regulating the quality of its distance education offerings in the field of education, which had earlier been subject to criticism. This led to all the existing programmes being phased out and a limited number of new, high-quality programmes being introduced in their place.

Determining the future use of the Mamelodi Campus proved to be a major challenge, with contesting interests and agendas of various stakeholders within the University and in the broader community.

However, the process was marked by a commitment from the University's Executive to consultation and consensus building. This campus went on to play an important role in the delivery of foundation programmes and the provision of community engagement services.

The task of improving access to and the success of black students in the field of veterinary science also proved to be challenging and required a commitment from UP's leadership to reconceptualise curricula and admission pathways.

The development and financial sustainability of the Faculty of Veterinary Science was a priority of the Vice-Chancellor and Principal, who made a successful case for an annual earmarked allocation for the Onderstepoort Veterinary Academic Hospital (OVAH) in the higher education budget.

A hallmark of Prof CWI Pistorius's leadership was a commitment to change, while ensuring that quality and efficiency standards were retained. He laid strong foundations for the next phase of UP's transformation agenda.

The Old Arts Building on the University of Pretoria's Hatfield Campus.

9 Editor's note: The incorporation of NKP preceded the process of "mergers and incorporations" proposed by Prof AK (Kader) Asmal in his restructuring of the tertiary education landscape.

1.3 RESTRUCTURING HIGHER EDUCATION IN SOUTH AFRICA

As referred to above, the turn of the century witnessed a tumultuous period in the South African higher education sector, profoundly affecting all universities (some more strongly than others). This period was introduced by the Minister of Education at the time, Prof AK (Kader) Asmal, when he published the National Plan for Higher Education (NPHE) in 2001.

This plan announced the details of a major restructuring of the higher education sector in South Africa, which included mergers and incorporations of higher education institutions, a new funding framework for these entities, the replacement of the private acts and statutes of universities, as well as changes to the membership organisations for the heads of these institutions.

The Higher Education Act of 1997 had been amended to give the Minister the power to merge public institutions of higher learning, which he announced he intended to do.

At this point, it is noteworthy to distinguish between the technicalities of a merger and an incorporation:

- In a merger, two or more institutions became one new entity with a new identity and legal status.
- In the case of an incorporation, the campus that was incorporated (together with its students and staff) became part of another institution, without affecting the legal status of the accepting institution.

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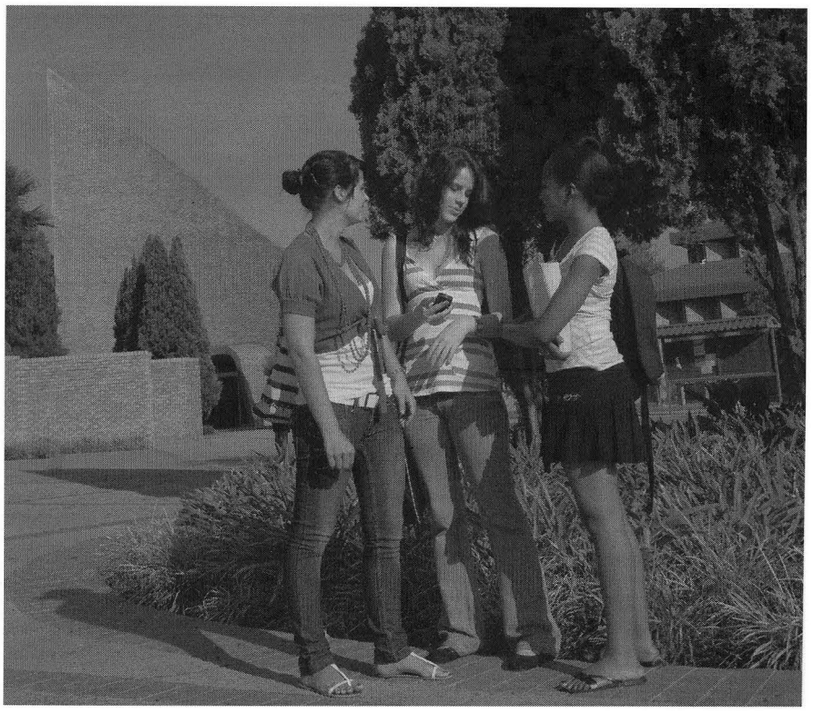
In accordance with the Minister's intention, mergers occurred between a number of universities, various technikons (later renamed universities of technology) and, in some cases, between universities and technikons. The latter institutions were to be known as "comprehensive institutions", but in practice they referred to themselves as "universities".

The mergers led to the disappearance of a number of highly regarded South African universities that were taken up in the new merged institutions. The Potchefstroom University for Christian Higher Education (CHE) merged with the University of the North-West to become the new North-West University (NWU), the Rand Afrikaans University (RAU) merged with the Technikon Witwatersrand to become the University of Johannesburg (UJ) and the University of Natal merged with the University of Durban-Westville to become the University of KwaZulu-Natal (UKZN).

During the period leading up to the Minister's decision regarding which institutions should merge and be incorporated, rumours and rumblings were rampant, discussions intense and mischief-making evident. However, notwithstanding strong recommendations to the contrary from certain other role-players in the higher education sector at the time, the Vice-Chancellor and Principal, in particular, as well as other members of the Executive and of Council, were very vocal and active in presenting cogent operational and logistical reasons why a full-scale merger process would not be feasible for the University of Pretoria. This view was ultimately shared by the Department of Education. Thus, UP maintained its status as such, and emerged from the merger process as the University of Pretoria. It was not merged with any other existing institution of higher education and hence retained its status, name and heritage. It went on to celebrate its centenary in 2008.[10]

A significant event that occurred during the restructuring of the higher education landscape was the unbundling and closure of Vista University, which had had a significant distance education component, as well as a number of campuses. The distance education component of Vista University was transferred to the University of South Africa (Unisa) and the various campuses were incorporated into a number of institutions across the country.

Minister AK Asmal published his intention in the *Government Gazette* of 21 June 2002 to incorporate the Mamelodi Campus of Vista University into the University of Pretoria, indicating that it was "part of the broader process for the restructuring and transformation of the higher education system to ensure the responsiveness of the higher education system to national human resource and research needs as outlined in the NPHE" (Pistorius, 2009). Thus, in January 2004, the University of Pretoria incorporated the Mamelodi Campus of the former Vista University as part of the restructuring exercise. Its students, staff and campus became part and parcel of the University of Pretoria. This incorporation did not affect the University of Pretoria's status, and it continued functioning as the University of Pretoria.[11]



The Mamelodi Campus of the former Vista University after it had been incorporated into the University of Pretoria.

As referred to above, the restructuring of the South African higher education sector also featured a number of other elements in addition to the mergers and incorporations of public institutions of higher learning, These included a new funding framework and the replacement of the private acts of universities (including that of the University of Pretoria) with the Higher Education Act of 1997 (as amended) as well as of university-specific statutes.[12] This action placed significant power, which previously lay with Parliament, in the hands of the Minister.

Finally, the membership organisations for the heads of the respective institutions of the restructured higher education sector in South Africa were also reformed when the two statutory representative organisations for the former universities and technikons, the South African Universities' Vice-Chancellors Association (SAUVCA)[13] and the Committee of Technikon Principals (CTP),[14] were replaced by Higher Education South Africa (HESA)[15] on 9 May 2005 to ensure a strong, unified body of leadership. It represented all 23 public universities and universities of technology in South Africa and was a section 21 company.

10 See Chapter 3.9: Centenary Celebrations 2008.

11 See Chapter 3.5.2: Mamelodi Campus incorporation.

12 See Chapter 2.2.1 Governance, regulations and laws

13 SAUVCA was established as a statutory body for the 21 public universities in South Africa by the Universities Act (Act No. 61 of 1955). As a statutory body, it made recommendations to the then Minister and Director-General of Education on matters referred to it or alternatively on any other issues, which it deemed important for universities.

14 CTP was a national higher education association established in 1967 in terms of the Advanced Technical Education Act (Act No. 40 of 1967). It comprised the rectors, principals and vice-chancellors of technikons in South Africa.

15 The name HESA was changed to Universities South Africa on 22 July 2015.

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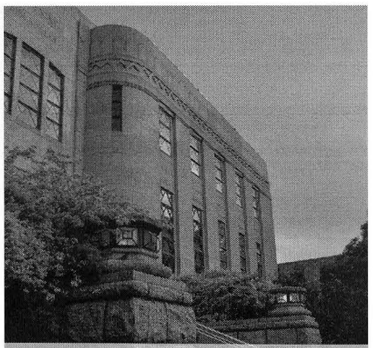
1.4 REPOSITIONING UP IN THE RESTRUCTURED HIGHER EDUCATION MILIEU OF SOUTH AFRICA

Numerous consultative meetings characterised the preparatory period of Education White Paper 3 (Department of Education, 1997). During the period leading up to the final outcome of the consultative phase, UP was of the opinion that South Africa needed a number of genuinely world-class universities to achieve its national aspirations and goals. At internal university meetings, serious thought was given to where UP should reposition itself in the final constellation of higher learning institutions in the new South Africa. Cognisance was taken of UP's existing achievements, including its financial stability, its established academic standing, the increasing national and international recognition of its research output, the calibre of students it attracted and the stature of many of the over 170 000 alumni produced over the preceding 90 years,[16] along with their valued national and international contributions. It was accordingly decided that the University should not only aspire to be one of these much-needed, world-class South African universities, but that it, in fact, had a duty and responsibility to ensure that it indeed succeeded in this quest.

1.4.1 FORMULATION OF A NEW VISION AND MISSION STATEMENT

Against the backdrop of the National Plan for Higher Education (NPHE), UP formulated a new vision and mission statement in 2001, which underpinned the direction in which the University would be steered during the next decade.[17] In essence, the central theme of the new vision and mission statement was the resolution to develop UP into a truly South African leader in higher education and a teaching and research university that was recognised internationally for academic excellence with a focus on quality and continuous innovation, as well as its ability to compete in the global sphere. At the same time, being sensitive to the need to retain local relevance and impact, UP would remain committed to a path of transformation – to be a university where all South Africans would be welcome and that could provide an intellectual home to the rich diversity of South African academic talent. Its students would be branded the "Innovation Generation" and would be respected for being well-rounded, creative persons, responsible, productive citizens, and future leaders.



The Old Merensky Building on the University of Pretoria's Hatfield Campus.

1.4.2 STRATEGIC PLANS

Once the new vision and mission statement had been accepted by Council on 26 June 2002, the University did not modify these again during the entire period spanned by *Ad Destinatum V*. The drafting of two separate strategic plans for this period was necessitated by a need to ensure that the University's focus on obtaining its set goals remained unhindered in the midst of continuously changing external situations. The UP Council adopted the first strategic plan, "Inspiring the Innovation Generation 2002–2005" (University of Pretoria, 2002), on 23 October 2002. It adopted the second strategic plan, "Innovation Generation: Creating the Future 2007–2011" (University of Pretoria, 2007) on 22 November 2006. The two plans were complementary, with the second building on the main elements of the first. Each of these was subsequently published on the UP website to inform the public.

Expanding on the theme of the vision and mission statement, both these strategic plans state that becoming an internationally recognised research university, while at the same time emphasising its local commitment to playing an important role as a leading university in the South African context, was the primary goal. The first plan formed the basis for steering the University through the unsettling restructuring period discussed above to ensure that it stayed true to its goals of pursuing academic excellence and promoting its transformation initiatives. However, once the dust had settled on the restructuring scene, the strategic plan for that period had run its course. By then, UP had not only retained its status, name and heritage, but had also cemented its stature as one of the "big five universities"[18] in South Africa. The crafting of a new plan was inevitable. This second strategic plan was therefore designed to keep the University well focused on developing a more outward, international outlook and becoming a global role player in the international academic sphere, while retaining its commitment to making a more local (South African) impact.

The processes followed in the drafting of both strategic plans were very similar. Prof AP (Antony) Melck, Advisor to the Vice-Chancellor and Principal,[19] played a leading role in coordinating these projects.

- At the onset of each of these processes, several relevant senior academics were requested to compile specifically identified environmental scans and give written feedback to the coordinator of the project.
- This stage was followed by extensive discussions and consultations with members of the UP Council, the Executive Management, deans, directors and other senior academics, as well as student leaders. Widespread input was obtained at specific meetings, seminars, group discussions and specific breakaway weekends attended by all the relevant stakeholder groups.
- Draft documents were intermittently compiled and presented to the identified stakeholders, where they were debated and adjusted accordingly.
- The penultimate version of each plan was submitted to Senate and Council, and in each case presented to the Institutional Forum. After the suggestions from these bodies had been debated, finalised and incorporated, the University's Executive approved the formal submission of the relevant strategic plan to be presented to Council for final approval.

16 UP was established in 1908.

17 See Appendix B: Vision and mission statement of the University of Pretoria.

18 Together with the University of Cape Town, University of the Witwatersrand, University of KwaZulu-Natal and the University of Stellenbosch.

19 Prof AP Melck later became Executive Director: Institutional Planning on UP's executive management team from 1 January 2009.

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Because the strategic plans underpinned all the strategic initiatives and actions taken by the University during the period under review, more information on the thrusts of each plan is provided below. The implementation details of these two plans form the bulk of the information in subsequent chapters of this publication.

Inspiring the Innovation Generation 2002–2005

In support of the accepted vision and mission statements, the Strategic Plan for 2002 to 2005 (University of Pretoria, 2002) was underpinned by eight strategic thrusts:

- ***Focus on academic endeavours.*** The University's primary focus would remain its core academic endeavours, particularly teaching and research. For these, there would be no compromise.
- ***Focus on quality.*** This would not be limited to academic endeavours, but would include service levels, student life, governance, management and administration, facilities and quality people.
- ***Local relevance.*** This would be manifested through its sensitivity to the national needs and societal contexts of the country, as well as the demands of the time.
- ***Transformation.*** Major transformation initiatives throughout UP would be a matter of prime importance. These included the development of an inclusive and enabling value-driven organisational culture, the racial integration of campuses and facilities, a marked increase in student and staff diversity, and a language policy that treated Afrikaans and English as languages of equal status.
- ***International competitiveness.*** It was important for the University to benchmark itself on an international scale and bring its impact to bear on this important national challenge.
- ***Value-driven organisational culture.*** The University would honour the basic values and fundamental rights that were enshrined in the Constitution – in particular those that pertained to an academic institution, as well as those that may pertain to the individual or to the University's residences. Therefore, an inclusive and enabling value-driven organisational culture that pervaded all aspects of university life had to be developed.
- ***Sustainability.*** This did not pertain to financial sustainability only, but was interpreted in a broader sense to include academic sustainability.
- ***Innovation,*** in the sense of renewal and continuous improvement in a variety of forms. The University realised that, in order for its innovations to have an impact, it would need to be bold enough to adapt, change and improve its organisational culture, educational and technological processes, organisational structures, as well as its products. The University had to embrace the process of innovation by developing the concept of the "Innovation Generation".

The Innovation Generation: Creating the Future 2007–2011

When Prof CWI Pistorius was reappointed for his second term as Vice-Chancellor and Principal in August 2006, the need for a second strategic plan was generally accepted. It was reasoned that the University, being a trustee of the future, should contribute proactively to shaping and creating the future of the country. This belief inspired the title of the second strategic plan: "The Innovation Generation: Creating the Future 2007–2011". It strived to account proactively for a changed environment, new opportunities and new challenges. Many adjustments were enforced in the subsequent years, some of which were regarded as quite controversial.

An analysis of this strategic plan reaffirmed that becoming an internationally recognised research university (of which academic excellence, quality and innovation were essential characteristics) remained UP's primary goal. Research outputs were closely linked to postgraduate education, which was based on good undergraduate teaching. Thus, the primary goal encompassed both of these fundamental university tasks.

Three key areas for achieving the University's primary goal were identified:

- The University's first priority was to be *a people-orientated institution*, in other words, to attract and retain excellent people, both staff and students.
- This would make it possible to *excel at the University's core functions*: internationally comparable teaching and learning, cutting-edge research and community engagement.
- These objectives would be attainable, provided that appropriate and adequate *assistance was given by the University's support service departments*.

As explained in the executive summary of "The Innovation Generation: Creating the Future 2007–2011" (University of Pretoria, 2007),[20] these key areas were linked to objectives (each with their own strategies), summarised briefly as follows:

- *Excellent members of staff* (with specifically identified research potential where relevant) were to be attracted, selected on merit and retained by providing appealing conditions of service and staff support.
- *Talented students* were to be attracted and retained. This implied that both merit and potential would be used as selection criteria, financial barriers that prevented access to gifted students would be eliminated, and a high-quality student life on campus was to be provided. To ensure that emphasis could be placed on expanding the pool of postgraduate students with strong academic profiles, this had to be extended to the ranks of undergraduate students.
- *Excellence in teaching and learning* would be promoted and rewarded, and relevant student support provided.
- *Cutting-edge research* would be produced by supporting excellent researchers and academics, and leveraging the University's research capacity and support.
- *Community engagement* was to be promoted in the fullest sense of the word, inter alia, by positioning the Mamelodi Campus as the University's main delivery platform for these activities.
- *Excellent support services* would be provided, inter alia, in the areas of student administration, academic information services, information

20 See Appendix A: Executive Summary: "The Innovation Generation: Creating the Future 2007–2011".

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technology, and the University's environment and infrastructure.

- *The local impact of UP* had to remain relevant and in line with the needs of the country, for example, by addressing the skills requirements needed for economic growth, as well as continuing with its transformation initiatives, whereby UP could become the "intellectual home of the rich diversity of South African and international academic talent" (University of Pretoria, 2007:3). This would imply that further attention should be given to addressing student and staff equity, the continued expansion of community engagement drives, as well as a need to address the delivery of education to students from disadvantaged backgrounds innovatively to ensure that they were offered a reasonable opportunity to complete their studies successfully.

- *The University's interface levels* had to receive special attention. This would entail strengthening and improving the University's relations and communications with its external and international higher education communities (by expanding collaborations and partnerships), internally with its staff and students, as well as with its alumni, nationally and internationally.

- *Ensuring the sustainability of the University* remained an all-important prerequisite for successfully implementing this second strategic plan. This would have to be done by way of prudent financial planning and management, raising additional third-stream financial income, the responsible management of the growth strategy, and maintaining campus stability and safety.

To ensure that all the mentioned objectives were realised, an Implementation Plan was subsequently compiled as a supplement (Part B) to the second strategic plan, in which these goals were associated with achievement plans. The latter were designed and based on a projected average growth rate in student numbers of 2% per annum by 2011, differentiated between faculties. By taking the needs of the country and the African continent into account, this growth was anticipated, especially in the fields of science and engineering, as well as postgraduate programmes generally. Line function responsibilities were identified for monitoring progress and ensuring that the goals contained in the achievement plans (in Part C: Executive Responsibilities) were addressed effectively. In Part D: Performance Criteria, Indicators and Benchmarks, statistical measures to gauge institutional progress were compiled in 2007. Institutional Plans were drawn up in 2009. These were to be continuously monitored at executive level with regular feedback to Council against benchmarks and the performance indicators.

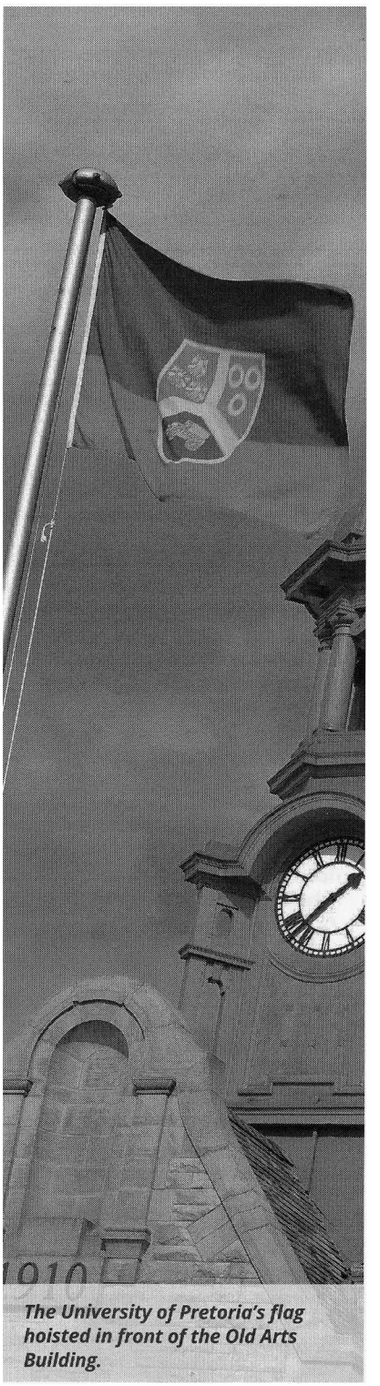
By the end of 2009, UP had undergone a significant process of transformation. Building on several key initiatives undertaken during the 1990s, the University had changed from being a local institution serving a specific subsection of the South African population to an outward-looking, internationally orientated university. By opening its doors, UP's student population had grown significantly in number and diversity, which necessitated considerable physical expansion – the latter occurring through the acquisition of the Groenkloof and Mamelodi campuses, the expansion of the Gordon Institute of Business Science (GIBS) in Sandton, as well as the erection of new buildings on the Hatfield Campus. This was accompanied by an increasing awareness of and commitment to the importance of research, in addition to good teaching, in securing UP's place in the upper echelons of world universities.

In contrast to that which occurred in many other South African institutions during this period, these changes were made while stability was maintained in the governance, management and running of the University. The period was characterised by significant turbulence in the higher education sector, which was also manifested in nationwide student unrest. UP took the position that its students had the right to protest and would, of course, be allowed to do so. However, this should be done in a manner that did not result in damage to property or injury to others.[21] As was the case with practically all tertiary institutions at the time, UP's students certainly also protested. However, with one exception, no noteworthy disruptions to teaching and learning took place, and the tensions, which inevitably arise during such periods of fundamental change, were resolved peacefully and in an orderly manner.[22]

The feeling at the time was that this could be attributed, to a large degree, to the inclusive processes followed in developing the strategic plans, the fact that the plans incorporated a natural progression of ideas towards clearly defined goals, their general acceptance by the university community, and the team spirit among Council and executive members, deans and Senate members and student leaders during the implementation of these plans.

21 See Chapter 3.2.1: Students.

22 The only exception occurred at the beginning of 2005, when student unrest occurred at various university campuses throughout the country, including the University of Pretoria (see Chapter 3.5.2: Mamelodi Campus incorporation).



The University of Pretoria's flag hoisted in front of the Old Arts Building.

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Chapter 2

INSTITUTIONAL GOVERNANCE AND MANAGEMENT

The governance and management structures of UP were prescribed by the Statute of the University (Republic of South Africa, 1996a.[1] To comply with the relevant requirements in chapters 2 to 9 of the amended statutes of 1999 (Republic of South Africa, 1999) and 2004 (Republic of South Africa, 2003b), the officers and structures of the University between 2001 and 2009 were structured as follows:[2]

- The Chancellor
- The Vice-Chancellor and Principal
- The Executive (vice-principals, executive directors and the Registrar)
- Council
- Senate
- Faculties, departments and other academic structures
- Support service departments
- The Convocation
- The Institutional Forum
- The Student Representative Council (SRC)

2.1 CHANCELLORS

In South Africa, the Chancellor is the titular head of a university. Although he or she has no executive powers or administrative responsibilities, the individual plays a very important role in ceremonial university events and similar external gatherings, acting as the face of the institution. In view of this, the Chancellor is generally a widely respected public figure who has good standing in senior national and international academic, governmental, diplomatic and/or business circles. In the period covered by this publication, the University had two chancellors of this calibre: Dr CL (Chris) Stals and Prof WL (Wiseman) Nkuhlu. The University also commemorated the life of a former chancellor who passed away in the period under review, Dr AE (Anton) Rupert.

2.1.1 DR CHRIS STALS

Dr CL Stals was the Governor of the South African Reserve Bank (SARB) at the time of his election as Chancellor in 1997. He served the University in this capacity with distinction for two successive five-year terms, but decided not to make himself available for re-election for a third term in 2006. By the time he stepped down as UP's Chancellor in February 2006, he had been closely associated with UP for more than 50 years – first as a student, and then as a full-time (and thereafter part-time) academic in the Department of Commerce, Money and Banking, as a member of Council, and eventually as Chancellor of UP.

Christian Lodewyk Stals began his tertiary studies at the Extramural Division of UP in 1954, where he obtained, in succession, a bachelor's degree, a master's degree and – in 1968 – a PhD in Commerce with a thesis on international liquidity problems. He joined the SARB in May 1955 as a clerk in the Foreign Exchange Control Department.

Moving steadily up the ranks in various departments, he became the General Manager and Chief Executive Officer (CEO) in January 1975, and subsequently the Senior Deputy Governor of the SARB in April 1976.

Dr CL Stals left the SARB when he was appointed Director-General in the Department of Finance of the Republic of South Africa in 1985. In 1989, he was appointed Special Advisor to the Minister of Finance before finally moving back to his previous environment when he was appointed Governor of the SARB in August 1989. He remained in this post until he retired in August 1999.

As a consequence of his long service in various executive positions at the SARB, he was involved in almost all the major events in the South African economy over the 25 years during which his term as Governor of the SARB coincided with especially turbulent times in the history of South Africa's financial system.

The expertise of Dr CL Stals was recognised at an international level and within Africa. In addition to being the seventh Governor of the SARB, Dr CL Stals also served as Governor of the International Monetary Fund and the World Bank at various times from September 1985 to August 1999,

Dr Christian Lodewyk Stals Chancellor (1997–2006)

1 The Statute of the University of Pretoria, 1996a (published under Notice 1632 in *Government Gazette* No 17497 (18 October 1996)), was amended in 1999. This version was published in *Government Gazette* No 20188 (10 June 1999) and was the statute in use at the beginning of the period under review (2001). It was again amended and published as Notice No 1830 in *Government Gazette* Vol 462 No 25852 (24 December 2003) to be effective on 1 January 2004. This second amendment was effective in the period 2004 to 2009.

2 The sequence of the subdivisions used in this chapter, although strongly guided by these structures, deviates somewhat from them to facilitate the flow and train of thought on the matter. Accepting the existence of overlaps, references to governance are, where feasible, separated from pure management issues.

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as well as a Director of Standard Bank Group Ltd and a member of the Board of Advisors of the South African Savings Institute. In 2003, he was one of seven Africans to be appointed for a four-year term to the Panel of Eminent Persons for the African Peer Review Mechanism (APRM)[3] within the New Partnership for Africa's Development (NEPAD) of the African Union (AU).

During his career, Dr CL Stals received numerous awards, which included the State President's Award for Distinguished Service in 1988, an honorary doctorate in Economics not only from his alma mater, the University of Pretoria (1968), but also from the University of Stellenbosch (1995), the Rand Afrikaans University[4] (1999) and the University of Port Elizabeth (2000). He was decorated as Grand Officer in the Order of the Crown by King Albert II of Belgium in May 1998 and received various awards in recognition of the excellence of his contributions in the sphere of voluntary service from, for example, Toastmasters International.

2.1.2 PROF WISEMAN NKUHLU

Dr CL Stals was succeeded by Prof WL Nkuhlu, who was installed in the Aula on 22 March 2007 as the ninth chancellor of UP. He served in this position until beyond 2009. Prof WL Nkuhlu was a well-respected academic, member of the accounting profession, public figure and a businessman who had demonstrated a unique balance between involvement in his profession, engagement with the business world, dedication to public service, and the development of and a total devotion to academe. Prof WL Nkuhlu obtained the Bachelor of Commerce (1970), Certificate of Theory in Accounting (CTA) (1975) and Master in Business Administration (MBA) (1982) qualifications from the universities of Fort Hare, Cape Town and New York respectively. He qualified as a chartered accountant (CA) in 1976 after serving articles with the auditing firm Hoek, Wiehahn and Cross.[5] He started a new professional practice in accounting, WL Nkuhlu & Company, in Umtata in 1978. This was the first black African chartered accounting firm in South Africa. He again joined the firm of Hoek and Wiehahn[6] as its partner in charge of the Umtata office from 1984 to 1989. Although his career as a professional accountant eventually had to make way for his commitment to education, the esteem in which he was held in the accounting profession per se led to his being elected President of the South African Institute of Chartered Accountants (SAICA) for two terms (April 1998 to April 1999 and April 1999 to April 2000). In this context, it is of special interest to note that, by 2009, Prof WL Nkuhlu had, for over 30 years, played a significant role in the advancement of black professionals (particularly black accountants) in his various capacities as professional accountant, academic, businessman or in the public service.

Wiseman Lumkile Nkuhlu demonstrated a strong commitment to education, even from the early stages of his career. Between 1976 and 1990, he combined his role as professional auditor with that of lecturer, initially at the University of Fort Hare and later at the University of Transkei. By 1977, he had set up an accounting department at the University of Transkei and, eventually, in 1981, became fully committed to education when he accepted an appointment there, first as professor in Accounting and then as Vice-Principal in 1983. In 1987, he was elected as Vice-Chancellor and Principal of the University of Transkei, a position he held until 1991. His contributions to education culminated in his appointment as first chairman of the Council on Higher Education (CHE) (a body formed through the enactment of the Higher Education Act (Act No. 101 of 1997)) from 1998 to 2002, a position that allowed him to play a major role in the restructuring process of South African universities and technikons that occurred in this period.[7]

In the business world, Prof WL Nkuhlu added significant value to the deliberations of many major companies on whose boards he served between 1988 and 2000, including Standard Bank of South Africa, South African Breweries, Old Mutual, Tongaat Hulett, BMW and JCI Limited. He established Pan-African Holdings in June 2005 and, in the next year, became the first chairman of its Board of Directors. His contribution to the national transformation processes included serving as the national president of the Black Management Forum for two terms before 2000. Around the time of his appointment as Chancellor of UP, his directorships included Kagiso Trust Investments, AngloGold Ashanti (Pty) Ltd and Datatec Ltd.

Prof WL Nkuhlu was highly regarded in the arena of socio-economic development, not only of South Africa, but also of the African continent as a whole. He was initially appointed as a director of the Development Bank of South Africa in 1983, and then served as the Chairperson of the Bank from 1993 to 2000. He had a profound understanding of development issues and served as the Chief Executive of the Independent Development Trust from 1992 to 1996.

In 2000, Prof WL Nkuhlu resigned all the company directorships in which he was involved, and accepted an appointment as economic advisor to the President of South Africa at the time (President Thabo Mbeki) until 2004. Concurrently, as from 2001, he held two positions in NEPAD: Chairperson of its Steering Committee and Chief Executive of its Secretariat. In these capacities, Prof WL Nkuhlu led the development of socio-economic renewal programmes in key areas, including peace and conflict resolution, transborder infrastructure development, health and agriculture. He furthermore led the NEPAD discussions between the representatives of Africa and the G8 countries.

In recognition of his significant contributions to the different spheres in which he had been involved during his career, Prof WL Nkuhlu received numerous awards. In the academic and educational sphere, he received honorary doctorates from the University of the Free State, the University of Stellenbosch, the University of Cape Town, the University of Pretoria, the Nelson

Prof Wiseman Lumkile Nkuhlu Chancellor (2007 to beyond 2009)

3 The APRM conducted penetrating analyses of the quality of management on the African continent. These were expected to recommend relevant improvements on identified shortfalls.

4 The Rand Afrikaans University became the University of Johannesburg following its merger with the Technikon Witwatersrand as part of the restructuring of the higher education landscape, which commenced in 2001.

5 Both the serving Chancellor (Prof WL Nkuhlu) and the Chairperson of Council (Ms NT (Futhi) Mtoba) at the time, who both served at UP during the period spanned by this publication, served their articles with this auditing firm. Prof P (Piet) Hoek, the co-founder of this firm, had longstanding ties with UP; as an academic and, for 23 years, as a member of Council (including three terms as Deputy Chair and one as Chair of Council).

6 Then known as Wiehahn and Meyernel.

7 See Chapter 1.3: Restructuring higher education in South Africa.

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Mandela Metropolitan University, the University of the Witwatersrand and the University of Fort Hare. His alma mater, the University of Fort Hare, also established the Nkuhlu School of Accounting in his honour. He subsequently became the patron of this School. Further merit awards included those from the Black Management Forum, the National African Federated Chamber of Commerce (NAFCOC) and the Association of Advancement of Black Accountants, as well as the Paul Harris Award from the Rotary Association and the President of the Convocation Medal from the University of Cape Town in June 2004. He received the *Ordre National de la Légion D'honneur Republique Françoise* in May 2005, as well as the National Award of the Grand Counsellor of the Order of Boabab in Silver from the South African President in April 2008 for his contributions to the African Renaissance through his role in NEPAD.

2.1.3 DR ANTON RUPERT

Dr AE (Anton) Rupert served as Chancellor of UP from 1987 until 1996, and was honoured as the "Tukkie of the Century" by the Board of the Alumni Association. The award was made at the annual Alumni Laureate Ball in 2000. He sadly passed away on 18 January 2006. UP was represented at his funeral in Stellenbosch by the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius, and the Chairman of the Alumni Association, Dr BP (Piet) Botha. A well-attended, special memorial service was held in his honour in the Musaion at UP on 6 February 2006. His daughter, Ms H (Hanneli) Koegelenberg, represented the Rupert family at this service.

Dr Anthony Edward Rupert
Chancellor (1987–1996)

2.2 GOVERNANCE

2.2.1 GOVERNANCE, REGULATIONS AND LAWS

Private Acts and statutes

Historic overview

Until 2001, all the universities in South Africa were governed by their own respective private Acts and statutes.

- The private Acts of the universities regulated many aspects of their functions, which included the functions and composition of their councils.
- The statutes were the laws according to which universities were to be governed.

After the political changes brought about by the South African elections in May 1994, it was generally appreciated and anticipated that major transformational changes to the higher education sector would follow. These historic changes are already well documented in *Ad Destinatum IV* (Smit, 2002a:2–23), and in Chapter 1.2 of this publication in the contribution of Nasima Badsha, Deputy Director-General in the former Department of Education and subsequently Advisor to the Minister of Education.[8]

However, the promulgation of the Higher Education Act (Act No. 101 of 1997),[9] which replaced the Universities Act (Act No. 61 of 1955) and the Tertiary Education Act (Act No. 66 of 1988), is of particular relevance to the structure and composition of the UP Council and the subject of this chapter, and thus necessitates some explanation. Provisions of this Act established councils that were modelled on the principle of "cooperative governance" as articulated by the National Commission on Higher Education (NCHE). All universities and their councils had to operate within the framework of the Constitution of South Africa.

At the time that the Higher Education Act of 1997 was enacted, UP operated in terms of the University of Pretoria (Private) Act (Act No. 106 of 1990), as amended by the University of Pretoria (Private) Amendment Act (Act No. 158 of 1993) and the Statute of the University of Pretoria, 1996 (Republic of South Africa, 1996a). As explained below, the Statute had to be amended to give effect to the governance principles of the Higher Education Act of 1997, particularly since the University's Private Act was, by law, abolished.

Following extensive internal discussions in the University's Broad Transformation Forum (BTF) during the late 1990s and approval by the Council and Senate, an amendment to the Statute of the University of Pretoria was proposed and published in *Government Gazette* No 20188 (10 June 1999) (Republic of South Africa, 1999). This amendment replaced the chapter in the previous statute that dealt with the Council, and mandated the Council in future to take advice from the Institutional Forum (IF)[10] before deciding on a number of issues.

The amended statute of 1999 also articulated Council's policy-making and monitoring responsibilities, particularly with regard to the establishment of guidelines for strategic control, financial control, human resources, the creation of a positive academic environment, disciplinary issues concerning students and staff, and the University's admission policy. The role of Senate with regard to the language policy[11] was specifically identified. Furthermore, the revised statute also determined that the Council would, in future, consist of 37 members. This number was deemed necessary to ensure adequate representation of all the relevant stakeholders at the time.

These amended specifications were proactively included in the University's Statute of 1999 in anticipation of the inevitable changes to which it would have to adjust, and to facilitate the University's ability to act innovatively in shaping its own future.

Thus, by 2001, UP was governed by the University of Pretoria (Private) Act of 1990, amended in 1993, as well as its amended statute of 1999.

8 See Chapter 1.2: The transformation years in South Africa: 2001–2009.

9 This was regarded as the first major legislation in education after 1994.

10 The Broad Transformation Forum was dissolved on 24 May 1999. It was subsequently replaced by the Institutional Forum on 21 October 1999.

11 Also see Chapter 3.8: UP Language Policy and Chapter 3.3.2: Teaching and learning: Language of tuition.

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The period 2001 to 2009

On 2 November 2001, the Higher Education Amendment Act (Act No. 23 of 2001) was published in the *Government Gazette*. This new Act repealed the existing Private Acts of all the South African universities and technikons (excluding only that of the University of Cape Town[12]). Hereby, of course, the University of Pretoria (Private) Act of 1990 was also repealed. Those institutional statutes that had existed prior to the commencement of the Higher Education Amendment Act of 2001 (as was the situation at UP under the amended UP Statute of 1999) continued to exist since they were reasoned to have been made under the principal Act (the Higher Education Act of 1997). As an interim measure, matters contained in a Private Act, but not dealt with in either the principal Act or the University's relevant statute, and which were regarded as being indispensable for the effective functioning of the specific university, were to remain in force as they had been in the relevant university's Private Act for a period not longer than two years (despite the Private Act having been repealed).

One of the effects of the repeal of the Private Acts was that, notwithstanding issues such as the composition of councils (which were set out in the Private Acts) that could only be changed by Parliament amending a Private Act, the Minister now had the power to approve universities' statutes. Since the statutes determined the composition of the Council, the latter was now also in the hands of the Minister of Education, and included wide powers with regard to the financing of universities.

The Higher Education Amendment Act of 2001 was again revised and amended, and published in the *Government Gazette* as the Higher Education Amendment Act (Act No. 63 of 2002) on 19 December 2002. The amended Act determined that, whereas the composition of councils had previously been capped at 37 members, the institutional statute of a public higher education institution could no longer allow a council to have more than 30 members. In cases where the statute provided for more than 30 members (as was the case at UP), the statute would have to be changed within 12 months of the commencement of the Higher Education Amendment Act of 2002. The Act also gave the Minister the power to terminate the membership of identified members in those councils that, at the time, consisted of more than 30 members.

It had thus become an imperative for UP to proactively draft a new statute that would reduce its Council to no more than 30 members, of which 60% would be neither staff members nor students. A new draft statute for UP was duly approved by Council and presented to the Minister of Education for approval. The Minister subsequently published the University's revised statute as Notice 1830 in *Government Gazette* Vol 462 No 25852 (24 December 2003) (Republic of South Africa, 2003b). The new statute came into effect on 1 January 2004.

By 2009, it had become evident that further changes to the then existing statute of 2004 were once again necessary. Towards the end of 2009, proposals were being prepared for consideration by Council, after which they were to be forwarded to the Minister of Education for approval. As this post-2009 introduction of another statute for UP falls outside the reporting period, it should be dealt with in *Ad Destinatum VI*.

2.2.2 UP COUNCIL

The Statute defined the Council as the ultimate governing body of the University of Pretoria that exercised control over the strategic activities of the institution. It was to meet at least three times a year and performed its tasks by means of committee structures. Council could delegate its authority (but not its responsibility) to the Vice-Chancellor and Principal of the University. All management delegations flowed from the Council to the Vice-Chancellor and Principal, and from there they could be delegated to other senior managers and/or employees.

Section 27 of the Higher Education Act of 1997 prescribed that the Council of a public higher education institution had to consist of the following:

- The principal[13]
- The vice-principal/vice-principals
- Not more than five persons appointed by the Minister of Education
- Members of Senate, who had been elected by Senate
- Academic employees, elected by such employees
- Students, elected by the Student Representative Council (SRC)
- Employees other than academic employees, elected by such employees
- Such additional persons as identified by the statute of the respective institution

The Act further determined that at least 60% of the members of Council had to be neither persons who were employed by nor students who were enrolled at the specific public higher education institution. It also required members of Council to be persons with knowledge and experience relevant to the objects and governance of the public higher education institution, and that they had to participate in the deliberations of Council in the best interest of the public higher education institution concerned.

The precise composition of Council was determined by the Statute and, because the latter was amended in the period leading up to 2004, so too was finer detail of the membership of Council accordingly adjusted.

The constitution of the "new" Council, effective from 1 January 2004 in accordance with the University's 2004 Statute, Chapter 5, section 15(1), remained unchanged for the remaining period up to 2009. In compliance with the Higher Education Amendment Act of 2002, the 2004 Statute prescribed the size, as well as the representative nomination basis of the Council. It was to consist of 30 (and no longer 37) members, as follows:

- Nominated by the Minister of Education – 5
- Elected by the Convocation – 4
- Elected by Senate – 3
- Elected by the donors of the University – 2
- Elected by Council based on expertise and experience – 6
- Nominated by the local authority (Tshwane Metropolitan Council) – 1
- Elected by the SRC – 2
- Vice-Chancellor and Principal and vice-principals (*ex officio*) – 5
- Elected by the academic employees – 1
- Elected by the non-academic employees – 1

Not all the positions were filled in time on 1 January 2004.

12 As the University of Cape Town (UCT) had been the first South African university (that had formally achieved university status in 1918), its Private Act still referred to scholarships that had been approved by Parliament at that time, and which had been, and thus still were, available to all South African students (in contrast to UCT students exclusively). Therefore, in 2001/02, various unresolved legal aspects had to be addressed first. That included drafting a special (final) Act that had to be passed through the current Parliament to legally terminate these scholarships before UCT's Private Act per se could officially be terminated – something that still had not been concluded by 2009.

13 In the principal Higher Education Act (Act No. 101 of 1997) and the Statute of 1999, reference is made to the role of the Principal without any reference to the additional connotation of Vice-Chancellor.

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Due to these delays (which led to three vacancies), the election of the Chair and Deputy Chair of Council, as well as the constitution of all the committees of Council, was only finalised at the Council meeting on 18 June 2004.

Council members 2001 to 2009

During the entire period of 2001 to 2009 (i.e. 2001 to 2003, as well as 2004 to 2009), Council consisted of the following members:

Chairpersons:

- **Mr BC (Ben) Alberts**
  October 1999 until August 2003[14]
- **Prof ED (Esmé) du Plessis**
  August 2003 until June 2004 (Acting)
  June 2004 until June 2008
- **Ms NT (Futhi) Mtoba**
  June 2008 until beyond 2009

Deputy chairpersons:

- **Prof ED (Esmé) du Plessis**
  October 1996 until August 2003
- **Dr WR (Willie) Hoods**
  August 2003 until June 2004 (Acting)
- **Mr NL (Neo) Moikangao**
  June 2004 until October 2006
- **Vacant**[15]
  October 2006 until June 2007
- **Ms NT (Futhi) Mtoba**
  June 2007 until June 2008
- **Dr BP (Piet) Botha**
  June 2008 until beyond 2009

Appendix C: Table A shows the names of all the other Council members during the full period under review, as well as the chairpersons of the respective Council committees.

As mentioned above, the Statute stipulated that normally three full Council meetings were to be scheduled per year. These were generally very well attended by all the members.

One extraordinary meeting of Council was arranged on 24 November 2005 to consider the reappointment of the Vice-Chancellor and Principal, whose term was to expire at the end of July 2006. Based on the positive recommendations received from Senate, as well as the IF, Council decided to offer a second term of five years to Prof CWI (Calie) Pistorius when his first term expired in 2006. He was subsequently appointed for a second five-year term.

During the period 2001 to 2009, several special workshops were held for members of Council together with the Executive, plus specially invited members of senior management (academic and support services). During these workshops, particular strategic matters were deliberated. These included the incorporation of the Mamelodi Campus, human resources issues and employment equity compliance, UP's broader transformation initiative, multi-lingualism and related language issues, the new information technology enterprise system,[16] the Risk Register, the global economic crisis of 2008 in terms of the University's finances, the New Management Model, the new National Senior Certificate that was to come into effect in 2008 and the shift in the national policy regarding post-school education.

Important Council decisions: 2001 to 2009

In-depth discussions and debates took place at all Council meetings during which Council applied its mind. Although several of the important decisions are captured under other specific headings in this publication, reference to certain decisions on the following subjects is justified in this context.

The functioning of Council

In 2001 and 2003, specific attention was given to the issue of corporate governance and the requirements of the King II Report. A number of workshops were held to ensure that the principles of corporate governance would be applied across the entire spectrum of the management environment. One of these was a Council workshop aimed at a specific alignment with the objectives of the Minister of Education in this regard. In addition, the Audit Committee initiated a business risk analysis to alert the University to the wide spectrum of risk areas impacting on its activities, both academic and non-academic. At another special Council workshop in May 2009, the relevance of findings of the King III Report on the governance of the University and Council, in particular, was considered.

Council sought guidance from the Minister of Education in 2002 regarding a possible situation in which members of UP's Council were simultaneously also members of other tertiary councils, to avoid possible conflict of interest. The Minister supported its viewpoint. Subsequently, Council members in these situations resigned their participation in the UP Council. These included Dr ATM (Anna) Mokgokong early in 2003, when she was appointed Chair of the Council of Unisa, and Dr LL (Lulu) Gwagwa, CEO of the Independent Development Trust.

Delegations to the various Council committees, as well as to the Vice-Chancellor and Principal and/or other officials, were regularly reviewed. Where deemed appropriate, the mandates for the Council's committees, specifically the Standing Committee, Audit Committee, Investment Committee and Human Resources Committee, were revised and new members elected. In 2009, Council approved a revised charter for the Audit Committee of Council to include risk management, and changed its name to the Audit and Risk Management Committee of Council.

In 2001, Council decided to implement real-time interpretation services from Afrikaans to English at Council meetings. This arrangement was also implemented in Senate in 2005.

To optimise the functionality of the Human Resources Committee of Council (HRC), its composition was changed substantially from 2005 to beyond the period under review. Of significance was the decision taken to ensure that the chairperson of the HRC would be someone with special knowledge and experience of the governance of human resource matters, rather than it automatically being the Chairperson of the Standing Committee of Council. (The Chairperson and Deputy Chairperson of Council remained members of the committee.) Accordingly, Mr AD (Anton) Botha[17] was elected Chair of the HRC in June 2007, which brought a new level of professionalism to the functioning of this important committee.

A decision was taken in 2001 to implement real-time interpretation services from Afrikaans to English at Council meetings to support Council members who were not conversant in Afrikaans. This enhanced their active participation in discussions and debates. This arrangement was also implemented in Senate in 2005.

14 Mr BC Alberts retired in 2003.

15 This position was kept vacant for the period October 2006 until June 2007 to allow new members who were to be appointed and elected to Council the opportunity of also participating in the election of the Deputy Chairperson.

16 This was known as the Systems Renewal Project. See Chapter 5.13: Department of Information Technology Services: IT systems.

17 Mr AD Botha, a former president of the Afrikaanse Handelsinstituut, had the benefit of many years' active involvement in organised business, which included several non-executive directorships on the boards of various companies, such as Sanlam and the Johannesburg Stock Exchange (JSE Ltd).

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Throughout the period under review, Council was annually requested to approve the nominees for the Chancellor's Medal and honorary doctorates for the following year.[18]

Strategic management of the University

In 2002, Council approved the proposed new vision and mission statements of UP, which remained unchanged until the end of the period under review.[19] After active involvement in the development of both the strategic plans that were operational in the period under review, they were presented to and accepted by Council in 2002 and 2006 respectively.[20]

Special institutional projects and events[21]

The various proposed innovative initiatives of the Executive were actively discussed and debated by Council. Once agreement on these was reached, the necessary funds to finance the projects were approved. These projects included the following:

- The Client Service Centre, officially launched in 2002.[22]
- The approval and funding of various capital projects.[23]
- The improvement of and increased professionalism in sport at UP in 2001.[24]
- The participation in a pilot audit by the Higher Education Quality Committee (HEQC) in 2003.[25]
- The participation in late 2004 in re-budgetary and other financial matters following the introduction and immediate implementation of a new funding formula for state funding.[26]
- The incorporation of the Mamelodi Campus of the former Vista University as one of the campuses of UP in 2004.[27]
- The focused efforts of the Executive in 2004 to address degradation in the Hatfield environment and especially the areas surrounding the University's campus.[28]
- The various events that comprised the UP Centenary Celebrations[29] in 2008, which were regularly attended by the Chairperson and/or other members of Council.

Human resource matters

Throughout the period under review, Council gave specific attention to employment equity issues at UP and viewed this as a high priority. Regular reports on compliance with and progress regarding the University's Employment Equity Plan, approved by Council in 2000, were sent to the Department of Labour.

Council approved a performance management system that applied to all staff. It was introduced in January 2001 and was aimed at aligning the output of staff with the mission and objectives of the University, and at facilitating their training and development.

In 2002, Council also approved the performance indicators that the Executive had set up and against which UP reported its achievements on an annual basis as from 2003. This enabled Council to execute its governance functions properly and effectively. During the term, Council also developed and implemented an annual self-assessment instrument that pertained to Council itself, as well as its committees.

Salaries were restructured in terms of a package approach, with effect from 1 April 2001. In 2003, new post-retirement medical benefits and leave gratuity were instigated.

On the trade union front, a new entrant, the National Union of Public Service and Allied Workers (NUPSAW), was granted limited rights in 2001. Furthermore, the case between the National Union of Health and Allied Workers (NEHAWU) and UP, contesting the retrenchment of workers that followed the outsourcing of certain non-core support services in 1998,[30] came to the Labour Court in February 2001. Court procedures lasted several months, but by the end of the year, no judgment had been delivered, despite the fact that the hearing had been concluded. The eventual finding of the court was in the University's favour.

Student matters

Council set requirements for student governance at UP in 2001 to monitor the SRC's success with regard to its contribution to improving race relations on the University's campuses. It was also decided to address the current system of student elections based on political party affiliations and politics, which was increasingly becoming ineffective and problematic, and was regarded as having reached the end of its shelf life.[31] The consultative processes that followed continued in the subsequent years. A set of principles, which formed the foundation of a new SRC Constitution, resulted in the approval of an amended SRC structure revolving around portfolio committees for the 2003 term. However, ensuring buy-in from all the relevant stakeholders was a lengthy process, and the first SRC elections based on the new constitution were only held in 2007. Council was satisfied that the composition of the student bodies reflected UP's broader transformation initiatives.

When Council was informed in 2008 of external political interference in student and alumni affairs, it once again reiterated its view that the University's management and government structures were to remain apolitical in all their activities.

An extensive project, consisting of several programmes pertaining to student life at UP, was launched in 2002.[32] It was called "The Innovation Generation" and was aimed at cultivating a value-driven culture in residences, whereby the diverse student population would be united into a single body in support of UP's vision, mission and strategic plans relating to students.

18 See Appendix C: Table H: Institutional awards.

19 The University's vision and mission statements were only amended again in 2010.

20 See Chapter 1.4.2: Strategic plans.

21 See Chapter 3: Strategic initiatives and outcomes (2001–2009).

22 Also see Chapter 5.5: Client Service Centre.

23 Also see Chapter 5.10: Department of Facilities Management.

24 In 2002, important partnerships were forged and various efforts that had previously been put into action came to fruition. The High Performance Centre (hpc) was launched on 10 May 2002. Throughout the period under review, several major international sporting events, as well as international athletes in training, were hosted at UP's sport grounds. See Chapter 5.10: Department of Facilities Management and Chapter 5.24: TuksSport.

25 This was regarded as a practice run for the formal HEQC quality audits that were to be extended to all other tertiary institutions in due course. This was followed by the full-blown HEQC Audit of the University in 2007. When Council received the Audit Report in 2008, the University compiled an institutional improvement report, which was approved by Council and presented to the HEQC. See Chapter 5.18: Department of Quality Assurance (Quality Unit).

26 This unexpectedly resulted in a substantial decline in the state funding of University subsidies after UP's budget for 2005 had already been finalised.

27 This was part of the restructuring processes of the South African higher education landscape by the then Minister of Education, Prof AK (Kader) Asmal. See Chapter 1.3: Restructuring higher education in South Africa, and Chapter 3.5.2 Mamelodi Campus incorporation.

28 This was done in collaboration with the Hatfield business community and the Tshwane Metropolitan Council, and led to the establishment of the Hatfield City Improvement District (CID) and Hatfield Community Court. These initiatives not only made the community safer, but also helped to establish UP's role as a responsible citizen. A Diversion Programme, in collaboration with the Department of Justice and Constitutional Development, enabled youth offenders (including students), who were found guilty of minor offences, to conduct community service and receive counselling as an alternative to serving a sentence and having a criminal record, which would hamper their chances of success later in life. Also see Chapter 5.15: Division of Legal Services: Highlights.

29 This consisted of just over a year-long project of more than 270 separate academic, cultural, social, sport and commemorative events. See Chapter 3.9: Centenary Celebrations 2008.

30 This formed part of the Support Services Development Project (see Smit, 2002a:22).

31 Also see Chapter 2.2.8: Student Representative Council: 2001 to 2009.

32 See Chapter 3.2.1: Students.

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The project was funded by a grant from the Kellogg Foundation made to the Vice-Chancellor and Principal. In 2004, activities in this regard were extended by the formation of the Department of Residence Affairs and Accommodation. Significant progress was made with regard to the transformation of the residences and their management. In 2004, Council also supported the establishment of the Financial Aid Office to support financially needy students.

In 2007, Council commended the Executive for its dedicated efforts to improve student life on all the campuses, with specific reference to upgrading accommodation and sport facilities, as well as academic, financial and emotional support that was offered to students.

Facilities expansion

It was Council's role to approve funding for the construction of new facilities on the University's campuses, also known as capital projects.[33] During the period under review, 12 new buildings and large structures were built and/or inaugurated, two extensive refurbishment projects were implemented and – by the end of the period – another two large-scale construction projects were in the planning or construction phases. Significant investment was also made to improve the Information Technology (IT) infrastructure on the various campuses of the University.[34]

In anticipation of possible pending future electricity outages, approval was granted in 2008 for the large-scale installation of diesel-driven standby power generators for the University. A total of 43 generators were installed between 2001 and 2009. Council also approved the purchase of two land parcels at The Innovation Hub in 2008, with the understanding that separate proposals for the development of facilities on the land parcels were to be submitted later for consideration. However, the latter was never implemented during the period under review.

2.2.3 SENATE

Senate was identified in the Higher Education Act of 1997 as the academic governance body of a university. The Act further stated that Senate was accountable to Council for the education, research and community engagement functions of the public higher education institution and had to perform such other functions as were delegated or assigned to it by Council. The composition, functions and roles of Senate were defined by the University's Statute, and were largely focused on academic planning and development, as well as the regulation and quality control of all activities of the University regarding teaching, learning and research. Senate furthermore had the responsibility of advising Council (and the IF) on a number of matters, including all new appointments and extensions of term appointments of the Vice-Chancellor and Principal, the vice-principals and academic heads of departments.

Furthermore, Senate, together with Council, had to approve the language policy of the University and all relevant issues surrounding admission to UP.

Composition of Senate: 2001–2003 and 2004–2009[35]

As determined in the 1999 Statute of the University, in 2001, Senate consisted of individuals who were *ex officio* members: the Vice-Chancellor and Principal (Chairperson), vice-principals, the Registrar, executive directors, representatives of Council (the Chairperson and Deputy Chairperson of Council), deans, deputy deans and academic staff with a similar status, heads of academic departments and academic staff with similar status, directors who were heads of schools, directors of support service divisions and the Chairperson and Deputy Chairperson of the IF. Furthermore, it also comprised appointed or elected members, namely four members nominated by the SRC, two employee representatives from the ranks of the permanent academic staff, as well as two employee representatives from the ranks of permanent non-academic staff and two representatives from educational institutions who were entitled, by virtue of a reciprocal agreement, to representation on Senate.

However, the implementation of the amended statute in 2004 excluded a few of the previously identified members of Senate. The excluded members were those who were not primarily involved with academic responsibilities: directors who were heads of schools were to be replaced by chairpersons of schools; directors of support service divisions were limited to those whose line functions included academic support; only the Chair of the IF and only one representative of each of the academic and non-academic personnel were to remain as members of Senate. Thus, the composition specifically emphasised the academic nature of its governance more strongly.

The statutes of both 1999 and 2004, effective during the period, determined that the Vice-Chancellor and Principal was *ex officio* the Chairperson of both Senate and the Executive Management Committee of Senate. These positions required that he or she would be a person with recognised academic standing. This was indeed the case with all three the vice-chancellor and principals at UP who were at the helm during their respective terms of office within the period spanned by this publication.

Functioning of Senate

During the period under review, Senate functioned according to the guidelines of the Statute of 1999 and the amended Statute of 2004. In adherence to these statutes, Senate normally held three meetings per year[36] between 2001 and 2009.[37] Extraordinary meetings were called by the Chairperson when deemed necessary. These meetings were to only have one item on the agenda, for example, to ask Senate for its opinion on major strategic decisions, or the appointability of candidates for the appointment of Vice-Chancellor and Principal. During the period under review, Senate had to voice its opinion twice: once on the appointability of Prof CWI Pistorius for a second term (on 7 November 2005) and once on the appointment of Prof CM (Cheryl) de la Rey for her first term as Vice-Chancellor and Principal (on 15 July 2009).[38] In both cases, Senate supported the nomination. As mentioned above, interpretive services with simultaneous translation in Afrikaans and English, as had been used in Council meetings since 2001, were also introduced in Senate in 2005.

As stated in the relevant statutes, when Senate was not in session, the Senate Executive (referred to as the Executive Management in the 1999 Statute), as the representative

33 See Chapter 5.10: Department of Facilities Management.

34 Also see Chapter 5.10: Department of Facilities Management and Chapter 5.13: Department of Information Technology Services.

35 See Appendix C: Table B: Senate membership and its committees

36 The first meeting in the year was an information meeting in which the Vice-Chancellor and Principal was given the opportunity to give an overview of the state of the University and to explain the academic strategies for the year. The other two meetings were regular academically oriented meetings.

37 At the last Senate meeting chaired by Prof CWI (Calie) Pistorius on 21 May 2009, the members formally took leave of him before his departure on 31 August 2009.

38 This was a joint meeting of Council, Senate and the IF.

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of Senate, assumed authority on its behalf and could execute the functions of Senate, particularly with regard to academic planning. Although the Vice-Chancellor and Principal, Prof CWI Pistorius, was the *ex officio* chairperson of the Senate Executive, he delegated this duty to Prof CR (Chris) de Beer. The Senate Executive, for its part, reported to Senate on its activities, which were either confirmed or revised by Senate. Senate also granted certain powers to the Senate Executive that allowed it to finalise certain matters on behalf of Senate.

Standing Committees of Senate[39]

In accordance with the Statute, apart from the Executive Management, other standing committees also enabled Senate to perform its duties. At the beginning of 2001, the following Senate committees already existed, and were thus reported on in previous volumes of *Ad Destinatum*:

- Academic Planning Committee
- Committee for Education, Research and Quality Assurance
- Appointment Selection Committee
- Timetable Committee
- Committee for Research Ethics and Integrity
- Appeals Committee of Senate (student disciplinary matters)
- Senate Committee for Student Cases
- Student Disciplinary Committee
- Faculty Boards[40]

Although there were no major structural changes to either the functions or structure[41] of Senate during the period 2001 to 2009, the following new Senate committees were established:

- *Senate Committee for Admission, Evaluation and Academic Support (September 2001).* This committee was established to oversee policies related to admission, evaluation and academic support, with a view to regularly evaluating and improving such policies in accordance with statutory requirements and best practice.

- *Senate Committee for Academic Matters on the Mamelodi Campus (January 2004).* This committee was abolished in May 2008 when the courses at Mamelodi were mainstreamed into the University's regular activities. This committee originated as the Theme Committee on Academic Programmes in 2003, in anticipation of the incorporation of the Mamelodi Campus of the former Vista University into the University of Pretoria.[42] This Theme Committee was formally changed to the Academic Quality Assurance Committee late in 2003, formally instituted in 2004. It finally became the Senate Committee for Academic Matters on the Mamelodi Campus in January 2004, and was responsible for designing the academic programmes on the University's Mamelodi Campus.

- *Senate Committee for Research (13 May 2004).* This committee arose from the HEQC Pilot Audit in 2003, which identified the need at UP for an institutional Research Committee at Senate level, as well as the new Statute of UP that came into operation in January 2004. It had its inaugural meeting in 2004. At that time, the existing Senate Committee for Research Ethics and Integrity became a subcommittee of the Senate Research Committee, and was renamed the Committee for Research Ethics and Integrity. Likewise, in 2004, the reconstituted University-wide Animal Use and Care Committee (AUCC) became another subcommittee of the Senate Research Committee.

- *Senate Committee for Student Life (13 May 2005).* This committee agreed to a fundamental revision of the student life programme at UP, which was regarded as too voluminous and uncoordinated, to better accommodate the academic needs of students and to ensure an appropriate alignment of student life with the academic programme.

- *Senate Committee for Language Policy (May 2006).* This committee was formed based on a report by an ad hoc working committee presented to Senate in May 2006. The Senate Language Policy Committee had to revisit UP's Language Policy.[43]

- *Senate Committee for the Gordon Institute of Business Science (GIBS) (September 2006).* This committee was established by Senate to function analogously to the Faculty Board of a regular university faculty. Until that time, GIBS's academic programmes had been governed by the Faculty Board of the Faculty of Economic and Management Sciences (situated on the Hatfield Campus). This (new) arrangement gave GIBS greater academic autonomy, even though it was situated externally on the GIBS Campus in Illovo, Johannesburg.[44]

- *Senate Committee for Community Engagement (September 2007).* This committee was responsible for ensuring that community engagement was entrenched in all programmes, projects and academic modules to the benefit of both the University and the community concerned.[45]

- *Senate Committee for Teaching and Learning (September 2007, instituted in February 2008).* This committee was responsible for coordinating teaching and learning matters throughout the University, and for ensuring continuous evaluation and improvement of the existing policy measures of UP in accordance with the statutory requirements and best practices for teaching and learning.

In order to effect alignment with the New Management Model that was introduced in 2008, it was proposed to streamline the Senate Executive to consist principally of the University's Executive, the deans and Senate's representatives on the Council, and that this body would take over the work of the existing Academic Planning Committee of Senate, which would then be abolished. The formalisation of this arrangement required a change in the Statute, which was planned together with other changes later in 2009.[46]

A number of major new academic policies were developed and implemented during the period 2001 to 2009.[47] Comprehensive processes for the approval of new programmes, as well as changes to or the abolishment of existing programmes, were also introduced. These processes had a strong underlying quality focus.

39 See Appendix C: Table B: Senate membership and its committees.

40 See Chapter 2.2.5: Faculties and faculty boards.

41 The implementation of the new statute in 2004 led to less members in the Senate, thus excluding members who had not primarily had academic responsibilities.

42 See Chapter 3.5.2: Mamelodi Campus incorporation

43 Also see Chapter 3.8: UP Language Policy

44 Also see Chapter 4.11 Gordon Institute of Business Science.

45 Also see Chapter 5.6: Department of Community Engagement: Historical overview.

46 Although the Statute was amended accordingly, the Academic Planning Committee was not abolished and continued to function.

47 See Appendix C: Table E: Major academic policies that were adopted by Senate from 2001 until 2009

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2.2.4 OFFICE OF THE REGISTRAR

The Statute of the University of Pretoria, as well as its amended versions during the period under review, determined that the Registrar should serve the various organs of governance, such as Council, Senate and the Convocation. General institutional supervision was aimed at ensuring compliance with the provisions of the Higher Education Act of 1997. In addition to these responsibilities, the Registrar also performed a role in academic administration. This included everything from admissions to graduation and student records, which resulted in the Registrar being regarded as the custodian of student records.

Prof NJ (Niek) Grové was initially appointed as Registrar in the Executive Management team of Prof J (Johan) van Zyl on 1 March 2000 and remained in this position when both Prof CWI Pistorius and Prof CM de la Rey were appointed as Vice-Chancellor and Principal in 2001 and 2009 respectively.[48]

As his initial responsibilities encompassed institutional supervision and corporate legal services, he was responsible for the Department of Academic Administration, the Office of the Registrar and the UP Archives[49] throughout the period under review. The Client Service Centre also reported to him from 1 June 2002. The Legal Services Division played a crucial role in supporting the Registrar in his role as legal counsel to the University's management structures.

In 2003, the repeal of the University of Pretoria (Private) Act of 1990 necessitated the revision of the institutional statute in accordance with section 32 of the Higher Education Act of 1997. The University's new statute came into operation on 1 January 2004. As from 2004, the processes for the election and appointment of Council members (as well as Senate members, where applicable) in terms of the provisions of the new statute took place under the control and supervision of the Registrar.

The Secretariat, which provided all Secretariat duties to the meetings of the various statutory bodies and their committees, as well as support services to the executive management team, was restructured in 2002 with the appointment of Ms MG (Michelle) Viljoen as head of the division after the retirement of Dr EP (Edwin) Whittle, and the expansion of the team with the appointment of Ms L (Linda) Pelser as Executive Assistant. In 2004, Ms MG Viljoen was transferred to the Office of the Vice-Principal, Prof CR de Beer, and in 2005 Ms L Pelser was transferred to the Office of the Registrar at the beginning of 2005. The establishment of an effective database of decisions and management information services was initiated at the same time. At the beginning of 2005, Ms E (Elize) de Villiers was appointed as head of the Secretariat. The responsibility for providing meeting management support to the various Senate committees was decentralised in accordance with the New Management Model to the various executive line functions. Consequently, the Secretariat would henceforth only provide services and support related to the meetings of the Executive, Council and Council committees.

In 2005, the Registrar's responsibilities were expanded to include the Department of Quality Assurance (the Quality Unit). The main focus of this unit was to prepare for and manage the HEQC Institutional Audit that was conducted in May 2007. A new division reporting to the Registrar – the Unit for Academic Planning – was established at the end of 2006, with Dr S (Sanette) Boshoff as head. It was also actively involved in the preparations for the HEQC Institutional Audit.[50]

The Office of the Registrar, through the Department of Quality Assurance and the Unit for Academic Planning, in cooperation with the Department of Academic Administration, undertook many activities that impacted directly on the University's core business. As a direct consequence of the establishment of a streamlined process for academic programme development, the University received a special mention from the HEQC concerning this aspect in the Institutional Quality Audit Report of 2008: "The HEQC commends the University of Pretoria for the many support structures that provide assistance to departments for the development of new programmes and for its robust programme approval system."

By 2004, the Registrar's portfolio also included TuksSport (which was moved to the portfolio of the Executive Director (Prof AM (Antonie) de Klerk) in 2006). The new Hatfield City Improvement District initiative[51] was also run from the Office of the Registrar during this period.

In May 2009, the Department of Student Affairs, the Department of Residence Affairs and Accommodation, Alumni Relations and the Department of Security Services were temporarily added to the Registrar's portfolio. This was brought about by a temporary reshuffle of portfolios for six to seven months between the members of the Executive when Prof CWI Pistorius announced his intended resignation and Prof CR de Beer became the acting Vice-Chancellor and Principal until the formal appointment of Prof CM de la Rey.

Owing to the expanded portfolio of the Registrar, and the need for high-level strategic support, a second Executive Assistant position was created in the Office of the Registrar in 2007, in which Ms E (Elzanie) Slabbert was appointed.

In terms of the new statute of 2004 the Registrar controlled and supervised all processes regarding the appointment of new Council members.

2.2.5 FACULTIES AND FACULTY BOARDS

In accordance with both the relevant statute of the University and its amendment[52] during the period under review, as well as the institutional rules, the faculty boards could, in effect, be counted among the standing committees of Senate to which relevant powers were delegated. Each faculty board consisted of the dean and deputy dean (or persons of similar status) of a particular faculty, the heads of departments in that faculty, and professors and other

48 Ms E (Elana) van Vreden served as his personal assistant throughout the period under review until 2017, when he retired as Registrar to return to a career in academia.

49 As part of its core performance areas, the UP Archives continued with its mission to serve as the University's corporate memory and to collect, order, preserve and catalogue information about the history of the University. Research for the University's executive, as well as academic and administrative staff, together with research for outside stakeholders, remained a core function. In addition, the UP Archives continued to facilitate student research.

50 In 2009, the Unit for Academic Planning and the Bureau for Institutional Research and Planning (BIRAP) reported to Prof AP (Antony) Melck at executive level.

51 See Chapter 5.15: Division of Legal Services: Highlights.

52 The Statute of 1999 and its amendment of 2004. Also see Chapter 2.2.1: Governance, regulations and laws.

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departments in January 2000: Church History and Church Polity, Dogmatics and Christian Ethics, New Testament Studies, Old Testament Studies, Practical Theology, and Science of Religion and Missiology. Prof CJA (Cas) Vos was appointed Dean.

- *Veterinary Science.* Subjects were presented in nine departments: Anatomy and Physiology, Companion Animal Medicine, Companion Animal Surgery, Paraveterinary Studies, Pathology, Production Animal and Community Health, Reproduction Veterinary Science, Veterinary Production and Ethology, and Veterinary Tropical Diseases. Prof NPJ (Nick) Kriek was appointed Dean.

Another important facet of the restructuring process was the decentralisation of managerial and administrative powers to the level of faculties, with their deans exercising these powers, assisted by faculty managers and additional decentralised administrative support staff to the faculties and the offices of the deans.[65]

Restructuring faculties: 2001–2009

Although the major thrust of the entire project for the restructuring of faculties had already been completed by the end of 2000, and no further new faculties were established between 2001 and 2009, the final phases of the ongoing organisational innovations and structural changes in the faculties of Education and Health Sciences were only completed or implemented during 2001.

Faculty of Education

In accordance with the decision of the Minister of Education, the NKP was formally incorporated into the Faculty of Education on 1 February 2001. It comprised the School of Education Science and the School of Teachers Training.[66] Prof JD Jansen was appointed Dean of the Faculty of Education in July 2000. By the middle of 2001, the entire Faculty of Education had been moved to the facilities of the Groenkloof Campus where the NKP was previously situated, and UP was also provided with much-needed additional student accommodation.[67]

Faculty of Health Sciences

Prof TJ (Thanyani) Mariba was appointed as Dean of the new Faculty of Health Sciences on 1 July 2001. This coincided with the official endorsement of the amalgamation of the Faculty of Medicine and the Faculty of Dentistry into the new Faculty of Health Sciences.

The initial proposal was that this new faculty would consist of five schools, each headed by a chairperson.

This was eventually amended to four schools.[68] The Faculty was managed according to a strong-school model, whereby the academic heads took full responsibility for curriculum development and the academic programmes of their respective schools. The Dean was tasked, in particular, to address the faculty-specific challenges experienced at the external interfaces by the Faculty as a whole. As the former dean of the Faculty of Medicine, Prof DJ (Dion) du Plessis, had already retired earlier in 2001, the previous Deputy Dean of the Faculty, Prof SV (Somarie) Grey, was appointed Acting Dean on 1 March 2001 until the establishment of the new faculty and the appointment of Prof TJ Mariba in July 2001.

Faculty of Engineering, Built Environment and Information Technology

In the Faculty of Engineering, Built Environment and Information Technology (EBIT), on 1 September 2001, Prof RF (Roelf) Sandenbergh, was appointed in the position vacated by the previous dean, Prof CWI Pistorius, when he became the new Vice-Chancellor and Principal of the University of Pretoria in August 2001.

Functioning of the new decentralised faculty model

The various organisational, structural and managerial aspects of the new decentralised faculty models, which were mostly implemented during the early phases of the period under review, functioned very well in certain faculties, but were more problematic in others.

The degree of success was strongly influenced by variations in the complexities unique to the functioning of specific faculties, the degree to which the necessary financial and human resources for full implementation of the proposed changes had been made available, as well as several other external pressures placed on the University as a whole and on certain faculties per se.[69]

Different degrees of subsequent modification in certain elements were necessitated. These varied from minor adjustments to major faculty-specific changes. A few years later, the latter situation necessitated significant further restructuring in the faculties of Education (2008), Humanities (2009) and Health Sciences (2010).[70]

Another significant change in the academic milieu was the merger of the University's two business schools: the Graduate School of Management (GSM) on the Hatfield Campus and GIBS in Illovo, Johannesburg, in 2006, which had served their student cohorts well.[71]

2.2.6 THE CONVOCATION OF THE UNIVERSITY OF PRETORIA: 2001 TO 2009

According to law, all South African universities have a convocation that ensures the input of alumni into matters regarding the university and that provides a statutory connection to its former students.

During the period under review, the Convocation was the University's largest constituency – consisting of its alumni[72] and other relevant individuals, the executive management team, the deans of faculties, permanent academic staff members, professors emeriti and other retired academic employees, as well as other persons as Council might determine. The Convocation had an advisory role. It discussed and stated its opinion on any matter that related to the University or was referred to it by Council. It conveyed its views thereon to Council by means of a resolution submitted via the Registrar.

The Convocation also assisted in electing the University Chancellor, and elected the President of the Convocation from among its number.

65 See Chapter 2.3.2: Senior Management.

66 Note should be taken of the fact that this incorporation was done separately from the other mergers and incorporations of the higher education institutions by the Minister of Education, Prof AK (Kader) Asmal (see Chapter 1.3: Restructuring higher education in South Africa). The executive management member who ensured the successful conclusion of this project was Prof CR (Chris) de Beer.

67 See Chapter 4.3: Faculty of Education.

68 The schools of Dentistry, Health Care Sciences, Health Systems and Public Health, and Medicine. The proposed School of Pathology Sciences was deemed counterproductive and, at the request of the respective stakeholders, the relevant departments were incorporated into the School of Medicine.

69 This was especially relevant to the School of Medicine in the Faculty of Health Sciences, whose pathology services were nationalised in their entirety by governmental decree into the National Health Laboratory Services (NHLS), as gazetted on 13 December 2000.

70 See Chapter 4.3: Faculty of Education, Chapter 4.5: Faculty of Health Sciences and Chapter 4.6: Faculty of Humanities.

71 See Chapter 4.11: Gordon Institute of Business Science and Chapter 4.12: Graduate School of Management.

72 All persons who had obtained a qualification from UP, as approved by the Senate and Council, automatically became a member of the Convocation when they received a degree or diploma from the University.

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During the period under review, the members of the Alumni Association elected four members of the Convocation to serve on the UP Council in accordance with the Statute. When the opinion of Convocation members was needed on other occasions, the necessary input was provided by the Chairperson of the Convocation.

President of the Convocation

Retired Justice CF (Frikkie) Eloff [73] was elected as President of the Convocation on 15 October 1995, and presided over the Convocation throughout the period under review until beyond 2009.

Because the President of the Convocation (or his representative) represented the Convocation at all graduation ceremonies of UP, he formed an integral part of the formal academic procession at these events. Justice CF Eloff regularly attended graduation ceremonies throughout his tenure, thereby fulfilling an important symbolic role in the reception line during the graduation formalities. He was placed in such a position in the ceremonial reception line that he was able to formally congratulate each student just after he or she had been capped by the Registrar upon receiving his or her degree. This was regarded as the symbolic welcoming of a newly qualified student to the ranks of the Convocation of UP.[74] He played a similar role in the installation ceremonies of the Chancellor (Prof WL Nkuhlu on 22 March 2007), as well as the Vice-Chancellor and Principal (Prof CWI Pistorius on 5 November 2001 and Prof CM de la Rey on 16 April 2010).

2.2.7 INSTITUTIONAL FORUM

Functioning of the Institutional Forum

In accordance with the provisions set out in paragraph 37 of both the statutes of 1999 and 2004, the Institutional Forum, during the period 2001 to 2009, was a stakeholder body in the University. Its role was to advise Council in writing on transformation issues affecting the University. The precise transformational matters listed in paragraph 37 of the Statute included the following:

- The implementation of the Higher Education Amendment Act of 2001 and the National Plan on Higher Education of 2001
- The formulation of policies relating to racial and gender equity
- The selection of candidates for senior management positions
- Codes of conduct
- Mediation and dispute resolution procedures
- The formulation of a policy for fostering an institutional culture that is characterised by tolerance, respect for fundamental human rights, as well as a positive academic climate
- The management of diversity on the University's campuses

Historical overview

As mentioned in Chapter 1.1, the South African higher education system was challenged at the turn of the century by significant international changes in higher education that affected the entire world, and nationally by the revolutionary political changes occurring within our own country. It was thus essential for the University of Pretoria to act innovatively to adjust to the inevitable changes and thereby shape its own future (Smit, 2002a:1–23).

It was appreciated at the time that bold transformational changes were called for at the University, which included a systematic institutional culture change and an adjustment to the so-called "way things were done" at UP. The importance of the principles of transparency and legitimacy at the University was emphasised formally in the inaugural address of the former Vice-Chancellor and Principal in 1992 (Smit, 2002a:14). Thorough and intensive negotiation in 1995 led to the establishment at UP of the Broad Transformation Forum on 12 June 1996. Initial membership was open to all legitimate interest groups in the university community, including the Council. It placed a big responsibility on Council members to attend BTF meetings. All parties agreed that decisions were made by consensus. The University, making a bold decision for the time, accepted these decisions as binding at Council level as well, and not merely as tokenism, provided that the Council members on the BTF supported these decisions.

By September 1999, there was wide representation from various stakeholders of the University in the membership of the BTF (Smit, 2002a:15).[75] Notwithstanding significant initial teething problems, these were not regarded as insurmountable and, judged retrospectively, there was agreement that the BTF had been an important forum at UP for giving shape to several transformation processes. It did not, however, succeed in formulating a language policy. This, as well as a few other unresolved matters on the BTF's agenda, were referred to the IF, which, in compliance with the requirements of the Higher Education Act of 1997 (Chapter IV, section 31), was formed when the BTF was dissolved at the end of May 1999.

The IF was formally constituted at its first meeting on 21 October 1999, according to the prescriptions contained in the UP Statute as amended in 1999. Prof NJ Grové and Dr NM (Namane) Magau were unanimously elected as the first Chairperson and Vice-chairperson of the Institutional Forum respectively.

Composition of the Institutional Forum[76]

The IF was constituted in 1999 in terms of the (new) Statute of the University. The membership comprised two representatives each from the Executive, Council and Senate, as well as a maximum of four representatives from the ranks of the unions and employee organisations, not more than 10 SRC members (made up of at least one representative of each student party that was entitled to a seat on the SRC) and not more than three other employee or student representatives elected on the basis of their expertise and experience or to represent a stakeholder group that was not already represented on the IF.

As of 2002, one of these positions became specifically earmarked for a person, either a staff member or a student, living with a disability, who was appointed by Council, and another position for an alumnus identified by the Alumni Board. In 2007, the third position in this grouping was filled by Council in the person of the Dean of Students and it remained so thereafter.

The membership allocations remained basically unchanged for the

73 Justice CF Eloff was the Judge President of Transvaal from 1991 to 1998. He was also actively involved in UP's Faculty of Law.

74 In his absence, this role was delegated to the Dean of Students (Prof MT (McGlory) Speckman) or another senior academic member in the relevant faculty.

75 At this time, membership of the BTF numbered 29, of which 11 were student representatives.

76 Also see Appendix C: Table C: Membership of the Institutional Forum

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entire period under review. However, a fifth employment organisation, NUPSAW, with whom UP had entered into a recognition agreement in 2002, was thereafter included as part of the union and employee organisation group. Thereby, the latter's membership on the IF increased this constituency from four to five. This was later reversed to three in 2005 when Solidarity and NUPSAW's membership numbers at the University fell below the required threshold and they were no longer recognised as formal employment organisations by the University.

The Registrar, Prof NJ Grové, served as Chairperson of the IF for the first two years. When he decided to step down from this position, the Vice-Principal, Prof CR de Beer, was elected as Chairperson of the IF according to the required procedures (paragraph 40 of the Statute). He was annually re-elected as Chairperson for a period that ran well beyond the remaining seven years of the period under review.

In 2003, an Executive Committee of the IF was constituted, which comprised two students and one member each of the Senate and union representatives. The Chairperson of the IF also chaired the Executive Committee *ex officio*. An appeal was made for members to ensure their regular attendance. UP Council members agreed to attend meetings of the IF on a rotating basis.

Meetings

Initially, ordinary IF meetings were scheduled every five to seven weeks. However, this soon proved to be an impractical arrangement due to the limited availability of the student representatives. Thus, the number of meetings per year was reduced to four general sessions, and preferably no more than three meetings a year for the working groups. In a further attempt to enhance student participation during their short (year-long) membership of the IF, special workshops were arranged to fully brief and orientate newly elected student representatives and thus ensure immediate effective participation upon appointment. However, there were still occasions in every year that meetings had to be cancelled due to the lack of a quorum.[77]

Issues addressed by the IF: 2001 to 2009

As mentioned above, the IF executed its mandate on several matters:

- During the period 2001 to 2009, the IF provided advice to Council in writing regarding the suitability of candidates for all the appointments or reappointments on executive management level, making it the first time in UP's history that both students and workers, both of whom were represented on the IF, Senate and Council, played a significant role in the appointment of executive members.[78]
- The agenda at the four regular or strategic meetings included such points as the University's transformation issues, the language policy (for which the IF nominated a representative to a special working group in 2008), performance indicators, the principles for student governance, and student residence and community engagement issues.[79]

Although the national survey of institutional forums commissioned by the Department of Education was completed during 2009, the final report had not been released by the end of that year. Government's response to the findings of the report could impact on the role and composition of institutional forums, but had not been made public by December 2009 and thus falls beyond the scope of this publication.

2.2.8 STUDENT REPRESENTATIVE COUNCIL: 2001 TO 2009[80]

As stipulated in the Statute at the time, the SRC, the highest student structure at the University, served a vital function in the institution's governance and management structures during the period.

A number of student leaders came through the ranks of the student governance structures and also developed into leaders in society later on in their careers.

The SRC presidents during the period under review were as follows:

- Mr D (Danie) Briel (2000/01)
- Mr A (Fonnie) van Schalkwyk (2001/02)
- Mr WD (Wimpie) Weideman (2002/03)
- Ms A (Alisha) Smit (2003/04)
- Mr CJ (Cornelius) Jansen van Rensburg (2004/05)
- Mr WJ (Walter) de Fortier (2005/06)
- Mr CM (Chilu) Chani (2007)
- Ms Y (Yolandé) van der Westhuizen (2008)
- Mr HQ (Hector) Beyers (2009)

Student governance

Student governance remained dynamic and ever-changing, constituting one of the most significant challenges and risk areas for the University during the first decade of the 21st century.

Addressing the SRC's constitution and election processes

In 2001, the nature of the constituencies through which students were represented on the SRC was party-based with proportional representation along party lines.[81] Although this system initially succeeded in providing a new basis for student representation, a vehicle for leadership development, as well as a platform for political expression, its operations soon highlighted particular shortcomings. These included the vulnerability of the SRC to external political party influences and interferences. As national political party issues in time overshadowed the expected focused involvement of the SRC on the student-specific needs of the broader student community on campus (their true constituents), the SRC progressively lost credibility with the majority of the students. This situation created serious problems and disruptions to the point that the University decided, in 2004, to intervene strongly by addressing the SRC's election processes.[82] An independent electoral committee, a panel to approve all campaign material and an election court to deal with transgressions of election rules were introduced. Because these measures did not rectify the situation, it became increasingly clear, in 2005, that the whole structure and functioning of the SRC needed serious review.

77 For instance, power struggles in the student governance structure hampered the IF's functioning so badly that only one meeting could be held in 2005.

78 The necessary advice of the IF was therefore obtained on the suitability of the appointments and reappointments of the respective executive directors, vice-principals, the Vice-Chancellor and Principal (for a second term) and the Chancellor (Prof WL Nkuhlu). Special ad hoc meetings were arranged at each of these occasions.

79 The inherent problem experienced by the IF was that the members acted in an advisory capacity and could only make recommendations, and not take decisions.

80 Also see Chapter 5.23: Department of Student Affairs.

81 This was modelled on the initial South African Government of National Unity. The intention was that these so-called "parties" could be formed by any group based on mutual interests, e.g. social, academic, professional or cultural interests. However, in practice, the parties in the SRC were all affiliates of the national political parties.

82 This step was deemed necessary as a strategic priority if the University was to ensure that students had representative and functional structures of authority to serve their interests (thereby promoting the quality of student life).

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An extensive consultation and negotiation process followed, in preparation for the development of a new basis for student governance. An interim arrangement was instituted for the 2005/06 term of office of the SRC. This provided a position between the existing party system and a new constituency-based approach, while the negotiation process for a new student governance arrangement continued. The interim hybrid dispensation provided for three student parliaments: one for the Hatfield Campus, one for the newly acquired Mamelodi Campus and one for the remaining nine faculties combined. It also provided for two separate SRCs (one for the Mamelodi Campus and one for all the other campuses), with a joint central structure responsible for coordinating the actions between the two SRCs.[83]

In November 2006, following further consultation and negotiation processes, the University Council finally approved a new Constitution for Student Governance that provided for a constituency-based Student Assembly and SRC.[84] Reconstituting the SRC and Student Assembly on a constituency basis ensured a more relevant student-oriented, student-driven agenda with a focus on addressing the contemporary needs of the University's students, as well as structured measures to integrate the Mamelodi Campus's SRC.[85]

The term of office of the SRC was changed to coincide with the academic year, which stretched from January to December in the same year. These constitutional changes were introduced in 2007 and served for three years. They also provided a platform on which the first black SRC chairperson, Mr CM Chani, was elected in 2007.

In spite of low voter turnout, successful student elections were held in 2007, 2008 and 2009. As poor participation of students in student election processes was quite common at all tertiary institutions at the time, it was not regarded as a serious indicator of the legitimacy of the structure. In 2008, the functioning of the SRC was suboptimal, with questions around legitimacy, but in 2009, the SRC was functional and significantly more effective.

In September 2009, a group of disgruntled, politically oriented students disrupted the SRC election process. In the interest of stability on the campus, talks were held with the organisations concerned and further talks for the refinement of the Constitution for Student Governance were initiated as these had not been concluded by the end of 2009. A Temporary Student Committee was appointed to assume responsibility for student governance at the start of 2010.

Functions of SRC members

SRC members had governance responsibilities by representing the large and diverse student community on other statutory bodies of the University, such as Council, Senate, the Institutional Forum and the TuksAlumni Board. On faculty level, they represented their constituents on their respective faculty boards and senior appointment committees. By virtue of their active involvement in the abovementioned structures, SRC members promoted the interests of the broader student community on campus and in residences, and addressed students' concerns regarding academic and student life.[86] The SRC was thus actively involved in coordinating the programmes of organised student life, taking into account important academic issues (for example, examination periods) and other existing student issues, such as student fees.

In consultation with the SRC and the respective residence house committees, the following providers of student services each developed a programme for the year ahead that was well synchronised with that of the other student service providers:

- *Perdeby* (student newspaper)
- Tuks RAG
- Student Culture
- Student Sport
- TuksFM

Notwithstanding the changes in the Constitution of the SRC during the period under review, regular annual SRC elections were held. Once elected, each of the members was assigned a particular portfolio by the SRC, which they were tasked to manage.[87]

83 Since no agreement could be reached on the student parties represented on the SRC, attempts to incorporate the SRC of the Mamelodi Campus into the SRC of UP had unfortunately still not been successful by the end of 2005.

84 In this new dispensation, the SRC's constituencies were mainly the faculties, residences and societies, with provision for other recognised interest groups.

85 Also see Chapter 3.5.2: Mamelodi Campus incorporation.

86 Also see Chapter 5.23: Department of Student Affairs.

87 The individuals who served on the executive of the SRC and their designated portfolios during the period under review are listed in Appendix C: Table F

2.3 MANAGEMENT OF THE UNIVERSITY

During the period 2001 to 2009, several external and internal factors influenced management systems and structures on executive and senior levels at the University, either directly or indirectly. These factors included the following:

- The appointment of a new Vice-Chancellor and Principal in 2001, which subsequently led to changes in the executive management team and new management initiatives.
- The final stages of implementing a decentralised Faculty Management Model[88] in 2000/01, which spilled over into the first four to five years of the period under review.
- The phasing in and final implementation of the New Management Model from 2006 to 2009.[89]

2.3.1 EXECUTIVE MANAGEMENT 2001 TO 2009

Vice-Chancellor and Principal

The relevant statutes during the period under review determined that the Principal of the University was *ex officio* its Vice-Chancellor and also the chief executive and accounting officer. The Principal was thus responsible for the management and administration of the University and had all the powers necessary to perform these functions. He or she could delegate duties to other employees, but not his or her responsibilities. As the University was regarded first and foremost as an academic institution, the Vice-Chancellor and Principal was also the Chairperson of Senate, the body responsible for the academic governance of the University. Technically speaking, there were three (young) vice-chancellor and principals in succession during the period spanned by this fifth volume of *Ad Destinatum*: Prof J (Johan) van Zyl,

88 See Chapter 2.3.2: Senior Management: Senior Academic Management: Faculty Management Model.

89 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

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Prof CWI (Calie) Pistorius and Prof CM (Cheryl) de la Rey.[90] As mentioned above, they had all been elected in a far more democratic manner than in the past. For the first time, Council formally consulted staff members and students on the appointability of all candidates for the post of Vice-Chancellor and Principal.[91]

Prof J van Zyl had been the Dean of the Faculty of Natural and Agricultural Sciences[92] prior to his election and appointment as Vice-Chancellor and Principal on 1 January 1997 for a term of five years, which was renewable. However, in May 2001, very shortly before the end of his first term, he announced his decision to resign as Vice-Chancellor and Principal of UP on 31 July 2001 to assume the position of CEO of Santam (Sanlam's short-term insurance arm) in August 2001.[93] Although, in effect, only the final six to seven months of his term of office fell within the period under review, the impact of certain initiatives and decisions taken under his leadership continued after his departure. Concise references to these are made throughout this publication if appropriate for clarity of situations that occurred within this period.

The position for a new Vice-Chancellor and Principal was subsequently advertised externally, and drew a large field of candidates.

The UP Council met on 2 June 2001 and appointed Prof CWI Pistorius as the fourth[94] Vice-Chancellor and Principal of UP as from 1 August 2001. His appointment was initially for a five-year term.[95]

After a similar extensive consultative process in which both the IF and Senate supported his nomination, Council decided, on 25 November 2005, to extend his appointment for a second five-year term commencing in August 2006.[96] Three years later, on 25 February 2009, Prof CWI Pistorius announced his pending early resignation on 31 August 2009, to take up the position of Vice-Chancellor of the University of Hull in the United Kingdom on 1 September 2009.

This volume of *Ad Destinatum V* closely spans the entire period in which Prof CWI Pistorius was at the helm of the Executive and the University. His personal achievements in this regard are not listed separately in detail, as this publication is specifically structured around the effects of the decisions made and initiatives implemented by the Executive under his chairmanship. However, where necessary, due recognition is regularly given to his own specific involvement.

Prof CWI Pistorius was succeeded by Prof CM de la Rey, who accepted a five-year appointment as Vice-Chancellor and Principal on 1 November 2009. To prevent avoidable disruptions during the four-month transitional period, Prof CR (Chris) de Beer (Senior Vice-Principal at the time) was appointed as acting Vice-Chancellor and Principal from 1 July 2009 (when Prof CWI Pistorius took leave) until Prof CM de la Rey took office on 1 November 2009.

Functioning of the UP executive team

In line with UP's statutes during the period under review, the Executive consisted of the Vice-Chancellor and Principal, together with the vice-principals and other senior individuals designated by the Vice-Chancellor and Principal to assist him or her in the management and administration of the University.

The members of the Executive had powers and duties conferred upon them by the Council, Statute, the institutional rules and those delegated to them by the Vice-Chancellor and Principal. They were appointed in such a manner and for such a period as determined by the Council and the institutional rules. These stated that the vice-principals were appointed by Council; executive directors and the Registrar were appointed by the Standing Committee of Council; and the advisors to the Principal were appointed by the Vice-Chancellor and Principal himself or herself.

The Executive of UP during the period under review consisted of the Vice-Chancellor and Principal, together with the vice-principals, Registrar, executive directors and special advisors.

During the period 2001 to 2009, Prof CWI Pistorius and his executive were challenged to manage UP against the backdrop of the University's (new) vision and mission statements[97] and extensive changes in the broader external environment. Two strategic plans were developed and adopted during his term as Vice-Chancellor.[98]

Both had been drafted with wide consultation and input by relevant stakeholders, and formed the basis on which several institutional initiatives were subsequently designed,[99] and for which Prof CWI Pistorius and his Executive shared the responsibility of implementing. Influenced by their own previous work-related experiences and respective fields of expertise, specifically identified portfolios that were necessary for implementing and developing the respective initiatives were ascribed to individual executive members to manage. Additionally, they also took executive line management responsibility for the relevant institutional support service departments applicable to their portfolios.

However, after due consultation, the designated portfolios and responsibilities of individual members of the Executive were at times reconsidered and reassigned in response to critical managerial

90 Prof CM de la Rey took office on 1 November 2009. As her tenure as Vice-Chancellor and Principal falls within the subsequent reporting period, it should be dealt with in *Ad Destinatum VI*. Prior to her appointment as Vice-Chancellor and Principal at UP, she had served as CEO of the Council on Higher Education.

91 This was achieved when the members of Council, Senate and the Institutional Forum (where staff and students were all represented) voted on the suitability of the candidates.

92 During this period, he was also appointed as consultant in the World Bank's Department of Agricultural and Natural Resources in Washington, DC, in July 1994.

93 He had already accepted his new appointment when the announcement was made. Thus, Council was unable to negotiate a postponement of his imminent departure. In April 2003, he was appointed as Group CEO of Sanlam and was elected as a member of the UP Council on 1 January 2004, where he continued to play a very active and important role in the governance of UP well beyond 2009.

94 Between 1 March 1918 and 5 July 1988, the highest executive position at UP was that of Principal. Seven individuals were appointed as Principal of the University in this period. However, as from 6 July 1988, in terms of the University's (Private) Amendment Act (Act No. 78 of 1988), this was changed to Vice-Chancellor and Principal, of which Prof CWI Pistorius was the fourth appointee.

95 At the time of his installment as the next Vice-Chancellor and Principal on 1 August 2001, Prof CWI Pistorius's association with UP had been a lifelong one. He became an alumnus of UP after completing both his bachelor's degree (1979) and honours degree (1981) in Electronic Engineering. He then became an alumnus of the Ohio State University, USA (completing his master's degree and PhD in Electrical Engineering in 1984 and 1986 respectively), as well as the Massachusetts Institute of Technology, USA (completing a master's degree in Management of Technology in 1994). During his term as Vice-Chancellor and Principal, he completed the Advanced Management Programme at Harvard Business School, Boston, USA, in 2003. He served the University in many capacities, including that of professor, Head of the Department of Electronic Engineering (appointed in September 1989), founder and first director of the Institute for Technological Innovation (ITI) (appointed in October 1994), Director of the Department of Information Technology from May 1998 until December 1999, Dean of the Faculty of Engineering, Built Environment and Information Technology (appointed in January 2000) and finally Vice-Chancellor and Principal. Ultimately, he had served in Senate for 20 years, the last eight as its Chair.

96 When the New Management Model was implemented, more emphasis was placed on his external and international responsibilities, and accordingly, some of his other responsibilities were delegated at times to the Senior Vice-Principal.

97 See Appendix B: Vision and mission statement of the University of Pretoria.

98 See Chapter 1.4.2: Strategic plans

99 See Chapter 3: Strategic initiatives and outcomes (2001–2009).

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needs[100] and/or certain new innovative initiatives undertaken by the executive management team. The implementation of the New Management Model in 2007/08, for example, created the opportunity for the Vice-Chancellor and Principal to focus more on his international involvements. This brought about significant changes to the portfolios of some of the other executive management members.

During the period under review, two management models were in operation that significantly influenced the responsibilities of the various executive members. The first phase was represented by the Faculty Management Model (2001/02–2007),[101] while the second phase was represented by the New Management Model (2007/08–2009).[102] Accordingly, during the first phase, certain vice-principals were given executive line function responsibilities for specific faculties, as well as relevant support service departments, whereas, during the second phase, they each had specific cross-cutting institutional responsibilities across all faculties, while still retaining managerial responsibility for certain relevant support service departments.

The relevant statutes during the period under review determined that the Principal of the University was ex officio its Vice-Chancellor and also the chief executive and accounting officer. As the University was regarded first and foremost as an academic institution, the Vice-Chancellor and Principal was also the Chairperson of Senate.

Members of the UP Executive

Specific membership of the University's Executive changed a few times between 2001 and 2009:

- The first set of changes occurred during the first six to 12 months of the period under review (directly after the appointment of Prof CWI Pistorius as the new Vice-Chancellor and Principal on 1 August 2001).
- In 2003, a second set of changes occurred after the resignation of two vice-principals.
- The final set of changes occurred during the last 18 months of the period when the New Management Model was implemented, and also when Prof CWI Pistorius himself resigned to take up his new position at the University of Hull, UK.

The first change was the resignation of Dr A (Adi) Paterson, who had previously been seconded to the Office of Prof J van Zyl from the Council for Scientific and Industrial Research (CSIR) on a temporary 50% part-time basis for a period of two years. As this secondment had run its course, he returned to the CSIR at the end of 2001.[103]

In discussing the periods of office of individual members of the executive management team between 2001 and 2009, the individuals are listed chronologically, regardless of their position (vice-principal, executive director or the Registrar) in these three periods according to the date of their appointment to the Executive. Therefore, members from Prof J van Zyl's tenure who remained on the Executive of Prof CWI Pistorius are listed first. Thereafter, the new members are discussed according to the three periods described above.

For the first few months of the transitional period in 2001 after Prof J van Zyl had left the University until the end of that year, the remaining members of the Executive who had been appointed during his term of office continued to manage their respective portfolios, thereby minimising disruptions in the functioning of the University. Together with Prof CWI Pistorius, when he took office on 1 August 2001, the existing members of the Executive were Prof CR de Beer (Vice-Principal), Prof TE (Theuns) Erasmus (Vice-Principal), Prof JD (June) Sinclair (Vice-Principal), Prof NJ (Niek) Grové (Registrar), Prof JAG (Jan) Malherbe (Executive Director), Mr JSJ (Johan) Nel (Executive Director), Prof NC (Chabani) Manganyi (Advisor to the Principal) and the seconded Dr A Paterson.

Of those mentioned above, only four members served for the entire or close to the entire period under review. These were Prof CWI Pistorius (Vice-Chancellor and Principal), Prof CR de Beer (who had already served on the UP Executive since 1993), Prof NJ Grové (Registrar, who, according to the Statute, was the administrative head of the University) and Mr JSJ Nel (Executive Director, who was specifically qualified to oversee the University's business operations and campus ventures).

- **Prof CWI Pistorius:** In line with his function as Vice-Chancellor and Principal, Prof CWI Pistorius had certain high-level responsibilities. As his predecessor had done, he prioritised internationalisation and local relevance, which ensured a smooth transition (Van der Watt, 2002:160–161). His responsibilities included external (and international) relations and liaison, as well as institutional transformation and advancement. He also headed and participated in a number of special strategic projects,[104] such as the Centenary Celebration project and the initial stages of the Systems Renewal Project, and exercised final oversight of the institutional project management by other executive members. He took final line function responsibility for all marketing-related matters, including those of the Department of Corporate Communication and Marketing, as well as the Department of Institutional Advancement, with its functions of Alumni Relations and Fundraising, and the Office of the Vice-Chancellor and Principal. His external liaison role related particularly to fundraising and engagement with stakeholders such as government, the higher education sector, alumni and the industry. As the University's internationalisation strategy grew more prominent, liaison with international partners rose higher on the agenda. During Prof CWI Pistorius's term, relationships were specifically fostered with the diplomatic corps in Pretoria.[105] This led to visits from several heads of state to the University, including the United Kingdom and China.

100 When the involvement in the line functionality of the Executive was interrupted or discontinued due to the (lengthy) absence or the resignation of a specific member of the executive management team, the responsibilities of the latter were temporarily taken over by other members of the Executive in addition to their own existing portfolios.

101 See Chapter 2.3.2: Senior Management: Senior Academic Management: Faculty Management Model.

102 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

103 From September 2001, he became more actively involved in the activities of the Southern Education and Research Alliance (SERA), and no longer held a seat on the UP executive team.

104 See Chapter 3: Strategic initiatives and outcomes (2001–2009).

105 After Prof CWI Pistorius announced his resignation as Vice-Chancellor, the ambassadors of the diplomatic missions in Pretoria arranged a special farewell reception for him to recognise the excellent relationships that had been established.

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With the implementation of the New Management Model, the Vice-Chancellor and Principal's role shifted to have a greater external component, and the Senior Vice-Principal (Prof CR de Beer) took the responsibility of managing more of the internal business of the University.

- **Prof CR de Beer:** Throughout the period under review, Prof CR de Beer,[106] as Vice-Principal, took line function responsibility for the Faculty of Theology, as well as certain support service departments.[107] Some of these were related to the strategic projects that had arisen from strategic initiatives of UP during that period and thus became part of his portfolio.[108] In March 2009, on recommendation of the Executive and Senate, Council appointed Prof CR de Beer as Senior Vice-Principal with the mandate of taking responsibility for the University's internal and academic affairs, which, inter alia, included financial management matters. This provided Prof CWI Pistorius the opportunity to pursue a more focused involvement in external and especially international relations and liaison responsibilities. When Prof CWI Pistorius was granted permission by Council to take two months' leave from 1 July 2009 until he assumed office at the University of Hull on 1 September 2009, Prof CR de Beer was appointed as acting Vice-Chancellor and Principal of the University from 1 July 2009 until the appointment of Prof CM de la Rey on 1 November 2009. To ensure that he would be able to execute the additional responsibilities related to this (new) interim position, temporary adjustments were made to the existing responsibilities in his portfolio, as well as those of Prof NJ Grové, Prof RA (Ramaranka) Mogotlane and Prof AM (Antonie) de Klerk.

- **Prof NJ Grové:** In line with his appointment as Registrar,[109] Prof NJ Grové served on various governance bodies at UP, and was responsible for general institutional supervision to ensure institutional compliance with the requirements of the Higher Education Act, Act No. 101 of 1997, as amended. His responsibilities included institutional information, governance and compliance, disciplinary issues, and the Hatfield City Improvement District (CID) initiative, including the Hatfield District Court. He was instrumental from the University's side in the establishment of the Court. As head of the Registrar's Office, several relevant support service departments fell within his portfolio.[110]

- **Mr JSJ Nel:**[111] He had been appointed as Executive Director: Operations in July 2001, and retained his position when Prof CWI Pistorius assembled his own executive management team later that year. He had responsibility for UP's overall financial and business activities, internal audit, risk management and investment management. Throughout the period under review, he also had line function responsibility for the Department of Finance, the Department of Risk Management and Internal Audit, and the University's campus enterprises. He indicated in June 2009 that he planned to leave the University's employment at the end of September 2009 to take up the position of CEO in IEMAS Financial Services Co-op Limited.

- **Prof JAG Malherbe:** Soon after Prof CWI Pistorius took office, Prof TE Erasmus,[112] who by then had already served on the UP Executive for ten consecutive years, indicated his wish to retire, and did so towards the end of 2001. Prof JAG Malherbe,[113] who was already an Executive Director on the initial Executive, took over the responsibilities of Prof TE Erasmus as Vice-Principal. His previous position as Executive Director on the Executive was converted to that of Vice-Principal on 1 September 2001 when Council accepted a recommendation to this effect from Senate and the Institutional Forum (IF). In addition to his institution-wide responsibility for the research thrust, as identified in UP's strategic plan of the time, his portfolio as Vice-Principal included the executive line function responsibility for the faculties of Engineering, Built Environment and Information Technology, and Natural and Agricultural Sciences, Furthermore, in line with his institutional responsibility for research, the Research Support and International Affairs offices also formed part of his portfolio. He decided to step down as Vice-Principal at the end of August 2003 in preference of returning to his academic career. At his request, he was appointed as Institutional Professor in the University on 1 September 2003, until the date of his retirement in 2005.[114]

- **Prof JD Sinclair:**[115] During her roughly two-year term of office as member of Prof CWI Pistorius's executive management team, Prof JD Sinclair continued her former executive line function responsibility for the faculties of Economic and Management Sciences, Humanities and Law. Further responsibilities included line management for the Department for Education Innovation, representing UP on the Foundation of Tertiary Institutions

106 Before 2001, Prof CR de Beer had been Dean of the Faculty of Law at the University of Potchefstroom. He joined the University's Executive as Registrar on 1 January 1993 during the term of office of Prof J van Zyl. He was promoted to Vice-Principal in June 1995. During his tenure on this executive, the portfolios that were ascribed to him included Student Affairs, Sport and Recreation, Personnel and Labour Unions, line function for the faculties of Education and Theology, and managing the implementation of several large strategic institutional projects.

107 These included the Department of Human Resources, including labour relations, as well as the departments of Security Services, Student Affairs, Residence Affairs and Accommodation, together with his own office.

108 See Chapter 3: Strategic initiatives and outcomes (2001–2009). These included the New Management Model for UP and various related HR strategies, such as the Employment Equity Plan, performance management system, remuneration packages, and staff recruitment and retention strategies. Furthermore, he was responsible for the repositioning of certain faculties and the incorporation of the Mamelodi Campus of Vista University into UP.

109 Prior to his appointment to the Executive as Registrar under Prof J van Zyl in March 2000, he was professor in the Department of Private Law at UP. He retained his appointment as Registrar on Prof CWI Pistorius's executive management team, as well as that of Prof CM de la Rey up to 2018.

110 See Chapter 2.2.4: Office of the Registrar.

111 Mr JSJ Nel was appointed as Executive Director: Operations on 1 July 2001, following the resignation of his predecessor, Prof S (Sieg) Marx.

112 The portfolio of Prof TE Erasmus at the time included the faculties of Medicine, Dentistry, Veterinary Science, Natural and Agricultural Sciences, and Engineering, Built Environment and Information Technology. He also had line function responsibility for the Department of Research Support and the Academic Information Services (Library Services).

113 Prof JAG Malherbe had been Dean of the Faculty of Engineering before he was appointed in the Office of the Vice-Chancellor and Principal, Prof J van Zyl, in 1999 and given the responsibility of managing and implementing the University's strategic alliance with the CSIR. He was formally appointed as Executive Director of Projects in January 2000.

114 After 2005, Prof JAG Malherbe successfully applied for the position and was appointed as professor in the Department of Electrical, Electronic and Computer Engineering – a position he retained until well beyond 2009.

115 Prof JD Sinclair was Deputy Vice-Chancellor at Wits University before she joined the ranks of the executive team of UP during Prof J van Zyl's term of office on 1 October 1997. She was appointed as Executive Director, with the same status, responsibilities and powers as Vice-Principal. The name of the position was changed to that of Vice-Principal in April 1999.

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of the Northern Metropolis (FOTIM) and being a senior member of the Mellon Mentorship Project at UP. Prof JD Sinclair left the employ of the University at the end of May 2003 to take up a position as Pro Vice-Chancellor at the University of Sydney, Australia. After her return to South Africa in 2006, she was again appointed on contract at UP in March 2007, as Special Advisor in the Rectorate, where she became actively involved in various projects resorting under the Senior Vice-Principal, which included the restructuring of the faculties of Education (2008), Humanities (2009) and Health Sciences (2010), as well as the design and implementation of the New Management Model.[116]

- **Prof NC Manganyi:** As Advisor to Prof CWI Pistorius, Prof NC Manganyi[117] played an important role in special ad hoc strategic projects, especially regarding transformation initiatives at the University. When Prof JD Sinclair stepped down, Prof NC Manganyi was appointed as Vice-Principal in her place and took over the executive line function responsibilities for the faculties of Humanities, Education and Law. In March 2006, the Human Resources Committee of Council approved Prof NC Manganyi's request to vacate his position as Vice-Principal with effect from March 2006. However, he continued in the service of UP as a Council Professor for the remainder of his term of appointment. In November 2007, he was appointed as Chairperson of the Council on Higher Education (CHE), while retaining a part-time appointment at UP as Senior Research Fellow in the Unit for Advanced Study, a position in which he remained until beyond 2009.

A number of new appointments to the Executive were made as from 2001.

- **Prof RA Mogotlane:** On 1 September 2001, Prof RA Mogotlane joined the University as Vice-Principal. With his previous experience as Vice-Chancellor and Principal at the Medical University of South Africa (Medunsa), where he had been closely involved in health sciences, as well as veterinary science education, he took over Prof TE Erasmus's executive line function responsibility for the faculties of Health Sciences and Veterinary Science at UP.[118] In addition, throughout his term of office, Prof RA Mogotlane's portfolio included several of UP's community engagement initiatives and projects.[119] As a result, when the New Management Model was implemented, his involvement in community engagement was expanded to a cross-cutting institutional responsibility. In line with the latter, he was actively involved in implementing UP's new Department of Community Engagement (which was officially launched in 2008[120]), as well as community engagement at the Mamelodi Campus, which then also fell within his portfolio.[121]

- **Prof AP Melck:** A second new appointment to the Executive within the first few months after Prof CWI Pistorius's appointment, was that of Prof AP (Antony) Melck who was appointed as (a second) advisor to the Principal on 1 October 2001. He had formerly been the Vice-Chancellor and Principal at Unisa. At UP, his responsibilities included providing advice on, making significant contributions to and/or drafting UP's strategic documents in response to government priorities in higher education in South Africa. Furthermore, his portfolio included major special strategic projects and the drafting or compiling of relevant documents that arose from these and other strategic initiatives of the University. His portfolio included executive line function responsibilities for the Bureau for Institutional Research and Planning (BIRAP) for the period under review. He also represented the University on various organisations, for example, FOTIM. On 11 November 2008, it was announced that Prof AP Melck would initially be seconded to the new position of Executive Director (Institutional Planning) in January 2009, until such time as the IF had been consulted on his new job title and responsibilities. His cross-cutting institutional responsibilities when the New Management Model was implemented, and especially after Mr JSJ Nel resigned in 2009, included finance and institutional planning. Hence, he had executive line responsibilities for the newly formed virtual Institutional Research and Planning Unit (IRPU) in 2008, BIRAP, as well as the departments of Finance, and of Risk Management and Internal Audit. In another vein, he was closely involved with cultural activities at UP throughout his term of office,[122] and was the executive line function head of the Department of UP Arts in 2008, which incorporated the former Unit of Cultural Affairs.[123]

- **Prof AM de Klerk:** He was appointed as Executive Director in July 2002, initially part-time while he also held the position of Director of the Graduate School of Management (GSM),[124] and full-time from October 2004. During his term of office on the Executive, he had the major challenge of carrying the institutional responsibility for UP's physical and IT infrastructure, as well as sport and recreation at UP. Accordingly, the support service departments in his portfolio included the departments of Information Technology (that became Information Technology Services in 2008),[125] Facilities and Services (that became Facilities Management after 2008),[126] the Procurement Division, as well as TuksSport (2005 until beyond 2009)[127] and the Technology Committee (2006). The Department of Corporate Communication and Marketing also temporarily became part of his portfolio in 2009.

A second set of changes to the existing executive team of 2001 was triggered in 2003 when Prof JD Sinclair resigned at the end of May and Prof JAG Malherbe decided to step down as Vice-Principal

116 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

117 Prof NC Manganyi had been Director-General in the Department of Education before he was first appointed as Advisor to the Vice-Chancellor and Principal, Prof J van Zyl on 1 August 1999. He retained this post with the appointment of Prof CWI Pistorius in 2001.

118 Both of these faculties were challenged by significant external demands during the period under review.

119 He headed the executive line responsibility for the UP Centre for the Study of Aids (2002–2007), as well as other institutional community engagement projects. As such, he headed the sensitive and important UP institutional project on the relocation of the human remains to a burial site at Mapungubwe (See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape).

120 See Chapter 5.6: Department of Community Engagement.

121 His personal commitment to community outreach was illustrated after his retirement on 30 September 2010, when he returned to practising general surgery in rural settings in Limpopo, as well as other appointments in the public health domain.

122 Prof AP Melck was a recognised expert on organs, and was instrumental in the acquisition of the redundant organ of the former Bosman Street Dutch Reformed Church near Church Square – the so-called Great Church (Groot Kerk) – in Pretoria. This organ, which was purchased for R200 000, was installed in the Aula when it was being refurbished in 2004. Interestingly enough, this was exactly a century after it had been built in 1904. At times, he personally oversaw the tuning of the instrument.

123 See Chapter 5.26: Department of UP Arts

124 See Chapter 4.12: Graduate School of Management.

125 See Chapter 5.13: Department of Information Technology Services.

126 See Chapter 5.10: Department of Facilities Management.

127 See Chapter 5.24: TuksSport

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at the end of August. These changes included the temporary expansion of certain portfolios to accommodate the functions that needed to be reallocated. Two new appointments to the Executive Management team were made: Prof RM (Robin) Crewe and Prof S (Sibusiso) Vil-Nkomo.

- **Prof RM Crewe:**[128] He was Dean of the Faculty of Natural and Agricultural Sciences at UP before being appointed as Vice-Principal in September 2003 in the position vacated by Prof JAG Malherbe. Setting a significant example of leading from the front, Prof RM Crewe had a B2 National Research Foundation (NRF) rating at the time he joined the executive management team, which went up to a B1 rating during his tenure on the Executive. He also remained leader of his Social Insects Research Group throughout the period 2001–2009 and beyond. Prof RM Crewe took over the institutional responsibility for research throughout the period that he was appointed as Vice-Principal. During the first phase (2005–2006/07) of the decentralised Faculty Management Model, he had line function responsibility for the faculties of Economic and Management Sciences, Engineering, Built Environment and Information Technology, and Natural and Agricultural Sciences, as well as the GSM and Gordon Institute of Business Science (GIBS). In line with his cross-cutting institutional responsibilities for research and postgraduate studies at UP even before the New Management Model was formally implemented (from 2007/08 until beyond 2009), he continued his line function responsibilities for the Research Support Office (including the Technology Transfer Office), the International Relations Office and the Department of Library Services. He also managed the Southern Education and Research Alliance (SERA) relationship and the Mellon Foundation initiative at UP between 2005 and 2007.

- **Prof S Vil-Nkomo:** Formerly Dean of the Faculty of Economic and Management Sciences since 2000, Prof S Vil-Nkomo was appointed as Executive Director on 1 September 2003 to focus more specifically on fundraising initiatives and raising the University's international profile. As such, he assumed responsibility for the management of the prestigious Kresge Grant to UP, which led to a concomitant line function responsibility for UP's alumni relations with that of institutional fundraising. Hence, he took over the executive line function responsibilities for two support service departments: Institutional Advancement and Corporate International Relations. He was reappointed as Executive Director: Institutional Advancement in 2007. On implementing the New Management Model and to accommodate the existing continuous changes in the South African political arena at the time, Prof CWI Pistorius announced a realignment of responsibilities of certain members of the Executive at the end of 2008 (effective from January 2009). These included Prof S Vil-Nkomo being tasked with government relations and other external liaison responsibilities in the capacity of Advisor to the Vice-Chancellor and Principal. In this position, he also focused specifically on diplomatic missions and high-wealth individuals. His executive line function responsibilities with the relevant support service departments of Institutional Advancement (including the functions of Fundraising and Alumni Relations) and Corporate International Relations were taken over by Prof CWI Pistorius, but fundraising remained in Prof S Vil-Nkomo's portfolio.[129] The line function responsibility for Alumni Relations was transferred to Prof NJ Grové in 2009.

After 2003, no further changes to the membership of the executive team were made in the next two years, until 2006 when Prof NC Manganyi stepped down in March. His position as Vice-Principal was taken over by Prof NA (Nthabiseng) Ogude on 1 October 2006.

- **Prof NA Ogude:** Prior to her appointment at UP, she had been Deputy Vice-Chancellor (Academic) at the Nelson Mandela Metropolitan University. Following her appointment at UP in 2006, she assumed line function responsibility for the faculties of Economic and Management Sciences, Education and Humanities, as well as undergraduate education at the Mamelodi Campus.[130] During her term of office, she was also responsible for the Department for Education Innovation. When the New Management Model was implemented, Prof NA Ogude was given the important cross-cutting institutional responsibilities for all teaching and learning activities at UP.[131]

The executive management team benefitted from the experience and wisdom of three previously appointed vice-chancellors and principals of other tertiary institutions. An independent external consultant described it as an "exceptional" team.

Quality of UP's Executive

In May 2008, the executive management team was assessed by an independent external consultant who commented that the Executive of UP had to be noted as an "exceptional team that was well led, effectively integrated and functionally united" (Pistorius, 2009). It is further of significant interest in this context to note that, during the period under review, the Executive had benefitted from the collective experience and wisdom of accomplished and highly qualified members, three of whom themselves had previously been appointed as vice-chancellor and principals of other tertiary institutions: Prof NC Manganyi (University of the North, 1990 to 1992), Prof AP Melck (University of South Africa (Unisa), 1999 to 2001) and Prof RA Mogotlane (Medunsa, 1999 to 2001).

The period of office of the various members of the executive management team from 2001/02 to 2009 is illustrated in **Table 2.1**. Several of these members (identified in this table) subsequently continued to serve as members of the executive management team of Prof CM de la Rey after 2009.

128 Under Prof RM Crewe's leadership as Dean, the Faculty of Natural and Agricultural Sciences had opted to take the lead in (successfully) implementing the (then new) decentralised Faculty Management Model. Prof RM Crewe also managed to instil a strong research culture in the University's academics.

129 Before joining UP in 1997 as Director of the School of Public Management and Administration, Prof S Vil-Nkomo was the Public Service Commissioner. He finally resigned from the Executive in 2011.

130 It is of interest that Prof NA Ogude returned to UP in 2017 as Dean of the Mamelodi Campus.

131 Prof NA Ogude resigned as Vice-Principal at UP on 31 July 2012 to take up the position of Vice-Chancellor and Principal at the Tshwane University of Technology (TUT).

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Table 2.1: Executive management team 2001/02 to 2009

EXECUTIVE MEMBER	QUALIFICATIONS	EXECUTIVE ASSISTANT(S)
Prof CWI (Calie) Pistorius: Vice-Chancellor and Principal *(2001–2009)*	Pr Eng, BSc (Eng), BEng (Hons) (Pretoria), MS PhD (Ohio State), SM (MIT), MAkad (SA), FRSSAf, MASSAf, FSAAE, SMIEEE, FSAIEE	**Ms L (Lenie) van Zyl** *(2001–2006)* **Ms D (Diana) Cochrane-Van Eeden** *(2006–2009 and beyond)*
Prof CR (Chris) de Beer*: Vice-Principal *(2001–2007)* Vice-Principal: Faculties *(2007–2009)* Senior Vice-Principal *(March 2009 and beyond)* Acting Vice-Chancellor and Principal *(July to October 2009)*	BJur et Art and LLB (PU for CHE), LLM (RAU), LLM (UWC), Drs Jura and LLD (Leiden)	**Ms H (Hester) Jacobs** *(2001–2009 and beyond)*
Prof JD (June) Sinclair: Vice-Principal *(2001–2003)*	BA LLB, LLD (Witwatersrand)	**Ms M (Martie) Marneweck** *(2001–2003)*
Prof JAG (Jan) Malherbe: Vice-Principal *(2001–2003)*	Pr Eng, BSc, BEng (Stellenbosch), PhD (Eng) (Stellenbosch), DEng (Pretoria), FIEEE, FSAIEE	**Ms L (Lydia) Reid** *(2001–2003)*
Prof RA (Ramaranka) Mogotlane*: Vice-Principal *(2001–2009 and beyond)*	MBChB (Natal), FRCPS (Glasgow), FRCS (Edinburgh)	**Ms P (Petro) Cronjé** *(2001–2009 and beyond)*
Prof NC (Chabani) Manganyi: Advisor to the Vice-Chancellor and Principal *(2001–2003)* Vice-Principal *(2003–2006)*	MA, DLitt et Phil (Unisa)	**Ms J (Johanna) Loubser** *(2001–2005)* **Ms M (Moira) du Toit** *(2005–2006)*
Prof RM (Robin) Crewe*: Vice-Principal *(2003–2009 and beyond)*	BSc(Agric), MSc(Agric) (Natal), PhD(Entom) (University of Georgia), FRES, FRSSf, MASSAf, Chevalier l'ordre national du Mérite, PrSciNat	**Ms A (Alta) Scheepers** *(2003–2009 and beyond)*
Prof NA (Nthabiseng) Ogude*: Vice-Principal *(2006–2009 and beyond)*	BSc (NUL), MSc (University of Nairobi), DTE (Unisa), PhD (Witwatersrand)	**Ms L van Zyl** *(2006–2009 and beyond)*
Prof NJ (Niek) Grové*: Registrar *(2001–2009 and beyond)*	BA, LLB, LLM (Pretoria), LLD (RAU)	**Ms E (Elana) van Vreden** *(2001–2009 and beyond)*
Mr JSJ (Johan) Nel: Executive Director *(2001–2009)*	BCom (Accountancy)(Hons) (Pretoria) CA(SA)	**Ms S (Sandra) van den Berg** *(2001–2008)* **Ms M (Maritza) Swarts** *(2009)*
Prof AM (Antonie) de Klerk*: Part-time Executive Director *(2002–2004)* Executive Director *(2004–2009 and beyond)*	PrEng, MEng (Pretoria), MS PhD (Stanford) SMIEEE, MAcad(SA), FSAIEE	**Ms A (Antoinette) Auret** *(2002–2006)* **Ms L (Lizzie) Mmusi** *(2006–2009 and beyond)*
Prof S (Sibusiso) Vil-Nkomo*: Executive Director *(2003–2008)* Advisor to the Vice-Chancellor and Principal *(2009 and beyond)*	BA (Magna cum laude) (Lincoln), MA PhD (Delaware)	**Ms M Marneweck** *(2003–2009 and beyond)*
Prof AP (Antony) Melck*: Advisor to the Vice-Chancellor and Principal *(2001–2008)* Executive Director *(2009 and beyond)*	MCom LLB (Stellenbosch), FTCL (Trinity College of Music, London), MA (Canterbury), DCom (Stellenbosch), Doctor in Humane Letters (h.c.)(Thomas Edison)	**Ms L (Litta) Coetzee** *(2001–2002)* **Ms D (Doris) Ramuki** *(2003–2009 and beyond)*

* Also members of the initial executive management team of Prof CM de la Rey.

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UP's executive management team 2009: Back (from left): Prof Antonie de Klerk (Executive Director), Prof Niek Grové (Registrar), Prof Sibusiso Vil-Nkomo (Executive Director), Prof Antony Melck (Executive Director), Mr Johan Nel (Executive Director) and Prof Robin Crewe (Vice-Principal). Front (from left): Prof Ramaranka Mogotlane (Vice-Principal), Prof Chris de Beer (Senior Vice-Principal), Prof Calie Pistorius (Vice-Chancellor and Principal) and Prof Nthabiseng Ogude (Vice-Principal).

Offices of the executive management members

In addition to their respective personal executive assistants,[132] certain members of the executive management team were supported in executing their portfolio responsibilities with high-level assistance provided by senior administrative officials who were specifically appointed to their own respective offices. These appointments varied from full-time senior administrative staff to temporary ad hoc appointments of people who were tasked to assist with a specific project.

Office of the Vice-Chancellor and Principal

The Vice-Chancellor and Principal was assisted by a number of support staff members. These included the following individuals:

- **Prof SV (Somarie) Grey (2005–2009+): Executive Project Coordinator.** She was previously the Deputy Dean of the Faculty of Health Sciences, and was transferred to this office in 2005, where she took responsibility for and headed the organising teams of specific institutional projects that were run from the Office of the Vice-Chancellor and Principal.[133] She was also involved with the management of the Department of Corporate Communication and Marketing (for which Prof CWI Pistorius had line management responsibility).

- **Ms C (Carlien) Nell (2006–2009): Coordinator of the Unit for Market Research.** This unit was transferred from the Department of Corporate Communication and Marketing to the Office of the Vice-Chancellor and Principal from 2006 to provide a more focused strategic service, aligned to the needs of the Executive. She provided strategic market information to the Executive and senior management, as well as other functional units in UP for planning and monitoring purposes.

- **Prof SJ (Schalk) Claasen (July 2007 to December 2008): Project Manager: Centenary Celebrations.** As Head of the Department of Industrial and Systems Engineering, he was seconded to the Office of the Vice-Chancellor and Principal for 18 months on 1 July 2007 to assist with the (final) implementation phase of the Centenary Celebrations project. He headed the Centenary Office, situated in the Old Arts Building,[134] from an office within the Rectorate, ensuring quick, direct access to Prof CWI Pistorius and vice versa.[135]

- **Prof Y (Yolanda) Jordaan (2009): Communication Specialist.** She was seconded to the Office of the Vice-Chancellor and Principal from the Department of Marketing Management in the Faculty of Economic and Management Sciences for a one-year ad-hoc appointment at the end of 2008 to assist Prof CWI Pistorius with his institutional transformation responsibility.

132 See Table 2.1: Executive management team 2001/02 to 2009.

133 These included highlights such as the hosting of the Africa Speech in the Aula of His Excellency Mr HU Jintao, President of the People's Republic of China (in collaboration with the Chinese Embassy in Pretoria) (7 February 2007), the Climate Justice Dialogue in the Senate Chambers, in collaboration with the Global Humanitarian Forum in Geneva (28 February 2009), the design and implementation of UP's action plan to curb the possible spread of influenza A/H1N1 (swine flu) infections during a pending pandemic spread of the disease in South Africa (August 2009), the installation ceremonies of both Prof WL Nkuhlu as Chancellor (22 March 2007) and Prof CM de la Rey as Vice-Chancellor and Principal (16 April 2010). She was also actively involved in compiling annual and other specific corporate publications.

134 Members of the Centenary Office were Ms JA (Janétje) van der Merwe, Ms E (Estelle) Walmsey and Ms H (Hendriehet) Young.

135 Also see Chapter 3.9: Centenary Celebrations 2008, and University of Pretoria, 2012.

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Office of the Senior Vice-Principal

Owing to the complexity of his portfolio, Prof CR de Beer was the only Vice-Principal to also be supported by two senior executive assistants in his office. Ms D (Desirée) Homann was appointed in this position in 2001, and as from 2004, she was joined by Ms MG (Michelle) Viljoen (both as senior executive assistants for strategic projects, although a degree of overlap occurred). Ms D Homann assisted in several large-scale strategic projects, which included the incorporation of the Mamelodi Campus and the development of the New Management Model. She also provided extensive assistance with Prof CR de Beer's other portfolios, such as Human Resources (notably with the Employment Equity Forum), the Institutional Forum and the Faculty of Theology. Ms MG Viljoen was mostly involved in strategic advice and operational support for the Dean of Students and the Student Affairs Office, Her duties included the Secretariat for the Senate Committee for Student Life.

Office of the Executive Director: Institutional Planning

As part of the implementation of the New Management Model in 2008/09, a group of planning-related functions were grouped together as a virtual unit under the management of Prof AP Melck as the Executive Director: Institutional Planning. The following units and staff members were accordingly consolidated into the newly created virtual IRPU in 2009:

- **The Bureau for Institutional Research and Planning.** This was headed by Prof PJ (Pieter) Vermeulen, who had already been reporting directly to Prof AP Melck since 2001. BIRAP was relocated to the IRPU in 2009. However, it was expected that it would, in future, assume a more active role than it had previously done in monitoring the alignment of faculty and departmental plans with the University's Strategic Plan, and affirming the mutual compatibility of the plans submitted by each unit in the University for funding.

- **The Unit for Academic Planning.** This was formerly located in the Registrar's Office, under Dr S (Sanette) Boshoff).[136] She was transferred to the IRPU as Head of Academic Planning under Prof AP Melck, where she retained her responsibilities for managing the University's programme and qualifications mix (PQM) and to handle new programme applications to the Department of Education, the South African Qualifications Authority (SAQA) and the CHE, in conjunction with the faculties and the Department of Academic Administration. She assisted faculties with ongoing curriculum revision, renewal and change in line with international best practice.

- **The Unit for Market Research.** This was also earmarked to be taken up as the Survey Office in the new IRPU. Accordingly, Ms C Nell, Coordinator of the Unit for Market Research in the Office of the Vice-Chancellor and Office, was transferred to the office of Prof AP Melck, where, in the meantime, the function of the Survey Office was to gather (mainly qualitative) data from UP's stakeholders and to convert this into planning information.

It was decided that quality assurance would also report to Prof AP Melck, in parallel to, but separately from planning. However, the remaining functions of Head of the Department of Quality Assurance remained under the Registrar, resulting in a dual reporting line for this unit at that time.

Although the individual planning sections were expected to eventually work collaboratively as a team on many issues, they initially functioned as a cluster of individuals who reported individually to Prof AP Melck. It was, however, expected that, at some point in the future, the individual sections in the IRPU would be restructured to become a full-fledged Department of Institutional Research and Planning.[137]

2.3.2 SENIOR MANAGEMENT

Senior Academic Management

By the turn of the century, there had not been significant changes to the senior academic management structures of UP, nor to the scope of their functions for more than 50 years. However, as UP had become a large enterprise, this necessitated significant measures to increase the managerial efficiency of the various levels of managerial staff. A very important group of senior academic managers were the deans of faculties, who had become hamstrung in terms of being able to function optimally by various bureaucratic restrictions inherent to the centralised management systems prevalent at UP at the time. Furthermore, the call had been made for a turnaround in UP's outlook from being a predominantly teaching institution, to becoming a world-class research university.[138]

Reaching that goal necessitated the large-scale restructuring of the faculties, which included a comprehensive decentralisation of support staff capabilities to the faculties.[139] In addition, two innovative management models were designed and implemented in succession during the period 2001 to 2009 to empower the deans to function as efficient senior academic managers:

- Faculty Management Model (2001 to 2007)
- New Management Model (2008 to beyond 2009)

Faculty Management Model[140]

An important feature of the restructuring of the faculties of UP in 1999/2000[141] was the initial decentralisation of managerial powers to faculty level, which enabled the deans to exercise these powers as senior managers. This was made possible by providing the faculties and the offices of the respective deans with a newly designed (enriched) faculty administrative division.

Several staff members (depending on the size of the faculty), predominantly from UP's support service departments of Finance, Human Resources and IT, were subsequently deployed to the faculties. They all functioned together in the new division that was headed by a new senior appointment, that of Faculty Manager.[142] These staff members were responsible for management and administrative functions in the faculties, such as finance (including functions that traditionally fell within

136 Dr S Boshoff had been appointed as head of a new Academic Planning Unit in the Registrar's Office on 1 October 2005 and served in this position in the IRPU as from 2009.

137 Editor's Note: After functioning in this embryonic form for approximately four years, the Institutional Planning and Research Unit (IRPU) was eventually turned into a full-fledged department (the Department of Institutional Research and Planning), with a newly appointed Director in 2013.

138 See Smit, 2002a:7, 19.

139 Also see Chapter 2.2.5: Faculties and faculty boards.

140 Even though the Faculty Management Model was phased in as from 1999, it was only completely implemented between 2001 and 2002, and accordingly is referred to in both *Ad Destinatum IV* (Van der Watt, 2002) and *Ad Destinatum V*. This topic is described in greater detail in Smit, 2002a:16–21.

141 See Chapter 2.2.5: Historical overview: Restructuring UP's faculties 1999 to 2000

142 This was the first time in the history of UP that these positions became the norm in most of the faculties. Exceptions were the Faculty of Engineering, Built Environment and Information Technology, by special request of the Dean, and the Faculty of Theology, because its limited size did not justify the financial outlay of such an exercise.

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the University's central Budget Control section), human resources, marketing and IT.

Additionally, decentralised Academic Administration divisions were developed in the faculties. These faculty academic administration divisions did not fall under the respective faculty managers. Instead, their newly appointed heads retained a central reporting line to the University's Director of Academic Administration, Dr DD (Dawie) Marais, in addition to their close collaboration with the dean and/or deputy dean of their faculties.

All the decentralised managerial or administrative officials worked closely with the dean and/or deputy dean and, when necessary, liaised with the heads of the University's relevant central support services departments. Thereby, certain functions that were previously only centrally available were decentralised to faculty level and the deans were empowered by having the relevant support staff present in their own faculty's administrative divisions.

The decentralised measures were not only regarded as important to ensure professional assistance to the dean to manage his or her faculty, but also ensured that certain academic staff members were freed from unnecessary additional administrative activities, thereby granting them additional time to pursue their own academic (teaching and research) activities.

The various organisational, structural and managerial aspects of the new decentralised faculty model were mostly implemented during the early phases of the period under review, but did not function equally well in all cases.[143] Different modifications in certain elements were necessitated, which varied from minor adjustments to major faculty-specific changes.[144] A few years later, the latter situation necessitated significant further restructuring in the faculties of Education (2008), Humanities (2009) and Health Sciences (2010).

Thus, the Faculty Management Model succeeded in varying degrees to increase the effectiveness of the deans as a senior management cadre. However, they still reported to one of the vice-principals at executive level, who had the specific executive line management responsibility for their respective faculties.

New Management Model

As mentioned above, the Faculty Management Model, which provided an interface between the deans and the Executive, had already prevailed in 2001, and a decision was made to initially continue with this procedure until the (new) decentralised faculty management system had settled in and was functioning acceptably well. Thus, a cluster of deans reported to each of the vice-principals, who then provided feedback to their colleagues at the weekly Executive meetings.

Within a few years, however, it became apparent that this management model would have to be reassessed and redesigned to address certain aspects:

- The roles of the vice-principals and deans, as well as their interface, had to be better synchronised and coordinated.[145]
- The existing interactions with the faculties had to be further reviewed and refined to improve the levels of empowerment and delegations to the deans.[146]
- The way of dealing with the budget and planning issues was not optimally effective.
- The specific role of Vice-Chancellor and Principal had to be further refined. He or she needed more time to play a focused external role, particularly with regard to fundraising and engagement with stakeholders (such as government, the higher education sector, alumni and industry). As the University's internationalisation strategy grew more prominent, liaison with the diplomatic corps and international partners also rose higher up on the agenda.

The process of developing the New Management Model was initiated in 2006 with Prof CR de Beer as coordinator. An external consultancy initially assisted the University in the conceptualisation phase.[147] However, in December 2006, the team of external consultants was replaced by an internal UP project team as a sound knowledge and understanding of the institution proved to be essential for the further development of the project.

Seven internal task teams were established to address the various identified issues that had to be resolved.[148] The members of the Executive, the deans and the directors of support services were consulted widely and were closely involved in the process. The concept of the New Management Model was regularly discussed in all the relevant forums. The project team spent substantial time undertaking roadshows to all the faculties and support service departments. Inputs received during these discussions were collated and further analysed.

The most relevant managerial changes contained in the New Management Model were the following:

- The strong matrix elements contained in the new model were the most striking feature in contrast to the previous model, which had been more hierarchical.
- The Vice-Chancellor and Principal was assured the opportunity to play a greater external role. Additional capacity was to be created in the Office of the Vice-Chancellor and Principal to enable him or her to do that.[149]
- The vice-principals would have cross-cutting responsibilities in the

143 These issues were strongly influenced by the degree to which the necessary financial and human resources for full implementation of the proposed changes had been made available, as well as by several other external pressures placed on the University as a whole, and on certain faculties per se. (See Chapter 2.2.5: Faculties and faculty boards: Functioning of the new decentralised faculty model).

144 This was especially relevant to the School of Medicine in the Faculty of Health Sciences in which Pathology Services had been nationalised by governmental decree into the National Health Laboratory Services (NHLS) in 2004, and all the staff members immediately transferred to the staff establishment of the NHLS even before all the contractual agreements had been completed.

145 An important shortcoming in the existing system of feedback to the Executive was that the faculties had become divided into separate "clusters" by virtue of the deans in a single cluster reporting to the same vice-principal. Consequently, the priorities and interpretations of strategic aims were not necessarily equally emphasised between the deans, causing the clusters to drift away from one another.

146 An example was the situation that resource specialists could be based in the faculties, and yet the final decisions were in essence still taken centrally in the Administration Building on the Hatfield Campus.

147 Its involvement entailed substantial groundwork and the compilation of a large amount of base documentation.

148 The task teams were required to address the following issues: strategic planning process, a model for the allocation of resources, developing a framework for faculty plans and agreements, an empowerment framework and delegations, institutional plans for vice-principals' cross-cutting responsibilities, and developing a framework for support service plans and contracts. Members of the Executive headed the various task teams, and former Vice-Principal, Prof JD (June) Sinclair, who had completed her appointment in Australia, was retained on a contract basis to assist with the project. In the second half of 2007, a seventh task team, named Fora, was mandated.

149 This included a revision of Prof S (Sibusiso) Vil-Nkomo's portfolio as Advisor to the Vice-Chancellor and Principal.

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new model.[150] The new position of Vice-Principal: Faculties (Prof CR de Beer) was identified. This was a coordinating role between various vice-principals and, as Prof CR de Beer chaired the Planning and Budget Committee, he also coordinated resource allocation.

- A system of annual "faculty contracts" was introduced between the University (as represented by the Executive) and every faculty (as represented by the respective deans) regarding its outputs, inputs, new projects, programmes and various related matters. This formed the basis on which available and necessary resources were allocated, as well as how the performance appraisals of the deans were conducted.

- A revised delegation framework was developed, empowering the deans to finalise more decisions, specifically regarding human resources issues, including the appointment of staff up to specified post levels.

- A shared services model was introduced between some of the central and decentralised support service departments.

Several existing processes were streamlined, for example, the Senate Academic Planning Committee was replaced with a smaller Executive Committee of Senate, consisting mainly of the Executive and the deans, which met more frequently.

The new model was phased in and became wholly operational during 2008, although some aspects were already fully functional by that time. Initial outcomes during the remaining period up to the end of 2009 had already resulted in significant improvements.

- As expected, the interaction between the vice-principals and deans changed. Their relationships were not unduly complicated by the new method of reporting to the Executive[151] because the new model had, in fact, changed the whole notion of "reporting". A dean's performance requirements were now determined by the faculty contract, and the vice-principals in essence acted as "project managers", each responsible for his or her component of the specific contract. A new Committee of Vice-Principals was formed through which they coordinated their activities.

- The introduction of the position of Senior Vice-Principal (Prof CR de Beer)[152] as head of the abovementioned Committee of Vice-Principals was a logical next step in the roll-out of the new model,

Existing barriers caused by traditional institutional culture had to be effectively overcome. This was done by engaging relevant student support structures.

in that he coordinated the activities of the other three vice-principals. As the Vice-Chancellor and Principal's role now comprised a greater external component, the Senior Vice-Principal took over responsibility for managing a larger proportion of the internal business.

- The New Management Model also offered UP the opportunity to rethink how to balance centralisation and decentralisation, particularly with regard to the support services, and to implement the lessons it had learnt from the Faculty Management Model during the previous decade. Thus, a clear understanding of the difference between the decentralisation of decision making versus the decentralisation of administration and the decentralisation of people was important to the conceptualisation of the system. From there, the notion of the Shared Services Model was developed.

- The key to the success of the New Management Model lay in the new delegations that were developed, as well as the faculty contracts, and especially in the new enterprise software systems that were being installed. The new Systems Renewal Project would introduce a new dimension of data and knowledge management, and provide the capacity to generate and deliver the required management information, intelligence and decision support. This alleviated many of the concerns in the centralisation/decentralisation debate, and allowed for the development of a management system with much greater effectiveness, efficiency and flexibility.

By 2009, the Systems Renewal Project was in progress. Although the other elements of the New Management Model had, to a large degree, already been operationalised, the full effect of the new systems was yet to come as the Systems Renewal Project was a vital component. This was only achieved after 2009 as the Systems Renewal Project progressed, and falls beyond the scope of this publication.

2.3.3 SUPPORT SERVICE DEPARTMENTS AS PART OF UP'S MANAGEMENT STRUCTURES

UP relied on the essential support of a wide array of support service departments. This served to ensure that it could realise the new vision and mission it had adopted for the period under review.

These departments subsequently functioned as a large support network. Their combined contributions were focused on implementing the main thrusts of the University's strategic plans.

Many of these departments had been functioning for decades to support functions such as finance, facilities management, matters related to the University's students and staff, as well academic activities.

As new challenges arose over time, existing departments were transformed to accommodate the University's new focuses or to effectively support UP's endeavours,[153] and new departments were established. The departments also significantly refined their methodologies and procedures to accommodate increasing sophistication available in the market.[154] This served to address some of the new challenges faced by UP.

150 Institutional or university-wide responsibility for a particular portfolio was assigned to a specific vice-principal. Accordingly, Prof NA (Nthabiseng) Ogude took responsibility for undergraduate teaching and learning, as well as continuing education, Prof RM (Robin) Crewe was assigned research and postgraduate studies, and Prof RA (Ramaranka) Mogotlane was tasked with community engagement. Prof CR (Chris) de Beer became Acting Vice-Chancellor and Principal.

151 Whereas each dean had previously only reported to one vice-principal, each of the four vice-principals now interacted with every dean on different aspects of the faculties' activities.

152 He also had the responsibility on the Executive for Human Resources. In March 2009, Council appointed Prof CR de Beer as Senior Vice-Principal, following a recommendation to that effect by the Executive and Senate.

153 Several of these departments were renamed in accordance with their transformed functions. For example, the former Personnel Department became the Department of Human Resources, and the Department of Management Services first became the Department of Audit and Advisory Services, and then the Department of Risk Management and Internal Audit.

154 This resulted in a significant expansion of UP's electronic teaching and administrative platforms through the implementation of the Systems Renewal Project (see Chapter 5.13: Department of Information Technology Services: IT systems).

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The fever tree-lined ring road on the University of Pretoria's Hatfield Campus.

The activities of UP's support service departments[155] focused either on the academic enterprise (academic support services) or professional support to various stakeholders (professional support services). The size and complexity of these departments varied in relation to the functions they were expected to perform. Accordingly, these "departments" ranged from individually run units, and small teams or divisions that provided specialised input, to large departments comprising several subdivisions that collectively offered support services to all stakeholders. Furthermore, the support service departments functioned at different interfaces: either internal (between UP and its students, and/or staff members), or external (between the University and non-UP clients[156]).

Regardless of their size, versatile target audience, interfaces and functionalities, all the support services were geared to supporting UP's strategic plans.

This was particularly relevant to those departments directly related to the academic enterprise.[157] However, it was equally valid for the other support service departments. For example, the task of maintaining sustainability fell on the shoulders of the departments of Finance and Procurement, while the Institutional Research and Planning Unit was established to chart a responsible growth strategy, based on the University's strengths and taking national and continental needs into account. The expertise housed in the Bureau for Institutional Research and Planning (BIRAP) and the Department of Risk Management and Internal Audit was of cardinal importance to the University's planning initiatives, particularly the estimation of trends, and preparation of risk analyses, statistical projections and management information. Similarly, the funding of many critical initiatives relied on tapping into third-stream sources of income by the Department of Institutional Advancement and Campus Enterprises.

Ensuring the stability (and safety) of the campus was the responsibility of the Department of Security Services and the Registrar's Office (Legal Services).

The precise positioning of the various support service departments within UP's structures and the level to which their activities contributed individually and collectively to optimising the efficiency of the overall management of the University is described fully in Chapter 5 of this publication.

155 See Chapter 5 for a description of the activities of these departments.

156 This included national and/or international interfaces.

157 These included the Department of Student Affairs (and other student support departments), as well as the departments of Academic Administration, Research and Innovation Support, Library Services, Education Innovation, Community Engagement and the administration divisions of the Hammanskraal and Mamelodi campuses.

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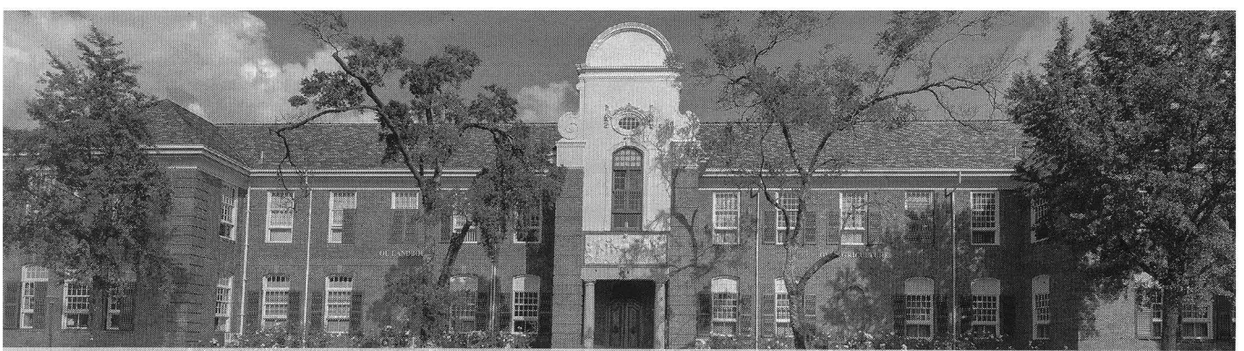
Chapter 3

STRATEGIC INITIATIVES AND OUTCOMES (2001–2009)

3.1 INTRODUCTION



The Old Agriculture Building on the University of Pretoria's Hatfield Campus.

Following the adoption of the University's new vision and mission in 2001, the opportunity presented itself to articulate these through UP's strategic intent to be a world-class research university.[1] The Vice-Chancellor and Principal Prof CWI (Calie) Pistorius, explained that the term "strive" in the mission of UP was understood to imply that this was going to be both a continuous process and a process of continuous improvement where quality could not be compromised. In the spirit of innovation as a "wave of creative destruction", elements of renewal and creativity were emphasised." In the process, elements that proved to be successful were retained, and that which could be transformed was improved upon (Pistorius, 2009).

By analysing specially drafted environmental scans, cognisance was taken of the prevailing international and national changes that occurred in the academic environment as a whole between 2001 and 2009, which brought along new opportunities, as well as additional and/or new challenges. Accordingly, two successive strategic plans were developed – "Inspiring the Innovation Generation 2002–2005" and "Innovation Generation: Creating the Future 2007–2011" – whereby the University tried to ensure that its primary goal was never compromised during the relevant period. The first plan (University of Pretoria, 2002) was underpinned by eight strategic thrusts[2] that had been implemented from the beginning of the period spanned by this publication. The emphasis placed on some of these might have been somewhat downscaled or overtaken by the "achievement plans"[3] of the second strategic plan (University of Pretoria, 2007), and subsequently the new innovative implementation plans (drafted in 2007) that again in time were refined to institutional plans in 2009. However, all these strategic initiatives were geared towards ensuring that UP would become entrenched as one of the country's leading, internationally recognised research universities without compromising its local relevance. Research excellence also implied excellence in teaching.

In this chapter, several of the strategic initiatives are highlighted separately. They were identified, designed, implemented and centrally driven at executive level from the outset. Thereafter, the faculties and relevant support service departments soon followed suit, ensuring that these initiatives could be realised. Many of those activities are recounted in the review on the various faculties (Chapter 4) and support service departments (Chapter 5). Where applicable, the necessary cross-references are carried in the text and specific footnotes.

As a means of illustrating the identified key areas for achieving UP's primary goals, contained in its strategic plans, this chapter is structured into sections that refer to specific initiatives relating to strengthening UP as a people-centred university, renowned internationally for academic excellence, without compromising its local relevance and concomitant national impact. This necessitated an institutional commitment to transformational changes without compromising the joy of UP's centenary celebrations.

1 As mentioned in the executive summary of the Strategic Plan (University of Pretoria, 2007) (see Appendix A), research excellence depends on excellent undergraduate teaching and good academic and non-academic support for students.

2 These eight strategic thrusts were focus on academic endeavours, quality, local relevance, transformation, international competitiveness, value-driven organisational culture, sustainability and innovation.

3 Underlying these plans was a projection of what the student composition of UP was expected to be in 2011, based on a 2% growth in numbers.

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3.2 A PEOPLE-CENTRED UNIVERSITY

Having excellent people, both staff and students, was identified as the first priority to becoming a people-orientated institution. Excellent academics and students would make it possible to excel at the University's core functions: teaching and learning, and research. Each of these functions included community engagement.

3.2.1 STUDENTS

Student life over the period 2001 to 2009 presented some daunting challenges and was marked by significant transformational development.

Historical overview

A holistic and coordinated approach was regarded as the key to success when it came to providing UP's students with a satisfying student experience in an ever-growing and increasingly diversified student body. By 2001, the University had introduced a programme for the pre-care, in-care and post-care service to students (known as the PIP programme).[4]

The focus of pre-care services was specifically on marketing and the recruitment of prospective students, particularly with a view to attracting top achievers to the University and boosting the demographic profile of the student body. The Junior Tukkie programme was introduced to recruit and nurture high school learners who excelled in the academic, cultural or sporting fields, and who showed distinct leadership abilities. A development programme was presented to the Grade 11 Junior Tukkie group every year to provide them with exposure to university life and a platform to test their potential for future career choices. The programme established a personal relationship with these prospective students to make them part of the University's unique culture before they had even enrolled.

Other projects run by the Junior Tukkie Club included the Grade 12 Preparation Week, the Grade 11 Top Achiever Function, career expos and exhibitions, the Thuthuka project of the South African Institute of Chartered Accountants (SAICA) and a Saturday School.

In-care services focused on retaining, supporting, preparing, equipping and training students once they had entered the UP system. This was done through the mainstream academic programme and support services, and also by way of a vibrant student life programme that provided opportunities for the personal development of students.[5] As part of the in-care strategies, the University approved the establishment of a Senate Committee for Student Life in May 2005 to deal with the contemporary challenges in terms of student life, given the changing profile of the student body. The Committee was responsible for developing the core building blocks of a student life policy at the University in order to achieve the mission of the University in respect of developing students into well-rounded, creative persons, responsible and productive citizens, as well as future leaders. The Senate Committee undertook a fundamental revision of the student life programme to better accommodate the academic needs of students and ensure an appropriate, balanced alignment of the student life programme with the academic programme.

In the post-care programme, efforts were made to retain students' association with and loyalty to the University, even after they had graduated, by encouraging them to pursue postgraduate studies and/or become active alumni. In order to do this, the Alumni Relations Division of the Department of Institutional Advancement launched focused "Tukkie pride" projects to proactively instil in students a sense of pride in the institution upon registration at UP.[6]

By 2001, the PIP programme had been implemented at the University, and continued to function in the period under review.

The Innovation Generation Project

A fundamental point of departure that guided the University's strategy in terms of students during the period under review was that they were "the lifeblood of the University", its *raison d'être*. In addition, the graduates it produced were regarded as its premium product. Like other organisations, the University of Pretoria branded its premium product and registered it as a trademark – the "Innovation Generation" (Pistorius, 2009). The graduates of the "Innovation Generation" would not only receive world-class academic training, on par with international standards and in line with the University's objective of international recognition for academic excellence, but these same graduates would also be world-class people. This entailed the provision of a more comprehensive education that would equip students with timeless principles and values, sustainable life skills and people skills, and foster ethics, morals and mannerisms.

Such a comprehensive education could, however, not be provided exclusively within the formal classroom situation. It also required exposure to value-adding experiences that were not only of an academic nature, but also involved participation in student life.[7] It justified the importance of affording students a high-quality student life based on the University's inclusive, enabling and value-driven organisational culture.

The development of the University's residences into "preferred accommodation" on campus was thus vital, as organised student life was largely reliant upon the participation of the occupants of the various residences. The residence environment was not only oriented toward being safe, aesthetically pleasing and well maintained, but also had to embrace the value-driven culture being developed by the University. This included attitudes and approaches to the orientation phase of first-year students.[8] Between 2002 and 2004, the University introduced the Value Project within its residences. This comprised the physical facilities, management structures and, in particular, the development of a value-driven organisational culture. A $300 000 grant made available by the WK Kellogg Foundation from 2002 was utilised for the advancement of this project and its associated value frameworks as part of the development of the "Innovation Generation".

4 When the pre-care, in-care and post-care (PIP) programme was initially introduced at UP, the Faculty of Medicine had already established a full set of initiatives that fitted well into the design of the PIP programme. These initiatives, inter alia, also addressed the needs of students identified in the PIP programme.

5 Also see Chapter 5.23: Department of Student Affairs.

6 Also see Chapter 5.14.3: Alumni Relations Division (TuksAlumni).

7 Also see Chapter 5.23 Department of Student Affairs.

8 Also see the discussions on value-driven culture and the orientation of first-year residential students in Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes) and Chapter 5.23: Department of Student Affairs.

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Inclusivity was a characteristic of the University's organisational culture.[9] This went beyond equity and access-related initiatives, and entailed a sustained commitment to the promotion of diversity, which included academic, cultural, ethnic, religious and gender diversity. In order to ensure opportunities for inclusive student participation, this also necessitated changes in the University's cultural offering. Clear examples of these changes included that, notwithstanding a policy of open access for participation in UP's choirs, the formation of a second, additional student choir, the UP Chorale, was established to specialise in the indigenous song and dance of South Africa and Africa as a whole.[10] Another example was the development and special support of various sports, which were more popular among previously disadvantaged students, such as the TuksFootball Club.[11] A further example was the growth of student societies for diverse political and religious groupings. This holistic – rather than purely academic – approach to transformation was to form an important backdrop to the Innovation Generation Project.

The ultimate objective of the project was to grant the University's graduates the opportunity to become well-rounded, creative people; responsible and productive South African citizens and future leaders. It was envisioned that, through creativity and innovation, they would contribute proactively towards shaping a better future, characterised by a higher quality of life for all.

Student numbers: UP's Growth Strategy

In order to ensure a quality education, the University was compelled to closely monitor and control the size and growth rate of its student cohort. This was important not only because of compulsory compliance with government policies that dictated student numbers and programme offerings, but particularly due to a concern regarding the University's carrying capacity in terms of the number of students that could be accommodated with the available resources, such as academic staff, lecturing and accommodation facilities, and IT infrastructure, as well as sufficient and relevant support systems. Thus, a formal UP Growth Strategy had to be developed, which was done under the leadership of Prof AP (Antony) Melck, and formed part of both the strategic plan of 2002 to 2005 ("Inspiring the Innovation Generation") and that of 2007 to 2011 ("Innovation Generation: Creating the Future"). The aims of the Growth Strategy largely reflected those of the University's overall strategy. While its purpose was to maintain responsible and sustainable growth in terms of student numbers,[12] its goals included growing UP's stature and achieving academic excellence, accounting for the University's transformation initiatives, programme and portfolio mix, and the national goals regarding programme consolidation, as well as favouring postgraduate enrolment, while limiting the total number of students.

The practical implications of the strategy were, however, more clearly articulated in the second strategic plan of 2007 to 2011, and stated that it entailed "carefully calculating the optimal enrolments for each academic programme after taking the critical mass requirements of departments, and the linkages between modules and physical capacities into account... [and then] admitting students in accordance with these calculations" (University of Pretoria, 2007:23).

In determining how the University was to expand and allocate additional resources, the strategy sought to expand student enrolment in fields that addressed national economic needs, and to identify UP's strengths and build on these. By making use of the Institute of Scientific Information (ISI) field rankings,[13] UP's strengths were identified as, inter alia, agriculture, engineering and natural sciences – areas that were important to the country's economic development. With 2011 as the strategic plan's point of reference, it used projections based on assumed differentiated growth rates, taking into account greater growth in the aforementioned fields in order to plan the University's expansion.

Contact vs distance education

It is important to keep in mind that, during the period under review, the University's student corpus largely consisted of two groups: contact students and distance education students.[14] As can be seen in **Table 3.1**, the number of contact students steadily increased throughout the period under review.

Conversely, the number of distance education students peaked in 2002 (26 945), declined to a minimum in 2006 (6 884), and then started to increase again. This was as a result of changes in the distance education strategy.[15] On the recommendation of Prof AP Melck, the University had decided, in 2001, to phase out – through teachout agreements – the distance education programmes that were being outsourced to private organisations and instead offer a limited number of high-quality distance education programmes itself. The decline of nearly 20 000 in the number of distance education students from 2002 to 2006 was thus due to the phasing out of students enrolled via the private service providers. As the University's newly established Unit for Distance Education[16] began to make progress, the numbers increased again, so that, by 2009, the number of distance education students exceeded 21 000. **See Table 3.5.**

Having excellent people, both staff and students, was identified as the first priority to becoming a people-orientated institution. Excellent academics and students would make it possible to excel at the University's core functions: teaching and learning, and research.

In addition, a significant jump can be observed in the number of contact students between 2003 and 2004. This was due to the incorporation of the Mamelodi Campus of the former Vista University in 2004.[17]

9 This was also vital to transformation in the residences of UP – Also see Chapter 3.7.1: Historical overview.

10 This was in contrast to the Tuks Camerata (formerly known as the Tukkie Choir) that specialised in Western music.

11 A substantive sponsorship for this club was negotiated by the Vice-Chancellor and Principal.

12 According the strategic plan of 2007 to 2011, projections were made regarding the student composition of the University by 2011. These projections were made after taking into account the needs of the country and the continent, particularly in the field of science and engineering. In terms of these projections, it was foreseen that, over the planning period (2007 to 2011), the University would grow at approximately 2% per annum, but that enrolments in science and engineering, and in postgraduate programmes in general, would grow at higher rates.

13 See Chapter 3.4.2: International rankings and league tables.

14 Distance education students did not attend regular classes, aside from four mandatory contact sessions through the year, but rather received their learning material through the postal service or via the internet.

15 See Chapter 3.3.2: Teaching and learning.

16 Also see Chapter 4.3 Faculty of Education.

17 Also see Chapter 3.5.2 Mamelodi Campus incorporation.

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Table 3.1: Student profile (contact students) for the period under review

Academic year	Number of students	African (percentage)	Coloured (percentage)	Indian (percentage)	White (percentage)	Female (percentage)	Male (percentage)
Undergraduate							
2001	21 150	4 799 (22.7%)	263 (1.2%)	885 (4.2%)	15 203 (71.9%)	11 832 (55.9%)	9 318 (44.1%)
2002	22 614	5 470 (24.2%)	299 (1.3%)	987 (4.4%)	15 858 (70.1%)	12 692 (56.1%)	9 922 (43.9%)
2003	23 794	6 088 (25.6%)	335 (1.4%)	1 094 (4.6%)	16 277 (68.4%)	13 354 (56.1%)	10 440 (43.9%)
2004	28 565	10 171 (35.6%)	366 (1.3%)	1 124 (3.9%)	16 904 (59.2%)	16 122 (56.4%)	12 443 (43.6%)
2005	27 989	9 469 (33.8%)	389 (1.4%)	1 149 (4.1%)	16 982 (60.7%)	15 764 (56.3%)	12 225 (43.7%)
2006	27 904	9 084 (32.6%)	434 (1.6%)	1 101 (3.9%)	17 285 (61.9%)	15 683 (56.2%)	12 221 (43.8%)
2007	27 950	9 219 (33.0%)	471 (1.7%)	1 027 (3.7%)	17 233 (61.7%)	15 680 (56.1%)	12 270 (43.9%)
2008	28 252	9 506 (33.6%)	527 (1.9%)	1 052 (3.7%)	17 167 (60.8%)	15 955 (56.5%)	12 297 (43.5%)
2009	29 770	10 479 (35.2%)	577 (1.9%)	1 153 (3.9%)	17 561 (59.0%)	16 996 (57.1%)	12 774 (42.9%)
Postgraduate							
2001	9 232	3 077 (33.3%)	150 (1.6%)	355 (3.8%)	5 650 (61.2%)	4 059 (44.0%)	5 173 (56.0%)
2002	10 230	3 471 (33.9%)	182 (1.8%)	437 (4.3%)	6 140 (60.0%)	4 482 (43.8%)	5 748 (56.2%)
2003	10 857	3 848 (35.4%)	195 (1.8%)	536 (4.9%)	6 278 (57.8%)	4 764 (43.9%)	6 093 (56.1%)
2004	10 998	4 007 (36.4%)	241 (2.2%)	543 (4.9%)	6 207 (56.4%)	4 827 (43.9%)	6 171 (56.1%)
2005	10 775	3 919 (36.4%)	266 (2.5%)	555 (5.2%)	6 035 (56.0%)	4 814 (44.7%)	5 961 (55.3%)
2006	10 801	4 105 (38.0%)	263 (2.4%)	573 (5.3%)	5 860 (54.3%)	4 941 (45.7%)	5 860 (54.3%)
2007	10 872	4 253 (39.1%)	256 (2.4%)	555 (5.1%)	5 808 (53.4%)	4 941 (45.4%)	5 931 (54.6%)
2008	11 123	4 571 (41.1%)	287 (2.6%)	590 (5.3%)	5 675 (51.0%)	5 085 (45.7%)	6 038 (54.3%)
2009	11 981	5 173 (43.2%)	323 (2.7%)	625 (5.2%)	5 860 (48.9%)	5 649 (47.1%)	6 332 (52.9%)
Total							
2001	30 382	7 876 (25.9%)	413 (1.4%)	1 240 (4.1%)	20 853 (68.6%)	15 891 (52.3%)	14 491 (47.7%)
2002	32 844	8 941 (27.2%)	481 (1.5%)	1 424 (4.3%)	21 998 (67.0%)	17 174 (52.3%)	15 670 (47.7%)
2003	34 651	9 936 (28.7%)	530 (1.5%)	1 630 (4.7%)	22 555 (65.1%)	18 118 (52.3%)	16 533 (47.7%)
2004	39 563	14 178 (35.8%)	607 (1.5%)	1 667 (4.2%)	23 111 (58.4%)	20 949 (53.0%)	18 614 (47.0%)
2005	38 764	13 388 (34.5%)	655 (1.7%)	1 704 (4.4%)	23 017 (59.4%)	20 578 (53.1%)	18 186 (46.9%)
2006	38 705	13 189 (34.1%)	697 (1.8%)	1 674 (4.3%)	23 145 (59.8%)	20 624 (53.3%)	18 081 (46.7%)
2007	38 822	13 472 (34.7%)	727 (1.9%)	1 582 (4.1%)	23 041 (59.4%)	20 621 (53.1%)	18 201 (46.9%)
2008	39 375	14 077 (35.8%)	814 (2.1%)	1 642 (4.2%)	22 842 (58.0%)	21 040 (53.4%)	18 335 (46.6%)
2009	41 751	15 652 (37.5%)	900 (2.2%)	1 778 (4.3%)	23 421 (56.1%)	22 645 (54.2%)	19 106 (45.8%)

Table 3.2: Number of new contact student applications, admissions and registrations

	2001	2002	2003	2004	2005	2006	2007	2008	2009	Growth (percentage)
Applications	13 297	15 167	15 406	17 084	18 026	20 160	22 673	23 073	27 024	103.2%
Admissions	8 495	9 343	9 813	10 415	10 403	10 814	11 214	11 151	12 701	49.5%
Registrations	5 425	5 914	6 324	7 409	7 548	7 692	8 316	8 558	9 037	66.6%

Recruiting top achievers

The number of applications, admissions and registrations of new first-year students, as indicated in **Table 3.2**, rose from 13 297, 8 495 and 5 425 respectively in 2001, to 27 024 (103.2%), 12 701 (49.5%) and 9 037 (66.6%) respectively for the 2009 academic year. The trend of annually increasing applications and enrolments correlates with the results of a study published by the Human Sciences Research Council (HSRC) in June 2002, based on the first phase of the Student Choice Behaviour Project (Cosser & Du Toit, 2002).[18] It found that, among the 36 institutions of higher learning in the country at the time, the University of Pretoria ranked in fourth place overall and was placed first among the universities as desired institutions of enrolment.[19] Given the relatively small number of Grade 12 learners who passed matric with university exemption (as opposed to those who could only enter technikons or neither universities nor technikons), it was significant that any university had come in at fourth place at all. The fact that the University of Pretoria was placed in the first position (of choice) vis-à-vis all the universities in the country, together with the substantial growth in the number of applications and enrolments during the same period, strongly supported the notion that the University of Pretoria was increasingly becoming a university of preference for students and, most importantly, for students from all backgrounds in South Africa. These findings supported the notion that the University's strategy was effective.

18 The conclusions of the study were based on a survey performed among 12 204 Grade 12 learners in 288 schools across South Africa.

19 Technikon Pretoria (later known as the Tshwane University of Technology) and Technikon Witwatersrand (which later became part of the University of Johannesburg) placed first and third respectively, with the "I don't know" category as the second-most popular choice.

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The University's success in terms of becoming a tertiary academic institution of preference was verified by the portion of the highest-achieving matriculants who registered at the University, also referred to as its market share. These top achievers were regarded as those learners who had achieved three or more distinctions in subjects at higher-grade level at the end of their Grade 12 year (matric). As shown in **Table 3.3**, the University maintained an average market share of 18.3% among the country's top students over the period 2001 to 2008. In addition, throughout the aforementioned period, the University also attracted almost half (47.4%) of the country's highest achievers in the final matriculation examination – those with eight or more distinctions.

Table 3.3: The University's market share of the top-achieving matriculants, 2001–2009

Year	Total number nationally of students with three or more A's in previous (matric) year	Percentage nationally of students with three or more A's who enrolled at UP	Total number nationally of students with eight or more A's in previous (matric) year	Percentage nationally of students with eight or more A's who enrolled at UP
2001	5 567	19.5%	42	66.7%
2002	6 470	18.8%	75	46.7%
2003	8 840	17.2%	129	45.7%
2004	9 826	18.4%	144	47.9%
2005	9 525	18.3%	143	50.3%
2006	9 969	17.7%	117	46.2%
2007	9 247	18.1%	161	46.6%
2008	9 421	18.4%	113	29.2%
2009	13 597	13.5%	442	5.0%
Average before 2009		**18.3%**		**47.4%**
Average total		**17.8%**		**42.7%**

However, during 2009, the above-mentioned indicators dropped radically to 13.5% (the percentage of students with three or more A's who enrolled at UP) and 5% (the percentage of students with eight or more A's who enrolled at UP), showing a marked reduction in the University's share of high achievers. It should be noted that the first group of students educated under Curriculum 2005 (the new national curriculum introduced in 1997)[20] registered as first-year students at the University in 2009. Its small market share in that year can thus be ascribed to at least two factors:

- There was a significant rise in the number of matriculants with three or more distinctions in the previous year, as shown in **Table 3.3**. This result could have been strongly influenced by the new national curriculum. This also negated the comparability of the data as the University, therefore, showed a much smaller market share due to the severely changed ratio between the number of top matriculants versus the number of students the University could accommodate at first-year level.
- The new curriculum had discarded higher grade and standard grade tuition levels, which in turn also affected the University's methods for determining both the profile of the country's top matriculants and its own market share. Due to a change in the schooling system brought about by the introduction of the National Senior Certificate (NSC), a new set of indicators had to be developed, which had an impact on the University's admission requirements. As a result of this, the University had to devise a new method for determining the profile, and thus its market share, of the top students based on a matriculant's overall average, specifically 75% and higher, to be implemented from 2010 onwards.

Postgraduate students

As discussed earlier, one of the University of Pretoria's major objectives during the relevant period was to become an internationally recognised research university. With regard to the student cohort, indicators that are indicative of this goal relate to both postgraduate students, because they reflect strongly on the research activity of the institution, and international students, as their numbers signify the level of interest from abroad to study at UP.

A research university not only has high research productivity among academic staff members, but also a strong postgraduate culture, consisting largely of supervised research. The University of Pretoria, therefore, began to focus increasingly on the recruitment of postgraduate research students in 2007.

Table 3.1 shows that, in 2001, undergraduate students numbered 21 150 and postgraduate students 9 232, representing 69.6% and 30.4% of the contact student cohort respectively. By 2009, this ratio had remained virtually unchanged, with 71.3% undergraduate students and 28.7% postgraduate students.[21]

It amounted to a 4.4% annual undergraduate growth in comparison with a 3.3% annual postgraduate growth among contact students. This was in contrast to UP's aims as cited in its Growth Strategy, which states that it had intended to "limit the total number of students, while favouring postgraduate enrolment" (University of Pretoria, 2002:10).

It is clear that undergraduate enrolment enjoyed a greater rate of growth. This can also be attributed to the University's incorporation of the Mamelodi Campus of the former Vista University, which contributed to a much faster than planned undergraduate growth. As can be seen in **Table 3.1**, the University,

20 The National Senior Certificate (NSC) examination replaced the former matriculation exemption examination. With the abolishment of the former higher grade and standard grade examinations, the entire environment of the schooling system and university exemption system changed.

21 In 2009, undergraduate students numbered 29 770 and postgraduate students 11 981.

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in fact, experienced a decline in the number of postgraduate students from 2004 to 2007, but rose well past its previous highest totals during the subsequent years. This was largely due to changes in the postgraduate admission rules in certain faculties. The decline also reflected a countrywide trend of deteriorating postgraduate student numbers. The need for a centrally steered growth strategy was evident.[22]

International students[23]

As stated previously, international recognition formed a key aspect of UP's institutional vision during the period under review. It was understood that a university of international repute is largely dependent on the esteem in which it is held by its international peers, which would be reflected in various kinds of inter-institutional agreements.[24] Examples of the latter that were put in place during the period under review include a joint master's degree in Water Resource Management with the Georgia Institute of Technology, and agreements with the Massachusetts Institute of Technology, Harvard University and the London School of Economics, to name a few. It was reasoned that international exchange and joint degree programmes would lead to a larger presence of international students on campus. This was also stimulated by the University's Postdoctoral Fellowship Programme, offered throughout the previous decade, that was aimed specifically at students who had earned their doctoral degrees from another (South African or international) university.

The size of the international student cohort on campus, including foreign postdoctoral fellows, was used as an indicator of international stature (see **Table 3.4**). From 2001 to 2009, the number of international students rose from 1 182 to 3 377, amounting to an annual growth rate of 14%. International postgraduate students, a highly desired commodity as they contributed to both the University's international stature and research profile, more than doubled during the period. Comprising 7% of the University's overall postgraduate contact student cohort in 2001, their proportion grew to 14% in 2009. But, just as was demonstrated in the overall student profile, the dominant growth among the University's international students occurred in the undergraduate sector. Rising from 516 students in 2001 to 1 723 in 2009, their number more than tripled during the period under review, equating to an annual growth rate of 16.3%. It should, however, be noted that this data included undergraduate and postgraduate international students who came to UP for elective studies or to attend and/or observe a limited number of academic activities.[25]

22 Another reason for the decline in postgraduate student numbers can be attributed to the fact that postgraduate enrolments tend to be anticyclical to economic growth. When economic growth increases, enrolments decline because students find good jobs easily. In UP's case, however, the change in the postgraduate admission requirements had a larger impact. According to Prof AP (Antony) Melck, all universities were affected by the instability in government policy. In the 1990s, the National Commission on Higher Education had predicted huge increases in enrolments, which did not happen because the school system could not produce more matriculants that qualified for university admission. This increased the competition for students, with institutions admitting "less qualified" first-year students. Together with a new subsidy formula determined in 2003, this resulted in government not being able to afford the associated costs, so the growth in student numbers was "capped". Prof AP Melck defined this as a "stop-start-stop policy period". The change in the matriculation examination results added to the instability that was experienced. In comparison to other universities, UP managed to get through this period among the best, as it had already introduced growth planning. Where some institutions were 30% off their given targets, UP was only 2% under the target provided by government.

23 Also see Chapter 3.4.1: Internationalisation as a strategic initiative: International students.

24 Also see Chapter 3.4: Internationalisation.

25 See Chapter 3.4.1: Internationalisation as strategic initiative for a more detailed discussion on international students.

Table 3.4: Number of international students (excluding foreign students with permanent residence and those who discontinued their studies)

Year	UNDERGRADUATE				POSTGRADUATE				Grand total
	SADC	Other African countries	Other countries	Total	SADC	Other African countries	Other countries	Total	
2001	204	40	272	**516**	270	219	151	**640**	**1 182**
2002	270	61	308	**639**	330	264	207	**801**	**1 469**
2003	362	105	378	**845**	390	337	305	**1 032**	**1 912**
2004	780	137	466	**1 383**	425	372	341	**1 138**	**2 559**
2005	728	170	489	**1 387**	477	374	338	**1 189**	**2 622**
2006	811	192	479	**1 482**	543	424	345	**1 312**	**2 848**
2007	964	185	431	**1 580**	618	413	312	**1 343**	**2 976**
2008	1 042	179	423	**1 644**	711	444	315	**1 470**	**3 156**
2009	1 162	183	378	**1 723**	815	470	317	**1 602**	**3 377**

Although the international students enrolled at UP originated from all over the globe, as from 2004, the largest number by far was from countries in the Southern African Development Community (SADC) region, which had shown consistent growth during the period spanned by this publication. By 2009, these students accounted for 59% of all international students at the University. This may be attributed to UP's geographic location as the largest and most northerly located of South Africa's top universities, but it was also the result of specific recruitment activities.

As indicated in the University's vision statement, it wished to position itself as an African university that would have an impact on the Southern African region by educating its students and contributing to the region's human capital. Furthermore, in compliance with the 1997 SADC Protocol on Education and Training, the tuition fees for students from SADC countries were the same as those for South African students throughout the period under review (in strong contrast to other international students), serving as a further drawcard for them.[26]

26 In 2004, in addition to charging an International Administration Levy to all international students, except asylum seekers, refugees, diplomats and their dependents stationed in South Africa, the tuition fees of all non-SADC students were doubled.

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A notable annual event that involved the University's international students was UP International Day (later renamed International Students Day). It was initially hosted by the International Affairs Office (IAO) and then by the Client Service Centre from 2004 when the International Students Division was relocated there.[27] This event focused on the international students, embassies and foreign missions in Pretoria, and international organisations like the United Nations High Commission for Refugees. At the beginning of the period under review, 31 different countries participated in UP International Day, and by the end of 2009, this number had grown to more than 50. One of the aims of this event was to engender an understanding and appreciation for different cultural perspectives and practices. The event entailed cultural displays in the form of exhibition stands for embassies and other international bodies that featured, for example, artefacts, traditions and food tasting, song and dance performances by embassy groups, South African cultural groups and groups of international students, and a Mr and Miss UP International Day competition.

Changes in student demographics[28]

As a consequence of its commitment to equitable student admissions, the University's student demographics changed significantly. As illustrated in **Table 3.5**, the number of black undergraduate students grew by 105.3%, from 5 947 in 2001 to 12 209 in 2009.[29] Large growth was also demonstrated in the number of black contact postgraduate students, rising from 3 582 in 2001 to 6 121 in 2009, equating to a 70.9% growth and showing a representation increase from 38.8% in 2001 to 51.5% in 2009.

27 Also see Chapter 5.8: Department of Corporate International Relations: The International Affairs Office (IAO).

28 Also see Chapter 3.7: Transformation at the University of Pretoria for a more detailed discussion.

29 This mirrors the growth in the number of applications, admissions and enrolments of black first-year students, which rose from 6 196, 3 141 and 1 279 respectively in 2001, to 15 310, 5 439 and 3 265 respectively in 2009.

Table 3.5: Growth in contact and distance education student numbers from 2001 to 2009

Contact students		2001		2009		Percentage growth
		Number	Percentage of total	Number	Percentage of total	
African	Undergraduate	4 799		10 479		118.4%
	Postgraduate	3 077		5 173		68.1%
	Total	***7 876***	***25.9%***	***15 652***	***37.5%***	***98.7%***
Coloured	Undergraduate	263		577		119.4%
	Postgraduate	150		323		115.3%
	Total	***413***	***1.4%***	***900***	***2.2%***	***117.9%***
Indian	Undergraduate	885		1 153		30.3%
	Postgraduate	355		625		76.1%
	Total	***1 240***	***4.1%***	***1 778***	***4.3%***	***43.4%***
White	Undergraduate	15 203		17 561		15.5%
	Postgraduate	5 650		5 860		3.7%
	Total	***20 853***	***68.6%***	***23 421***	***56.1%***	***12.3%***
Total undergraduate	**Undergraduate**	**21 150**		**29 770**		**40.8%**
Total postgraduate	**Postgraduate**	**9 232**		**11 981**		**29.8%**
Total contact		**30 382**	**100.0%**	**41 751**	**100.0%**	**37.4%**

Distance education students	2001		2009		Percentage growth
	Number	Percentage of total	Number	Percentage of total	
Black*	27 404	99.0%	21 272	99.4%	-29.1%
White	277	1.0%	129	0.6%	-79.8%
Total	**27 681**		**21 401**		**-30.1%**

Overall student numbers	2001		2009		Percentage growth
	Number	Percentage of total	Number	Percentage of total	
Black*	36 933	63.6%	39 602	62.7%	1.6%
White	21 130	36.4%	23 550	37.3%	10.1%
Total	**58 063**		**63 152**		**4.8%**

** Black: African, Coloured and Indian combined*

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In 2009, 21 272 black students also enrolled for the University's distance education programmes, thereby making up 99.4% of all the distance education students. By the end of the period under review, the total number of black students was 39 602, comprising 62.7% of the overall 63 152 students enrolled at the University of Pretoria. In addition, over 59% of the aforementioned total student population was female. This illustrated that, by the end of the period under review, the profile of the University's student population had changed significantly.

Students' home language profile[30]

The home language profile of the students changed significantly over the course of the period under review. As can be seen in **Table 3.6**, by 2009, the proportion of students with Afrikaans as home language had marginally reduced every year to just above 38%. In fact, within the space of a decade, the percentage of Afrikaans students had declined by 20.8 percentage points. This change reflected the extent to which the University of Pretoria had become a university of preference for the broader South African population. However, it is important to note that, although there was a proportional decline over the period, the actual number of students with Afrikaans as home language remained relatively constant between approximately 15 000 and 16 500 per annum.

Table 3.6: Home language profile of contact students (percentage) at UP, 1998–2009

Year	AFRIKAANS AND AFRIKAANS/ENGLISH				ENGLISH AND OTHER LANGUAGES				Total
	Afrikaans	Afrikaans/ English	Total	Total percentage	English	Other languages	Total	Total percentage	
1998	15 338	439	**15 777**	**59.1%**	4 233	6 674	**10 907**	**40.9%**	**26 684**
1999	14 999	320	**15 319**	**57.3%**	4 686	6 718	**11 404**	**42.7%**	**26 723**
2000	15 754	265	**16 019**	**57.0%**	5 229	6 845	**12 074**	**43.0%**	**28 093**
2001	16 126	254	**16 380**	**53.9%**	6 113	7 889	**14 002**	**46.1%**	**30 382**
2002	16 665	330	**16 995**	**52.9%**	6 860	8 293	**15 153**	**47.1%**	**32 148**
2003	16 791	319	**17 110**	**49.4%**	8 199	9 342	**17 541**	**50.6%**	**34 651**
2004	16 914	314	**17 228**	**44.2%**	8 774	12 961	**21 735**	**55.8%**	**38 963**
2005	16 373	287	**16 660**	**43.3%**	9 510	12 329	**21 839**	**56.7%**	**38 499**
2006	15 984	309	**16 293**	**42.1%**	10 075	12 337	**22 412**	**57.9%**	**38 705**
2007	15 605	384	**15 989**	**41.2%**	10 059	12 774	**22 833**	**58.8%**	**38 822**
2008	15 190	459	**15 649**	**39.7%**	10 260	13 466	**23 726**	**60.3%**	**39 375**
2009	15 450	544	**15 994**	**38.3%**	10 695	15 062	**25 757**	**61.7%**	**41 751**

By 2009, the percentage of students with Afrikaans as home language (38.3%) was still the largest among all home language groups at UP. English enjoyed the second-highest representation, with 25.6% of students that had English as home language. The highest after these were students with Setswana as home language at 6.7% and students with Sepedi as home language at 6.6% – virtually equally represented (as was also the case in 2008).

There is, however, a difference between home language and language of preference. These results indicated that, in 2009, there were approximately 3 420 students with Afrikaans as their home language who preferred their tuition in English.[31]

Table 3.7 shows that there was marginal yet steady annual growth in student preference for English language tuition throughout 2001 to 2009. At undergraduate level, this grew by 16.4 percentage points. At postgraduate level, these increases were larger, with a growth of 19.8 percentage points.

There were also general differences in the distribution of students per language group among faculties, as illustrated in **Table 3.8**. At undergraduate level, the highest average percentage of Afrikaans students was in the Faculty of Theology (73%), with the second-highest in the faculties of Education (44%) and Engineering, Built Environment and Information Technology (44%). In contrast to this, the faculties with the highest average percentages of English students were Economic and Management Sciences (68%), Natural and Agricultural Sciences (67%) and Health Sciences (68%).

At postgraduate level, the distribution of students between the two languages of preference was similar in all faculties with an average of 20% to 35% preferring Afrikaans and 65% to 80% preferring English. An exception was the Faculty of Veterinary Science,[32] in which 95% of postgraduate students preferred English.

Table 3.7: Student preference for English language tuition, 2001–2009

YEAR	UNDERGRADUATE	POSTGRADUATE
2001	55.0%	61.4%
2002	57.2%	64.6%
2003	66,1%	72.0%
2004	72.5%	75.5%
2005	69.4%	74.6%
2006	70.3%	77.8%
2007	71.5%	79.9%
2008	73.1%	81.7%
2009	71.4%	81.2%

30 This discussion on the student language profile relates only to contact students.

31 These figures were obtained from the annual registration forms on which all students were required to indicate their language of preference for tuition.

32 The Faculty of Veterinary Science had already adopted an English-only policy in 2000, which could explain this finding.

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Table 3.8: Home language of contact students per faculty in 2001 and 2009 (including business schools)

Faculty	2001				2009			
	Total (100%)	Afrikaans (percentage)	English (percentage)	Other (percentage)	Total (100%)	Afrikaans (percentage)	English (percentage)	Other (percentage)
Economic and Management Sciences	6 377	54.1%	21.7%	24.1%	8 816	36.2%	25.7%	38.1%
Education	2 619	54.7%	12.4%	32.9%	5 408	39.4%	15.5%	45.1%
Engineering, Built Environment and IT	6 196	60.3%	21.1%	18.6%	8 988	41.7%	21.8%	36.5%
Gordon Institute of Business Science	*	*	*	*	474	14.6%	44.1%	41.4%
Graduate School of Management	409	58.2%	16.4%	25.4%	*	*	*	*
Health Sciences	4 231	4 231	21.7%	27.3%	4 762	35.7%	26.0%	38.2%
Humanities	4 244	46.7%	24.0%	29.3%	5 408	40.6%	30.7%	28.7%
Law	1 944	52.1%	18.1%	29.8%	2 045	43.7%	27.8%	28.5%
Natural and Agricultural Sciences	3 114	45.9%	24.2%	29.9%	4 994	37.7%	27.5%	34.8%
Theology	449	69.7%	8.7%	21.6%	704	52.4%	19.2%	28.4%
Veterinary Science	618	38.2%	50.3%	11.5%	846	37.9%	46.7%	15.4%

** The Gordon Institute of Business Science and the Graduate School of Management amalgamated in 2005*

In conclusion, although the actual number of Afrikaans students had remained fairly constant (with annual fluctuations), the growth of the University occurred primarily through an influx of students who preferred lectures in English. This trend was especially prevalent with respect to postgraduate enrolments.

Student support[33]

Special initiatives were designed and implemented during the period under review to address identified needs of students on a wide front. These included their academic preparedness before entry to UP, academic and financial needs, language proficiency and IT skills during their courses. Their emotional adaptation and survival skills at University were also addressed.

Academic support

In accordance with a university policy enacted in 1998, UP undertook to ensure that all registered students achieve a predetermined, satisfactory level of language proficiency and computer literacy on par with current workplace demands. This was done in reaction to the growing number of students who had been identified as having the potential to complete their tertiary studies, but who were scholastically inadequately prepared to do so before entering tertiary education. In compliance with this policy, all new first-year students were tested upon entry into the University to determine their level of proficiency in language (Afrikaans or English).[34] If deemed to be "non-proficient", they were obliged to take the requisite literacy courses to bring them on par with current standards. In terms of information technology (IT), successful completion of Computer and Information Literacy (CIL) modules was mandatory for all first-year students, except in those cases where it already formed part of their own curricula.[35] Another mode of academic student support during the relevant decade was the University of Pretoria Foundation Year (UPFY) programme, established in 2001, with the purpose of bringing previously disadvantaged students with academic potential up to speed in order to enter science-based degree programmes on completion. The UPFY programme was later replaced by extended programmes.[36]

Financial support

Financial support towards tuition and accommodation fees through bursaries and loans was yet another way in which UP assisted its students. These awards are illustrated in **Table 3.9**. Not all bursaries and loans accounted for here were necessarily funded by the University from its own resources, although they were managed by the University's Department of Finance.[37] During the period under review, as indicated in **Table 3.9**, the financial aid provided by the University increased from approximately R130 million in 2001 to R513 million in 2009 – this equates to a 296% growth. With regard to racial composition, the proportion of the aforementioned total aid that was provided to black students rose from 43% in 2001 to 70% in 2009, illustrating the commitment of UP to achieve an equitable distribution of financial aid. The amount provided to black postgraduates also showed greater growth when compared to their undergraduate counterparts. Black postgraduate financial aid grew by 593% during the period, whereas black undergraduate funding rose by 515%. Both growth rates, however, reflected a great increase in the financial support of black students, but especially at postgraduate level, thus coinciding with the University's vision, mission and overall strategy.

33 Also see Chapter 5.23 Department of Student Affairs.

34 The Language Proficiency Test, compulsory for all first-year students, was administered by the Unit for Academic Literacy in the Faculty of Humanities. This determined their level of literacy.

35 Students were also permitted to write exemption tests for the CIL modules to prove pre-existing competence and forego registering for the modules. Both the tests and attendant modules were administered and presented by Damelin College until 2001, at which point the School for Information Technology in the Faculty of Engineering, Built Environment and Information Technology was given this responsibility.

36 Also see Chapter 3.7: Transformation at the University of Pretoria and Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

37 Also see Chapter 5.11: Department of Finance.

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Table 3.9: Scholarship and loan awards, 2001 and 2009

	UNDERGRADUATE				POSTGRADUATE				TOTAL					
	White		Black*		White		Black*		White		Black*		Total	
	R'000		R'000		R'000		R'000		R'000		R'000		R'000	
	2001	2009	2001	2009	2001	2009	2001	2009	2001	2009	2001	2009	2001	2009
UP-funded bursaries	22 238	38 410	52 32	16 155	1 4682	17 918	4 576	13 559	36 920	56 328	9 808	29 714	**46 729**	**86 042**
UP-controlled bursaries	8 390	6 801	3 212	18 571	9 084	27 805	4 831	27 523	17 474	34 606	8 044	46 094	**25 519**	**80 700**
UP-administered bursaries	10 935	41 163	9 773	11 0857	1 929	4 172	2 433	13 756	12 865	45 335	12 207	124 613	**25 073**	**169 948**
Bursaries total	**41 564**	**86 374**	**18 218**	**145 583**	**25 697**	**49 895**	**11 841**	**54 838**	**67 261**	**136 269**	**30 060**	**200 421**	**97 321**	**336 690**
UP loans	1 376	2 506	4 993	4 842	54	415	1 303	1 888	1 430	2 921	6 297	6 730	**7 727**	**9 651**
NSFAS loans	4 325	15 700	18 212	74 393	76	94	486	113	4 402	15 794	18 699	74 506	**23 101**	**90 300**
Eduloan	107	687	613	33 916	19	207	628	42 007	127	894	1 241	75 923	**1 369**	**7 6817**
Loan total	**5 809**	**18 893**	**23 819**	**113 151**	**150**	**716**	**2 418**	**44 008**	**5 959**	**19 609**	**26 237**	**157 159**	**32 197**	**176 768**
Grand total	**47 373**	**105 267**	**42 039**	**258 734**	**25 847**	**50 611**	**14 260**	**98 846**	**73 221**	**155 878**	**56 298**	**357 580**	**129 519**	**513 458**
Racial composition	53%	29%	47%	71%	64%	34%	36%	66%	57%	30%	43%	70%	-	-

** Black: African, Coloured and Indian students combined*

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Academic and IT proficiency enhancement, extended programmes and financial assistance were, however, not the only ways in which the University provided support to its student body. The Department of Student Affairs also played an important role in the support the University provided its students. These measures included the following:

- The two main divisions of the Department of Student Affairs (Student Development and Student Support) afforded comprehensive support in terms of, inter alia, assistance with reading and study skills, career testing and guidance, counselling for a wide range of personal or psychological problems, life skills training, leadership development and other regular group counselling and training sessions, and students' physical wellbeing through Student Health Services.[38]
- The 29 residences provided a safe environment that facilitated the academic success of its members and, along with the day houses and faculty houses, gave them the opportunity to take part in organised student life.
- The Student Representative Council (SRC), which resorted under Student Governance, also played a key role in coordinating the formal extracurricular programme for students and, as its core function, ensured that students' rights were not abused.
- As important media for greater involvement in, and service to, the student community, the student service providers (TuksFM, Tuks RAG, *Perdeby*, Student Culture (Stuku) and Student Sport) supported and enhanced student life at the University.[39]
- Special support initiatives were implemented by various faculties for their own students. The widest range had been progressively developed and implemented by the School of Medicine in the Faculty of Health Sciences (previously the Faculty of Medicine) since the 1980s. These included special programmes to address the students' academic, emotional, adaptational and financial needs, as well as their general coping skills.[40]

Qualifications awarded

A measure of any given university's success is the number of well-qualified undergraduate and postgraduate students it produces. During the period spanning 2001 to 2009, the University of Pretoria awarded 73 871 formal qualifications (this encompassed both degrees and university diplomas, but excluded continuing education certificates and diplomas). According to **Table 3.10**, the overall number of qualifications awarded showed a 39% growth, rising from 6 646 in 2001 to 9 249 in 2009.

38 Relevant to the national situation during the period under review, significant support to the UP student population was provided by the Centre for the Study of Aids.

39 Also see Chapter 5.23: Department of Student Affairs and Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes).

40 See Chapter 4.5; Faculty of Health Sciences.

Table 3.10: Diplomas and degrees awarded by the University of Pretoria for contact programmes from 2001 to 2009

Academic year	DIPLOMAS			DEGREES			
	Undergraduate diploma	Postgraduate diploma	Total diplomas	Bachelor's and honours degree	Master's degree	Doctoral degree	Total degrees
2001	509	212	**721**	4 884	907	134	**5 925**
2002	437	192	**629**	5 125	1 172	153	**6 450**
2003	417	217	**634**	5 565	1 214	146	**6 925**
2004	497	155	**652**	6 372	1 223	187	**7 782**
2005	706	181	**887**	6 723	1 116	192	**8 031**
2006	255	204	**459**	6 830	1 196	148	**8 174**
2007	142	221	**363**	6 890	1 095	170	**8 155**
2008	182	237	**419**	7 097	1 139	180	**8 416**
2009	179	246	**425**	7 473	1 155	196	**8 824**
Total	**3 324**	**1 865**	**5 189**	**56 959**	**10 217**	**1 506**	**68 682**

The only level of qualification that experienced negative growth during the period was undergraduate diplomas with an overall decline of 65%. This was in line with a decree of the national Department of Education that resulted in the discontinuation of most of UP's diploma courses. As part of Minister AK (Kader) Asmal's restructuring of the tertiary education landscape, starting in 2001, the Department had limited institutions to their own missions vis-à-vis their programme offerings. This meant that, as UP was a university, it could not offer diplomas – the latter instead belonged at technikons (later renamed "universities of technology"). This decree also likely accounted for the small growth of only 16% in the case of postgraduate diplomas.

The undergraduate and postgraduate degrees awarded during the period under review increased by 49% from 5 925 in 2001 to 8 824 in 2009. The number of honours degrees awarded showed the largest overall growth (74%), rising from 1 197 in 2001 to 2 083 in 2009. After postgraduate diplomas, master's degrees showed the least growth (27%), having increased from 907 in 2001 to 1 155 in 2009. The number of doctoral degrees awarded, however, rose from 134 in 2001 to 196 in 2009 – amounting to a 46% growth. In this context, it can also be mentioned that the number of doctoral degrees awarded to black students rose from 31 in 2001 to 85 in 2009, thus showing a 174% growth.

The percentage of graduates a university produces per Classification of Educational Subject Matter (CESM) category may be loosely interpreted as the extent to which that university contributes to a country's professionals. In this regard, the contribution of UP is illustrated in **Table 3.11**. Throughout South Africa, from 2007

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to 2009,[41] roughly 25% of all engineers, 13.5% of all health care professionals and 100% of all veterinarians were produced by UP. With regard to the other categories, including master's and doctoral degrees, the University produced about 15% to 18% of the country's graduates during these three years.

Thus, throughout the period under review, UP remained the single-largest producer of graduates in the country. It also remained the largest singular producer of doctorates, as well as black doctoral students, in South Africa.

In addition to the formal qualifications (degrees and university diplomas) awarded, the University also presented a substantial number of certificates and diplomas to attendees of its continuing education courses offered by Continuing Education at University of Pretoria Trust (CE at UP)[42] and the Gordon Institute of Business Science (GIBS).[43]

Table 3.11: Percentage of nationally produced degrees awarded by UP (excluding degrees awarded by comprehensive universities and universities of technology)

QUALIFICATION	2007	2008	2009
BEng degree	24.3%	26.0%	24.0%
Health care (excluding Veterinary Science)	14.6%	12.9%	13.0%
Natural Sciences (three- and four-year bachelor's degree)	17.6%	18.0%	17.0%
All three-year bachelor's degrees	15.6%	15.6%	16.0%
Professional four-year bachelor's degree	15.2%	15.5%	15.0%
Master's degree	18.1%	18.6%	17.0%
Doctoral degree	16.2%	18.8%	17.0%
Veterinary Science degree	100%	100%	100%

3.2.2 STAFF

Once the dramatic changes to the tertiary landscape after 1994 had been initiated[44] and the University's first strategic plan had run its course, UP could draft its second strategic plan for the period 2007 to 2011, in which it positioned itself as an internationally recognised institution of higher education in the country.[45] In its mission statement, the University stressed its commitment to the creation of "...an intellectually stimulating and culturally vibrant, pleasant and safe environment in which students and staff can flourish".

As reflected in **Table 3.12**, the total permanent staff members (academic plus support staff) increased from 3 105 in 2001 to 3 272 in 2009 (5.4% growth). Included in this figure was the number of academic staff members, which grew from 1 452 in 2001 to 1 635 in 2009 (12.6% growth). However, cognisance must be taken of the fact that the permanent staff members were assisted by a large number of temporary staff members, which included tutors and student assistants. According to the total number of tax returns issued by the University in this period, the total number of staff, students and consultants employed by the University grew from 5 435 in 2001 to 12 733 in 2009 (134% growth). New appointments grew from 513 in 2003 to 2 352 in 2008.

This significant growth in the number of people employed by the University in some capacity in the period under review took place against the backdrop of rapid growth in student numbers and the University's stated intention of attracting and retaining excellent members of staff in support of its commitment to quality and excellence in its core functions. Furthermore, UP was committed to transforming itself into an "intellectual home for the rich diversity of South African and international academic talent".[46] This required special attention being given to achieving staff (and student) equity.

In supporting this goal, the Department of Human Resources was expected to ensure that a diverse, innovative and exceptionally competent workforce was recruited that would be optimally developed, supported and retained. To this end, it was to provide professional advice, support and specialist human resources (HR) services through central and decentralised HR structures, in keeping with a move from the old model of personnel administration to its new role as a strategic partner that would provide a professional support service. This new role and mindset, which characterised the Department after it was restructured in 2000, and which prevailed during the period under review, was illustrated in the renaming of the former Personnel Department to the Department of Human Resources.[47]

Between 2001 and 2009, the Department undertook a wide-ranging policy review, and a number of institutional HR initiatives were launched. This was prompted by its new role and the need to fulfil its institutional function of supporting the University's people-centred focus and related strategic goals. This was also in response to various significant changes and developments in the internal and external institutional environment.

HR policy review and changes to conditions of service

The repositioning and restructuring of the Department of Human Resources upon completion of the Support Services Development Project (SSDP)[48] in 2000, brought about a more professional and decentralised HR model and structures, which in turn occasioned the development of new or revised HR policies and procedures, as well as conditions of service. The new structures and policies were further adapted during the period under review, and their functioning was reviewed in light of the institutional New Management Model.[49]

41 In this instance, the earlier figures cannot be reasonably compared to those from 2007 and onwards due the fact that the CESM categories changed, and because of the amalgamation of many tertiary institution, as discussed in Chapter 1.

42 See Chapter 5.4: Campus Enterprises.

43 See Chapter 4.11: Gordon Institute of Business Science.

44 This was geared to positioning UP in the new higher education landscape – a process that was instigated by the then Minister of Education, Minister AK (Kader) Asmal.

45 See Appendix A: Executive Summary: The Innovation Generation: Creating the Future 2007–2011.

46 The other goals and strategies in the strategic plan were selected to lend support to this primary goal.

47 This name change came into effect on 1 July 2001.

48 Also see Smit, 2002a:21.

49 See 2.3.2: Senior Management: Senior Academic Management: New Management Model.

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The implementation of the latter commenced in 2009. The new model was aimed at redesigning and enhancing the decentralisation and delegation of decision making at the appropriate level, while achieving economies of scale in respect of shared administrative services, including HR services. Accordingly, it again brought about far-reaching changes to the HR structures, posts and services in both the central HR department and the decentralised faculty structures. The changes responded to the need to further enhance the effectiveness of the department in alignment with the new institutional model. An in-depth overhaul of HR policies, processes and workflows in place at the time was initiated to achieve this.

A number of HR policies, procedures and service conditions were thus developed and implemented during the period under review in support of the University's strategic initiatives following the SSDP, and later as a result of the New Management Model, or in response to other developments affecting higher education or UP. These included the following:[50]

- Comprehensive integrated new policies for the recruitment, selection, appointment and promotion of academic and support staff were designed and developed to enable the decentralisation implemented after the SSDP. New procedures and processes aimed at the more efficient and effective recruitment of staff were implemented. A further overhaul of and amendments to these policies and procedures to accord with the New Management Model were still in process at the end of 2009. A new Disciplinary Code for Staff to support decentralisation and the delegation of decision making to the appropriate managerial level, as well as subsequent adjustments, was developed and implemented in agreement with the unions recognised by the University.

- The job evaluation policy and procedures already in place for support service positions were reviewed and the appeals process amended. In addition to ongoing evaluations of new posts, as well as posts of which the job content had changed, an institutional project encompassing the evaluation of all secretarial posts was completed and all posts on the level of Director and Deputy Director were re-evaluated.

- Performance management to support the development and empowerment of staff was established as an important strategic focus of the University in pursuit of institutional objectives. A performance management policy was implemented, managers and staff were trained and an in-house electronic performance development and management system, linking performance appraisals and staff development, was rolled out across the institution.

- A new HR Development Policy was finalised in 2001. This resulted in the development of an institutional Skills Development Committee to oversee staff training and development at UP, as well as decentralised HR development committees in the faculties and support service departments. With the assistance of Continuing Education at University of Pretoria Trust (CE at UP), various priority training programmes were presented for UP staff each year.

- A new remuneration system was implemented in 2001, which introduced the package approach to remuneration and replaced the housing subsidy with a housing allowance to extend this benefit to more than half of UP's staff members. A subsequent review and recommendations by an ad-hoc Council Committee led to the development and phased implementation of a new remuneration policy introducing market related, performance-based pay (in the form of performance-based notch increases and performance bonuses, which were implemented in 2006) and introducing differentiated target market rates for the various job families and identified scarce career groups. The policy was amended in 2008 to align with the remuneration guidelines for higher education institutions published by Higher Education South Africa (HESA).

- A package agreement with the recognised unions to implement various changes to conditions of service, including the phased implementation of the new remuneration policy mentioned above, was concluded in 2006. Other changes to conditions of service included the amendment of the compulsory retirement age from 60 to 65 years, the termination of accumulation and payment of leave with gratuity value, and the incorporation of housing and other allowances payable to staff (including the 13th cheque for C3 staff) into a benefit-bearing salary. This resulted in higher employer contributions to retirement funding for all staff.

- The statutory incorporation of the Mamelodi Campus[51] of Vista University into UP with effect from 1 January 2004 gave rise to protracted negotiations with the unions recognised by Vista University to harmonise its conditions of service with those of UP. Agreement was finally reached and the resulting amended conditions of service were implemented in 2007.

- Another initiative that impacted on conditions of service and staff benefits was the approval by the University Council in 2008 of the augmentation by UP of the underfunding of the transfer value of staff members who elected to transfer their pension benefits from the Associated Institutions Pension Fund (AIPF) and the Temporary Employees Pension Fund (TEPF) to the University's own newly established retirement funds in the mid-1990s. This happened after the Appeal Court upheld an appeal against a finding of the High Court favourable to UP, finally turning down an application for the state to make good the shortfall by a number of former members of the AIPF, which was supported and funded by the University.

Institutional HR initiatives

The SSDP, which was completed in 2000, was instrumental in bringing about notable changes to employee relations at UP. This project resulted in the outsourcing of various non-core activities and the concomitant retrenchment of a number of employees. UP subsequently realised that the formal recognition of employee organisations and unions, as well as their continuous constructive engagement, was essential to create and maintain a stable work environment. This insight was strengthened by a growing appreciation of the importance of "ensuring a pleasant, stimulating and safe environment in which all members of staff could flourish",[52] to ensure excellence in the University's core functions. Accordingly, organised labour started to play an important role at UP.

- While the National Union of Health and Allied Workers Union (NEHAWU) had been recognised at UP since the 1980s, by 2001,

50 These initiatives are discussed in more detail in Chapter 5.12 Department of Human Resources.

51 See Chapter 3.5.2: Mamelodi Campus incorporation.

52 See Appendix A: Executive Summary: The Innovation Generation: Creating the Future 2007–2011.

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two other registered unions, the Universiteit van Pretoria Werkersorganisasie (UPWO) and the Mine Workers Union (MWU)-Solidarity had also gained formal recognition. A third union, the National Union of Public Service and Allied Workers (NUPSAW), received limited provisional recognition for a period of three years and the Universiteit van Pretoria Personeelvereniging (UPP), although not formally registered as a trade union, was recognised on campus for purposes of negotiation and consultation on relevant issues, including remuneration, because of its high level of representation among UP staff.

- By 2005, the existing recognition agreements had lapsed and a tiered recognition model, based on level of representation, was implemented. This resulted in continued recognition of NEHAWU and UPWO, provisional recognition of NUPSAW subject to reaching the required level of representation, and a continuation of the existing arrangement with UPP.
- By the end of 2009, only two registered unions were still formally recognised: UPWO, which represented 24.6% of eligible staff members, and NEHAWU, which represented 12.5% of eligible staff. Although UPP, which had never been formally recognised as a union, still maintained a representation of 15.9%, it disbanded of its own accord in the second half of the year, and many of its members migrated to other unions.

The success of the University's approach to labour relations is attested to by the fact that the University had no serious labour unrest or strike action in the period under review. This was notwithstanding exhaustive negotiation processes leading up to the 2006 substantive package agreement and the agreement aligning the conditions of service of the staff of the former Vista University and UP following the incorporation of the Mamelodi Campus into UP. This was despite legal action being taken against the University by unions with regard to the outsourcing of a number of its non-core activities, including security, cleaning services and aspects of maintenance resulting from the SSDP. The court only gave a ruling in this matter much later when it found that there was no wrongdoing on the part of UP.

The outcomes of the SSDP also contributed to recognition of the importance of supporting staff by enhancing the quality of their working life and general wellbeing.

- By 2004, Personnel Support (later Employee Assistance) and the Career Centre formed the foundation of an all-encompassing Employee Assistance Programme (EAP@UP), which experienced a huge increase in demand for its services during the period under review.
- Ultimately, EAP@UP developed into an independent unit in the Department of Human Resources during the period under review. Its activities included various regular programmes that focused on work-life balance and employee wellness, in addition to handling growing numbers of individual cases.

Rapid technological advances led to various other institutional HR initiatives being implemented during the period under review.

- Between 2001 and 2007, the internally developed electronic Integrated Human Resource System (IHRS) (better known by its Afrikaans acronym GMHS (Geïntegreerde Menslike Hulpbronnestelsel)) was reviewed and updated, inter alia by implementing an online self-service functionality for staff to update their personal information. A major project to scan and store all personnel records electronically was undertaken and completed. A stand-alone electronic leave system, which enabled staff and managers to manage their leave online, and an electronic performance development and management system were developed and implemented.
- The institutional Systems Renewal Project,[53] which implemented the new PeopleSoft enterprise software systems[54] across the institution, was approved and commenced operation in 2007. Intensive preparations continued in 2008, and in 2009, one of the first components of the new system to be implemented was the HR component. This component incorporated the electronic leave system and the electronic performance management and development system.

Employment Equity[55]

Compliance with the Employment Equity (EE) Act, Act No. 55 of 1998, by all government institutions, including universities, became compulsory in 1998. The main objective of this act was to ensure that the demographics of the country were reflected in the various levels of an organisation's workforce. It should be noted that, at the time, UP was itself committed to a path of transformation, and recognised the value of staff and student diversity as important in its own right (Pistorius, 2009). Therefore, while specific attention was paid to employment equity issues in compliance with the Act during the period under review, the University's pursuit of employment equity was not solely driven by a need for compliance.

In 2000, UP developed its first formal EE Plan for the period 2001 to 2003 in compliance with the EE Act after completing the required workforce analysis. Numerical EE targets were set collectively for all levels of appointment according to the Peromnes grading of all academic and support service posts at UP. The main EE strategies provided for in UP's first EE Plan included the following:

- The creation of an employee pipeline through the PUNIV Personnel Development Programme (PDP), which provided bursaries for promising postgraduate students from designated groups on condition that they worked for the University after completion of their studies.
- The provision of earmarked funding for diversity posts for members of designated groups where vacancies were not immediately available. These posts did not differ in any way from other posts and were integrated into the normal post structure at the earliest opportunity.
- The implementation of a range of projects to make physical facilities on campus accessible to disabled persons.

During the period under review, this initial plan was followed, with three-year intervals, by three further EE plans in June 2003, 2006 and 2009.[56] The strategies provided for in all these plans were translated into detailed operational plans and strategies at institutional, faculty and support service levels to embed EE in the culture of the University and ensure that it became a key performance area

53 See Chapter 5.13: Department of Information Technology Services: IT systems.

54 This was aimed at enhancing the University's ability to achieve its strategic goals. From an HR management perspective, it was necessary to ensure that best practices were built into the new systems, and hence significant effort was invested into the design of the new systems.

55 Also see Chapter 5.12: Department of Human Resources.

56 These were for the periods 2003–2006, 2006–2009 and 2009–2012 respectively.

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for managers at all levels.[57] Throughout this period, the University's EE Policy and associated strategies were high priorities and continuously under discussion at executive level and in other management forums, as well as at meetings of the Council and its committees.[58] Institutional policies and regulations were continuously refined and various management interventions were regularly implemented to address the identified challenges. These included changes in recruitment and appointment policies and procedures, the adoption of a policy to prioritise candidates for shortlisting and appointments, the use of targeted recruitment strategies (head-hunting) for candidates, strategies for creating employment opportunities for candidates from designated groups from diversity funds earmarked for this purpose, the implementation of scarcity salary supplements for identified scarce job categories, remuneration strategies to attract or retain identified staff members, programmes and funding schemes to develop young academics, as well as investigations into possible causes emanating from aspects in the organisational culture.

In cases where staff members, who were not easily attracted or replaced, had received offers from other employers, a specifically designed policy provided for salary supplements to match their current salaries or external offers. A general principle governing the institutional EE strategies was that maximum effort would be directed at the most under-represented designated groups within groups of job levels and in specific job categories to ensure their recruitment or to retain them as staff members.

However, it was clearly stated that the application of the above strategies was not to result in the appointment of candidates who did not meet minimum requirements for a job. Neither would they be viewed as inflexible rules. This would mean, inter alia, that it would still be possible to appoint members of non-designated groups or of designated groups who were not under-represented, provided that it could be shown that concerted efforts had been made to recruit members from designated groups, in particular, who were under-represented at the level at which the vacancy existed, but to no avail. Recruitment efforts were supported by explicit statements in job advertisements referring to the EE Plan and the order of preference of appointment. Although progress with the achievement of the University's EE goals represented movement in the right direction throughout the period under review, the rate of progress was not sufficient, especially in respect of academic appointments. This was recognised by all, and remained a cause of concern throughout the period under review. It also occasioned the approval of extraordinary implementation plans, measures and strategies to augment the current EE plans on various occasions between 2001 and 2009.

From the outset, the anticipated progress with the implementation of the University's EE plans was impeded by significant challenges. These included the following:

- The inability of UP to pay salaries that were comparable to those in the private, and in some cases, the public sector.
- Specialist fields in which very few, if indeed any, candidates from designated groups were available in the market.
- UP's language policy, which established both Afrikaans and English as languages of tuition, and thereby created additional difficulties in attracting and enabling black academic staff.
- The need to implement many institutional changes simultaneously.

The financial austerity measures due to the new government funding formula that was implemented unannounced from 2004 further complicated matters, as it constrained the necessary financial capacity to fill posts or create new ones and implement certain identified management initiatives.

By the end of the period under review, an analysis of the University's EE achievements revealed that, in spite of great commitment by top and senior management and the implementation of a range of sensible and often creative affirmative action strategies, the University had not yet made sufficient progress and still fell short of achieving its numerical EE goals at most levels.[59]

Several new strategies were identified for the fourth EE plan for the period June 2009 to June 2012:

- Members of the Executive, deans and directors would consider earmarking posts to be filled exclusively by suitably qualified candidates from under-represented designated groups, and these would be advertised accordingly.
- Certain institutional strategies that, for compelling reasons, could not be initiated in the third EE planning period, were prioritised for implementation in the fourth period. These addressed the need to improve the retention of under-represented designated groups. Thus, a start was to be made to develop integrated succession planning and career pathing.
- A long-anticipated institutional culture survey, aimed at identifying aspects of institutional culture that did not contribute to the University's broad transformation objectives, was to be undertaken. This was expected to assist the University in developing a framework of initiatives to establish and entrench a culture that would better promote the University's transformation objectives, particularly for staff from under-represented designated groups.

Whether these new initiatives were eventually more successful in addressing the slow pace of reaching the set EE numerical targets that the University of Pretoria had set for itself will be the subject for a future volume of *Ad Destinatum*.

57 Each three-year plan contained numerical targets per post level and category, which the University (with full participation of the relevant heads of department, both academic and in the support services) had set as goals to be reached within the relevant three-year period. Progress in attaining the EE targets was monitored on a continuous basis and reported on in annual progress reports to the Department of Labour. They were also included in the University's annual report to the Department of Education and selected internal stakeholders. At the end of the respective three-year planning period, a final detailed report on the whole three-year period was compiled, in which detailed analysis was given of the progress made per category and job level in reaching the expected numerical goals. Based on the results obtained and the degree to which they compared to the goals that had been set for the specific three-year period, revised EE numerical goals per post level and category were again set for the next three-year period and new strategic initiatives, or specific adjustments to existing ones, were designed to rectify identified shortcomings. These were included in the subsequent EE Plan in lieu of addressing the shortcomings that had been identified and to improve the rate of progress.

58 See Chapter 2.2.2: UP Council: Important Council decisions: 2001 to 2009: Human resource matters.

59 The analyses indicated that the progress made and trends identified with the achievement of the goals that had been set in UP's first three EE plans were in the right direction, but the rate of progress was not satisfactory. Modest progress, however, at a rate considerably slower than required, was achieved in increasing black representation at Peromnes 7 to 12, increasingly less so in levels 6 and lower, but African males were severely over-represented at Peromnes 14 to 18. A development plan for staff at Peromnes 14 to 18 had been implemented as, historically, these staff members had been most neglected in terms of training. Female targets had soon been reached (except at senior levels). By 2004, African women had already increased significantly in Peromnes 7 to 12, and white females were already greatly over-represented. By 2009, however, females still remained under-represented at Peromnes 1 and 1+. Progress with the representation of disabled employees had improved, but remained behind target. This was notwithstanding special initiatives, which included adding disabled candidates to the groups of people eligible for diversity posts, as well as for the order of preference appointments. Improved accessibility for disabled people (especially wheelchair-bound and sight-impaired persons) had been implemented in all newly built facilities (such as the new Law and Engineering buildings and renovations to the Aula) and significant improvements were obtained in other highly used areas.

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Table 3.12: Staff permanently employed by UP from 2001 to 2009

Year	ACADEMIC STAFF							
	Total	Coloured	Indian	African	Subtotal (Black*)	White	Female	Male
2001	1 452	13	24	84	121 (8.3%)	1 331 (91.7%)	605 (41.7%)	847 (58.3%)
2002	1 466	19	33	94	146 (10.0%)	1 320 (90.0%)	632 (43.1%)	834 (56.9%)
2003	1 524	22	38	107	167 (11.0%)	1 357 (89.0%)	676 (44.4%)	848 (55.6%)
2004	1 580	24	43	140	207 (13.1%)	1 373 (86.9%)	704 (44.6%)	876 (55.4%)
2005	1 569	25	51	163	239 (15.2%)	1 330 (84.8%)	707 (45.1%)	862 (54.9%)
2006	1 574	24	57	182	263 (16.7%)	1 311 (83.3%)	727 (46.2%)	847 (53.8%)
2007	1 619	27	74	208	309 (19.1%)	1 310 (80.9%)	750 (46.3%)	869 (53.7%)
2008	1 638	29	77	226	332 (20.3%)	1 306 (79.7%)	776 (47.4%)	862 (52.6%)
2009	1 635	28	83	241	352 (21.5%)	1 283 (78.5%)	781 (47.8%)	854 (52.2%)

Year	SUPPORT STAFF							
	Total	Coloured	Indian	African	Subtotal (Black*)	White	Female	Male
2001	1 653	11	5	676	692 (41.9%)	961 (58.1%)	970 (58.7%)	683 (41.3%)
2002	1 749	27	12	733	772 (44.1%)	977 (55.9%)	1 020 (58.3%)	729 (41.7%)
2003	1 673	33	14	713	760 (45.4%)	913 (56.65)	968 (57.9%)	705 (42.1%)
2004	1 714	38	14	749	801 (46.7%)	913 (53.3%)	1 003 (58.5%)	711 (41.5%)
2005	1 672	44	12	747	803 (48.0%)	869 (52.0%)	982 (58.7%)	690 (41.3%)
2006	1 660	53	15	768	836 (50.4%)	824 (49.6%)	984 (59.3%)	676 (40.7%)
2007	1 642	53	22	782	857 (52.2%)	785 (47.8%)	973 (59.3%)	669 (40.7%)
2008	1 673	73	22	818	913 (54.6%)	760 (45.4%)	993 (59.4%)	680 (40.6%)
2009	1 637	72	24	824	920 (56.2%)	717 (43.8%)	987 (60.3%)	650 (39.7%)

** Black: African, Coloured and Indian staff combined*

3.3 ACADEMIC EXCELLENCE

For the University of Pretoria to be recognised as a globally competitive research university, it was essential that academic excellence (research, as well as teaching and learning) should form part of its strategic initiatives. Accordingly, several new initiatives were designed and implemented.

3.3.1 RESEARCH STANDING

Historical overview

Producing cutting-edge research was of prime importance if the University of Pretoria was to become internationally recognised for academic excellence. Prior to the last decade of the previous century, pockets of research excellence and activity existed in the various faculties of UP. However, these were not university-wide phenomena, because the University had previously focused mainly on tuition with less emphasis on research (Smit, 2002a:19; Smit, 2002b:334). Even though this was not the general prevailing ethos at the time, there were indeed various nationally and internationally renowned researchers and research teams who were actively involved in high-quality research at UP.[60]

During the last seven to 12 years of the 20th century, the University foregrounded the importance of research as a strategic element of its academic plan. The first official signs included the establishment of the Research and Research Administration Division in 1988, but it took some years before a change in the emphasis placed on the importance of research at UP became apparent. By the turn of the century, the University's strategic plan identified its goal of being an internationally recognised research university. It also emphasised that, since teaching is an integral function of every university, its use of the term "research university" included undergraduate and postgraduate teaching, as well as knowledge

60 At a prestigious gala event during the University's centenary year on 26 March 2008, special recognition was given to a group of close to 100 prominent UP scholars of the century 1908 to 2008. Specially designed commemorative centenary research medals were awarded to 58 recipients who attended the function. The remaining 40 were honoured posthumously or in absentia. Each guest at the award ceremony received a limited circulation, commemorative centenary publication, *Honouring our Leading Minds 1908–2008/ Hulde aan ons Denkleiers 1908–2008*. This publication contained a concise tribute to each of the recognised researchers.

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generation through research. UP understood that bold managerial moves were necessary to overcome the prevailing institutional inertia in accepting the importance of research as an integral part of the academic careers of all its academic staff members. Between 1997 and 2000, a few significant appointments of senior academics with strong recognised academic records were made, and resources were provided for the related strategic improvements that were needed. These measures provided the momentum for the University of Pretoria to commit to a strategy of building research capacity and maintaining research excellence in order to meet its dual objective of being internationally competitive and locally relevant.

Thus, by 2001, the stage had been set for the newly appointed Executive to follow up by designing and implementing initiatives whereby UP could attain its research goals. The degree of success would be determined by the level to which UP's recognition as a leading South African research university had increased by the end of the period under review.

Institutional management and administration of research initiatives

Structures

Executive responsibility for the planning, implementation and management of research initiatives at UP between 2001 and 2009 was placed with members of the Executive with an established research record that were highly committed to addressing the University's standing as a research institution. Prof TE (Theuns) Erasmus continued as the executive member responsible for research until he stepped down at the end of 2001. He was succeeded by Prof JAG (Jan) Malherbe until 2003, and thereafter by Prof RM (Robin) Crewe from September 2003 until beyond 2009. Under their leadership, various initiatives were designed and launched on a broad front.

University-wide participation of academic staff in implementing the various research initiatives necessitated well-organised management and coordination measures. These were obtained through various committees at Senate, faculty and departmental level, plus the necessary administrative support from the directors and staff members of the Research Support Office.[61]

The relevant committees included the following:

- Senate Committee on Research (2004)
- Senate Committee for Research Ethics and Integrity (effective from 2001)
- Animal Use and Care Committee (as from 2004)[62]
- Specific faculty, school, as well as departmental committees responsible for research support

Guidelines

For generalised buy-in and a focused, effective common approach, a coordinated university-wide expansion of research activities was needed. Accordingly, guidelines and procedures were developed, into which several stakeholders had given their inputs before the relevant plans were implemented throughout the University. Initially, towards the end of 2001, a research position paper was submitted to the UP research community for discussion. Thereafter, a research committee that represented all disciplines was appointed with the task of formulating actions from the principles described in the document. It was to report to Senate at regular intervals.

During the first semester of 2002, Prof JAG Malherbe submitted a proposed research strategy to the Executive Management, the deans, and thereafter to the Senate Committee on Research for their contributions, before the final document was submitted to Senate and Council for approval in 2003. This was drafted to guide the implementation of the research part of the (first) strategic plan (University of Pretoria, 2002). It concluded with a section that addressed the implementation of the strategy, which was underpinned by a number of proposed actions, procedures and guidelines that were set out to facilitate a more strategic approach to research and the setting of goals by which research could be managed on faculty and departmental level. Furthermore, it highlighted the need to identify research focal areas, taking cognisance of the strategic goals of the University in order to optimally apply the available resources.

Research focus areas

Following up on the Research Strategy, the Research Support Office launched a university-wide process for the identification of UP research focus areas in 2001. These were the most appropriate areas on which UP should focus its research endeavours. Specific criteria were stated, which led to the identification of 27 focus areas.[63] Out of these, five inter-faculty areas were identified. These were biotechnology, health studies, development studies, information and communication technology, and environmental studies. The focus areas were selected based on existing excellence, internal competencies and the needs of the country. Keeping in mind that special research units, centres and institutes fulfilled an important role at the University by being spaces where researchers were given the opportunity to participate in "focused" research themes, these could also be included in this subsection. Researchers were encouraged to participate in these identified, focused research areas to leverage the University's research capacity.

In 2002, a process of setting research targets in the various focus areas was launched, and continued in the subsequent years to sustain and even increase the research outputs of academic staff.

Improving research capacity at UP

As mentioned above, it was generally appreciated that, in order to enforce the necessary paradigm shift towards the importance of research, a broad approach would have to be followed to simultaneously improve different research resources, whether staff, funding and/or facilities. The outcomes had to complement UP's mission and ensure that academic staff members were freed from other administrative involvements in order to concentrate on their commitments to research, as well as to undergraduate and postgraduate teaching.[64]

The first matter to be addressed in improving UP's research capacity was to bring about a general acceptance by academics of the importance of establishing a balance between research, and the teaching and learning leg of their academic endeavours. This necessitated ensuring that sufficient resources were made available to execute research activities, among other things. Thus, specific opportunities were created to enhance the research prowess of all academics. Several initiatives to address these needs were implemented.

61 See Chapter 5.19: Department of Research and Innovation Support.

62 See Chapter 3.3.1: Research standing: Improved research outputs and achievements 2001–2009: Research ethics

63 Criteria considered for identifying these were that the research areas were to be of importance to developing nations, especially Africa and the global South; they would offer the University a way in which it could increase the local impact and international visibility of research at UP; and it would concentrate resources where the best impact could be leveraged.

64 The decentralisation of administrative staff to faculty level was aimed at this need.

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Addressing the status of research in academic standing

Research status and level of output became increasingly important criteria for the recognition of academic standing at the University. Not only were all researchers expected to obtain a rating from the National Research Foundation (NRF), but, as the period progressed, the level of academic qualifications and scholarly recognition (both national and international) by peers had an increasing influence on academic promotion and level of appointment. This was, admittedly, a slow process.[65]

Rating of UP researchers

NRF ratings

As from 1985, when the NRF introduced individual ratings of academics in South Africa, researchers in the country were rated based on their individual research performance. In order to be rated, a researcher had to prepare a portfolio of his or her research.[66] This was submitted to a number of local and international experts in the field, who would each give an opinion. The NRF and its predecessor, the Foundation for Research Development (FRD), then assembled a panel that evaluated the comments and opinions of the experts, and assigned a rating accordingly.[67] When UP committed itself to strategically enhancing research, the rating system was well established and had been extended from the Natural Sciences to the Humanities. The necessity for researchers to obtain an NRF rating became increasingly important.

Table 3.13 shows that the number of academic staff members with NRF ratings at the University of Pretoria more than doubled during the period 2001–2009, and that the number of A-rated and P-rated scientists had also increased.

For purposes of comparison, the number of rated researchers for the other four South African research universities also regarded as members of the "big five" is also shown in the table.

These universities are the University of Pretoria (UP), the University of Cape Town (UCT), the University of the Witwatersrand (Wits), the University of Stellenbosch (US) and the University of KwaZulu-Natal (UKZN). As indicated, UP had the third-highest number of NRF-rated researchers after UCT and US until 2008 when it moved into second position.

Table 3.13: NRF ratings of academics at the University of Pretoria, in comparison to those of the other four leading research universities

YEAR/ RATING	UNIVERSITY OF PRETORIA						UCT	WITS	US	UKZN
	A	B	C	P	Y	L	Total			
2001	3	27	69	2	12	1	114	158	120	135	*
2002	3	33	80	2	16	3	137	211	128	194	*
2003	3	37	89	2	23	3	157	213	132	199	153
2004	3	44	94	2	23	2	168	227	143	205	140
2005	3	46	102	1	23	2	177	262	161	220	152
2006	5	54	117	1	32	5	214	271	174	232	142
2007	4	57	126	4	30	2	223	278	148	239	150
2008	6	52	142	4	32	4	240	292	175	245	152
2009	9	56	151	5	31	5	257	316	196	269	180

* *Data not available*

Recognition for creative outputs

A challenging anomaly was found in the Humanities, where outputs were not necessarily produced as articles in journals or published books. This phenomenon was especially prevalent in areas such as visual arts, music and drama. Therefore, an innovative measure was designed to not only account for these outputs, but also to assess their quality. As from 2006, the University adopted an internal framework for this purpose – the first institution in the country to do so.[68]

This initiative generated interest among other universities, who were keen to adopt similar structures. It was hoped that UP's model would, in future, prove to be a benchmark for creating a nationally based system to give the leading scholars in these fields similar recognition to that accorded other disciplines at their respective universities.

Financial incentives

The first financial incentive, introduced in 2001, was the allocation of research grants to researchers as recognition of the publication of articles in accredited journals. As from 2007, a second (additional) incentive was introduced. This was the payment of a salary supplementation to academic staff who had been awarded NRF ratings. Once the system for evaluating creative outputs was implemented, these achievers were also provided with research grants.

Recognition of academic achievements

Institutional academic achievement awards

Exceptional academic achievement implied the maintenance of unrivalled achievement in the core business of the University (research, teaching and learning, and community engagement). Excellence in this regard was measured in terms of the University's strategic drivers. In 2001, it was decided to make various awards to outstanding researchers in their respective fields.

65 In 2001, 50.4% of UP's permanent staff members had doctoral qualifications. By 2009, this figure was 49.3%, notwithstanding growth in staff numbers.

66 To optimise successful outcomes of applications, the Research Support Office assisted with the screening of applicants before applications were submitted to the NRF.

67 Various categories of ratings existed. These were based on the level of research outputs: A for researchers who were unequivocally international scholars; B for researchers who enjoyed considerable international recognition; and C for established researchers. P-ratings were given to young researchers (up to 35 years old) who had recently (within the past five years) obtained their doctoral qualification, whereas Y-ratings recognised the potential of researchers to be capable of fully re-establishing their scholarly standing after a period of absence.

68 UP "artists" had to submit their "outputs" (be these architectural plans, performances recorded on CD, poetry, short stories or novels, public art exhibitions or musical compositions) for peer review by a body of external and internal experts. The works had to be in the public domain, and were judged according to stringent quality guidelines.

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Thereafter, it became customary to give special recognition on an annual basis for academic excellence at the annual Exceptional Academic Achiever Award evening. The following awards were made and the relevant criteria and recipients between 2001 and 2009 are listed in Appendix C: Table H (Institutional Awards):

- **Chancellor's Award:** Substantial financial awards were made to the best achievers in their fields of expertise – two for research and two for teaching and learning. The winners of the research awards were NRF A-rated (or close to A-rated) researchers who enjoyed strong international recognition. In the teaching and learning category, the awardees were prominent academics who had excelled and demonstrated innovative creativity in both undergraduate and postgraduate education programmes.
- **Exceptional Academic Achiever Award (including creative outputs):** These awards acknowledged senior academics (full professors) who had achieved and maintained an exceptional standard of performance in all key academic performance areas (research, undergraduate and postgraduate teaching and learning, community service and administration) and who were recognised by their peers as exceptional achievers.
- **Exceptional Young Researcher Award (including creative outputs):** These recipients were younger than 40 years of age, held academic or research posts, but had not yet been appointed to full professorships.

External recognition for academic achievements

Individual staff members who received external recognition for their achievements from national and/or international bodies (for example at conferences) or who received awards from external scientific or academic bodies (such as the South African Association for the Advancement of Science, the Academy of Science of South Africa, the National Science and Technology Forum, or the Suid-Afrikaanse Akademie vir Wetenskap en Kuns) were individually congratulated and recognised via internal electronic notices and publications, and/or in the media. Their achievements were also prominently recounted in the University's annual Research Report and are listed in Appendix C: Table H of this publication.

Resources to foster research

Financial resources

Research funding

The University aspired to increase its local and foreign sources of research funding to support its researchers financially and to support its research capacity. Throughout the period under review, the largest proportion of these funds stemmed from external sources, which included government institutions, science councils, scientific foundations, special sponsorships and funding for contract research. The latter source of external funding was garnered though the multidisciplinary consultative and contract research services offered through Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP) and facilitated by the Research Support Office.[69] In this way, the University leveraged its own research capacity for commercial purposes. The use of these external funds was usually fixed and intended for a specific beneficiary, whether an individual researcher, research team or a specific discipline. These funds could therefore not be reallocated for purposes other than those predetermined by the providers.

The funds the University made available for research purposes from its own resources, however, were utilised for a variety of purposes and disciplines. Internal research funds gradually increased between 2001 and 2009, as indicated in **Table 3.14.** The monetary rewards for research outputs and publications were subsidised by the national Department of Education, but counted as internal funds; whereas the rewards for creative outputs were provided by the University itself.

The largest proportion of capital expenditure from internal funds was utilised for the maintenance and upgrading of equipment, and therefore its research infrastructure. Otherwise, these funds were used to support UP-based research development initiatives and support mechanisms, and promoted international cooperation by financing conference participation, visits abroad and visitors to UP.

Table 3.14: Approximate research funding (rand amounts provided in units of a million)

YEAR	2001	2002*	2003	2004	2005	2006	2007	2008	2009
External	**194.8**	**188.4**	**182.0**	**239.4**	**210.0**	**250.0**	**248.3**	**277.1**	**300.6**
- Government	83.4	61.7	40.0	49.5	60.0	64.0	68.0	84.1	76.6
- Other	111.4	126.7	142.0	189.9	150.0	186.0	180.3	193.0	224.0
Internal	**39.2**	**46.4**	**53.5**	**36.4**	**38.0**	**50.0**	**56.0**	**68.9**	**60.6**
Total research funding	234.0	234.8	235.5	275.8	248.0	300.0	304.3	346.0	361.2

* *The data for 2002 is not available; the figures are estimations based on the average for 2001 and 2003*

Research fellowships

These appointments offered established researchers the opportunity to recruit outstanding young researchers (up to 40 years old with a doctorate and at least two years' postdoctoral experience) in order to develop their research capacity and research activities, new areas of research, and their academic and research skills. The end result was that the academic entities in which the research fellows were appointed also benefitted from the increased research outputs produced by the fellows.

Postdoctoral Fellowship Programme

The University had, throughout the relevant decade, continued its support for postdoctoral fellows. This programme supported postdoctoral researchers who had obtained their PhD from a university other than UP. Its goal was to strengthen UP's international profile and enrich its research environment.

Research Development Programme

This programme was put in place to support the University's new and inexperienced staff members by providing them with research funds to develop their research prowess and mentoring of the recipient.

69 See Chapter 5.4: Campus Enterprises and Chapter 5.19: Department of Research and Innovation Support.

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Research facilities

Physical facilities

To explain the context of the inclusion of the various resources grouped together in this subsection, "research facilities" refers to, but is not limited to, physical facilities (research infrastructure), such as individual special research laboratories, special (large) equipment (including electronic facilities) and/or special buildings.[70]

Research centres and institutes

"Comprehensive facilities" are also included in this subsection. In these, UP had combined many of its research activities collectively into almost 110 research institutes, centres and units of different sizes in the various faculties. These were spaces where research and academic expertise were consolidated and a critical mass was established to present exceptional research and postgraduate training opportunities, such as identifying research focus areas.[71]

Research chairs

The University also became the home of a number of distinguished research chairs funded externally, for example, the Chair of Monetary Policy, the Pebble Bed Modular Reactor (PBMR) Carbon Chair and five South African Research Chairs Initiative (SARChI) chairs.[72] The chairs were housed in the research institutes, centres and units mentioned above. Furthermore, research themes that spanned expertise across departments or faculties were often also based in these entities.

Biotechnology platforms

The biotechnology platform (formed between UP and the Council for Scientific and Industrial Research (CSIR)) – the African Centre for Gene Technologies (ACGT) – led the way in coordinating the approach to malaria research. One result was the establishment of the South African Malaria Initiative (SAMI) in 2006, which received substantial funding from government via the national Department of Science and Technology (DST).

Data storage

As a result of growing concern about the maintenance of research data, the Senate Committee on Research (SCR) agreed, in 2006, that, in line with international guidelines, all research data at UP would be preserved for a minimum of 15 years, and that all data of both quantitative and qualitative research would be preserved, particularly with a view to disputes that could arise with regard to the interpretation of verbal communication.

Specific institutional guidelines for storing research data were implemented in 2007. It was noted that, in order to protect the University's intellectual property rights, as well as its reputation, it would be necessary to develop a secure, large-scale archive for raw data generated by research projects. In 2006, the Department of Library Services was tasked to proactively be involved in discussions with, for instance, the CSIR and the UK Digital Curation Centre (DCC) in Edinburgh regarding the establishment of a digital repository with a view to the digital curation of research data.

SERA as a strategic alliance

The forging of strategic alliances to promote research was an integral part of the University's strategy. One such close strategic alliance was the Southern Education and Research Alliance (SERA). This important partnership had already been forged with the CSIR during the term of Prof J (Johan) van Zyl as Vice-Chancellor and Principal in 1999.[73]

This was not meant to be an exclusive alliance, but the physical proximity of the University of Pretoria and the CSIR made cooperation between them very desirable and synergistic. Other entities could, and did, also participate in SERA projects, as in the case of the involvement of the University of the Witwatersrand and the University of Johannesburg in the ACGT's gene research project.

Since its inception, SERA made considerable progress in fostering an academic and scientific environment that benefitted and enhanced learning, development and innovation. SERA activities, underpinned by partnerships, joint ventures and employee achievements, supported significant areas of achievement that included the following:

- Empowerment opportunities for people of the African continent
- A unique concept to enhance commercial forestry
- Gene technologies
- Water resource management
- The automotive manufacturing industry

A number of joint projects between the University and the CSIR were undertaken under the SERA banner, many of which became very successful. These included the gene research project and the water research project. The Innovation Hub was originally a SERA initiative. The Gauteng Provincial Government later joined as a partner and the CSIR withdrew. By 2009, the SERA alliance was still active and coordinating several research activities between UP and the CSIR.

Improved research outputs and achievements 2001–2009

As mentioned above, significant strides were made in stimulating awareness of the importance of an overall research ethos at the University during the first decade of the 21st century. Furthermore, several initiatives were implemented to improve research capacity at UP. Accordingly, an increase in research activity and research output slowly became apparent, as will be illustrated in this section.

The research outputs of a university include graduates with postgraduate master's and doctoral degrees, and publication units.

Collectively, these can be regarded as an important measure of the academic stature and reputation of the institution. This fact was, inter alia, also reflected in the major international league table rankings.[74] In the South African system of higher education, these also attracted a specific component of the subsidy paid to the University.

Postgraduate research degrees

As mentioned above, the number of doctoral and research-oriented master's degrees (which excluded taught master's degrees such as the MPA, MBA and MPhil (Applied Theology), and honorary doctoral degrees) is an indication of the research output of a university.

70 Special large electronic software programs are also included.

71 Examples of these were the UP Water Institute (2007), the DST/NRF Centre of Excellence in Tree Health Biotechnology (2004), the Aon-Benfield Natural Hazards Centre (2008) and the Institute for Cellular and Molecular Medicine (2009).

72 These chairs were in the following disciplines: Artificial Intelligence, Carbon Technology and Materials, Fluoro-material Science and Process Integration, International Development and International Economic Relations, Mammal Behavioural Ecology and Physiology, and the Social Science Chair in Non-parametric, Robust Statistical Inference and Statistical Process.

73 Also see Smit, 2002a:22.

74 See Chapter 3.4.2: International rankings and league tables.

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From 1998, for the first time in its history, UP not only produced the highest number of subsidised research articles, but also awarded the most master's and doctoral degrees, the majority of which were based on research programmes. Thereafter, UP maintained this leading position among its South African counterparts beyond 2009. **Table 3.15** shows the number of master's and doctoral degrees awarded by UP during the period 2001–2009. The results are also analysed according to race and illustrate the degree of transformation obtained regarding postgraduate student diversity.

Table 3.15: Doctoral and research-oriented master's degrees awarded (2001–2009)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	PERCENTAGE GROWTH
Doctoral degrees										
African	27	40	32	49	47	41	56	61	67	148.1%
Coloured	1	3	1	3	7	3	6	7	9	800.0%
Indian	3	5	8	16	6	6	9	12	9	200.0%
White	103	105	105	119	132	98	99	100	111	7.8%
Total	**134**	**153**	**146**	**187**	**192**	**148**	**170**	**180**	**196**	**46.3%**
Master's degrees (excluding MPA, MBA and MPhil (Theology)										
African	209	257	284	404	321	350	304	333	378	80.9%
Coloured	12	17	8	22	17	16	19	18	17	41.7%
Indian	20	43	48	61	31	43	49	39	50	150.0%
White	498	630	707	614	619	615	545	535	543	9.0%
Total	**739**	**947**	**1 047**	**1 101**	**988**	**1 024**	**917**	**925**	**988**	**33.7%**
Grand total	**873**	**1 100**	**1 193**	**1 288**	**1 180**	**1 172**	**1 087**	**1 105**	**1 184**	**35.6%**

The numbers indicate that, over the period under review, there was a growth of nearly 34% in the number of research-oriented master's degrees, and just over 46% growth in the number of doctoral degrees awarded. Further analyses indicate that the share of research-oriented master's and doctoral degrees combined, which were awarded to black students,[75] increased from just over 30% in 2001 to almost 45% in 2009. The number of master's degrees awarded to black students grew by 85% from 2001 to 2009 and the number of doctoral degrees by 174%.

This performance supported UP's contention that it was committed to achieving the transformation of its student body. In contrast to these positive findings, however, similar analyses of white postgraduate students over the same period showed only limited growth in master's (9%) and doctoral degrees (8%) awarded.

Comparing the trends in the overall number of postgraduate research students (master's plus doctoral students), the result for black students (95%) is strongly contrasted to that for white students (9%). This limited number of white postdoctoral students corresponded to that observed at other research-intensive universities in South Africa.

Publication units

Number produced

The number of research outputs of UP and all other institutions of higher learning in South Africa from 2001 to 2009, as accredited by the Department of Education, is illustrated in **Figure 3.1**, and unequivocally illustrates that UP produced the highest number of subsidised research articles throughout that period.

Keeping in mind that there were 23 public institutions of higher learning in South Africa (universities and universities of technology) after the mergers from 2001, the figure also indicates that five South African universities (UP, UCT, Wits, UKZN and US) were considered to be South Africa's major research universities. Together, they annually produced almost 80% of the accredited research output between 2001 and 2009, with UP alone producing almost 18%.[76]

Even though UP was the leader with regard to the volume of research, the challenge was to ensure that its research was also of a high quality, as quality and impact are often closely linked. The University's research strategy, therefore, increasingly focused very strongly on this aspect.

Quality of publications

Although UP strived to ensure that researchers received the necessary support and incentives to achieve their research goals, it was, at the same time, committed to ensuring that all research activities met the strictest quality controls.[77] Because the quality of a publication was traditionally evaluated through peer review, academic journals generally used review panels to decide which articles should be accepted for publication. This led to certain journals being considered of higher quality and academic standing than others.

Quality was measured by the specific journals in which the articles were published, as well as the number of citations (the number of times the specific article was referred to by other researchers in their publications). Certain journals were considered to be of a higher quality and academic standing, and were indexed in reputable databases such as the Institute of Scientific Information (ISI) and Scopus. Although it was more difficult to get manuscripts accepted by these high-quality journals, researchers at UP were encouraged to publish their papers in them as confirmation of the quality of their research.

This importance was further accentuated in the South African higher education sector through the acceptance by the Department of

75 This refers to African, Coloured and Indian students.

76 Although the difference between the units produced by UP and UCT in 2009 did not differ significantly, UP once again took a definitive lead in 2010.

77 Quality management was regarded as the responsibility of both the relevant faculty and UP's Quality Unit, and comprised both quality promotion, characterised by a focus on excellence rather than compliance with minimum external standards, and quality assurance, characterised by external scrutiny by peers to ensure performance against national and international standards.

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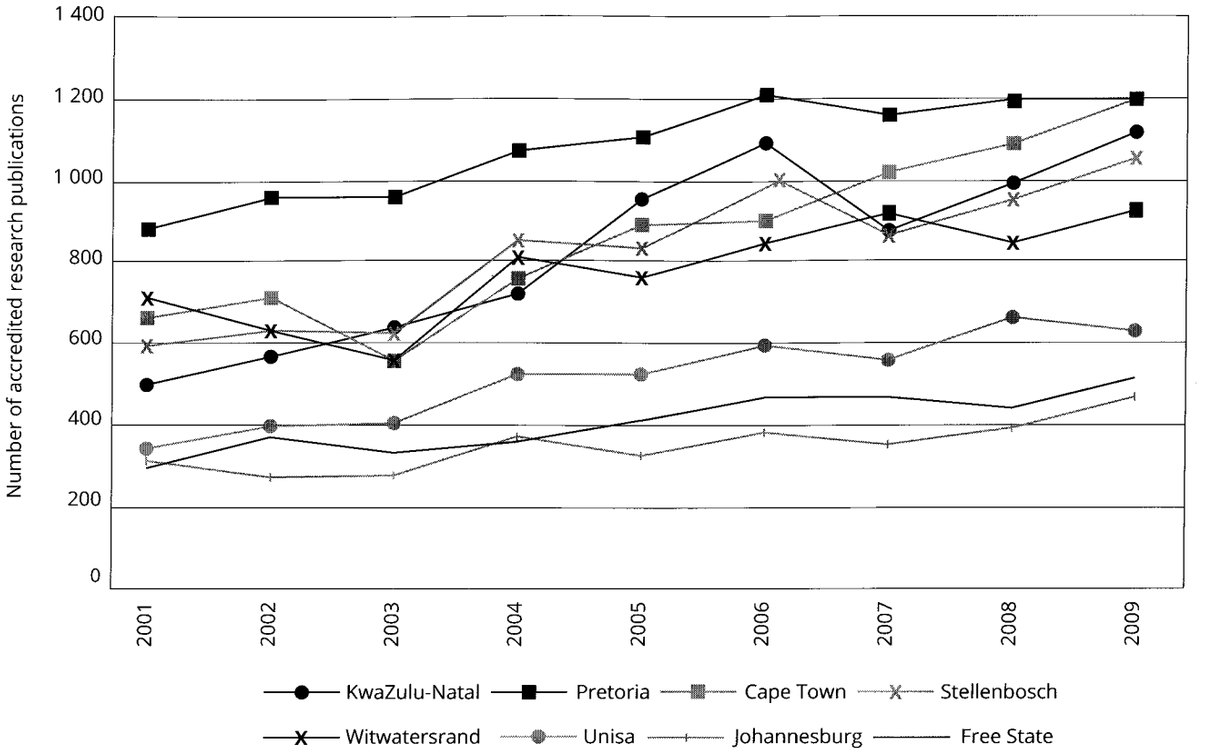

Figure 3.1: Research output of universities

Education[78] of publications indexed by the ISI for accreditation.[79] It maintained its own list of South African journals that could attract subsidy for the University. The indications that the quality and impact of the articles published by UP's researchers were increasing were positive and very encouraging. The 2008 audit report of the Higher Education Quality Committee (HEQC) commended UP "for the consistent growth in its research outputs" (Higher Education Quality Committee, 2008:9).

Research ethics

The quality of research is closely interwoven with the ethical standards by which research is done. Thus, the global awareness of the importance of setting ethical norms to govern research was honoured at UP, and relevant procedures were widely discussed, designed and implemented. The University's research was governed by the Code of Ethics for Responsible Research Practices, which was adopted in 1999 and aimed to protect the interests of the University and its staff in its research endeavours. The code of ethics applied to all academic staff and researchers of the University, as well as its students and research partners. All members of staff and students involved in research were required to acquaint themselves with this code of ethics and to apply the principles it contained to all their research activities. It identified the core values of the ethos of the University and set out the rights and obligations of researchers and co-workers in the research environment.[80]

In addition to the code of ethics, a policy and specific procedures were also in place at UP to ensure that the University adhered, at all times, to the ethical principles of justice and legitimacy, and observed responsibility in its research involving humans, animals or the environment in all research activities.

The procedures spelled out that all research protocols involving humans, animals or the environment as subjects had to be submitted to the relevant Faculty Research Ethics Committee for consideration before research was embarked upon. Regular feedback on research progress was expected, as was notice to the Committee of the completion and outcome of any research project. Procedures to address misconduct in research were put in place and were observed.

Ethics committees

In 2001, all the faculties' research ethics committees were represented on the Standing Senate Committee on Research Ethics and Integrity, which was accountable to Senate and expected to report on faculty research on an annual basis or whenever controversial issues arose.

In 2002, a decision was taken that there should be a single, university-wide animal use and care committee to review all protocols involving animals. Therefore, all the faculty-based animal use and care committees were closed during 2003 and the reconstituted UP Animal Use and Care Committee (AUCC) commenced its activities in January 2004.[81]

78 This became the Department of Higher Education and Training (DHET) in April 2009.

79 See Table 3.24: The University of Pretoria's ISI field rankings for 2006 and 2009.

80 In addition, the University recognised the National Code for the Handling and Use of Animals in Research, Teaching, Diagnosis and the Testing of Medicines and other Related Substances in South Africa (published by the Department of Agriculture in July 1990), Guidelines for Ethics in Medical Research (published by the South African Medical Research Council in 1993), Guidelines for the Care and Use of Laboratory Animals (issued by the British National Academy of Science in 1996), as well as the Declaration of Helsinki: Ethical Principles for Medical Research Involving Human Subjects (adopted by the World Medical Association in 1964).

81 In accordance with the requirements of the proposed new National Code of Practice, membership of the AUCC included representatives of the faculties of Veterinary Science, Natural and Agricultural Sciences, Health Sciences, and Law, the Director of the University of Pretoria Biological Research Centre (UPBRC), a representative of the animal welfare organisations, as well as a representative with scientific training who was not employed by the University.

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Senate Committee on Research (SCR)

The Senate Committee on Research was established at UP in November 2004 in response to the recommendation of the HEQC pilot audit conducted in 2003, as well as UP's new statute, which came into operation on 1 January 2004. As a result of the establishment of the SCR, the Senate Committee for Research Ethics and Integrity became a subcommittee of the SCR and was renamed the Committee for Research Ethics and Integrity. The AUCC functioned as a subcommittee of the Committee for Research Ethics and Integrity. Representatives of the AUCC, as well as the individual faculties' research ethics committees, served on the Committee for Research Ethics and Integrity, which, in turn, reported to Senate via the SCR.

A substantial increase in the number of protocols submitted and handled by the various ethics committees at UP, as well as the obvious improvement in the quality of the submissions, reflected the increased awareness among students and staff of the necessity of obtaining ethical approval for research involving human and animal subjects.

Forms of misconduct included issues such as plagiarism, ghost writing and the fabrication of research data. These were monitored continuously, and appropriate corrective action was taken immediately where necessary.

Relevance of UP's research programmes

In analysing the value of UP's research contributions, interest cannot be limited solely to the number and quality of articles and patents produced, but should include the relevance of these programmes and the leveraging for which they can be used. The criteria then became to what extent the University contributed to the economic prosperity and competitiveness of the nation; to what extent it contributed to the improvement of the quality of life of its citizens; and to what extent it contributed to the weaving of the social fabric of the nation. Hence, the focus had to be on outcomes rather than mere outputs. In this regard, the commercialisation of research, whether through licensing, joint ventures or spin-off companies, became another important indicator of successful research and its impact.

The University appreciated that it and its members of staff could gain, both in academic stature and financially, from using research outputs and knowledge to the benefit of industry and society. It therefore established an Innovation Promotion Office[82] within the Research Support Office to provide specialised support to the research community in achieving maximum utilisation of research results and intellectual property rights. This responsibility became the function of the Technology Transfer Office when the latter was formed in 2009. The increase in the commercialisation of research conducted by UP is reflected in **Table 3.16**.

Table 3.16: Disclosures and RSA patents 2001–2009

PATENT CATEGORY	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
New disclosures	7	5	3	6	34	13	7	9	9	**93**
Provisional patents filed	7	5	4	3	4	9	3	5	5	**45**
South African patents	1	5	2	2	1	3	2	3	3	**22**
International patent families	1	2	4	2	-	2	2	2	1	**16**
Trademarks (research)	-	-	1	1	-	-	-	1	1	**4**
Licences	1	-	2	3	5	5	2	0	1	**19**

International rankings and league tables

The University of Pretoria's ideal, as stated in its mission, remained relevant throughout the period under review, and it never wavered from being an internationally recognised South African research university. Both strategic plans according to which UP was governed and managed during this period (University of Pretoria, 2002; University of Pretoria, 2007) were designed so that the goals identified by these plans could be achieved. In Part D of the second strategic plan (University of Pretoria, 2007), indicators were selected for the most important elements of UP's new strategic plan. It stated unequivocally that academic excellence, quality and innovation were essential criteria whereby international standing was measured. The indicators chosen to reflect the University's international standing were to be those of the Shanghai Jiao Tong ranking of the world's top 500 universities, the ISI field rankings and the University's percentage of international students in academic contact programmes. The rankings obtained would be indicative of the level of success that UP had obtained in its mission to be internationally competitive.[83]

Conclusion

By the end of the period under review, the University of Pretoria had made great strides in achieving its goal of being an internationally recognised research university. Guidelines and procedures were developed to achieve a coordinated, university-wide expansion of research activity. Research focus areas were subsequently identified to leverage the University's research capacity, taking cognisance of its strategic goals in order to optimally apply the available resources.

The setting of research targets in these focus areas succeeded in increasing the research outputs of academic staff. The fact that the number of academic staff with NRF ratings more than doubled during the period under review is testimony to the institution's standing as a research university. UP had the third-highest number of NRF-rated researchers after UCT and US, and boasted with nine A-rated researchers at the end of 2009.

Its research output in terms of research-oriented master's degrees and doctorates also increased during the period under review (by 33.7% for research-oriented master's degrees and 46.3% for doctoral degrees). Furthermore, UP produced the highest number of subsidised research articles of all South African universities during this period.

82 See Chapter 5.19: Department of Research and Innovation Support.

83 See Chapter 3.4.2: International rankings and league tables.

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3.3.2 TEACHING AND LEARNING

In addition to research and community engagement, teaching (and learning) was regarded as one of the University of Pretoria's three core enterprises. This approach was articulated in the two strategic plans implemented during the period spanning 2001 to 2009 (University of Pretoria, 2002; University of Pretoria, 2007). Teaching, which is always linked to learning, is a multifaceted enterprise. Factors that impinge on teaching and learning are the quality of the academic staff, opportunities for academics to learn about teaching, the quality of students, educational principles and practices, the degree of student integration, tutoring, mentoring and wellbeing, and services provided by the Office of the Dean of Students (in faculties, as well as in the physical facilities on campus and sites of learning in communities and workplaces). They also include the University's IT infrastructure, and sporting and recreational opportunities. This section focuses on the most notable changes in teaching and learning that had a wide-ranging effect within the University.

Among the most important of these is the governance and management of teaching and learning. During 2008, the University implemented a new management model.[84] Previously, each vice-principal had taken responsibility for one or more faculties. With the New Management Model, the vice-principals were given cross-cutting responsibilities across all the faculties. Thus, institutional responsibility for undergraduate teaching and learning was that of Prof NA (Nthabiseng) Ogude, postgraduate studies and research were in the management portfolio of Prof RM (Robin) Crewe, and community engagement was assigned to Prof RA (Ramaranka) Mogotlane. Each of these vice-principals filled these roles for the remainder of the period under review.

Teaching and learning was included in the remit of the Senate's Academic Planning Committee until 20 September 2007, when it was decided to establish the Senate Committee for Teaching and Learning. As Vice-Principal for Undergraduate Education, Prof NA Ogude served as the chairperson of the new Senate Committee. The committee was further comprised of the other vice-principals, the Registrar, the deans of faculties, heads of the relevant support service departments and a member of the Student Representative Council (SRC). In addition to academic planning and development, the committee was also responsible for a broad range of aspects related to academic offerings at the University, including the introduction and/or discontinuation of programmes, quality assurance, curricula and content, admission numbers, admission requirements and selection methods.

Information and communication technology (e-learning)

A dominant, overarching development in teaching and learning at the University during this time was the increasing involvement of information and communication technology (ICT). As with many other University activities, the concept of innovation was a major driver in this instance. Moreover, the University had already adopted the approach of technology-enhanced flexible learning in the 1990s, and therefore strove to offer a blend of learning modes. The Department for Education Innovation, established in 1997, became responsible for the development and diffusion of these new teaching and learning strategies.

As it soon became evident that web-based education was the way forward, an online administrative environment, also known as the "virtual campus", was developed, with Dr K (Karen) Lazenby as its chief architect, and launched in October 1999.
The virtual campus included the learning management system WebCT, but was branded clickUP in 2005.
The virtual campus was upgraded and relaunched in 2004 with two new portals. The first, Lecturers Online (LOL), gave lecturers access to the modules in clickUP, including the use of electronic bulletin boards and discussion groups. The second, Student Online Services (SOS), was a similar portal created for students.
By 2007, an electronic anti-plagiarism tool, Turnitin, was also integrated within clickUP, allowing lecturers to test assignments, postgraduate essays and theses for possible plagiarism infringements.

The virtual campus provided integrated administrative services, communication facilities and academic support services in addition to web-based course and educational material. It also offered the opportunity to integrate various multimedia technologies in course offerings, thereby significantly enhancing the approach of flexible learning. The functionality of the system was evidenced by the massive increase in its use. For example, from 2001 to 2009, the number of clickUP modules increased from 96 undergraduate and 235 postgraduate modules to 1 552 undergraduate and 808 postgraduate modules, while the number of students with access to e-learning-enhanced modules increased from 7 399 in 2001 to 31 635 in 2009 (see **Table 3.17**).

Also part of this veritable wave of ICT that swept over the University was computer-based testing (CBT). This proved to be useful in subjects with substantial student numbers, and especially so with subjects that were appropriate for higher-order objective questions, like multiple choice. CBT allowed for the application of continuous student assessment without the concurrent increase in labour-associated administration. Starting in 2005, the Umfundi CBT system was designed and developed to accommodate the specific needs of and within the University. This system was implemented across all campuses in 2007. Ultimately, the annual number of e-tests taken by students rose from 43 196 in 2001 to 388 012 in 2009.

This continuous rise in the use of the virtual campus and CBT led to an ever-greater demand for, and an answering supply of, computer laboratory space on campus, including the University's residences. This growth, coupled with the installation of fixed data projectors in nearly 300 lecture halls and "smart podiums"[85] in certain priority classrooms, served as a further indication of the way ICT had altered the physical teaching and learning environment.

E-learning was also characterised by the use of multimedia products packaged on CD-ROM for students who had no internet connection or very low bandwidth. Within this context, more than 50 unique products were developed to support both undergraduate and postgraduate students.

When considering ICT usage at UP during the final years of the previous decade (as reported in Van der Watt, 2002), it was clearly still in its infancy stage. Over the following years, its use was incorporated, where possible and practicable, in almost every aspect of a university teaching and learning experience, to such a degree that it largely became commonplace.

84 Also see Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

85 A "smart podium" was a fully integrated system that was used in the presentation of lectures. It typically comprised a podium computer, a digital document camera, a sound enhancer, a microphone system, an image matrix and a network-linked control system. It was eventually installed in all new lecture halls at UP.

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Table 3.17: Growth of e-learning

	2001	2002	2003	2004	2005	2006	2007	2008	2009
ClickUP modules									
Undergraduate modules	96	200	391	847	1 036	1 351	1 292	1 405	1 552
Postgraduate modules	235	420	675	754	874	1 086	727	699	808
Number of departments involved	21	82	86	90	115	117	120	120	120
Student with access e-learning	7 399	17 377	21 200	26 576	30 201	31 572	30 574	31 491	31 635
E-assessment									
Number of e-tests	89	122	322	335	543	483	1907	1891	1966
Number of e-tests taken by students	43 196	64 000	126 907	125 768	149 843	161 205	207 351	320 609	388 012
Departments involved	21	25	46	56	74	81	170	128	128

Curriculum development

Institution-wide curricular changes

As stated above, teaching and learning, research and community engagement were the three core enterprises of the University. However, these were neither regarded nor treated as separate entities, but were each considered to be integral to all aspects of the University's academic enterprise. Accordingly, several initiatives were developed to ensure a blended academic offering to students, which included each of these core enterprises:

- As discussed elsewhere,[86] community engagement was incorporated into academic programmes in order to engage with and respond to community and societal needs (as part of the University's strategic imperative). This integration led to a pattern of increased use of non-formal learning settings in which knowledge transfer and research took place. Many of these settings were located in the community. Academic modules that involved community engagement were known as community-based education (CBE) or academic service learning (ASL) modules. At UP, the extent to which community engagement became part of its curricula was heretofore unprecedented.[87]

- As already mentioned,[88] pockets of active high-quality research had already existed at UP by the end of the previous century. However, research progressively received greater emphasis as a strategic imperative. With the acceptance of the institutional vision of being an internationally recognised research university, greater emphasis was placed on ensuring that research was given an increasingly dominant role in postgraduate teaching and learning, in particular. Accordingly, the compulsory research component of postgraduate programmes comprised an increasing proportion of the programme requirements from honours to doctoral level.

- A next pillar of the academic enterprise was teaching and learning. The redesign of academic curricula was an ongoing occurrence at the University in response to new knowledge and changes in thinking about teaching and learning methodology. In compliance with national education requirements, a general outcomes-based approach was implemented in the various faculties. However, the implementation of a dramatic break from the accepted, traditional (strictly subject-related) undergraduate curricula of the Faculty of Health Sciences merits particular mention in this regard.

  The schools of Medicine, Dentistry and Health Care Sciences had redesigned their undergraduate curricula with a greater focus on a problem-oriented, subject-integrated tuition methodology that was phased in from 1997. This was done from first-year level, with the first groups graduating under the new curriculum in 2001 (Dentistry – the five-year BChD degree) and 2002 (Medicine – the six-year MBChB degree). These curricula were outcomes-based and placed greater emphasis on psychomotor skills, significantly earlier exposure to patients, and community health and primary health care. These new curricula were the first of their kind to be rolled out at any South African university as part of honing their problem-solving skills. Undergraduate students also developed writing skills and skills in compiling special reports early in their courses. The departments in the School of Health Care Sciences also adapted their curricula in accordance with the Faculty's problem-oriented approach and put it into practice in the same period.[89]

Foundation-year and extended programmes[90]

Towards the turn of the century, it had become apparent that innovative mechanisms would have to be developed whereby students from disadvantaged educational backgrounds who did not meet entrance requirements for these university courses could gain access to science, science-based, numerate and some humanities programmes. It was generally accepted that optimal remedial mechanisms had to be developed whereby the innate academic potential of these applicants could be optimally stimulated and developed so that they too could successfully apply for the relevant courses.

Programmes in the science faculties

At the University of Pretoria, two separate science streams were initially developed in the faculties of Science, and of Biological and

86 Also see Chapter 3.5.3: Community engagement at UP and Chapter 3.6.3: Community engagement.

87 Also see Chapter 3.5.3: Community engagement at UP and Chapter 3.6.3: Community engagement.

88 Also see Chapter 3.3.1: Research standing.

89 During the next decade, the other health sciences curricula at all health science faculties in South Africa were all changed from the traditional, subject-related approach, and more emphasis was placed on community health and primary health care.

90 To ensure a broader overview of the initial innovations in these programmes at UP, this section includes information from before 2006. The contributions of Prof MWH (Max) Braun are greatly appreciated.

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Agricultural Sciences (which later became the Faculty of Natural and Agricultural Sciences).[91] These were the extended degree programmes and the foundation-year programme. The development of these programmes can be discussed according to the following milestones:

- Project Renaissance was established in the Goldfields Computer Centre of the former Faculty of Science by Prof JC (Johan) van Staden in 1993. It was funded by a grant from the May and Stanley Smith Foundation. This was an introductory course for students whose poor matric results prevented them from enrolling directly for a BSc degree. It was reasoned that their performance in their final matriculation examination was not so much due to their limited academic potential as it was a result of the poor teaching they had received at school level. The students enrolled in Project Renaissance took Mathematics, Physics, Chemistry and a language course, as well as Academic Literacy and IT Skills courses in a high-intensity format of 34 contact hours a week for one year. The programme was only offered in English. Upon successful completion of all the courses of the programme, the students were eligible to join the first year of the mainstream programmes of the BSc degree course. Many were also selected to enter programmes in the faculties of Engineering, Medicine and Veterinary Science (as these faculties were known at the time).

  Project Renaissance was limited to between 28 and 34 students per year, and it preferentially only accepted students from under-resourced schools.[92] The programme therefore performed the function of foundational preparation and redress. It was characterised by innovative teaching, and relied strongly on experiential and mastery learning. Project Renaissance was offered as a standalone programme for the last time in 1995.

- By 1996, Project Renaissance had been developed further into a BSc (Extended Programme), which incorporated the teaching approaches of the programme into an extended BSc degree programme that ran over four years. The BSc (Extended Programme) was a credit-bearing modular system, which was managed by Prof MWH (Max) Braun until 2002, and thereafter by Prof JC van Staden until 2007. It provided greater choice to all students whose matric results qualified them to enter the programme, but had achieved a performance level lower than that required for the three-year BSc programme (the mainstream programme), or to those who preferred to take the extended route to completing their BSc degree programmes.

  The BSc (Extended Programme) used a combination of extended courses in Physics, Mathematics and Chemistry (which contained integrated foundation content), and mainstream courses according to an individual student's needs, to educate and academically support those students whose school-leaving results would historically have precluded them from university access. Admission to the BSc (Extended Programme) was based on sound academic principles, including mechanisms to redress historical inequities.

  This programme achieved a proven and documented record of success, with up to 400 students taking the Mathematics modules in a given year. From the beginning, students registered for the BSc, BSecEd(Sci) or BSc (Veterinary Biology) degree programmes, with a code indicator to ensure that their approved additional year was tracked. Some students moved to other faculties after their extended first year[93] to enter programmes in engineering, the health sciences or commerce.

- Parallel to Project Renaissance and the BSc (Extended Programme), the University of Pretoria Foundation Year (UPFY) programme was established on the Hatfield Campus in 2002, with Mr U (Ubbo) Smith as Director. This programme was developed to specifically accommodate students who demonstrated academic potential, but whose matriculation examination results posed a barrier to university entry. Typically, approximately 30% of these students did not have university exemption upon entry.

  Offered as an interim year between school and university, the purpose of the UPFY programme was to specifically provide students from designated backgrounds with the necessary academic foundation in physical and biological sciences, and in mathematics and academic English. Students who completed this programme could gain access to science-based degree programmes in engineering, health sciences and education.

  In developing the programme, the University worked with a number of institutions, such as the Vrije Universiteit Amsterdam in The Netherlands. The UPFY programme was characterised by small classes of around 30 students, and was generally taught by qualified high-school teachers. The programme was offered as a standalone programme for the last time in 2007.

- When the Mamelodi Campus of the former Vista University was incorporated into UP in 2004,[94] a tailor-made, special BSc programme that ran over four years was introduced for students on this campus, which included Mathematics, Economics and Information Technology. Entrance requirements were lower than those of science or science-related degree courses on the Hatfield Campus.

  Within two years of the establishment of the programme in 2005, students in the second year and higher joined the mainstream programmes on the Hatfield Campus. Students in the first year followed certain modules of the UPFY programme as foundation modules. These modules were presented by staff members of the former Vista University. This programme also came to an end in 2007.

During 2005, the national Department of Education decided to phase out the funding of separate foundation-year programmes from 2007. These had to be replaced by extended programmes that incorporated foundational elements. These extended programmes differed from foundation-year programmes in that students were enrolled for regular degree programmes, but the first academic year was extended over longer periods of time to allow for considerable additional tutoring. In accordance with this change, a decision was taken to consolidate the UPFY and Extended BSc programmes into a single new programme for students wishing to enrol for degrees in the science disciplines:

91 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties 1999 to 2000.

92 In 1993, 26 of the 28 students were black, and thereafter all students were black. All participants from 1993 until 1994 were integrated into residences and were fully funded, but became partially funded in 1995.

93 These students were allowed to spread their first year over two years with integrated foundational material, while achieving the same outcomes as the mainstream modules.

94 See Chapter 3.5.2: Mamelodi Campus incorporation.

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- In the Faculty of Natural and Agricultural Science, Prof MWH Braun led a representative group of academics in designing a new BSc: Four-year programme at UP by merging the intensive foundational strength of the UPFY programme and the academic efficiencies and strengths of the former four-year BSc (Extended Programme). This new programme was implemented in 2008 on both the Hatfield Campus and the Mamelodi Campus, with Mr U Smith as Director until his resignation at the end of 2009.[95]

  The programme provided intensified support to students for three semesters (with small classes of up to 40 students only in the first semester, with larger classes in the later semesters, but with integrated small-group tutoring), after which students joined the second semester of the mainstream BSc programmes in their fourth semester. From 2009, the first year of the programme was offered to more than 600 students on the Mamelodi Campus.[96]

Programmes in engineering, built environment and information technology

Successful extended and augmented programmes were also developed by Prof JAG (Jan) Malherbe and Dr G (Ina) du Plessis in the Faculty of Engineering, Built Environment and Information Technology. The extended five-year engineering programme, which had been introduced by Prof JAG Malherbe in 1994 when he was Dean of the Faculty of Engineering, proved very successful and became a prototype for other similar programmes. In this extended programme, the first two academic years were spread over three calendar years with the same subjects as the regular programme, but with more time available for structured tutoring. Students who completed their second academic year after the end of their third historical year would then be ready to enter the mainstream third academic year.

Programmes in economic and management sciences

As from 2007, another programme, the Thuthuka transformation programme, funded by the South African Institute of Chartered Accountants (SAICA),[97] was offered to students in the Department of Accounting in the School of Financial Sciences of the Faculty of Economic and Management Sciences who wished to become chartered accountants. This was a bursary programme that supported students on the BCom (Extended Programme) that was offered on the Mamelodi Campus.

Programmes in education

An extended BEd for science teachers was also introduced in the Faculty of Education at Groenkloof Campus in 2008. However, because rapidly increasing numbers of black students were registering and succeeding in the mainstream BEd programmes, this extended course was not financially viable and was closed down after two intakes.

Consolidation of GSM and GIBS

The consolidation of the University's two postgraduate business schools represents another significant change in terms of curricular restructuring. By 2001, the Graduate School of Management (GSM), established in 1949, was already over 50 years old and was the oldest business school outside the USA.[98] It was located on the Hatfield Campus and presented an MBA programme, as well as MEng and MSc programmes in Engineering Management and Project Management. The majority of the academic personnel who presented these programmes were sourced from other departments in the University. Prof AM (Antonie) de Klerk, appointed in 2000, served as Director of the GSM.

The Gordon Institute of Business Science (GIBS) in Sandton near Johannesburg was established as a unit of the University's Faculty of Economic and Management Sciences in 2000, with Prof N (Nick) Binedell as Director.[99] It presented an MBA degree, as well as continuing education courses. GIBS soon became very successful, to the extent that it was rated as one of the world's top 40 providers of executive management education by the *Financial Times* in London.

In 2004, the Higher Education Quality Committee (HEQC) audited all MBAs in South Africa, and both the MBA programmes UP offered at the time (at GIBS and at the GSM) were among only seven programmes that were initially fully accredited. However, by late 2004, it was increasingly regarded that having two business schools at one university was an academically questionable situation. Building and maintaining two world-class business schools would most probably not be sustainable, especially in light of the University's goal of academic excellence and the difficulties anticipated in obtaining international accreditation for two business schools.

After a lengthy period of deliberation and consultation (which included the GSM's alumni), it was decided in 2006 that it would be academically more justifiable to consolidate the GSM and GIBS. The GIBS brand was retained for UP's business school since, by that time, it had become very valuable internationally. The University, however, would take special care not to lose the GSM brand, its history or its heritage.

From January 2007, GIBS offered the University's MBA programmes in both Sandton and, on a part-time basis, at the GSM's premises on the Hatfield Campus in Pretoria. As part of the unbundling of the GSM, the postgraduate programmes in engineering management, technology management, project management and related fields were moved back to the Faculty of Engineering, Built Environment and Information Technology, as most of the academic staff associated with these programmes were situated in this faculty. A new Graduate School of Technology Management (GSTM) was subsequently established in the Faculty to accommodate these specific programmes.[100] The Institute for Technological Innovation (ITI), which had been established by Prof CWI (Calie) Pistorius, was also incorporated into the GSTM.

The NIHE and the Ndebele College of Education[101]

Another development in the University's academic offering worth mentioning is its involvement with the Ndebele College of Education and the National Institute for Higher Education (NIHE) in Mpumalanga. With the national incorporation of colleges of education into other higher education institutions in 2000, the Ndebele College, located in Siyabuswa, could not be incorporated accordingly as no such institution existed within the province. This led to the Ministry of Education proposing the establishment of national institutes for higher education, which were intended to serve as administrative and

95 Of the first intake of students in 2008, 251 students progressed to the second year, where 13 students were accepted into programmes offered by the Faculty of Health Sciences, and 23 students were accepted to pursue degrees in the Faculty of Engineering, Built Environment and Information Technology. Also see Chapter 4.8.5.5.2: BSc: Four-year Programme.

96 Absa made a significant grant available to these students in the form of bursaries.

97 Eligible students were placed in various participating universities, including UP.

98 Also see Chapter 4.12: Graduate School of Management.

99 Also see Chapter 4.11: Gordon Institute of Business Science.

100 Also see Chapter 4.4: Faculty of Engineering, Built Environment and Information Technology.

101 Information in this section is drawn from Boshoff, 2010.

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governance hubs that would not offer their own academic programmes, but rather coordinate the activities of existing higher education institutions.

As an interim solution, until such time as the NIHE was established in Mpumalanga, the Ministry of Education requested the University of Pretoria to assist in training teachers at the Ndebele College of Education. UP's responsibility for the teachers' training programme, which commenced in 2003, included student registration, curriculum provision and delivery, student assessment and conferring qualifications.

However, several problems persisted and examinations were difficult to administer on a remote campus over such a long distance, making the agreement difficult to fulfil. Hardly any students complied with the subject prerequisites or passed the admission test, leading to only a few new admissions. This jeopardised the programme's viability. Limited staff and inadequate facilities, such as library, internet and email facilities, restricted the University's offering to only the BEd (FET – General)[102] programme at the College, and made administration between the campuses problematic. Furthermore, the College's throughput rates were unacceptably low. Of the first group of 64 students in 2003, only six graduated in 2006.

When the NIHE was established in 2006, the University had fulfilled its obligation. Although it retained its commitment to the students involved, affording them enough time and opportunity to finish their studies, the University proceeded with a phasing-out agreement that would be concluded by 2010. Although the latter was agreed to in 2007 after several meetings between the NIHE, the Mpumalanga Department of Education, the national Department of Education and the University, the Executive again reviewed its decision in 2009. However, given the rapid growth at UP's Faculty of Education and the concomitant staff constraints, the University decided not to continue its presence at the Ndebele College of Education after 2010.

Distance education and private education providers

At the beginning of the period under review, the University was offering paper-based distance education programmes through cooperation agreements with the private education providers Damelin School of Banking and National Private Colleges (NPC). The major components of the distance education programmes were outsourced to these private organisations, while the University maintained control of the academic component. However, near the end of 2001, the University became concerned about the quality-related aspects of these programmes, the bulk of which were located in the Faculty of Education, so it decided to discontinue the aforementioned cooperation agreements.[103]

Teach-out programmes were implemented in both cases to ensure that all the students that had enrolled during the partnership periods were provided with sufficient learning opportunities and services to complete their studies successfully by 31 December 2003 in the case of the Damelin School of Banking, and by 31 December 2005 in the case of NPC. By December 2002, 16 121 students in these partnership programmes had obtained their qualifications. However, since no new enrolments were accepted after the teach-out agreements were in place, the University's distance education student numbers suffered a drastic decline, albeit temporarily, thereby also affecting overall student growth (see **Table 3.5**).[104]

The strategic decision to discontinue these agreements included placing all paper-based distance education activities under the sole management and quality control of the University, and continuing to develop such programmes. These programmes would focus on carefully identified niche areas, such as education, where there was an explicit regional and/or national need, and where there was a fit between the programmes and the University's needs, which the institution had the capacity to offer in terms of qualified staff and the appropriate infrastructure.

In this regard, the University established the Unit for Distance Education in the Faculty of Education in 2002, with Dr J (Johan) Hendrikz serving as Manager for the remainder of the period under review. The marketing and registration of students in three independent paper-based distance education programmes started in March of that year, and by 30 September, 1 725 students were already registered.[105]

Quality assurance, programme accreditation and external evaluation

The quality of the University's academic offering was also a strategic priority throughout the period under review. This was partly validated through programme accreditation and is another aspect that underpins teaching and learning.

Quality assurance was initially located in the Office of the Vice-Chancellor and Principal, but developed into a support service entity in its own right, reporting to the Office of the Registrar from 2005. It was responsible for quality assurance throughout the University.[106] It oversaw regular evaluation and accreditation visits to faculties, schools, departments and research units as part of the University's own institutional quality process. In addition, the University arranged regular external quality evaluations of all its academic units. International and South African experts were invited to serve on the panels for the quality assessments. Once a panel's report was received, the unit that was assessed was expected to prepare a report with its comments and proposed improvement plan.

The reports were noted by the Senate and Executive, and then referred to the relevant dean, head of the unit and responsible member of the Executive for further action.

This policy on external evaluation and accreditation was adopted in 2005, and formed the basis for aligning the quality management system and practices with institutional strategy. It involved continually monitoring academic programmes by means of validation and quality control processes at school, faculty and university level. The implementation of the policy ensured oversight through external evaluation by credible national and international peers, and a critical review of courses in terms of their relevance, popularity and viability. It also enabled the strategic alignment of academic programmes at undergraduate and postgraduate levels.

On 5 October 2007, the Higher Education Qualifications Framework (HEQF) was promulgated and gazetted (Republic of South Africa, 2007). It came into effect on 1 January 2009 and allowed for a four- to five-year phase-in period. The new qualifications framework established common parameters and criteria for qualification design and facilitated the comparability of qualifications across the South African higher education system.

102 The Further Education and Training (FET) – General stream in the BEd degree.

103 The University's agreement with Damelin for the teaching of computer and information literacy was also terminated, following a decision by the University to present these courses internally.

104 See Chapter 3.2.1: Students.

105 In 2001, not all distance education students were registered solely in the Faculty of Education, but by 2009, virtually all distance education students were practising teachers enrolled in the aforementioned faculty.

106 Also see Chapter 5.18: Department of Quality Assurance (Quality Unit).

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The University therefore redrafted and adapted its own internal processes for programme development and approval, which included continual evaluation, improvement and renewal of its academic programmes. The "renewal" process (programme input, process, output and impact, and review) was based on the criteria for programme accreditation of the HEQC and the HEQF.

To illustrate the rigour of the subsequent external process, all new programmes were submitted to the Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM) for regional clearance, the Department of Education (DoE)[107] for programme and qualifications mix (PQM) approval/funding, the HEQC of the Council on Higher Education (CHE) for accreditation and the South African Qualifications Authority (SAQA) for registration or the amendment of registration on the National Qualifications Framework (NQF).

Table 3.18 reflects this process of "renewal". Note that phased-out modules are those for which new enrolments were no longer accepted, but which remained part of the University's historical record.

107 The Department of Education became the Department of Higher Education and Training (DHET) in 2009 when the former Department of Education was divided into two sections: Basic Education, and Higher Education and Training.

The OR Tambo Law Library on the University of Pretoria's Hatfield Campus.

*Table 3.18: Active modules and programmes from 2004 to 2009**

	NUMBER OF MODULES					
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Undergraduate						
Active	4 272	4 267	3 478	3 299	3 003	2 633
New	215	122	90	114	122	62
Phased out	191	572	41	416	445	20
Postgraduate						
Active	4 787	4 801	3 518	3 386	3 264	3 200
New	322	196	36	71	40	109
Phased out	124	277	39	162	138	24
Total						
Active	9 059	9 068	6 996	6 685	6 267	5 833
New	537	318	126	185	162	171
Phased out	315	849	80	578	583	44

	NUMBER OF PROGRAMMES					
	2004	**2005**	**2006**	**2007**	**2008**	**2009**
Undergraduate						
Active	462	450	454	384	347	345
New	8	4	2	4	32	1
Phased out	24	10	3	15	37	2
Postgraduate						
Active	1 607	1 609	1 580	1 276	1 211	1 205
New	44	22	2	28	23	33
Phased out	49	27	16	128	65	7
Total						
Active	2 069	2 059	2 034	1 660	1 558	1 550

* *Information for 2001–2003 is unavailable*

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The number of "active" modules between 2004 and 2009 had decreased, indicating that fewer new modules were introduced than were phased out. This was a manifestation of the University's initiative to rationalise a number of the potentially uneconomic modules with small numbers of enrolments.

In addition to the above measures to ensure the quality of the University's academic offering, two formal institutional audits by the HEQC took place during the period under review. The University volunteered for the first pilot institutional quality audit, performed in September 2003, for the purpose of developing and testing the HEQC's systems, procedures and criteria ahead of the implementation of the formal university audits starting in 2004. The University of Pretoria's formal audit took place in May 2007. The HEQC's subsequent recommendations were noted and, where practicable, implemented, thereby further improving the quality of the University's teaching and learning enterprise.[108]

In its report, the HEQC made the following concluding remarks:

> *"...the University of Pretoria is a well-managed, well-functioning and well-resourced institution. More than ten years into the new democracy, the University is still wrestling with the important challenge of locating its strong academic identity within a range of new social identities developing in contemporary South Africa. The University has many areas of strength and is justifiably proud of the quality of its graduates and the recognition elicited by its research.*
>
> *"The introduction of a language policy that includes teaching in English, as well as Afrikaans, has helped the institution not only to expand its enrolments, but also to change dramatically its student profile. In this sense, the University of Pretoria has made remarkable progress. For this progress to be sustained, the institution needs to pursue vigorously the process of transformation of its institutional culture, its conceptualisation of, and practices in, the three core functions, and its management style.*
>
> *"The University of Pretoria has the academic strength, the resources and the planning capacity to continue developing a new conception of itself, which encompasses its local and international responsibilities and aspirations. The main challenge for the institution now is for its leadership to put these capacities to work in the development and operationalisation of bolder and decisive strategies to deepen the process of transformation."*
>
> (Higher Education Quality Committee, 2008:57).

Language of tuition[109]

The University had accepted the policy of Afrikaans (only) as its language of tuition in 1932 and had henceforth traditionally also taken up the role as custodian of the Afrikaans language and culture throughout the first century of its existence. Thereby, UP had not only offered mother-tongue tertiary education to the Afrikaans-speaking youth of the day (mostly from the northern section of the country), but had concomitantly also assisted the other Afrikaans universities in the country in developing Afrikaans as a tertiary language.

Notwithstanding these developments, non-Afrikaans, English-speaking students were accommodated with bilingual education in courses that were either unique to UP (such as veterinary science) or not readily available at the neighbouring English tertiary institutions (such as agricultural studies) or as postgraduate students with specific renowned academic mentors of their choice.

However, at the turn of the century, UP opted to become an internationally recognised research university that would also be a home to the rich diversity of South African and international students. This commitment led to such a significant change in the demographics of the student and staff populations that increasing external and internal pressures were brought about on the University to review its existing Afrikaans-only language of tuition policy. Initially, Council instituted a flexible language policy on 12 October 1992, whereby, although Afrikaans remained the official language of tuition at UP, the Executive was empowered to give permission for students to be taught in English if the need arose, provided that this was justified by their numbers in a particular course or class, as well as being financially affordable.

Thus, although Afrikaans was accepted as the dominant language of tuition at UP, English was gradually implemented in those faculties in which the diversity in the student population and registration of international students had already become the norm at undergraduate level.

However, within five years, the relentless external (including political) and internal pressures eventually led to UP officially reintroducing English as a second language of tuition in addition to Afrikaans throughout UP in 1997. This was initially regarded as an interim language policy. The Executive immediately appointed a working group, also known as the Koornhof Committee, to determine the implications of this interim language policy, and to develop a relevant framework for its implementation. On the advice of the Koornhof Committee in 2006, a Language Policy Committee of Senate (LPC) was appointed to initiate a comprehensive analysis in 2007 of the status quo at the University of the prevailing language policy one decade after its implementation.

Also in 2007, the University introduced Sepedi as a language of communication, to be incorporated into the institution's branding and official communiqués. It was, however, not justified to consider implementing Sepedi as an additional language of tuition, as UP's existing multilingual tuition policy was already complex, difficult and expensive, and Sepedi had yet to develop a vocabulary that would justify it as a language of tuition. The University's logo was changed to show its name in Afrikaans, English and Sepedi.

During 2008, students raised their concern about the adequacy of academic offerings in Afrikaans. However, as mentioned above, the University's language policy had already at the time been placed under review and, during the subsequent investigation, it was found that the problems experienced had not been due to the policy per se, but rather because of the flexibility of the implementation methodology that had been used.

The LPC then formulated recommendations, which held that Afrikaans should be retained as a language of tuition, but that several implementation modes had to be revised. It was at this point that the Executive decided to await the arrival of the newly appointed Vice-Chancellor and Principal at the end of 2009 before continuing with the emotive issue of reviewing the language of tuition at UP.

108 Also see Chapter 5.18: Department of Quality Assurance (Quality Unit).

109 Also see Chapter 3.8: UP Language Policy.

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3.4 INTERNATIONALISATION

In UP's mission that was implemented in 2001, the University continued to honour its commitment to being an internationally recognised South African teaching and research university, and a recognised member of the international community of scholarly institutions.

3.4.1 INTERNATIONALISATION AS A STRATEGIC INITIATIVE

Historical overview

One of the most significant changes that followed on the political events of 1994 in South Africa was its emergence from international isolation. Accordingly, international exposure also became more readily available to the academic community at UP. It became much easier for academics to participate in the international arena by going abroad to attend scientific meetings and visit their international peers, and by increasing their involvement in collaborative research projects.

The rapid pace at which the post-1994 South Africa was becoming part of an ever-expanding "global village" emphasised the urgent need for South African universities to position themselves within this milieu. They would not only have to be able to stand their ground in all corners of the globe and compete with the world's best; they also had to be alert to the fact that the world's best would now compete with them right here on their own turf. The range of programmes and policies that universities put into practice in response to globalisation thus also became central to UP's mission at the turn of the century.

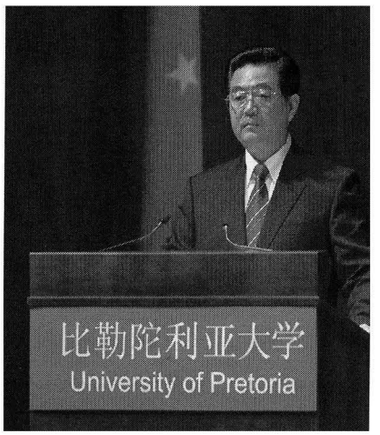
It was reasoned that becoming an internationally recognised university was not only in the best interest of the University, but was something from which its students and staff would also benefit significantly. It was within this context that the internationalisation of the University of Pretoria became a strategic focus just prior to and during the period covered by this publication. Accordingly, "international competitiveness" and later "international recognition" became terminologies that were firmly embedded in both of the strategic plans that were operational between 2002 and 2009.

Moving the University into the global sphere was, however, not a *de novo* realisation in 2001. A gradual but steady build-up in research activity and capacity had increasingly taken place during the preceding years. Progress had been made in this regard since 1993, and particularly from 1997 to 2000, so that, by 2001, pockets of internationally recognised research excellence already existed at UP. This automatically led to a concomitant awareness of the need for and importance of international academic and scientific participation. However, as this had not been a phenomenon or drive throughout the university (Smit, 2002a:21; Smit, 2002b:335),[110] it was acknowledged that, in order for the internationalisation thrust to be effective, it would be essential to mobilise the entire university community to embrace this strategic intent. Accordingly, the University's two strategic plans were designed to actively position the University as a whole in the international sphere. In doing so, internationalisation became a strategic focus throughout the University, and remained a prominent thrust to be implemented on all fronts of the institution's endeavours throughout the period 2001–2009.

It was, however, especially the second strategic plan that was specifically designed to keep UP well focused on becoming a global role player[111] in the international academic sphere, while also retaining its commitment to making a more local or South African impact. Thus, the various institutional initiatives in this regard became more prominent as from 2006. It should, furthermore, also be noted that internationalisation was but one of a number of strategic initiatives that had to be addressed within the same time period: one during which the University was also confronted with several additional external challenges.[112] As a consequence, the rank of certain focus areas, like internationalisation, in the hierarchy of priorities was at times adjusted for operational or strategic reasons. Nevertheless, the continued importance of the internationalisation thrust at the end of the decade under review was confirmed by Council when it specifically mandated Prof CM (Cheryl) de la Rey to continue promoting the University at an international level and to further identify, secure and implement strategic international partnerships.

Internationalisation also featured prominently in the design and presentation of the programme of UP's Centenary Celebrations in 2008.[113]

The various initiatives that the Executive had implemented between 2001 and 2009 are described below.



HE President HU Jintao of the People's Republic of China delivering his Africa Speech in the Aula in February 2007.

Managing the implementation of the University's internationalisation initiatives

Implementing UP's internationalisation strategies involved a broad spectrum of activities that included various individuals and organisational units in different capacities. The involvement and importance of some of these stakeholders were not initially apparent, but evolved or were only identified over time. This was reflected in the shifts in the placement of the executive responsibility for institutional international affairs during the period under review, which usually coincided with specific adaptations and shifts in strategic focuses.

Executive and senior-level involvement

In his capacity as CEO of the University, the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius played a key role in planning and executing the internationalisation strategies. He maintained a significant profile in this respect. As described below, he was involved in discussions locally and abroad with high-level foreign delegations, including those at the levels of heads of state, heads of foreign missions, ministers, vice-

110 Also see Chapter 3.3.1: Research standing.

111 The first strategic plan focused more on ensuring that UP would not lose its existing prominent position in the South African hierarchy of universities.

112 Inter alia, the new national transformation regulations and two external audits for universities: the pilot audit in September 2003 and the full audit in May 2007, and the incorporation of the Mamelodi Campus of the former Vista University.

113 See Chapter 3.9: Centenary Celebrations 2008 and University of Pretoria, 2012: 57–61.

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chancellors and their deputies, as well as international donors. Furthermore, he regularly hosted and attended international events and meetings. The importance of his role was further emphasised in the implementation of the New Management Model in 2008.[114] As a central theme in its internationalisation strategy, the model enabled Prof CWI Pistorius to play an even greater external role.

In addition to their own participation in developing and regularly updating internationalisation strategies and initiatives, all the members of the Executive were also actively involved in various internationalisation strategies relevant to their own respective executive responsibilities. Furthermore, the executive line function responsibility for internationalisation as a strategic initiative shifted between the portfolios of executive members whose responsibilities at that time included the implementation of the University's internationalisation drive.

Initially, at the beginning of 2001, international affairs and institutional research were managed collectively at executive level by Prof TE (Theuns) Erasmus. In December 2001, internationalisation was placed in the office of the newly appointed Director of Marketing Services, Mr ET (Edwin) Smith, who had been given the overall responsibility of implementing the University's new internationalisation strategy. In 2003, the responsibility was transferred to the newly appointed Executive Director, Prof S (Sibusiso) Vil-Nkomo, who, from 2006, was also given executive responsibility for institutional advancement.[115] Once the New Management Model was implemented, executive responsibility for the implementation of internationalisation was included in the portfolio of the Vice-Principal: Research and Postgraduate Studies, Prof RM (Robin) Crewe, when realignment of the responsibilities of the members of the Executive was finalised in 2008.

It remained as such until beyond the period under review.

At faculty level, deans, heads and senior members of academic departments were responsible for the academically related aspects of the institutional internationalisation strategies, particularly research and other (mostly postgraduate) education matters, as well as fundraising. Furthermore, at times, it became necessary for staff from other support services departments of UP to participate in the internationalisation strategy both at home and abroad. These included benchmarking exercises by the departments of Finance, Human Resources, Risk Management and Internal Audit, and Information Technology Services.

International Affairs Office

In 2003, the functions related to the servicing of international students and staff were transferred to the International Students Division (ISD) in the Client Service Centre (CSC) for strategic reasons.[116] The remaining members of the International Affairs Office (IAO) were regrouped as the Division of Corporate International Relations (CIR) in the office of the newly appointed Executive Director, Prof S Vil-Nkomo. In 2007, the division became known as the Department of Corporate International Relations (DCIR) that was focused on assisting with the implementation of UP's strategic internationalisation drive. These changes to the name, structure and specific responsibilities of this office coincided with specific adaptations and shifts in focuses during the implementation of UP's internationalisation initiatives.[117] A number of specific interim internationalisation strategies were drafted or amended, but on the whole, the internationalisation initiatives were guided by UP's strategic plan.

Promoting international relations at institutional level

Strategic intent regarding international cooperation

For the University to become internationally acclaimed, it was strategically important to have a formalised strategic intent to cooperate with the world's leading international universities and research institutes. This also applied to major international organisations, both locally and abroad, that had an international educational focus. These included the United Nations and its agencies, such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the New Partnership for Africa's Development (NEPAD), the African Union (AU), the Africa Institute, the Southern African Regional Universities Association (SARUA), the Academies of Science, and professional organisations such as the Institute of Electrical and Electronics Engineers (IEEE).

An example of this level of collaboration occurred on 28 February 2009 when the Climate Justice Dialogue was held jointly between UP and the Global Humanitarian Forum (Switzerland) in the UP Senate Hall. Archbishop Emeritus D (Desmond) Tutu, Ms MTW (Mary) Robinson (former President of Ireland and the United Nations High Commissioner for Human Rights), and (via video-link) Mr K (Kofi) Annan (President of the Global Humanitarian Forum and former UN Secretary-General) interacted with more than 250 members in the audience. The audience consisted mostly of UP students (60%), academic staff members and selected invited guests.[118] To commemorate this occasion, as special tree-planting ceremony outside the Administration Building was included as part of the day's proceedings.

Foreign missions in Pretoria

In designing strategies to enhance the international impact of UP, it was reasoned that the University should better exploit its strategic advantage of being situated in Pretoria, which, after 1994, was only surpassed by Washington, DC (USA) in the number of foreign missions it hosted.[119] Accordingly, a concerted effort was made, especially at the executive level, to build strong relations with the diplomatic corps in Pretoria.

An example of this drive was a special Southern African Development Community (SADC) Ambassadors' dinner, arranged by the Department of Marketing Services[120] on the Hatfield Campus, in 2003, where all the SADC[121] ambassadors were introduced to UP's "new" internationalisation strategy, focusing on the importance of Africa as a whole and the Southern African region in particular.

114 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

115 Thus, as from 2006, the portfolio of Prof S Vil Nkomo included the Department of Institutional Advancement (DIA). As an interim measure, Prof S Vil-Nkomo continued to manage the Division of Corporate International Relations until the new head, Dr TD (David) Farirai, was appointed in April 2007.

116 See Chapter 5.5: Client Service Centre and Chapter 5.8: Department of Corporate International Relations.

117 See Chapter 5.8: Department of Corporate International Relations.

118 Applications for attendance of this gathering were closed three days in advance and numerous possible guests had to be placed on a waiting list.

119 By 2009, there were 122 diplomatic missions in Pretoria. However, if the total number of foreign representatives (non-resident representatives, Consular posts, honorary Consular posts, international organisations and the Taipei Liaison Office) were to be included, this number would amount to 296.

120 It enjoyed 100% attendance of SADC embassies.

121 SADC was founded by eight founder members on 1 April 1980, following the adoption of the Lusaka Declaration – Southern Africa: Towards Economic Liberation. During the period covered by this report, SADC was an intergovernmental organisation (with its headquarters in Gaborone, Botswana) with the goal to further socio-economic cooperation and integration, as well as political and security cooperation among all SADC member states.

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This was the first time that UP openly announced its commitment to the African continent in terms of directing its activities. A second similar outreach to which all the foreign missions in Pretoria were collectively invited was a closed luncheon that was held in the reception area of the University's Conference Centre on 18 August 2008. At this occasion, 50 ambassadors, high commissioners or chargé d'affaires of the various foreign missions in Pretoria, together with members of the UP Council and the Executive, were addressed by the then Governor of the South African Reserve Bank (SARB), Mr T (Tito) Mboweni, on critical South African financial matters and his views on the prevailing world economic situation.[122]

Further specific outreach activities and initiatives were arranged for and by individual diplomatic missions in Pretoria. Increased visits to the Vice-Chancellor and Principal and to the UP Executive by heads of missions (ambassadors and high commissioners) were arranged, often resulting in discussions and negotiations for institutional bilateral relations.[123] During the full term of office of Prof CWI Pistorius, but more specifically once the New Management Model had been employed in 2007/08, in which space was ensured for his international outreach programme, the Vice-Chancellor and Principal officially hosted the ambassadors, high commissioners or chargé d'affaires of the various diplomatic missions in Pretoria. In addition to the USA and UK, these included those of Germany (2006), Australia (2007), China (2007), Hungary (2007), India (2007), Libya (2007), Mexico (2007), Russia (2007), Spain (as well as groups representing all the Spanish-speaking missions in Pretoria) (2007) and Singapore (2007 and 2008).

From their side, the diplomatic missions often hosted the Vice-Chancellor and Principal, as well as the deans and heads of department, at several of their own functions, including their respective national days and special functions in honour of their country's high-ranking scientists. Over time, the strong ties that were forged with numerous individual diplomatic missions in Pretoria at executive, senior management and departmental level soon lead to their active participation in specific institutional events at UP.[124] This included an expansion of involvement by several missions in the annual International Students Day,[125] and in specific celebrations in recognition of the University's centenary during 2008.[126] The existence of the significantly close ties that arose between UP and the US Embassy during this period was reconfirmed on 21 November 2008 when the US Ambassador, HE Mr EM (Eric) Bost, and Prof CWI Pistorius together formally opened the Mae Jemison US Reading Room on the Mamelodi Campus.[127]

The outreach to the diplomatic missions in Pretoria stood the University in good stead and led to a number of high-level visits to the University. These included visits by a number of heads of state, such as President Y (Yoweri) Museveni of Uganda in April 2004, HE President HU Jintao of the People's Republic of China in February 2007,[128] the Rt. Hon. ACL (Tony) Blair, former Prime Minister of Great Britain[129] in 2008 and President E (Ellen) Johnson Sirleaf of Liberia in 2008.[130] The University also received a visit from the President of the Principality of Asturias in Spain in 2008,[131] as well as Their Excellencies King Harald V and Queen Sonja of Norway in 2009.[132] Furthermore, a number of foreign ministers and deputy ministers paid visits to the Vice-Chancellor and Principal during their official visits to South Africa, including those from Denmark, Hungary, Lesotho, Libya, Namibia, Norway, Oman, Poland, Sri Lanka, The Netherlands, Uganda and Zambia.[133]

Prof CWI Pistorius was also invited to high-level discussions abroad, of which the first such meeting was with the Prime Minister of Swaziland, Mr S (Sibusiso) Dlamini, and his Cabinet in Mbabane in August 2003, as well as the meeting with the Sultan of Jahore during a visit to Malaysia in April 2006. In 2008, an executive-level visit was arranged to Singapore, during which Prof CWI Pistorius conferred an honorary DBA degree on TH Senior Minister GOH Chok Tong, former Prime Minister of the Republic of Singapore, on behalf of the University of Pretoria on 18 October 2008 at the Yong Siew Toh Conservatory of Music on the campus of the National University of Singapore.[134]

Just as illustrative of the institutional exposure of UP are the numerous visits abroad made by the Vice-Chancellor and Principal, members of the Executive and of Council, as well as other senior members of staff to build the University of Pretoria's international networks. During some of his official visits to universities and/or research institutes, special meetings were arranged for Prof CWI Pistorius to also meet officially with relevant government officials in, for example, Australia, Belarus, Egypt, India, Malaysia, Mauritius, Namibia, New Zealand, Russia, Singapore, Spain, Swaziland, the United Kingdom and the USA.[135]

122 His speech was identified as one of the special Centenary Lectures in 2008. Of particular interest in the strategic nature of this event is the worldwide economic crisis that prevailed at the time. Also see University of Pretoria, 2012:101.

123 Detailed information on the formal institutional outreach initiatives of Prof CWI (Calie) Pistorius, in his capacity as Vice-Chancellor and Principal of UP, are given to illustrate the international geographic spread of UP's international involvement.

124 Also see chapters 4 and 5 for reports of events hosted by the University's faculties and support service departments.

125 See Chapter 5.5: Client Service Centre.

126 See Chapter 3.9: Centenary Celebrations 2008 and University of Pretoria, 2012:57–61.

127 This joint venture between UP and the US Embassy was most successful in making books, computers and other educational material available to not only schoolchildren, but to the whole Mamelodi community. Also see Chapter 4.14.2: Community engagement initiatives.

128 His Excellency President HU Jintao delivered his "Africa Speech" in the Aula during his official state visit to various African states early in 2007. A simultaneous broadcast of his speech on closed-circuit television was shown in the Rautenbach Hall beneath the Aula to those guests who could not be accommodated in the Aula. The occasion was attended by 2 000 dignitaries, special guests, staff and students of UP. The success of the President's speech and visit to the UP campus contributed significantly to the goodwill demonstrated towards UP by China – a fact made clear by the Chinese Embassy in Pretoria. One of the direct results of President HU Jintao's visit was a sojourn later in 2007 by members of UP's Student Representative Council to China at the invitation of the Chinese Government.

129 Rt. Hon ACL Blair, accompanied by Prof CWI Pistorius and 27 postgraduate students, visited the University's Experimental Farm in Hatfield, specifically the Field Trial Section of the Department of Plant Production and Soil Science. Discussions were held on the impact of climate change on food security in Africa, and the Prime Minister appreciated the postgraduate research into global issues that was being conducted at the farm.

130 At the time of her inauguration as the President of Liberia in 2006, she was not only the world's first elected black female president, but also Africa's first elected female head of state.

131 At which occasion he presented Prof CWI Pistorius with two leather-bound volumes of *Don Quixote* in recognition of the University's centenary.

132 On special request, Queen Sonja was taken on a guided tour through the UP art collection displayed in the Rectorate's foyer. This visit preceded the official opening by King Harald of a seminar in the UP Senate Hall entitled "States in fragile environments: common engagement for conflict resolution and development" that was hosted by the South African Institute of International Affairs (SAIIA) in collaboration with the Norwegian Embassy and the University.

133 Official visits between 2007 and 2009, listed alphabetically.

134 The award ceremony was well attended by about 250 people. These included senior Singaporean government dignitaries, the South African Ambassador to Singapore and several senior executives from a number of corporate companies with which the Gordon Institute of Business Science (GIBS) had developed strong business relationships over the preceding years. Also present were 65 final-year MBA students and seven academic and other staff members of GIBS, who were all participating in a ten-day global elective in Asia as a compulsory part of the two-year MBA degree. For further information see University of Pretoria, 2012:101–103.

135 The implementation of the New Management Model in 2008 emphasised international relations as one of the Vice-Chancellor and Principal's priorities.

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Other examples of the increasing international involvement with UP at institutional level were the numerous foreign delegations, especially from universities, who paid official institutional visits to UP and met with the Vice-Chancellor and Principal. Between 2006 and 2009, these included delegations from the Belgorod State University (Russia), Georgia Institute of Technology (USA), Sahid Beheshti University (Iran), Sogang University (Korea), University of Auckland (New Zealand), University of Budapest, University of Hungary, University of Michigan (USA), University of Newcastle (Australia), University of North Carolina (USA), and several other universities in China, Libya, Sweden and the USA. Other visitors included a delegation of vice-chancellors and senior managers from Ethiopian universities, a Sudanese delegation, an Australian delegation to the Faculty of Education, and Dr J (Jesús) Arzamendi of the Ibero-American University Foundation (FUNIBER).[136]

Geographic focuses

The internationalisation thrust was supported by a focus on and understanding of the different international regions that were of value to UP[137] for forming academic and other strategic ties. Thus, the issue of identifying the most appropriate countries and regions on which UP was to concentrate its focus was placed on the agenda of several strategic planning meetings and was subject to lively debate during the early stages of the period under review. The regions included North America and Europe as a whole, Africa and the Middle East, China, India, Japan, Singapore, Malaysia, Australia, New Zealand and South America.

The final outcome in 2008 was to retain and further develop UP's existing strong ties with the traditional European and North American universities, and to extend friendship and collaborative ties with new emerging regions and countries that were progressively becoming important global role players politically and economically. Moreover, the importance of forming strong sustainable networks within the African continent as a whole, but more specifically in the SADC region, was emphasised. The African countries were a significant source of postgraduate and postdoctoral students and, in some cases, also undergraduate students. It was envisioned that articulated and organised recruitment structures had to be developed together with points of presence in various African countries, but also that these actions had to be linked to either existing or developing collaborations.

The University's campus companies, particularly Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP) (as well as its subsidiary Consulta) and Continuing Education at University of Pretoria Trust (CE at UP) were expected to strengthen and enhance their existing successful business ventures in Africa. Thus, the following regions were identified for the initiation of new strategic and productive partnerships:

- **North America and Europe (including Scandinavia, Central Europe and Russia):** As most of the world's best universities were located in these regions at the turn of the century, they remained very important. The strong traditional ties built up with them throughout UP's 100 years of existence were to be maintained, enhanced and expanded. The increasing importance of Scandinavian countries, including their contributions as financial donor countries, was recognised, as were those of countries in Central Europe and Russia in particular. The importance of approaching the European Union (EU) and EU structures for support in maintaining these relationships was recognised.

- **Africa and the Middle East:** The University's vision statement identified the importance of playing a prominent role in Africa, particularly in the SADC region. Thus, as UP already contributed to NEPAD,[138] it would endeavour to strengthen opportunities to collaborate with universities on the African continent, taking into account that these linkages would have to be sustainable. The nature of the cooperation would include research, teaching and learning, community engagement, exchanges of students and staff, as well as formal institutional collaborations.[139] It was felt that UP should assertively engage in the activities of associations such as the Association of African Universities (AAU)[140] and SARUA.[141] The African countries were a significant source of postgraduate and postdoctoral students and, in some cases, also undergraduate students. It was envisioned that articulated and organised recruitment structures had to be developed together with points of presence in various African countries, but that these actions had to be linked to either existing or developing collaborations.

- **Australasia (particularly China, India, Japan, Singapore and Malaysia, Australia and New Zealand):** It was appreciated that many lessons could be learned from the emergence of Asia and the Pacific Rim in the economic success of those countries, and their respective scientific discoveries and innovations in higher education. China, India and Japan were already, or were fast becoming, world powers, and Singapore was almost a unique phenomenon in its own right.[142] The importance for UP to explore the possibilities of establishing links and collaborative activities in these geographic regions was identified as a priority. It was also important that UP should not lose its competitive advantage with its significant degree of goodwill from China, brought about by the Chinese President's speech and visit to UP in February 2007.

136 FUNIBER was dedicated to in-class and online education.

137 These were identified on the strength of their strategic value to UP, what it could learn from them, what meaningful impact UP could exert in the region, existing similarities of interests in any given sphere of scholarly pursuits or development and existing interest to collaborate with UP.

138 NEPAD was an economic development programme of the African Union. Founding member countries included Algeria, Egypt, Nigeria, Senegal and South Africa. It was adopted by African heads of state and government of the Organisation of African Unity (OAU) in 2001 and was ratified by the African Union in 2002 to address Africa's development problems within a new paradigm. NEPAD's main objectives were to reduce poverty, put Africa on a sustainable development path, halt the marginalisation of Africa and empower women.

139 A regional agreement, the SADC Protocol on Education and Training, came into force just before the start of the period under review (31 July 2000) and aimed to promote greater cooperation in education, from basic to lifelong education, research and publishing, and library resources. It, for example, required member countries to reserve 5% of tertiary admissions for students from SADC countries, to regard such students as home students in terms of fees and accommodation, and to work towards the elimination of immigration formalities, as well as the harmonisation of University entrance requirements and curricular structures.

140 The AAU is an international non-governmental organisation that was founded in Morocco in 1972 by the universities in Africa to promote cooperation among themselves, and between them and the international academic world.

141 The Southern African Regional Universities Association (SARUA) was founded in 2005. It was a membership-based organisation that was open to all the public universities of the 15 countries that made up SADC. Its aim was to strengthen the leadership and institutions of higher education in Southern Africa, to thereby enable the higher education sector to make a significant contribution to national and regional development. UP became a member in 2008.

142 In contrast to other countries, Singapore was a city state with very few natural resources.

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At the time that UP was identifying important geographical areas on which to concentrate, the Gordon Institute of Business Science (GIBS) had already paved the way for these initiatives, and staff members were annually accompanying their final-year MBA students on study tours to Singapore and other countries in South-East Asia.

Japan was regarded as the economic powerhouse of the East during the period under review and, accordingly, several partnership initiatives and exchanges were instituted. These followed on a national presidential agreement between South Africa and Japan for assistance in the field of education, with the sciences and technology as an initial focus. Inter-institutional agreements with Ritsumeikan University and the Ritsumeikan Asia Pacific University (in 2003), Naruto University of Education (in 2002) and Hiroshima University (in 2005) were a consequence of this relationship, with joint activities continuing beyond 2009. An example of the latter is the Africa-Asia dialogue led by the Centre for International Cooperation in Education at Hiroshima University.[143]

Inter-institutional agreements with universities in China included Peking University (in 2000), Liaoning Technical University (in 2001), the Agricultural University, Guangzhou of South China (in 2008), the University of Electronic Science and Technology of China (UESTC) (in 2008), the Beijing Institute of Technology (BIT) (in 2009) and Nanjing Audit University (in 2009).[144]

Australia and New Zealand were included in the eastern geographical region for purposes of UP's internationalisation strategy. Both these countries shared many historical, cultural and economic ties with South Africa, and had some excellent universities. Furthermore, many alumni of UP had emigrated to reside in these countries after 1994. An inter-institutional agreement with the University of Newcastle (in 2008) was followed by an agreement with the Edith Cowan University in 2010.

- **South America:** Although South America had traditionally not been a geographic area in which UP had had significant international interaction, the South-South political initiatives that were gaining momentum, including the India-Brazil-South Africa (IBSA) initiative, justified that UP should actively develop better relations with universities in South America, especially Brazil and Argentina.

UP international cooperation agreements

In drafting both the strategic plans of the period under review, UP appreciated that any university's international reputation and stature are, to a large extent, determined by the esteem of its leading academics in the eyes of their international peers and that international links were invariably forged via this route. At a relevant strategic planning meeting among the Executive, deans and directors at the end of 2005, emphasis was placed on the importance of ensuring that formal international agreements were concluded and managed at institutional level (as opposed to that of individual research groups and/or faculties). It was furthermore decided that these agreements were not to be limited merely to the signing of documents by representatives from the two universities involved, but had to be based on actual academic exchanges in which academic champions from both sides were identified. These formalised international links were not only in the best interest of the University, its students and its staff, but could inevitably also lead to the securing of external funding with the potential of benefitting the University directly. Thus, establishing and maintaining links with foreign donors and funding agencies were of prime importance for UP. These were to form part of the responsibilities of the international relations office and were to be concluded within the framework of the official policy document, Policy and Procedure for Collaboration with other Universities and Organisations.

At the beginning of 2001, institutional agreements had already been signed with close to 40 foreign universities and scientific institutions. Over the subsequent decade, the University intentionally expanded the number of international agreements. These were often initiated by the Vice-Chancellor and Principal or members of the Executive, but were then further formalised and managed by individual academics, assisted by the international relations office at the time.

An analysis of the number of international institutional agreements signed per year, with reference to the identified geographic regions, from 2001 to 2009, is set out in **Table 3.19.**[145]

This table illustrates a significant increase in the total number of new agreements (from 38 to 136) over the period under review, with a significant annual increase as from 2008.[146]

143 This was initially a UNESCO-funded programme, which continued well beyond 2009.

144 An agreement with the Northeast Normal University of China (NENU) was signed in February 2010.

145 These numbers refer only to international institutional agreements and do not include agreements that were specific to a person, department or faculty.

146 This increase serves as an indication that the internationalisation drive built up momentum over time.

Table 3.19: Number of international institutional agreements signed between 2001 and 2009

REGION	<2001	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
A	26	6	2	3	8	9	7	7	15	11	**94**
B*	7	7 (3)	0	2 (1)	2 (1)	0	1 (1)	1 (1)	1 (1)	0	**21**
C	4	1	0	1	0	1	1	1	3	3	**15**
D	1	0	0	0	1	0	0	1	0	3	**6**
TOTAL	**38**	**14**	**2**	**6**	**11**	**10**	**9**	**10**	**19**	**17**	**136**

Legend:

A: North America, Europe (including Scandinavia, Central Europe and Russia)
B: Africa and the Middle East
C: Australasia (particularly China, India, Japan, Singapore and Malaysia, Australia and New Zealand)
D: South America

** Numbers in brackets refer to agreements with institutions in SADC countries*

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Further analyses of the data confirm the high level of existing and expanding international agreements (read as "academic involvement"[147]) between UP and both its traditional and newly acquired partners in Western Europe and North America, and the gradual yet significant development of academic networks in the identified new emerging regions and countries. Although strong academic ties existed between academics in numerous departments and faculties of UP and their peers in the United Kingdom, Australia[148] and Canada, the number of new institutional agreements forged in these regions was (still) limited.

A similar situation existed with scientists in Israel with whom no formal institutional agreements had yet been signed, but where longstanding academic cooperation existed between the Faculty of Natural and Agricultural Sciences and the Ben-Gurion University of the Negev. The number of international agreements with institutions in Africa, though small, grew steadily throughout the decade, and those within SADC were forged mostly after 2003. The majority of the new agreements signed with institutions in the previously identified Eastern European region, Scandinavia and the Baltic region, and in Asia[149] and the Middle East were mostly obtained after 2005/06. Three of the six agreements with institutions in South America were only signed in 2009.

International visits by the end of 2009

Data per faculty of the number of UP's international contacts (outbound and inbound visits) during 2009 was received from the DCIR, which identified specific trends by the end of 2009.[150]

These include the following:

- Europe and North America remained the dominant regions with which contacts were made by all the faculties of UP.
- Africa featured mostly in the faculties of Law, Natural and Agricultural Sciences, and Veterinary Science, and to a lessor degree in the Faculty of Engineering, Built Environment and Information Technology. In the faculties of Education and Humanities, a growing interest in the African continent was observed.
- University-wide, very limited or no interest in South American countries existed by the end of 2009, except for the Faculty of Natural and Agricultural Sciences and, to a lesser extent, the Faculty of Veterinary Science.
- Looking at information on the University per se, the data on inbound, as well as outbound visits to Asia and the Middle East illustrates an overall active university-wide interest, as the total number of contact activities between UP and this region was quite significant, and compared favourably to those contacts with Africa, the USA and Canada. As mentioned above, the involvement of GIBS in the Middle East and Asia was already significant.

These trends correspond well with those illustrated in the analysis of the number and specific geographic location of new institutional agreements signed per year with international institutions in the preferred regions (as illustrated in **Table 3.19**). This suggests that some of these visits culminated in the formalisation of relationships.

International students

The importance and advantage of hosting students from abroad at the University was, of course, recognised even before 2000, but at that time, access had been hampered by the prevailing language policy with the historic preference for Afrikaans as the language of tuition at UP. International students from The Netherlands and Belgium, who were proficient in Dutch or Flemish, did not experience s ignificant problems with studying in Afrikaans. Furthermore, in cases where postgraduate courses were taught on a one-to-one basis, or to small groups of students by academic staff who themselves were well-versed in English or the relevant foreign language, access to UP was not impeded in, for example, the faculties of Theology, Health Sciences, and Natural and Agricultural Sciences, and certain departments in the Faculty of Humanities.[151]

The number of registered foreign students[152] at UP, both undergraduate and postgraduate, from 2001 to 2009 is illustrated in **Table 3.4.**[153] As shown in the table, the total undergraduate international student corps roughly tripled from 516 in 2001 to 1 723 in 2009. In the postgraduate international student corps, numbers more than doubled from 640 in 2001 to 1 602 in 2009). This correlated with the University's more focused internationalisation strategy. By 2009, the University had 3 377 international students enrolled and it participated in a number of exchange programmes with other institutions across the world.

The University's campus enterprises, specifically BE at UP and CE at UP, had active operations in almost half of the countries in Africa.[154]

Table 3.20: UP Staff Exchange and Postgraduate Study Abroad scholarships

Academic year	Allocated amount	Successful staff applications	Successful postgraduate student applications
2001*	R263 535	6	9
2002*	R585 170	13	16
2003*	R80 000	3	2
2004*	R397 788	7	12
2005	R400 188	3	20
2006	R542 166	5	23
2007	R398 104	3	16
2008	R952 250	10	19
2009	R818 047	6	15
Total	**R4 437 248**	**56**	**132**

** Records for these periods could be incomplete*

147 These agreements were forged on condition that they were managed by academic champions identified at each university involved in the respective agreements.

148 The departments of Physics and Geology in the Faculty of Natural and Agricultural Sciences.

149 The Department of Geology and the Faculty of Engineering, Built Environment and Information Technology forged informal cooperative relations with counterparts in India.

150 The interpretation of this data is limited by both the narrow time period (from 2006, when the preferred geographic regions were finalised, to the end of 2009) and uncertainty about its comprehensiveness.

151 For example, the Department of Afrikaans.

152 See Chapter 3.2.1: Students: International students.

153 Numbers do not include foreign students who had permanent residence or those who had discontinued their courses.

154 See Chapter 5.4: Campus Enterprises.

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Administrative support for international students

The importance of ensuring a streamlined, focused and efficient overall service to the growing number of international students[155] and staff members was identified as a matter of urgency, especially in light of the additional advantage of their potential future roles as ambassadors for UP upon their return to their countries of origin. The decision in 2003 to split the IAO into two separate divisions[156] resulted in all the activities and specific support staff posts concerned with international students being ring-fenced as the International Students Division and placed in the newly created CSC. This was a timeous decision as there was a significant increase in the number of full-time international students, elective students, foreign postgraduate and postdoctoral students, as well as UP students who applied for studies abroad. Additionally, a one-stop service for these students was more attainable in the CSC.[157]

Financing the international exposure of UP staff and students

An important aspect of UP's internationalisation initiative was its obligation to ensure that opportunities arose for its staff and students to enjoy international exposure. This not only refers to UP staff and students going abroad, but also to receiving foreign staff and students on its own campuses. Thus, during the period 2001–2009, increasing funds were made available for both inbound students and academics from abroad to whom their UP peers could be exposed locally, or for outbound UP students and academics who wished to go abroad themselves.

In 2001, funding to the value of R400 000 was allocated for the first time as bursaries for international PhD students who wished to further their studies at UP.[158] In the subsequent years, the funds available to support inbound doctoral students rose to R23.5 million in 2009, and an additional amount of R4.6 million was allocated to support postdoctoral fellows.

Despite the decline in state funds available for attending international scientific congresses and the depreciation in value of South African currency, the number of visits abroad by lecturers and researchers gradually increased. This was partly due to the fact that the University allocated funds to support academics and had increased the funds for conference attendance (on condition of participation).

International exposure was not only limited to visits abroad, but also included opportunities to study and/or obtain further qualifications abroad.

The significant value and advantage of an international postgraduate qualification for any South African academic had always been acknowledged. However, opportunities to obtain foreign qualifications were not readily available due to financial and cultural reasons.

Notwithstanding this, there was always a core of UP academics with postgraduate qualifications received abroad, and who actively participated in academic discourse at international academic gatherings. Funding for these endeavours had come from various (non-UP) sources. By the end of 2009, a survey of the number of UP full-time academic staff with postgraduate degrees from foreign universities, but who had first studied in South Africa, indicated a total of 160 academics. This number does not include the many academics who had attended courses, or had spent prolonged periods as visiting fellows or scientists at academic institutions internationally without obtaining formal degrees or diplomas. As UP had traditionally not funded its academics for international qualifications, this was an obvious area to address as part of UP's internationalisation initiative.

The IAO administered the UP Staff Exchange and Postgraduate Study Abroad scholarships (see **Table 3.20**). Between 2001 and 2009, 56 scholarships were awarded to academic staff and young researchers who wanted to enhance and strengthen their research collaboration with top researchers and academics in their specific fields at top-rated universities abroad. A total of 132 postgraduate students received scholarships to travel abroad to conduct research for their respective research programmes at identified universities abroad and established long-term relationships with these colleagues. UP provided nearly R4.5 million for this purpose.

Valuable strategic relations were established as a result of these exchanges over a period of time. By 2009, UP had signed 120 institutional agreements. This paved the way for strong, active research relations between UP and these institutions and fee waivers for students visiting them on semester exchanges, as well as faculty members visiting these institutions for research or lecturing purposes.

Faculty websites

The UP website carried information on courses available to international students. At the beginning of 2010, an independent analysis of the accessibility and user-friendliness of the websites of UP's faculties[159] indicated that, on the whole, those that had been developed and placed on the UP homepage in the period 2001–2009 compared favourably with the websites of other leading South African universities. It also determined that the UP website was even more user-friendly than the sites of many major foreign universities. However, in order to provide sufficient important information to potential foreign students, the report recommended a few areas in which the faculty websites could be improved to compete with recognised international universities. This was taken into account in later updates of the University's website.

Furthering the effectiveness of internationalisation after 2008

As could be expected, implementing the University's internationalisation initiatives required action by various individuals and entities in different capacities. In recognition of this fact, several initiatives were subsequently rolled out by the various faculties, GIBS and support service departments, some of which are referred to in the relevant sections in Chapter 4 and Chapter 5 of this publication. However, this section focuses only on internationalisation initiatives at institutional level.

As mentioned above, once the New Management Model[160] had been implemented in 2008, the responsibility at the executive level for finally developing and implementing a UP internationalisation strategy became the responsibility of Prof RM Crewe as Vice-Principal: Research and Postgraduate Studies. The University's existing policies, as well as the successes and challenges of the internationalisation initiatives of the preceding years, were thoroughly

155 The number of foreign students rose from 257 in 1990 to about 450 full-time students in 1997. By 2000, UP had more than 800 international students, which increased to just over 3 000 by the end of 2009.

156 See Chapter 5.8: Department of Corporate International Relations.

157 See Chapter 5.5: Client Service Centre.

158 The University was also the first South African university to offer a study bursary to a United Nations-certified refugee student. In 2002, a second of these bursaries was allocated.

159 The analysis was done by Mr G (Gus) Waschefort, a postgraduate student with Prof CH (Christof) Heyns.

160 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

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evaluated and analysed. In March 2008, Prof RM Crewe tabled a revised overall internationalisation strategy to the Executive.

In his document, Prof RM Crewe identified the various stakeholders,[161] as well as the need for well-managed cooperative arrangements between all the relevant role players for a successful outcome of the formal UP internationalisation initiative. The document was accepted, as were its proposals, and the UP Executive would endorse the further development of a comprehensive UP Internationalisation Strategy, based on the principles and concepts described in the abovementioned document. However, this would first require further consultation with the various role players (including the deans and the relevant directors) before the strategy could be concluded. Executive responsibility for the DCIR was to remain positioned in the office of the Vice-Principal: Research and Postgraduate Studies.

In April 2009, a high-level review was published by KPMG (KPMG, 2009) on the official policy and processes involved in UP's implementation of agreements between it and other international universities and organisations. It identified potential areas for improvement to increase the functionality and efficiency of the DCIR.[162] In March 2010, a report was compiled by an external consultant, Prof J (John) Duncan, entitled "Development of an integrated strategy for internationalisation at the University of Pretoria" (Duncan, 2010). In response to one of the recommendations of the latter report, the Executive appointed a special task team on 30 April 2010.[163] The task team was mandated to propose a comprehensive strategy or a working framework on internationalisation for UP by using recommendations contained in the Duncan report as a guide, but also taking into account what would be functionally viable and of strategic value for the University. The report of the task team (Heyns, 2010) was presented to Prof RM Crewe in August 2010.[164] However, as this initiative and concomitant report fall beyond the time frame of this publication, further discussions on this matter should form part of *Ad Destinatum VI*.

3.4.2 INTERNATIONAL RANKINGS AND LEAGUE TABLES

Historical overview

The ranking of universities in the USA was first carried out in 1980, followed by the UK in 1990.

However, once the academic ranking of universities worldwide was established in China in 2003, the global prominence of ranking became another manifestation of international competitiveness. As none of the various methodologies in use at the time were flawless, none of these were fully acceptable. Variations existed with regard to specific aspects of institutions that were identified for comparison, as well as the different weightings ascribed to each. Furthermore, none of the methods had a universally acceptable way of measuring teaching (Holmes, 2012).

The ranking position of institutions was influenced by their own institutional strategic priorities. For example, during the first decade of the century, the University of Cambridge usually topped the Quacquarelli Symonds (QS) rankings due to its good reputation for research, Harvard University was first in the Shanghai rankings because it produced more of almost everything that was assessed, while the California Institute of Technology (Caltech) led in the new Times Higher Education world university rankings due to an emphasis on quality rather than quantity.

Relevant ranking indexes: 2001 to 2009

Even though the international academic ranking of universities was only introduced globally in 2003, it became an unavoidable part of institutional academic life.

As this has not been included in previous volumes of *Ad Destinatum*, a concise description of the prominent ranking systems used is included below. These numbers indicate that UP was increasingly making its mark as an international contributor to research in South Africa. How UP fared in these ranking indexes is also indicated.

Shanghai Jiao Tong ARWU rankings

The Academic Ranking of World Universities (ARWU) was introduced by the Shanghai Jiao Tong University in China in 2003. The ARWU was heavily skewed towards the natural sciences. The fields that were noted and the associated weightings ascribed to each field were as follows:

- **Alumni** (number of Nobel laureates and Fields Medal recipients among alumni as an indicator of education quality) – 10%
- **Awards** (number of Nobel laureates and Fields Medal recipients among current staff members as an indicator of academic quality) – 20%
- **HiCi** (highly cited researchers as an indicator similar to above) – 20%
- **N&S** (the number of publications in the journals *Nature* and *Science* as an indicator of research stature) – 20%
- **Sci** (the number of articles indexed in the expanded Science Citation Index, the Social Science Citation Index and the Arts and Humanities Citation Index, also as an indicator of research output) – 20%
- **Size** (the sum percentage of five indicators per ARWU academic staff member as an indication of academic performance in relation to size) – 10%

UP featured in the Shanghai Jiao Tong rankings of the world's top 500 universities from 2003 until 2008, together with UCT, Wits and UKZN. **Table 3.21** illustrates the ranking of these four universities in these league tables.

161 The stakeholders were the Vice-Chancellor and Principal, members of the Executive, the Department of Institutional Advancement, the Department of Residence Affairs and Accommodation, as well as other specific support service departments, such as the departments of Corporate Communication and Marketing, Campus Enterprises, Finance, Human Resources, Information Technology Services, the Procurement Unit, the Quality Unit, TuksSport and UP Arts.

162 These included the identification of a specific coordinator per faculty who could liaise with the DCIR, the optimisation of the staff complement of the latter and improved management of registers of formal agreements with external universities and organisations.

163 The special task team consisted of Prof CH Heyns (chairperson), Prof SV (Somarie) Grey (secretary), Prof BD (Brenda) Wingfield, Prof C (Chika) Sehoole, Prof HF (Hennie) Stander, Prof JAW (Koos) Coetzer, Prof M (Mokubung) Nkomo, Prof N (Nick) Binedell, Prof NJ (Niek) Grové and Prof T (Thoko) Majozi – all senior members of staff who, in their own rights, had strong international profiles in their respective fields of expertise.

164 Relevant information from this report has been included in the text of this chapter.

Table 3.21: World rankings of the South African universities listed in the ARWU league tables (2003–2009)

University	WORLD RANKINGS				
	2003	2004	2007	2008	2009
UCT	276	248	202–301	253	201–302
Wits	498	397	302–403	398	303–401
UP	446	486	404–502	487	N/A
UKZN	488	474	404–502	475	402–501

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Unfortunately, in 2009, UP narrowly missed the Shanghai Jiao Tong ranking lists. It slipped off, together with 23 other universities, whereas 16 new universities were added. No Chinese university fell off the list. Not having a Nobel laureate in science as an alumnus constantly penalised UP with 30% to 50% of the total score, but it held its own in the other categories for which short-term strategies were effective. In the size category, UP and UKZN were penalised because they were significantly larger than UCT and Wits, which influenced their output per full-time equivalent (FTE) academic.

Scopus: citations and international patents

By 2009, Scopus was the largest abstract and citation database of research literature, covering 29 million abstracts and 15 000 peer-reviewed titles from more than 4 000 publishers. As such, the Scopus database was becoming an increasingly important one. The number of publications, citations and international patents produced by UP and recorded in the Scopus database showed a notable increase during the period 2004–2009. This is indicated in **Table 3.22**.

This increase was a direct positive result of the University's focused strategy of improving both the quantity and the quality (and impact) of its research output.[165]

A cumulative comparison of the outputs of the research and patents in the Scopus database within the top five universities in South Africa between 1996 and 2009 is given in **Table 3.23**. The quantity and quality (impact) of UP's research outputs improved significantly in response to a focused strategy to improve these outputs between 1996 and 2009.

Table 3.22: Scopus affiliation for the University of Pretoria (2004–2009)[166]

	2004	2005	2006	2007	2008	2009
Scopus number of documents published	916	1 013	1 157	1 120	1 278	1 433
Scopus number of citations	14 149	16 731	14 100	13 098	12 305	13 182
Scopus number of international patents (cumulative)	21	26	32	32	36	

Table 3.23: Comparison of the cumulative outputs of the research and patents within the top five universities in South Africa, 1996–2009 (Scopus)

UNIVERSITY	UCT	WITS	UP	UKZN	US
Articles	14 548	11 898	10 096	10 045	9 746
Patents	76	45	40	27	34

Institute of Scientific Information (ISI) field rankings

The ISI institutional ranking was another measure of a university's research performance and stature and was already a highly respected citation index by 2001. Scientific research fields were identified in which the respective institution had recognised prominence.[167] As illustrated in **Table 3.24**, there were six such fields in which UP was internationally prominent in 2009: clinical medicine, plant and animal science, the environment and ecology, engineering, agricultural sciences and the social sciences (included in 2008).

The percentage of the University's articles that were published in journals indexed in the ISI increased from 48% in 2006 to 54% in 2007 and 65% in 2008. Also indicated in **Table 3.24** was the increase in the number of papers, citations and citations per paper.

UP's ranking within South Africa and internationally regarding the six identified ISI fields, as well as those of the other five South African research institutes in 2009, is illustrated in **Table 3.25** and the position of South African universities in the ISI Essential Science Indications (top 1% of institutions globally), as recorded on 14 January 2011, is illustrated in **Table 3.26**, which further confirms that UP was succeeding in its goal.

165 The University had actively encouraged researchers to publish in journals that were indexed by important databases, such as Scopus.

166 As on 12 August 2015. Missing data not available.

167 Prominence was defined as the degree to which the institution had produced at least 1% of the research in a particular field globally.

Table 3.24: The University of Pretoria's ISI field rankings for 2006 and 2009

	PAPERS		CITATIONS		CITATIONS PER PAPER	
	2006	2009	2006	2009	2006	2009
Agricultural sciences		199		907		4.56
Clinical medicine	508	574	3 921	5 116	7.72	8.91
Engineering	463	544	1 143	1 599	2.47	2.94
Environment/Ecology	427	497	2 754	3 955	6.45	7.96
Plant and animal science	1 682	1 921	6 406	9 141	3.81	4.76
Social sciences, general		283		534		1.89
All fields	5 401	6 311	25 045	34 018	4.64	5.39

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Table 3.25: ISI field rankings of UP as compared to closest/best other South African universities and internationally in 2009

Field	UNIVERSITY OF PRETORIA		OTHER SOUTH AFRICAN UNIVERSITIES		
	South African ranking	International ranking		South African ranking	International ranking
Clinical medicine	5	788	UCT	1	337
Plant and animal science	1	69	UCT	2	138
Environment/ecology	2	150	Wits	1	86
Engineering	1	407	Wits	2	529
Social science, general	3	341	Wits	1	712
Agricultural sciences	1	218	MRC	2	297
All fields	3	6 644	UCT	1	8 964

Table 3.26: Position of South African universities in the ISI Essential Science Indicators (top 1% of institutions globally) in 2009/10 (as on 14 January 2011)

UNIVERSITY	INDICATOR
UCT	424
US	660
Wits	622
UP	818
UKZN	1 660
Total number of institutions in ISI indicators	4 419

Times Higher Education Supplement's top 200 universities

The following categories were accounted for in the Times Higher Education Supplement (THES) rankings:

- Peer review (40%)
- Employer review (10%)
- Student-staff ratio (20%)
- Research excellence (20%)
- International staff (5%)
- International students (5%)

The 1 300 academic peer reviewers that participated in the first two categories came from top institutions in 88 countries in Europe, the Americas and the Asia-Pacific region.

The geographic spread emphasised the importance of the global visibility and positioning of the respective universities.

The THES ranking included the top 200 universities, but also gave recognition to the next 200 (thus up to No. 400). Its partner in compiling these rankings, QS, then supplied additional information on the remaining universities that fell within the 401–600 range. The latter range was recorded in alphabetical order.

As illustrated in **Table 3.27**, UCT was the only South African university in the top 200 of the THES list from 2007 to 2009. The construction of these rankings was a clear indication of the importance of internationalisation for UP, and of its need to follow an articulated internationalisation strategy to gain international exposure.

Table 3.27 provides the data as on 7 February 2011.

Table 3.27: The THES-QS global ranking of top 500 universities in Africa from 2003 to 2009

UNIVERSITY	2003	2004	2007	2008	2009
Cairo			508	401–500	401–500
UCT	276	248	200	179	146
KZN	488	474	487	401–500	501–600
UP	446	486	469	501–600	401–500
Wits	498	397	282	319	321

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Webometrics rankings

The Webometrics ranking was developed by Cybermetrics Lab, a research group of the Centro de Informacion and Documentacion (CINDOC) of the National Research Council (CSIC) in Spain. Its aim was to improve the profile and positioning of higher education institutions in developing countries, and particularly in non-English-speaking developing countries such as those in South America. The ranking encouraged universities to improve their institutional websites as part of an improved self-profiling initiative. The ranking process then assessed the availability of the relevant information on their websites.

Table 3.28 shows the Webometrics rankings of various South African universities and the frontrunners in Africa. The focused attention given to the University's website ensured that UP's position on the African continent improved from fourth (in 2008) to third (in 2009), and its world ranking in this aspect improved from 734th to 714th. Webometrics also measured the research institutes' standing with regard to their electronic depositories. **Table 3.28** provides the data as in July 2008 and February 2010 respectively.

Table 3.28: Webometrics rankings for African universities in 2008 and 2009

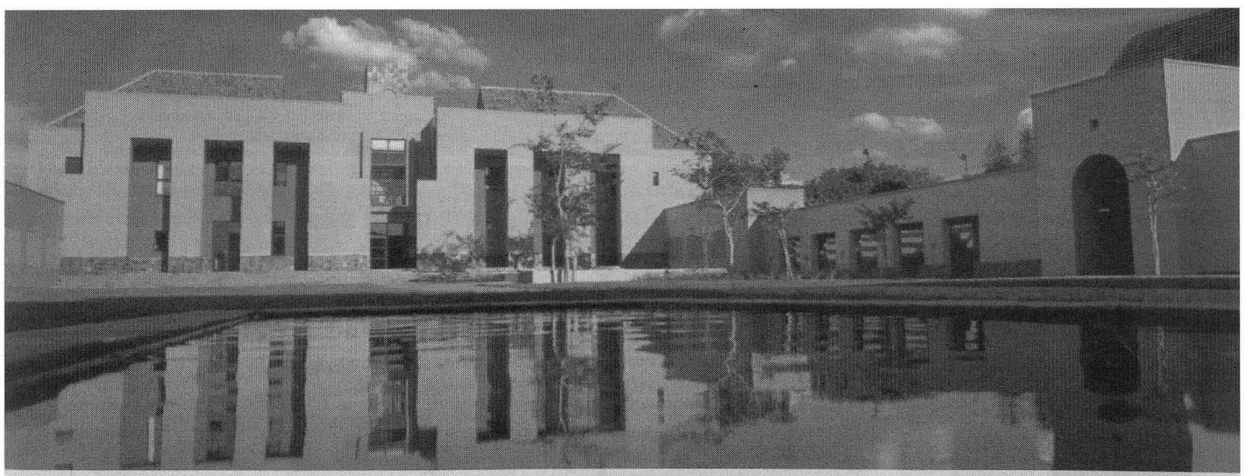
2008		University	2009	
Continental rank	World rank		Continental rank	World rank
1	385	**University of Cape Town**	1	359
2	654	**University of Stellenbosch**	2	697
4	734	**University of Pretoria**	3	714
3	722	**Rhodes University**	4	800
5	831	**University of the Witwatersrand**	5	977
7	1 313	**University of KwaZulu-Natal**	6	1 117
6	1 218	**University of the Western Cape**	7	1 202
9	1 654	**American University in Cairo**	8	1 276
11	2 934	**Cairo University**	10	1 627
10	2 145	**Nelson Mandela Metropolitan University**	11	1 749

Ranking of business schools

In addition to institutional rankings, other rankings were also of importance. One of these was the ranking of business schools. The University was pleased to note that, since 2004, its business school, the Gordon Institute of Business Science (GIBS), was ranked as one of the world's top 50 providers of executive management education by the *Financial Times* in London every year until the end of the period under review. It was also the only African business school to be included. The year 2009 marked the sixth consecutive year that GIBS attained such a top 45 ranking. In 2009, it also received a PMR Diamond Award that ranked it as the leading business school in South Africa. This was based on an annual national survey of accredited business schools in South Africa that offer MBA degrees.

Conclusion

By 2009, UP had featured in all the prominent international assessments of global research universities and had succeeded in showing an increase in research productivity. However, with rising levels of research intensity globally, it was difficult to maintain its position in the international rankings.



The Gordon Institute of Business Science in Illovo.

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3.5 LOCAL RELEVANCE

The University continued to appreciate and openly state that its aspirations to become an internationally recognised research university could not be at the cost of its local (South African) and African relevance and impact. In that vein, UP operated two additional satellite campuses during the period under review to focus specifically on community outreach activities. These were the Hammanskraal Campus from 1993 until 2006, and the Mamelodi Campus from 2004 until beyond 2009.

3.5.1 HAMMANSKRAAL CAMPUS

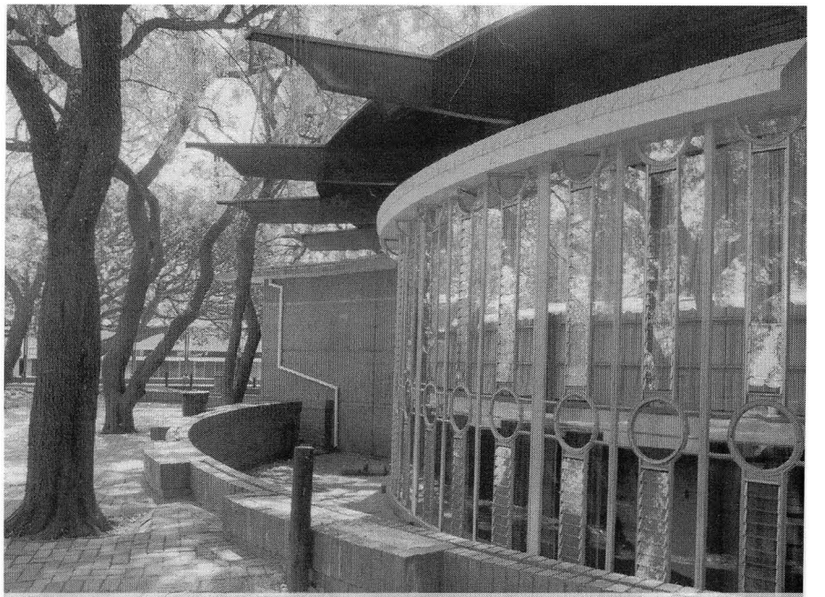
Because UP's acquisition of the Hammanskraal Campus has received very scant coverage in previous volumes of *Ad Destinatum*, concise reference to the situation up to 2001 is called for in this publication.

Historical overview

The University's Hammanskraal Campus was situated 50 km north of Pretoria in the City of Tshwane Metropolitan Municipality (CTMM). Although the campus was located in a rural area, it was surrounded by modern amenities[168] and boasted a significant array of facilities that made it the perfect first base for the University's community-based education initiatives. Its facilities included seven different lecture venues, as well as overnight and recreational facilities[169] that could offer accommodation to 175 overnight students or guests and up to 450 day visitors.

Traditional African culture was found in a circular chapel that could host 250 persons. This was in sharp contrast to the other rectilinear buildings, as were the adornments, which included wood carvings by an unknown African artist and the "Stations of the Cross" by the African artist Sydney Khumalo. The campus's facilities were within close walking distance of the Jubilee Hospital and the Dominican School for the Deaf.

Around 1993, the University's Faculty of Medicine[170] became aware of the availability of the Hammanskraal Training Centre.[171] At this time, the Faculty was looking for suitable facilities to formally implement community-based education, which formed part of its new outcomes-oriented and integrated medical education curriculum. The close proximity of the Jubilee and Mmamatlake hospitals, as well as the primary health care clinics of Mathibestad, Makapanstad, Temba, Bosplaas and Matjineng, identified this site as an ideal base to satisfy the Faculty's needs, and also offered UP the opportunity of actively becoming involved in government's Reconstruction and Development Programme (RDP).



The chapel on the University of Pretoria's Hammanskraal Campus.

Despite not having budgeted for it, Council's permission was obtained for the speedy acquisition of the property in November 1993,[172] which subsequently became known locally in and around Hammanskraal as the University of Pretoria-Hammanskraal Campus. The fact that the campus was situated in a diverse environment, which comprised squatter settlements and industries in a rural area, made it suitable to provide students with medical training that combined theory and practical experience. This would support UP's vision of producing graduates who were well equipped to meet the demands of the South African labour market. Lecturers and students were able to apply their theoretical knowledge to practical situations.

Once the University acquired ownership of the St Peter's Seminary in Hammanskraal from the Dominican Sisters in 1994, the campus was completely renovated and prepared for the arrival of students and guests. Mr J (Jan) Combrinck was appointed as manager and Ms B (Brigitte) Schäffler remained as secretary of the campus administration.

From February 1995, the faculties of Medicine,[173] Education[174] and

168 Health professionals, chemists, banks, a post office, garages and a police station – all within a 2 km radius.

169 These facilities included a games room with table tennis and snooker equipment, a swimming pool with a small lapa, a tennis court, volleyball, basketball and netball courts, an outdoor braai facility (large lapa) and cricket nets.

170 Prof E (Erik) Glatthaar of the Department of Community Health introduced the dean at the time, Prof JV (Jan) van der Merwe, and a team visiting the site to the facility, upon which a proposal for its acquisition by UP was immediately put to the then Vice-Chancellor and Principal, Prof P (Flip) Smit.

171 Before 1994, the Hammanskraal Training Centre (St Peter's Seminary) had been a training centre for black priests of the Dominican Order of the Catholic Church. It had also unofficially housed several African National Congress (ANC) struggle veterans.

172 Prof P Smit received permission from the Mother Superior for UP to buy the property for R18 million. (When negotiations between the City of Tshwane Metropolitan Municipality (CTMM) and UP were initiated in 2006 for the transfer of Hammanskraal Campus to the CTMM, the campus was valued at R25 million with a replacement value of R45 million.)

173 The departments of Family Medicine, Paediatrics, Obstetrics and Gynaecology, and Community Health, as well Nursing, were the first to send students to the Hammanskraal Campus for community-based education programmes. Groups of 35 to 40 students stayed on the campus for up to six weeks, and went to the mentioned hospitals and clinics in and around Hammanskraal in small groups under the leadership of Prof DR (Detlef) Prozesky, Head of the Division of Community-based Education in the School of Medicine.

174 The involvement centred around the presentation of formal education programmes, which included diploma courses in Education Management, Family and Sex Education, the training of day-care mothers, and skills development courses for Biology teachers.

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Law[175] immediately became involved in community-based programmes on the Hammanskraal Campus. The faculties of Dentistry and Veterinary Science soon followed.

Hammanskraal Campus after 2001

By 2001, the Hammanskraal Campus was already widely used as a base from which several faculties' community outreach programmes were run. These included the faculties of Education, Engineering, Built Environment and Information Technology, Health Sciences (the schools of Dentistry, Health Care Sciences[176] and Medicine), Humanities, Law, Theology and Veterinary Science. Where and when active participation and involvement of the communities per se was necessitated, this occurred through advisory committees.

Under the leadership of Mr N (Nelis) du Plessis, a branch of the existing University of Pretoria Law Clinic was established on the Hammanskraal Campus in 2001. This provided legal services to the community. At around the same time, the Centre for the Study of Aids opened its doors at Hammanskraal. Workshops were held on the campus and at local schools, creating awareness of Aids and Aids-related diseases. Both these clinics were still operational well beyond 2009. Furthermore, since 2001, the Department of Production Animal Studies ran a weekly ambulatory clinic to Makapanstad, Ratjiepan, Hammanskraal and the surrounding areas to offer primary animal health care services, mainly to production animals, but also to rural dog owners. Various in-house and external workshops, seminars and other training courses were also presented on the campus, such as those for the training of community nurses and other relevant diploma courses for teachers and entrepreneurs.

Furthermore, the facilities of the Hammanskraal Campus were ideally suited and provided inexpensive venues for indabas ("bosberade"), seminars and other forms of extracurricular training for student and community groups, which included the UP choirs, TuksFM, the South African Students' Congress (SASCO) and the South African Student Volunteers Organisation (SASVO), the annual UP House Committee Camp and church choirs from the community. Breakaway workshops and indabas were also arranged for the University itself (Van Huyssteen and Oranje, n.d), for instance, a full-day transformation workshop was held at the campus in June 2005, during which members of the Institutional Forum presented issues they viewed as priorities regarding transformation at UP.

Equally so, several congresses and conferences were held on this campus over the years for the youth, students, societies and political groups. The campus also hosted a number of international conferences with guests and medical students from all over the world. As from July 2009, Hammanskraal Campus hosted Continuing Education at University of Pretoria Trust (CE at UP) for the training of data capturers from all over South Africa, who were to be employed at various clinics and hospitals.

Notwithstanding the various benefits UP reaped over the years from its activities (curricular as well as non-curricular) at its Hammanskraal Campus, certain factors made it less worthwhile for community-based education and community outreach activities than the Mamelodi Campus that UP had acquired in 2005/06. These factors included the escalating travelling costs for students and staff between Pretoria and Hammanskraal,[177] as well as some problematic security issues, and the overhead costs of maintaining Hammanskraal as a functioning campus of UP. The faculties still involved at Hammanskraal in 2005 included Humanities, Health Sciences, Education, Engineering, Built Environment and Information Technology, Theology, Law, and Natural and Agricultural Sciences. At that time, the University decided to rather develop Mamelodi as the hub for all its community engagement activities,[178] and the activities at Hammanskraal were suspended as from 31 May 2006.[179] UP subsequently redeployed the existing personnel, except for a small skeleton staff complement that provided security and building maintenance. However, branches of UP's Law Clinic and Centre for the Study of Aids continued to operate there well beyond 2009.

In the spirit of the agreement between the CTMM and UP, negotiations were opened for the transfer of the Hammanskraal Campus to the CTMM in exchange for vacant land[180] adjacent to UP's High Performance Centre (hpc) to establish the Tshwane Sports Cluster, in partnership with the CTMM. These negotiations had not been finalised by 2009.[181]

3.5.2 MAMELODI CAMPUS INCORPORATION

Historical overview

As part of his initiatives to transform the higher education sector in South Africa, the Minister of Education, Prof AK (Kader) Asmal announced the merger and incorporations of a large number of higher educational institutions and their campuses. He decreed that the Mamelodi Campus of the former Vista University would be incorporated into the University of Pretoria. The Mamelodi Campus is located 20 km to the east of the Hatfield Campus, in Mamelodi.

The incorporation entailed the following challenges:

- Incorporating the Mamelodi Campus of the erstwhile Vista University as a going concern in accordance with the intentions of the then Minister of Education, as published in *Government Gazette No. 23549* of 21 June 2002 (Republic of South Africa, 2002), in which the Minister indicated the incorporation date as 2 January 2004.
- Amalgamating and unifying two diverse sets of staff and students into one loyal corps of a fully functional university that remained aligned with the strategic plan of UP.
- Developing and implementing acceptable longer-term strategies whereby the Mamelodi Campus would be able to function as a sixth, fully fledged academic campus of UP. These strategies had to take into account the realistic needs and expectations of the broader Mamelodi community, as well as UP's existing vision of becoming one of South Africa's internationally recognised academic centres of higher education, with a commitment to local relevance and impact.

175 As from 1994, the Legal Advice Centre for members of the community was run by the Centre for Human Rights. A law clinic was established that provided legal services to the community.

176 In a striking example of their commitment to community-based education, all five departments of the School of Health Care Sciences established health promotion and health education programmes at four schools in Hammanskraal in 2007.

177 The costs included escalating toll fees on the highway. Furthermore, Hammanskraal was twice as far from Pretoria as Mamelodi.

178 See Chapter 3.5.2: Mamelodi Campus incorporation.

179 Permission was, however, granted for the Azanian People's Organisation (AZAPO) Congress on 23 and 24 September 2006 to be held at the Hammanskraal Campus.

180 The property consisted of Hatfield Erven 499, 500, 505, 506, 511, 512 and 599, and Farm Portion 10, adjacent to the entrance to the LC de Villiers Sport Grounds. The commercial value of the unimproved land (2.99 ha) was deemed to be similar in value to that of the Hammanskraal Campus and a zero cost exchange was therefore proposed.

181 The final Memorandum of Understanding for this transfer was signed in 2016.

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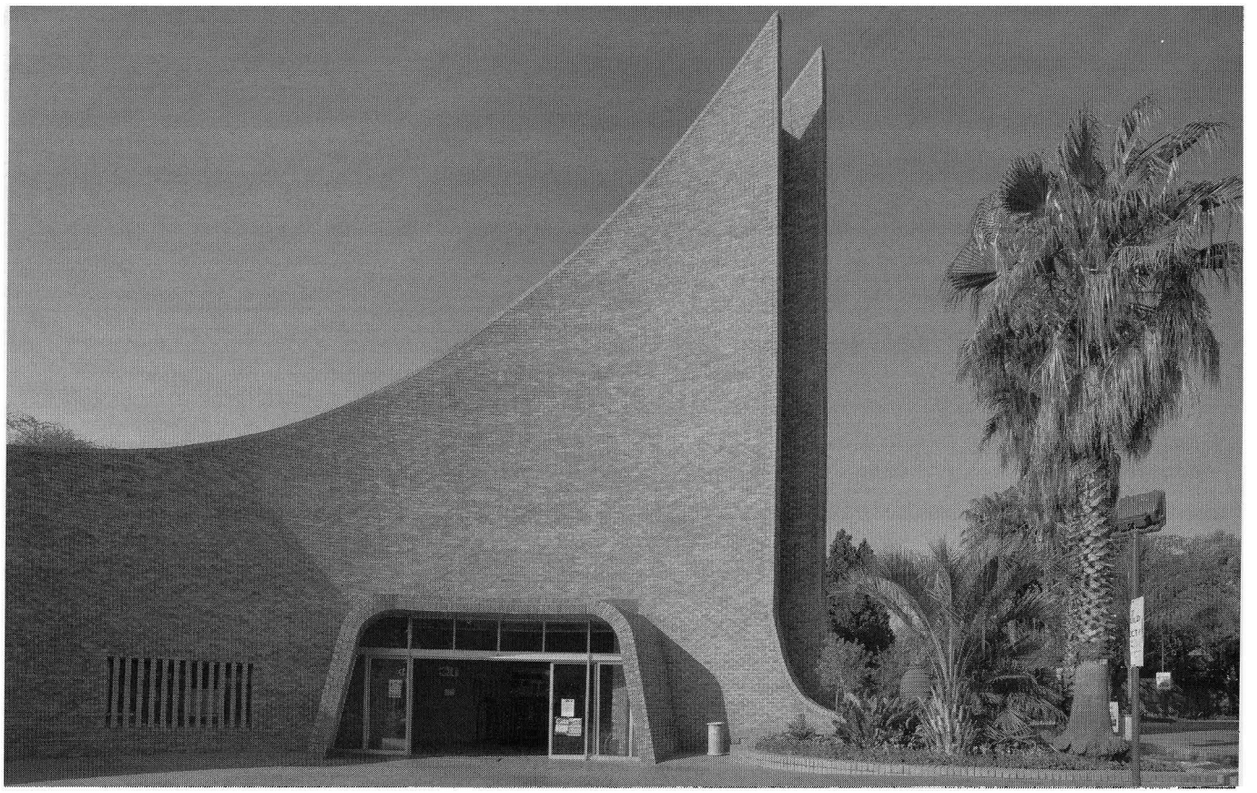

The Administration Building on the University of Pretoria's Mamelodi Campus.

In contrast to what had happened to some other universities during the restructuring of the higher education landscape of South Africa in the period that followed the publication of the National Plan for Higher Education (NPHE) in 2001, Vista University was not merged with another higher education institution in South Africa.[182] However, as a multi-campus, multi-site institution, it was unbundled, its campuses incorporated into other institutions and the university itself ceased to exist. Apart from a number of residential campuses scattered across the country, Vista University also had a significant distance education component. As part of the restructuring processes, the Vista campuses were incorporated into other higher education institutions situated in the proximity of the campuses involved: the Nelson Mandela Metropolitan University, the University of the Free State, the University of Johannesburg and the University of Pretoria.

Soon after Vista University's residential campuses had been incorporated into the respective receiving institutions, they were expected to develop longer-term strategies for the utilisation of the campuses of Vista University they had incorporated, bearing in mind the reasons the Minister had given when he mandated the incorporations. These strategies had to be in the best interests of students (current as well as future students) and staff, as well as the community. The various campuses had all been important centres in their respective communities; hence, the impact on these communities was important. On the other hand, each university that incorporated a former campus of Vista University also had its own vision and strategic positioning, and it was important that the future use of each of the campuses be aligned so as to support each respective university's strategic intent.

Incorporation of the Mamelodi Campus of Vista University into UP

The Minister of Education at the time, Prof AK Asmal, published his intention of incorporating the Mamelodi Campus of Vista University into the University of Pretoria in *Government Gazette No. 23549* of 21 June 2002, indicating that it was "part of the broader process for the restructuring and transformation of the higher education system to ensure the responsiveness of the higher education system to national human resource and research needs as outlined in the NPHE" (Republic of South Africa, 2002). The rationale provided for the mergers and incorporation[183] was as follows:

- Overcoming the apartheid-induced divide between historically white and historically black institutions
- Promoting staff and student equity
- Ensuring the effective and efficient use of resources by reducing the overlap and duplication in academic programmes
- Consolidating existing academic programmes, thereby enabling a wider range of programmes to be offered in response to regional and national needs

Following the abovementioned announcement in 2002, the UP Senate approved the appointment of various theme committees early in 2003,[184] comprising staff members of both UP and Vista University. During the remainder of the year, extensive exploratory theme committee discussions were held between the two institutions (in particular, with the staff of Mamelodi Campus) in anticipation of the incorporation.

182 For the relevant definitions, see Chapter 1.3: Restructuring higher education in South Africa.

183 See Chapter 1.3: Restructuring higher education in South Africa.

184 Theme committees were established to investigate particular areas of interest: academic programmes, student life, finance, human resources, etc., and to make recommendations that were eventually used to develop an institutional Memorandum of Agreement regarding the incorporation according to the national government's incorporation guidelines.

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By the time the proposed incorporation was formally promulgated by way of *Government Notice No. 25737* on 14 November 2003, a significant amount of groundwork had already been done on the various issues relating to the incorporation,

The formal incorporation of the Mamelodi Campus of the former Vista University by the University of Pretoria took effect on 2 January 2004, with Mr ET (Edwin) Smith, UP's former Director of Corporate Communication and Marketing, appointed as the Director of Mamelodi Campus. This meant that Mamelodi Campus became an additional campus of the University of Pretoria (see Appendix G). Its 137 staff members,[185] about 2 500 students and physical assets immediately became UP staff members, students and assets. According to the Higher Education Act and the incorporation guidelines, these students were considered "pipeline students", who had to be given the opportunity to complete their academic programmes on the Mamelodi Campus and to eventually graduate with a UP-endorsed degree certificate, indicating that they had followed the Vista University curriculum of the University of Pretoria.

Situated on the eastern side of Mamelodi, a municipal area of the City of Tshwane Metropolitan Municipality, the Mamelodi Campus was approximately 20 ha in size. The property was owned by the CTMM and was leased on a 99-year leasehold. The campus comprised 16 buildings, 235 offices, laboratories for Geography, Education, Physics and Chemistry, as well as sundry storage rooms. There were also 325 personal computers in six student laboratories. The campus had a conference room and a large, multipurpose hall, generally known as the Arena.

Developing a long-term plan for the Mamelodi Campus

All previous Vista staff members on the Mamelodi Campus were now UP staff members. The Joint Incorporation Committee took a decision in 2003 that the initial focus during 2004 would be on aligning the systems, policies, procedures and infrastructure of Mamelodi Campus with those of the rest of the University, while ensuring minimal disruption to students and staff. This decision was communicated to all involved. The development of a long-term plan for the Mamelodi Campus took place in various phases. On executive level, the Vice-Principal, Prof CR (Chris) de Beer, headed the incorporation project.

Initial Phase: 2004

On the day of the official incorporation, the existing Mamelodi students, together with the new cohort, were expected back on the Mamelodi Campus within a few weeks to register for their respective courses in 2004. The academic programmes were scheduled to begin within a week. Hence, very limited – if indeed any – additional time was available for extensive preparations for these students.

As the Mamelodi Campus immediately became one of UP's academic campuses on 2 January 2004, the University invested substantially (immediately and in subsequent years) in upgrading the campus's facilities, including the library. Mamelodi students were also provided access to the library facilities on the Hatfield Campus. Further significant investments were made in 2004 to improve the IT infrastructure for both the students and staff on the Mamelodi Campus. Not only were all student IT laboratories refitted with state-of-the-art computers, but the computers used by academic and support service staff were upgraded.

Senate Committee on Academic Matters at the Mamelodi Campus

At its first meeting held on 28 January 2004, the UP Senate replaced the existing Theme Committee on Academic Matters with the Senate Committee on Academic Matters at the Mamelodi Campus (SCAMMC), membership of which had to include the relevant academics. The aim of this Senate Committee was to facilitate the integration of the academic programmes of the Mamelodi Campus with those of UP, especially by overseeing the quality assurance arrangements for the academic programme composition, as well as the content of the programmes to be offered at the Mamelodi Campus.

The SCAMMC met regularly and gave regular feedback to UP's Senate throughout the period (2004 to 2007). Where deemed necessary, their proposals were further debated at Senate meetings before their subsequent implementation. Initially, these proposals were on strategies to improve the quality and efficiency of the academic programme in the short-term, transitional phase, directly after incorporation. (Thereafter, proposals were geared towards the long-term future of the Mamelodi Campus.)

At the recommendation of the SCAMMC, it was decided in 2004 that certain selected and viable undergraduate programmes of Vista University would initially still be offered to the pipeline students at the Mamelodi Campus. This decision was taken to prevent undue disruption in the teaching and learning of courses on Mamelodi Campus in the first period post-incorporation, and also in recognition of the expectations of the existing pipeline students. Therefore, to implement this prescript, UP rationalised the academic programmes for which new first-year students were permitted to register at the Mamelodi Campus in 2004.[186]

Student issues

The incorporation of the Mamelodi Campus of Vista University into UP potentially posed challenges regarding the integration and alignment of the two separate sets of student structures. Therefore, the University Council agreed that consultation with student governance structures to explore different scenarios for the future of the campus would not start formally before 2005.

In the meantime, academic support and extracurricular student life at the Mamelodi Campus were improved substantially. Arrangements were made to include the students of the Mamelodi Campus in the annual UP RAG and Spring Day festivities, and arrangements were made to ensure the distribution of the bilingual student newspaper, *Perdeby,* on the Mamelodi Campus and to include news relevant to that campus in English. Financial assistance was provided for campus-specific student life activities, including social events, sports events and cultural festivals.

It was opportune that, at the time of the incorporation of the Mamelodi Campus, significant negotiations were also being conducted between the University and its student leaders on the Hatfield Campus, regarding the constitution of UP's Student Representative Council (SRC).[187] Special provision could thus also be made to include the Mamelodi Campus in the proposed changes to the student governance structures.

Staff issues

As mentioned above, all the staff members of the Mamelodi Campus (with retention of their existing conditions of service) were included

185 This includes full-time and contractual appointments.

186 As from 2004, Council also discussed the incorporation of the Mamelodi Campus at its meetings.

187 Also see Chapter 2.2.8: Student Representative Council: 2001 to 2009.

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in UP's staff establishment upon incorporation of the Mamelodi Campus. At the time of incorporation, there were 123 full-time permanent and 14 contractual staff members who, in accordance with the incorporation process and by governmental decree, all became part of UP's relevant academic and support service departments.

Several training sessions were conducted in 2004 to enable the Mamelodi staff to find their feet in their new institutional environment. Towards the end of 2004, a Joint Negotiation Forum was established, which incorporated representatives of all the employee organisations that had sufficient members at the Mamelodi Campus. A representative of non-aligned staff members was also included as an observer. The employee organisations that were initially involved were the United Association of South Africa (UASA), the National Union of Public Service and Allied Workers (NUPSAW) and the National Union of Health and Allied Workers (NEHAWU). However, the membership of two unions – NUPSAW and Solidarity – was below the required threshold for representation, and they were not formally recognised by the University. As the recognition agreements provided the basis for sound labour relations and consultation, union representatives of Mamelodi staff that were recognised by either UP or Vista University formed the Joint Bargaining Forum. This forum was functional for the purpose of negotiating the alignment of conditions of service of former employees of Vista University on the Mamelodi Campus with those of UP after the incorporation.

After the incorporation, formal recognition agreements were in place between the University and three recognised unions or employee organisations: the Universiteit van Pretoria Werknemersorganisasie (UPWO), the Universiteit van Pretoria Personeelvereniging (UPP) and NEHAWU. The membership of NUPSAW fell below the threshold requirement applicable to the Mamelodi Campus and it could therefore no longer officially participate in the forum.

Transitional Phase: 2005–2006

By 2005, the situation on the Mamelodi Campus was such that the Executive could focus its energy on a process whereby the future of the Mamelodi Campus could be decided – something that had been listed as a priority since the incorporation date. It was opportune that, at the time of the incorporation, the University was also developing its new (second) strategic plan (University of Pretoria, 2007).[188]

Consequently, the longer-term planning for the Mamelodi Campus was naturally integrated into the University's larger planning environment.

Unfortunately, the commencement of classes at Mamelodi Campus at the beginning of 2005 was marred by particularly unruly student protests that escalated into such a degree of violence that the University was necessitated to obtain a court interdict to prevent protesters from disrupting University activities, damaging property and injuring others, as they had indicated they were planning to do. Negotiations between management and the student leaders at Mamelodi Campus regarding student grievances effectively resolved the situation within days, and ensured that the University's campuses remained stable for the rest of 2005. Thus, a reasonable and conducive environment was created to focus on the planning and implementation of new strategies at Mamelodi Campus.

Even though the development of the final long-term strategy plan was still ongoing, attention had already proactively been given to the existing academic programmes at Mamelodi Campus,[189] and new plans and actions could already be implemented in 2005. In continuation of the programmes agreed upon for the pipeline students, the University continued to present programmes that were based on the Vista curricula to students who were in their second and subsequent years at Mamelodi Campus, on the understanding that these students would be permitted to complete their courses there and graduate with UP-endorsed qualifications.[190]

However, on the basis of the work done by the SCAMMC, new first-year programmes based on UP curricula in the faculties of Humanities, Natural and Agricultural Sciences, and Economic and Management Sciences were introduced to the new first-year students at Mamelodi Campus in January 2005. Furthermore, with the UP curriculum and 2005 intake onwards, UP regulations were applied and UP rules implemented, including introducing M-scores[191] as admission requirements. This enabled UP to move the admission requirements closer to those applicable to the rest of UP, as contained in UP's yearbooks.

The University Council formally considered the matter of the long-term future of the Mamelodi Campus for the first time at a meeting in June 2005, where it was decided that the future of the Mamelodi Campus would be determined by way of a consultative process and that, as far as the academic programme offering was concerned, all possibilities would be considered. A process of intense consultation with students and staff, as well as with external role players, ensued. At the same time, the body of management information that UP had gathered regarding the status quo at the Mamelodi Campus was further expanded and refined.

A symposium for the development of a future vision for the campus was held in October 2005. The symposium was well attended by student leaders from the Mamelodi Campus and members of UP's SRC, as well as relevant staff members and members of the Executive. Due to negative rumours and misconceptions regarding UP's ultimate intentions with the Mamelodi Campus, a general feeling of scepticism prevailed about the proposals that were placed on the agenda. Notwithstanding robust debate between the stakeholders, no conclusive agreements could be reached at this symposium, which necessitated further meetings and discussions on all levels. The student leaders remained involved in all further negotiations and were kept abreast of the subsequent developments up to the point that final agreement was reached on the future plans for the campus.

Status quo management information

The management information gathered regarding the status quo at the Mamelodi Campus indicated that UP's response to the rationale initially provided by Prof AK Asmal for the incorporation of the Mamelodi Campus was disappointing and the matter would have to be addressed.

- The academic programmes presented at Mamelodi Campus were a duplication of existing programmes offered at the Hatfield Campus, yet there were differentials in the fee structures. Furthermore, similar degrees were being offered on Mamelodi Campus and the University's other campuses, but arguably with different entrance requirements.

188 There was general agreement that the existing vision and mission of UP would remain unaltered, but that the new time frame into which the University had moved after the conclusion of the reshaping of the tertiary education landscape justified a new strategic plan for UP.

189 Initial discussions and plans on long-term issues had already taken place from 2004.

190 As per the incorporation guidelines, their qualifications from UP would be endorsed to indicate that they had followed the Vista University curricula.

191 A numerical indicator of achievement obtained in identified subjects in the final matriculation examination.

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- The Mamelodi Campus remained, in terms of its student profile, an almost exclusively black campus, giving the impression of an unacceptable "separate but equal" model. The staff at the Mamelodi Campus had different conditions of employment, as well as remuneration scales that were higher than their colleagues on the University's other campuses. There were obvious differences in the "institutional culture"[192] and how the institutional community attended to differences and challenges that existed between Mamelodi Campus and UP's other five academic campuses. Significant discrepancies existed in the available facilities (especially student accommodation and sport facilities) between Mamelodi Campus and UP's other campuses.
- An analysis of the composition of the student body at Mamelodi Campus at the time showed that, of the close to 400 new first-year students that enrolled for their first year on Mamelodi Campus in 2005, only 41% were from Gauteng. Furthermore, only 62 of the 2 513 students on Mamelodi Campus had been to one of the 16 schools in Mamelodi.

Having considered all the inputs received through the various consultation processes, the Executive took into consideration the findings from the status quo investigation, national and institutional imperatives, as well as resource considerations. It also conducted further research on some of the options before it made its final recommendation to Council. In the deliberations, it was appreciated that Mamelodi Campus presented unique opportunities to become the focus of a number of the University's responses to the Accelerated Shared Growth Initiative of South Africa (AsgiSA) and the Joint Initiative on Priority Skills Acquisition (Jipsa), the national strategic thrusts to develop and spur the economic development of the country.

Finalising the Long-term Mamelodi Strategy Plan

Although some planning regarding longer-term strategies was initiated in 2005, the major portion was actually only done in 2006 after further extensive consultations and deliberations. In essence, the University's long-term plan for further developing the incorporated Mamelodi Campus was to have a two-pronged approach: retaining and further developing the Mamelodi Campus as an academic campus of UP, and developing the Mamelodi Campus as the hub of UP's community engagement initiatives.

These approaches entailed the following:

- In recognition of the interests of the current and future students on Mamelodi Campus (and the other UP campuses), the proposed plan was to emphasise that Mamelodi Campus would be retained as an academic campus of the University where several academic initiatives would be rolled out that would be unique to Mamelodi Campus.[193]

  Accordingly, the long-term strategy included the following elements:

  - During the latter half of 2006, it was decided that the first year of a new extended BSc programme would specifically be offered on this campus. Students who participated in this BSc would have access to the full suite of UP's student support services.
  - Credit-bearing modules in community-based education (CBE) – or academic service learning (ASL), as it had also become known – were to an increasing extent becoming more prevalent in all UP's faculties and were to be rolled out on the Mamelodi Campus.[194]
  - A strong mathematics and science focus would be established on this campus.
  - Acceptable ways would be found of preventing the further duplication of existing UP undergraduate degree courses in the Mamelodi programme and migrating the relevant students to UP's other campuses.

    This implied that further duplication of existing UP undergraduate degree courses in the Mamelodi programme was not acceptable and thus these were to be systematically phased out on the Mamelodi Campus. Measures had been implemented to improve the academic profile of students admitted to Mamelodi Campus since 2005.[195] This fact had a positive ripple effect on the success rate of these students and thus enhanced their ability to migrate to similar or other specialised programmes of their choice on other campuses of UP.
- By addressing the interests of the community of Mamelodi,[196] the plan of the Executive proposed that Mamelodi Campus would become the hub of UP's community engagement endeavours in general (as opposed to only specific CBE/ASL academic modules of certain academic courses). Opportunities were identified to reach out to the community by way of providing much-needed services that supported UP's academic enterprise.[197]

All the recommended strategies referred to above were incorporated into the final Long-term Mamelodi Strategy Plan, which the Executive presented to Council on 21 June 2006. Council proclaimed its satisfaction that the Executive had succeeded in putting forward proposals on the future transformation of the Mamelodi Campus, which took the needs and expectations of the broader community into account. These proposals were aligned with the University's new strategic plan and would ensure the optimal utilisation of the facilities of both the Mamelodi and the Hatfield Campus.

The Long-term Mamelodi Strategy Plan

The final acceptance of the long-term plan was formally announced on 28 July 2006 and a press release and written communiques were issued to all students and staff members on the Mamelodi Campus, in which Council's decision regarding the future of Mamelodi Campus was explained.

In brief, Council announced that it endorsed the Long-term Mamelodi Strategy Plan, which was as follows:

- Phase out all Vista degree programmes on the campus by 2008.
- Phase out all new UP degree programmes that had been introduced on Mamelodi Campus in 2005.
- Use Mamelodi Campus as a platform for all relevant CBE and ASL activities that formed part of UP's formal academic programmes, and relocate all existing community service programmes to this campus for the benefit of Mamelodi and the surrounding communities.

192 Institutional culture is a broad concept that refers to "how things are done" at an institution (how staff view their role on campus and how students relate to one another, to academic and non-academic members of staff, their physical environment and especially to their studies). Also see Chapter 3.2.1: Students and Chapter 3.7: Transformation at the University of Pretoria.

193 See Chapter 4.14: Mamelodi as an academic campus.

194 Community-based education had already been phased in as an integral part of the undergraduate curricula in the Faculty of Health Sciences since 1997, and thereafter progressively so in other faculties.

195 Through the introduction of M-scores as admission criteria.

196 See Chapter 4.14: Mamelodi as an academic campus.

197 A variety of community clinics was established. See Chapter 4.14: Mamelodi as an academic campus.

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- Establish Mathematics, Science and Accounting enrichment programmes for high-school learners from Mamelodi and the eastern suburbs in grades 10, 11 and 12 to enable them to qualify for admission to Science and Accounting programmes at UP.
- Establish in-service training programmes for Science, Mathematics and Accounting teachers in Mamelodi and the surrounding schools to enable them to strengthen the pool of successful candidates for admission to UP's Science and Accounting programmes.
- Establish programmes focused on government's AsgiSA and Jipsa initiatives to derive benefit for the Mamelodi community from national government initiatives aimed at empowering communities throughout the country.
- Provide the University as a platform to enable the University community to use its expertise to assist the Mamelodi community, while gaining practical experience.

The decisions of Council would not affect the situation of students who were enrolled in programmes offered at the Mamelodi Campus at that time. All such students would be given a reasonable period of time in which to complete their current studies.

The Vice-Chancellor and Principal and members of the Executive held public meetings with students, staff and the media to widely communicate Council's decision to all stakeholders and specifically to address the unsubstantiated concern of certain members of the community that the University intended to close the Mamelodi Campus. More discussions with stakeholders followed later.

Unfortunately, notwithstanding all the measures the University took to ensure clear and full communication on the new Mamelodi strategy, as well as the announcement that students would be guaranteed permission to complete their existing courses on the Mamelodi Campus if they chose to do so, the announcement of the proposed framework for the future of Mamelodi Campus sparked a new round of unrest. The unrest, which included the involvement of certain community groups, disrupted academic activities to such a degree for some time that the campus had to close. However, after comprehensive discussions with students, student and parent organisations, as well as civic groups, calm returned to the campus and classes resumed. Thereafter, no further related incidents occurred.

All aspects that affected the Mamelodi Campus enjoyed the highest and broadest institutional attention and effort.

Emanating from the general acceptance of Council's final Long-term Mamelodi Strategy Plan,[198] the University assigned various aspects of the activities on Mamelodi Campus to the different vice-principals who drove these concerns across their areas of responsibility.

This provided an expansion of institutional involvement in ensuring that all aspects that affected the Mamelodi Campus enjoyed the highest and broadest institutional attention and effort.

During the remainder of 2006, the University continued to refine the plans for Mamelodi Campus, within the context of the University's broader strategic plan, and national programmes and priorities.

Student issues

Improvement of student support services at the Mamelodi Campus was given priority. Accordingly, in 2006, two full-time Student Affairs employees[199] were identified to specifically render services on the Mamelodi Campus.

A residence facility, Tuks Naledi,[200] was acquired by converting bachelor apartments in a nearby security estate into student quarters for the students on this campus. The first intake of 150 students was in 2008, and included both black and white students. The University thus succeeded in its goal of having all its campuses, including Mamelodi Campus, racially integrated.

The incorporation and the resultant institutional overhaul of student governance enabled the campus in Mamelodi to benefit equally from these measures. This ensured that all students were represented and benefitted from a democratically elected SRC.

Staff issues

The Joint Negotiation Forum was established, which convened regularly during 2005. The proposed placement of members on UP's post structure had, with the exception of a few cases, been agreed to by UASA. Negotiations with UASA on proposals regarding other conditions of service were also completed.

NEHAWU notified the University of its intention to declare a dispute. The matter was to be referred to the Commission for Conciliation, Mediation and Arbitration (CCMA), but was resolved internally.

Apart from the previous Mamelodi Campus Principal of Vista University, with whom a severance package was negotiated, insofar as its permanent staff members were concerned, the implementation of the final Long-term Mamelodi Strategy Plan in 2006 was not expected to lead to any redundancies. However, it did lead to redeployment in some cases, and had implications with regard to the exact job description of affected staff members. As the labour laws were very instructive on what was permissible under these circumstances, the implications for staff were dealt with in terms of the applicable labour legislation.

Facilities

The upgrading and improvement of the facilities on Mamelodi Campus were necessary to ensure the success of the academic programme and to increase the number of students attending classes on that campus. However, full implementation of the planned projects would need additional funding.[201]

Implementation Phase: 2007–2009

To further strengthen UP's engagement with the local community and other stakeholders, the services of a campus liaison manager, Dr D (Dan) Thokoane, were acquired in 2007 to ensure that the community remained part of UP's efforts to realise its new vision for Mamelodi Campus.

Phasing out of Vista degree programmes

Cognisance was taken of the fact that, as of 2004, all students on Mamelodi Campus, including the pipeline students, had graduated with University of Pretoria degrees, as mandated by the incorporation processes (see **Table 3.29**). It was thus decided that the Vista programmes for which the last intake was in 2004 (pipeline students) were to be phased out by the end of 2008. This goal was achieved as the last of these students graduated in December 2008.

198 This plan was also approved by the Minister of Education at the time, Minister GNM (Naledi) Pandor.

199 See Chapter 4.14: Mamelodi as an academic campus.

200 This residence of 180 beds was acquired by the University in Savannah Crescent, a new security development in Pretoria East, 3 km from the campus.

201 A R32 million facilities upgrade grant that was received from the Department of Higher Education and Training in 2010 was concluded in 2015.

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Table 3.29: Number of pipeline and new students registered at the Mamelodi Campus

YEAR	FIRST-YEAR STUDENTS	UP COURSES	PIPELINE STUDENTS	TOTAL STUDENTS
2004	819	0	3 255	4 074
2005	391	0	2 065	2 456
2006	336	559	1 279	2 174
2007	421	753	702	1 876
2008	308	135	263	706
2009	189	249	80	518

Phasing out of the new (interim) UP degree programmes

The other (new) programmes for which students enrolled in 2005 and 2006 were to be phased out by 2011. During the interim period, the University would maintain academic and other support services to ensure that students were given every opportunity to successfully complete their programmes within the given time frame.

In order to phase out the existing undergraduate programmes at Mamelodi Campus, it was decided that a new first-year intake would not be accepted in 2007. This decision was later reversed so that a new intake was indeed registered at Mamelodi Campus in 2007, but with the understanding that this would not affect the time schedule of the phasing out of the identified degrees.

However, the SCAMMC deliberated and planned the migration of the remaining cohort of students of the faculties of Humanities, and Economic and Management Sciences of the Mamelodi Campus back to Hatfield Campus as early as January 2008. These actions were necessitated by the dramatic decrease in the number of students attending these classes at Mamelodi Campus, mainly because many had by then already graduated after completing their studies, and also because of the new science focus envisioned for the future of this campus.[202]

Further implementation of the long-term strategies: 2008–2009

During the last two years of the reporting period of this publication, significant progress was made on the further development and implementation of the long-term strategies for the Mamelodi Campus, keeping in mind the reasons the Minister had given when he mandated the incorporation.

By the end of the period under review, the University of Pretoria could pride itself in the fact that it had successfully incorporated the Mamelodi Campus of the former Vista University, while bearing in mind the rationale Minister AK Asmal had originally given when he mandated the incorporations. As described above, the strategies used were in the best interest of the current and future students and staff of the campus, as well as the community of Mamelodi.

The Mamelodi Campus, hosting a selection of academic and community engagement activities, obtained a unique academic status among UP's academic campuses, while at the same time offering significant benefits to the community. It was also generally accepted that student culture had benefitted significantly from this institutional transformation, resulting in the Mamelodi Campus having returned to being a higher education institution campus akin to any of the other campuses in the UP system.

However, the incorporation of the Mamelodi Campus also proved to be beneficial to the University of Pretoria, inter alia, in that it stimulated the University's thinking regarding the nature and value of the notion of community engagement, particularly how to facilitate community engagement as a third pillar of the University's strategic initiatives, equal to research on the one hand, and teaching and learning on the other. It gave the University the opportunity to "go beyond" local relevance and to give effect to local impact.

3.5.3. COMMUNITY ENGAGEMENT AT UP

Historical overview

At the turn of the century, the importance of community engagement, as one of the three pillars of the higher education enterprise, had gained considerable momentum in South Africa. It featured alongside – and equal in importance to – teaching and learning on the one hand, and research on the other.

The 1996 report of the National Commission on Higher Education (NCHE) highlighted the need to afford greater prominence to community engagement as an integral part of higher education in South Africa. The National Plan for Higher Education that emanated from the White Paper on Higher Education (Department of Education, 1997; Department of Education, 2001) specifically articulated the need for higher education institutions to "develop social responsibility and awareness among students of the role of higher education in social and economic development through community service programmes". The Higher Education Quality Committee (HEQC), which was established through the Higher Education Act of 1997, identified the need for community engagement to be positioned as a third pillar next to teaching and learning, and research, as well as for the allocation of sufficient resources to research programmes to ensure the quality of its delivery as an integral part of the higher education landscape.

It was fortuitous that, in anticipation of the restructuring of higher education in South Africa by the newly democratically elected government,[203] the University of Pretoria, at this stage (having just elected a new Vice-Chancellor and Principal[204]), had decided to formally reposition itself as a tertiary education institution. Accordingly, UP redrafted its vision and mission and drew up new strategic plans whereby the former was to be implemented.[205] An important spinoff of the above situation was a timeous necessity and opportunity to align the University's community engagement enterprise with its new vision and mission statements.

202 In support of these efforts, all affected students on the campus were interviewed to discuss the implications of the migration and to determine if they had any concerns as a result of these plans. Some of the concerns that were identified, such as transport from Mamelodi to Hatfield and back, were attended to.

203 See Chapter 1.4: Repositioning UP in the restructured higher education milieu of South Africa.

204 Prof CWI (Calie) Pistorius.

205 See Chapter 1.4: Repositioning UP in the restructured higher education milieu of South Africa.

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At the turn of the century, the importance of community engagement, as one of the three pillars of the higher education enterprise, had gained considerable momentum in South Africa. It featured alongside – and equal in importance to – teaching and learning on the one hand, and research on the other. The University's new vision statement stated that UP was committed to discharging its social responsibilities. The mission clearly stated UP's intention to not only become an internationally recognised South African teaching and research university, but also to retain its local relevance through its responsiveness to the important needs of the country.

Positioning community engagement at the University of Pretoria

The University's new vision statement stated that UP was committed to discharging its social responsibilities. The mission clearly stated UP's intention to not only become an internationally recognised South African teaching and research university, but also to retain its local relevance through its responsiveness to the important needs[206] of the country by active and constructive involvement in community development and service. It also aimed to attain broader outcomes that would promote an improved quality of life for the citizens of the country, particularly within a transformational context. UP was thus committed to effective, efficient, caring and innovative approaches to teaching, research and community service.

UP concurred that aligning community engagement with its vision and mission could be successfully achieved by establishing community engagement as a third pillar of the higher education enterprise throughout the University. Thus, the great challenge lay in fully understanding how community engagement could be effectively integrated into all the University's academic endeavours and how to implement it accordingly.

The key to incorporating community engagement as a mainstream academic thrust was the notion of community-based education (CBE)/ academic service learning (ASL),[207] in which credit-bearing modules were created where students could engage with the community in their field of learning under the tutelage and guidance of their lecturers. This provided a rich learning environment where students were confronted with real-life challenges. It brought home the practical aspects of their study in a very direct manner. At the same time, the community in which the work was done benefitted by the presence and actions of the students. Implemented in this manner, ASL was a credit-bearing academic activity, yet one in which engagement with the community was central to the learning process. Initially, the deans of all faculties at UP were requested to manage the processes whereby these CBE programmes could be implemented in their faculties.

Developing community engagement at UP

The Unit for Development Support was established in 2003 to assist with the coordination of community service activities across the University. The Unit, headed by Ms G (Gernia) van Niekerk, undertook a full-scale survey of the scope and nature of the existing community engagement activities that had already sprung up spontaneously within several departments of UP. The survey targeted all personnel at the University to ensure that the findings would reflect the views and inputs of the academics, as well as other people on campus who were involved in community service projects and programmes.

The following indications were gleaned from the survey:

- A significant amount of service was contributed through community service projects that had already been executed at UP, which justified continued support.
- It was clear that UP's community service activities and projects, which, at the time, were scattered all over the country, had to be integrated, and their components aligned to prevent the continuous creation of more complicated and less sustainable solutions.
- It also became clear that loose-standing activities, as well as projects that were mistaken as an "outcome" in themselves, were actually one-dimensional efforts that seldom achieved much in the long term.[208]
- Individual academic disciplines typically defined problems in their own (unique) terminology. Single-disciplined solutions were less effective and usually gave only part of the solution. Thus, the true solution lay in integrating and synthesising the contributions of single disciplines into a functional mesh of ideas.

Participants in the survey also contributed valuable suggestions on how to integrate their efforts with the work of others through the integration and coordination of existing community service activities within relevant academic programmes at the time.

UP's model for community engagement

As a result of the survey, it was evident that community engagement in practice involved curricular and research-related community engagement, in contrast to voluntary community engagement. This insight laid the foundation for the development of a model for community engagement built on good practice, which enabled the University to conceptualise community engagement per se, implement a code of good practice, and develop a policy for community engagement by 2006.

206 These were the educational, cultural, economic, scientific, technological, industrial, health, environmental and social needs.

207 "Community-based education" was the initial terminology used to describe community engagement activities that formed part of the curriculum. It was later referred to as "academic service learning".

208 For example, a project with a single focus on developing child care only, without simultaneously addressing health issues and the moral fabric and economic empowerment in a community, failed in the medium and long term.

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Thus, the model for community engagement at the University of Pretoria categorised community engagement into two distinct forms of engagement:

- Curricular (embedded into modules within academic programmes) and research-related community engagement
- Non-curricular community engagement activities (community outreach), which included Tuks RAG, projects of the Student Representative Council (SRC), residences, student societies and faculty houses, as well as individual staff members

The abovementioned survey analyses resulted in approaches and practices in community engagement becoming more holistic and planned, and manifested themselves as projects, programmes, modules and/or activities. These formed part of, or were conducive to, education for the benefit of both the University and society. Holistic community engagement was seen as a systematic, transdisciplinary, collaborative action in teaching, learning and research processes that formed systems of participation. As a result of this approach and practice, the utilisation of available resources within the University, as well as within society, was optimised to support and sustain community engagement programmes.

Expanding and clarifying the concepts of community engagement involvement

By 2005, greater clarity on the future development of community engagement at UP was evident:

- The focus for 2005 was on expanding the community engagement activities of UP into relevant fields where the University had proven competencies, as well as into those areas in which society had identified developmental challenges.
- Community engagement had by then become an integrated process that took place through different types of projects, programmes, modules and/or activities, or a combination of these, within a given community, depending on the most appropriate method to the particular community or community engagement action.
- Furthermore, the practice of community engagement became mainly a qualitative process that reflected all disciplines within the focus areas of teaching, learning and research.
- The purpose of community engagement at this time expanded into a practice by which knowledge could be created (research), translated (teaching and learning) and applied (community engagement).
- The practice was instituted of mutually beneficial collaboration and partnerships between the University (including its campus community, which comprised students, personnel and alumni) and its relevant community.
- Further significant advantages to expanding community engagement involvement were that new intellectual challenges were being created and new interdisciplinary insights were being developed in regard to teaching and learning, as well as research. Furthermore, community engagement stimulated citizenship skills and impacted on academic programmes by reinvigorating teaching and creating new fields for research.

By the end of 2005, the importance of lasting social responsiveness became more prominent, leading the University to start a process of continuously assessing its community engagement model vis-à-vis its scope and projects, relevant programmes, modules and research endeavours. This was to identify new opportunities and challenges that arose in society as identified in the relevant teaching, learning and research programmes.

Community engagement as a transformation process

The unforeseen advantages of the impact of community engagement on transformation had progressively been appreciated since 2004, and were significantly visible by 2006. It should be noted that, by then, community engagement at UP had extended to all sectors of the community, including civic society in general, women's groups, youth organisations, local, provincial and national government, educators, health workers, civic organisations, and small- and medium-sized enterprises. It was at this time that the Unit for Development Support decided to revisit the value of community engagement as a transformation tool at UP.

Ongoing direct engagement with the relevant community had not only identified imbalances of the past and symptomatic needs that had to be addressed and monitored, but had also identified probable problems that could still lie ahead and give rise to more imbalances and symptomatic needs. The opportunities and outcomes of applying community engagement as a transformation instrument were thus numerous. For instance, community engagement brought teaching, learning and research to levels that continuously empowered communities, students, community-based coordinators and facilitators to improve the sustainability of development in its broader sense. The University's community engagement initiatives empowered and developed people and their communities, and thereby enabled them to take responsibility for their own future development and the development of their own communities.

UP's Community Engagement Policy

In 2006, the University took the process of community engagement to the next level when faculties and other entities participated in the development of a policy on community engagement. This process was extended even further when faculties and other relevant entities were invited to develop their own policies for community engagement within the framework of the institutional model and scope of community engagement. They were also requested to make their own unique contributions to what was referred to as "community engagement as a process and practice at the University". Between 2007 and 2009, as a follow-up initiative, the comprehensive policy for community engagement at UP was developed further.

Specific support structures for community engagement

By the end of 2005/beginning of 2006, institutional evaluation of the status quo of the existing community engagement enterprise at UP indicated that, notwithstanding all the initiatives that had been developed for establishing community engagement at UP, it had still not been sufficiently mainstreamed into the formal academic enterprises of the University.

Accordingly, the Executive responded with several additional innovative steps taken between 2006 and 2009 to address this situation. Even though these are explained in Chapter 5,[209] concise reference to some of these steps is also justified in this section.

209 See Chapter 5.6: Department of Community Engagement.

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A community engagement project in the University of Pretoria's Faculty of Veterinary Science.

Executive-level involvement

Prof RA (Ramaranka) Mogotlane, Vice-Principal, had Community Engagement added to his portfolio in 2007 as part of the implementation of the New Management Model.[210] Thereby, responsibility for managing the further development of community engagement at UP was elevated to executive level. This established a mechanism for direct representation at executive level for the entrenchment of community engagement as an academic thrust at UP.

Mamelodi Campus as the hub for academic service learning

The incorporation of the Mamelodi Campus[211] significantly enhanced the university-wide recognition of community engagement as an academic manifestation at UP. By 2007, it had been decided to develop the Mamelodi Campus as the hub for the University's ASL components in the academic programmes of all its faculties. Outreach programmes were developed for adults and children of the local community. The University also reopened the former Daspoort Polyclinic in 2008,[212] and developed several other new clinics there from which students from all the relevant disciplines in the Faculty of Health Sciences could work.

Department of Community Engagement

A Department of Community Engagement was established by the end of 2006[213] with the appointment of Prof DJ (Denver) Hendricks as Director from 1 April 2007. He was to become the driving force behind the new department in order to give institutional support to all the faculties' programmes. This department supported the University's many other community engagement projects, and was officially launched in the centenary year, 2008. The Deputy Minister of Education, Mr E (Enver) Surty was in attendance.

Subsequent highlights included the following:

- A Senate Committee on Community Engagement was established by the end of 2007, whereby the academic involvement of community engagement could be managed in line with all other academic programmes at UP. This committee comprised representatives of the Executive, as well as all the faculties and several relevant support service departments.
- Community engagement forums were established, comprising the strategic and policy-oriented Senate Subcommittee on Community Engagement. A more operational Community Engagement Forum was established in 2008.
- The Department of Community Engagement also played a leading role in the establishment of the South African Higher Education Community Engagement Forum (SAHECEF).[214] This was a body with the representation of all 23 higher education institutions in South Africa, with the primary goal of promoting the community engagement paradigm and providing a support network for practitioners nationally.
- The Department joined the Taillores International University Community Engagement Movement, which had its headquarters in France at the time.

By 2009, community engagement endeavours throughout UP had reached such a level of maturity that its support to local relevance in UP's mission was elevated to that of national impact.

210 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

211 The Mamelodi Campus was incorporated as an additional campus of UP during the national restructuring of the higher education landscape. Also see Chapter 3.5.2: Mamelodi Campus incorporation and Chapter 4.14: Mamelodi as an academic campus.

212 See Chapter 4.5.5.9: Department of Family Medicine.

213 See Chapter 5.6: Department of Community Engagement.

214 SAHECEF had its inaugural board meeting in January 2010.

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3.6 NATIONAL IMPACT

A university's relevance is measured through its level of national impact, which justifies both its existence and continued support. However, the extent of the University of Pretoria's impact during the period under review is difficult to quantify, as it had an impact in different ways: locally, regionally and nationally.

One quantifiable aspect that was important to consider, however, was the University's economic impact, specifically its contribution to the economy in financial terms and as a source of employment.

The most apparent impact that could not be quantified was the education and training of highly skilled human resources, as well as the generation of new knowledge and the development of original products through research.

As described in the preceding section,[215] a rather direct impact was the University's curricular academic activities within the community (also known as academic service learning), as well as its non-curricular community engagement activities. Furthermore, there was also the University's contribution to arts and culture through, for example, the visual and performing arts and heritage preservation.

3.6.1 ECONOMIC EXPENDITURE AND ACTIVITY

The Executive commissioned a study in 2008 to determine the broader impact that UP had on the economy, specifically regarding the nature and scope of its expenditures and activities that led to economic activity and employment. The report of the study, entitled "Regional and national economic contribution of the University of Pretoria", was published in January 2009 (Quantec Research (Pty) Ltd, 2009).

According to this report, to facilitate the distinction between the various types of expenditure that could lead to and sustain the generation of economic activity and employment by UP, the initial direct, indirect and induced impacts,[216] were measured in terms of four types of expenditure or activities. These were academic and research activities (UP's core activities), business activities (through Enterprises at University of Pretoria), capital expenditure (the maintenance, replacement and expansion of facilities) and student expenditure (earning and spending of their own income by students).

The University's gross value added (GVA), which is similar to the gross domestic product (GDP) of a national economy, was determined by adding its net operating surplus, compensation of employees, consumption of fixed capital and net indirect taxes on production. All the analyses were done in relation to 2007.

The study showed that the University's GVA came to R1.84 billion. The direct and indirect effects of the University's expenditure and activities contributed about R1.6 billion to the operating surpluses of all Tshwane-based enterprises, with R1.8 billion of the remuneration of employees in the region being generated as a result, thereby contributing R3.4 billion (2,6%) of Tshwane's GVA. By adding together all the direct, indirect and induced effects, the study showed that the University yielded a contribution of R4.8 billion (3.52%) to Tshwane's GVA, R6.1 billion (1.0%) in Gauteng and R7.9 billion (0.45%) nationwide.

A calculation of the resultant multiplier effects of UP's output and value was subsequently carried out, taking into account the direct, indirect and induced effects. This revealed the following:

- Every rand of output generated by the University resulted in R1,62 output generated in Tshwane, R2,17 in Gauteng and R2,89 nationally.
- Every rand of output generated by the University's combined expenditure and activities added R0,84 of value to the Tshwane economy, R1,08 to that of Gauteng and R1,40 to the national economy.

These analyses were used to gauge government's "return on investment" in the University or to determine how much value was created in terms of every rand of subsidy that the University received from the state, and how many jobs were created. The study's calculations showed that the University's activities resulted in R8 of value created for every rand of subsidy it received, and that more than two additional jobs were required in the country for every job created by the University. To support its operations, the University required 16 640 jobs in the formal sector in 2007 as a result of direct and indirect effects in the whole of South Africa. Taking into account the induced effects as well, another 20 188 jobs were required, yielding a total of 36 828 jobs in the formal sector (consisting of 23% highly skilled, 37% skilled and 40% semi-skilled or unskilled positions), with about another 8 718 jobs in the informal sector.

Consequently, the University's total employment impact amounted to 0.37% nationally.

In terms of household income, the countrywide economic impact of the University's activities and expenditure resulted in a total impact of about R3.7 billion, which supported 176 000 people in 2007.[217] Of this, 62% was generated by academic and research activities, 28% by student expenditure, 5% by business activities and 5% by capital expenditure.

The University provided little by way of taxes to the state, as it is a government-funded academic institution. Its activities and expenditure however gave rise to direct, indirect and induced effects, which allowed for the collection of tax revenue. In 2007, this amounted to the generation of about R2.4 billion in tax revenue accumulated from households, property taxes and service charges countrywide.

Although the study commissioned by the Executive only took into account data of 2007, it provided an indication of the general economic impact the University had around this time. It showed that the University of Pretoria made an important contribution to thousands of households, the broader Tshwane metropolitan area, Gauteng, as well as South Africa, both economically and as a source of employment.

3.6.2 ACADEMIC AND RESEARCH ACTIVITIES

Educating students and the pursuit of knowledge through research is the *raison d'être* of any research university. In this regard, the University of Pretoria strived for local impact by focusing its activities on the requirements of South Africa and, by extension, those

215 Also see Chapter 3.5.3: Community engagement at UP.

216 Initial expenditure comprised the money spent by UP and its students. The direct impact was the sum of the initial expenditure and changes in business activity and production as a direct consequence of this expenditure. Indirect impacts resulted from changes in sales by suppliers to the directly affected businesses, including trade and service at the retail, wholesale and producer levels. Induced impacts were further shifts in spending on food, clothing, shelter and other consumer goods and services caused by a change in the personal income of workers employed by the directly and indirectly impacted businesses.

217 The combined income effect (direct and indirect) of all the University's activities benefitted mostly the higher income group in Gauteng, with 52% accruing to Quintile 5.

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of most other developing countries. These included economic development, job creation, improved education and health services, justice, equity, stability and the building or advancement of physical and social infrastructure.[218]

Concomitantly, the University also endeavoured to furnish its students with the necessary skills to positively contribute to the aforementioned national imperatives by, for example, incorporating research on new topics relevant to the South African milieu in undergraduate programmes. Aside from the obvious mode of local impact through community-based educational activities, the University's clearest contribution lay in the human capital it produced. The University's cumulative contribution to all current graduates over the 39 years between 1968 and 2007 was estimated at 75.8% in Tshwane, 23.8% in Gauteng and 16.5% in South Africa (Quantec Research (Pty) Ltd, 2009).

A 1998 World Bank study on estimating national wealth indicated that human resources (as opposed to natural capital and produced assets) contributed 75% of South Africa's national wealth, a result similar to that of developed countries (Quantec Research (Pty) Ltd, 2009). This showed that the University of Pretoria, through its provision of highly skilled workers, made an essential contribution to the country's national wealth, and suggested that South Africa's future growth would be dependent on this core function of the University.

3.6.3 COMMUNITY ENGAGEMENT

In addition to its role and necessity as one of the three pillars of the academic enterprise,community engagement was also a patent and immediate form of local impact as it brought about substantive change through addressing the socio-economic challenges facing South Africans. The University of Pretoria considered community engagement to be vital, and although it sought to make this impact felt in Mamelodi and other areas around the Tshwane metropolitan area, its involvement extended to the provincial (Gauteng), national and international spheres as well.

Mapungubwe Cultural Landscape[219]

Numerous examples of community engagement that took place during the period under review have been described above. One development that merits particular mention in this regard, however, is the repatriation and reburial of human remains from the Mapungubwe Cultural Landscape in Limpopo.

The University of Pretoria had securely stored and studied several human remains excavated at its Mapungubwe site in Limpopo since the 1930s in order to gain new insights about the Iron Age community of southern Africa's first state. Research on this site resulted in several academic publications, the earliest of which were published in 1937 (Fouché, Gardner and Coetzee, 1937; Galloway, 1937; Rosie, 1937).

These human remains, which had been preserved not only by the University of Pretoria, but also at the University of the Witwatersrand and the Northern Flagship Museum, were to be symbolically returned to the community members during a ceremony on 29 October 2007.

This was the final result of nearly two years of discussion and negotiation. The engagement process was led by a formal Steering Committee of the Department of Environmental Affairs and Tourism (DEAT), which facilitated meetings between the University of Pretoria, claimant communities and other institutions that had curated other Mapungubwe human remains. The repatriation was recognised as a joint claim made by members comprising three communities: the Lemba Cultural Association, the Tshivhula Royal Family and the Vhangona Cultural Movement.

The University of Pretoria fully supported the repatriation process, which was spearheaded by Prof RA (Ramaranka) Mogotlane, Vice-Principal responsible for community engagement. Together with representatives from the Department of Anatomy (who had curated the human remains), the Department of Archaeology and Anthropology, UP's Mapungubwe Museum, as well as external legal consultants, the University ensured that a transparent and open process was followed with regard to ensuring the preservation of the human remains for possible future research and access.[220]

Subsequently, the remains were prepared for reburial by the University of Pretoria, and the grave locations in the Mapungubwe National Park, identified in consultation with the joint claimants and DEAT, were excavated. The physical reburial of 143 human remains took place on 20 November 2007 on the summit of Mapungubwe Hill.

Although the repatriation of the Mapungubwe human remains was a one-time event, it was regarded as an event of national importance. It could also be considered a form of local impact since it showed that the University recognised and respected the diverse customs and beliefs held by all South African communities, and that it valued the principle that South Africans should decide how to manage their own national heritage.

3.6.4 CENTRE FOR THE STUDY OF AIDS

A significant national, as well as international, impact was ensured by the contribution of the Centre for the Study of Aids (CSA), which was hosted by the University throughout and beyond the period under review. When the CSA opened its doors in 1999, former president Nelson Mandela's tenure was coming to an end. At the same time, the Aids epidemic was peaking, life-saving antiretroviral (ARV) medications[221] were available to only a few South Africans, and tertiary responses to the pandemic were largely biomedical and narrow.

The CSA stepped into this space at the University to offer a unique holistic programme, including volunteer, education and counselling services for students, inter-faculty engagement on HIV research and curriculum integration, and community engagement initiatives. Through research, it also enabled the development of a new social theory to more effectively understand the drivers and outcomes of Aids.

Starting with a staff complement of eight in 1999, the Centre's staff expanded and contracted over the years. As a semi-autonomous, self-funded programme, it recorded several achievements, but was somewhat constrained by a lack of resources. Towards the end of the period under review, the CSA employed 20 people whose backgrounds included sociology, psychology, history, gender studies, development, law, food science, publishing, marketing and project management. Fourteen staff members were based in the Huis en Haard Building on the Hatfield Campus. This included two administrative staff members. Three members of staff were based at the Paralegal Project in Hammanskraal, two at the Food Security Project in Rustenburg and one at the Mamelodi Campus. About 15 stipend-based volunteers added to the CSA's capacity in Rustenburg and Hammanskraal. Furthermore, about 20 volunteer peer

218 Also see Chapter 3.3.1: Research standing.

219 See Chapter 3.5.3: Community engagement at UP and Chapter 5.4: Campus Enterprises: Business Enterprises at University of Pretoria (Pty) Ltd.

220 The process also resulted in a UP Repatriation Policy, which was formally accepted on Executive and Council level.

221 Medication available for the prevention of mother-to-child transmission or treatment for those living with HIV.

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counsellors offered a free service to Student Health Services on the Hatfield Campus, and two students worked as volunteer part-time receptionists in the CSA's youth wing.

Highlights for the period under review

During the period under review, the CSA engaged in a number of activities:

- To strengthen research and public debate on HIV and Aids, it produced nine annual Aids Reviews and one extraordinary Aids Review on topics of national and regional interest. These reviews were lodged in the US Library of Congress, the National Library of South Africa (NLSA), and embassies around the world. The reviews were also included as prescribed reading in a number of university courses.
- An association was formed with the Centre for Human Rights (the Aids and Human Rights Research Unit) to develop research and publications on human rights and HIV. These included monographs on routine testing, access to ARV medication in prisons, guidelines for Southern African Development community (SADC) parliamentarians, a model law on HIV for SADC and technical input to draft laws in West Africa.
- For a number of years, the CSA ran very successful training courses on a range of topics, including a sensitisation workshop for the justice sector (primarily magistrates) on HIV in general and legal aspects in particular. In addition, the CSA played an oversight role for the Gauteng Legislature on HIV and Aids.

Sub-Saharan Africa was the region hardest hit by Aids. The social and political issues that accompanied the epidemic remained vexing. The CSA necessarily became fully engaged in Africa-wide work, which included the following:

- Placing lobbyists with selected African parliamentarians
- Engaging with human rights commissions in Rwanda and Zambia
- Working with HIV-positive ambassadors and student initiatives at regional universities
- Training youth in study circle methods in Somalia
- Developing stigma-mitigation strategies for refugees and asylum seekers in refugee camps with the United Nations High Commissioner for Refugees (UNHCR)
- Participating in the annual conferences of the regional volunteer non-governmental organisation (NGO), Voluntary Service Overseas and the Regional Aids Initiative of Southern Africa

In addition to the Aids reviews and human rights research, the CSA was commissioned to conduct research on the following:

- Gender violence (with Yale University)
- Sexuality and people living with HIV (with the Foundation for Professional Development and the United States Agency for International Development (USAID))
- The role of NGOs (with the Aids Foundation)
- Stigma (with the Policy Project)
- Safe schools (with the Limpopo Department of Education and the United Nations Children's Fund (UNICEF))
- HIV and education (with the United Nations Educational, Scientific and Cultural Organisation (UNESCO))
- HIV and youth (with UNICEF)
- The state of the population (with the National Population Unit)
- The role of Catholic NGOs (with the Catholic Organisation for Relief and Development Aid)
- Orphans and vulnerable children (with The Children's Institute)

As part of developing a new understanding of Aids, the CSA ran the following community engagement, sensitisation, mobilisation and service delivery projects on youth skills, human rights and food security:

- A community engagement model with the Southern African Catholic Bishops' Conference
- A child care forum in Hammanskraal
- Community outreach and engagement projects at three satellite campuses of UP: one in Gauteng and two in Mpumalanga
- Material development for community mobilisation around HIV vaccines
- A food security and openness campaign in four provinces

This research and experience facilitated the CSA's work with government on the following initiatives:

- Developing a national HIV stigma mitigation strategy
- Training staff for accreditation at ARV sites
- Developing mentorship resources for lay counsellors
- Reviewing the impact of HIV on households for the Department of Social Development
- Participating in building resources around adherence to ARV therapy for adults and children

In its wider mandate to promote new ways of seeing the epidemic and creating new ways to develop interventions, the CSA participated in national debates on matters around rights and public health interventions, and met with and advised UN agencies, embassies, donors and aid agencies.

Staff of the CSA contributed to journals by submitting articles for publication and reviewing articles, chapters in books and books. They also participated in media debates, and sat on the boards of many NGOs, including Dance for Life, OUT Lesbian, Gay, Bisexual and Transgender (LGBT) Wellbeing and Dira Sengwe.

Internationally, the CSA forged significant partnerships, consulted regularly with leading social theorists in the international arena, and formed the Critical HIV/Aids Research Initiative with the universities of London, New South Wales, São Paulo and Toronto. It also ran a long-standing research and intervention collaboration with Yale University, which resulted in an ongoing project at Kalafong Hospital on motherhood, stigma and support, and participated in a Rural Livelihoods Consortium with Oregon State University.

During the period under review, the CSA played an important role institutionally. It assisted the University to think strategically about HIV and Aids and to move from a narrow public health focus towards an integrated model of intellectual enquiry, service delivery and community engagement. It encouraged the University to work closely with other higher education bodies to explore innovative ways to manage university-focused HIV initiatives. It developed policies and responses for students and staff. The result was the ongoing development of documentation and an engagement process with faculties to integrate their curricula and conduct research. This ended in an annual HIV Research Indaba.

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The CSA was involved with establishing the Tuks Aids Reference Group, which guided HIV work on campus. The CSA also participated in a nationwide tertiary-sector investigation into HIV prevalence, risk behaviour and responses to HIV and Aids. It was instrumental in a number of forums, seminars, conferences, round table discussions, colloquiums and training for staff, students and the wider community. It hosted interns and volunteers from other countries, as well as two postdoctoral fellows from the Department of Anthropology.

The CSA developed a significant student volunteer project, Future Leaders @ Work, to mobilise students. Through this initiative, it encouraged engaged citizenship, accountability, leadership and intellectual curiosity, which expanded to other African universities, culminating in an annual Imagined Futures conference. It also produced innovative media, which included annual calendars, posters, cards and pamphlets. Some of these publications went on to receive awards. The CSA set up a testing and treatment service for students and provided mentoring and supervision for students as educators and counsellors. The CSA ran awareness workshops on HIV and Aids for all levels of staff, and on managing employees around HIV for managers.

The CSA also participated in the development of workplace policies and programmes.

During the period under review, the CSA was challenged by its positioning at the University. Seen as a "support" service for many of its early years, it insisted on carving out a broader and more intellectual role for itself. Just as its position in Huis en Haard saw it on the periphery of the old configuration of the Hatfield Campus, it was now engulfed by the "centre", finding itself a more mainstream "player" in the intellectual life of the University and in the provision of thoughtful and innovative services to students and staff. Nevertheless, its precarious financial position meant that it continued to struggle to keep staff and take on new endeavours.

The changes in the form of the epidemic and approaches to it, both in the public health and political sectors, provided an interesting and complex backdrop for the CSA's work. While the Mbeki years[222] were a dark time for the South African Aids response, there was a strong consensus between government and civil society about Aids plans, programmes and policies during the period under review.

The Minister of Health at the time won support across many sectors and there was urgency, political will and potential funding for Aids work. There was talk of the epidemic levelling out, but many challenges remained in preventing new infections and delivering treatment and care to all who needed it. It was still true that stigma, shame and silence remained.

One key challenge in this new space for Aids work was to find ways to think beyond the obvious and resist the temptation to put too much faith in biomedical technologies and public health approaches, the risk of which minimised the role of "the social" and "the structural" approach. The CSA, and indeed the University, had to be willing to keep asking the complex and difficult questions beyond the "status quo" and remain ahead of the curve, as befitted a place of higher learning.

As the University looked forward to its next period of strategic planning, it hoped that the CSA would be able to claim its space as a key role player at the University in a high-prevalence country. With the University, it hoped to find a new language that could shift debates and reconfigure how it framed the epidemic. One could use the language of "tragedy" or the language of "possibility".

In short, Aids had the power to reveal the fault lines in society, providing insights into problematic gender power relations, and society's discomfort with sexuality and people who have different sexual orientations and practices. It also identified the shortcomings and possibilities of the health care system, the way in which the social glue has become unstuck, and the stark differences in access to power and resources between poorer and more privileged communities.

Using these insights to re-engineer the health care system, invigorate the education sector, rebuild the stability of communities, and challenge hypocrisy at personal, social and political levels meant that Aids was also about possibility and change. Aids enabled the CSA to have new, interesting conversations about the kind of South Africa citizens were trying to build up. The CSA, was well placed to contribute to these conversations.

Ms Mary Crewe,
Director:
Centre for the Study of Aids (CSA)

3.6.5 ARTS, CULTURE AND SPORT

UP had a significant impact on cultural enrichment by exposing its students, staff and the public to theatrical and musical performances. To this end, the University had three choirs (Tuks Camerata, UP Chorale and the UP Concert Choir) and the University of Pretoria Symphony Orchestra (UPSO), which presented numerous performances throughout the period under review. Additionally, through numerous museum exhibitions of South African and international art, as well cultural heritage collections, the University contributed to the enhancement of cultural awareness and the preservation of its expansive art and heritage collections.

The University's impact on art and culture is also recognised in its museums (Edoardo Villa, Mapungubwe, Van Tilburg and Van Wouw), through which its collections educated and informed visitors about art, heritage and culture.[223] These museums were open to the public, free of charge, and annually received thousands of national and international visitors, ranging from members of the public to tourists, foreign dignitaries, prospective students and thousands of school learners. The Mapungubwe Museum was of particular importance to school learners as this subject formed part of the national curriculum. The museum explored the history of this World Heritage Site and publicly displayed the Mapungubwe collection. The museum's collections provided a valuable service in the form of access to information about and original artefacts from Mapungubwe to learners of Gauteng and further across the country.

In terms of sport,[224] the University made its impact felt with the numerous students that went on to participate on national and international level, the latter raising the stature and representation of South Africa on the world stage. A more obvious impact was the growth of sports clubs like football and volleyball due to the University's commitment to involve students from developing communities. The University's sports facilities were also utilised by outside parties, such as schools, for large sporting events or for specialised training, as in the case of the High Performance Centre, thereby providing a service to the community and contributing to sports development in South Africa.

222 The years during which Mr Thabo Mbeki was the President of the country.
223 Also see Chapter 5.26: Department of UP Arts.
224 Also see Chapter 5.24: TuksSport.

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3.7 TRANSFORMATION AT THE UNIVERSITY OF PRETORIA

3.7.1 HISTORICAL OVERVIEW

With the advent of the new democratic dispensation in South Africa at the turn of the century, the word "transformation" embodied meanings that were specific to the post-1994 period of South African history. The guiding principles for societal and higher education transformation were enshrined in specific founding documents, such as the Constitution of the Republic of South Africa (Republic of South Africa, 1996b),[225] the Education White Paper 3: A Programme for the Transformation of Higher Education (Department of Education, 1997) and the National Plan for Higher Education (Department of Education, 2001).

Thus, at the turn of the century, all South African institutions of higher learning were in the midst of comprehensive institutional transformation processes. Although the nature, objectives and outcomes of these processes at the various universities had major elements in common, they were also influenced by each institution's particular history, heritage, prevailing conditions and future aspirations.

Although the correction of racial and gender demographic imbalances inherited from the past soon became the dominant feature of transformation in the public eye, the University of Pretoria decided "that transformation had to be approached comprehensively so as to encompass pragmatic, relevant and meaningful change in the academic, social, economic, demographic, political and cultural domains of the institutional life to ultimately foster unity through respect for diversity" (University of Pretoria, 2007:19).

In light of UP's history, it became obvious that the level of transformational changes required to achieve UP's aspirations was significant. Between 1932 and the 1990s, tuition at the University was offered almost exclusively in Afrikaans, especially at undergraduate level. The prevailing culture of the University followed suit. This was the legacy of its historic mission to offer the (mainly white) Afrikaans-speaking youth of South Africa the opportunity to obtain tertiary education in their mother tongue (something that had not been available to them in the first three decades of the 20th century). Unfortunately, by doing so, it excluded many, if not the majority, of prospective South African students from enrolling at UP.

After the 1994 elections, the University of Pretoria decided to redefine itself as a university for all South Africans by embracing the call and expectations of government to build up a new "rainbow nation". It subsequently expressed its intent regarding its future role in the so-called "new South Africa" in its vision and mission statement that was developed in 2001 (University of Pretoria, 2002).[226]

In its vision and mission statement, UP openly stated that, henceforth, it would strive to be the academic home of the rich diversity of South African academic talent. It therefore acknowledged the importance of fostering an inclusive and enabling value-driven organisational culture in which all students and staff would feel at home. This naturally included its traditional constituency of white Afrikaans-speaking South Africans, but no longer exclusively so. Furthermore, it would strive to position itself as one of the leading tertiary institutions in the country, recognised internationally for academic excellence and playing a prominent role on the African continent. It would endeavour to symbolise the aspirations of the "new South Africa" and would be committed to discharging its social responsibilities.

To ensure that they were honoured, "commitments" to transformational adaptations such as these formed the basis for the subsequent design and implementation of the institutional transformational initiatives. Several of these are reported in this section, whereas the initiatives specific to the faculties and support services appear in their own contributions.[227]

Ultimately, the University's commitments would have to be reflected in its actions, and success would depend on its ability to adapt to the changed external milieu in which the University was to function and find its place under the sun. Hence, the critical need existed for a general buy-in by all the relevant stakeholders for the necessary institutional transformational processes. Furthermore, care would have to be taken to ensure that sufficient guidance and support were available to all the relevant stakeholders, while traversing the road of transformational change that UP had decided to take.

"Transformation" was thus identified as one of the University's strategic drivers in both its strategic plans (University of Pretoria, 2002; University of Pretoria, 2007). The need for, and importance of, the relevant processes that were systematically implemented as part of the transformational strategic initiatives became regular topics in official verbal and written communications. The challenge that the Executive faced was to bring all the relevant stakeholders aboard and implement the identified transformational changes, while at the same time striving to position UP as one of South Africa's world-class universities with a reputation for quality and academic excellence.

3.7.2 GOVERNANCE AND MANAGEMENT OF UP'S TRANSFORMATION DRIVE

The fact that transformation had been identified as an important strategic driver necessitated close scrutiny on all levels at UP of the implementation of the various strategic transformation processes. At the highest level, Council received regular feedback on the progress of transformation at its meetings throughout the period under review, and the Chairperson of Council officially reported on the progress made at UP in this regard in all the annual institutional reports to the Department of Education. Furthermore, in 2003, Council decided that the Institutional Forum (IF)[228] should play an important role in the development of the transformation agenda at the University.

Thus, as from 2004, the development of UP's transformation agenda became the IF's primary focus. On 5 June 2004, a full-day transformation workshop was held at the Hammanskraal Campus, during which members of the IF presented issues that they viewed as priorities regarding transformation at UP. The discussions formed the basis of its comprehensive input on this topic that was presented to the Chairperson of Council in September 2004.

It was generally acknowledged that transformation would be an ongoing process and would remain an integral part of the institutional strategy. Accordingly, it behoved the Executive to regularly discuss and evaluate the progress made with transformation, as well as the validity with which its transformation initiatives were unfolding.

225 The Constitution came into force on 4 February 1997.

226 This was expressed in its strategic plans of 2002 and 2007. See Appendix B: Vision and mission statement of the University of Pretoria.

227 See Chapter 4 and Chapter 5.

228 See Chapter 2.2.7: Institutional Forum.

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Transformation therefore remained a regular item on the agenda of the Executive's meetings, as was the case with the IF and Council throughout the period under review.

The following measures provided new insights into the transformation process at UP, which affected the way in which certain initiatives were implemented over time:

- Institutional strategic and transformational priorities were identified throughout the period under review as part of all strategic planning processes.
- The institutional audit of UP, conducted by the Higher Education Quality Committee (HEQC) in 2007, as well as the commendations and recommendations contained in the resulting Council on Higher Education (CHE) audit report, recommended that an institutional climate survey of UP should be conducted.[229]
- Note was taken of input received from candidates' presentations during the selection process for the post of Vice-Chancellor and Principal in 2009.
- A submission was made to the Soudien Committee,[230] which undertook a site visit to the University. The Minister of Education subsequently released the Committee's report in June 2009, and the University had to respond to it as a matter of urgency.[231]

An outflow of these occurrences was the establishment by the Executive in July and August 2009 of a Core Task Team. The Task Team's terms of reference were more comprehensive than simply responding to the Soudien Report, as they were commissioned to scrutinise the broader transformation imperatives of the University for the benefit of the institution as a whole.

3.7.3 DOMAINS AND STRATEGIES OF THE TRANSFORMATION INITIATIVES

Between 2001 and 2009, transformation at UP was addressed under a wide spectrum of headings and activities, of which the major elements are discussed briefly below. These are in accordance with, but not necessarily identical to, the domains identified in the two relevant strategic plans. Transformation permeated every aspect of the University's functions. Therefore a degree of overlap, repetition and duplication in the narrative of the various chapters is inevitable.

Accordingly, detail in the descriptions of the various transformation initiatives has been kept to a minimum in preference to cross-reference to other relevant sections in this publication. Language issues, a domain that required particular attention in pursuance of the University's transformation, are discussed in more detail in conjunction with the institutional language policy.[232]

Changes to governance and management structures and procedures

As discussed in Chapter 2, the private acts of all universities were repealed by the Higher Education Act of 1997, and preference was given to university statutes. In compliance with the amendments to the Higher Education Act of 1997, UP's new statute was approved by the Minister and came into effect on 1 January 2004.[233]

The new statute, inter alia, described the composition of Council, the Senate, the IF and related governance and management structures. The Council was accordingly reconstituted to conform to the prescriptions of the statute. It became smaller and more representative than before, and included two students and representatives from the academic and non-academic staff. Of special interest in this respect is the fact that students were not only represented on Council itself, but also on the IF, Senate, faculty boards and appointment committees of faculties for academic staff.

To accommodate the increasing diversity of the members of the abovementioned committees, formal interpretation services between Afrikaans and English became available in the meetings of Council (2001), Senate (2005) and, where necessary, certain faculty boards.

Finances and facilities

Additional funds were made available to finance transformational initiatives. An example is a special fund, known as the PUNIV Fund, which was created to finance additional bursaries for students and other strategic initiatives related to the development and advancement of members of the defined "designated groups".

In 2001, more than R23 million was allocated for bursaries and other strategic initiatives, such as the creation of new posts. The funds were also used to finance a programme of "growing our own timber". During 2009, nearly R16 million was put aside for transformation initiatives.

Increasing diversity by expanding infrastructure

The University responded to the Accelerated Shared Growth Initiative of South Africa (AsgiSA) and Joint Initiative on Priority Skills Acquisition (Jipsa) initiatives of government, and the call of government for an increase in the education of black students in science, engineering and technology (SET). Prof AP (Antony) Melck (in his capacity on the Executive with the responsibility of planning) was actively involved in negotiating an agreement with the national departments of Education, Health, and Agriculture, Forestry and Fisheries, on behalf of the University, for financial assistance to increase the capacity to accept new students. This would allow access for black students in the health sciences, engineering and veterinary science to be expanded.

- Large financial support of R200 million was received to significantly increase facilities for the education of engineering students (especially mining engineering)
- The Faculty of Veterinary Science used the additional funds for new buildings and skills laboratories, and special earmarked funds that were used to increase recruiting initiatives, especially in rural communities. The Faculty increased its intake from 120 to 190 per year and increased the quotas for black students and applicants from the rural areas.
- The Faculty of Health Sciences obtained significant funds for additional laboratories (in Anatomy and Physiology), skills development laboratories and

229 However, this survey was only conducted after 2009 in the period in which Prof CM (Cheryl) de la Rey headed UP. The outcomes of this survey thus fall beyond the reporting period of this publication.

230 Following an unfortunate incident with racial undertones at a residence at another South African public university in 2007, the then Minister of Education, Ms GNM (Naledi) Pandor, set up the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions in March 2008 to "investigate discrimination in public higher education institutions, with a particular focus on racism and to make appropriate recommendations to combat discrimination and promote social cohesion" (Department of Education, 2008). This committee was known as the Soudien Committee. The final report of the Committee (also referred to as the Soudien Report) was published in November 2008 and included 40 recommendations to the sector.

231 See Chapter 3.7.3: Domains and strategies of the transformation initiatives: UP's Institutional Core Task Team for Transformation..

232 See Chapter 3.8: UP Language Policy.

233 This was a follow-up to the previous revised statute, which had come into effect in 1999.

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lecture halls. Accordingly, this increased the number of students (especially black students) that could be selected for admission, without reducing the number of places that had formerly also been available for white students.

Community engagement/ outreach

As mentioned previously in this chapter,[234] the prominent role of community engagement as the third pillar (equal in status to teaching and learning, and research) of the higher education enterprise in South Africa at the turn of the century offered UP the opportunity of aligning its community enterprise with the new vision and mission statements that were also drafted at that stage.

Community engagement[235] was a critical component of the University's transformation agenda. Accordingly, it not only constituted an aspect of curricular transformation, but also aimed at changing attitudes by facilitating interaction between individuals and communities that had, up to 1994, been largely isolated from one another. In this way, the University sought to transform and redefine its relationship with its external community. Additionally, through this core function, the University contributed to social transformation in a general sense, and more specifically in the communities directly involved with its various community-based education (CBE)/academic service learning (ASL) programmes and community outreach initiatives. The latter initiatives were comprehensive in nature, ranging from service-oriented ventures like dental care for children and the elderly, to development-oriented programmes like the mentoring of young entrepreneurs in business. As knowledge was a primary resource at the University, these initiatives were often unsurprisingly related to a faculty or department's field of expertise.[236]

The academic enterprise

In the strategic plan of 2007–2011 (University of Pretoria, 2007), it was acknowledged that academic transformation (which included curricular reforms) should always be prominent in academic institutions. Transformation, in this context, should thus cover all the core activities of the University: teaching and learning, research and community engagement.

Between 2001 and 2009, curricular reforms were instituted in numerous programmes throughout the University. The most noteworthy of those were the introduction of

A central part of institutional transformation was change that would promote academic excellence.

community engagement as another element and manifestation of UP's academic enterprise, as well as methods whereby access to tertiary education to previously disadvantaged scholars could be addressed. As concrete manifestations of special corporate initiatives regarding academic transformation and curricular reform, the following instances are particularly relevant:

Academic service learning and research[237]

Initially referred to more descriptively as CBE, ASL was regarded as key to community engagement as a mainstream academic thrust in which credit-bearing modules were developed. Through these modules, students engaged with the community in their field of learning under the tutelage and guidance of lecturers and/or tutors. The community was thus made central to the learning process. In the process, students not only became acquainted with the "real world" in which they were to work once qualified, but the community benefitted through the presence and involvement of students and staff.[238]

A further spin-off was the identification of several important research focus areas by the involvement of academics in the community as another leg of the academic enterprise.

Foundation-year and extended programmes

Further curricular transformational reforms included foundation-year and extended programmes, both of which promoted equity and access, and addressed the need to improve throughput and graduation rates.[239]

In May 2009, Dr BE (Blade) Nzimande was appointed as the new Minister of Higher Education and Training in South Africa. At a meeting on 30 July 2009, Dr BE Nzimande stated that change was necessary in South African higher education, and that curricula should become "more revolutionary" and less liberal (Du Plessis, 2009). Whether UP's curricular reforms were regarded as sufficiently aligned with government's new thinking and UP's subsequent reactions to the Minister's demands fall beyond the scope of this publication.

Institutional culture

It is generally accepted that the culture of an institution is the principal instrument by which its values and attitudes are passed on to each successive generation of students and staff members.

The University of Pretoria had traditionally been known and respected for its more conservative Afrikaans culture, but, as explained above, once the University had redefined itself in the post-1994 period as a university for all South Africans, it appreciated that it would have to transform its existing, "less inclusive", institutional culture accordingly. As Prof CWI (Calie) Pistorius regularly pointed out in his public addresses, UP was a large university located in a metropolitan area. Unfortunately, prevalent social evils in society could at times spill over onto the campus. However, the University's (transformed) institutional culture, which was built around the ethos of an "innovation generation", had to be very clear to anyone who entered the campus – it had to be evident in everything that was said and done, in policy and in spirit. Prof CWI Pistorius was of the opinion that when students were continuously exposed to this culture during the period of time they spent at UP, they would also have embraced these values by the time they leave, and would go forth spreading this word (Pistorius, 2009).

The University thus specifically recognised the importance of institutional culture as a manifestation of its commitment to transformation and as a vehicle to effect change.

The promotion of a value framework, through which values such as human dignity, diversity, tolerance and inclusivity were continuously aimed for, was considered key to effect the necessary change in culture.

234 See Chapter 3.5.3: Community engagement at UP.

235 See Chapter 3.5.3: Community engagement at UP: Community engagement as a transformation process.

236 Further information is available in the chapters dedicated to academic and support service excellence, See Chapter 4 and Chapter 5.

237 Also see Chapter 3.5.3: Community Engagement at UP.

238 This was first introduced in 1997 by the former faculties of Medicine and Dentistry when they became the first medical and dentistry faculties in the country to transform their traditional MBChB and BChD curricula. Accordingly, a special professor in community-based education (Prof DR (Detlef) Prozesky) was appointed in the former Faculty of Medicine to manage this endeavour. See Chapter 4.5.5.9.1: Division of Community-based Education.

239 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation-year and extended programmes.

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The aim was to ensure that everyone on UP's campuses would feel welcome in every sense of the word: academically, socially, physically, culturally and in a religious sense.

The implementation of transformational changes at UP was, at times, hindered by various challenges from opposing political forces that often used proxies, such as language and culture, as instruments to advance political agendas rather than the University's possible contribution to the national good. As Council fully supported the Executive's convictions and commitment to UP's vision and mission, the importance of values and the role of a value framework became very prominent on the agenda of Council, as did the importance of institutional culture as an instrument of transformation.

Corporate identity and coat of arms

A university-wide re-engineering initiative towards the end of the 1990s included an extensive investigation into the relevancy of the University's corporate identity.[240] Proposals were submitted in 2001 regarding suggested changes to the University's coat of arms. It was assumed that not everyone in the University's increasingly diverse stakeholder corps would be able to identify comfortably with all the symbolic items on it.[241] This led to a lengthy consultation process with stakeholders outside the University to determine the feasibility of the proposals. On account of the fact that the University could not take ownership of the image of the Mapungubwe rhinoceros artefact and incorporate it into its coat of arms, it was agreed that the proposals would not be implemented and that the matter should be reviewed again in 2003. However, no final decision on the matter was taken then either.

The University's corporate identity was again revisited in 2006 with the assistance of a brand asset management company.[242] Proposals were discussed, but it was once again confirmed that no changes should be made to the coat of arms. The brand for the UP Centenary Celebrations in 2008 was accordingly designed and accepted. Thereafter, it became the responsibility of the Department of Corporate Communication and Marketing to make sure that the branding of each event during the celebrations complied with the criteria of the University of Pretoria's logo. Once the Centenary Celebrations were over, the Department of Corporate Communication and Marketing presented an entire plan for the further roll-out of the brand architecture to the Executive in 2009, but this was not fully implemented.[243]

Formal openings of institutional events and ceremonies

Traditionally, all University meetings, functions and special major institutional events were opened with the reading of scripture and/or prayer. However, over the years, the widespread implementation of this custom progressively declined, and by 2001, it was limited to only two formal institutional events: graduation ceremonies and the formal University opening ceremonies at the beginning of the year. The Dean of the Faculty of Theology was usually responsible for performing the scripture reading and prayers himself or for inviting someone else to do so. As a transitional arrangement, an increasing number of other religious denominations also became involved at graduation ceremonies. However, in 2007, Senate unanimously supported the motion that scripture reading and prayer be replaced by a minute of silence for self-prayer or meditation.

Addressing language issues

The issue of language, as both a medium of communication and tuition, speaks directly to the aspect of transformation concerning access. The language policy of any university has a great impact on access to that institution for students and staff, as well as exposing its research contributions to the international community.

The University's language policy, which it saw as one of its transformation initiatives, was also affected by the transformation process. Because the policy, its implementation and the retention of Afrikaans as a medium of tuition remained prominent and emotive issues throughout the period under review, the question of language at the University is discussed in greater detail below.[244]

Staff issues

Demographic changes

The University developed a comprehensive employment equity (EE) policy with concomitant strategies that were taken up in its EE plans. Three formal EE plans were compiled during the period under review, the third of which expired at the end of June 2009.[245] The strategies encompassed in the mentioned plans were aimed at increasing the number of black and female staff, as well as staff members who were physically impaired. The advances made over the period under review are summarised in **Table 3.12** and discussed in more detail in Chapter 5.[246]

Progress was made with the EE strategy over the period under review, and in some categories, reasonable success was achieved. However, the University recognised that, even though new innovative ways to address the issue were continuously being explored in the EE plans, the rate at which progress was being made on the whole remained unsatisfactory. This was especially prevalent in categories like those containing highly skilled and/or qualified staff, as UP and several other organisations had to compete for a small pool of suitably qualified people from previously disadvantaged groups. Further challenges faced in this regard were, for instance, that minimum qualifications for many job levels in the public sector were below those for comparable job levels in the academic core of the University. Another hurdle that had to be addressed was that the prospects of rapid advancement to more senior managerial positions (with correspondingly more attractive remuneration packages) without acquiring higher qualifications were much better outside the University. Consequently, difficulties arose in retaining (particularly black) graduates that had joined the University's academic staff at lower academic levels.[247]

Promotion of broad-based black economic empowerment (B-BBEE)

UP became a leader among institutions of higher learning in the country with regard to the promotion of B-BBEE. The University developed a comprehensive procurement policy, which accounted for relevant scorecards. Based on the 2007 financial year figures, UP was a Level 3 contributor (110% recognition) in terms of the B-BBEE codes, and became the first higher education institution in South Africa to obtain a B-BBEE rating.[248]

240 The company PricewaterhouseCoopers acted as external consultants. See Smit (2002a:18) for more information on this re-engineering initiative.

241 For example, replacing the Voortrekker oxwagon with the golden rhinoceros artefact in UP's Mapungubwe Collection.

242 See Chapter 5.7: Department of Corporate Communication and Marketing.

243 The issue was revisited in 2010 using another design consultancy: the crest was left unaltered, but it was accepted that the brand architecture should be cleaned up and modified slightly.

244 See Chapter 3.8: UP Language Policy.

245 Also see Chapter 3.2.2 Staff: Employment Equity.

246 See Chapter 5.12: Department of Human Resources.

247 See Chapter 5.12: Department of Human Resources.

248 See Chapter 5.17: Procurement Division.

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Student issues

Demographic changes

This domain centred on increased participation by certain designated groups in the country's higher education system – black, female and physically challenged persons – to overcome the racial and ethnic fragmentation of the past, and open new avenues of participation for physically impaired students. (This was, of course, also relevant to UP staff.)

Although black students had been accepted at UP since the mid-1980s, there was initially a reluctance among these students to apply to UP for their tertiary education.[249] At that time (1989), 230 black students were enrolled at the University and around 34% of a total of 23 323 students were not Afrikaans-speaking. The expected normalisation of the student cohort's race profile accelerated after 1994. The University extended its regular special recruitment campaigns for new students to identified historically black schools that it had identified for this purpose. Thus, UP recruitment teams regularly visited these schools to provide relevant and necessary information. Visits to UP's campuses by these learners were encouraged and special outreach programmes[250] were rolled out.

In 1996, black students already represented 20% of the total student population of 25 900. It often goes unappreciated when one analyses the actual numbers that, by 2000, UP already had the second-largest cohort of black contact students among South African residential universities (after the University of the North). Furthermore, at the end of 2001, the University's student profile placed it not only as the largest Afrikaans residential university in the country, but also as one of the largest English and as one of the largest black residential universities in the country. In 2009, UP was still the largest Afrikaans residential university in the country, and was placed fifth in terms of the highest number of black and English students at that time. However, analyses of UP's growth in the overall level of representivity was still unbalanced, indicating that the situation had to be addressed (see **Table 3.1**).

The methods implemented by UP to address the lack of representivity within its own student corps succeeded in improving this situation in the subsequent years. Between 2001 and 2009, the number of black undergraduate contact students at the University doubled, with an increase of 105%. The number of black residential students increased from 9 392 (31.1%) in 2001 to 18 817 (45.2%) in 2009. In 2009, the University also enrolled a further 21 272 black distance education students (99.4% of distance education students). The overall total number of enrolled students (contact plus distance students) in 2009 was 63 152, of which 62.7% was black. The representivity of female students also showed positive growth, rising from approximately 57% to 59% of the overall students corps.[251]

However, addressing access on its own was insufficient without also implementing strategies to address the success and retention rates of students who were underperforming. These often included students from the historically disadvantaged groups. Curricular reforms were thus implemented in several university courses, whereby support was given to students with sufficient academic potential, but insufficient scholastic preparation for tertiary education.[252] Furthermore, the significant improvements obtained before 2001 in the number of black students who successfully completed their courses continued over the period under review.[253] This was also not limited to achievements at undergraduate level, but, in time, also became obvious to a significant degree in postgraduate results. Promising increases were obtained in the number of research postgraduate degrees (master's and doctoral degrees) (see **Table 3.15**),[254] as well as the percentage of degrees awarded to black students in the period spanning 2001 to 2009.[255] These results reflected well on UP's aim of attaining academic excellence, while implementing transformational changes.

Although improvements in accessibility to UP for all students and the success of the various academic student initiatives to improve the throughput rates of previously academically disadvantaged scholars were promising, it was generally accepted that more had to be done. Sustained acceptable long-term success in the performance of both students and staff from former disadvantaged groups would also depend on the extent to which they regarded themselves as part of the institution, implying the necessity of addressing the institutional culture.

Residences and value systems

In 2001, nearly 7 000 residential students lived in 24 formal and informal residences, which had grown to 28 residences and over 8 000 residential students by 2009. True to the existing traditional UP culture, the residences remained the hub of student activity, which usually formed the conduit through which most residential students became actively involved in extramural student life programmes.

When the Minister of Education, Prof AK (Kader) Asmal, raised his concern in 2001 over issues of initiation and other malpractices identified in residences of universities and technikons across the country, the Executive immediately focused on its own student residences as part of the University's transformational drive. It formed a component of the Innovation Generation Project,[256] which was funded by a grant from the Kellogg Foundation. Its main thrust was to develop a value framework in the residences. The residential students and house committees were actively involved in this undertaking. Once agreement and buy-in from all stakeholders had been reached, the next step was to ensure that all practices, including the formal orientation of new first-year students, and other matters pertaining to first-year residential students, were derived from and referred to the agreed-upon value framework. A focused endeavour to formally introduce a "value-driven" culture was initiated in the University's residences in 2004.[257] However, changing the residential organisational culture[258] proved to be a challenge.

To assist first-year students to settle down at residence and at UP, a compulsory Orientation Programme was designed.[259] All forms of discrimination and initiation, or any degrading practice, were strictly forbidden. Transgression was punished with expulsion from the residence and, in extreme cases, from the University. The eradication of unacceptable initiation practices and replacing them with positive and constructive orientation became an essential part of the transformation drive of residences.

Further examples of the transformation processes relating to students included an adapted model for student governance in the residences, which ensured representation of each residence's demographic profile in its student leader corps. Students residing

249 This was generally attributed to historic reasons, ignorance about UP, as well as the sole use of Afrikaans as language of tuition.

250 These included regular television and radio broadcasts to more than 65 schools whereby assistance was provided with their teaching programmes.

251 See Chapter 3.2.1: Students.

252 For examples of these measures, refer to Chapter 3.3.2: Teaching and Learning: Curriculum development.

253 This is clearly illustrated in Appendix C: Table G.

254 See Chapter 3.3.1: Research standing.

255 Some 27.3% of the students who had received master's degrees in 2001 were black. This figure rose to 40.2% in 2009, thus growing by 92%. Some 23% of students who had received doctoral degrees in 2001 were black. This figure rose to 44.4% in 2009, thus reflecting a growth of 158%.

256 See Chapter 3.2.1: Students: The Innovation Generation Project.

257 See Chapter 5.23: Department of Student Affairs.

258 Also see Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes).

259 The Orientation Programme provided the necessary guidance and knowledge to make a good start at UP.

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in private places of accommodation could request permission to participate as a "residence" in UP's extracurricular student life activities[260] on condition that they adhered to the same rules and regulations that applied to UP's residences (especially those rules that pertained to transformation, the orientation of first-year students and admissions, and the promotion of the value framework). Only Sonop men's residence received permission in this regard. Students in private accommodation could participate in the University's extracurricular student life activities as regular day students.[261]

TuksSport

Ongoing transformation in student sport was achieved through the sport clubs, inter-residential and faculty house leagues, and high-performance sport programmes that promoted access, equity, redress, equal opportunities and diversity. A TuksSport Master Plan[262] was put in place in 2002, and provided a comprehensive and coordinated policy framework within which sport – including student sport and recreation – continued to operate at different levels.

TuksSport clubs were central to the transformation of sport at UP. The first priority of the clubs was to promote participation through residential and faculty house leagues, as well as junior and outreach programmes. The second priority was participation in leagues, the South African Students Sport Union (SASSU) games, and national and international competitions.

As a strategy to integrate teams and the volunteer support base that coordinated the programmes at UP, TuksSport scouted for talented athletes at school sporting events and in community sports programmes, like leagues and tournaments across the country. It offered bursaries and financial support to participants who showed the potential to become top performers and successful students.

The level of racial and cultural integration at residences first became visible on the sport fields in the inter-residential and day house sport programmes, where students intermingled freely and worked as a team toward a common goal. Different racial and cultural groups participated in these teams, while a host of enthusiastic supporters and spectators, encouraged their teams, illustrating the ability of sport to unify people.

House leagues also provided opportunities for students of all races and both genders to act in leadership roles as team coaches, technical officials and administrators of the programmes. Whereas official sport managers had previously been the point of focus of a programme, students progressively took over and played a more central role in the organisation and coordination of the entire programme.

Examples of successes obtained in the TuksSport Transformation Plan during the period under review were athletes from historically disadvantaged communities who were recruited into the sports programme and who, in time, developed to such a degree that they qualified to represent the University and the country at the highest level of competition.[263] Equally so were the participants from developing communities who were recruited as student athletes, thereby having the opportunity to study at UP. Some of them finally progressed academically up to postgraduate level.

Student cultural activities

The University had a formal cultural dimension that formed part of the UP students' cultural calendar. It consisted of, inter alia, several choirs and the University of Pretoria Symphony Orchestra, art exhibitions and theatre performances, and fell within the ambit of the support service department UP Arts (previously known as the Cultural Affairs Unit).[264]

In addition to this, Student Culture,[265] better-known as Stuku, was the student service provider that organised cultural events for students of the University, often in cooperation with UP Arts. Throughout much of the period under review, Stuku successfully arranged various cultural activities on an annual basis, such as a film festival, the UP Art Festival, the first-year presentation, Ienkmelodienk, and the national serenade competition, better known as Serrie. Stuku aimed to transcend cultural, parochial and international divides, and always endeavoured to include all ages and races in its programmes. The period under review saw a marked increase in the active participation of black students, especially in established events like Ienkmelodienk and Serrie.

UP's Institutional Core Task Team for Transformation

After having considered the final report of the Soudien Committee, the Executive decided to establish an Institutional Core Task Team for Transformation on 28 July 2009. On 4 August 2009, Prof NA (Nthabiseng) Ogude was appointed as the coordinator of the task team and Prof NJ (Niek) Grové was appointed as a second representative of the Executive. The task team was further composed of two representatives, one from the academic staff and one from the support services staff, and two students (one black and one white; one of which had to be a member of a university residence).

The Executive agreed that the terms of reference for the task team would go further than simply responding to the Soudien Report. They expected the task team to study the report in light of the broader transformation imperatives of UP for the benefit of the institution as a whole. The process was to be a scientific assessment of the current situation at UP regarding transformation issues, and every effort was made to ensure its legitimacy. It was thus decided that, although the task team would oversee the processes for the development of a written response to the Soudien Report, the broader objective was to develop strategies for fostering an institutional culture that was conducive to the institutional transformation objectives and priorities.

A sense of urgency prevailed throughout the processes, as illustrated by the tight time schedule that the task team kept:

- The first meeting was held on 9 September 2009.
- UP's preliminary institutional response to the Soudien Report was considered by the Executive during November 2009, and was further circulated to the University community for comment before it was sent to the Minister of Higher Education and Training.
- The institutional climate study was expected to be completed by the end of the first quarter of 2010.
- The final report on this project was expected to be finalised in time for submission to the June 2010 meeting of the University Council.

The deadlines mentioned above fall beyond the time span covered by this publication. Therefore, feedback on the institutional climate survey of the Core Task Team should be covered in the next volume of *Ad Destinatum*. It should be an important component to improve the link between institutional culture and transformational policies, and should further develop and refine the institutional transformation objectives.

260 This included both sports and cultural activities.

261 Such students were often referred to as "Dailies" by their peers.

262 In 2001, the 2000 Master Plan was approved by the Executive, Its implementation led to many new initiatives.

263 Examples include Ms C (Caster) Semenya and Mr A (Akani) Simbine (athletics), Ms S (Simpiwe) Dludlu (women's soccer), and Ms S (Sanani) Mangisa and Ms K (Keneilwe) Mathibela (women's hockey).

264 See Chapter 5.26: Department of UP Arts.

265 Also see Chapter 5.23: Department of Student Affairs.

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3.8 UP LANGUAGE POLICY

3.8.1 HISTORICAL OVERVIEW

Towards the turn of the 20th century, the argument surrounding the University of Pretoria's official policy on the language of tuition (in which Afrikaans was identified as the dominant lingua franca), was primarily swayed by UP's commitment to transformation.[266] With the exception of Volume 1, the other volumes of *Ad Destinatum* give scant or no reference to this topic.[267] However, the question of language, and, by implication, the language policy, has always – to a greater or lesser extent throughout its existence – been part and parcel of UP's fibre. It also persisted throughout the period covered by *Ad Destinatum V*. In order to provide a full understanding of the issues at stake and of the far-reaching influences regarding certain decisions on the matter before, during and after the period under review, a brief overview of the institution's history is required, as these developments naturally did not happen in isolation.

In 1908, UP officially began as a bilingual institution called the Transvaal University College (TUC). In practice, however, English was used to a much greater extent due to the lack of Afrikaans learning materials, the limited technical and subject-specific vocabulary in Afrikaans,[268] and because a significant number of the lecturers originally hailed from Great Britain.

The history of the increasing resistance that arose from this situation and the concomitant demand for the use of Dutch/Afrikaans (and not English) as medium of tuition at UP were well documented in *Ad Destinatum I* (Rautenbach, Engelbrecht, Pelser, Spies, Du Toit , De Cock and Cilliers, 1960)[269] and will be not be further elaborated on in this publication. However, reference to a few highlights is justified.

- During the period 1908 to 1931, English was the dominant language medium.
- In 1930, Council approved a 50:50 bilingualism policy between English and Afrikaans, so that "all sections of the community would receive equal rights at the hands of the University of Pretoria" (Rautenbach et al., 1960:58).
- At best, this policy can also be regarded as an experiment that, if implemented successfully, would have offered a solution to the most important national challenge of that time to which no successful answer had been found since 1910. However, within two years, the futility of the compromising endeavour was acknowledged[270] and discontinued.

During 1932, a complete roundabout turn was taken, and Council decided that an Afrikaans-only policy would gradually be implemented, with the objective of UP eventually becoming an exclusively Afrikaans institution.

- As from January 1933, the new unilingual Afrikaans language policy was phased in from students' first year of study over a period of four years. Difficulties arising from unilingual (English-speaking) students and lecturers were left to the heads of the relevant departments to resolve within the ambit that students were in any case also expected to, in time, become "comfortably" conversant in the second official language and in using the relevant technical English vocabulary.[271]
- Necessary adjustments to the language policy were made in two faculties from the start, whereby bilingual education remained intact in order to accommodate both Afrikaans- and English-speaking students. This was regarded as a necessity in the Faculty of Veterinary Science (that was unique to UP) and the Faculty of Agriculture.[272]
- In time, UP not only developed into the largest Afrikaans, but also one of the largest public, residential universities in the country, and became recognised for its high research output and the level of scholarly education that it offered its students. During these years, when difficulties arose in the practicalities of implementing the language policy (largely due to the presence of foreign students in class who often had limited or no knowledge of Afrikaans), the situation was usually resolved directly within the relevant class or departmental context.
- However, as the number of non-Afrikaans-speaking students increased, so too did the external (and internal) pressures for UP to once again review its Afrikaans-only language policy .

During the 1990s, the percentage of students with only Afrikaans, or Afrikaans and English, as home language had already decreased by over 30%,[273] so that by 2000, they only made up about 57% of the student corps.[274] As countermeasure, the UP Council, in a defining moment, decided to institute a flexible language policy on 12 October 1992 (University of Pretoria, 2001b). It was decided that, although Afrikaans was the official language of tuition at the University, the UP Executive was empowered to give permission for students to be taught in English by implementing an additional class for a special course in English for non-Afrikaans-speaking target groups if the need therefore arose, provided that this was justified by their numbers in a particular course or class, as well as being viable with the available resources.

Thus the presentation of classes in English, in addition to Afrikaans, was gradually implemented[275] in those faculties in which student diversity and the registration of international students had already become the norm at undergraduate level, such as in the faculties of Health Sciences,

266 In that respect, some argue that the formal reinstatement of English as a (second) medium of instruction at UP in 1997 was the single-most important contributor to transformation at the University.

267 *Ad Destinatum I* covers the initial period from 1908 up to 1933 during which Afrikaans was officially accepted as the dominant language of tuition at UP.

268 In a survey among lecturers as late as in 1920, the lack of Afrikaans subject terminology was still used by some Afrikaans-speaking lecturers as the reason for their preference for teaching in English.

269 Especially once TUC had been formally recognised as the University of Pretoria on 10 October 1930.

270 In a letter to the Chairman of Council on 17 August 1932, the Principal, Prof AE (Anthonie Edward) du Toit, acknowledged the failure of the 50:50 policy and stressed that "the time had come for a full reconsideration of the services which the institution could best render to the country (Rautenbach et al., 1960: 66).

271 A period of tension that had arisen in 1933 between the City Council of Pretoria and the University was eventually resolved by 1937 when the University confirmed that the financial support from the City Council would be spent equally for the needs of English- and Afrikaans-speaking students, and that UP was in full support of the City Council's wish that every student at UP would have the opportunity of becoming fully bilingual (Rautenbach et al., 1960:69–73).

272 Faculties of agriculture were mostly prevalent at Afrikaans tertiary institutions.

273 This demographic phenomenon was caused by various factors, such as the fact that, after 1978, the size of white Afrikaans-speaking families had decreased dramatically. Thus, the number of students from Afrikaans families also dropped 18 years later (during the 1990s). Furthermore, a significant increase in the registration of English and other non-Afrikaans-speaking students at UP occurred after 1994 when the University opened its doors to all population groups in South Africa. At the time, UP was acknowledged as an institution characterised by a harmonious student culture (Personal communication: Prof P (Flip) Smit, former Vice-Chancellor and Principal).

274 It was generally expected that this downward trend in the percentage of Afrikaans-speaking students would continue in the years to come.

275 This was a reverse situation to that which prevailed in 1933.

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Veterinary Science, and Natural and Agricultural Sciences. As this trend was becoming more prevalent in all the faculties throughout the institution, the practical realities regarding the (dual) medium of tuition that had to be faced daily in classes became widely experienced. Eventually, this ostensibly conditioned students and lecturers to such a degree that emotions on the matter were put aside (University of Pretoria, 1998:3). Without either a formal debate on the language policy on campus, or noticeable resistance to possible pending change, the relentless external and internal pressures eventually led to the University officially readopting English as a second (and equal) tuition medium in August 1997 as part of an interim language policy.

However, the following criteria had to be adhered to:

- Tuition at UP was to take place in Afrikaans, with or without English.
- Implementation regulations were to be very sensitive to refrain from (unnecessarily) discriminating against students on the grounds of language of tuition.
- The obligation for students to receive an outstanding education at all times was regarded as of primary importance and was non-negotiable.
- Regular (six monthly) feedback sessions on the status of the language of tuition at UP by the Office of the Registrar to the Executive and/or the deans were required.

The Executive immediately appointed a working group[276] on 19 August 1997 that was tasked to determine the overall implications of such a language policy and to develop a relevant framework for its implementation. In compiling its report, the working group accepted the basic reasoning that once Council had formally accepted this interim language policy, it would remain as the official language policy of UP of that period until another policy was formally accepted.

At a subsequent meeting on 27 January 1998, the Executive received the working group's report and accepted a number of basic principles proposed by the working group for the implementation of the (interim) language policy. The basic point of departure remained that the implementation of the two mediums of instruction would not (unnecessarily) impede any student academically. Furthermore, the Minister of Education had clearly stated that no student was to be excluded from any higher education institution due to an inability to speak Afrikaans.[277]

As faculties were quite diverse in the types of courses they offered, this automatically directly influenced the composition of their student populations, as well as several other related issues. Furthermore, the type and level of the external and political pressures in which certain faculties had to function differed significantly. Because there were so many parameters that differed significantly between the faculties, the University decided that it would be academically more justifiable and cost effective if the implementation procedures were left to the individual deans and relevant academic and administrative staff of the various faculties to execute, on condition that their points of departure were in line with what was prescribed by the existing language policy. Apprehension about the possibility of subsequent confusion was counteracted by the general acceptance that the guidelines for the faculties on the implementation of UP's language policy were clear enough and had been sufficiently communicated to the relevant stakeholders.[278]

This interim language policy[279] of 1997 was never amended during the subsequent decade, and was taken up as is in the new amended statute of the University of Pretoria in 1999. Thus, even though it was referred to as the "interim language policy" in the documents of Senate and Council meetings up to 2000, this version also remained the official language policy of UP throughout the full period spanned by *Ad Destinatum V*.

3.8.2 UP'S INTERIM LANGUAGE POLICY

By 2001, UP had adopted both Afrikaans and English as languages of tuition. The guidelines stipulated that faculties had to supply the necessary information on the language of tuition of their programmes to the Office of the Registrar. The Department of Academic Administration, as well as the Division of Prospective Students in the Client Service Centre and other stakeholders also had to be informed timeously. This would ensure that the relevant information would be widely communicated and that prospective students were correctly informed well in advance of the medium of instruction of their respective courses. Relevant managers had to ensure that all administrative procedures and international and external interactions with stakeholders took place in both Afrikaans and English.

Furthermore, the faculties had to ensure that all the relevant study material of the courses they offered, as well as the relevant printed documentation, was provided in both Afrikaans and English. Deans had to notify the Office of the Registrar about their own faculty-specific arrangements of implementing the language policy. The Registrar then had to ensure that the relevant information was included in the official yearbook.[280]

In line with the relative freedom regarding the implementation of their respective language policies, faculties were also permitted flexibility in their choice of mode of teaching in the two languages in their courses. This was brought about by the significant variations that occurred in class composition and in the availability of lecturers with the necessary language skills. Accordingly, the mode or a combination of modes was needed even down to the level of individual modules of a course to address existing language diversity in a class. This was necessarily subject to demand, as well as the constraints of available staff, finances and facilities.

The following modes of teaching modules in two languages were available:

- Single medium: English or Afrikaans only.
- Double or dual-medium: The use of Afrikaans and English (to the same degree) in the same lecture. Experience proved that, for this mode to be effectively implemented, students were to have an acceptable level of bilingualism.
- Parallel medium: Lectures were repeated in either of the two relevant languages, in different venues and (possibly) at different times.
- Hybrid medium: Single and parallel medium were used in the same course module.[281]

Tensions arose if advance notification of unavoidable changes to the advertised modes was not, or could not, be

276 The working group initially comprised Dr J (Johan) Hendrikz (convener), Prof CR (Chris) de Beer, Prof TE (Theuns) Erasumus, Prof WvdM (Wynand van der Merwe) Heroldt and relevant deans. This working group was expanded in October 1997 to also include Prof JAG (Jan) Malherbe, Prof N (Nic) Oliver and Prof VN (Vic) Webb.

277 This principle was the most basic element of government's education policy after 1994.

278 This arrangement was in line with the decentralised management system that was followed at UP at the time.

279 See Appendix D: University of Pretoria Language Policy.

280 In 2000, UP's official yearbooks were published in Afrikaans and English for the first time.

281 This approach was pioneered by the School of Medicine.

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communicated timeously to students. Students could choose for themselves in which language (Afrikaans or English) they wished to receive communication on administrative or academic matters, or to be examined orally and/or in writing at UP. This had to remain intact and be honoured.

3.8.3 THE NATIONAL LANGUAGE POLICY FOR HIGHER EDUCATION IN SOUTH AFRICA

In accordance with section 27(2) of the Higher Education Act of 1997, the Minister of Education was tasked to determine a language policy for higher education in South Africa. He requested advice from the Council on Higher Education (CHE) on the appropriate development of such a policy.[282] In August 2001, the Minister invited Prof GJ (Jakes) Gerwel to convene an informal committee and provide him with advice regarding Afrikaans. More specifically, the committee was to focus on the continued use and further development of Afrikaans as an academic language in the higher education system without denying access to, or wittingly or unwittingly discriminating against non-Afrikaans speakers (Department of Education, 2002). The reason for this focus on Afrikaans was that, other than English, it was the only other indigenous South African language that had a well-developed, technical and subject-specific vocabulary. Thus, it was already widely used in industry and as a medium of instruction and official communication in many institutions of (higher) learning.

The Gerwel Commission published its report in January 2002. It recommended that only two universities – University of Stellenbosch and the former Potchefstroom University for Christian Higher Education (PU for CHE)[283] – should teach in Afrikaans.

This was, however, totally unacceptable to the University of Pretoria, as it was not willing to give up Afrikaans as one of its mediums of tuition. In response, it drafted a very comprehensive commentary[284] in which it strongly argued for its continued use of Afrikaans. It pointed out that UP had pursued a policy of multilingualism to promote access and equity, and that Afrikaans was one of its official languages of tuition.[285]

During a historic meeting with the Minister of Education, Prof AK (Kader) Asmal, on 23 September 2002, the vice-chancellors and principals of the five historically Afrikaans universities (Pretoria, Stellenbosch, Free State, Rand Afrikaans University and PU for CHE) put their case to him. Prof CWI (Calie) Pistorius argued strongly for the University of Pretoria and its retention of Afrikaans, and was supported in his plea by the vice-chancellor and principals of PU for CHE and the University of Stellenbosch.[286]

After due consideration, Minister AK Asmal decided not to implement the recommendation, and the Ministry of Education duly published a language policy for higher education in South Africa in November 2002 (Department of Education, 2001). The policy indicated that the Gerwel Report's recommendations were not acceptable as these could result in the unintended consequence of concentrating Afrikaans-speaking students in specific institutions, and in doing so ,setting back the transformation agendas of the institutions that had already embraced parallel or dual-medium approaches as a means of promoting diversity. Also, the notion of "Afrikaans universities" would conflict with the end goal of the National Plan for Higher Education (NPHE) for a fully transformed higher education system.[287] The Minister, in consultation with the historically Afrikaans-medium institutions, however, undertook to examine the feasibility of different strategies, including the use of Afrikaans as a primary, but not a sole, medium of instruction. Thus, the end result for the University of Pretoria was that it could continue to also teach in Afrikaans and continue implementing its bilingual language policy.

3.8.4 IMPLEMENTATION OF THE UP LANGUAGE POLICY AFTER 2001

The watershed decision of Council in 1997 to reinstate English as a language of tuition, equal to Afrikaans, opened UP up to many South Africans who had previously been unable to study there.[288] The University subsequently grew not only in numbers, scale and scope, but also in stature. This was because it had created an environment that increasingly became more attractive to a diverse new corps of academically strong South African and international students and scholars to enter the various faculties of the University. The increasing diversity in the student population and the degree to which this varied between the individual faculties (and even at departmental level) plus the concomitant flexible implementation model that was permitted between the individual faculties resulted in various challenges that progressively arose and had to be resolved.
By the beginning of the period under review, the existing language policy had been implemented for the preceding three years throughout the University.

Unique faculty-specific language policies

In 2001, Senate officially approved the specific language policies proposed by the faculties of Veterinary Science and Health Sciences (University of Pretoria, 2001c).

The Faculty of Veterinary Science had already adopted a single-medium English language policy as part of the agreement reached following the amalgamation of the faculties of Veterinary Science of UP and the Medical University of South Africa (Medunsa) into a single new Faculty of Veterinary Science at UP in 1999.[289]

The Faculty of Health Sciences, on the other hand, was challenged by its simultaneous phased implementation of a newly designed, problem-oriented, integrated curriculum with extensive community-based modules, as well as its obligation to accommodate an increasing corps of Southern African Development Community (SADC) and other international students for undergraduate medical and dentistry education.

The "challenges" were augmented by significant financial and resource constraints in health sciences education. This faculty therefore adopted a hybrid language model whereby auditorium lectures to large groups of students[290] (a method used mainly in the junior years) were presented in English only, and lectures and discussions involving smaller, practical or clinical (senior) student working groups were presented in Afrikaans and/or English,

282 This followed on the decision of Cabinet in 1999 to prioritise the development of a language framework for higher education, upon which the UP Council submitted its advice to the Minister in July 2001 in a report called "Language Policy Framework for South African Higher Education" that contained a range of proposals and recommendations.

283 Later known as the North-West University.

284 This document also included a commendable contribution by the Vice-Principal, Prof JD (June) Sinclair.

285 At the time, UP had the largest cohort of Afrikaans-speaking students of any university in the country.

286 These were Dr T (Theuns) Eloff and Prof C (Chris) Brink respectively.

287 The goal indicated in the NPHE was for "the creation of a higher education with an identity and cultural orientation that was neither black nor white, English- or Afrikaans-speaking, but unabashedly and unashamedly South African" (Department of Education, 2001:82; Department of Education, 2002:12).

288 This had either been for political reasons or because these students were unable to communicate at an academic level in Afrikaans, or had a limited knowledge of Afrikaans (or no knowledge of the language at all).

289 Before the amalgamation, UP's Faculty of Veterinary Science officially had a bilingual (Afrikaans and English) language policy.

290 Usually during the first two to three years of the MBChB and the BChD courses.

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depending on a group of students' language of preference. All printed documentation and teaching material was designed and produced in both Afrikaans and English. The textbooks were mostly international in origin and thus only available in English, but in several medical and nursing sciences disciplines, excellent textbooks were also available in Afrikaans.[291]

Other exceptions included the undergraduate programmes in the School of Public Management and Administration (SPMA) in the Faculty of Economic and Management Sciences, those in the departments of Materials Science and Metallurgical Engineering, and Mining Engineering in the Faculty of Engineering, Built Environment and Information Technology, and the Baccalaureus Institutionis Agrariae (BInstAgrar) degree in the Faculty of Natural and Agricultural Sciences, in which the comparative size of the English-speaking component of students justified English only as medium of tuition.

Simultaneous translation facilities

During 2005 , the University's Senate Hall was fitted with translation equipment (akin to that already existing in its Council Chamber since 2001). This made simultaneous translation between Afrikaans and English possible during Senate (and Council) meetings and enabled all members to follow and participate in discussions in either of the University's academic languages. This facility was, therefore, also available for other meetings held in these venues.

Improving the language skills of students and staff

As part of implementing the objectives of the flexible language policies, UP invested substantial resources to improve the language skills of its students (as well as its staff).[292]

The Unit for Academic Literacy developed the academic literacy of students by first assessing all new first-year students upon arrival prior to the commencement of their academic programmes.[293] By 2007, the Unit was offering about 20 courses to over 8 600 students.

The Unit's Creative Language Services Division also undertook translations from all of South Africa's official languages, as well as a number of other languages, while the Department of English offered free courses in English grammar and pronunciation to staff,[294] and the School of Languages offered degree courses in a number of African and European languages, including conversational courses in Sepedi, for members of staff.[295]

3.8.5 THE AD HOC (KOORNHOF) WORKING COMMITTEE OF SENATE

Notwithstanding, or probably because of, the fact that a significant degree of flexibility in the implementation processes of the existing language policy was available, and that the power to do so had been decentralised to faculty and departmental level, concern was progressively raised about several issues and challenges that were not so readily resolved at this level. Difficulties had already begun surfacing within the first few years after the policy had been implemented in 1998. Accordingly, on 8 September 2005, eight years after implementation, the Senate appointed an ad hoc working committee under the chairmanship of Prof C (Carolina) Koornhof (Dean of Economic and Management Sciences) to identify the problems, issues and challenges that had arisen within the first few years.[296] The ad hoc working committee, also known as the Koornhof Committee,[297] was requested to formulate a mandate for the appointment of a new senate committee that would be tasked to formally investigate the language policy.

The Koornhof Report (presented to Senate in May 2006) identified that the statutory framework within which the University's language policy had to be assessed consisted of the Constitution of the Republic of South Africa, as amended, the Higher Education Act of 1997, as amended, as well as the Statute of the University (University of Pretoria, 2006b).[298] In essence, the report underlined the challenges and tensions associated with opposing demands between implementing the language policy, and those inherent in the University's vision and mission. These were clearly illustrated between the outcomes of the various goals UP had set for itself in the strategic plans of 2002 and 2007, and included the following issues:

- The cost[299] of implementing the language policy, while also ensuring academic excellence through the high-quality teaching of a large number of modules, needed to be considered. Of significant concern was that neither the University nor the Department of Education provided additional funds to cover these costs, which thus had to be carried at both faculty and departmental levels.
- The implementation of the University's employment equity commitments and internationalisation programmes, together with the drive to increase access to UP, led to an increase in the diversity of the students and members of staff, and concomitantly increased the necessity for using English, in addition to Afrikaans, for tuition (and communication) within UP. Thereby, the teaching workload of fully bilingual lecturers became significantly larger than that of their non-Afrikaans-speaking colleagues.
- Administrative issues that also had to be addressed included language and translation support systems and dispute resolution.

The wide range of problem areas identified by the Koornhof Committee substantiated the urgent need for extensive institutional research to get a clearer picture of the language usage and preferences on campus, as well as scientific confirmation of the other identified problematic aspects associated with implementing the language policy.

3.8.6 SEPEDI (NORTHERN SOTHO) AS A LANGUAGE OF COMMUNICATION

The Koornhof Report was the first official document to suggest that a third official language of South Africa be developed and implemented at UP, initially only as language of communication. The Statute and existing language policy provided for the development of an indigenous language, together with Afrikaans

291 The Prinshof Campus branch of the University Library stocked copies of more than 20 such textbooks in the medical and nursing sciences published in Afrikaans.

292 Also see Chapter 4.6: Faculty of Humanities.

293 The tests were designed to assess students' level of cognitive academic language proficiency, and all students who were classified as at risk on the basis of their test results had to attend compulsory remedial academic literacy courses. Students had the option of taking these courses at various speeds.

294 Prof PJH (Peter) Titlestad initiated this endeavour. Aspects of the grammar course were also available on the intranet.

295 See Chapter 4.6: Faculty of Humanities.

296 The working group investigated all levels on which the language policy influenced the activities of UP: academic, administration and record-keeping, and communication.

297 The Koornhof Committee comprised the following members: Prof C (Carolina) Koornhof (Chairperson), Prof E (Erna) Alant, Prof NJ (Niek) Grové, Prof JD (Jonathan) Jansen, Prof AP (Antony) Melck, Prof JH (Henk) Potgieter, Prof RF (Roelf) Sandenbergh, Prof CJA (Cas) Vos, Dr S (Sanette) Boshoff (co-opted) and Ms L (Linda) Pelser (Secretariat).

298 The Statute was regarded thereafter as a source document of the policy.

299 The direct costs included maintaining the physical facilities and duplicating all teaching materials, while an important example of indirect costs included time for research.

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and English, as academic language. As identified by the report of the Language Policy Committee of Senate (LPC), the addition of a language of communication was in line with the spirit of the policy; no amendment was required, and Sepedi could be implemented with immediate effect. In addition to the policy regarding the languages of tuition, UP therefore decided to implement a third language, Sepedi, as language of communication in 2007.

The choice of Sepedi was based on the number of Sepedi mother-tongue speakers both within the University and in its immediate environment, and because languages in the Sotho group are mutually comprehensible. The University noted that it was neither practical nor financially possible to offer tuition in Sepedi at the time, considering the high costs already incurred by accepting two languages of tuition, as well as the lack of a well-developed technical language in Sepedi. However, it wanted to demonstrate its commitment to multilingualism and broader diversity by introducing Sepedi as a language of communication.

In recognition of the fact that it would help contribute to a culture of mutual respect, students and staff were encouraged to learn the language, and free Sepedi courses were offered to staff members as part of the University's priority courses. The visibility of Sepedi on campus was increased through its use in several official communiqués,[300] the inclusion of the University's name in Sepedi, together with Afrikaans and English, in its new logo,[301] and by using Sepedi in the naming of new buildings.

3.8.7 LANGUAGE POLICY COMMITTEE OF SENATE

Based on the tabled Koornhof Committee's report, Senate decided, at its meeting on 18 May 2006, to establish the Language Policy Committee of Senate.[302] The brief of this Committee was to review and refine UP's language policy within the context of the statutory framework. Cognisance had to be taken of the changing environment, and the realities of existing and available resources in lieu of other commitments necessitated by UP's Strategic Plan. The ultimate goal was to establish a long-term sustainable language policy for UP.

During 2007, a group of students raised their concerns, inter alia, about the adequacy of offerings in Afrikaans at UP. The University also took note of incorrect media coverage on this matter, and made a public announcement of correction. It was decided that all the concerns would be addressed as part of the foreseen revision of the language policy.

Mandate

The LPC was mandated to initiate research on the language profile and preferences of students and staff, the nature and extent of the implementation of the current language policy at UP, and language policies and best practices at other multilingual higher education institutions both locally and abroad.

The Committee was also asked to submit recommendations on fostering a culture of multilingualism within UP, on current projects for improving the language proficiency of students and staff, and on the implications of their proposals on UP's human and financial resources. In the execution of its mandate, the LPC was to follow up on analyses and work done by the Koornhof Committee.

The Committee subsequently embarked on an extensive institution-wide survey in 2007. Information was obtained from the following sources: student and staff databases, other relevant data from the mainframe computer system, information captured on the databases of the Department of Academic Administration and 102 academic departments, and feedback from 108 heads of departments (academic and non-academic).[303] The results of this extensive institutional research project were analysed and the subsequent draft report was finalised in August 2008. In line with its mandate, the LPC followed a two-pronged approach in its report by separating the relevant aspects of the existing language policy, as opposed to the related implementation issues. In its response, it also referred to additional requests from Senate.

These results gave a true reflection of the status quo at UP one decade after the implementation of the interim language policy of 1997, and thus enriched the understanding of the effects that the implementation processes and execution of the language policy had had on the institution.

From the findings of the analysis,[304] the LPC drew the following conclusions:

- In its Strategic Plan, UP set its aim as maintaining its position as an internationally recognised research university. Its vision also confirmed its commitment to providing an intellectual home for the rich diversity of South African academic talent. Both of these necessitated the use of English as one of its academic languages in addition to Afrikaans.
- The implementation of the existing language policy of UP had ensured sufficient "space"[305] for Afrikaans to thrive as an academic language in the face of potential dominance by the global academic language – English.
- It could be comfortably stated that there were sound academic and cultural reasons for deciding on both Afrikaans and English as languages of tuition at UP. The major goal of the language policy was to create an environment for teaching and learning in which students who had achieved cognitive academic language proficiency in their mother tongue could benefit from this skill. Students who did not have this advantage and had not yet developed cognitive academic language proficiency in at least one of UP's tuition languages had the opportunity to receive specific support to do so.
- Because teaching in two languages entails significant additional costs, the language policy indicated that resource constraints had to be taken into consideration by not imposing excessive opportunity costs on UP's other strategic objectives.

The above findings indicated that the existing language policy succeeded in meeting the important objectives that had been identified.

Recommendations

Based on the analyses of its research results, the LPC made a number of recommendations.

300 Examples included the programmes of all UP concerts and official events, and important University notices.

301 The UP logo was formally reviewed in 2007. Although it was decided not to bring about any changes to the coat of arms itself, a slight alteration was made in the overall design of the logo to state the University's name in all three languages.

302 The members of the Language Policy Committee of Senate were as follows: Prof AP (Antony) Melck (Chairperson), Prof NJ (Niek) Grové, Prof TJ (Thanyani) Mariba, Prof RA (Ramaranka) Mogotlane, Prof JH (Henk) Potgieter, Prof DJ (Danie) Prinsloo, Prof RF (Roelf) Sandenbergh, Prof CJA (Cas) Vos, one SRC representative (*ex officio*), Dr S (Sanette) Boshoff (co-opted), Mr HJ (Hugo) Mouton (co-opted) and Ms T (Therese) Bron (Secretariat).

303 The survey did not include the faculties of Veterinary Science and Health Sciences as these had their own, approved, unique language policies.

304 See Appendix E: Analyses by the Language Policy Committee of Senate.

305 Prof AP (Antony) Melck used the German word "lebensraum" to explain the concept.

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- In essence, the recommendations were not to amend the existing language policy of having Afrikaans and English as languages of tuition at UP per se, but to ensure that strong guidelines regarding implementation procedures were provided. These had to be adhered to throughout the University.
- Cognisance had to be taken of the fact that the implementation of the language policy had resulted in the majority of UP's students, despite having various home languages, choosing English as their academic language.
- UP historically also had a strong relationship with Afrikaans. That, and the significantly large number of Afrikaans-speaking students who requested being educated in Afrikaans, committed the University to preserving and developing the language as a national asset. This required maintaining the use of Afrikaans at appropriate levels of sophistication, which would require earmarked funding.
- Research on the modes of teaching in the two languages supported the fact that there was no simple solution to the question of how the University should address its language issues; each option had advantages and disadvantages. It was imperative for UP to choose a combination of measures that would optimise the overall net benefits. The direct and indirect costs of duplicating undergraduate modules were so substantial that a compromise had to be found where justice could be done to the aim of preserving Afrikaans, while not placing excessive constraints on other strategic objectives of UP.[306] The compromise suggested by the LPC was that lectures were provided up to, and including, the final undergraduate year in core disciplines of each faculty. The deans would be requested to identify such courses in their respective faculties.
- It was conceded that the current language policy had created an environment in which all the identified aims could be met, on condition that sufficient resources were earmarked centrally, and that faculties were not expected to carry these costs. The LPC recommended that the Minister of Education be approached to discuss which level of implementation could be financed.[307]
- If the Minister of Education could not provide sufficient resources for implementing these proposals, the LPC proposed a pilot project for introducing simultaneous translations of those lectures in the identified core programmes.
- The LPC requested that UP's human resources policies should be aligned to its language policy and faculty agreements to ensure that unequal loads on certain members of staff be minimised to thereby also address the indirect costs of infringement on research time.
- Every effort had to be made to ensure that all the administrative processes associated with the implementation of two languages of tuition were managed consistently. Their existence was published widely and correctly, and special care was taken that the right of choice that students were entitled to was never contravened.
- In terms of the University's management model, the responsibility for implementing the language policy was to be delegated to the deans for inclusion in their faculty plans.

Of special importance, notice should be taken that some of the issues identified in the Koornhof Report and confirmed by the LPC analyses had already been identified by the working groups for the implementation of the language policy in 1998, as well as experience obtained with the flexible language policy in 1992. This confirmed the concept that the successful implementation of the language policy at the University ultimately depended on the buy-in and support of all the lecturers.[308]

Reports of the LPC of Senate

When the LPC submitted its (preliminary) full report to the Executive of Senate on 9 September 2008, it was in response to the initial mandate it had received from the Ad hoc Working Group of Senate and Senate itself. The report covered all the points identified by the Koornhof Committee, and was subsequently tabled at strategic meetings of the UP Executive on 10 and 13 March 2009.

The main thrust of the full report of the LPC was that Afrikaans could, and should, be retained as a language of tuition at UP, but that the modes of implementation that had been utilised should be revisited. This was based on the finding that the underlying reason why Afrikaans had come under strain at UP was not due to the policy itself, but rather the flexibility permitted in the implementation of the regulations.

The report of 2009 therefore recommended that the existing language policy only be amended slightly with a few editorial corrections to the policy itself. However, it recommended an additional new section to the policy, specifically Implementation Rules. The latter provided for exceptions, procedures for how changes should be implemented, and also by whom the decisions regarding such changes could be made. The intention was not to leave this level of decision making to individual lecturers in the class.

The proposed next phase was that the Executive would enter into discussions with each of the faculties to determine the implications of the outcome of the LPC's proposed implementation rules, and thereafter to also obtain inputs from a wider range of stakeholders before finalising the project. However, it was at this point that Prof CWI Pistorius stepped down as Vice-Chancellor and Principal of UP. The Executive thus decided to postpone further consultative meetings and submission of the final report to Senate until a new Vice-Chancellor and Principal had been appointed and had had the opportunity to study the report.

Prof CM (Cheryl) de la Rey took office at the end of 2009, and consequently further discussions on the language policy and the recommendations of the LPC were only to be continued in 2010. The LPC's full report served again at a meeting of the Executive on 19 February 2010, at which meeting it was decided to shorten the report before finally submitting it to Senate in April 2010.[309] Thereby, its purpose was adjusted to specifically address only the policy-related issues on which Senate had requested advice. The ultimate question to be answered was whether the University's language

306 The demands for English tuition were so strong that no special measures, in this case, were necessary.

307 In an informal discussion with the chairperson of the LPC, the then Minister of Education, Ms GNM (Naledi) Pandor, had indicated her willingness to consider proposals for addressing higher education's language issues.

308 The University established many communication channels to assist in solving difficulties as they arose. However, there were ad hoc instances where individual lecturers, and sometimes certain departments in faculties, decided unilaterally to deviate from the language policy. The University corrected these situations as soon as they were reported. The University also made it clear that such deviations were not official policy.

309 The result was that the final (abridged) report to Senate did not cover all the original aspects of the mandate that had been given to the LPC.

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policy had to be amended in light of developments that had occurred since it was originally formulated in 1997.

Further information about the final submission of the (abridged) LPC report in 2010 and a discussion of it falls beyond the scope of this publication. However, it should feature strongly in the next volume of *Ad Destinatum*.

In conclusion, it is of special interest to note that, in contrast to the situation 10 years earlier, at the end of the 20th century when the validity of English as a possible co-language of tuition at the University of Pretoria was being debated, this was no longer in question within a single decade. By 2009, the University's language debate centered solely on the merit of retaining Afrikaans as a second, but equal language of tuition.

3.9 CENTENARY CELEBRATIONS 2008

3.9.1 INTRODUCTION

The year 2008 was an important one in the history of the University of Pretoria as it marked the 100th anniversary of the founding of the institution. To mark this milestone, a wide variety of centenary festivities gave the University several occasions to pay homage to all who had helped it succeed

The centenary year was, by all accounts, a resounding success. It comprised a schedule that covered more than 12 months of more than 270 functions, concerts, conferences, commemorations, reunions and new initiatives, starting with the launch of the University of Pretoria's Centenary Rose[310] on 9 October 2007 and ending with the inauguration of the Centenary Building on 17 June 2009. Except for four events,[311] the remaining ones, of course, occurred during 2008. The various events were attended by an estimated 200 000 people.[312]

The Centenary Celebrations were identified as an ideal platform to showcase the University's intentions in its 2007–2011 Strategic Plan. Accordingly, the objectives set for the celebrations were as follows:

- Reflect on the University's history to strengthen the vision for the future
- Celebrate the University's proud 100-year academic heritage
- Recognise the significant contribution UP had made to education, research and community engagement in South Africa
- Reinforce UP as one of the leading universities in South Africa for the next 100 years
- Involve all the University's important partners and stakeholders in the celebrations; this included Council members, staff, current and prospective students and parents, schools, alumni, government, the local community, donors, the diplomatic community, the media, as well as other local and foreign universities and their academics
- Strengthen the new corporate brand of the University

3.9.2 ORGANISING THE CENTENARY CELEBRATIONS

The challenges inevitable in staging the ambitious, year-long Centenary Celebrations programme were not outsourced to an external events management company, but were shouldered by the University's own members of staff. The staging of the Centenary Celebrations programme was executed in two phases:

- Up to the middle of 2007: initial design and planning phase
- From July 2007: from concept to operation and implementation phase

Although leadership of the entire project lay in the hands of the Vice-Chancellor and Principal and his Executive, many other people were involved to a greater or lesser extent in the various phases. Prof NJ (Niek) Grové headed the initial phase of the project and Prof CWI (Calie) Pistorius the second (final) phase.

Initial design and planning

Planning began in March 2000 when the Head of Cultural Affairs at the time, Dr A (André) Breedt, having studied reports from well-known international universities on planning, scheduling and managing centenary celebrations, developed a comprehensive plan that was accepted by the University's Executive. Subsequent extensive consultations throughout the University followed to obtain general buy-in from all stakeholders, whereupon the faculties, support service departments and student structures were invited to formulate proposals for their own contributions to the Centenary Celebrations.

On 17 May 2005, the Vice-Chancellor and Principal formally requested the Registrar, Prof NJ Grové, to take line function responsibility at executive level for the initial planning phase of the project. In 2006, a formal Centenary Advisory Committee was appointed, which comprised the following members:

- Prof NJ Grové: Chairperson
- Dr A Breedt: Part-time Centenary Coordinator
- Prof RA (Ramaranka) Mogotlane: Vice-Principal
- Prof C (Carolina) Koornhof: Dean: Faculty of Economic and Management Sciences
- Prof SV (Somarie) Grey: Executive Project Coordinator in the Office of the Vice-Chancellor and Principal
- Dr E (Elmarie) Liebenberg: Manager: Alumni Relations
- Prof KL (Karen) Harris: Head: University of Pretoria Archives
- Ms IE (Elizabeth) Pretorius: Director: Department of Corporate Communication and Marketing
- Ms EMJ (Elsie) Ceronio: Department of Finance
- Mr CC (Colin) Fouché: Director: Security Services
- Mr ET (Edwin) Smith: Director: Mamelodi Campus
- A representative of the SRC

310 The botanical name for the Centenary Rose is *University of Pretoria Centenary variety KORbeati (P)**. It was cultivated especially for the UP Centenary by Mr L (Ludwig) Taschner.

311 Two events were held in 2007 (the launch of the University of Pretoria's Centenary Rose on 9 October 2007 and the official opening of *A Centenary in the News* and *Celebrating Tuks' 100 years* exhibitions on 29 November 2007). Two were held in 2009 (a tree-planting ceremony in Centenary Tree Lane on the Hatfield Campus on 1 April 2009 and the official opening of the Centenary Building on 17 June 2009).

312 Detailed information on the Centenary Celebrations falls beyond the scope of this publication. Sections have, however, been recorded in a few interim reports and in relevant published articles that are all housed in the University of Pretoria Archives. A comprehensive commemorative UP publication on the Centenary Celebrations was compiled in 2008 (University of Pretoria, 2012). However, even though recording detailed information would be erroneous, *Ad Destinatum V* would also be incomplete without reference to specific aspects and especially highlights of the special corporate celebratory events during the University's centenary year 2008.

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During the remainder of 2006, the Advisory Committee made the following proposals that were accepted by the Executive:

- '"n Eeu in diens van kennis"/ "A century in the service of knowledge" was accepted as the central theme for the Centenary Celebrations.
- The Centenary Office, which was to be the administrative hub of the Centenary Celebrations until the end of 2008, was established in the Old Arts Building with Ms E (Estelle) Walmsey (public relations officer) and Ms H (Hendriehet) Young (secretary) as newly, temporarily appointed members of staff.
- An "in-principle" executive decision was taken that, as far as possible, all events during the centenary year would be hosted on University premises and that the use of its facilities for these events would be fully subsidised by the University.
- Once all the proposals for participation had been carefully scrutinised, the final official programme was compiled in September 2006. The individual events were selected based on the degree to which they would complement and support the University's vision and mission, as well as the goals and objectives of the Strategic Plan. Naturally, the financial implications also influenced the decisions taken.
- The selected activities were divided into the following categories:
  - Specifically designed institutional centenary events that would qualify for special funding
  - Annual sports events and academic engagements (conferences, workshops, seminars, special lectures, etc.) with external partners, hosted specifically at the University in recognition of its centenary year
  - Regular annual events of which the profiles were to be enhanced during the centenary year and for which the budget would not necessitate considerable additional funding (for example, student RAG activities, open and welcoming days, alumni regional visits, the annual Principal's Concert and the Alumni Laureate Ball)
- A smaller steering committee, consisting of Ms IE Pretorius, Director of Corporate Communication and Marketing, Dr A Breedt, Centenary Coordinator (part-time) and Ms E Liebenberg, Manager: Alumni Relations, was also appointed for the remainder of 2006 to assist the larger Advisory Committee in overseeing some of the day-to-day issues and operational activities.

By the end of 2006, the Executive had formally accepted the various recommendations of the Advisory Committee and, accordingly, allocated funds to the projects. On 9 February 2007, a workshop briefed all stakeholders on progress made and secured their participation in the subsequent planning.

From concept to operation

The next phase began in the second half of 2007. It saw progress from conceiving the draft programme to the actual planning in ensuring streamlined implementation:

- Prof CWI Pistorius then formally assumed line function responsibility at the level of the UP Executive for the final stages of the project.
- Prof SJ (Schalk) Claasen, Head of the Department of Industrial and Systems Engineering, was seconded to head the Centenary Office for 18 months. He would also act as the Project Manager from an office situated in the UP Rectorate, ensuring direct access to the Vice-Chancellor and Principal, and vice versa.
- Ms IE Pretorius, as Director: Corporate Communication and Marketing, took a prominent role in ensuring alignment of the centenary activities with the University's strategic objectives.
- Ms JA (Janétje) van der Merwe, Operational Manager in the Department of Corporate Communication and Marketing, was responsible for maintaining close liaison between the Centenary Office and her department.
- The Executive Project Coordinator, Prof SV Grey, assured and coordinated operational involvement from the Office of the Vice-Chancellor and Principal.
- Ms E (Emmerentia) Nel designed a website at www.up.ac.za/centenary that acted as the backbone of electronic communication for the year. News from this website was also automatically channelled to the home page of UP's institutional website, intranet and the student web portal.

Since the Advisory Committee of the Centenary Celebrations had run its course and the second phase in organising the celebrations had been reached, the committee dissolved into a smaller working group consisting of the Project Manager, Director and selected members of the Department of Corporate Communication and Marketing, together with the Centenary Office staff. Mr RR (Roelf) van der Laan of the Finance Department managed the finances of the project.

The working group shouldered the operational responsibilities of aligning events to the University's strategic objectives. Marketing and communications aspects fell to the Department of Corporate Communication and Marketing, which, appreciating the unique positioning opportunity to display the University, made sure that branding at each event complied with the criteria for the University of Pretoria's centenary logo, thereby ensuring an exact and unified corporate message. It also made sure that media releases covered all aspects of the Centenary Celebrations in line with the University's vision, mission and strategic thrusts. A similar degree of focused support came from the Department of Facilities Management on the use of venues, and the Department of Security Services ensured the smooth and safe execution of all scheduled activities.

Implementation

In 2008, the focus of the Centenary Office, the Department of Corporate Communication and Marketing and the Vice-Chancellor and Principal's Office shifted to staging each event, either by taking full responsibility (for the special centenary events with substantive financial implications) or in offering operational support (to faculty, divisional or departmental events that did not have significant additional financial implications). The working group met weekly to plan the details, coordinate the scheduled events, smooth out last-minute glitches, and ensure appropriate media coverage. Furthermore, the Department of Corporate Communication and Marketing was able to give continuous creative advice through its external consultancies, Brandwealth and MediaChef.

Marketing

As the Centenary Celebrations presented a unique positioning opportunity to display the University, the Director of Corporate Communication and Marketing, Ms IE Pretorius, and her department paid specific attention to ensure that the University was marketed from every angle.

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Branding

The new centenary brand appeared on all corporate publications, marketing documentation, programmes and study materials, and 102 specially designed corporate roll-up and bowhead banners were distributed to all the faculties, or were centrally available as branding at all corporate and faculty centenary events. Eleven large, branded, double-sided pylons and two large permanent banners were erected at the entrances to the various campuses and in the Amphitheatre. Large, branded, permanent banners were placed in the Aula, Musaion, Groenkloof Auditorium and in the Rautenbach Hall.

Centenary Shop

The Centenary Shop opened its doors in the Old Arts Building in January 2008. It was run by Ms L (Lynette) Schoeman of the Alumni Relations Office with two part-time assistants under line responsibility of Prof SJ Claasen, and was modelled on upmarket museum shops abroad. It sold an array of high-quality memorabilia that was priced competitively to optimise the marketability of the centenary-branded merchandise, and served as an ideal source for corporate gifts that were presented to special guests at the various events. High-quality KWV wine was bottled for the centenary. It was available as a Cabernet Sauvignon 2005 and a Sauvignon Blanc 2006. A Cape Ruby Rosé was also included later in 20018. All the wines carried centenary labels and were served at all official centenary functions.[313]

Media releases

The Director of Corporate Communication and Marketing and her media team, comprising Mr G (Gilbert) Mokwatedi and Ms HC (Stella) du Plessis, ensured maximum media exposure. The media that were targeted and specifically selected for all events and advance communiqués were influenced by the target market of a news item. These included art journals, magazines, radio and television programmes specifically dedicated to the various fields of interest, as well as the general press, such as newspapers, websites and general magazines. TuksFM promoted many of the activities on campus. Broadcasts of specific events, such as concerts and the Centenary Lecture Series, were carried live. This was especially effective in disseminating news to students and the broader public. A comic viral invitation to alumni to attend the Alumni Homecoming Week, which featured the UP mascot, Oom Gert, with comedian Casper de Vries, was published on the UP website and on YouTube, and was distributed to alumni via SMS.

Prof Calie Pistorius (centre), with SRC Chairperson 2007, Chilu Chani (left), and SRC Chairperson 2008, Yolandé van der Westhuizen, in front of the centenary flame.

Although neither the print nor the electronic media campaigns' true value to the local and international image of the University can be quantified, the advertising equivalent value (AEV) for the year was calculated to have exceeded R200 million, which was a considerable increase over the previous year's R80 million.

Recordings

The Centenary Office was responsible for recording and documenting the activities and celebrations. Documents (including emails) concerning the activities, the various programmes, publications, digital recordings, videos, photographs,[314] giveaways and memorabilia of events were collected, recorded, retained, catalogued and archived. All these recordings were presented to the University of Pretoria Archives in December 2008 to be preserved for future reference.

Programme of events in 2008

A special Centenary Celebrations programme of events was compiled and listed on the centenary website and was continually updated during the centenary year. In all, 270 entries were listed in the final programme.[315]

As mentioned above, some of these events were once-off events, uniquely designed and dedicated to the 100th anniversary of the University of Pretoria, whereas others were more regular in nature and were events that occurred annually on the University's calendar. However, in 2008, all of them honoured the central theme of the centenary year in commemorating a century in the service of knowledge, and singly and collectively did justice to being included in this list.

Target audiences

True to the aims set for the celebrations, the events during the centenary year were geared towards a variety of target audiences.

313 Although not expected to run at a profit, the Centenary Shop was so successful within its first year that the Executive decided to continue selling corporate gifts in this shop well beyond the centenary year.

314 Mr L (Lourens) and Ms (M) Mariki Uitenweerde of EYEscape Studios were contracted to record all the centenary events photographically and Mr A (André) du Plessis from the Department for Education Innovation made video recordings of the major corporate centenary events.

315 Some referred to a single event, but others included several related events, all forming part of a single entry. Thus, in actual fact, many more than 270 separate events celebrated the centenary of the University to a greater or lesser degree.

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UP students during the candlelight ceremony at the launch of the Centenary Celebrations of 2008.

Alumni

Special attention went to catering to the needs of the alumni, either during the Alumni Homecoming Week's many special events (a variety of functions from 12 to 18 May that attracted close to 7 000 people), or at other events spread throughout the year, which reached more than an estimated 4 000 people. Several concerts were held, and art exhibitions showcased the works of alumni who had made their mark on national and international level.

Reunions were held and recognition was given to former classmates, student society members, residence friends, former colleagues, and student, corporate, research and academic leaders[316] – all committing their energies to continuing to develop their Alma Mater beyond the level it had reached in its first century. A poignant alumni reunion that justifies being singled out for mention is the special TuksAlumni Breakfast for Super Seniors that was held on 24 April (it was attended by alumni who had graduated in the 1940s and who were all over 80 years old in 2008). More than 90 people attended the function, and the UP mascot, Oom Gert, presided. The second reunion worth mentioning is the reunion of intellectuals and leaders of the University on Chancellor, Council or Executive level, which was arranged and hosted by the Vice-Chancellor and Principal's Office and took place in the Club Hall on the Hatfield Campus on 29 August. In all, 43 guests gathered for a candlelight dinner that offered them the opportunity to mingle, and exchange stories and fond memories of their time at UP. This was also an opportune occasion for the Chancellor, Prof WL (Wiseman) Nkuhlu, to present Chancellor's medals to eight non-serving[317] leaders on Chancellor, Council and Executive level in appreciation of the roles these individuals had played during their respective terms of office.

Students

As students are regarded as the backbone of the University, it is not surprising that they would have been identified as an important target audience for several events held during 2008. These events drew large crowds with estimated attendances totalling over 55 000 people. This excluded the crowd of an estimated 30 000 people who gathered along the route to marvel at the floats of the Student RAG procession on 9 February, the more than 20 000 prospective students and their parents who attended the Open Day, as well the numerous residents who attended the official opening of the two new student residences (the extension to the Nerina residence and the new TuksVillage residence) on 6 May.

Quite appropriately, the Centenary Celebrations of 2008 were launched on the evening of 7 February, the Thursday before the University's 100th birthday, with a candlelight ceremony in which about 5 000 students circled the Hatfield Campus bearing small flame-shaped penlights. The procession culminated in a ceremony in which the Vice-Chancellor and Principal and the former and current Student Representative Council (SRC) chairpersons, Mr CM (Chilu) Chani and Ms Y (Yolandé) van der Westhuizen respectively, ignited the centenary flame at the entrance to the Hatfield Campus.[318]

Staff

One of the most important institutional centenary events during 2008 was the official birthday celebrations, which took place on 8 February.[319] These celebrations catered predominantly for more than 2 500 staff and certain specifically invited guests, which included former chancellors, vice-chancellors and principals, members of Council and a few other special friends of the University. A full academic procession of about 150 Senate

316 Five of the 17 honorary doctorates bestowed by the University in 2008 were received by UP alumni. See Appendix C: Table H: Institutional Awards.

317 Senate regulations do not allow awarding Chancellor's medals posthumously or awarding them to serving members of Council and the Executive.

318 This flame, a natural gas burner designed by the sculptor and Alumni Laureate Angus van Zyl-Taylor and of which the liquid petroleum was donated by Sasol Gas, burned daily for a few hours, as well as on special occasions during the remainder of the centenary year.

319 As the University's birthday on 10 February 2008 fell on a Sunday, the celebrations were held on the preceding Friday.

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members, led by the Chancellor, and Vice-Chancellor and Principal, followed by the President of the Convocation, Justice CF (Frikkie) Eloff, the Chair of Council, Prof ED (Esmé) du Plessis, and other members of Council, started at Kya Rosa. It symbolised the academic flow from the University's genesis, and proceeded across the Hatfield Campus to the Aula. This was followed by a formal programme of special congratulatory messages by representatives of the various stakeholder groupings of the University, and choir music. Later, all the guests enjoyed a summer picnic on the lawn of the Aula with music, champagne and a display of vintage cars.

Staff members actively participated in the Centenary Celebrations programme during the year by arranging their own departmental reunions and gala dinners, and/or attending the numerous other centenary academic, cultural, community outreach and sporting events.

3.9.3 STRATEGIC FOCUSES

As the Centenary Celebrations offered an ideal platform to showcase the University's intentions in its 2007–2011 Strategic Plan, numerous events during the year supported specific thrusts of the Strategic Plan.

Internationalisation strategy

The University's internationalisation strategy featured prominently in the Centenary Celebrations. By invitation, numerous members of the diplomatic corps, international visitors, visiting academics and international luminaries were included in various events captured under a variety of subthemes in the Centenary Celebrations programme. Examples included the highly acclaimed, international academic colleagues who attended and were actively involved in 67% of the 86 conferences, workshops, seminars and special lectures that were held throughout the year. Thirteen of the latter were presented by prominent experts in a variety of fields, and formed the Centenary Lecture Series. Of these, eight (61%) were delivered by specifically invited visitors from abroad. Furthermore, of the 17 honorary doctorates awarded in 2008, almost 60% were conferred on renowned international personalities. The honorary DBA degree was awarded to TH Senior Minister GOH Chok Tong of Singapore in that country on 18 October in recognition of his leadership in the economic success and prosperity of Singapore. The honorary DSc degree was awarded in the Aula to Sir D (David) King, Director of the Smith School of Enterprise and Environment at the University of Oxford in the UK in recognition of his lifelong commitment to Chemistry and bridging the gap between the social and natural sciences.[320]

Further interesting demonstrations of the international dimension of the celebrations were the several embassy-sponsored events during the year in recognition of the University's centenary. These included the donation of special books to be taken up in the collections of the University Library by the Spanish Principality of Astaurias and Blackwell Publishers of the UK, the sponsoring of the Mae Jemison US Science Reading Room on the Mamelodi Campus by the US Embassy, the photographic exhibition in recognition of the Year of the Potato by the Peruvian Embassy, the Ibero-American Music Festival, which consisted of eight concerts sponsored by the Spanish-speaking embassies in Pretoria, and the Pavarotti/Puccini memorial concert sponsored by the Italian Embassy.

Recognition of excellence

The University had always recognised excellence in the academic, as well as non-academic fields in various ways. The Centenary Celebrations programme offered ideal opportunities to pay special tribute to those who had excelled in different fields.

Academic achievements [321]

True to the spirit of academic excellence, specifically designed commemorative centenary medals were presented to close to 100 (98) intellectuals whose research contributions in their respective disciplines between 1908 to 2008 had contributed to establishing the University's reputation for research excellence. Of the 98 selected "leading minds", 58 were able to attend the prestigious gala event on 26 March. The other 40 were honoured posthumously or *in absentia*. Adding to the lustre of the evening, the Nobel Prize Laureate, Prof S (Sydney) Brenner, presented a Centenary Lecture at this ceremony titled: "Creation of knowledge and why it is important that universities should play a leading role in it".

The various forms of institutional recognition for academic excellence were once again awarded at the relevant graduation ceremonies and Exceptional Academic Achiever Award evenings. In the same vein of recognising academic excellence, an unusually large number of 17 honorary doctorates were awarded to renowned intellectuals during the centenary year.

Non-academic achievements[322]

Non-academic achievements were recognised in 2008 by awarding a Chancellors' Medal to more than the limited number of recipients per annum (14 in all).

Sports achievements[323]

Excellence in sport was recognised at two special banquets arranged by TuksSport. At the first of these, held on 13 September, 16 of the University's sporting greats and legends were specifically honoured at the TuksSport Hall of Fame and 100-year Sport Reunion Banquet, and on 17 October at the Absa-Tuks Colours and Awards Banquet, 343 sportsmen and sportswomen, and 31 officials received University colours for sport.

Achievements of alumni

At the Alumni Laureate Ball that was held on 15 November and attended by close to 900 alumni, staff and close friends of the University, the Chair of the Alumni Board, Dr BP (Piet) Botha, presented Alumni Laureate Awards (regarded as the highest recognition an alumnus or alumna can receive from his or her UP alumni peers) to a select 11 recipients,[324] identified as representatives of the rich harvest of human capital produced by the University over the previous century.

Academic events

The University's academic stature was amply reflected in the close to 80 academic engagements that were the primary thrust of the Centenary Celebrations programme. In many instances, relevant professional societies, associations and institutes accepted invitations to host their international conferences, workshops and seminars for 2008 at the University in honour of its centenary.

320 Sir David King was internationally renowned for his special interest in global scientific issues, including climate change and the plight of developing countries. He was also was the former Chief Scientific Advisor to the British Government.

321 See University of Pretoria: 2012:60–72.

322 See University of Pretoria: 2012:72–74.

323 See University of Pretoria: 2012:77–78.

324 Alumni Laureate Award recipients for 2008 were Dr L (Liesbeth) Botha, Mr KOB (Kennedy) Bungane, Ms A (Anati) Canca, Prof NC (Chabani) Manganyi, Dr C (Cival) Mills, Ms NT (Futhi) Mtoba, Mr R (Roland) Röhrs, Mr B (Ben) Schoeman, Ms E (Elizabeth) Steijn, Dr A (Andries) Terblanché and Mr A (Alec) Wapnick.

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The University welcomed and, indeed, appreciated these gestures of support and the many congratulatory messages voiced at the various opening ceremonies and event dinners.

The University's facilities used for these meetings carried dual branding and clearly reflected the centenary year. The various conferences, congresses, symposia, workshops, seminars and special lectures drew audiences of between 13 000 and 14 000, and the participation of visitors and guests from Australia, Canada, China, Europe, India, New Zealand, Scandinavia, Singapore, South America and the USA, as well as the African continent.

These audiences demonstrated the enormous extent to which the University had penetrated the international academic environment.

Centenary Lecture Series

Arguably, pride of place among the many academic engagements went to the Centenary Lecture Series. These speakers[325] were identified as prominent world-class leaders, or exceptional specialists in their fields. Thirteen lectures were included in the series. These covered a wide range of topics, such as climate change, renewable energy sources, human rights, education issues, and financial and economic matters. Eleven of the lectures were video recorded and have been placed in the University of Pretoria Archives, as well as a hard copy of the acceptance speech of TH Senior Minister GOH Chock Tong when the University conferred an honorary DBA on him in Singapore. By agreement, no record was kept of the closed meeting Mr T (Tito) Mboweni (Governor of the South African Reserve Bank) had with over 50 members of the diplomatic corps, in which he briefed the diplomats on critical financial and economic matters in South Africa, as well as giving his views on the prevailing world economic situation.

UP Boekjol

The Department of Library Services' contribution to the centenary was a book festival known as the UP Boekjol. This four-day celebration from 5 to 8 March 2008 comprised several events to celebrate reading and writing as a way of life in the academic environment. It was also meant to foster a culture of reading by trading on the slogan "Denkleiers lees"/ "Leading minds read". During the festivities, the University reached out to all the book lovers of Pretoria and further afield. A varied programme of 60 events catered for many tastes and interests. Dr M (Mathews) Phosa, well-known politician, businessman and Afrikaans poet, was the guest speaker at the opening ceremony on 5 March.

Other highlights included the following:

- *Writers in Dialogue:* Fourteen English writers, 12 Afrikaans writers (all UP alumni), four African language writers and one Flemish writer discussed their books in interviews, read to audiences, took part in debates and shared their passion for words.
- *The first South African e-Book Fair:* The centrepiece was a one-day symposium on 7 March 2008, where five experts from the publishing world spoke about the new phenomenon of online books and how it would affect university life.
- *Future Leaders at Play:* This was a programme for children and the youth. Six hundred learners from schools in Eersterus, Laudium, Mamelodi and Mamelodi-West were introduced to the world of books by well-known writers of youth literature.
- *TUKSbooks:* This was an exhibition of approximately 2 000 books written by the University's alumni, students and academics over the past 100 years.
- *UniverCity:* This was a series of talks by UP experts in which they shared their fascinating work with fellow citizens of Pretoria.

Centenary publications

Academics at the University authored several works during the centenary year[326] and several special book launches took place. Some of these fortuitously took place during the centenary year. Others were commemorative catalogues that were presented to the guests who attended the respective celebratory functions.[327]

Special centenary publications that were launched in 2008 included the following:

- *HTS Teologiese Studie Jubileum/HTS Theological Studies Jubilee* 64(1), which was launched at a commemorative public lecture by Prof AG (Andries) van Aarde
- *Tukkies oorskou sy eerste honderd jaar: 1908–2008,* a coffee-table publication by Prof PB (Flip) van der Watt, church and cultural historian and former Dean of Students
- *Onderstepoort 1908–2008,* edited by Dr DW (Daan) Verwoerd and Dr RD (Rudolph) Bigalke, which was launched at a function preceding the Onderstepoort Centenary Pan-African Veterinary Conference that was held on 6 October
- *Die groot krag agter die berg: 100 jaar geologie aan die Universiteit van Pretoria, 1908–2008,* edited by Prof PG (Pat) Eriksson and Dr R (Roelof) van der Merwe
- *Amfiteater: skrywerstemme van oud-Tukkies,* a special book of essays by 28 alumni of the University, compiled by Prof PH (Piet) Roodt of the Department of Afrikaans
- *Rose,* a specially commissioned CD commemorating the University of Pretoria Centenary rose,[328] comprising eight songs dedicated to a rose

Local relevance

All the centenary celebratory events proclaimed the University's intellectual integrity, its high international reputation and its commitment to local relevance. Not only were certain events specifically designed to benefit communities, but community members were regularly invited and, indeed, participated in them.

The following three institutional centenary events specifically targeted the community as audience:

- *The ceremonial launch of the Department of Community Engagement:* This took place on 28 July, and was attended by the Deputy Minister of Education, Mr E (Enver) Surty, University staff, community representatives and corporate partners.

325 The speakers were Dr M-S (Mary-Sue) Coleman, Dr P (Patrick) Moore, Prof S (Sydney) Brenner, Sir D (David) King, Dr A (Anderson) Smith, Prof R (Raghavendra) Gadagkar, Dr J (Johan) van Zyl, Mr T (Tito) Mboweni, Dr J (Johan) Rupert, TH Senior Minister GOH Chok Tong, Dr KA (Kavita) Sharma, Mr C (Clem) Sunter and Prof Emeritus F (Francis) Hallé.

326 See http://www.library.up.ac.za/special/up_pub.htm.

327 Examples are "A celebration of 100 years", a special centenary edition of *Communiké*, an annual publication of the Faculty of Economic and Management Sciences, presented to guests who attended its Faculty Festival luncheon in celebration of the University's centenary on 15 August. Equally so, guests at the ceremonial launch of the Department of Community Engagement on 28 July received copies of the once-off publication *Community engagement at the University of Pretoria 2008*, and the Department of Visual Arts produced a special colour catalogue, *Visuality/Commentary*, which complemented the opening ceremony of the "Visuality/Commentary" exhibition, which ran from 12 to 21 May as part of the Alumni Homecoming Week.

328 This CD was presented as a corporate gift at the Alumni Laureate Ball on 15 November.

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The Centenary Rose collaborative community art initiative.

- *A cocktail function in the Edoardo Villa Museum:* This took place on 26 August to recognise the close relationship and interdependence between the University and the Hatfield Community. Here, Prof CWI Pistorius and Prof AM (Antonie) de Klerk (Executive Director) hosted a reception for close to 100 guests, which included members of Council, the executive and senior management of the University, the chairperson and members of the Hatfield City Improvement District (CID), representatives of the Hatfield business community, the Hatfield Community Court, members of the South African Police Service, and leaders of the surrounding churches and schools.

- *The Centenary Rose Collaborative Community Art Initiative:* This was an initiative of the students of the Department of Visual Arts. The highlight took place on 26 September when an impressive work of art depicting the University of Pretoria's centenary rose was unfolded by 400 students of the Department on the lawn in front of the Aula. The work consisted of 3 844 boxes measuring 50 x 50 cm each, placed side by side in a grid formation. Not only was each box painted a particular shade of pink, but also represented a parcel of non-perishable food that was later donated by students and members of staff. The initiative was concluded on 9 October when Tuks RAG organised a special function where the non-perishable food parcels were distributed to pensioners of the Mmakaunyane community in the Winterveld.

The Innovation Generation

Cultural and sports events also featured quite strongly in the Centenary Celebrations programme, which closely reflected the quest of the University to not only produce well-educated, world-class professionals, but to also produce well-rounded, world-class people, who would be known as the Innovation Generation.

Cultural celebrations

The cultural events in the Centenary Celebrations programme included all branches of the performing and visual arts, and involved both the University's own students and staff, as well as established and renowned national and international artists. Appreciative audiences at the concerts totalled an estimated 35 000 people and many thousands attended the art exhibitions.[329]

More than 60 concerts were staged during the centenary year. In many of these, the University of Pretoria Symphony Orchestra (UPSO) and the University's choirs (Tuks Camerata and UP Chorale) performed. The regular free lunch-hour Leo Haese concerts continued throughout the year and five special evening concerts featured solo performances

329 In recognition of the UP Centenary, Mr A (Alec) Wapnick, an alumnus of the University and prominent Pretoria businessman, exhibited a large selection of his unique personal collection of paintings and linocuts from 17 June to 2 July as "A view of Pretoria – from the Alec Wapnick Collection". This exhibition alone, was visited by an estimated 10 000 people.

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by renowned performing artists.[330] Large concerts in the Aula, which drew capacity audiences, included the 2008 Engineering, Built Environment and Information Technology Faculty Culture Evening on 20 May, in which UPSO performed a hundred years of hot hits (popular songs between 1908 and 2008), and the Principal's Centenary Concert on 11 and 12 September,[331] in which Mendelssohn's *Lobgesang (Hymn of Praise)* was performed by the University of Pretoria Concert Choir (Tuks Camerata, UP Chorale, the UP Jacaranda Children's Choir and the UP Youth Choir) and UPSO – a resounding force of close to 350 musicians. Prof E (Eric) Rycroft conducted UPSO in all of these concerts. Another concert in this ilk was the Tuks Alumni Opera Gala, a performance on 16 and 18 May by The Black Tie Ensemble and Opera Chorus accompanied by the Chamber Orchestra of South Africa (COSA) and conducted by the internationally acclaimed Mr C (Conrad) van Alphen.

In addition to the performing arts, close to 20 special exhibitions of visual arts were arranged in honour of the centenary year. These included the Alumni Art Exhibitions that were organised by the Department of Visual Arts from 12 to 21 May to showcase the design and works of fine art of locally and internationally renowned alumni and staff, as well as the UP Archives's exhibitions, "A century in the news" and "Celebrating Tuks's 100 years", in the Old Arts Building, which formed part of the campus tours throughout the centenary year and thereafter.

Further visual arts highlights during the centenary year included the unveiling of the commissioned 18 m^2 centenary tapestry depicting UP as it was in 2008 and embroidered by the rural women of the Kaross Embroidery Initiative, as well as the Centenary Sculptures by the renowned sculptor, Tuks alumnus and 2005 Alumni Laureate recipient, Angus van Zyl-Taylor. Furthermore the Gauteng Provincial Government donated and the University thankfully accepted the 7.5 ton bronze Danie de Jager Equine Group, which was relocated from Lilian Ngoyi Square in the city centre on 27 November to a site overlooking the dam next to the Sport Centre on the LC de Villiers Sport Grounds.

Sports celebrations

The sports events celebrating the centenary year drew more than 15 000 enthusiastic participants and spectators.[332] These included three intervarsity tournaments, two golf championships and two road races.

- The University participated in a number of inter-university rugby matches on the first three consecutive Saturdays in March against the universities of the Free State, Johannesburg and Stellenbosch, respectively. Having all the 2008 intervarsity games played at UP acknowledged the sportsmanship and camaraderie of the competing universities.

- The 1908–2008 Tuks Centennial Race, arranged by the Tuks Road Running Club, took place on 23 February. The starting and end lines of the shorter routes were at the LC de Villiers Sport Grounds, and went through the experimental farm, past the ladies' residences and through the Hatfield Campus. The TuksAlumni Legends 2008 Johan Fourie Road Race was arranged at the Waterkloof Air Force Base on 31 May. Not only did Johan Fourie participate in the race, he also presented the awards to the winners at the evening function.

- The TuksAlumni Golf Championships was held during the Alumni Homecoming Week on 17 May and the Tuks-Vodacom Golf Day was arranged by TuksSport on 10 October. Both of these took place at the Pretoria Country Club.

Quality: Facilities and infrastructure

Quality is an important thrust of the UP Strategic Plan. Demonstrating the quality of the University's facilities and infrastructure was a further aim of the Centenary Celebrations. Many changes and improvements were made to the facilities and infrastructure of the University during 2008. Some of these were in preparation for the festivities, others to specifically commemorate the 100th anniversary of the University, while others, quite fortuitously, coincided with this momentous year. Examples included the following:

- The Centenary Advisory Committee requested the Department of Facilities Management to upgrade certain areas on the Hatfield Campus in preparation for the Centenary Celebrations. This included developing the Centenary Tree Lane, consisting of indigenous wild plum (*Harpephyllum caffrum Bernh*) trees in the Lunnon Street extension passing the entrance of the Forestry and Agricultural Biotechnology Institute (FABI) Building on the Hatfield Campus. Another feature of the sprucing up of the Hatfield Campus was the development of a large University of Pretoria rose garden on the southwestern corner of the Hatfield Campus in front of the Administration Building.

- To mark 100 years of scholarship and learning, a special Centenary Flame at the main gateway to the University symbolised vigorous scholarship and commemorated past achievements. The flame also served as an inspiration for the present generation of students to continue academic excellence. As mentioned above, this flame was lit by the Vice-Chancellor and Principal at the main entrance to the Hatfield Campus on the evening of 7 February and burned daily for a few hours and on special occasions during the remainder of the centenary year.

- As a gift to the University in its centenary year, the Professional Provident Society (PPS) donated the high-tech Tswelopele Multimedia Lecture Room for postgraduate students in the School of Information Technology. At the opening on 18 July, the Vice-Principal, Prof RM (Robin) Crewe unveiled a plaque acknowledging PPS's generous gift to UP.

- The new wing to the ladies' residence, Nerina, and the newly constructed TuksVillage residence were both officially opened on 6 May. A plaque at each residence commemorated the official occasion.

- A R100 million extension to the existing facilities of the Gordon Institute of Business Science (GIBS) began in 2007 and was completed and officially opened on 17 November 2008 by the Vice-Chancellor and Principal, with Sir Donald Gordon and the Gordon family in attendance as guests of honour.

330 The solo performers were Lucas Maree (14 May in the Musaion), Stef Bos (8 August in the Aula), Helena Hettema (22 August in the Aula), Nataniel (4 October in the Aula) and Amanda Strydom with UPSO (17 and 18 October in the Aula).

331 Young musicians from the Soccajasco Kids group, directed by Prof ME (Meki) Nzewi, entertained guests in front of the Aula before the concert.

332 These are in addition to the two special functions that were held to recognise past athletes who had done the University proud with their exceptional achievements: the TuksSport Hall of Fame and 100-year Sport Reunion Banquet that was held on 13 September, and the Absa-Tuks Colours and Awards Banquet that was held on 17 October.

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- The Absa-Tuks Stadium Complex – primarily designed as a training facility for high performance athletes – was the veritable benchmark of world-class sports facilities at the University at the time of its Centenary Celebrations and was officially inaugurated on 2 February.

- On 21 November, the American Ambassador to South Africa, HE Mr EM (Eric) Bost, and the Vice-Chancellor and Principal of the University formally opened the Mae Jemison US Science Reading Room at the Mamelodi Campus. At the request of the American Embassy, the reading room and its facilities were to be available not only to UP's students on the Mamelodi Campus, but to the entire community of Mamelodi.

- The sod-turning ceremony for a new dedicated lecture hall complex on the Hatfield Campus was held on 16 April 2007 and the building was completed at the end of 2008. It was taken into use in February 2009 and most appropriately named the Centenary Building. It was officially opened on 17 June 2009.

Conclusion

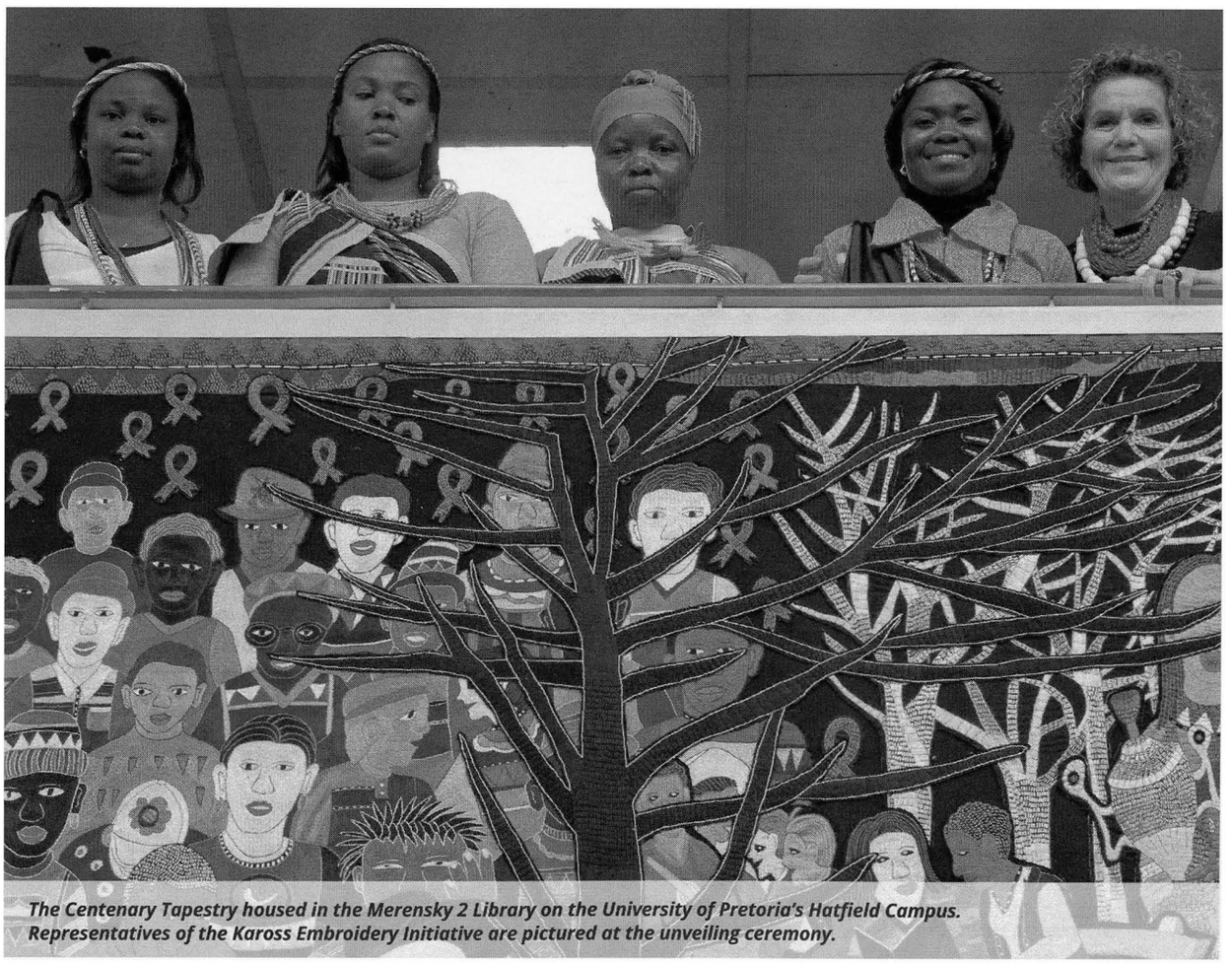
The celebrations offered the University the opportunity to reflect on its past, the present and particularly on its future. The Vice-Chancellor and Principal reflected on this spirit in a speech to alumni at the Alumni Laureate Ball in November 2008:

> *"We are privileged to be part of a great university, particularly in this year when the University celebrates its centenary – a hundred years in the service of knowledge. As we look back over the past century, we must certainly acknowledge and claim our great achievements and moments of glory, for there were many. The University has, however, also had its moments of lack of wisdom and its share of errors of judgment. ... we must acknowledge and take responsibility for our mistakes, particularly where they may have caused unjust harm and suffering to people."*

Prof CWI Pistorius summarised the greater impact of the centenary[333] when he said:

> *"We, the Centenary Generation, have inherited not only a wonderful university, but also a great responsibility. Ours is the responsibility to ensure that we put the University on a path so that it will forever deliver on the expectations that were created a hundred years ago, so that the generation that will celebrate the next century a hundred years from now can look back at what we did, and say of us: "A great start was made in 2008". We not only celebrate a great start for the next century, but acknowledge our responsibility and resolve to build a great university that will serve this country and all its people well through its commitment to the pursuit of excellence, local impact, international competitiveness and continuous innovation."*

333 An excerpt from this address, translated into Afrikaans and Sepedi, became the text on a plaque that was unveiled at the opening of the Centenary Building on 17 June 2009.



The Centenary Tapestry housed in the Merensky 2 Library on the University of Pretoria's Hatfield Campus. Representatives of the Kaross Embroidery Initiative are pictured at the unveiling ceremony.

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Chapter 4

ACADEMIC EXCELLENCE: FACULTIES AND BUSINESS SCHOOLS

4.1 INTRODUCTION

Kya Rosa, home of TuksAlumni.

During the period under review, UP continued to place a high premium on academic excellence. This was in accordance with its mission to be a world-class (international) university.

The deans and academic staff members of the relevant faculties ensured that this aspect of UP's mission was achieved. Accordingly, the activities of the various faculties were focused on teaching and learning, research and community engagement.

The University's academic programmes covered a wide spectrum of disciplines, including the humanities, social and natural sciences, engineering, life sciences and business sciences. For most of the period under review, seven of the nine faculties were subdivided into schools (21 in total), each headed by a chairperson. By 2009, the University offered 341 undergraduate and more than 1 461 postgraduate study programmes, supported by about 135 academic departments. More than 80 centres, institutes and bureaux were also located in the faculties. These were research-intensive entities (often established with external funds). Academics from one or more of the departments in their respective faculties could also be members of these (research) entities. However, formal modular offerings were not presented in these entities.

Its faculties and business schools actively supported the institution's strategic goals, as contained in its strategic plans. This was done in a manner that was aligned to their unique characteristics and activities.

The individual deans were, inter alia, responsible for the management of their faculties (supported in some of the larger faculties by a deputy dean). They regularly reported to the University's Executive.

This chapter provides an overview of the activities and achievements of the University's nine faculties, two business schools and the Unit for Advanced Study, as well as the academic activities on the Mamelodi Campus. The respective deans and directors explain their approach to the University's strategic drivers during the period under review.

Each contribution includes a table that depicts a comparison between the total number of registered undergraduate and/or postgraduate students in 2001 with that in 2009, as well as the concomitant changes in the diversity of the relevant cohorts of students in terms of race and gender. In general, **Table 4.1** to **Table 4.10** illustrate growth in all the identified parameters over the identified decade.

Exceptions to the degree of change are found in faculties where successful admissions were affected by a temporary interim policy of the faculty, or by policies of external stakeholders, such as professional bodies or national and provincial government departments.

Additional information on student numbers in all the faculties and schools, degrees and diplomas awarded, institutional awards and information on foreign students is included in the appendices. Where relevant, the necessary cross-references are given.

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4.2 FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

4.2.1 OFFICE OF THE DEAN

In 2002,[1] the Faculty of Economic and Management Sciences (EMS) established four schools to present its academic programmes. These were the School of Financial Sciences (comprising the departments of Accounting, Auditing, Financial Management and Taxation), the School of Economic Sciences (comprising the Department of Economics), the School of Management Sciences (comprising the departments of Business Management, Human Resource Management, Marketing and Communication Management, and Tourism Management) and the School of Public Management and Administration (SPMA) – a department that functioned as an independent school. Prof S (Sibusiso) Vil-Nkomo was Dean of the Faculty at the beginning of the period under review. When he became an Executive Director in 2003, Prof C (Carolina) Koornhof was appointed as the first female dean – a position she held until 2011.[2]

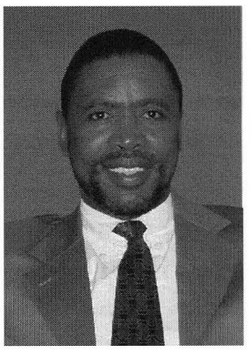
During the period under review, the Faculty established itself as a major role player in undergraduate and postgraduate education in the economic, financial and management sciences in South Africa. The Faculty ensured that its activities were aligned to the country's skills needs and took cognisance of market trends. Student development had been aimed at ensuring that graduates understood their role in contributing to business and economic growth. Hence, there was a focus on producing independent critical thinkers, as well as responsible leaders and citizens. At the same time, the Faculty also focused on meeting the challenges of globalisation and international recognition, as well as preparing its students to compete at an international level.

In line with the above, a number of new undergraduate and postgraduate programmes were introduced during this period. The Faculty offered 22 undergraduate programmes and effectively integrated soft skills and service learning into its programmes. The aim was to produce graduates who were in demand with employers, locally and abroad. Postgraduate students were equipped with specialised knowledge and skills. The Faculty also offered approximately 90 programmes at honours, master's and doctoral degree levels. Students could specialise in a range of disciplines, including accounting, communication management, economics, financial management, informatics, marketing management, public administration, risk management, taxation and tourism management.

Several well-known South Africans, who were active in the field of economic and management sciences, were recognised through honorary doctorates. These included Prof WL (Wiseman) Nkuhlu (2003), Prof D (Derek) Keys (2004), Sir D (Donald) Gordon (2005), Dr S (Sam) Motseunyane (2006), Dr CL (Chris) Stals (2007), Mr T (Tony) Trahar (2007), Prof BM (Brenda Mary) Gourley (2008) and Prof P (Peter) Pauly (2009).

Since 2000, national and international professional bodies, such as the South African Institute of Chartered Accountants (SAICA), the Independent Regulatory Board for Auditors (IRBA), the Chartered Institute of Management Accountants (CIMA) in the United Kingdom (UK), the Institute of Chartered Financial Analysts (CFA) in the United States of America (USA), the Institute of Internal Auditors (IIA) in the USA, the European Certification Board for Logistics (ECBL) and the Health Professions Council of South Africa (HPCSA), accredited several of the Faculty's degrees. The BCom(Hons) Financial Management Sciences degree with specialisation in Investment Management became the first postgraduate degree in Africa to be recognised as a partner of the prestigious CFA Institute in the USA. In 2006, the Institute of Internal Auditors of South Africa (IIA (SA)) accredited the Department of Auditing as one of only five auditing centres of excellence in the world. This accreditation resulted in a very successful exchange programme for staff and students between the Faculty and centres of excellence in Europe and the USA.

Research outputs were prioritised. In 2009, a substantial increase in the number of research articles that were published by staff members and recognised by the Department of Education was a particular highlight for the Faculty. The number of articles published in international journals and in Institute of Scientific Information (ISI)-accredited journals also increased substantially during the period under review. By 2009, the Faculty managed five academic journals: *South African Journal of Economics and Management Sciences*, *Journal for Public Administration*, *Meditari Accounting Journal*, *South African Journal for Entrepreneurship and Small Business* and *African Journal of Public Affairs*.[3] In 2009, 10 faculty members received ratings from the National Research Foundation (NRF) for the first time, two of whom received a B-rating. In the same year, the Faculty managed to increase its research outputs by approximately 45% compared to previous years.



Prof Sibusiso Vil-Nkomo, Dean (2000–2003)

Prof Carolina Koornhof Dean (2003–2009 and beyond)

Globalisation posed various challenges, but also presented opportunities. The Faculty established relationships with a number of international partners with whom it collaborated on research projects and the joint publication of scientific articles in recognised international academic journals. The Faculty encouraged strong relationships with the private and public sectors, primarily with the aim to deliver relevant research.

1 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties: 1999 to 2000.

2 At this time, she joined the University's Executive as Executive Director: Finance and Business Initiatives.

3 In 2006, the International Bibliography of Social Science (IBSS) had accredited the *Journal of Public Administration*, and the ISI had accredited the *South African Journal of Economic and Management Sciences*.

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In this regard, several new institutes, centres and chairs were established to stimulate research. These were located in various departments[4] and offered specialised research and numerous continuing education programmes through Continuing Education at University of Pretoria Trust (CE at UP) and Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP).

The Faculty signed international agreements with institutions in Belgium (Ghent University and Vrije Universiteit), Korea (Sogang University), Singapore (Nanjing Audit University), The Netherlands (Hogeschool van Arnhem, Nijmegen University of Applied Sciences, Christelike Hogeschool Ede, Groningen, University of Tilburg and Breda University) and the USA (Louisiana State University).

During the period under review, the Faculty established itself as a major role-player in undergraduate and postgraduate education in the economic, financial and management sciences in South Africa by aligning its activities to the country's skills needs and taking cognisance of market trends.

The Faculty supported community engagement activities that fostered the development of interdisciplinary activities. The African Tax Institute (ATI), the Mamelodi Business Clinic (MBC) and the University of Pretoria Business Incubator (UPBI) initiated some of the flagship community engagement projects in the Faculty. The goal was to create opportunities for service learning. The MBC allowed students to interact with micro and small enterprises in the Mamelodi, Silverton and Waltloo areas. The UPBI – funded by the Softstart Business and Technology Incubator and the Small Enterprise Development Agency (SEDA) – was established in February 2008 to support students to set up their own businesses in a shared virtual facility (also known as a satellite incubator linked to a residential incubator).

The Faculty's management philosophy was to have strong, participative and transparent leadership that was based on sound principles of corporate governance:

- In 2004, a Faculty Committee System was introduced, which was very successful in terms of governance, efficiency, participation and policy implementation. (This system was subsequently rolled out to other faculties.)
- In 2005, the Faculty also introduced an Advisory Board, which comprised 10 highly respected and valued members of the private and public sector. It formed part of the Faculty's broader corporate governance initiatives, advised it on strategic issues and provided feedback on the educational, research and community service aspects of its programmes. This advice was aimed at the optimal positioning of the Faculty and ensuring that its academic standards, committees and departments met the quality and relevancy expectations of the private and public sector.
- In 2008, a key challenge from a faculty perspective was to align the Faculty's processes, structures and organisational culture to the University's New Management Model.[5] In this regard, optimal alignment between its strategy, structure and financial model (balancing responsibility, accountability, authority and trust) was a key priority.
- This alignment was completed in 2009, and a number of changes were made: the school system was discontinued, the existing structure of departments was retained, a Faculty Manager was appointed, the academic committees became subcommittees of the Faculty Board, programme coordinators were appointed in three departments, structures such as centres, bureaux and institutes, interdisciplinary degrees, research and stakeholder management were used to counter the silo effect among departments,and a human resources (HR) business partner was appointed.

With these governance structures in place, the Dean, reporting to the Senior Vice-Principal and other relevant vice-principals (with advice received from the Advisory Board), was supported in decision-making, supervision and monitoring by the academic management (heads of departments and directors of the bureaux, institutes and centres of the Faculty), the Faculty Committee System[6] (comprising the Heads of Departments Committee, the Faculty Board[7] and the Faculty's other functional and operational committees) and the Faculty's operational management structure (comprising the Faculty Manager, the Head: Student Administration and the Academic Coordinator).

In pursuit of quality in all the Faculty's activities, its departments were regularly reviewed externally. Peer review panels included high-profile national and international academic and professional peer reviewers. Aspects related to the departments' teaching and learning, research and community engagement activities were reviewed.

The departments implemented the recommendations of the various external review teams and this greatly contributed to their successes.

Various departments were recognised for special achievements and excellence during the period under review. In 2004, an article by Prof J (John) Luiz on the ranking of Economics departments in South Africa was published in the *South African Journal of Economics*.

4 The African Tax Institute, the Bureau for Economic Policy and Research, the Investment and Trade Policy Centre and the South African Reserve Bank Chair in Monetary Economics in the Department of Economics; the Albert Luthuli Centre for Responsible Leadership, the Centre for Inclusive Banking, the Chair in Logistics and Entrepreneurship, and the Unit for Supply Chain Management in the Department of Business Management; the Centre for Communication and Reputation in the Department of Marketing and Communication Management; the Chair in Investment Management in the Department of Financial Management; and the Unit for Forensic Accounting in the Department of Accounting.

5 Also see Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

6 The Faculty Committee System was based on representation from all departments. The committees were as follows: The Advisory Board (with Prof NA (Nthabiseng) Ogude as Chairperson), the Heads of Department Committee (with Prof C (Carolina) Koornhof as Chairperson), the Faculty Board (with Prof C Koornhof as Chairperson), the Teaching and Learning Committee (with Prof KJ (Karel) Stanz as Chairperson), the Research Committee (with Prof S (Stella) Nkomo as Chairperson), the Postgraduate Committee (with Prof JH (Jan) van Heerden as Chairperson), the Postgraduate Bursary Committee (with Prof H (Hendrik) Wolmarans as Chairperson), the Research Ethics Committee (with Prof AF (Anske) Grobler as Chairperson), the Financial and Risk Management Committee (with Prof EJ (Ebo) Oost as Chairperson), the Marketing and Communications Committee (with Prof G (Gustav) Puth as Chairperson), the Skills Development Committee (with Prof J (Johan) Basson as Chairperson), the Faculty Appointments Committee (with Prof C Koornhof as Chairperson), the Admissions Committee (with Prof A (André) Jordaan as Chairperson) and the Faculty Management, Health and Safety Committee (with Ms D (Doret) van der Westhuizen as Chairperson).

7 The Faculty Board was made up of the Teaching and Learning Committee, the Research Committee, the Research Ethics Committee and the Community Engagement Committee.

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The school system, which had been in existence since the beginning of the period under review, was abolished in 2009. The existing structure of departments was retained.

The University of Pretoria ranked third. In 2009, the study was repeated and UP moved into second place after the University of Cape Town.

In 2008, the Faculty participated in the University's Centenary Celebrations. One of the notable events was the launch of a biannual series of memorial lectures in honour of Dr AE (Anton) Rupert, with whom the Faculty had had a longstanding and highly valued relationship. His son, Dr J (Johan) Rupert, presented the first lecture in 2008. The Faculty also hosted an Alumni Convention with the theme "100 years of excellence – unlocking a new century of opportunity". Well-known speakers such as Judge M (Merwin) King, Mr C (Clem) Sunter, Dr I (Iraj) Abedian and Prof S (Stella) Nkomo presented their views on future trends. A special centenary edition of the faculty magazine, *Communiké,* was launched as part of these celebrations.

The Faculty aimed to become a leading and preferred centre to pursue postgraduate master's and doctoral studies in the fields of economic, financial and management sciences, as well as public management and administration in South Africa. To achieve this goal, staff continually improved their qualifications and applied for NRF ratings. The Faculty also provided training programmes aimed at developing teaching and learning, as well as research skills, to its academic staff members through collaboration with UP's Department for Education Innovation and the Skills Development Unit in the Department of Human Resources. During 2009, staff members attended 296 individual training sessions, while 33 staff members were enrolled for their doctoral degrees and 26 for their master's degrees.

Several staff members received recognition for their dedication during the period under review. The South African Association of Public Administration and Management (SAAPAM) recognised a former Dean of the Faculty, Prof C (Chris) Thornhill, as its distinguished academic for 2005. The Society for Industrial and Organisational Psychology of South Africa (SIOPSA) recognised Prof LP (Leo) Vermeulen, former Head of the Department of Human Resource Management, for his distinguished and meritorious service to industrial and organisational psychology by awarding him honorary life membership in 2007. In 2008, Prof C Koornhof was appointed President of SAICA's Northern Region. She also served as a board member of SAICA and the Public Accountants and Auditors Board (PAAB).

In 2008, seven staff members received teaching innovation awards. Ms M (Retha) Strydom of the Department of Business Management received a UP Laureate Award, Ms E (Elbie) Louw and Ms C (Caren) Lombard of the Department of Financial Management and Ms J (Jean) Cooper of the Department of Human Resource Management received certificates. Ms M (Melodi) Botha of the Department of Business Management, Prof E (Elmar) Venter of the Department of Taxation and Mr C (Cyril) Francis of the Department of Tourism Management received recognition awards. Prof JO (Jerry) Kuye, Director of the SPMA, received the Distinguished Academic Award 2008 from SAAPAM. In 2009, Prof ET (Ernie) Heath, Head of the Department of Tourism Management, was one of 34 tourism marketing professionals from across the globe to be recognised as Destination Champions. Prof R (Rangan) Gupta, a professor in the Department of Economics, was listed as one of the Repository of Economics's top 100 young economists. Transformation in terms of gender and the development of female staff members received special attention during this period.

Table 4.1 compares the total number of contact students in the Faculty and their gender and race. The growth in numbers, together with the quality and diversity of students, indicated that it was the faculty of choice for students who wished to pursue a career in business.

The Faculty deemed the quality of student life extremely important, as it formed an integral part of the students' development. In 2002, House Commercii opened its doors and transformed the typical student house concept into a value-adding student life network. By 2008, the Faculty had nine individual department houses. During 2008, the Faculty embarked on a research project to identify first-year students' expectations and assess their learning experience.

The Faculty established a unique, extensive database to monitor the academic progress of students with a view to intervening where required. Subsequently, the Student Academic Readiness Survey (STARS), which formed the backbone of UP CARES (UP Continuous Alert and Referral System) and was used as part of an institutional early warning system regarding academic progress, was introduced throughout the University. Support to students was provided through the tutor system for first-year students. This programme was very successful and, at the end of 2009, the Faculty investigated the viability of expanding the existing system for certain high-risk modules such as Accounting, Economics and Statistics to second- and third-year level. The Faculty also investigated expanding the current tutor positions into facilitator positions. Facilitators were trained to support students in large groups, small groups and individually.

During the period under review, several students or student groups received prestigious awards. In 2007, Ms K (Kirsten) Thompson came third in the postgraduate section of the Nedbank-Old Mutual Budget Speech Competition. During the same year, the practical projects of the third-year BCom (Marketing Management) students and the honours students in Direct Marketing were entered into the Assegai Awards. The Assegai Awards was an independent award under the banner of the Direct Marketing Association and was seen as the most respected and measurable marketing award in industry. The students received silver and gold awards in the Student Marketing Campaign of the Year category. Mr J (Jan) Bosman, a master's degree student in the Department of Taxation, was the joint winner for 2009 in the master's degree category of the annual Deneys Reitz Tax Thesis Competition, while graduates of the Accounting Sciences programme continued to achieve exceptional results in the SAICA examinations.

The Dean's List, which gave acknowledgement to outstanding student academic achievements, was also introduced by the Dean, Prof C Koornhof, during this period.

In addition to the investment to enhance the Department of Economics, a special endeavour involved interventions aimed at increasing the number of Chartered Accountants of South Africa (CA)(SA)) delivered by the Faculty. The Department of Accounting partnered with SAICA to launch the Accounting Assist (AA) programme, which provided guidance and support to students to maximise their learning experience.

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The Economic and Management Sciences Building on the University of Pretoria's Hatfield Campus.

Students spent two hours a week on this programme. The contact sessions were designed to work exclusively with students who had opted to participate in the programme. To ensure the effectiveness of the additional contact sessions, group sizes were limited to approximately 50 students per group.

Another such programme in the School of Financial Sciences was the Thuthuka Programme, which was established for the first time at the University in January 2007 to address the financial knowledge and skills needs of South African business by acknowledging the need to transform the accountancy profession's demographics.[8]

The Faculty strived to comply with the UP Language Policy.[9] It presented programmes in Afrikaans and/or English (single or parallel medium) or in both these languages (dual medium), depending on the demand and circumstances. The proposal on which programmes should continue to be presented in Afrikaans and English and which programmes would be presented in English only was discussed at a heads of department meeting in 2008. Heads of department were required to motivate the presentation of certain subjects and programmes in English only. The point of departure for each decision was that it had to be academically defendable, economically viable and had to comply with UP's Language Policy.

Prof Carolina Koornhof
Dean: Economic and Management Sciences

8 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation-year and extended programmes.
9 See Chapter 3.8: UP Language Policy.

Table 4.1: Comparison of the number of contact students in the Faculty of Economic and Management Sciences between 2001 and 2009

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	488	610	1 098 (22%)	1 077	1 724	2 801 (39%)
	Coloured	23	38	61 (1%)	70	114	184 (3%)
	Indian	123	132	255 (5%)	174	227	401 (5%)
	White	1 744	1 872	3 616 (72%)	1 878	1 876	3 754 (53%)
Total		2 378 (47%)	2 652 (53%)	5 030 (100%)	3 199 (45%)	3 941 (55%)	7 140 (100%)
Postgraduate	*African*	301	186	487 (29%)	342	327	669 (39%)
	Coloured	17	6	23 (1%)	20	19	39 (2%)
	Indian	33	25	58 (4%)	52	48	100 (6%)
	White	644	461	1 105 (66%)	379	543	922 (53%)
Total		995 (59%)	678 (41%)	1 673 (100%)	793 (46%)	937 (54%)	1 730 (100%)

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4.2.2 SCHOOL OF FINANCIAL SCIENCES

4.2.2.1 DEPARTMENT OF ACCOUNTING

Prof Q (Quintus) Vorster, who had been Head of Department since 1 September 1993, was appointed as UP's Director: Management Services from 1 July 2001. Prof C (Carolina) Koornhof succeeded him as Head of Department on 1 January 2002. On her appointment as Dean in 2003, Prof DB (Daan) van der Schyff took over the position of Head of Department from 1 January 2004 until he retired on 30 September 2005. Prof DB van der Schyff was succeeded by Prof WJJ (Willie) Botha on 1 October 2005. Prof WJJ Botha served in this position until his resignation with effect from 31 August 2006, and Prof MJ (Maynard) van der Merwe took over the position in an acting capacity for a period of six months before he was appointed Director of Risk Management and Internal Audit from 1 March 2007. Prof Q Vorster returned to the Department from 1 January 2007 to 28 February 2009, after which he was appointed as UP's Director of Finance. Prof JGI (Johan) Oberholster succeeded Prof Q Vorster, serving as Head of Department from 1 April 2009.

By the end of the period under review, the Department of Accounting had the largest staff complement at the University, with 38 lecturers, four academic trainees and six administrative members. These staff members served a student body of approximately 6 500 students. The Department had been the seat of the BCom (Accounting) and BCom(Hons) in Accounting Sciences degrees and the Certificate in the Theory of Accountancy (CTA) since 2001. Furthermore, the Department presented Financial Accounting as a service module at undergraduate and postgraduate levels for all BCom degrees to approximately 4 500 students. The Department's diverse nature of accounting education was further emphasised by its provision of a supported web-based postgraduate diploma and an MPhil degree in Forensic Accounting. A last addition to the Department's degree offerings was the MCom in Accounting Sciences in 2009.

The Department served a diverse range of stakeholders through the wide range of modules that was offered. In 2001, a restructuring of the Faculty resulted in the School of Accountancy and the Department of Accounting being restructured into four different academic departments: Accounting, Auditing, Financial Management and Taxation. The new structure was implemented from 1 January 2002. The restructuring culminated in Part 1 of the Qualifying Exam (QE) for chartered accountants (CAs) of the South African Institute of Chartered Accountants (SAICA), with accounting education receiving invaluable assistance and cooperation from the abovementioned four departments from that point onwards. In collaboration with the Department of Accounting, the departments in the School provided the other three core competencies (auditing, financial management and taxation) that were required to qualify as a Chartered Accountant of South Africa (CA(SA)) graduate. The Department was, among other things, focused on educating prospective CAs. Although UP delivered more than 190 CTAs in 2001, the restructuring of the Faculty in 2002 initially led to a decline in the number of CTAs to 140 in 2009, an increase in the number of other professional qualifications and an increase in research output. In 2008, a focused drive to increase the number of CAs was embarked upon with the assistance of the Executive and SAICA.[10] The training of CA(SA) students at UP from a pass rate perspective had been extremely successful during the last number of years of the period under review, with pass rates for first-time writers in a consistent range of between 92% and 95%. Also worth noting was the fact that UP had five students in the top ten of the QE 1 exam in 2009. UP also joined the select group of only six SAICA-accredited universities in South Africa in 2008 that offered SAICA's Thuthuka Programme with the objective of increasing the number of black and coloured CA(SA) graduates in the country.

The Accounting modules presented for all the other BCom degrees at UP enabled graduates to follow successful careers in the financial field by enabling them to successfully prepare financial statements.

The Forensic Unit in the Department of Accounting was established in 1999 and provided education to the postgraduate diploma candidates enrolled in 2001. An MPhil degree in Fraud and Risk Management was introduced in 2008.

The MCom in Accounting Sciences degree was introduced at the beginning of 2009 and was facilitated by renowned international experts in Accounting, such as Prof M (Mary) Barth and Prof C (Craig) Deegan. The introduction of this course contributed greatly to creating much-needed research capacity in the Department and increasing its research output.

The Department's accredited journal, *Meditari Accountancy Research,* was ranked on the Australian Business Deans' Council List and the journal appeared on the list of journals recognised by the national Department of Education for subsidy purposes. The journal was taken over by Emerald Publishing, while the editorship remained within the Department.

4.2.2.2 DEPARTMENT OF AUDITING

The University of Pretoria's Department of Auditing was established at the beginning of 2001 with Prof H (Herman) de Jager as Head of Department until beyond the period under review. The Department's mandate included taking responsibility for the Internal Auditing programme, and for the auditing modules in the Accounting Sciences programme. After 2009, the Department introduced two postgraduate programmes in Fraud Risk Management, as well as an MPhil (Internal Auditing) programme.

The programme in Internal Auditing was launched in 1996 when three honours degree students enrolled for the Internal Auditing module, which was then part of the BCom(Hons) Financial Accounting degree. The course was presented by a single lecturer at that time.

The programme subsequently evolved substantially, and was regarded as one of South Africa's pre-eminent programmes in the field of Internal Auditing education at the end of the period under review. It was recognised for the quality of its graduates, and for the high success rate achieved by a student body that reflected South Africa's diverse demographics. The MPhil (Internal Auditing) programme was the only South African master's programme in Internal Auditing that incorporated business school modules, which were presented by the Gordon Institute of Business Science (GIBS). The BCom Financial Sciences and the BCom(Hons) Internal Auditing degrees were endorsed in terms of an Internal Auditing Educational Partnership (IAEP) programme with the Institute of Internal Auditors (IIA), an international professional association with global headquarters in Florida, USA. The University of Pretoria's Internal Audit programme

10 By 2013, the number of CTA students again breached the targeted level of 200 – remaining at that level until the end of the period under review.

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was accredited by the IIA as a Centre for Internal Auditing Excellence (the IIA's highest level of educational expertise), and was one of only eight such programmes recognised at this level in the world. The University's programme enjoyed many ties with both the IIA and the Institute of Internal Auditors South Africa (IIA (SA)) in that the programme's lecturers represented the University on local, national and international committees, and played an active role in promoting all aspects of Internal Auditing education.

The Department's programme was overseen by an Advisory Board that drew its membership from the ranks of senior representatives of IIA (SA), public practice, commerce and industry, and government. The Advisory Board, among other things, ensured that the programme addressed the best interests of the internal auditing profession, and that the interests of the students were continuously served. This was achieved by involving practising internal auditors in the students' education process, and by ensuring that students gained practical exposure in the form of internships. In addition, the Advisory Board advised on any amendments to the courses' curricula and monitored the Department's overall ethos. The Department's IAEP status not only ensured that UP's Internal Auditing programme was held in high esteem, but also ensured that its qualified graduates were in high demand in commerce, industry, academia and government.

In addition to the BCom(Hons) Internal Auditing degree (that prepared students for the professional internal auditing examinations), the Department's well-structured education programmes prepared students for the professional examinations conducted under the auspices of the South African Institute of Chartered Accountants (SAICA) and to meet the registration requirements of the Independent Regulatory Board for Auditors in South Africa (IRBA) and those of the Association of Certified Fraud Examiners (ACFE).

The Department was involved in a variety of research activities both locally and internationally. As an internationally recognised leader in its field, the Department enjoyed mutually beneficial ties with many institutions around the world. In particular, it participated in ongoing exchange programmes (involving both students and lecturers) with Louisiana State University in the USA, Erasmus University in The Netherlands and the Nanjing Audit University in China. It was also involved in many research initiatives in the field of internal auditing that were supported and funded by the IIA (SA), as well as by private practice and government.

Scholars in the Department were known for their expertise in the fields of both internal and external auditing, which made the Department a preferred option for master's and doctoral degree candidates.[11]

In addition to its well-deserved reputation as the provider of an excellent academic programme, the Department's Fraud and Risk Unit was also involved in many other activities focused on enhancing the education and training of both full-time students and those already in public and private practice. Some of these activities included short courses in the fields of fraud, risk management and forensic accounting. These short courses contributed directly to developing the skills needed to combat fraud and corruption in a country where this scourge had reached endemic proportions.

4.2.2.3 DEPARTMENT OF FINANCIAL MANAGEMENT

The Department of Financial Management was established at the beginning of 2002 as the first independent Department of Financial Management at any South African university. It was mandated to develop the disciplines of financial management and investment management, focusing on research and postgraduate studies. Prof EJ (Ebo) Oost was appointed as the first head of the new department, serving in this capacity until beyond the period under review.

Since its inception, the Department and its staff were involved in a wide range of academic activities, consistently striving to deliver quality students to auditing firms, high-profile financial institutions and other key players in the South African economy. The programme offering included two undergraduate degrees, BCom (Financial Management Sciences) and BCom (Investment Management), as well as an honours degree in Financial Management and a BCom(Hons) (Investment Management) degree that was launched in 2008. The Department also offered a coursework master's degree programme, a dissertation-based master's programme and a PhD programme. Although the Department focused on the training of professional accountants, investment management professionals and management accountants, it presented modules for Actuarial Sciences, as well as for master's degree programmes in engineering, and construction and building sciences. The Department also made a significant contribution to the training of Chartered Accountant of South Africa (CA(SA)) graduates. This was one of the Faculty's main initiatives during this period and beyond.

In 2006, the BCom (Investment Management) degree programme was awarded an Educational Partnership with the Chartered Financial Analysts (CFA) Institute. At that time, UP was the first and only CFA® Educational Partner in South Africa. Recognition as a CFA Programme Partner was a clear indication to potential students, employers and the industry that UP's undergraduate curriculum was closely linked to professional practice and that it was well suited to prepare students for Level 1 of the CFA examinations. In June 2008, UP was also awarded the postgraduate Educational Partnership with the CFA Institute. Strategically, this put UP in a unique position, as it was the only university in Africa that held a postgraduate partnership from the CFA Institute.

A major milestone in the history of the Department was achieved in 2005 when McGregor BFA, as a fully owned subsidiary of MWeb Business, joined forces with the Department. McGregor BFA supplied real-time and historical fundamental information on South African-listed companies, local and international financial indicators and foreign exchange data. In terms of the standing relationship between McGregor BFA and the Department of Financial Management, the University had access to the information products of McGregor BFA through 200 concurrent user licences.

Since the successful implementation of the honours degree in Investment Management, the Department negotiated various partnerships with financial institutions that entailed mentorship programmes to students in Investment Management. In 2009, the Department participated in the CFA Research Challenge, a competition between universities worldwide. It also participated in the annual Johannesburg Stock Exchange (JSE) Liberty Investment Challenge. This challenge was initiated to make

11 After the period under review, a research team drawn from the Department's staff complement began investigating the future parameters of the South African Institute of Chartered Accountants (SAICA) and the Independent Regulatory Board for Auditors in South Africa (IRBA) competency frameworks. This research was not only critical for the development of future chartered accountants and auditors, but would impact on their education and training models, and shape the industry's future reporting and assurance guidelines. These would directly and indirectly influence the direction of South Africa's economic and social development.

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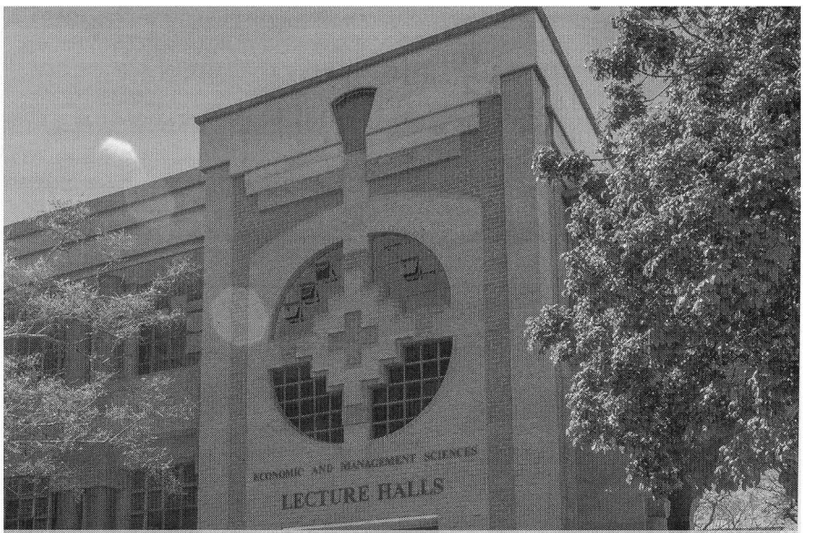
students aware of the fundamentals of an investment strategy and to encourage them to conduct research on issues connected with trading shares on the JSE.

The Department, which was held in high regard by the financial management and investment industry for the quality of its contribution, was also involved in project research. In 2003, SEI Investments commissioned the Department to conduct a comprehensive survey among South African pension funds regarding the use of hedge funds, while the Development Bank of South Africa (DBSA) requested the Department to conduct a study on the DBSA's discount rate for conducting cost-benefit analysis. The Department's academic staff made valuable internal and external contributions to various organisations and institutions, boards and committees.

In 2009, students in the Department of Financial Management established the student organisation FIN'EST, which gave students broader access to the world of finance and investments, and provided networking opportunities among students, lecturers, alumni and prospective employers. The society was exclusively for students studying either Investment Management or Financial Management.



The Economic and Management Sciences lecture halls on the University of Pretoria's Hatfield Campus.

4.2.2.4 DEPARTMENT OF TAXATION

The Department of Taxation was established in 2002 as the first independent Department of Taxation at a South African university. It was established with the objective of developing the discipline of taxation, contributing to different professional programmes, and focusing on research and postgraduate studies.

Prof C (Carolina) Koornhof was Acting Head of Department in 2002 and 2003. In December 2003, Prof M (Madeleine) Stiglingh was appointed Head of Department, and served in this capacity until beyond the period under review. Prof L (Lilla) Stack from Rhodes University was appointed extraordinary professor from 1 January 2005 to assist with PhD supervision and to mentor staff in their research endeavours. The Department's staff complement grew from seven academic lecturers and two administrative assistants to 16 academic lecturers and three administrative assistants during the period under review.

This period was further characterised by the development of new Taxation programmes. An honours degree in Taxation was launched in 2007 with the purpose of enabling students to apply their tax knowledge in practice. In 2009, the first BCom degree with specialisation in Taxation in the country had its first intake of students. This interdisciplinary degree was strongly anchored in the legal, economics and financial disciplines and served as a first step in the journey to becoming a professional tax practitioner. The Department succeeded in delivering two successful doctoral degree candidates, one of which was Prof M Stiglingh, who received the Deneys Reitz award for the best tax research on a doctoral degree level in the country in 2009. The quality of students' research conducted under the guidance of the Department's staff members was confirmed by the fact that one of its master's degree students was awarded the Deneys Reitz prize in 2008. Since the launch of the Deneys Reitz competition in 2008, the Department received prizes in both 2008 and 2009. Moreover, in the second year, three of the four finalists in the competition came from UP.

The Department contributed to the training of internal auditors, financial managers and Chartered Accountant of South Africa (CA(SA)) graduates. Students studying towards becoming a CA(SA) had a very good track record in the taxation questions in the qualifying examination. It was also actively involved in continuing education and trained employees of BDO, Ernst & Young, Eskom, KPMG, PKF, the South African Revenue Service, as well as members of the South African Institute of Chartered Accountants (SAICA) and the South African Institute of Tax Professionals (SAIT), apart from the formal certificate programmes.

The Department's research outputs increased during the period under review. One of its research focus areas was tax-related research. Staff contributed to 36 refereed and accredited publications and presented papers at 31 local and international conferences. Some highlights during the period included Prof R (Ruanda) Oberholzer, the Department's first doctoral degree candidate, receiving the best paper award at the 2003 Central Gauteng Regional Conference of the South African Accounting Academy, and Prof M Stiglingh and Prof E (Elmar) Venter receiving the same award at the 2005 conference.

During 2006, Ms S (Sharon) Smulders conducted a tax practitioners' survey under the supervision of the World Bank Group at the request of National Treasury and the South African Revenue Service. The aim of the survey was to establish the tax compliance burden for small- and medium-sized enterprises in South Africa. The results of this research were instrumental to various subsequent policy decisions.

Apart from the presentation of papers at conferences and the publication of research in academic and scientific journals, lecturers from the Department were involved in authoring various highly regarded tax textbooks during this period. These included *A student's approach to income tax, Deceased estates, E-commerce in practice, Silke: South African income tax, The tax workbook* and *Taxation of individuals simplified.* These textbooks were all updated regularly over the years.

Although the Department was still relatively young during the period under review, it had firmly established itself in the tax environment.

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4.2.3 SCHOOL OF ECONOMIC SCIENCES

4.2.3.1 DEPARTMENT OF ECONOMICS

Prof JH (Jan) van Heerden served as Head of Department from the beginning of the period under review until 2009. In 2001, the Department had 19 lecturers and three support staff. Most of these faculty members had obtained their highest degrees from UP.

The Department of Economics changed significantly during the period under review. It heeded the advice of external review teams that suggested that the Department should not employ its own students. It should rather recruit faculty members from the international job market to increase diversity and quality.

Its programme offering included a BCom (Economics), BCom (Econometrics), BCom(Hons) degrees in Economics and Econometrics, as well as master's and PhD degrees in these disciplines.

In 2002, the first two permanent faculty members from abroad arrived: Dr SF (Steve) Koch, who had completed his doctoral degree at Pennsylvania State University, and Dr T (Tonia) Kandiero, who had completed her doctoral degree at Howard University in Washington, DC. Dr SF Koch decided to remain in South Africa and was appointed Head of Department in 2009. Dr T Kandiero stayed for a few years, after which she accepted a position at the African Development Bank in Tunisia.

The quality and quantity of research outputs gradually increased due, in a large part, to the contribution of faculty members with international qualifications. The number of research units in 2001 was 9.17.

This increased to 29.66 in 2009, which placed the Department in the top five departments at the University in terms of annual outputs. Significant contributions were made by Prof JN (James) Blignaut, a C1-rated researcher, who published 46 accredited articles between 2001 and 2010, and Prof R (Rangan) Gupta, who had a Y-rating from the National Research Foundation (NRF), and had published 75 articles from the time he joined the Department in 2005 until the end of 2010. Prof R Gupta was ranked in the top 50 young economists globally at the end of the period under review.

The research outputs of the Department included the following:

- ***South African Journal of Economic and Management Sciences:*** This journal was founded by the late Prof G (Geert) de Wet in 1988. It had resided in the Department since its inception. In 2006, the journal was awarded accreditation by the Institute of Scientific Information (ISI) under the editorship of Prof JN Blignaut. Prof SF Koch was the editor at the end of the period under review.
- **The African Econometrics Society:** Staff from the Department played an active role in this econometrics body. Prof JH van Heerden served as president from 2003 to 2005, Prof R (Reneé) van Eyden was a key stakeholder in building the society into a truly African society and served as secretary from 2008, while Prof SF Koch served as the treasurer from 2008 to 2010.
- **The International Institute of Public Finance (IIPF):** Prof NJ (Niek) Schoeman hosted the IIPF Conference in South Africa in 2009. He organised a very successful conference in Cape Town with more than 366 delegates, and was subsequently invited to serve on the Board of the IIPF.
- ***Focus on key economic issues:*** During the period under review, the Department published six editions of this publication, with Prof FG (Fritz) Steyn, Prof NJ Schoeman, Prof C (Chris) Harmse and Prof CB (Charlotte) du Toit playing key roles.

A number of leading institutes, chairs and centres was established in the Department:

- **African Tax Institute (ATI):** In 2001, the Director of the Harvard Tax Institute visited Pretoria to identify an institution that would be willing to host a similar tax institute for Africa. Some institutions showed interest, but the Department of Economics at UP was chosen as the preferred institution. The South African Tax Institute (SATI) was established in 2002. It was relaunched as the ATI in 2007, with Prof RCD (Riël) Franzsen as Director. The ATI was devoted to training, research and technical assistance related to tax policy and administration in Africa. Until the end of the period under review, more than 1 300 participants from 25 African countries had benefitted from one or more of the ATI's programmes, workshops and conferences.

During the period under review, the Department of Economics embarked on an initiative to increase diversity and quality by recruiting faculty members from the international job market.

- **South African Reserve Bank (SARB) Chair:** In 2005, the SARB funded a Chair in Monetary Economics and Central Banking in the Department, with Prof CB du Toit and Dr MM (Daleen) Smal playing instrumental roles in the establishment of the Chair. Prof N (Nicola) Viegi was recruited to serve as chairperson and work closely with the SARB to build capacity in monetary economics and to stimulate research.
- **Investment and Trade Policy Centre (ITPC):** This centre was established in the Department during the period under review. It developed capacity in both the investment and trade sectors in South Africa and Southern Africa.
- **Bureau for Economic Policy and Research (BEPA):** This unit was established at UP in 1973. It was a leading role player in economic research.
- **The first South African Research Chairs Initiative (SARChI) Chair of International Development Law and African Economic Relations:** This Chair, with Prof DD (Daniel) Bradlow as Director, was established in conjunction with the Faculty of Law in 2009.

A further research highlight during the period under review was a grant that the Department secured in 2001 from the United Nations to train economists from Africa to build macro-econometric models for 15 African countries and to do economic policy analyses and forecasting for their own countries.

Prof CB du Toit was the Director of this programme, which resulted in the establishment of the African Institute for Economic Modelling (Afrinem). Afrinem was very active in the field of policy analysis and forecasting throughout the period under review.

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4.2.4 SCHOOL OF MANAGEMENT SCIENCES

4.2.4.1 DEPARTMENT OF BUSINESS MANAGEMENT

Prof PS (Piet) Nel was Head of Department in 2001 and 2002. In 2003, Prof PWC (Piet) de Wit served as Acting Head of Department until the appointment of Prof GH (Giel) Nieman as Head of Department in February 2005. Prof GH Nieman served in this capacity until beyond 2009. He had joined the Department in 1995, and had experience in the private sector, where he had acted in top management positions for various enterprises.

The incorporation of the Teachers' Training College (Normaalkollege Pretoria) (NKP) into UP in 2000 resulted in the Department presenting Business Management and Entrepreneurship to Education students on the Groenkloof Campus. A further development occurred when the Gordon Institute of Business Science (GIBS) took over all the University's Master in Business Administration (MBA) training, and some academic staff members of the former Graduate School of Management (GSM) were transferred to various departments within the Faculty, including the Department of Business Management. The Chair in Logistics was also transferred to the Department. During this period, International Management started to be presented at third-year level.

For the first time in the Department's history, six doctorates were awarded during a single graduation ceremony on 7 September 2006. Prof N (Nick) Segal, former head of the Graduate School of Business of the University of Cape Town (UCT), and Prof C (Chris) Pottas, first incumbent of the Chair in Entrepreneurship, were appointed as extraordinary professors from January 2006. By 2005, the number of lecturers had increased to 16, while some temporary positions were utilised to appoint lecturers on a part-time basis. A few assistant lecturers' positions were also available. The growth in staff numbers was also due to the transfer of staff from the Mamelodi Campus and the GSM.

In 2007, Entrepreneurship became a compulsory part of all BCom studies in the second semester of the first year. In the same year, Senate approved a BCom (Supply Chain Management) degree. As a result, the Department was again responsible for three undergraduate degrees: BCom (Business Management), BCom (Entrepreneurship) and BCom (Supply Chain Management). At postgraduate level, the Department offered honours, master's and doctoral degrees in Business Management. Students could also register for the MPhil (International Management) or MPhil (Entrepreneurship) degrees, which had been presented since 2001.

In 2007, the academic staff comprised 18 full-time and several temporary lecturers who presented 18 undergraduate and 26 postgraduate modules.

In 2008, the BCom (Supply Chain Management) degree had its first intake of 40 students. After the amalgamation of the GSM and GIBS, the Centre for Microfinance became part of the Faculty of Economic and Management Sciences, and was placed in the Department with Prof G (Gerhard) Coetzee as (part-time) acting Director.

The Centre for Leadership was also placed within the Department in 2009 and renamed the Albert Luthuli Centre for Responsible Leadership, with Prof D (Derrick) de Jong as Director. It focused its research on the new type of leadership that was required in the aftermath of the global economic recession in 2008. Its strengths lay in its ability to harness the academic integrity of a variety of academic disciplines, cutting across areas such as economic and management sciences, environmental sciences, natural sciences, law, engineering and humanities.

In 2009, the Department launched the UP Virtual Business Incubator to support students to start their business ventures. The Executive approved the development of the Mamelodi Business Clinic to support entrepreneurs in Mamelodi.

4.2.4.2 DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

In November 2009, the Department of Human Resource Management subjected itself to an international peer evaluation. The chairperson of the evaluation panel, the renowned Prof W (Wayne) Cascio of the University of Colorado, reported that the Department had excellent classroom facilities and comprehensive programmes that were comparable to international curricula. This comment reflected the organisational climate that was developed under the leadership of Prof LP (Leo) Vermeulen and a strong academic team since 2001. Although Prof LP Vermeulen only retired in December 2009, the new Head of Department, Prof KJ (Karel) Stanz, had already succeeded him in June 2008.

The Department's programmes were accredited by the Health Professions Council of South Africa (HPCSA) and the South African Board of People Practice (SABPP). These boards monitor the content of the programmes every four years for relevance and quality. Representatives of the HPCSA inspected the Department in 2007 and the SABPP reviewed it in 2009 as part of the international peer evaluation panel. On both occasions, the inspection panels approved and renewed the Department's accreditation to enable master's graduates to register with the boards as industrial and organisational psychologists and as master practitioners, respectively.

Its programme offering included the BCom (Human Resource Management) degree, the BCom(Hons) degree in Human Resource Management, as well as master's and PhD degrees. The master's degree programme with specialisation in Industrial and Organisational Psychology was activated in 2009. To align the Department's programmes with the South African Board of Psychology (SABP), as well as industrial and organisational, and human resources (HR) practitioners working in organisations, the master's degree programme as a whole was updated in 2008.

The Department's research output and peer-reviewed publications increased during the period under review due to the shift in emphasis from quantitative to qualitative research and the introduction of more theory-building and exploratory research designs, which increased and broadened the scope of the Department's research output. Through concerted effort, it was emphasised that students should complete their dissertations within the allocated time period.

Six new subjects were introduced in the Department: Human Resource Practice, Advanced Assessment, Leadership, Strategic Human Resource Management, Change Dynamics and Talent Management.

The Department's research output also increased as the number of doctoral graduates increased significantly from 2006. Between 2000 and 2005, five students completed their PhDs, while between 2006 and 2010, the Department delivered 28 doctorates. Of these, five specialised in HR management, two in labour relations and the remainder in organisational behaviour.

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To further enhance qualitative research, opportunities were facilitated for formal training in qualitative data analysis. Training in the content analysis method of Atlas-Ti was initiated and was widely applied in the Department.

The Department also invited and mandated Prof J (Josef) Zelger from the University of Innsbruck to train staff on the implementation of the Ganz Heitliche Bewältigung von Komplexität (GABEK) method of data analysis. Subsequently, the knowledge base of this data analysis method was expanded. Cooperation between the Department and the University of Innsbruck on the application of the GABEK method was further entrenched when Prof M (Magrit) Raich from the University of Innsbruck spent three months in 2006 doing research in the Department.

A prominent research entity was established in the Faculty and the Department in 2008 under the auspices of Prof S (Stella) Nkomo, a B-rated National Research Foundation (NRF) researcher. A further measure to increase the delivery of postgraduates and research outputs was the upgrading of students' training in research methodology.

The increase in the number of articles published in accredited national and international journals, as well as conference papers presented,[12] was a result of this enhanced emphasis on postgraduate studies and research. The Department also presented research papers in many countries outside South Africa.[13]

The Department identified internationalisation as a high priority, and research and teaching partnerships were established with colleagues at various national and international institutions.

Community engagement activities took the form of short courses presented through Continuing Education at University of Pretoria Trust (CE at UP) on topics such as labour relations, human resource management, facilitation skills, mentorship, emotional intelligence, cultural intelligence, leadership and conflict management.

4.2.4.3 DEPARTMENT OF MARKETING AND COMMUNICATION MANAGEMENT

In 2000, Prof RS (Ronél) Rensburg was appointed Head of Department and served two full terms. During this time, she also served as Chair of the School of Management Sciences and as Deputy Dean of the Faculty.

Prof PJ (Flip) du Plessis acted as Head of Department during Prof RS Rensburg's term as Deputy Dean. In October 2008, Prof G (Gustav) Puth, who was the first Head of Department when the Department was established in 1994, returned to this position after 10 years in the private sector. At the end of 2008, Prof Y (Yolanda) Jordaan was seconded on a one-year ad-hoc appointment to the Office of the Vice-Chancellor and Principal.[14]

The period under review was a time of growth and consolidation for the Department of Marketing and Communication Management. During this time, both disciplines became more established with a gradual increase in emphasis on the distinguishing lines between them. Resource allocation became more specific, with fewer people spanning the disciplinary divide. Its programme offering included the BCom (Marketing Management) and BCom (Communication Management) degrees, BCom(Hons) degrees in Marketing Management and Communication Management, as well as master's and PhD degrees in these disciplines.

During the period under review, the Department went through two external evaluation exercises. The first took place in 2004 as one of the departments in the School of Management Sciences, and later during 2009, after the abolishment of the school system, as a free-standing department. In both these evaluations, the panels, comprising international and local academics, as well as industry leaders, were positive about the work done in the Department. They specifically noted the pioneering role UP played in the disciplines of marketing management and communication management in South Africa.

Both undergraduate and postgraduate student numbers showed a steady increase during this period. In fact, it became one of the three largest departments in the Faculty, with annual student numbers exceeding 10 000.

In 2008, practical projects of the third-year BCom (Marketing Management) students and the honours degree students in Direct Marketing received silver and gold awards in the Direct Marketing Association's Assegai Awards competition. They competed in the Student Marketing Campaign of the Year category. This independent direct marketing award was seen as the most respected measurable marketing award in the industry.

In 2007, the Department had three National Research Foundation (NRF)-rated scientists for the first time: Prof AF (Anske) Grobler, Prof CH (Neels) van Heerden and Prof EJ (Ernest) North. In 2009, Prof Y Jordaan obtained an NRF-rating.

4.2.4.4 DEPARTMENT OF TOURISM MANAGEMENT

The Department of Tourism Management, which was established in 1997, positioned itself to provide appropriate and relevant education and training to future tourism professionals and entrepreneurs. Prof ET (Ernie) Heath was Head of Department for the entire period under review. He was a specialist in destination marketing.

The BCom and BCom(Hons) degree programmes in Tourism Management were structured to provide graduates with the tools they needed to run a business successfully. The degrees stimulated critical and strategic thinking skills through a sound foundation in business management, economics, accounting, statistics and marketing to complement the Tourism Management focus of the BCom degree. During their three years of study, students developed vocational skills through the introduction of practical, industry-accredited courses and an industry internship as a compulsory component of the degree. A number of practical vocational courses was also presented.

The solid theoretical background provided by these programmes, complemented by the appropriate practical application, ensured that these qualifications had a competitive advantage over many other Tourism Management programmes in the tourism education industry.

The quality and relevance of the programme's content and its structure earned it the accreditation of the United Nations World Tourism Organisation (UNWTO) Tedqual Certification Programme in 2002. The University became the first university on the African continent to receive this prestigious accolade. Together with UP's international standing, the certification process granted the degree international recognition.

12 Twenty-seven articles were published in accredited national and international journals between 2004 and 2008. Of these, 19 were co-authored with postgraduate students, based on research conducted in the Department.

13 Between 2004 and 2008, academic staff presented 60 reviewed papers at international conferences at an average of 10 papers per year. In the same period, 14 papers were presented at national conferences.

14 Also see Chapter 2.3.1: Executive Management 2001 to 2009: Offices of the executive management members: Office of the Vice-Chancellor and Principal.

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The number of students registered for the BCom (Tourism Management) degree increased consistently to over 500 students per year. The BCom(Hons) degree programme, as well as the master's and doctoral degree programmes, also showed positive growth.

The Department was actively engaged in research in the form of published peer-reviewed articles, both locally and internationally, as well as various university-wide and industry collaborative research initiatives. Conference papers and contributions in tourism-related textbooks also saw a significant increase during this period.

Prof ET Heath and Prof BA (Berendien) Lubbe were very active in collaboration initiatives with international universities. Prof ET Heath was a visiting professor for the international MBA programme in Tourism Management at the Hochschule, Bremen, Germany, and was a member of the Advisory Board for the University of Breda in The Netherlands. Prof BA Lubbe was a visiting professor for the HAAGA-HELIA University of Applied Sciences, Porvoo, Finland, and was the Chair of the PhD Workshop of the ENTER 2011 Conference of the International Federation of Information Technology and Travel and Tourism (IFITT). Prof BA Lubbe was later to become the first South African to be appointed to the Board of IFITT.

The BCom(Hons) degree programme included an annual educational excursion to various destinations nationally and internationally. The students were given various topics to assess a destination's competitiveness, which was done in collaboration with local tourism boards and industry stakeholders. After intensive research and an exploration study of the destination, students presented their findings to the various stakeholders, and produced a comprehensive written report. These projects were a highlight of the honours programme and included projects in Dubai, Johannesburg, Lesotho, Mauritius, Mozambique, Namibia, the Overberg region, Port Elizabeth and Zambia.

During the preparation for the 2010 Soccer World Cup, Prof ET Heath and Ms E (Elizabeth) Kruger worked with the Local Organising Committee in Tshwane. This provided the opportunity for students to gain exposure to an international tourism event.

The Tuks Tourism Students Association (TTSA) had been actively involved as liaison between the students and the Tourism Management lecturers since 1996. The organisation played an important role in facilitating educational excursions, community initiatives and social events for students. One of its major highlights was the annual Tourism Month initiative, where students organised specific events to create awareness and promote tourism programmes.

The Department was uniquely positioned in the South African higher education environment to provide graduates with an appropriate educational programme, and to develop skills and expertise that would benefit the tourism industry well into the future.

4.2.5 SCHOOL OF PUBLIC MANAGEMENT AND ADMINISTRATION

During the period under review, the School of Public Management and Administration (SPMA) achieved the status of a stand-alone school within the Faculty. This was partly in response to government's Accelerated and Shared Growth Initiative of South Africa (AsgiSA) and the associated Joint Initiative for Priority Skills Acquisition (Jipsa), which identified a need for various forms of managerial training in South Africa. Prof JO (Jerry) Kuye was appointed as Professor and Director of the SPMA in August 2000. He served in this position until beyond 2009.

As mentioned above, the SPMA was established to respond to the changing demands of teaching and research in public administration and management within a democratised South Africa. It responded to the need for the development of a viable public sector in South Africa through its academic and professional offerings.

The SPMA established itself as a leading entity in public affairs and public administration training and research locally and internationally. It offered products that were competitive on a global scale, yet locally relevant. Its success resulted from a synergistic commitment to excellence in higher education, which was thoroughly embedded in research, teaching and learning, community service and innovation.

The programmes that were offered exposed students to the latest multidisciplinary theories and technologies associated with their various disciplines. These programmes served to open up new opportunities for South African students, as well as for students from other parts of the globe, including African countries.

The SPMA was a leader in public sector education in sub-Saharan Africa. While serving the mandates of government in a developmental context and UP's commitment to quality education, it was cognisant of its responsibility to produce quality graduates across the discipline of public administration. This placed an even larger responsibility on the staff of the SPMA to contribute to the success of South Africa as a whole, and specifically of government and the University.

A highlight for the period under review was the hosting of Africa Public Service Day on the Hatfield Campus on 23 June 2006. This event was televised live to the United Nations (UN), the African Union (AU) and countries like Lesotho, Mauritius, Namibia and Swaziland. The General Assembly designated this as an annual event, which was linked to the UN Public Service Day, to celebrate the value and virtue of service to the community by public services all over the world.

The SPMA established itself as a leading entity in public affairs and public administration training and research.

The SPMA was internationally recognised for its excellence in the public sector arena. It was the largest postgraduate school in public management in Africa, and emerged as the strongest leadership and governance programme in Southern Africa through collaborations with Gonzaga University's Leadership Studies Programme and the Knowledge Exchange Learning Partnership (KELP) Programme.

The School developed various executive programmes for the South African Local Government Association (SALGA) and the Institute for Municipal Finance Officers (IMFO) to address issues of service delivery, public sector financial governance and local government. The SPMA also supported the training and development of senior officers in both the South African National Defence Force (SANDF) and the South African Police Service (SAPS), and

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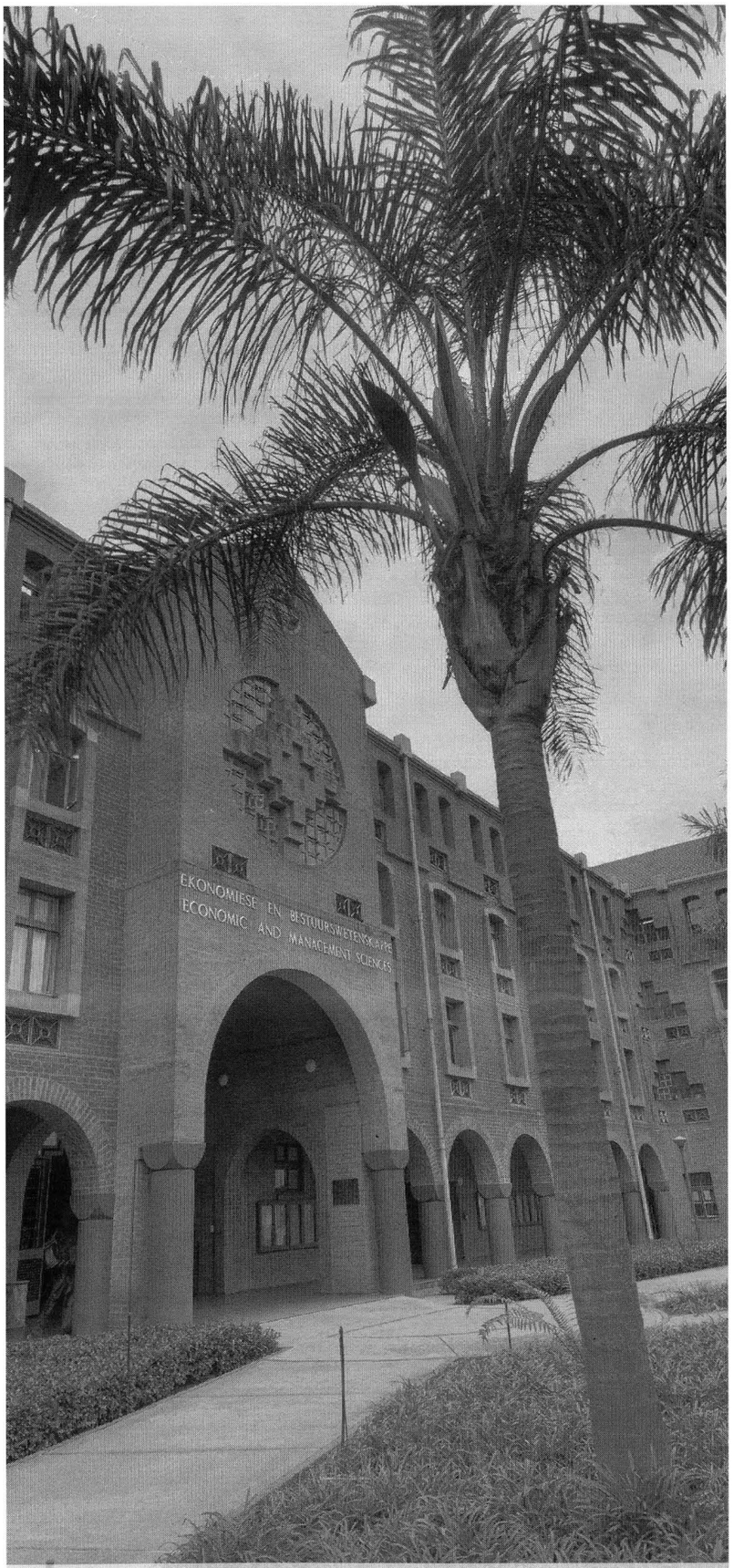
forged a major partnership with the African Energy Commission (AFREC).

Prof JO Kuye was a member of the International Association of Schools and Institutes of Administration (IASIA) board of management, vested with the authority to regulate the activities of schools in the discipline of public administration globally. Prof PA (Petrus) Brynard and Prof C (Chris) Thornhill were rated by the National Research Foundation (NRF) in their respective disciplines. Prof DJ (David) Fourie was the convenor for the SPMA of all professional development programmes, including the approved programmes of National Treasury.

During the last several years of the period under review, the SPMA produced numerous graduates, some of whom were prominent individuals within the public affairs environment. It counted, for instance, the former Minister of Public Service and Administration, Ms GJ (Geraldine) Fraser-Moleketi, as one of them. The fact that the SPMA was regarded by many prospective students, including prominent members of society, as the education vehicle of choice, was probably the most valuable vote of confidence that could befall an academic entity. Capacity building among political principals, executive mayors, Members of the Executive Council (MECs) of provinces, councillors and other functionaries of government was of paramount importance to the SPMA.

It offered locally relevant degrees that were competitive on a global scale. Its postgraduate programmes included master's degrees in Public Administration, Public Management or Municipal Administration, a Master of Public Administration (MPA), doctoral degrees in Public Administration, Public Management or Municipal Administration and PhDs in Public Affairs, Public Administration and Public Management.

To cater for the working individual, the SPMA introduced the BAdmin degree programme with a specialisation option for this group of mature individuals from the public sector and other agencies of the state. Towards the end of the period under review, the MPhil degree in Public Policy was introduced for individuals who were interested in the intricacies of the formulation and execution of policy matters in the public domain. The staff members and associates of the SPMA were all specialists in their respective fields.All were highly involved in research, teaching and community service, contributing to the SPMA achieving one of the highest research outputs in the Faculty.



The Economic and Management Sciences Building on the University of Pretoria's Hatfield Campus.

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4.3 FACULTY OF EDUCATION

During the period under review, the Faculty of Education had a national and international reputation for the advanced training of education professionals in South Africa, as well as those from abroad. The distinction of the Faculty was that it not only trained first-time teachers, but also educational psychologists, principals, professional researchers, programme evaluators, curriculum designers, computer education and training experts, assessment specialists, education policy analysts, community development workers and education law advisors who worked within national and international agencies and organisations.

After Prof M (Mike) Bondesio's resignation in February 2000, Prof JD (Jonathan) Jansen was appointed Dean in July 2000. Prof JD Jansen resigned in March 2007, and Prof I (Irma) Eloff served as Acting Dean from 1 May 2007 until her formal appointment as Dean of the Faculty in February 2008. In February 2009, a new position in the managerial structure of the Faculty was created and Prof A (Ana) Naidoo was appointed Deputy Dean.

At the end of 2001, the Faculty of Education moved from the Education-Law Building on the Hatfield Campus to the Groenkloof Campus. The Teachers' Training College, known as the Normaalkollege Pretoria (NKP), was incorporated into the Faculty of Education during this time (2001/02).[15]

The new campus reflected the development in all areas of education and training with its numerous buildings, and offered excellent opportunities and facilities to education students, staff and visitors.

The Education Library Collection, which was part of the Theology, Education and Sociology service unit in the Merensky Library, moved to the Library Building on the Groenkloof Campus in 2002. This new library contained approximately 120 000 books, 1 200 videos, 280 music CDs and a wide variety of pictures, posters, transparencies, music cassettes, multimedia CD ROMs, photographic slides, maps and educational apparatus.

In 2001, the Faculty made a proposal for the establishment of South Africa's only university-based Centre for Evaluation and Assessment (CEA) to conduct advanced research, including longitudinal studies, in the area of learning achievement and programme evaluation. Prof S (Sarah) Howie, as Director, and her team led some of the most influential studies in education in South Africa during the period under review.

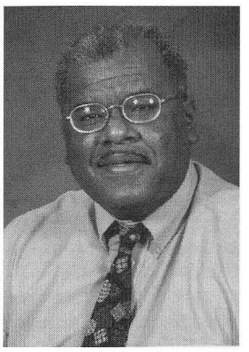
Two other important research entities that resided in the Faculty were the Unit for Education Research in Aids (ERA) and the Centre for Education Law and Policy (CELP).

The ERA, led by Prof L (Liesel) Ebersöhn, articulated a research focus for the Faculty and gave supplementary form and purpose to it. The Unit formalised standing links between the Centre for the Study of Aids (CSA) and Aids-focused studies and projects within the Faculty. The Centre recognised that collaborative endeavours would create a new way of thinking about education and HIV/Aids.

The CELP, led by Prof R (Rika) Joubert, was formed in February 1997 with the aim of contributing to the transformation of society in South Africa through the scientific and academic study of education law and educational issues, and through the dissemination of such information to all relevant role payers. The object of the Centre was to carry out scientific research, make recommendations or provide information on education law and policy, and provide in-service training on its own initiative or on request, with a view to the proper theoretical development and practical application of the principles of education management, education law and policy. A unique feature of the Centre was the fact that it was inter-institutional. It partnered with North-West University, the University of South Africa (Unisa), the University of Fort Hare, the University of the Free State and the University of Johannesburg.

In 2002, the University launched the Unit for Distance Education under the leadership of Dr J (Johan) Hendrikz after a strategic decision was taken to terminate a partnership with National Private Colleges (NPC)[16] and to embark on the University's own dedicated distance education programme. This had a positive effect on the number of students registered at the Faculty of Education and its ability to contribute to the vast need for teacher education in South Africa. By the end of 2009, the Faculty had more than 20 000 distance education students.

During the period under review, the Faculty operated within the University's comprehensive and consolidated management plan for delivering its teaching, research and community service functions.



Prof Jonathan Jansen
Dean (2000–2007)

Prof Irma Eloff
Dean (2008–2009 and beyond)

This was in accordance with the University's revised faculty model.[17]

A number of decentralised support services were established in the Faculty. These included units for Academic Administration,[18] Marketing and Communications[19] and Undergraduate Recruitment.[20]

15 Note should be taken that, although the incorporation of the NKP into UP was part of the bigger picture of the transformation of higher education in South Africa, it was not part of the "mergers and incorporations" exercise announced and executed by Minister AK (Kader) Asmal. It was a separate process that had already been initiated years before during Prof J (Johan) van Zyl's term as Vice Chancellor and Principal. See Pretorius, 2002:51.

16 See Chapter 3.3.2: Teaching and learning: Curriculum development: Distance education and private education providers.

17 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties: 1999 to 2000.

18 Ms L (Lorraine) le Roux was the Head of Academic Administration at the beginning of the period under review, after which Ms M (Melinda) Joubert was appointed in 2002.

19 Ms F (Erna) Viljoen was Head of Marketing and Communications at the beginning of the period under review. After her resignation, the position was vacant for two years. Ms A (Annalize) Brynard was appointed to this position in 2009.

20 Ms S (Selina) Davids was responsible for this function during the deanship of Prof JD (Jonathan) Jansen.

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During the incorporation of NKP in 2001/02, the position of Faculty Manager[21] was created. However, this position was again terminated in 2008. In 2009, a Human Resources (HR) Business Partner[22] was appointed for the Faculty. In 2009, the Faculty appointed an Advisory Board, which comprised various experts and stakeholders in the education sector.

Table 4.2 illustrates the growth in total numbers of all registered students, as well the diversity in terms of race and gender of the Faculty's students during the period under review.

Research

Research was regarded as integrally linked to practice, and social responsibility was ingrained in the work that was done. The Faculty valued deep-seated relationships within the educational, psychological and policy environments in which research was conducted. It had a broad commitment to community development and made its students, lecturers, facilities and expertise available to communities countrywide to improve the quality of education.

Over the last years of the period under review, leading academics in the Faculty won major research awards from national research bodies, including the National Science and Technology Forum (NSTF) and the National Research Foundation (NRF). Staff members won senior research awards in three successive years from the NSTF in three different categories.

The Faculty strived to achieve excellence in research that was aligned to national needs and priorities. It made a substantial contribution to producing scientific knowledge and the delivery of research results that applied to local concerns and global challenges. In line with the vision of the University, the Faculty actively promoted a research culture and continuously focused on building research capacity, providing sufficient resources for research and applying stringent evaluation measures, as well as adhering to the highest ethical standards in research outputs.

Research was one of the central focus areas of the Faculty, and clusters of research excellence were formed. The Faculty's Research Committee met monthly to discuss research endeavours, projects and progress with research output. It had the following six main research focus areas:

- Early childhood education
- Science, mathematics and technology education
- Language and literacy
- HIV/Aids in education
- Assessment and evaluation
- Power, reform and change

The Faculty enhanced its goal of increasing research productivity by establishing a more visible infrastructure to support research action during 2002.

Among the highlights during this year were the launch of the Postgraduate Centre and the pioneering of the first school-university partnership programme for the training of teachers.

As from 2003, the Faculty continued to firmly establish itself as one of the leading facilities for education research, capacity development and productivity in southern Africa. The consistent growth in the volume and quality of research outputs, together with the international recognition of the Faculty and its members through prestigious awards and numerous citations, testified to a vibrant research community. Between 2001 and 2009, the Faculty sustained publication research outputs in high-quality national and international journals, and the number of funded research projects increased exponentially. Postgraduate students from across the globe, but pertinently from Africa, were competing for selection into first-rate postgraduate programmes. Selection criteria for postgraduate studies were increased and the international external examination of all theses became compulsory.

Central to the Faculty's research strategy was its attempt to build a strong and high-quality postgraduate student community. In addition to a highly selective admission process, the Faculty offered an intensive support and development programme for master's and doctoral students. This intensive support of postgraduate students led to a substantial increase in the number of graduates. The cream of student research and achievement was showcased at the annual Postgraduate Research Indaba, a highly regarded event inside and outside the University.

The Faculty boasted 16 NRF researchers between 2001 and 2009:

- Prof JD (Jonathan) Jansen (B3-rated)
- Prof E (Erna) Alant (B3-rated)
- Prof I (Irma) Eloff (C2-rated)
- Prof J (Johan) Beckmann (C2-rated)
- Prof L (Liesel) Ebersöhn (C3-rated)
- Prof N (Neil) Roos (C2-rated)
- Prof WJ (William) Fraser (C2-rated)
- Prof R (Rika) Joubert (C3-rated)
- Prof J (Kobus) Maree (C1-rated)
- Prof M (Mokubung) Nkomo (C2-rated)
- Prof C (Chika) Sehoole (C2-rated)
- Prof S (Saloshna) Vandeyar (C3-rated)
- Prof A (Annemarie) Hattingh (Y2-rated)
- Prof J (Juan) Bornman (Y2-rated)
- Prof R (Ronél) Ferreira (Y2-rated)
- Dr C (Carien) Lubbe-De Beer (Y2-rated)

Facilities

In 2008, the Gauteng Department of Education approved an amount of R35 million for proposed infrastructure development at the Groenkloof Campus. The University made an equivalent amount available towards the project.

The facilities on the Groenkloof Campus improved dramatically. New facilities included three large lecture halls, a high-technology lecture hall and a low-technology outdoor facility to prepare students for the realities of school environments in South Africa. The Normaalsaal was improved and the All-purpose Building was made accessible for individuals with disabilities. Several science laboratories were also installed in the Natural Sciences Building.

The Groenkloof Campus provided space, facilities and choral expertise to youth choirs, musicians and sports teams from Gauteng schools. The Faculty also included local teachers and principals in the development and mentorship of novice teachers and was one of the largest faculties of Education offering Funza Lushaka bursaries to prospective teachers. Easy access routes underlined the location of the Groenkloof Campus, while the exceptional gardens and buildings contributed to an atmosphere of tranquility and space.

At the end of 2009, the campus had 200 offices, a number of small and large lecture halls, observation rooms, laboratories, a computer centre, an auditorium, the Normaalsaal, which could accommodate large groups of people, and the student cafeteria. The Education Library was well equipped, and the student and staff support was outstanding. The sportsgrounds had facilities for tennis, rugby, cricket, soccer, netball, basketball and athletics. All sports activities were organised by TuksSport. The gymnasium compared with the very best, while the 25-metre swimming pool was of world-class standard. A hall especially equipped with the necessary facilities made indoor

21 Mr W (Willie) Potgieter was the Faculty Manager. Members of his team included Ms L (Lucille) Weyer, Ms M (Michelle) Stobie, Ms S (Selina) Davids and Ms H (Helena) Davidson.

22 The position of HR Business Partner was held by Ms J (Jeanette) Schoeman.

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sports, such as hockey, gymnastics and badminton, possible.

The students had four residences. Three of the residences, Zinnia, Lillium and Inca, accommodated female students from the Groenkloof Campus, as well as the Hatfield Campus. There was only one male residence, Kiaat. The Faculty also had a Student House, Jakarandia, which played an active role in the lives of the students on the Groenkloof Campus. Because it was a satellite campus and home to four residences, the student life was vibrant and active. Events arranged by Jakarandia included a first-year camp, Ienkmelodienk concerts, sporting tournaments (netball, rugby, hockey, cricket and athletics), outreach and community service, fellowship gatherings, social events, formal dinners, and academic and life skills workshops.

Academic structures

At the beginning of the period under review, the Faculty developed a new model for practical teaching with Dr C (Carol) van der Westhuizen, Prof WJ Fraser and Ms L (Laurel) Becker initiating the process. When the former Teachers' Training College was thus incorporated into the Faculty of Education in 2001, two schools were created in the new faculty: the School for Educational Studies and the School for Teacher Training. Prof WJ Fraser was appointed Chair of the School for Educational Studies and Ms L Becker was appointed Chair of the School for Teacher Training. She also became the first woman to be appointed to a senior management position in the Faculty.

- The School for Educational Studies comprised three academic departments: Curriculum Studies (with Prof WJ Fraser as Head), Educational Psychology (with Prof SPT (Trichardt) Malan, Dr J (Johan) Conradie and Prof J Maree as initial acting heads), and Education Management and Policy Studies (with Prof J Beckmann as Head).

- The School for Teacher Training comprised four departments: Social Studies Education (with Prof N Roos as Head), Early Childhood Education (with Dr N (Nkidi) Phatudi as Head), Science, Mathematics, Science and Technology Education (with Prof G (Gilbert) Onwu as Head) and Arts, Languages and Human Movement Studies (with Ms L Becker as Head).

Academic staff

Following a series of promotions, resignations and restructuring activities, several staff movements took place in the following years. Between 2002 and 2003, Prof I Eloff was appointed Head of the Department of Educational Psychology and Mr LD (LD) Beukes was appointed Head of the Department of Social Studies Education. Between 2004 and 2006, Prof I Eloff was appointed Chair of the School for Educational Studies and Prof G Onwu was appointed Chair of the School for Teacher Training. In 2007, Prof A (Anita) van der Bank was appointed Acting Head of the Department of Education Management and Policy Studies. In 2008, Dr R Ferreira was appointed Acting Head of the Department of Educational Psychology and Prof J Beckmann was appointed Head of the Department of Education Management and Policy Studies, Mr CA (Alwyn) van der Walt was appointed Acting Head of the Department of Social Studies Education and Dr N Phatudi was Acting Head of the Department of Early Childhood Education.

The University of Pretoria's Groenkloof Campus.

Staff development initiatives were launched by both deans of the Faculty during their respective tenures. Prof JD Jansen launched a campaign to encourage staff members to complete their postgraduate qualifications. He also focused on research capacity development. One of his focus areas was support in article writing. Furthermore, he established a Young Scholar's Development Programme, and prompted the professoriate workshop, preparing senior staff for professorships. Prof I Eloff encouraged support sessions for postgraduate supervision, and also implemented several strategies to support staff in article writing. Leadership development formed a major part of staff development.

Young academics were prepared for a professional career in academia and senior lecturers were supported by long-term planning, academic citizenship and research. Prof I Eloff also encouraged the use of technology, for example, all academic staff members were provided with iPads via the Infrastructure Development Grant.

Academic programmes

At the beginning of the period under review, the Faculty offered two diploma programmes (the Higher Diploma in Education and the Further Diploma in Education), a bachelor's degree in Education (BEd), a master's degree in Education (MEd) and a PhD. The two diploma programmes were discontinued in 2002. An honours degree in Education (BEd Hons) was introduced in 2002, and together with the BEd, MEd and PhD programmes, continued to be presented throughout the period under review.

A number of new programmes were introduced in 2003. These were the Advanced Certificate in Education (ACE), the doctorate in Education (DEd), the Postgraduate Certificate in Higher Education (PGCHE) and the Postgraduate Certificate in Education (PGCE). With the exception of the DEd, which was discontinued after a year, the other new programmes continued to be presented throughout the period under review.

In 2007, the entry requirements for the undergraduate programmes were raised to attract top students to education career paths. This influenced student applications positively.

A quality audit, requested by the Faculty in 2008, identified a concern about the level of graduates' knowledge of the school subjects they were trained to teach. As a result of these findings, it was decided to reallocate the presentation of the academic subject modules in the four-year undergraduate BEd programmes to the subject specialists in the partner faculties.

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It was decided that the modules related to teaching methodology were to be presented by education specialists in the Faculty of Education. However, subjects in the BEd curriculum, such as Physical Science and Mathematics, would in future be presented by specialists in the Faculty of Natural and Agricultural Sciences, while Economics and Accountancy would be presented by specialists in the Faculty of Economic and Management Sciences – either on the Groenkloof or on the Hatfield Campus. Similar subjects were to be offered by the faculties of Humanities, Theology, Economic and Management Sciences, and Natural and Agricultural Sciences.

Faculty restructuring

In 2009, the Faculty realigned its academic departments to enhance research, to create access to postgraduate studies in all departments and to strengthen teacher training by adopting a partnership model with the faculties of Humanities, Natural and Agricultural Sciences, Economic and Management Sciences, and Theology.

The two schools were abolished and five strong departments created. These were Humanities Education (with Prof A (Adelia) Carstens as Head), Educational Psychology (with Dr R Ferreira as Head), Education Management and Policy Studies (with Prof J Beckmann as Head), Early Childhood Education with Prof C (Cycil) Hartell as Head) and Science, Mathematics and Technology Education (with Prof MWH (Max) Braun as Head).

Achievements

Some notable student achievements during the period under review included the presentation of the Vice-Chancellor and Principal's Award to Ms L (Lizelle) Greeff in 2006, Ms C (Claire) McGee in 2007 and Ms K (Karen) Scrooby in 2008. On the sporting front, two students were selected to participate in the 2008 Beijing Olympic Games. These were Mr LJ (LJ) van Zyl (athletics, track events and hurdles) and Ms E (Elizna) Naudé (athletics, field events and discus).

The following staff members boasted exceptional achievements:

- Prof I Eloff received a University of Pretoria Exceptional Young Researcher Award in 2002, a Young Researcher Medal from the Educational Association of South Africa (EASA) in 2004, and a medal of honour for the scientific promotion of education as a subject discipline from the Suid-Afrikaanse Akademie vir Wetenskap en Kuns in 2008.
- Prof J Maree received a Research Medal for the promotion of education from EASA in 2002, a Research Medal for outstanding research from EASA in 2006, and the Stals Prize of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns for exceptional research and contributions to Psychology in 2009. He also received a University of Pretoria Exceptional Academic Achiever Award in 2003, 2006 and 2009 (this award gave a researcher exceptional achiever status for three years).
- In 2002, Prof S Vandeyar received a University of Pretoria Research Perseverance Award. In 2006, she received first prize in the BMW Group Award for Intercultural Learning in the Category: Theory for her scientific work on exceptional patterns of school integration; she was a finalist in the Shoprite Checkers/SABC2 Woman of the Year in the Category: Education; and received the Laudium Tamil Association's Community Award, as well as the University of Pretoria Exceptional Young Researcher Award in 2007. She was also a winner of the NSTF Award in the Category: Senior Black Researcher over the last five to ten years in 2007, and received a University of Pretoria Education Innovation Award in 2009.
- Prof WJ Fraser received the University of Pretoria Chancellor's Medal for Teaching and Learning in 2008, listing him as an exceptional achiever.[23]
- In 2005, Prof L Ebersöhn received the University of Pretoria Exceptional Young Researcher Award, as well as the Research Medal: Young Researcher from EASA.
- Prof R Ferreira received the Young Researcher Award from EASA in 2007, as well as the University of Pretoria Young Researcher Award and the Samuel Henry Prince Best Dissertation Award from the International Sociological Association's Research Committee in 2009.
- Prof R (Rinelle) Evans received a University of Pretoria Education Innovation Award in 2004, 2005 and 2008. She also received an NRF postdoctoral fellowship for the best PhD in the Faculty of Education in 2005, and spent four months working in Montreal, Canada, on a project related to complex language encounters in multilingual classrooms.
- Dr JC (Ina) Joubert received a University of Pretoria Education Innovation Award in 2006.
- Dr R (Rian) de Villiers received a Commonwealth Academic Fellowship in 2002.

Prof Irma Eloff
Dean: Education

23 He had also received the University of South Africa's OVSA-Sanlam Research Medal in 1995 and the Chancellor's Prize for Research in 1997 prior to joining the University of Pretoria.

Table 4.2: Comparison of the number of contact students in the Faculty of Education between 2001 and 2009

FACULTY OF EDUCATION							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	109	358	467 (26%)	554	682	1 236 (44%)
	Coloured	3	2	5 (0%)	7	34	41 (2%)
	Indian	1	8	9 (1%)	7	55	62 (2%)
	White	261	1 020	1 281 (73%)	252	1 206	1 458 (52%)
Total		374 (21%)	1 388 (79%)	1 762 (100%)	820 (29%)	1 977 (71%)	2 797 (100%)
Postgraduate	*African*	170	275	445 (58%)	242	284	526 (52%)
	Coloured	5	7	12 (2%)	12	25	37 (4%)
	Indian	8	11	19 (2%)	6	19	25 (2%)
	White	59	238	297 (38%)	108	311	419 (42%)
Total		242 (31%)	531 (69%)	773 (100%)	368 (37%)	639 (63%)	1 007 (100%)

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4.4 FACULTY OF ENGINEERING, BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

4.4.1 OFFICE OF THE DEAN

The Engineering I Building on the University of Pretoria's Hatfield Campus.

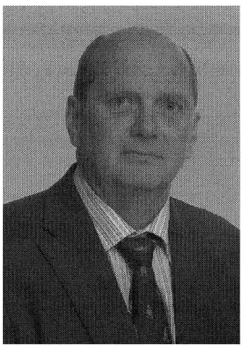
In 2001, the Faculty of Engineering, Built Environment and Information Technology (EBIT) consisted of the School of Engineering, the School for the Built Environment and the School of Information Technology. A fourth school, the Graduate School of Technology Management (GSTM), was established in 2007. In September 2001, Prof RF (Roelf) Sandenbergh took over from Prof CWI (Calie) Pistorius as dean and served in this position throughout the period under review.[24]

Between 2001 and 2009, the overall student numbers in the Faculty increased by almost a third (see **Table 4.3**). The increase was mainly evident in the School of Engineering and in the number of black students in the Faculty, while the gender profile was maintained.

Postgraduate studies and research were prioritised and a significant increase in the number of publications was achieved. This is indicated by the increase in the number of publication units the Faculty achieved, as required by the national Department of Education. Most departments contributed to the increased outputs, which were constrained in later years by the impact of the increasing number of students and the buoyant conditions in industry that led to a significant staff turnover. The Institute for Technological Innovation (ITI), headed by Prof A (Anastassios) Pouris, continued its research endeavours on science, technology and innovation policy issues. Scientometrics was developed as a tool to inform decisions on the funding of research.

Between 2001 and 2009, the following researchers were recognised as Exceptional Academic Achievers: Prof JM (Judith) Bishop, Prof TJD (Theo) Bothma, Prof M (Madeleine) du Toit, Prof JHP (Jan) Eloff, Prof AP (Andries) Engelbrecht, Prof J (Johan) Joubert, Prof T (Thoko) Majozi, Prof JP (Josua) Meyer, Prof JW (Wimpie) Odendaal, Prof PC (Chris) Pistorius, Prof JA (Jan) Snyman and Prof X (Xiaohua) Xia. In 2009, Prof X Xia became the first academic in the Faculty to be recognised as an A-rated researcher by the National Research Foundation (NRF).

Several staff members were honoured for their contributions. Prof UHJ (Uys) Grimsehl was awarded an honorary fellowship from the South African Institution of Chemical Engineers (SAIChE) in 2004. Prof O ('Ora) Joubert received the Pretoria Institute of Architecture (PIA) President's Award for Appropriate, Contemporary South African Architecture for stimulating a national debate on architecture in 2005, and Prof CE (Chris) Cloete was invited to become a fellow of the Royal Institute of Chartered Surveyors (RICS) as an eminent member in 2005. The Department of Science and Technology (DST) recognised Prof JM Bishop as the Distinguished Woman Scientist of 2005 for innovation. In 2007, Prof T Majozi received the National Science and Technology Forum (NSTF) Award in the category of Distinguished Young Black Researcher over the Last Two Years for his research in process integration. Prof IK (Ian) Craig received the International Federation of Automatic Control (IFAC) Outstanding Service Award in 2008. Prof T Majozi won the South African Association for the Advancement of Science (S^2A^3) British Association Silver Medal in 2008.



Prof Roelf Sandenbergh
Dean (2001–2009 and beyond)

Community engagement in the Faculty increased significantly with the introduction of the faculty-wide undergraduate Community-based Project (JCP) module. Dr M (Martina) Jordaan acted as coordinator of the module. The annual student participation increased from 240 students in 2005 to 1 295 in 2009, when the students participated in more than 300 community-based projects. The feedback from the students and the communities involved in this initiative remained overwhelmingly positive.

Prof Roelf Sandenbergh
Dean: Engineering, Built Environment and Information Technology

24 The Faculty was supported by its support staff with Ms E (Liz) Jones as Head of Student Administration. Her staff competently dealt with the increasing student numbers in the Faculty. Dr I (Ian) Koekemoer served as Faculty Manager from 2001 to 2002. He was succeeded by Ms E (Elize) du Plessis (2002 to 2003) and Ms S (Sarina) Geyling (2004 to 2005). Ms S (Suzaan) Pretorius (2006 to beyond 2009) served as Management Administration Coordinator and Secretariat of the Faculty. Ms SJM (Sarie) Scheepers (2001 to 2006), Ms K (Karlene) Mercuur (2006 to 2008) and Mr J (Johan) Coetzee (2009 and beyond) served as Head of Human Resources. Ms M (Mariëtte) Engelbrecht served as the Faculty's accountant from 2001 until beyond 2009. The marketing section was headed by Ms S (Sunel) de Koning (2001 to 2002), Ms C (Christa) Botha (2002) and Ms L (Linda) du Preez (2003 to beyond 2009). Ms G (Georgia) Yiallitsis served as the Faculty's function coordinator. The messenger and copying facility services were provided by Mr J (Jacob) Bahula, Mr M (Michael) Matjila and Ms R (Rebecca) Shipalana.

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Table 4.3: Comparison of the number of contact students in the Faculty of Engineering, Built Environment and Information Technology between 2001 and 2009

FACULTY OF ENGINEERING, BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	417	296	713 (16%)	1 208	722	1 930 (33%)
	Coloured	18	6	24 (1%)	46	22	68 (1%)
	Indian	143	85	228 (5%)	135	65	200 (3%)
	White	2 502	991	3 493 (78%)	2 772	896	3 668 (63%)
Total		3 080 (69%)	1 378 (31%)	4 458 (100%)	4 161 (71%)	1 705 (29%)	5 866 (100%)
Postgraduate	*African*	362	101	463 (25%)	1 023	455	1 478 (48%)
	Coloured	25	4	29 (2%)	50	9	59 (2%)
	Indian	59	15	74 (4%)	131	56	187 (6%)
	White	1 023	267	1 290 (69%)	1 043	327	1 370 (44%)
Total		1 469 (79%)	387 (21%)	1 856 (100%)	2 247 (73%)	847 (27%)	3 094 (100%)

4.4.2 SCHOOL OF ENGINEERING

The chairpersons for the School for Engineering from 2001 to 2009 were Prof RF (Roelf) Sandenbergh (from January 2001 to August 2001), Prof FW (Wilhelm) Leuschner (from September 2001 to December 2003) and Prof JP (Josua) Meyer (from January 2004 until beyond the period under review). The School offered undergraduate and postgraduate programmes in chemical engineering, civil engineering, electrical, electronic and computer engineering, industrial and systems engineering, materials science and metallurgical engineering, mechanical and aeronautical engineering, and mining engineering.

The School emphasised growth in student numbers to support access and industrial growth, and stronger associations with industry and government to achieve alignment and growth in its research activities. The number of students enrolled in the undergraduate engineering programmes offered in the School grew significantly and more than doubled, from 1 918 in 2001 to 4 010 in 2009.

During the same period, the number of enrolments in the honours programmes grew from 423 to 803, establishing a platform for strong future growth of the master's and doctoral programmes. During the period under review, 5 446 honours degree students, 3 007 master's degree students and 876 doctoral candidates were enrolled in the School.

In 2004, the School joined an international group of schools of engineering in the implementation of the Conceive, Design, Implement and Operate (CDIO) initiative in which design was introduced as a central theme in engineering education.

In 2006, the School of Engineering celebrated its 50th year by presenting a series of departmental seminars, an engineering teaching conference and a formal banquet. The Engineering Council of South Africa (ECSA) fully accredited the Faculty's programmes in engineering in 2002 and 2007, and provided international recognition through the Washington Accord.

The programmes in engineering were realigned with international trends to create greater communality and reduce the overloading that developed in the programmes over time. The new curricula were phased in as of 2008. The extended programme in engineering (the five-year programme) was redesigned to provide stronger support to talented, but underprepared students. This programme was managed by Dr G (Ina) du Plessis during the period under review.

4.4.2.1 DEPARTMENT OF CHEMICAL ENGINEERING

During the period under review, the Department of Chemical Engineering underwent substantial growth through its internationally accredited undergraduate and postgraduate programmes. Research focus areas included applied materials, reaction engineering, environmental and water utilisation engineering, process modelling and control, and tribology. In 2004, Prof PL (Philip) de Vaal succeeded Prof UHJ (Uys) Grimsehl, who had been Head of Department since 1980.

Undergraduate student numbers showed steady growth. The annual number of graduates had showed a steady increase since the establishment of the Department in 1962, from seven to 55 in 2009.

There were clear indications of sustained growth into the future. The growth of postgraduate student numbers was equally encouraging. In 1985, the Department had about 30 postgraduate students. This increased to 154 in 2009.

Several staff members and alumni of the Department achieved notable research achievements. Prof T (Thoko) Majozi, who held a P-rating from the National Research Foundation (NRF), received the Silver Medal of the British Association awarded by the South African Association for the Advancement of Science (S^2A^3), as well as the University of Pretoria's commemorative Centenary Medal for his contribution to research in 2008. In 2009, he was appointed a Research Fellow of the Council for Scientific and Industrial Research (CSIR).

Mr MJ (Marius) Kloppers, who graduated in 1986, was appointed Chief Executive Officer (CEO) of BHP-Billiton in 2006. Mr R (Ralph) Havenstein, a graduate of 1977, was Executive Director of Sasol from 1998 to 2003 and was the CEO of Anglo Platinum from 2003 to 2007. Mr HJ (Henk) Viljoen, who graduated in 1979, was the Willa Cather Distinguished Professor at the University of Nebraska-Lincoln in the USA. Prof J (Hans) van Leeuwen, who graduated in 1975, was a professor in the Department of Civil, Construction and Environmental Engineering at Iowa State University at the end of the period under review. The American National Science Foundation named him as one of the top 100 innovators in 2008. He was also named as the *R&D Magazine*'s Innovator of the year in 2009.

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The Department hosted the following research institutes, chairs and research groups:

- **Institute of Applied Materials:** An interdisciplinary materials research group with participation from the departments of Chemical Engineering, Chemistry, Materials Science and Metallurgical Engineering, and Physics. Prof WW (Walter) Focke was the director.
- **Chair in Carbon Technology and Materials:** A research chair awarded by the Department of Science and Technology (DST) in 2006, located in the Institute of Applied Materials to provide postgraduate training and research services in carbon materials relevant to local carbon industries. Prof B (Brian) Rand was the chairholder, and Dr NI (Ncholu) Manyala was the deputy chairholder.
- **Chair in Fluoro-materials Science and Process Integration:** A research chair awarded by the DST in 2007 to establish local fluoro-polymerisation and characterisation capability. Prof P (Philip) Crouse was the chairholder.
- **Rand Water Chair in Water Utilisation Engineering:** A research chair that existed in the Department from 1970 until the end of 2006.
- **East Rand Water Care Company (ERWAT) Chair in Waste Water Management:** A research chair that was awarded to Dr HG (Heidi) Snyman in 1998. Prof JJ (Japie) Schoeman succeeded her in 2004.
- **Water Utilisation and Environmental Engineering:** The research activities of this group focused on drinking water treatment processes, the bioremediation of hazardous and radioactive waste, advanced separation technologies, biosensor technology for microbial water quality monitoring, and environmental management in a first/third-world developing country, among others.
- **Process Modelling and Control:** The research activities of this group focused on the simulation of chemical engineering processes and applying these models to control the processes. Work on process integration, focusing on the minimisation of water and energy consumption using novel optimisation techniques, was highly successful.
- **Reaction Engineering:** The research activities of this group focused on the behaviour of reagents in chemical reactors, including, among others, new insights into gas-limited hydrogenation reactions where the concept of rate enhancement via direct gas-solid mass transfer was investigated.
- **Tribology Laboratory:** This laboratory provided an indispensable service to industry and was the only laboratory of its kind in the country. It had a comprehensive series of test apparatuses for investigating the performance of lubricants, and its activities formed part of a collaborative project with the Department of Chemistry.

The Engineering I Building on the University of Pretoria's Hatfield Campus.

4.4.2.2 DEPARTMENT OF CIVIL ENGINEERING

Prof E (Emile) Horak's contract appointment as Head of the Department of Civil Engineering ended in October 2007 and Prof EP (Elsabé) Kearsley was appointed as his successor. The period under review was marked by a sustained growth in student numbers. The undergraduate student numbers increased from 119 in 2000 to 793 in 2009, while the postgraduate student numbers increased from 72 to 243 in the same period. By 2009, significant transformation had taken place, with 230 female students and 380 black students enrolled in the Department in comparison to the 21 female and 14 black students enrolled in 2000. By 2009, the teaching staff numbers had decreased to seven full professors, five associate professors, two senior lecturers and three lecturers, which resulted in a significant teaching load.

In 2008, a new contract was signed with Transnet for a Chair in Railway Engineering and Prof PJ (Hannes) Gräbe was appointed in this Chair. Prof EP Kearsley was the President of the South African Institution of Civil Engineering (SAICE) in 2009.

The Department had a strong research focus in civil engineering: structural engineering, geotechnical engineering, water engineering and transport engineering.

Staff members received the following awards for their research outputs in this period:

- Prof G (Gerhard) Heymann received the 2002 JE Jennings Award of SAICE for a paper published in *Geotechnique*.
- Prof AT (Alex) Visser received the 2007 SAICE award for the best paper in transport engineering.

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- Prof EP Kearsley received the Technology and Human Resources for Industry Programme (THRIP) Technology Award for research collaboration in 2008.

- Prof PJ Gräbe received the 2008 John Brown SAICE award for the best paper in railway engineering.

- Prof AT Visser received an award for the best poster display at the 7th International Conference on Managing Pavement Assets in 2008.

- Prof WJvdM (Wynand) Steyn was one of the authors of a paper that received the 28th Annual Southern African Transport Conference Award for the best paper presented in 2009.

4.4.2.3 DEPARTMENT OF ELECTRICAL, ELECTRONIC AND COMPUTER ENGINEERING

The Department presented undergraduate degrees in each of its main disciplines: electrical, electronic and computer engineering. During the period under review, it used a self-monitoring and reporting technology (SMART) approach (SMART degree programmes, SMART lecturers, SMART laboratories, SMART local and international students, and SMART research). Prof FW (Wilhelm) Leuschner was Head of Department during the entire period under review.

The Department hosted the following research institutes, chairs and research groups:

- **Carl and Emily Fuchs Institute for Microelectronics:** Prof M (Monuko) du Plessis and co-workers conducted research as part of a large suite of patents under the UP flagship project of injection-enhanced silicon in avalanche (INSiAVA). Numerous international patents were registered on light-emitting silicon and have been registered since.

- **Centre for New Energy Systems and the Energy-efficiency and Demand-side Management (EEDSM) Hub:** The worldwide search for clean and sustainable sources of energy and demand-side solutions culminated in the establishment of the national EEDSM Hub in 2008, under the leadership of Prof X (Xiaohua) Xia.

- **Centre for Telecommunications Engineering in an Information Society:** In 1997, Telkom initiated this Centre of Excellence (CoE) programme with other industry partners. Research was conducted on network security, wireless sensor networks, and wireless and access networks.

- **Grintek Chair in Electromagnetism and the Compact Antenna Range:** The research group included Prof JAG (Jan) Malherbe, Prof J (Johan) Joubert, Prof JW (Wimpie) Odendaal and Dr JP (Pieter) Jacobs. The compact antenna range was accredited by the South African National Accreditation System (SANAS) and the International Standards Organisation (ISO) measuring facility.

- **Sentech Chair in Broadband Wireless Multimedia Communications:** This Chair had links with a number of international universities and esteemed academics from abroad. It was an outstanding facility with a large group of undergraduate and postgraduate students with international publications. Prof BTJ (Sunil) Maharaj was the founder and first incumbent of the Chair.

- **Control and Automation:** This research group was known for outstanding researchers like the late Prof Y (Yaakov) Yavin, as well as Prof IK (Ian) Craig, who was very active in control and automation professional societies and international conferences. The main fields of research were autonomous vehicles in mining, HIV/Aids dynamics and treatment, and industrial processes.

- **Bioengineering:** The primary research topic of this research group was cochlear implants for hearing-impaired individuals. The group consisted of Prof JJ (Johan) Hanekom and Prof T (Tania) Hanekom, together with 10 full-time master's degree students and PhD candidates.

- **Advanced Sensor Networks:** The focus of this research group was on the industrial application of wireless sensor networks and their integration with other networks.

4.4.2.4 DEPARTMENT OF INDUSTRIAL AND SYSTEMS ENGINEERING

Prof SJ (Schalk) Claasen was Head of the Department from 1996 until 2008. He was succeeded by Prof VSS (Sarma) Yadavalli in 2009. Priority was given to the enrichment of the quantitative mathematical models of industrial and systems engineering in the quest for efficiency and productivity. Academic and administrative staff resources reached the point where the curriculum could be offered effectively and individual academic staff members were constantly ensuring that the course content remained relevant and appropriate.

Most of the academic staff members regularly embarked on research activities in their particular fields of interest, and published their research in internationally accredited journals. Staff members attended courses, symposia and conferences locally and internationally to stay abreast of the latest developments in the discipline. They also used sabbatical opportunities to improve their international professional standing as specialists in their chosen fields of interest, and in the process could pay attention to ensuring that the undergraduate and postgraduate curricula followed the latest trends in industrial engineering practice. Research and consultancy in the Department was strong in the fields of industrial engineering, supply chain management, operations research and business engineering.

An atmosphere of excellence in service delivery was the driving force in maintaining the peer opinion that the Department was the national forerunner in training in South Africa.

Voluntary involvement in supporting the internationally accredited *South African Journal of Industrial Engineering* contributed to the profession's standing, and support was given to all other engineering disciplines in solving multidisciplinary problems, particularly where economic conditions might have prevailed.

The daily operation of the Department was managed according to the ISO 9000 Standard for Quality Management in Educational Institutions. Prof K (Kris) Adendorff put the Quality Management System document in place and the Department was thankful to him for this contribution.

The Department produced approximately 560 graduates between 2001 and 2009, which included postgraduates. The vast majority of alumni found permanent employment nationally and internationally. Many of the graduates were self-employed and lent stature to the profession. They voluntarily assisted the Department by offering valued peer advice via the Department's Advisory Committee.

The Department undertook to offer the entire school-leaving population the opportunity of meaningful participation in the profession of industrial engineering, and in so doing, to produce the best industrial engineers in Southern Africa.

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4.4.2.5 DEPARTMENT OF MATERIALS SCIENCE AND METALLURGICAL ENGINEERING

The Department entered the 21st century under the leadership Prof RF (Roelf) Sandenbergh, who was Head of Department at the time. Prof PC (Chris) Pistorius succeeded him in 2002 when Prof RF Sandenbergh was appointed Dean of the Faculty of Engineering, Built Environment and Information Technology. Prof M (Madeleine) du Toit succeeded Prof PC Pistorius as Head of Department in August 2008.

At the time, the Department of Materials Science and Metallurgical Engineering was the only one of its kind in South Africa. It offered integrated undergraduate and postgraduate programmes, which spanned the full spectrum of metallurgy, including minerals processing, hydrometallurgy, pyrometallurgy and physical metallurgy. The Engineering Council of South Africa (ECSA) fully accredited the BEng (Metallurgical Engineering) degree and it was recognised internationally under the Washington Accord. During the period under review, the undergraduate curriculum was redesigned to give graduates a sound and comprehensive education in all fields of metallurgical engineering.

The period was characterised by a sustained growth in student numbers, with undergraduate numbers more than doubling from less than 100 in 2000 to 220 in 2009. This growth can be attributed to significant transformation and growth in the number of undergraduate female and black students. During the same period, postgraduate student numbers increased from less than 80 to 172.

The Department had a strong research focus, with research activities in four key areas: extractive metallurgy (minerals processing and hydrometallurgy), pyrometallurgy, physical metallurgy and welding metallurgy.

In the years leading up to 2009, research in the field of extractive metallurgy was led by Prof MKG (Thys) Vermaak (minerals processing) and Prof RF Sandenbergh (hydro-metallurgy). Research in pyro-metallurgy was performed under the leadership of Prof PC Pistorius until 2008, when he was succeeded by Prof AM (Andrie) Garbers-Craig. Prof WE (Waldo) Stumpf managed physical metallurgy research, with Prof M du Toit managing research activities in welding metallurgy.

The Department enjoyed excellent industry support, with all the research programmes in the Department sponsored by industry. The Department's excellent research facilities were improved by the involvement of the Industrial Metals and Minerals Research Institute (IMMRI). In the years leading up to 2009, Prof AM Garbers-Craig served as President of the Southern African Institute of Mining and Metallurgy (SAIMM) and Prof PC Pistorius served as President of the Corrosion Institute of Southern Africa.

4.4.2.6 DEPARTMENT OF MECHANICAL AND AERONAUTICAL ENGINEERING

The Department was headed by Prof JL (Jasper) Steyn until June 2002. In July 2002, it entered a new era when Prof JP (Josua) Meyer was appointed Head of Department, serving until beyond 2009. The Department repositioned itself to prepare excellent engineers for success and leadership in the conception, design, implementation and operation of mechanical and aeronautical systems on a global scale. To this end, the Department committed itself to excellence in all aspects of its educational, research and community service programmes.

This coincided with a very rapid and sustained growth in student numbers after these numbers declined during the 1990s because of political and economic developments in South Africa. To support its renewed vision of excellence, the Department was an early adopter of the campus web-based e-learning system. It launched various initiatives to encourage international student exchange and educational collaboration, restructured and reinvented its curricula to adapt to the changing mechanical engineering landscape, and commenced with the significant upgrading of its laboratories, such as the Laboratory for Structural Mechanics, in the early 2000s.

Further initiatives to upgrade laboratory equipment in the thermoflow and structural mechanics laboratories, and a large-scale upgrading of its workshop facilities came to fruition in 2009 when the Department received a grant of R16 million from the national Department of Education.

An industry advisory committee was established in 2004 to enhance industry interaction and advise the Department on its strategic positioning. Various important initiatives were conceived and launched from this platform, including the Department's positioning in the field of maintenance engineering. Local industry strongly supported this initiative.

On the research front, the Dynamic Systems Group, which was established in 1999 under the leadership of Prof PS (Stephan) Heyns, grew rapidly, with a strong emphasis on the development of novel vibration-based condition-monitoring methodologies, particularly dealing with monitoring under fluctuating loads and speeds.

Exploiting the unique testing infrastructure in the Laboratory for Structural Mechanics, the group positioned itself to be very closely focused on industrial needs, which allowed the Department to build a formidable presence in various South African industries.

Later, the group spawned a new Vehicle Dynamics Research Group, under the leadership of Prof PS (Schalk) Els, which did significant work on vehicle suspension systems and attracted, among others, support from the European Research Office of the United States Army. The Vehicle Dynamics Research Group organised an annual high-profile mini Baja competition, which attracted significant national and international participation throughout the period under review.

Prof JP Meyer established the very successful Thermofluids Research Group, which focused on enhanced heat transfer, electronics cooling, micro-channel condensation and optimisation with constructal theory. This group successfully built a very large postgraduate core, which was supported by various postdoctoral students to enhance its research. The group also enjoyed a particularly productive period in terms of the impact of its work and growing citations in leading international scientific databases.

During the period under review, various individual staff members excelled. In 2004, Prof JA (Jan) Snyman was awarded an honorary doctorate from the University of Miskolc, Hungary, in recognition of his efforts to promote collaborative research between the University of Pretoria and the University of Miskolc. He also received a B1 rating from the National Research Foundation (NRF) in October 2005. Prof JP Meyer was awarded a B2 rating in 2006. Both these staff members were also identified as an Exceptional Academic Achiever of the University of Pretoria for various terms during this period.

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4.4.2.7 DEPARTMENT OF MINING ENGINEERING

Prof JN (Nielen) van der Merwe became Head of the Department of Mining Engineering in April 2001 and served in this capacity until April 2007.

During his tenure, it was decided to revise the Department's language policy to make it more competitive in terms of the international mining community. It was decided that the Department would teach its mining courses in English only for third- and fourth-year Mining Engineering students from 2000. Between 2001 and 2009, there was a large increase in postgraduate student numbers, which indicated the need for further learning in the mining industry. The increase in student numbers was therefore primarily attributed to the change in language policy, as more students who preferred English as language of tuition were drawn from the rest of Africa. Prof RCW (Ronny) Webber-Youngman succeeded Prof JN van der Merwe as Head of Department in April 2007.

A new postgraduate qualification, BSc Hons (Applied Science) Mining, was developed and implemented during the period under review. The Department remained fortunate that several undergraduate student prizes and donations from industry, such as from the Southern African Institute of Mining and Metallurgy (SAIMM) and the Chamber of Mines, which featured competition with other departments and tertiary institutions, were still available. Financial support in terms of subventions for lecturers in the Department was increased significantly, which enabled the Department to attract high-quality lecturers from industry. This was achieved through the Minerals Education Trust Fund (METF). Other institutions, such as the South African Colliery Managers' Association (SACMA), as well as the Association of Mine Managers South Africa (AMMSA), also donated funds to the Department. Through these donations and sponsorships, it was possible to convert the Department's old laboratory into student discussion rooms (also known as quiet rooms) for groupwork.

The undergraduate curriculum underwent modifications from its primary revision in 1989. The Department also started with a more innovative approach to teaching and learning, which incorporated cooperative learning techniques. The lecturing methods themselves were extensively revised, moving from a passive teaching style to a problem-oriented group teaching style. The Engineering Council of South Africa (ECSA) re-evaluated the curriculum in 2007 and its favourable report resulted in full accreditation for the degree up to 2012. The Department introduced non-technical skills development (soft skills) as part of every mining module as from the third year of study. It also introduced a compulsory research-related subject for honours degree students in 2007. In this subject, students had to identify a real-time problem in the mining industry and recommend a solution or improvements with the support of appointed staff members. This immediately led to an increase in applied research-related projects, which were concluded at the cost of the mines at which the projects were completed.

The Department, with funds generated from short courses in risk management that were offered to Anglo American, together with the Wits School of Mining and the Chemical Engineering Department of the University of Cape Town, fully equipped a new computer room in the Department. The intention was that this computer room or information technology (IT) lab would be used to introduce students to the real world of mining through interactive video and animations, as well as other mine design packages, which would form a new approach to mine design for final-year students in future.

During the period under review, some lecturers were involved with research in the mining industry through an agreement with Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP). The Department also established its active involvement in industry with specific reference to mine environmental engineering, mine safety, explosive engineering and rock engineering.

Prof RCW Webber-Youngman was actively involved in the establishment of the Safety Risk Management Roll-out Strategy for Anglo American in 2009, which would lead to safety risk management research.

A number of additional contracts or collaborative research projects were undertaken in explosive engineering and energy efficiency, and Prof MF (Matthew) Handley conducted rock engineering research activities for deep mines. Prof RJ (Roger) Thompson and Prof AT (Alex) Visser (Department of Civil Engineering) were extensively involved with mine haul road and transport systems design through the Laboratory for Advanced Engineering.

Collaborative research projects were also initiated through Miningtek in the field of mine environmental engineering in conjunction with the DeepMine initiatives.

4.4.3 GRADUATE SCHOOL OF TECHNOLOGY MANAGEMENT

The Graduate School of Technology Management (GSTM) was established in April 2007 as the fourth school in the Faculty of Engineering, Built Environment and Information Technology. It was headed by Prof MW (Tinus) Pretorius, and recognised the important role that the Department of Engineering and Technology Management played in the Faculty's postgraduate programmes to exploit further opportunities for cooperation within the Faculty nationally and internationally. It comprised a single department, the Department of Engineering and Technology Management, which offered postgraduate qualifications in engineering management, project management and technology management.[25]

4.4.3.1 DEPARTMENT OF ENGINEERING AND TECHNOLOGY MANAGEMENT

Historically, the Engineering Management programme had been established in 1987 through a Chair in Engineering Management, which was held by Prof GFdJ (Gideon) de Wet. In 1992, Prof AM (Antonie) de Klerk was appointed in this Chair. When he subsequently succeeded in founding the Department of Engineering and Technology Management in 1994, he was appointed as Head of Department. In 2000, Prof AM de Klerk was appointed as director of the Graduate School of Management (GSM),[26] and simultaneously as the first managing director of the newly

25 When the Graduate School of Management (GSM) was consolidated into the Gordon Institute of Business Science (GIBS) in 2007, it was decided that the two postgraduate programmes offered by the GSM through the Department of Engineering and Technology Management – the Master's in Engineering Management (MEM) and the Master's in Project Management (MPM) – would be reinstated in the newly established GSTM.

26 See Chapter 4.12: Graduate School of Management.

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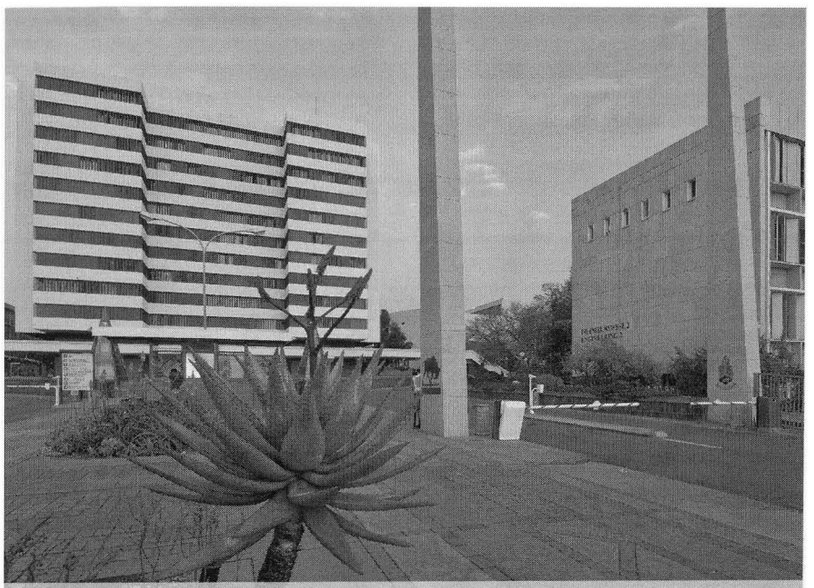
established campus company, Continuing Education at University of Pretoria Trust (CE at UP).[27] Prof MW Pretorius was appointed as Head of Department in 2001 and served in this capacity until well beyond 2009.[28]

Student numbers grew strongly during the period under review, from 91 honours students in 2001 to 464 in 2009; from 257 master's students in 2001 to 438 in 2009; and from only three doctoral candidates in 2001 to 19 in 2009. More than 1 100 degrees were awarded during this period, including 26 master's and doctoral research degrees.

The future academic strategy of the Department was carefully aligned with that of UP, and well-planned initiatives in the strategic areas of teaching, research, community development and professional activities were systematically implemented. These initiatives not only established the Department as a leading institution of its kind on the continent, but also positioned it as one of the largest engineering and technology management departments in the world.

The focus of the GSTM was on research in the fields of engineering management, project management, technology management and innovation management. Student numbers grew strongly, and research activities and outputs were emphasised and increased significantly. During the period under review, it continued to offer the three mainstream postgraduate programmes in engineering management, project management and technology management with honours, master's and doctoral degrees being awarded. The participation of students from previously disadvantaged groups also increased substantially.

In 2004, several specialist domains, which turned out to be popular with students, were introduced in the Engineering Management and Project Management programmes. In the same year, a coursework master's degree option was introduced in the Technology Management mainstream programme. In 2008, the master's degree in Project Management received international accreditation from the international Project Management Institute's accreditation board.



The Engineering I Building (left) and the Engineering II Building (right) on the University of Pretoria's Hatfield Campus.

In the strategic area of research, academics in the Department steadily established themselves in their respective disciplines. A small academic staff complement, which grew from six to 12 members, published more than 230 articles in accredited journals and conference proceedings from 2001 to 2009.

Research collaboration was established with researchers from universities in Europe and the USA. Several major research projects were conducted in the automotive, energy, mining and other industries. A national innovation survey was one of the leading research projects conducted during this period. Regular research colloquia, seminars and a large international conference were organised to strengthen research networks.

The Department also established itself as one of the leading participants in continuing education at UP. Certificate programmes that provided specialised education in the various academic focus areas of the GSTM were delivered to thousands of students from industry and government in South Africa, as well as representatives from numerous neighbouring countries. This was complemented by consulting projects that were requested by industry and government, and regular evening lectures that were well attended by participants from these sectors.

4.4.4 SCHOOL FOR THE BUILT ENVIRONMENT

The chairpersons of the School for the Built Environment from 2001 to 2009 were Prof HM (Thys) Siglé (at that time Director) (2000 to 2002), Prof DG (Gerhard) Brümmer (2003 to 2004), Prof O ('Ora) Joubert (2005 to 2007) and Prof MJ (Tinus) Maritz (2008 until beyond 2009).

The School, through its departments of Architecture, Construction Economics, and Town and Regional Planning, played a leading role in education in the built environment.

The programmes received applications in excess of capacity, and only a small increase in student numbers was possible due to these constraints. The phasing in of the tiered programmes in architecture (the three-year BScArch degree, one-year BArch(Hons) degree and one-year MArch(Prof) degree) replaced the previous five-year bachelor's degree programmes.

The number of students enrolled in the undergraduate programmes offered in the School increased from 880 in 2001 to 959 in 2009.

During the period under review, 1 156 honours degree students, 2 569 master's degree students and 153 doctoral candidates were enrolled in the School for the Built Environment.

27 See Chapter 5.4: Campus Enterprises.

28 He retired from his position as Head of Department in 2016, but continued to serve in the Department in a research capacity.

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4.4.4.1 DEPARTMENT OF ARCHITECTURE

Between 1997 and 2003, the Department of Architecture was expanding under the capable leadership of Prof SW (Schalk) le Roux. True to its integrative, ecosystemic approach, the staff of the enlarged department made a conscious decision to develop and strengthen the individual identities of the three programmes that were offered (architecture, landscape architecture and interior architecture), while simultaneously constructing synergies within a single, integrative curriculum, namely a multi-programme, shared-module, unified Department of Architecture – a concept devised by Prof RC (Roger) Fisher.

It was the first school of architecture to have transformed the traditional five-year bachelor's degree in architecture into a three-tiered degree programme that culminated in a master's degree. The two four-year bachelor's degree programmes of Landscape and Interior Design that were presented at the time were incorporated into this programme, creating homologous, yet distinct graduates for the three disciplines. The first cohort of BScArch, BScLArch and BScInt graduates were delivered in 2001. The first MArch(Prof), ML(Prof) and MInt(Prof) cohorts graduated in 2003. This approach was trendsetting. It gave the Department a unique identity that became respected, and provided a much-emulated model for other schools of architecture in the country.

Despite the tumultuous changes during these years, the standard of students' work remained high and was energised by the newfound stimulus of cross-disciplinary integration. From 2002 to beyond 2009, UP architecture students, on numerous occasions, won prestigious design competitions: two located in the country (the Murray & Roberts-Des Baker National Architecture Student's Competition for undergraduates and the Corobrik National Architectural Student of the Year Award for final-year students).[29] Other prestigious awards included the Medhat Dorra Prize of the International Union of Architects, which was awarded to Ms B (Beverley) Laniewski in 2001, and the inaugural Elle Decoration Solve Young Designer Competition and a prestigious internship at Conran & Partners in London, which was awarded to interior architecture student Mr R (Raymund) Konigk in 2003. During the remainder of the period under review, students from all three programmes continued to win many national competitions and awards, such as the Regent/ Osram National Student Luminaire Design Competition, the international

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Innovative Electronic Theses and Dissertations (ETD) Award, the Qb Awards for South African Interior Design and the Sasol New Signatures competition.

Alumni of the Department were also recognised for their achievements. Mr GT (Gawie) Fagan received the TuksAlumni Laureate Award in 2000 and the UP Chancellor's Medal in 2003, Dr H (Hentie) Louw was the 13th Sophia Gray Laureate of the University of the Free State in 2001, Mr JC (Jan) van Wijk received the TuksAlumni Laureate Award in 2003, and Mr GJB (Glen) Gallagher received an honorary doctorate from the University of Pretoria in 2006. Prof SW le Roux, in his turn, was bestowed the Medal of Honour of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns in 2001.

From 1997 to 2003, Prof SW le Roux expanded the Department's conservation initiatives and commitment to using Pretoria as a focal area of study. Prof HW (Hans) Wegelin spearheaded the digitisation of the Department's card-based data indexing system and Prof RC Fisher initiated a digital archive to provide open access to the Department's important archival collections and to stimulate research on South African architecture. This project, which was begun as part of the UPSpace endeavour, was supplemented by a database known as ABLEUP. Under the guidance of Prof SW le Roux and Prof RC Fisher, the number of doctoral degrees awarded increased significantly and the Department had the largest number of doctoral qualifications among its teaching staff of all the schools of architecture in the country.

In 2002, Mr TM (Thabo) Munyai became the first black student to be awarded an undergraduate degree in landscape architecture in Africa. At that stage, UP's landscape architecture programme was the only one in Africa that offered both undergraduate and postgraduate degrees. In 2002, the programme celebrated its 30th anniversary, and in 2003, the programme in interior architecture celebrated its 10th anniversary. Both celebrations included various exhibitions and publications.

In 2004, the Acting Head of Department, Prof RC Fisher, led the Department. Prof O ('Ora) Joubert was appointed Head of Department in the last quarter of that year. During her tenure, she built the foundations of a design pedagogy that was focused on her concern for relevance in Africa. At the end of her term as Head of Department in 2008, she convened and edited an award-winning book, *10 years + 100 buildings.* This publication set the scene for appropriate, innovative regional architecture and reaffirmed the Department's regionalist identity. Her engagement with Africa was expressed when the Department offered to host the *3rd African Perspectives Dialogues* in 2009, an initiative concluded by her successor, Prof KA (Karel) Bakker.

With his appointment in 2009, Prof KA Bakker continued the Department's endeavour to establish an equilibrium between the human and natural sciences founded in an ecosystemic and a traditive[30] approach. He committed the Department to a positive recursive relationship between teaching and

29 Students in the Department received these awards more than once during the period under review.

30 The persistence of the essence of past achievements into the future as a source of cultural and intellectual endowment and enrichment.

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research, grounded in design, through researching of topics founded in both the tangible and intangible dimensions. Thus, design was aligned to the three designated research focus areas of the Department: urbanism and human settlements, heritage and cultural landscapes, and environmental potential.

Prof KA Bakker was also committed to expanding the Department's reputation in the fields of conservation, design for heritage and environmental potential on the continent of Africa. His goal for the future was to build a sustainable, ongoing research culture across all the programmes delivered in the Department as part of an educational framework within which there would be opportunity for long-term engagement with user communities and stakeholders, multi-professional cooperation and the realisation of real life and real-time projects, culminating in post-design occupancy and performance evaluation.

4.4.4.2 DEPARTMENT OF CONSTRUCTION ECONOMICS

The Department of Construction Economics, previously known as the Department of Quantity Surveying and Construction Management, had operated under this name since 2000. Prof DG (Gerhard) Brümmer was appointed Head of Department in August 2001. He held the position until March 2007, after which he decided to take up a full-time position in private practice. His successor was Prof MJ (Tinus) Maritz, who remained in this position until the end of the period under review.

The Department experienced an increase in student numbers. The undergraduate enrolments increased from 300 in 2000 to over 400 in 2009, while enrolments for the coursework postgraduate programmes for MSc (Project Management) and MSc (Real Estate) rose to more than 100 in 2009. In 2007, it was decided to discontinue the MSc (Project Management) degree programme. The last degrees were awarded in September 2012. All future applications would be referred to the Project Management programme, offered by the Graduate School of Technology Management (GSTM). However, the Department continued to offer service modules because of the available expertise within the Department. The various programmes in the Department all enjoyed national and international accreditation.

The Department took leave of a number of long-servicing members of staff (Prof HM (Thys) Siglé, Prof AC (Dries) Hauptfleisch and Prof DG Brümmer). It also bade farewell to Mr GJ (Gert) Basson, a leading expert on project management in South Africa and well-respected colleague who passed away suddenly in 2008. The Department was, however, in a very fortunate position to have been able to fill nearly all available full-time posts with experienced and quality lecturers, who were able to teach almost all facets of the built environment.

The South African Council for the Quantity Surveying Profession (SACQSP) accredited the five-year undergraduate and honours Quantity Surveying programme nationally and the Royal Institute of Chartered Surveyors (RICS) accredited it internationally. The South African Council for the Project and Construction Management Professions (SACPCMP) accredited the five-year undergraduate and honours Construction Management programme nationally and the Chartered Institute of Building (CIOB) accredited it internationally. The South African Council for Property Valuers Profession (SACPVP) accredited the MSc (Real Estate) degree nationally and RICS accredited it internationally. The undergraduate Real Estate programme still had to apply for accreditation.

Community engagement projects included involvement in various construction projects in Mamelodi. These projects were headed by Mr RA (Riaan) Jansen, in conjunction with Dr M (Martina) Jordaan from the Community-based Project (JCP) module in the School of Engineering.

During the period under review, research was undertaken in many fields of the built environment. The following focus areas were identified:

- Construction law, including procurement and dispute resolution
- Construction project management, including building information management
- Building economics, including estimating, feasibility studies, cost indices, pricing and artificial intelligence
- Sustainability, including human settlements, green buildings, facilities management and effective building services, as well as property valuation

4.4.4.3 DEPARTMENT OF TOWN AND REGIONAL PLANNING

The first decade of the 21st century heralded a new dawn for the town and regional planning profession, both locally and abroad. The role of planning in the pursuit of rapid, shared and sustainable growth not only became firmly established in legislation, policy and practice in a maturing South Africa, but the appetite of students for the profession also took a turn for the better. The Department, with its five lecturing posts, was led by Prof MC (Mark) Oranje throughout the period under review.

The Department was a key beneficiary of this new start, as applications for admission from students increased exponentially. At the same time, the student profile of the Department changed dramatically, not only due to a huge growth in black student numbers, but also as a result of the successful launch of its new coursework master's degree in addition to its existing bachelor's degree.

Starting from a small intake of 14 students in 2001, the intake in the coursework master's programme grew to 45 in 2009. At undergraduate level, a huge increase in the number of applications for the bachelor's degree not only meant that more students could be admitted (50 instead of the 20 to 25 at the beginning of the period), but the Department could be far more selective in terms of who was admitted. With regard to transformation, at the end of the period under review, black students constituted 58% of the intake in the undergraduate programme and 76% in the coursework master's programme. In addition to this, the number of research master's and PhD students in the Department increased markedly.

The Department not only benefitted from the improved environment for the planning profession, but also actively contributed to the unfolding national and provincial legal and policy framework for planning.

Key areas in which contributions were made included preparing and reviewing the National Spatial Development Perspective, conducting commissioned research for the national government's 10- and 15-year reviews, and preparing and reviewing policy frameworks for integrated development plans and intergovernmental development planning. The Department also assisted with providing space for youth involvement in the activities of local government, whereby it increased local government's focus on youth development through research and policy preparation.

While the Department became a key provider of training to councillors, officials and sector specialists in

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terms of new plan preparation and implementation specifications, processes and techniques, it also launched the first continuing professional development (CPD) course for professional planners in the country in 2006, and followed this with another course in 2008.

These courses not only attracted planners from throughout the country, but also had a positive spin-off as course delegates registered for master's and doctoral degrees in subsequent years.

Together with a growing footprint, both in terms of graduates and involvement in the crafting of instruments for the planning, reconstruction and development of communities and settlements in the country, the Department also expanded its international influence and standing.

Lecturers in the Department not only regularly presented papers at international conferences in Europe, Asia and Central America, but were invited to author chapters in books. As a result of collaboration agreements with universities in England, Wales, Scotland and The Netherlands, lecturers in the Department also spent time as guest lecturers and researchers in these countries.

This growing local and international presence and exposure resulted in an improved research output. The renewed focus on research as one of the Department's key activities also led to a revision of the research focus areas to ensure that they were current and relevant to the contemporary planning environment.

While a number of younger lecturers left the Department after completion of their master's and PhD degrees, the solidity of the platform that had been put in place meant that their departure could be readily absorbed. At the same time, the improved stature of the Department meant that positions could be filled with equally competent and accomplished lecturers, and, increasingly so, PhD graduates and seasoned researchers.

Since 2001, when the Department had only one lecturer with a PhD, two more lecturers with PhDs were appointed in 2009, while that of a fourth was nearing completion.

All these positive developments provided the Department with a new springboard to move to higher research outputs and to use these to strengthen the already outstanding quality of teaching for which the Department had become renowned.

These positive developments enabled the Department and its graduates to make ever more valuable contributions to the development of safe, efficient and sustainable villages, towns and cities for the current and future residents of South Africa.

4.4.5 SCHOOL OF INFORMATION TECHNOLOGY

The chairpersons of the School of Information Technology from 2001 to 2009 were Prof JD (Dewald) Roode (at that stage Director) (2001–2002), Prof C (Carina) de Villiers (2002–2005), Prof JHP (Jan) Eloff (2006–2008) and Prof TJD (Theo) Bothma (2008 until beyond the period under review). The departments in the school (Computer Science, Informatics and Information Science) benefitted from the closer links and developed synergies with the Department of Electrical, Electronic and Computer Engineering. A slight increase in student numbers was achieved despite difficult conditions in the information technology (IT) industry, from 1 116 students enrolled in 2001 to 1 333 in 2009. Postgraduate student numbers remained relatively stable. During the period under review, 2 514 honours students, 2 985 master's students and 530 doctoral candidates were enrolled in the School of Information Technology. Research activities increased significantly in the departments of Information Science and Computer Science, and significant international links were established.

4.4.5.1 DEPARTMENT OF COMPUTER SCIENCE

During the period under review, the Department of Computer Science experienced many changes and reached many milestones, mainly in respect of fluidity in its academic staff complement, degrees offered within the Department and research. These changes presented a number of challenges, but also resulted in opportunities to further position the Department as a reputable Computer Science department nationally and internationally. The opportunities that resulted from these changes significantly contributed to the Department reaching a number of significant milestones.

Firstly, the Department experienced a change in academic staff and management. Prof DG (Derrick) Kourie, who served as Head of Department from 1998, handed over the leadership of the Department to Prof JHP (Jan) Eloff, who joined the Department in October 2002. Prof JHP Eloff resigned in February 2009, accepting a position as Research Director at SAP Research. However, he continued to serve as an extraordinary professor in the Department. Prof AP (Andries) Engelbrecht served as Acting Head of Department from June 2008 and was appointed for a four-year term in September 2009. In addition to the changes in management, the staff complement grew from 11 academics in 2000 to 19 in 2009. This was necessitated by the growth in the number of students enrolled for modules offered by the Department. Prof JM (Judith) Bishop also retired in June 2009, accepting a position as Research Director at Microsoft USA.

The following research focus areas were identified in the Department during the period under review:

- The Computational Intelligence Research Group (CIRG), led by Prof AP Engelbrecht
- The Information and Computer Security Architecture (ICSA) Group, first led by Prof JHP Eloff, and subsequently by Prof MS (Martin) Olivier
- The Theoretical and Applied Computer Science Research (FASTAR) Group, led by Prof DG Kourie
- The Software Engineering Principles and Practices (Espresso) Group, also led by Prof DG Kourie
- The Software Science and Formal Methods Group, led by Dr S (Stefan) Grüner

Staff in the Department published 390 publications, which included 111 accredited journal articles, 240 peer-reviewed conference proceedings, five book chapters, seven books (two of which were written by students in the Department) and 29 non-accredited journal articles.

Prof AP Engelbrecht was successful in obtaining one of the first South African Research Chairs Initiative (SARChI) chairs in Artificial Intelligence in 2007.

Other achievements of academic staff members included Prof JM Bishop, Prof JHP Eloff and Prof AP Engelbrecht

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receiving the University of Pretoria's Exceptional Academic Achiever Award, and Prof DG Kourie receiving an award from the South African Institute of Computer Scientists and Information Technologists for his 20-year-long contribution as Editor-in-Chief of the *South African Computer Journal*.

Two honorary doctorates were awarded to computer scientists, Prof W (Wendy) Hall and Dr DB (David) Fogel, in recognition of the tremendous contributions they had made in shaping computer science and research in the discipline.

The Department hosted a number of international visitors to strengthen research collaboration, and links were formed with researchers in Canada, Cyprus, France, Germany, Kuwait, Russia, Saudi Arabia, The Netherlands, the UK and the USA. Locally, collaboration took place with AfriGIS, BMW, the Council for Scientific and Industrial Research (CSIR)/Meraka, Sagantec, Systemic Logic and Telkom.

Staff members also served on several international conference programme and organising committees. They acted as international and local postgraduate and undergraduate examiners, served as reviewers for a number of international journals and conferences, served as editors, guest editors and associate editors for a number of international journals, and were actively involved in international professional societies, including the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE).

The Department's degree programmes also saw significant changes, as the undergraduate degrees were consolidated into two three-year bachelor degree programmes: the BSc (IT) (Information and Knowledge Systems) and the BSc (Computer Science) degrees.

These curricula were revised in 2004 and 2005 to reflect the ACM's computer science and IT curriculum specifications respectively. The BSc (IT) degree combined computer science as a major with another major from subject areas that aligned well with computer science. This gave UP students a competitive edge compared to graduates from other universities. The BSc (Computer Science) degree focused on the natural sciences and provided students with the opportunity to do a double major in computer science.

Between 2001 and 2009, 781 students graduated with a bachelor's degree in Computer Science. In the same period, 364 honours degrees, 68 master's degrees and 26 PhDs were awarded in Computer Science. Compared to the period 1993 to 2000, this represented a growth of 121%, 209% and 1200% respectively for honours, master's and PhD degrees in Computer Science.

During the period under review, the Department was confronted with the disparity between prerequisites for undergraduate degrees, and how first-year students met these requirements. Due to many applications where students did not have the required background, the BSc (IT) programme in Software Development was extended to four years to include a foundational year. During the foundational year, bridging modules in Mathematics, Computer Science and IT were included to allow the successful students into the mainstream programmes.

Staff actively engaged in knowledge transfer to industry by presenting a number of programming and specialist courses via Continuing Education at University of Pretoria Trust (CE at UP).

In addition to research and teaching, the Department was actively involved in community service, through its PumaScope project, which was managed by Prof HS (Hein) Venter. The main aim of PumaScope was to facilitate basic computer science knowledge transfer to rural secondary schools in Mpumalanga for two weeks during the July recess, and was offered annually from 2003.

4.4.5.2 DEPARTMENT OF INFORMATICS

Informatics is a multidisciplinary subject, where information, information systems and the integration of information and information systems into organisations are studied for the benefit of the entire system (individual, organisation and community). The strength of the Department's students lay in their broad background in the economic and management sciences, which gave them insight into the world of business. During the period under review, organisations' use of IT grew exponentially and new, more complex and challenging applications were explored and developed. This challenged the Department's academic staff members to keep abreast of new developments.

During the period under review, South Africa was an advanced user of IT, and job opportunities for graduates were never problematic. The bachelor's degree in Informatics prepared students for an international work environment. Thus, a substantial number of students was successful when they sought employment overseas in the process of expanding their professional skills. The Department took great care to ensure that its curriculum was aligned with the curricula of international universities. Staff members participated in international conferences where educational approaches and curricula were presented and discussed.

The UP degree was one of only five outside the USA and the only one in South Africa that was internationally accredited by the Accreditation Board for Engineering and Technology (ABET). After a visit from the accreditation committee in October 2007, accreditation was granted until 2013. Four third-year students took part in the International Microsoft Firefly Competition after winning the South African leg of the competition in 2006.

During the period under review, 880 bachelor's degree students, 574 honours degree students, 60 master's degree students and nine PhD candidates graduated from the Department's programmes.

Its staff complement grew from 16 lecturers at the beginning of 2001 to 20 lecturers and two administrative officers at the end of 2009. Prof JD (Dewald) Roode retired as Head of Department in 2001,[31] and was succeeded by Prof C (Carina) de Villiers.

The Department hosted many of the top international scholars in information systems during the period under review, who collaborated with its research groups, and presented academic programmes, workshops and seminars. These included Prof S (Sundeep) Sahay and Prof JJ (Jens) Kaasboll from the University of Oslo, Norway, Prof M (Mikko) Korpela from the University of Kuopio, Finland, Prof C (Carol) Saunders from the University of Central Florida, USA, Prof MD (Michael) Myers from the University of Auckland, New Zealand, Prof G-J (Gert-Jan) de Vreede from the University of Nebraska, USA, and Prof EM (Eileen) Trauth from the University of Pennsylvania, USA.

Two honorary doctorates were conferred during the period under review: in September 2006 to Prof H-K (Heinz-Karl) Klein from the State University of New York, USA, and in September 2009 to Prof OK (Ojelanki) Ngwenyama from Ryerson University, Canada. The Department also hosted Prof RD (Roy) Johnson from Georgia State University in Atlanta as a Fullbright Scholar in 2006 and 2007.

The Department's research focus areas were information systems and

31 Prof JD (Dewald) Roode sadly passed away in September 2009.

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the organisation, information systems and education, and information and communication technologies (ICTs) for sustainable development. Lecturers made consistent annual contributions to accredited journals and high-quality international conferences. In 2009, the Department published seven accredited journal articles, contributed six chapters in books and presented 22 international conference papers. Lecturers served on several international conference programme committees, routinely acted as reviewers for journals and conferences, and assisted with external examination for several universities in Africa. Prof C de Villiers was elected as President of the International Association of Information Systems' Special Interest Group for Education in 2008 and was appointed as the African Chairperson of the Special Interest Group for Global Development in 2009.

In 2008, the Department celebrated its 20th anniversary, and hosted a successful International Federation for Information Processing (IFIP) Working Group 9.4 conference and workshop. It also hosted a special event for all its students and a gala dinner for students, alumni and industry partners, as well as former and current staff members. The first and second Head of Department, Prof JD Roode and Prof NF (Niek) du Plooy, respectively, attended the event.

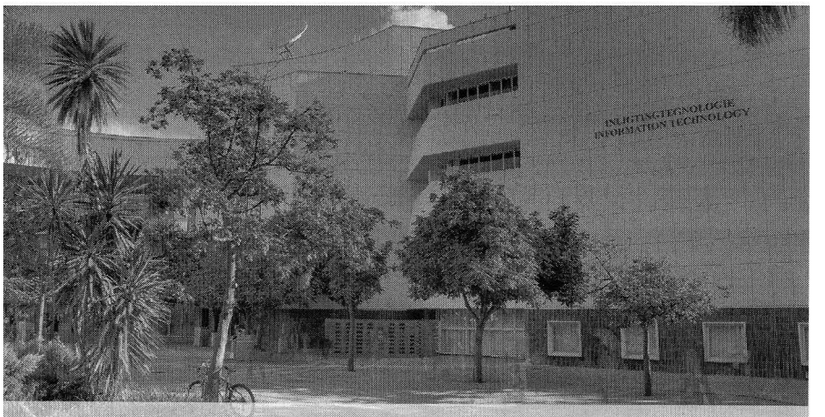
The Department presented a number of successful short courses through Continuing Education at University of Pretoria Trust (CE at UP). These included courses for the Certificate in Business Analysis, the Certificate in IT Project Management and the IT Management Programme, as well as various computer literacy programmes at the Mamelodi Campus.

4.4.5.3 DEPARTMENT OF INFORMATION SCIENCE

During the period under review, the Department of Information Science underwent numerous changes in terms of the programmes offered, staff complement, research output and teaching methodologies. The burst of the dot-com bubble in the early 2000s impacted negatively on student numbers in all three departments in the School of Information Technology, and it took some time to reverse this trend.

At the end of 2009, the Department consisted of 10 permanent staff members and a large complement of temporary and part-time staff, with Prof TJD (Theo) Bothma as Head of Department and Chairperson of the School of Information Technology.

It underwent a detailed review of its undergraduate and postgraduate curricula, and some programme offerings were consolidated. The staff



The Information Technology Building on the University of Pretoria's Hatfield Campus.

complement changed considerably during the period under review. Some staff members retired and others left for industry. Unfortunately, a number of senior staff members could not be replaced due to various reasons, such as not many suitably qualified people in industry with relevant experience being interested in working in an academic environment.

The Department's research output peaked in 2007 compared to 2001, but unfortunately declined again. During the period under review, staff published 240 journal articles, authored and edited 11 books, as well as 13 chapters in books, and published 35 conference proceedings and 13 technical reports.

Blended teaching and learning methodologies were used actively in all teaching programmes. All undergraduate and postgraduate teaching was offered in English, with only a number of core undergraduate modules being offered in Afrikaans as well. This was necessary because of student demographics, as well as for economic and capacity reasons.

The Department offered three programmes at undergraduate and postgraduate levels, in addition to participation in the four-year BIT programme, and the MIT and PhD (IT) programmes of the School of Information Technology. The undergraduate programmes were the BIS (Information Science), BIS (Multimedia) and BIS (Publishing) degrees. All three programmes were offered at honours, master's and doctoral degree levels. The Department also offered a four-year extended programme in Multimedia.

It discontinued the bachelor's degree in Library and Information Science (BBibl) (both full-time and part-time) and the BIS in Information and Knowledge Management degree, as well as the honours degree in Library and Information Science (BBibl Hons) and the BIS Hons degree in Library Science in 2002. It also discontinued a number of other specialisation options in 2005. This enabled it to streamline its academic offerings.

Although the bursting of the dot-com bubble had impacted quite substantially on enrolments in the Department's undergraduate programmes between 2004 and 2005, as well as on enrolments in the postgraduate programmes in subsequent years, by the end of 2009, the situation had improved at undergraduate level, although not at postgraduate level. During the period under review,[32] 746 bachelor's degree students, 183 honours degree students, 68 master's degree students and 27 PhD candidates graduated from the programmes of the Department. In addition to the formal teaching programmes, it presented continuing education programmes through Continuing Education at University of Pretoria Trust (CE at UP). These courses covered information and knowledge management, competitive intelligence and internet searching. The Department also offered programmes in computer literacy, office administration, and data capturing through third-party collaboration. It was active in contract research for the Publishers' Association of South Africa (PASA), the South African Booksellers Association (SABA) and the International Federation of Library Associations and Institutions (IFLA).

Internationalisation was high on the agenda. All senior staff members served on the editorial boards of international journals and on the programme and/or review committees of international conferences. They also travelled abroad for research collaboration with colleagues and attended conferences in Denmark, Finland, France, The Netherlands, the UK, the USA and other countries.

32 These figures do not reflect the Department's share in the three degree programmes in the School of Information Technology (the BIT, MIT and PhD(IT)).

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4.5 FACULTY OF HEALTH SCIENCES

4.5.1 OFFICE OF THE DEAN

In 2001, the Faculty of Health Sciences was the last faculty of UP to be restructured[33] in accordance with UP's Faculty Management Model.[34] The former faculties of Medicine and Dentistry were amalgamated into a new, expanded Faculty of Health Sciences, which was officially established on 1 July 2001.[35] The new Faculty of Health Sciences comprised four schools:[36] the schools of Dentistry, Health Care Sciences, Health Systems and Public Health, and Medicine. Between them, these schools housed all the disciplines that had formerly been included in the faculties of Dentistry and Medicine.[37]

The new Faculty of Health Sciences and its schools would share the common goal of providing tertiary education in health sciences, as related to the functional human body, both healthy and diseased, as well as retaining or reinstating functional health in humans. The various academic courses taught to undergraduate and postgraduate students would comprehensively cover all aspects of health sciences and collectively form the disciplines in which health professionals were educated at UP.

The new school structure

The Faculty of Health Sciences functioned according to a strong school model.[38] In terms of the initial agreement reached on the restructuring of the new Faculty of Health Sciences, the former deans of the faculties of Dentistry and Medicine retained their stature as "head" as well as their title of "dean" of their respective schools. A similar arrangement was accepted regarding the Director of the School of Health Systems and Public Health (SHSPH). These arrangements held for the full duration of their respective appointments, after which the title reverted back to that of Chairperson for subsequent appointees.

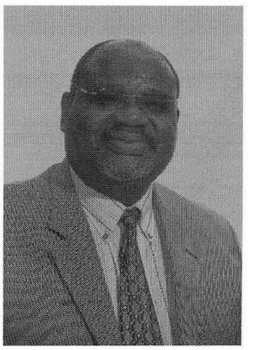
The School of Dentistry in the new Faculty of Health Sciences was headed by Prof AJ (At) Ligthelm as Dean of the School. The School was situated in the Oral and Dental Hospital on the Prinshof Campus. While this hospital was owned by the University, a large section was rented by the Gauteng Department of Health. Prof AJ Ligthelm also served as Manager of UP's Dentistry Hospital, acting on behalf of the Gauteng Department of Health (a lease agreement was signed between UP and the Gauteng Department of Health in 2000 for the use of this facility). This school, which comprised eight departments, offered education and training on undergraduate and postgraduate level in all the major disciplines of Dentistry.

The newly formed School of Health Care Sciences comprised five departments previously collectively referred to as the "allied health departments" in the former Faculty of Medicine. As accepted by Senate in 2000, the respective departments of the School were the departments of Human Nutrition, Nursing Science, Occupational Therapy, Physiotherapy and Radiographic Sciences. Prof NC (Neltjie) van Wyk was appointed as the first chairperson of the School in 2001. She was succeeded by Prof AJ (Tania) van Rooijen in 2007. The individual departments in this school were responsible for educating and training health care professionals in their respective disciplines.

The School of Health Systems and Public Health had already been established in the former Faculty of Medicine in 1999. The existing director, Prof CB (Carel) IJsselmuiden, continued to head the School in the new faculty, also retaining his previous title as Director for the duration of his appointment. He was succeeded by Prof K (Kuku) Voyi as the first Chairperson of the SHSPH in 2004 until beyond 2009. Initially, the school was located on the premises of the Council for Scientific and Industrial Research (CSIR), but was moved en masse to the Prinshof Campus in December 2007. It continued striving to grow towards a comprehensive and fully fledged school of public health that delivered high-quality, multidisciplinary education, research and consultancy advocacy in the entire field of public health.

The School of Medicine of the new Faculty of Health Sciences was headed by a newly appointed chairperson, Prof BG (Gerhard) Lindeque,[39] throughout the period under review. The School was responsible for educating and training medical doctors, clinical specialists and postgraduate medical scientists.

At inception, the new School of Medicine comprised 36 departments and was one of the largest of its kind in South Africa.[40]



Prof Thanyani Mariba
Dean (2001–2009 and beyond)

33 The implementation of the restructuring process was headed by the Deputy Dean, and included the establishment of the new schools, the decentralisation of the Faculty and Student Administration divisions and the refurbishment of the HW Snyman North and South buildings on the Prinshof Campus.

34 See Chapter 2.3.2: Senior management: Senior Academic Management: Faculty Management Model.

35 Towards the turn of the century, the consolidation of the various health sciences disciplines into a single Faculty of Health Sciences (as opposed to separate faculties for disciplines such as Medicine and Dentistry) was an increasing worldwide trend. The possibility of UP following suit had been openly debated by the heads of department in the former Faculty of Medicine. During the term of office of Prof DJ (Dion) du Plessis as Dean of the Faculty of Medicine (1995 to 2001), a formal request to this effect was presented to the UP Executive, with the conditional approval of the Dean of Dentistry, Prof AJ (At) Ligthelm. This timeous request was subsequently included in the institutional restructuring discussions and processes of UP by the Vice-Chancellor and Principal at the time, Prof J (Johan) van Zyl.

36 Initially, a separate School of Pathology was proposed and approved by Senate, but eventually, consensus was reached between relevant stakeholders that the individual departments of the existing University of Pretoria Institute of Pathology were to remain part of the School of Medicine.

37 The only department that was not included in the new Faculty of Health Sciences was the Department of Human Genetics and Developmental Biology that had been part of the Institute of Pathology in the former Faculty of Medicine. This department was transferred to the Department of Genetics in the School of Biological Sciences of the Faculty of Natural and Agricultural Sciences.

38 In a strong school model, the respective chairperson and academic departmental heads in a school were responsible for curriculum development and the academic programmes in the relevant school.

39 Prof DJ (Dion) du Plessis, the former Dean of the Faculty of Medicine, had retired at the beginning of 2001. However, he maintained close ties with UP when he was appointed as a Council Member in October 2006, serving until October 2010.

40 The initial inception of the Faculty of Medicine took place in 1943. It celebrated its 60th anniversary in 2003.

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Senior faculty management

After Prof DJ (Dion) du Plessis had retired at the start of 2001, Prof SV (Somarie) Grey, Deputy Dean of the former Faculty of Medicine, was appointed as interim Acting Dean for a four-month period from 1 March to 30 June 2001. In accordance with the negotiated implementation regulations and procedures regarding the appointment of deans of faculties in the restructuring of UP,[41] the position of Dean of the new Faculty was widely advertised internally and externally.

On 1 July 2001, Prof TJ (Thanyani) Mariba[42] was appointed as the first dean of the new Faculty of Health Sciences for a four-year term, which was extended for a second term in 2005 (expiring on 31 September 2009).[43] When Prof TJ Mariba officially took office in 2001, Prof SV Grey was appointed as Deputy Dean, and as the *ex officio* operational manager of the new faculty, she headed the decentralised faculty and student administration divisions and was responsible for the overall student matters of the Faculty. This arrangement enabled the new dean to concentrate on the external interfaces of the new faculty with relevant provincial and national departments of health, as well as national and international stakeholders, and on the internal interfaces with the University and between the respective schools of the Faculty. One of his major tasks within the Faculty was to manage the transformation drive within the Faculty.[44] In line with the stature of his appointment and the necessity to manage the various external interfaces, Prof TJ Mariba subsequently also served as president and chairperson of numerous national and international professional bodies during his terms of office.[45]

As mentioned above, in line with the strong school model by which the Faculty of Health Sciences functioned, the respective deans and chairpersons of the schools of the Faculty took responsibility for all academic, supportive and operational matters of their own respective student corps. The portfolio of the Deputy Dean of the Faculty was, inter alia, to head various faculty-wide administrative and special support programmes that were specifically designed for undergraduate students in the Faculty,[46] as well as to liaise with the relevant staff members, and undergraduate, postgraduate and residence student leaders in the Faculty, who were involved in these programmes and services. An open-door policy for all students in the Faculty was maintained in the Office of the Deputy Dean. Meetings were held with the UP Director of Residence Affairs and Accommodation, who had overall responsibility for the faculty-specific residences,[47] and, when necessary, with the UP Dean of Students.

In June 2005, Prof SV Grey was seconded to the Office of the Vice-Chancellor and Principal on the Hatfield Campus, where she was appointed as Executive Project Coordinator. In July 2005, Prof JA (James) Ker, former clinical head of the Department of Internal Medicine at the Pretoria Academic Hospital, was appointed Deputy Dean of the Faculty of Health Sciences.

Following the resignation of Prof TJ Mariba after two terms, Prof JA Ker was appointed as Acting Dean from 1 October 2009 until the appointment of the new dean in January 2011.[48]

Mr JW (Johan) Smalberger, who had headed the administration of the former Faculty of Medicine, became the Faculty Manager in the new Faculty of Health Sciences from 2001 to 2003 when he retired after a 44-year career at UP. In November 2003, Mr WH (Bossie) Boshoff was appointed Faculty Manager until his untimely passing in December 2007. Ms KK (Karen) du Preez took over the responsibility of Faculty Manager in an acting capacity in addition to her role as Human Resources (HR) Control Officer until the end of the period under review.[49]

The previous Student Administration sections of the former faculties of Dentistry and Medicine were amalgamated into the core of a larger, decentralised Student Administration Division housed in the new Faculty of Health Sciences. This division moved into newly refurbished administrative offices on the ground level of the HW Snyman North Building.[50] The Student Administration Division was initially headed by Mr DP (Daan) Botha[51] in an acting capacity while he headed the Student Financing section. In 2003, Mr S (Simon) Madau became the newly appointed head of the (decentralised) Student Administration Division of the new faculty. When he resigned in 2006, Mr R (Rob) Cooper was appointed to serve in this position until beyond 2009.

The new Faculty of Health Sciences also received a fully operational, decentralised HR division located in the HW Snyman North Building, headed by Ms KK du Preez as HR Control Officer. She was appointed in December 2002 and served the University in this capacity until beyond 2009.

Faculty-specific appointments

Several faculty-specific support service units had been developed in the former Faculty of Medicine since 1997 to facilitate the rolling out of the new academic curricula for dentistry, medicine and other health sciences since 1997. Funds for these initiatives had been negotiated by the former deans of the Faculty of Medicine and obtained from various external donors before 2001 and were maintained throughout the period under review. Their respective heads reported to the Dean and/or Deputy Dean.

41 Deans were to be appointed as permanent full-time professors in a department of their choice in the relevant Faculty, in addition to a term (temporary full-time) appointment as Dean. This position could be extended once, but after two terms, the post had to be advertised again. The incumbent could reapply for his or her post.

42 Prof TJ Mariba was registered as the first black cardiologist in South Africa in 1987. He had been the former Deputy Director-General of Health in Limpopo (1995 to 1998). Previous academic appointments included Senior Cardiology Specialist and Acting Head of the Cardiology Department at the Medical University of South Africa (Medunsa) and Vice-Principal: Satellite Campuses of Medunsa (1999 to 2001).

43 Prof TJ Mariba was subsequently appointed as Campus Principal (Rector) of the Vaal Triangle Campus of the North West University.

44 Prof TJ Mariba was Chairperson of the Faculty's Transformation Committee.

45 These included as President of the Health Professions Council of South Africa (HPCSA) (2001–2004), President of the Association of Medical Councils of Southern Africa (AMCOSA) (2002–2004), Vice-Chairman of the Committee of Health Sciences Deans of South Africa (2002–2004), President of the International Association of Medical Regulatory Authorities (IAMRA) (2004–2006) and Member of Council of the University of Pretoria (2007–2009).

46 Support structures in the Faculty included the Mentoring Education for South African Blacks (MESAB) Programme for medical students (initially sponsored by Adcock-Ingram from 1987), which was aimed at peer support for students during their first year at the Faculty, and headed by Dr EL (Etienne) Kok. The academic tutor system and other specific remedial courses, such as academic literacy courses, were headed by Prof D (Danie) Lombard. The Mentor-Tutor Programme in the School of Medicine was also offered, as well as psychiatric, psychological and medical support services (offered by relevant qualified faculty members). A culture was nurtured in the Faculty in which alumni (in private practice) were encouraged to become involved in the practical training (in the Skills Laboratory) of their junior peers, while fellow students also became involved in tutoring.

47 These residences were Olympus and Hippocrates (both co-ed residences) and the Curlitzia residence for female students.

48 The next Dean, Prof E (Eric) Buch, was appointed in January 2011. He was the former Chairperson of the School of Health Systems and Public Health.

49 She was appointed in the post of Faculty Manager in April 2010.

50 A residual section of the decentralised Student Administration Division remained in the Oral and Dental Hospital on the Prinshof Campus, as well as in the offices of the School of Health Systems and Public Health on the premises of the CSIR. Even though the Student Administration Division had been decentralised to faculty level, the Deputy Dean took line function responsibility for its activities in the Faculty, in close liaison with UP's Director of Student Administration, Dr DD (Dawie) Marais.

51 Mr DP Botha was the former Assistant Registrar at UP's Witbank Campus.

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These external (third stream) funds were used, inter alia, to establish the following facilities and appointments:

- An Education Office was established in 1996, with Dr PL (Pierre) Bredenkamp as head, to manage the implementation and further development of the different phases of the new curriculum for medicine. When he resigned at the end of 2000, Dr AP (Anne-Marie) Bergh was appointed until beyond 2009.
- South Africa's first formal Community-based Education Division, with Prof DR (Detlef) Prozesky as head, was established in 1995.[52]
- A fully equipped, modern Skills Laboratory[53] had already been established in the former Faculty of Medicine, with Prof I (Ina) Treadwell as head. This unique, state-of-the-art facility was established in time for the first students to follow the new curriculum in 1997.
- A computer laboratory was built with 150 computers[54] for implementing computer-based education modules and testing. This became prevalent in the newly implemented curricula from 1997 onwards. In this regard, the Faculty was also a leader at UP. The former Faculty of Medicine had invested intensively in facilities to support technological innovation that were extended and further developed in the Faculty of Health Sciences after 2004.[55]

The Office of the Dean also accommodated the Faculty Research Coordinator, Ms A-M (Anna-Mart) van Wyk, and the Medihelp Chair for Clinical Epidemiology, Prof P (Paul) Rheeder.[56]

National Health Laboratory Services

On 8 December 2000, the National Health Laboratory Services (NHLS) was established by way of a proclamation by the State President and was implemented on 1 July 2001. In terms of this proclamation, all public pathology services in South Africa were nationalised. Thus, all public pathology services, including those in all the academic hospitals in South Africa, were to be performed exclusively by the NHLS.

Uniquely, the University of Pretoria Institute of Pathology (UPIP) had been autonomous and independent of the former Transvaal Provincial Administration (TPA) ever since its establishment in 1943. This position differed completely from that of its counterparts at other medical faculties elsewhere in the country. These registrars and all pathologists of the UPIP were also employed by the former TPA in a similar manner to their counterparts in the rest of the Faculty of Medicine at UP in joint appointments.

Despite several counterproposals by UP,[57] on 1 April 2002, the UPIP was acquired in its entirety as a going concern by the NHLS in terms of Section 197 of the Labour Relations Act, Act No. 66 of 1995. Accordingly, all members of staff of the UPIP[58] were transferred with immediate effect to the staff establishment of the NHLS until UP had successfully negotiated an umbrella agreement later in 2002, creating joint UP-NHLS appointments for academic staff members.

The unique dual responsibilities of staff members in the Faculty

Although the Faculty of Health Sciences had responsibilities in the academic milieu, it also had to provide a comprehensive 24-hour clinical service of an average of 56 hours a week to the national Department of Health, the Gauteng Department of Health or the NHLS. Accordingly, all clinically qualified academic staff in the School of Medicine, whether they were appointed in a clinical capacity or not, were not only on the staff establishment of the Gauteng Department of Health[59] or, as from 2002, the NHLS, but were also regarded as staff members of UP and were thus appointed in "joint appointments". In contrast, some of the academics in the basic health sciences (Anatomy, Physiology and Pharmacology) and certain other staff members with no medical qualifications were fully employed by the University. All the academic staff members of the School of Dentistry were in joint appointments between UP and the Gauteng Department of Health. The Faculty's administrative staff members were on the staff establishment of UP, while the clinical support staff were on the staff establishment of the Gauteng Department of Health. The academic staff members of the School of Health Care Sciences were also on joint appointments between the Gauteng Department of Health and UP.[60] All the staff members of the SHSPH were solely on the staff establishment of UP.

The new undergraduate academic curricula

The former faculties of Dentistry and Medicine were the first faculties of their kind in South Africa to entirely change their undergraduate academic curricula from the existing, traditional, lecture-centred, formal, subject-related curricula to a student-centred, problem-orientated, outcomes-based curriculum, of which the content was organised around integrated body organs and systems. These curricula were modelled on existing, internationally developed curricula in the USA and Europe, for example, those of Maastricht in The Netherlands. By 2001, the new undergraduate Health Sciences curricula had already been implemented in all the relevant departments of the new faculty and remained intact when the new Faculty of Health Sciences was formed. These new curricula provided earlier contact with patients than had been the case with the former traditional curricula, and placed greater emphasis on psychomotor skills.[61]

52 The newly formed Division of Community-based Education in the Faculty of Health Sciences' Department of Family Medicine continued to occupy the leading position the former Faculty of Medicine's community initiatives had enjoyed in terms of the academic extension of community service, not only at the University of Pretoria, but also among other faculties of medicine and health sciences in the country.

53 The former School of Medicine had taken the lead in this regard in South Africa.

54 This computer laboratory was externally funded and was regarded as one of the best-equipped laboratories of its kind at UP. Although initially managed by the Faculty, it was later taken over by UP's Department of Information Technology Services.

55 These facilities included VideoMed (of which the head, Mr JF (Johnny) Taute, was an acknowledged leader in the field for producing training videos) and StudioMed (all forms of graphic support for congress presentations and the development of multimedia computer programs). Later, in 2009, these facilities were extended when a 24-hour clickUP laboratory was established that was available to all the students in the Faculty for e-learning.

56 See Chapter 4.5.5.6: Division of Clinical Epidemiology.

57 These included exploring the establishment of a third campus enterprise, Health Enterprises at University of Pretoria (HE at UP) to manage a possible delivery component of the UP Institute of Pathology (UPIP), whereby the registrars and other laboratory staff would have been exposed to the needs and rigour of the private health sector, and the generation of a much-needed third stream of income for the Faculty and UP. The next step was to be for this company to also administer contract research in the health sciences. However, in terms of the proclamation, these counterproposals were unsuccessful. When the UPIP was fully integrated into the NHLS, the envisaged Pathology Laboratory leg of HE at UP continued as a completely private, independent pathology company, and not as a campus enterprise.

58 This transfer took place regardless of the type of appointment (full UP, as well as joint appointments) of their respective staff members.

59 Although "joint appointments" had already been implemented for many years, it was only after years of planning and negotiations that a formal Memorandum of Agreement between UP and the Gauteng Department of Health was eventually realised and signed in 2008, securing cooperation on all levels of service and teaching and training.

60 These academics were transferred to UP's staff establishment on 1 December 2011 and were thus no longer in joint appointments between UP and the Gauteng Department of Health.

61 In the School of Medicine, the final student intern phase of the six-year undergraduate MBChB course was extended from one year in the sixth year of the MBChB course to 18 months (the Student Intern Complex (SIC) block) in the fifth and sixth years, during which time the students rotated through five clinical training blocks of seven weeks each.

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It contained a significantly larger and more integrated component of community health and primary health care than the previous curricula had, and enabled the Faculty to fulfil its vision of local relevance and impact.[62]

As from 1997, these new curricula were phased in from the first year of study at undergraduate level in the faculties of Dentistry and Medicine. Throughout the early stages, special care was taken to ensure that the academic staff had bought into and were kept abreast of the demands embedded in the new methodology of teaching and the changes in the ethos and approach of education in the health sciences (dentistry, medicine and other associated disciplines). Prior to this, academic staff had visited relevant international institutions and had attended relevant national and international conferences. Right from the start of the implementation phase, several national and international external examiners were regularly invited to assess the students' performance and ensure that the outcomes of the courses were benchmarked against internationally accepted standards.

The outcomes-based curricula of the courses presented in the School of Health Care Sciences (SHCS) were phased in over the first few years of the period under review. In addition, a few selected modules in the SHCS were presented jointly with those of the other schools in the Faculty, thereby avoiding the unnecessary duplication of modules and promoting interdisciplinary cooperation between different professional groups in the health sciences as early as during their undergraduate education years.

The Health Professions Council of South Africa (HPCSA) formally accredited the Faculty's new undergraduate programmes in the schools of Dentistry and Medicine in 2001. The continued comprehensive research and wide international and national consultation with other medical and/or health sciences institutions underpinned the designs of the relevant curricula for UP's undergraduate Health Sciences students. The School of Dentistry delivered the first group of graduates of the new five-year curriculum in 2001, while the first graduates of the new six-year medical curriculum in the School of Medicine graduated in 2002.

Faculty community engagement[63]

Once the new curricula were implemented in 1997, the Faculty was intimately involved in the community through its community-based education (CBE) programmes.

All the academic courses offered in the Faculty included a core element of community engagement, providing a sincere commitment to developing an ethos of health care for all.

This momentum was enabled by several initiatives, which included obtaining a special sponsorship from Netcare Limited in 1995 to develop a dedicated academic division of Community-based Education, which was associated with the Faculty of Medicine.

This division was headed by an associate professor, who developed specific programmes that ensured a commitment to instilling a sensitivity for the importance of community engagement in the education of all its students.[64] Furthermore, the Faculty of Medicine had been instrumental in convincing UP to buy St Peter's Seminary in Hammanskraal in November 1993, which was developed into the University's Hammanskraal Campus. This served as a base from which the community engagement programmes of several other faculties at UP were run from 1994.[65]

When the practical challenges related to the further implementation of CBE in the School of Medicine at Hammanskraal became problematic, new avenues for CBE activities were explored and sites identified. Between 2001 and 2009, the Faculty of Health Sciences' CBE footprint was the most extensive in UP, extending from Tshwane to hospitals in KwaZulu-Natal, Limpopo, North West and Gauteng. In 2006, the Daspoort Polyclinic was reorganised in partnership with the Gauteng Department of Health into an academic service learning site for all the schools in the Faculty of Health Sciences under the management of the Department of Family Medicine.

Research

The Faculty of Health Sciences' annual research output increased steadily during the period under review to reach an all-time high of 150 units in 2009. While it supported individual researchers, the period under review saw a paradigm shift, with the Faculty identifying a need to develop research focus areas to which researchers could attach themselves.

In the School of Dentistry, the effects of smoking and HIV/Aids on oral health became a major research focus during the period under review, leading to international recognition.[66]

In 2008, the SHSPH focused its research on environmental chemical pollution and health, incorporating malaria research. The SHSPH also published many articles on the effects of chemical substances and endocrine disruptors on human health.[67]

In the School of Medicine, the Medical Research Council (MRC) units for Inflammation and Immunity, as well as for Maternal and Infant Health Care Strategies contributed significantly to the Faculty's research output. These units demonstrated the diversity of the Faculty's research, which ranged from basic research to practical health care delivery.

In 2004, the Faculty developed a Virtual Molecular Medicine Research Centre, dedicated to the investigation of novel mechanisms for cancer treatment. In 2008, three new research centres were established: the Forensic Anthropology Research Centre, the Applied Morphology Research Centre and the Centre for Comprehensive Physical Rehabilitation. The centres for Forensic Anthropology Research and Applied Morphology produced first-class research outputs during the period under review.

Infrastructure development

On 2 March 2007, the long-awaited New Pretoria Academic Hospital (NPAH) was officially opened by the acting Minister of Health Mr JT (Jeff) Radebe and the Gauteng Premier Mr MS (Mbhazima) Shilowa.[68] As both Prof CWI (Calie) Pistorius and Prof TJ Mariba were abroad at the time, Prof AP (Antony) Melck, Advisor to the Vice-Chancellor and Principal, officially represented UP at the event.

The NPAH was an 832-bed, state-of-the-art tertiary care hospital, with a variety of cutting-edge technologies.

It served Pretoria and its surroundings, as well as patients referred to it from other provinces. UP had been an active partner throughout the planning and the construction phase, and took joint ownership by funding the academic section (17%) of the

62 See Snyman, 2002:201–202; Du Plessis, 2002: 217–218.

63 Also see Chapter 3.5.3: Community engagement at UP.

64 See Chapter 4.5.5.9.1: Division of Community-based Education.

65 See Chapter 3.5.1: Hammanskraal Campus.

66 See Chapter 4.5.2: School of Dentistry.

67 See Chapter 4.5.4: School of Health Systems and Public Health.

68 At the opening, Premier MS Shilowa remarked that, from its early beginning as a hospital reserved for a single race group, to a general hospital for all categories of patients, to a tertiary referral hospital providing highly specialised care, this hospital had evolved into a national asset all could be proud of.

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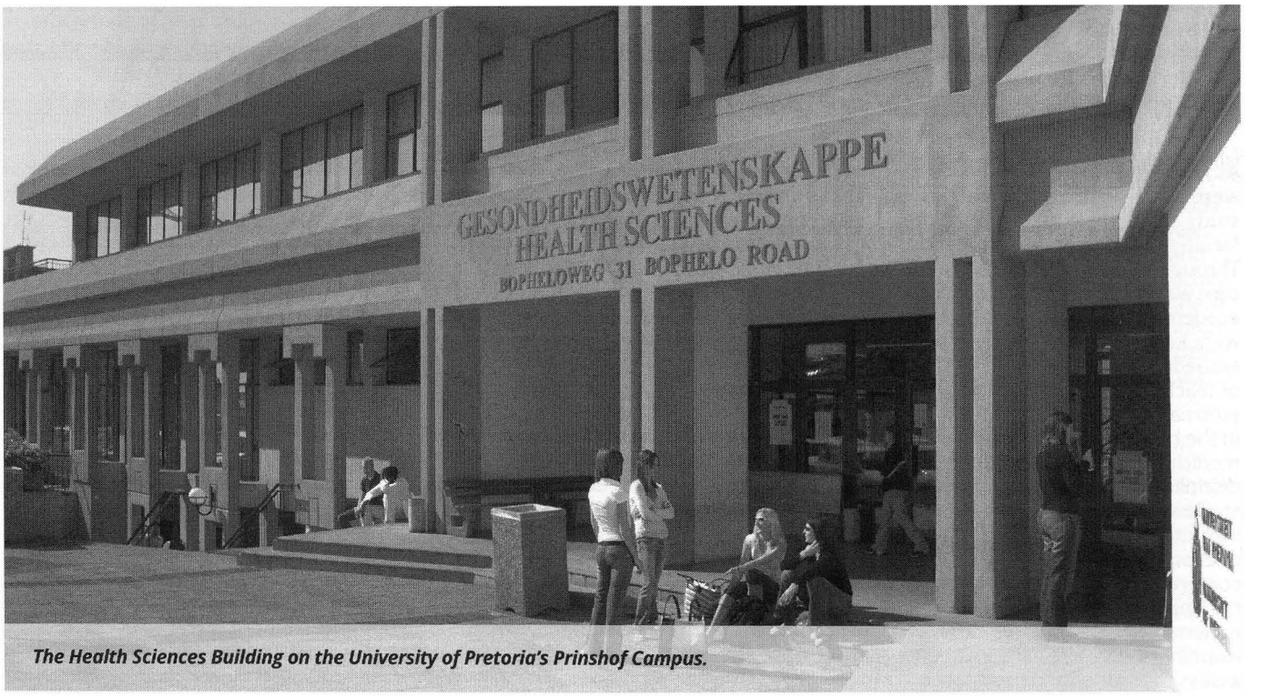

The Health Sciences Building on the University of Pretoria's Prinshof Campus.

facility.[69] During the planning and construction phase, the former Dean of the Faculty of Medicine, Prof DJ du Plessis, chaired the regular meetings of a combined "Building Committee", comprising relevant representatives of the Gauteng Department of Health, UP's Department of Facilities Management and the Faculty of Medicine. When Prof TJ Mariba was appointed Dean of the Faculty of Health Sciences, he chaired the Commissioning Committee of the new hospital from 2001 until it was formally commissioned in 2006, and finally opened in 2007. The hospital, which had cost approximately R1.2 billion to develop, was completed in 2004 and was fully commissioned in April 2006. In 2008, the NPAH was renamed the Steve Biko Academic Hospital (SBAH). It provided the University with an exceptional service-learning platform for the training of health professionals, especially medical specialists.

In 2006 and 2007, the School of Medicine moved en masse from the HW Snyman North and South buildings to its new premises in the NPAH. As this move had cleared a significant amount of space, the opportunity arose for both the SHCS and the SHSPH to be moved to the HW Snyman North and South buildings on the Prinshof Campus in 2007, whereby the Faculty was able to accommodate all four of its schools on the Prinshof Campus for the first time.

The School of Dentistry also undertook several upgrading and renovation programmes to the value of more than R80 million during the period under review.

Prof James Ker, Acting Dean: Health Sciences

69 See Chapter 5.10: Department of Facilities Management.

*Table 4.4: Comparison of the number of contact students in the Faculty of Health Sciences between 2001 and 2009**

FACULTY OF HEALTH SCIENCES								
	Race	2001			2009			
		Male	Female	Total	Male	Female	Total	
Undergraduate	*African*	127	801	**928 (28%)**	305	1 105	**1 410 (39%)**	
	Coloured	25	48	**73 (2%)**	29	62	**91 (3%)**	
	Indian	64	93	**157 (5%)**	56	113	**169 (5%)**	
	White	679	1 436	**2 115 (65%)**	428	1 487	**1 915 (53%)**	
Total		**895 (27%)**	**2 378 (73%)**	**3 273 (100%)**	**818 (23%)**	**2 767 (77%)**	**3 585 (100%)**	
Postgraduate	*African*	181	147	**328 (30%)**	262	350	**612 (46%)**	
	Coloured	9	6	**15 (1%)**	10	26	**36 (3%)**	
	Indian	42	30	**72 (7%)**	51	45	**96 (7%)**	
	White	352	318	**670 (62%)**	218	358	**576 (44%)**	
Total		**584 (54%)**	**501 (46%)**	**1 085 (100%)**	**541 (41%)**	**779 (59%)**	**1 320 (100)**	

* *The degree of growth in the total number of registered contact students, and in the diversity of students in terms of race and gender, were influenced by the external regulations of the HPCSA and the national and provincial departments of health.*

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4.5.2 SCHOOL OF DENTISTRY

4.5.2.1 OFFICE OF THE DEAN/ MANAGER

The Faculty of Dentistry was amalgamated with the former Faculty of Medicine in August 2001 to form the Faculty of Health Sciences.[70] In accordance with the University's strong school model,[71] the School of Dentistry enjoyed a significant level of independence within the Faculty of Health Sciences.

Its own vision and mission statements were aligned with those of the University and the Faculty,[72] and the School was committed to providing its graduates with a successful career in the profession, both within South Africa and internationally.

The School subscribed to the following values:

- There was no substitute for excellence.
- Innovation was essential for progress.
- There was a commitment to create a fun place in which to work.
- Success could only be ensured when individuals worked together as a team.
- Competitiveness was achieved through visionary leadership.
- There had to be respect, care and consideration for colleagues, patients and students.

The matrix model underpinned the organisational management structure of the School. It represented the supervisory structure for governance and management, and was driven by its vision and mission statements.

The Dean was both the Academic Head of the School and the Manager (Chief Executive Officer) of the Oral and Dental Hospital. During the period under review, this position has held by Prof AJ (At) Ligthelm. He had already been appointed in this capacity in March 1996,[73] bringing his tenure in this capacity to more than 13 years by the end of the period under review. In 2007, departmental structures were reconfigured, so that the School consisted of eight academic departments.

The period 2001 to 2009 saw some remarkable developments in the School, particularly with regard to education and infrastructure. A new, integrated outcomes-based curriculum for Dentistry and Oral Hygiene was developed. The new five-year Dentistry curriculum was implemented in 1997, and that of Oral Hygiene in 2001. The implementation of the Oral Hygiene curriculum coincided with the graduation of the first group of graduates of the new curriculum.

These two programmes enjoyed the full accreditation of the Health Professions Council of South Africa (HPCSA), as did the postgraduate programmes in the Faculty.

Several facility upgrading and renovation programmes to the value of more than R80 million were completed during the period under review. These included the upgrading of and extensions to the School's spare water and electricity supplies, new facilities that improved patient management, patient flow and emergency treatment, as well as new teaching facilities, lecture rooms and facilities for clinical training.[74]

Furthermore, IT facilities were upgraded and expanded, a digital network was established, facilities for the disabled were extensively upgraded to meet legislative and other requirements for occupational health and safety, and fire precaution measures were upgraded.

Through the upgrading, as well as the extension of the joint staff establishment, provision was made for the appointment of a sufficient number of staff members to meet training, research and service needs.

During the period under review, the School of Dentistry's hybrid management structure comprised the Dean/Manager, the eight heads of department and three programme managers for education, research and hospital management respectively.[75]

Programme managers

Programme Manager: Education

The position of Programme Manager: Education was held by Prof WD (Willie) Snyman. He was an emeritus professor who had occupied a similar position in the former Faculty of Dentistry.

His responsibilities included the management of the undergraduate academic programmes in Dentistry and Oral Hygiene, as well as the planned dental therapy programmes. He was responsible for coordinating the School's continuing professional development (CPD) activities. He acted as CPD accreditor and provider for the Medical and Dental Professions Board. He was the chairperson of and an active member of several education-related committees in the School and the Faculty, as well as external expert committees, such as the Medical and Dental Professions Board of the HPCSA.

Prof WD Snyman concluded several innovative projects in collaboration with Dr G (Glynis) Pickworth, senior educational consultant for the Faculty of Health Sciences. These included the following:

- The development and implementation of outcomes-based curricula for the undergraduate programmes for Dentistry and Oral Hygiene, as well as the Dental Therapy qualifications.
- The development and implementation of an *in situ* training course that focused on writing questions for written examinations, including some contextual aspects of assessment practice. This led to an improvement in assessment practice in the School in a relatively short period of time and resulted in a publication in the *European Journal of Dental Education*.
- The constructive alignment or blueprinting of the specific outcomes and assessment criteria of the clinical modules with the exit-level outcomes (ELOs) of the School's modules, which resulted in improving the reliability and validity of the assessment plans.
- The establishment of several new institutional educational committees to harness the educational functions of the School, as required by the dynamics of the curriculum. The Assessment Committee and

70 See Chapter 2.3.2: Senior management: Senior Academic Management: Faculty Management Model.

71 In a strong school model, the respective chairperson and academic departmental heads in a school took responsibility for curriculum development and the academic programmes in the relevant school.

72 The vision of the School of Dentistry was for it to be the "institution of preference in oral health care training". In its mission statement, the School committed itself to producing outstanding oral health care professionals, who were internationally competitive and capable of making an impact locally. This goal was to be achieved by imposing an exceptional standard of teaching and training, generating new knowledge through relevant research, rendering high-quality service, and running community outreach programmes.

73 As Prof AJ Ligthelm had been the Dean of the former Faculty of Dentistry, he retained his title as Dean for the remainder of his tenure at UP.

74 An example of this was a new state-of-the-art Skills Laboratory and Dental Technology Laboratory. In 2009, the School established a Periodontology Clinical Ward. Many other upgrades were initiated in the same year, mainly with funds from the Educational Grant of the national Department of Education. Also see Chapter 3.7.3: Domains and strategies of the transformation initiatives: Finances and facilities.

75 All these individuals fulfilled senior management roles according to the Faculty of Dentistry's matrix management model.

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The Dentistry Skills Laboratory of the University of Pretoria's Faculty of Health Sciences.

Quality Management Committee advised the School on measures to optimise assessment practices, and offered information on evidence-based educational practices. The Education Forum brought class representatives, Student Representative Council (SRC) representatives and representatives of the respective modules together with the mandate of identifying challenges and solving them.

- From January 2009, BChD III students were trained in the art of examination and diagnosis in the Comprehensive Patient Management module. This experiential learning was practised on peers.
- The implementation of innovations and initiatives regarding the early exposure of students to clinical context – the Longitudinal Clinical Attachment Programme (L-CAS) for BChD I and MBChB students – was implemented in 2009. First-year BChD students received basic clinical skills training.[76] These skills were to be applied during their visits to the clinics as part of a team approach with their MBChB counterparts.

Programme Manager: Hospital Management

The position of Programme Manager: Hospital Management was held by Prof JG (George) White throughout the period under review. His responsibilities included the provision and maintenance of effective support to ensure high levels of service quality to patients and other clients. Such support in terms of patient care included hospital administration, occupational health and safety, the management of facilities and the coordination of interdepartmental clinical support.

The Oral and Dental Hospital was awarded the Tshwane and Metsweding Region's Annual Service Excellence Award in 2005, 2008 and 2009, based on a set of criteria that included the attitude of the personnel, the waiting times of patients, the management of complaints, patient comfort, the help desk, the cleanliness of the hospital, recordkeeping and preparedness in emergency situations.

Programme Manager: Research

The position of Programme Manager: Research was held by Prof WFP (Willie) van Heerden until 2004, after which Prof PJ (Flip) van Wyk took over this position. This function had already been introduced in the former Faculty of Dentistry in the early 1990s to assist the Dean with the management of the School's research function. The tasks of this function were mainly performed through the Research Committee, which served as a link between the School and the Faculty regarding research. He was also the Chairperson of the Research Committee.

During the period under review, 188 research articles were published in refereed journals, which yielded 97.26 full publication units. The percentage contribution of Institute of Scientific Information (ISI)-rated journals to the total number of publications per year increased from 4.8% in 2001 to 26.7% in 2005 and 47.8% in 2009.

The School of Dentistry had nine research focus areas during the period under review: fluoride in dentistry, biomaterials in dentistry, oral epidemiology, forensic sciences, oral implantology, oral microbiology, oral cancer, tobacco research and HIV/Aids. Although research articles were published in all the focus areas, more emphasis was placed on oral cancer, HIV/Aids, forensic dentistry and tobacco research. The research pertaining to these themes was conducted in close collaboration with international and other national institutions. Interdisciplinary research was also conducted in collaboration with other faculties in the University. Most of these articles were published in international accredited journals.

Several of the manuscripts were specifically recognised in the Faculty with outstanding publication rewards. Prof WFP van Heerden was the first to describe the role of the fragile histidine triad protein (FHIT) tumour suppressor gene in oral cancer in collaboration with the Kimmel Cancer Centre in the USA, while Prof H (Herman) Bernitz made significant contributions in forensic odontostomatology, especially in the highly specialised field of bite-mark analysis. Prof OA (Lekan) Ayo-Yusuf's tobacco research focused on tobacco cessation strategies with the emphasis on behavioural aspects. During the period 2005 to 2009, 14 articles related to smoking and smoking cessation were published. Towards the end of the period under review, Prof SC (Sonja) Boy was doing her PhD research on a rare HIV-related lymphoma.

Prof At Ligthelm, Dean/Manager: School of Dentistry

4.5.2.2 DEPARTMENT OF COMMUNITY DENTISTRY

Prof PJ (Flip) van Wyk was appointed Head of the Department of Community Dentistry in October 2000. The pioneering work that his predecessor, Prof WD (Willie) Snyman had done in the field of education enabled Prof PJ van Wyk to place greater emphasis on relevant research and community service. He was the Chairperson of the School's Research Committee, a member of the National Fluoridation Committee, appointed by the Minister of Health to implement water fluoridation in South Africa, and coordinated the community projects of the School.

76 This basic skills training included measuring blood pressure, basic oral hygiene instructions, dietary and nutritional advice, and referral.

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He published several research publications dealing with the epidemiology of oral diseases in South Africa in collaboration with the national Department of Health and with health authorities in the country's nine provinces. At the second joint congress of the South African, and the East and Southern African divisions of the International Association of Dental Research (IADR) held in Durban in 2002, the Department performed exceptionally well, winning three of the four major research prizes.

As stated above, greater emphasis was placed on community service and the Department continued with, and improved on two major dentistry projects: the Phelophepa Health Care Train and the Hammanskraal/Boschkop projects. During the period under review, 366 Dentistry and Oral Hygiene students visited the Phelophepa Health Care Train, where they rendered dental services according to the principles of primary health care to less privileged and rural communities. In 2008, the Department obtained funds from the Japanese Embassy in Pretoria to upgrade facilities and equipment on the mobile unit that was used in the Hammanskraal/Boschkop project.

Under the guidance of their lecturers, Oral Hygiene students were involved in educational and preventive services to nursery schools, physically disabled children and patients of the Steve Biko Academic Hospital (SBAH).[77]

Prof OA (Lekan) Ayo-Yusuf joined the Department In 2002 and introduced a new dimension in research. He was an internationally recognised expert in the training of tobacco-use cessation, and served as a member of the prestigious 12-member scientific group on tobacco product regulation (TobReg) of the World Health Organisation (WHO) at the time. Prof OA Ayo-Yusuf consulted with the national Department of Health on issues related to tobacco control, and was instrumental in the passing of important amendments to the tobacco control law, During the period under review, Prof OA Ayo-Yusuf was a member of the Board of Directors of the international Society for Research on Nicotine and Tobacco (SRNT), representing the African, Asian, Oceania and Latin American regions. Having served on the executive committee of the South African division of the IADR from 2004 to 2007, he went on to serve on the executive committee of the mother body's Behavioural, Epidemiological and Health Services Research Group from 2008 to 2011.

The training of Oral Hygiene students fell under the Department of Community Dentistry. As from 2001, 156 Oral Hygiene students, all with expanded functions, qualified under the capable guidance of Ms SJ (Sannie) Booyens, Ms RC (René) du Bruyn and Ms C (Candice) van Wyk. Oral Hygiene students were extensively trained in the prevention and management of oral diseases. In line with the undergraduate curricula in this faculty, the curriculum was outcomes-based, problem-based, student-oriented and community-directed, with the vertical and horizontal integration of modules. It was envisaged that, as from 2011, the Diploma in Oral Hygiene would be modified to a Bachelor of Oral Hygiene, stretching over three years.

4.5.2.3 DEPARTMENT OF DENTAL MANAGEMENT SCIENCES

The importance for dentists to not only be equipped with clinical skills, but also entrepreneurial know-how in order to achieve professional and financial success, was recognised worldwide. This also held true for the competitive South African dental market. It was felt that dental practices required a number of specific behaviours and operational systems that did not necessarily occur in most other business industries.

Dental Practice Management was introduced as a subject in 1990 as part of the undergraduate Dentistry curriculum, with Prof JG (George) White as Head of Department.

During the period 1992 to 2004 (and beyond), Dental Practice Management developed and evolved to such an extent that discussions were initiated in October 2002 at a workshop on the vision for the new School of Dentistry, as well as the ideal departmental structure to support this vision. In June 2005, at meetings of the School's Quality Assurance Committee and the Education Innovation Committee, it was decided to invite a group of dental practitioners to a strategic meeting with the Dean, certain heads of department and a few lecturers of the School. This workshop took place in September 2005.

A strong, clear message that emanated from this workshop was that the 21st century required the training of a new-generation dentist: a dentist with excellent people skills, communication skills, strategic thinking skills, financial decision-making skills and excellent, multidisciplinary clinical skills.[78] The training of the new-generation dentist had to reflect the values and needs of the community. The workshop concluded that the 21st-century dental practice required dental education to provide students with meaningful training and assessment on all aspects of comprehensive patient management and professionalism, and not just clinical learning.

In response, the new Department of Dental Management Sciences was established in the School of Dentistry on 1 December 2006. The holistic training of students was optimised by providing teaching and learning experiences that supplemented the dental student's clinical competencies by focusing the student's development on comprehensive patient management and professionalism. The focus of the newly established Department was to balance the bio-psychosocial approach towards the patient by integrating the diagnostic process with management principles and communication skills. Strategic planning, communication, negotiation, financial decision-making, team building, ethics and jurisprudence, patient care, conflict resolution and leadership formed part of the curriculum.

4.5.2.4 DEPARTMENT OF MAXILLO-FACIAL AND ORAL SURGERY

The Head of Department during this period was Prof K-W (Kurt) Bütow. The research programmes of the Department of Maxillo-facial and Oral Surgery were mostly driven by postgraduate students, of which 11 were "minor" dissertations by master's clinical degree students, two projects were MSc student-driven, and one was a PhD, clinical and laboratory *in vitro* research project. Members of the Department and consultants attended 31 national courses and congresses, and presented several papers and posters during the period under review.

Highlights between 2001 and 2009 included the six international colleagues who visited the Department and were involved in advanced training as foreign students in the fields of cleft lip and palate surgery, tumours and reconstruction surgery. Sixty-five private practitioners in dental surgery completed the Postgraduate Diploma in Dentistry. This included practitioners who had completed the bachelor's degree at other universities in South Africa and abroad. Publications in peer-reviewed or refereed journals covered a range of research articles, as well as clinically

77 The Steve Biko Academic Hospital was known as the New Pretoria Academic Hospital prior to 2008.

78 The new-generation dentist would be able to attract the attention and keep the interest of a patient about what modern dentistry had to offer, would be able to convert a patient's need into a demand for comprehensive dentistry, and was one that focused on patient education through a trusting dentist-patient relationship.

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relevant case reports and surgical techniques.

The University had defined intellectual property, which made contract research more attractive for private companies. The Department was actively involved in product research, which had high clinical relevance to the benefit of patients in both the private and the public sector. At least 19 international refereed articles were published. The Department was also involved in describing new procedure codes for the diagnosis, treatment and establishment of appropriate and realistic fees for procedures.

During the period under review, 12 part-time consultants, visiting consultants, full-time lecturers of other departments and nursing staff were involved in the Department's community engagement project. This was a multidisciplinary Facial Cleft Lip and Palate Deformity Clinic in Maxillo-facial and Oral Surgery that grew into the largest clinic in Africa, and was accredited by the International Cleft Lip and Palate Foundation as a Centre of Excellence.

4.5.2.5 DEPARTMENT OF ODONTOLOGY

The former Department of Restorative Dentistry amalgamated with the Division of Dental Materials to form the Department of Odontology in March 2007. This new department subsequently comprised five divisions: Dental Materials, Endodontics, Paedodontics, Curricular Matters and Basic Restorative Dentistry. The Division of Crown and Bridgework, that had previously been part of this department, was transferred to the Department of Prosthodontics in 2007.

From 2001 to the end of December 2005, the Department was led by an Acting Head, Prof LH (Len) Becker.[79] Prof MFG (Manfred) Dannheimer was appointed Acting Head of Department from January 2006 until February 2007. When the new department was formed in March 2007, Prof FA (Francois) de Wet was appointed as the new head.[80]

The respective divisions of the Department were headed by the following individuals:

- Division of Dental Materials: Dr PD (Paul) Brandt from 1 January 2001 until the end of 2009.
- Division of Endodontics: Dr S (Stan) Lewis from 1 August 1988 to 10 July 2002, Prof B (Barry) van Os from 10 July 2002 until 8 May 2004,[81] Dr M (Marius) Oosthuizen from June 2005 to December 2006, Dr A (André) Uys from January 2007 to November 2009[82] and Dr N (Nichola) Warren from December 2009.
- Division of Paedodontics: Dr J (Johan) Terblanche from 2001 to 2003,[83] Dr S (Sathie) Naidoo from 2003 to 2008[84] and Dr N (Nicola) Rossouw from 2008 until the end of 2009.
- Division of Basic Restorative Dentistry: Prof MFG Dannheimer for the entire period under review.
- Division of Curricular Matters: Dr S (Sandy) Rajbaran (Acting) from its establishment in 2008 until the end of 2009.

The Department acquired ultra-modern student facilities during the period under review. A new world-class Restorative Dentistry Clinical Skills Laboratory was completed in 2009. Furthermore, all the dental chairs and units in the clinical wards were replaced with new ones.

The Department was well known for its biannual general refresher course, which it presented to dentists in private practice. The first course was presented in 1994. The Department held its eighth course in 2008.

More than 2 000 dentists from all over the country and from various dental schools had attended these courses over the years. Prof FA De Wet was the Chairperson of the Organising Committee on all occasions. He achieved International recognition as the Chairperson of the Distinguished Scientist Committee of the International Association of Dental Research (IADR).[85] For a few years during the period under review, Prof FA De Wet was also a member of the IADR's Executive Committee (South African Division), as well as Chairperson of the South African Dental Association's Product Accreditation Panel. Prof FA De Wet was honoured by the South African Division of the IADR by being invited as guest speaker at the 2009 IADR Annual General Meeting. He was a runner-up in the election of the IADR (International) President, being only the second South African to be recognised in this way. In 2001, he was appointed Deputy Chairperson of the School of Dentistry.[86] He was also the editor of the School's quarterly newsletter, *Vasbyt*.

Dr PD Brandt also played a very active role in the South African Division of the IADR. From 2006 to 2008, he was President of the South African Division of the IADR. After that, he was a Board member of the IADR (International).

Prof MFG Dannheimer travelled to Tanzania and Kenya on various occasions to act as external examiner for the subject Restorative Dentistry.

Prof LH Becker, the former Head of Department, had been appointed in a part-time position from 2006. He was specifically employed to develop and implement a new computer system for the use of students to help them electronically chart their patients' information onto computer.

Prof P (Peet) van der Vyver, an endodontist in private practice and extraordinary professor, was appointed in 2007 to assist with the lecturing of undergraduate and postgraduate students.

4.5.2.6 DEPARTMENT OF ORAL PATHOLOGY AND ORAL BIOLOGY

The Department of Oral Pathology was one of the first four departments of the former Faculty of Dentistry when it was established in 1951.[87] The Department consisted of three sections for most of its existence: Oral Pathology, Oral Biology and Forensic Odontostomatology. Radiography was incorporated as a fourth section in 2009 and renamed Diagnostic Imaging.

Prof WFP (Willie) van Heerden was appointed as Head of Department in January 1997, and served in this capacity until beyond 2009. Prof TJP (Theuns) Swart, who was initially responsible for the undergraduate and postgraduate programmes for Oral Pathology, subsequently took

79 He had been the full-time Head of Department for a number of years, and after he retired at the end of 1999, became the Acting Head of Department.

80 He had previously been Head of the Division of Dental Materials.

81 The terms of office of both Dr S Lewis and Prof B Van Os were unfortunately terminated due to their unexpected deaths.

82 Dr A Uys resigned to pursue a career in Radiography.

83 Dr J Terblanche left for England.

84 Dr S Naidoo emigrated to Australia.

85 The IADR consisted of highly prestigious scientists from 20 different countries, and had the responsibility of identifying the international prize winners in all the different categories of dental research performed by scientists from all member countries of the IADR.

86 He had been the Deputy Chairperson of the former Faculty of Dentistry from 1999.

87 Although there were early name changes, the Department became known as the Department of Oral Pathology and Oral Biology in 1982.

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responsibility for Diagnostic Imaging. He made valuable contributions to the development and implementation of the new curriculum in Oral Pathology.

Dr PJ (Piet) van Niekerk supervised the Oral Biology programme until his retirement in 2003, after which he was succeeded by a newly qualified pathologist, Prof SC (Sonja) Boy.

She made innovative changes to the curriculum design at both undergraduate and postgraduate level, which positioned Oral Biology as the standard against which similar courses at other universities in South Africa were subsequently measured.

Prof SC Boy was ably assisted by Dr S (Sulette) Nel. Prof H (Herman) Bernitz, who completed his PhD in Forensic Dentistry in 2004, was responsible for the Forensic Odontostomatology section.

The Department excelled in many aspects. Prof WFP van Heerden received the University of Pretoria's Exceptional Academic Achiever Award on each occasion during which this award was presented during the period under review. He received UP's commemorative Centenary Research Medal, which recognised the University's leading minds of the first 100 years of its existence.[88] He obtained a DSc from UP in 2003, and served as Councillor for Africa on the International Association of Oral Pathologists (IAOP). He was elected as President-Elect of the IAOP in 2008. Prof H Bernitz was elected President of the International Organisation of Forensic Odontostomatology (IOFOS) in 2005, and was re-elected for a second term. Prof SC Boy obtained her MChD (Oral Pathology) degree *cum laude* in 2001 and served as editor of the official newsletter of IOFOS from 2005.

The second edition of a CD-ROM, *Oral and Maxillofacial Pathology,* developed in collaboration with UP's Department for Education Innovation, was released in 2005. Oral Pathology and Forensic Odontostomatology were the first two postgraduate courses developed for telematic presentation,[89] and were acknowledged by the University through a Certificate in Education Innovation in 2002. Telematic training was subsequently incorporated for postgraduate training in Oral Biology, making continuous interaction with students possible. Staff members, in their acknowledged professional capacities, acted as external examiners for undergraduate and postgraduate students at all other dental schools in South Africa.

Oral cancer, HIV/Aids and forensic dentistry were the three core research themes of the Department, and research was conducted in close collaboration with international and national institutions. The Department generated the most publications in the School. The majority were published in international accredited journals. Prof WFP van Heerden, Prof SC Boy and Prof H Bernitz were mainly responsible for outputs linked to the core themes, many of which received outstanding publication rewards. Prof H Bernitz made significant contributions in *Forensic Odontostomatology*, especially in the highly specialised field of bite-mark analysis.

The technical expertise and contributions of Ms MB (Marlene) van Heerden merit special mention. Through her contribution, various molecular pathology techniques were introduced and perfected, enhancing the departmental research outputs. The appointment of two international extraordinary professors in the Department, Prof J (Jeorg) Hemmer from Ulm, Germany, and Prof E (Estrelita) Janse van Rensburg from Glascow, supported the core research themes.

Community engagement service rendering covered the entire spectrum of diagnostic histopathology, a clinical consultation service and forensic odontostomatology. The clinical consultation service of the Department included patients in the dental and academic hospitals.

The pathologists were involved at the weekly Head and Neck Clinic, a multidisciplinary clinic at the Pretoria Academic Hospital. Members of staff also worked closely with the South African Police Service (SAPS) on criminal case investigations and post-mortem identifications, and served as expert witnesses in various High Court cases. During this period, the Department assisted in various national and international aircraft and other disasters.

The University's first Oral HIV Clinic was initiated in 2005. HIV/Aids patients, seen daily at the Antiretroviral Therapy (ART) Clinic at the Tshwane District Hospital, were screened for oral lesions by Prof SC Boy and Dr N (Nonhlanhla) Nzima.

4.5.2.7 DEPARTMENT OF ORTHODONTICS

The Department of Orthodontics was responsible for the teaching and training of Orthodontics at both an undergraduate and postgraduate level. At the undergraduate level, Orthodontics was introduced at the start of the third year and continued through to the final year of the BChD curriculum. Postgraduate courses included a Postgraduate Diploma in Dentistry (Orthodontics), an MScDent, an MChD and a PhD. Distance learning by means of the electronic media was standard practice in the Department and students from as far as Kenya, Namibia and Zimbabwe completed this course.

The MChD course was a full-time, four-year speciality course and the Department trained four students at a time. The MScDent course had a minimum duration of two years' part-time study with the presentation of a major dissertation at the final exam.

In order to meet the high demand for orthodontic treatment and reduce the long waiting period for treatment, the Department established a Polyclinic where patients, particularly children, with an urgent need for treatment were prioritised. The treatment time rendered in this clinic did not exceed six to nine months and was aimed at maximising the psychological comfort that orthodontic treatment provided to the developing child.

The research thrust in the Department was focused on facial aesthetic perceptions among the diverse racial groups in South Africa, as well as exploring and developing cost-effective treatment modalities. This research theme enabled the Department to identify and value the orthodontic treatment needs of different population groups and to make orthodontic treatment accessible and affordable to all.

Local and international conference presentations by the Department's staff were encouraged and representation by a staff member at local and international conferences was made on an annual basis. At least one publication per annum was forthcoming from the Department, which was expected to increase.

Dr A (Antoinette) du Toit served as Acting Head of Department from 2000 until the position was permanently filled by Prof P (Phumzile) Hlongwa in 2009.[90]

88 See University of Pretoria, 2012:62–63.

89 See Chapter 5.9: Department for Education Innovation.

90 In 2011, Prof P Hlongwa was appointed Head of the School of Oral Health Sciences at the University of Witwatersrand, after which Prof SM (Dawjee) Dawjee occupied the seat as Acting Head of Department. He was a senior specialist, accredited with five degrees in Dentistry, inclusive of a PhD.

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4.5.2.8 DEPARTMENT OF PERIODONTICS AND ORAL MEDICINE

Prof FD (Darryll) Verwayen was appointed as Head of Department on 1 January 2001. He served in this capacity until 31 July 2006. He was succeeded by Prof AW (André) van Zyl, who served as Head of Department from 1 August 2006 until beyond 2009. Prof PJ (Paul) Lohse was an extraordinary professor throughout the period under review.

Highlights between 2001 and 2009 included the following:

- Six specialists were trained during this period. In 2007, Prof AW van Zyl was elected as the only fellow of the international team of academics for Implantology in South Africa, after which the Department had close ties with Prof D (Daniel) Buser of the University of Berne, Switzerland. In 2007, Prof AW van Zyl was invited as a keynote speaker at the Academy of Oral Implantology's Second International Congress in New Delhi, India.
- In 2007, the Medically Compromised Patient Unit was incorporated into this department, and Dr T (Tim) Winstanley (senior specialist) was transferred to the Department to manage the Unit.
- In 2007, the Department started a community outreach programme with old-age homes within the feeding area of the Oral and Dental Hospital, providing free on-site oral medicine clinics at three homes.
- In 2008, Prof AW van Zyl was elected President of the South African Society for Periodontology, and in 2009, he was invited as the keynote speaker of the Namibian Dental Association's Annual Congress.
- The Department had also been involved in the HIV Clinic at the Tshwane District Hospital since 2008.
- In 2009,as part of community engagement, a free cancer screening week for oral and throat cancer was held for the first time in collaboration with the departments of Otorhinolaryngology, and Oral Pathology and Oral Biology at the Steve Biko Academic Hospital.[91]

The Department concentrated on research in the field of dental implantology, oral cancer and pharmacology. This culminated in numerous publications internationally and nationally, as well as presentations at international congresses.

4.5.2.9 DEPARTMENT OF PROSTHODONTICS

The clinical facility of Prosthodontics provided multidisciplinary levels of care, including repairing failed treatments that negatively affected the mouth and smile, the treatment of maxillo-facial abnormalities, and the treatment of patients with acquired and congenital defects of the head and neck (maxillo-facial and oral region) owing to cancer, trauma, surgery and/or birth defects. Speech aid prosthesis and mandibular resection prosthesis were also provided. Artificial eyes, noses and other facial prostheses were provided for aesthetics and functional reconstruction. Prof PL (Piet) Kemp and Dr W (Wilfred) Benninghof were largely responsible for managing maxillo-facial prosthetic patients. Their untimely deaths resulted in Prof L (Leanne) Sykes and Dr H (Cules) van den Heever fulfilling this role. The Department's undergraduate students also routinely provided fixed (crown and bridgework) and removable (denture) prosthodontic treatment to communities in and around the Pretoria region.

The Department was established in 2007 with the incorporation of the Division of Crown and Bridgework (with its registrars) from the former Department of Restorative Dentistry into the Department of Prosthetics.[92]

Prof HD (Hemant) Dullabh was appointed as the first Head of Department in January 2007, and remained in this position until beyond 2009. By the end of the period under review, the Department was well staffed with 32 members.

It was responsible for training undergraduate BChD and postgraduate (Specialist Prosthodontist and Postgraduate Diploma) students. Ten prosthodontists were trained in as many years.

The Department also provided courses towards the continuing professional development (CPD) of general dental practitioners. The departments of Prosthodontics, and Periodontics and Oral Medicine presented two courses in implantology to general dental practitioners in 2007 and 2008, which were well attended.

Staff members were popular and highly sought after for providing courses for dentists. General dental practitioners also registered for additional training towards the Postgraduate Diploma in Dentistry (Prosthodontics). Staff members were regularly invited to the three other dental schools (Western Cape, Witwatersrand and the Medical University of South Africa (Medunsa)) as external examiners. From 2007 to 2009, Prof L Sykes and Prof D (Dave) Naudé were invited to act as external examiners for undergraduate students at the University of Nairobi Dental School.

The research thrusts in the Department were mainly in the fields of implantology, ceramics and adhesive dentistry. Collaborative research was regularly done with the University of the Witwatersrand (Wits) School of Oral Health Sciences and Medunsa. A new prosthetic teaching laboratory with state-of-the-art equipment was opened in 2007.

4.5.3 SCHOOL OF HEALTH CARE SCIENCES

4.5.3.1 OFFICE OF THE CHAIRPERSON

When the former faculties of Medicine and of Dentistry were amalgamated in 2001 to form the Faculty of Health Sciences, the School of Health Care Sciences (SHCS) became one of the four schools of the new faculty.

This new school consisted of four individual departments, as well as one division of the former Faculty of Medicine in which nursing, occupational therapy, physiotherapy, radiography and dietetic (nutrition) professionals were educated. These were thus combined into a new entity, the SHCS, which housed the departments of Nursing Science, Occupational Therapy, Physiotherapy and Radiographic Sciences, as well as the Division of Human Nutrition.[93]

At several preceding meetings and workshops, the structure of this newly established school was designed and constructed. Accordingly, its vision, mission and values were appropriately aligned with the institutional vision, mission and values of the University.

91 The Steve Biko Academic Hospital was known as the New Pretoria Academic Hospital prior to 2008.

92 Prof FA (Francois) De Wet had previously served as Acting Head of Prosthetics from November 2000 to December 2006.

93 This division formally obtained departmental status in 2006.

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The School committed itself to the implementation of the decisions on transformation and expansion of the Faculty. In essence, the School undertook to strive for excellent education in all the disciplines, and promoted scholarship through the creation, advancement, application, transmission and preservation of knowledge. Critical and independent thinking were stimulated in students to create flexible and lifelong learning. Academically rigorous and "just-in-time" research according to the health needs of South Africa was encouraged.

The development and constructive involvement of the community was always a priority for the disciplines in the School. Students' leadership and social responsibility were developed to enable them to become well-rounded, creative persons, who took responsibility for their respective professions and were focused on becoming future leaders.

School structure

Prof NC (Neltjie) van Wyk, Head of the Department of Nursing Science, was appointed as the first Chairperson of the SHCS in 2001 for a four-year term. Her appointment was subsequently extended until 30 September 2007, after which she was succeeded on 1 October 2007 by the Head of the Department of Physiotherapy, Prof AJ (Tania) van Rooijen, who remained in this position for two terms, until beyond 2009.[94]

The Executive Committee of the SHCS consisted of the heads of the five disciplines in the School: Prof NC van Wyk (Nursing Science), Ms GJ (Gerda) Gericke (Human Nutrition), Prof MS (Margot) Graham (Occupational Therapy), Prof AJ van Rooijen (Physiotherapy) and Ms GA (Annarie) Hugo (Radiographic Sciences). The initial period from 2001 to 2007 was characterised by the establishment, growth and development of the new school, whereas the approach followed from 2007 to 2009 was to encourage working together as a team, whereby improving research and staff qualifications in all the departments of the School became a priority. A high premium was placed on ensuring the work satisfaction of staff.

Research

The number of research outputs and postgraduate qualifications increased in all the departments during the period under review.

In addition to their respective departmental research programmes, the five disciplines in the SHCS also conducted a collaborative health promotion project under the leadership of Dr MD (Doriccah) Peu. An amount of R300 000 was received from UP's Department of Community Engagement to support this project, which was geared towards developing training programmes for educators at four schools in Makapanstad.

The principles of the South African Qualifications Authority (SAQA) were followed as a guide to compile the educational material. The material was sent to the four other relevant health-promoting schools for validation.

As part of the project, three special health days were celebrated: Environment Day, World Drug Awareness Day and Breastfeeding Awareness Day. Health workers conducted regular visits to the School to assess environmental hazards. Collaborative participation in these events was well coordinated between the four schools in the Faculty.

The SHCS was proud of the publication of 21 articles and 10 books by the end of 2009. The postgraduate programme had grown to such an extent that 11 PhD students and 162 master's students were registered in the School. Staff members took part in the Faculty's scientific writing course that was presented on an ongoing basis and which contributed to the capacity building of both staff and postgraduate students.

Highlights

- A collaborative pre-care, in-care and post-care (PIP) programme[95] for postgraduate students was launched in October 2004. Prof JD (Jonathan) Jansen, former Dean of the University's Faculty of Education, was one of the invited speakers.
- A combined Student Impairment Programme for the SHCS was developed in collaboration with Prof BG (Gerhard) Lindeque, Chairperson of the School of Medicine, and Prof JA (James) Ker, Deputy Dean of the Faculty.[96]
- In 2005, an amount of R10 000 from the Research Fund of the SHCS was ring-fenced to stimulate undergraduate and postgraduate research in the School.
- The clinical training allocation grant from the national Department of Education in 2008 enabled the departments of Human Nutrition, Occupational Therapy and Physiotherapy to appoint more clinical training and administrative support staff, and to buy state-of-the-art training equipment, as well as to upgrade some of the physical facilities.[97]
- At the beginning of 2008, the SHCS implemented a peer mentorship programme in all five departments. The main objective of this programme was to provide peer support (emotional, social and academic) to first-year students as they entered the world of tertiary education. The mentorship programme coordinator for the SHCS, Ms C (Corné) Nel, worked closely with the departmental coordinators in each of the five departments. These coordinators assisted with the organisation of special meetings and administrative tasks, and acted as a senior mentor for the peer mentors. Ms C Nel produced research outcomes on the topic of mentorship during this period.
- The national academic standing of the clinical programmes in all the disciplines in the SHCS grew, as demonstrated in the reports that all the disciplines received after accreditation visits by the Health Professions Council of South Africa (HPCSA) and the South African Nursing Council (SANC) between 2001 and 2009. All the programmes were rated and accepted to be of a high standard.
- The emphasis placed on the self-development of staff by the SHCS was reflected in the increased number of postgraduate students registered in the School. In the same vein, Ms Z (Zelda) White, Dr FAM (Frieda) Wenhold and Ms CM (Christa) Viviers attended a workshop on thesis and dissertation supervision, presented by Dr E (Erik) Hofstee on 8 October 2009. Valuable advice was received on how to encourage students to achieve, and how to support them to complete their studies in the minimum time.

Internationalisation

The SHCS became a sought-after clinical platform for elective students from other countries. Lecturer and student exchange programmes confirmed the increasing international recognition of the SHCS.

94 Prof AJ van Rooijen resigned as Chairperson of the School in 2012, but continued in her department in an academic capacity until 31 January 2018.

95 Also see Chapter 3.2.1: Students: Historical overview.

96 A similar programme for students experiencing serious personal and/or academic challenges had already been in existence in the School of Medicine since 2001.

97 At a later stage, the departments of Nursing Science and Radiographic Sciences received similar funds.

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Examples were the School of Health Care of the Blekinge Institute of Technology, Karlskrona, Sweden, the Department of Nursing Science of the Jönköping University, Sweden, and the Faculty of Health of the Birmingham City University, United Kingdom. Further international collaboration took place with universities in Sweden, St John's University in New York City, USA, and the University of Ghent and the Sint Lieven Hogenschool in Belgium. Collaboration with several sub-Saharan countries also grew in the respective disciplines in the SHCS.

Community engagement

All the departments in the School had a strong ethos of, and were intimately involved in community-based education, which was a core element of all the courses offered by the respective disciplines of the School. The extent to which the SHCS was committed to developing community-based education in all the relevant courses offered was illustrated on 4 September 2009 when the School held its first Multidisciplinary Day. Final-year students from the various departments presented research or community-based projects that were implemented during their final year of study.

Diversity

Employment equity in the SHCS improved steadily through the decade under review. By 2009, 49 (65%) of the members of the academic and administrative staff were white, while 27 (35%) were black. The composition of the student body also improved, but this was slower than anticipated. The limited supply of applicants with acceptable Grade 12 results could have influenced this outcome.

Prof Tania van Rooijen, Chairperson: School of Health Care Sciences

4.5.3.2 DEPARTMENT OF HUMAN NUTRITION

The initial Division of Human Nutrition that had been established in the Faculty of Medicine in 1994[98] was incorporated into the SHCS in 2001 and subsequently officially received departmental status in 2006. This was prompted by the national scenario with regard to the independency of the disciplines of nutrition and dietetics, as well as the established functioning (academically and administratively) of the Division of Human Nutrition. The Division of Human Nutrition added value to other degree programmes through its teaching inputs. Both the initial division and the subsequent Department of Human Nutrition were headed by Ms GJ (Gerda) Gericke during the period under review.

To keep pace with change and the demands of the time, and also to train dietitians to be internationally competitive and to have locally relevant skills, the BDietetics curriculum was profoundly revised twice (first from 1998 to 2000 and again from 2008 to 2010). Revisions were tested against relevant stakeholders, taking into account the training requirements of the Professional Board for Dietetics. In line with all the other courses offered in the Faculty of Health Sciences, the curriculum was characterised by a problem-based approach to learning, lateral and vertical integration, as well as early and continuous relevant exposure and training in clinical platforms (at all health care levels, in private and/or government institutions).

The undergraduate degree programme was assessed by the Professional Board for Dietetics in 1998 and 2005, which submitted very positive evaluation reports on both occasions, commending the Department on the quality of its training.

Postgraduate training in dietetics (MDietetics) presented a choice between a coursework programme and a research-based programme. The MDietetics degree by coursework was revised in 2005/06. The revised curriculum, which allowed for specialisation in training and learning, was implemented in 2008.

Interdisciplinary education

One of the highlights of teaching that merits special mention is the interdepartmental cooperation with other departments in the Faculty of Health Sciences. Teaching in Nutrition (presented by the Department of Human Nutrition) in the MBChB curriculum, in the MSc (Sport Medicine) programme, and in the School of Health Systems and Public Health (SHSPH) became more prominent than ever before. A postgraduate module in Applied Nutrition was developed as part of a multi-professional Web CT-driven training programme in Early Childhood Intervention. Interdisciplinary research was also successfully established. Undergraduate and postgraduate research was presented annually on Faculty Day. Interfaculty collaboration with Sport Sciences (nutrition teaching and research) also became well established. Close collaboration existed with the Centre of Nutrition in the Faculty of Natural and Agricultural Sciences for postgraduate teaching and supervision purposes. The Department was also actively involved in the establishment of an Institute of Food, Nutrition and Wellbeing as one of UP's new institutional research themes.

Internationalisation and research

By 2001, close ties had been forged in the period since 1994 with colleagues at other universities, nationally and internationally, especially through reciprocal external examination at both undergraduate and postgraduate level. This cooperation was strengthened by receiving academics and colleagues as guest lecturers in the Department. A Memorandum of Understanding existed with the Catholic University College Ghent in Belgium. This allowed for limited cross-country internship training for undergraduates of the two institutions. Prior to 2001, the Department had been part of a consortium of South African universities that successfully completed contract research on the food consumption of South African children under nine years old. In 2005, this same consortium monitored the impact of the food fortification programme.[99] Together with the Centre of Nutrition in the Faculty of Natural and Agricultural Sciences, the Department embarked on a national project to examine the nutritional value and water use of indigenous crops for improved livelihoods,commissioned by the Water Research Commission (WRC) in 2005. UP was the lead organisation, with the Tshwane University of Technology (TUT), the Agricultural Research Council (ARC) (Roodeplaat and Irene) and the Medical Research Council (MRC) as collaborating institutions. A new WRC contract was later signed, in which the Department of Human Nutrition was the lead department, together with the same collaborators.

Community engagement

Community outreach programmes formed part of undergraduate training. This included formal community-based education and academic-service learning at Hammanskraal and at the Daspoort Polyclinic, as well as community engagement activities in collaboration

98 This followed when the former Division of Dietetics of the Department of Consumer Science in the Faculty of Natural and Agricultural Sciences was transferred to the former Faculty of Medicine in 1994.

99 The National Food Consumption Survey – Food Fortification Study (NFCS-FB), of which a comprehensive report was submitted to the national Department of Health towards the end of 2008.

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with non-governmental organisations. Community engagement was well established over time and contributed significantly to the academic visibility of the Department, while empowering and uplifting communities.

Staff members were involved in various professional associations, as well as in the journal of the Association for Dietetics in South Africa (ADSA). They served on the national and local management and on the editorial panel of this association, as well as on the Professional Board for Dietetics.

Recognition of the continuing professional development (CPD) of the academic staff members was maintained by regularly attending and actively participating in congresses, departmental journal clubs and other academic discussions.

4.5.3.3 DEPARTMENT OF NURSING SCIENCE

The Department of Nursing Science, which was headed by Prof NC (Neltjie) van Wyk during the period under review,[100] prided itself with the number of experts it produced during this period. Several senior staff members, who left UP during the period, were appointed in senior positions in the nursing professions nationally and internationally. By 2009, the following senior members of staff had obtained their PhD degrees: Dr T (Tanya) Heyns, Dr R (Ronell) Leech, Dr CM (Carin) Maree, Dr MD (Doriccah) Peu and Dr E (Elsie) Janse van Rensburg.

Highlights

- Lecturers and students from the Department took part in the Linnaeus Palme Exchange Programme between the Blekinge Institute of Technology and the University of Pretoria in 2002.
- For the first time in the history of the Department, in 2005, BCur students were given the opportunity to select elective modules during the last six months of their training with the aim of assisting them to bridge the gap between the student phase and that of being a qualified professional nurse. The students could choose between Surgical Nursing, Medical Nursing, Community Nursing and Midwifery.
- The University of Pretoria branch of the Tau Lamda Chapter-at-large[101] received the Purple Cord Award for being the best organised branch at the association's annual meeting held in Accra, Ghana, in August 2005. The award was considered to be the highest award of the Chapter.
- In cooperation with the Mpumalanga Department of Health, the Department of Nursing Science was involved in the training of professional nurses in physical assessment, treatment and care (primary health care) at clinics in rural areas of Mpumalanga.
- Although the BCur I et A (non-clinical) course had been presented by a combination of contact classes and distance learning modules at the Nelspruit learning centre up to 2006, this was changed in 2007 to the full programme being presented there by means of contact classes. As this project was later assessed not to be cost effective, it was subsequently terminated.
- The Department instituted a module in Integrated Healthcare in the BCur programme in 2008. The module entailed addressing principles of traditional healing, as well as other alternative healing modalities.
- Under the leadership of Prof NC van Wyk and Prof E (Elsie) van Aswegen, the staff of the nursing departments of the University of Pretoria and the University of Limpopo (Medunsa Campus) jointly wrote a proposal and managed to secure a grant of R28.8 million from the Elma Foundation for the Community-orientated Nursing Education for Women and Child Health Project. It was started in 2009.

Research

Staff members identified seven focus areas for the Department's research programme from which postgraduate students were expected to choose their research topics.[102] Research papers were presented at national and international scientific meetings and 32 articles were published in accredited journals between 2001 and 2009.

Community engagement

During the period under review, the Department was involved in several community outreach programmes, which included the following:

- The Health Education for the Royal Bafokeng (HERB) project was a collaboration between UP, the Royal Bafokeng Administration and Netcare. It was aimed at empowering the people of Phokeng through health education on nutrition and basic hygiene, and to explore indigenous knowledge on nutrition and the use of herbs to promote health.
- Dr MD Peu was involved in a health education programme on HIV/Aids awareness, which was implemented in schools in Hammanskraal. The training of traditional healers in primary health care took place at the Majaneng Clinic.
- Members of the Department of Nursing Science, Continuing Education at University of Pretoria Trust (CE at UP) and Medi-Clinic agreed to offer short courses to the employees of Medi-Clinic in Clinical Nursing.
- In 2006, a project called "Building nursing and midwifery in East Africa" was initiated, in which the Department of Nursing Science collaborated with four other Southern African universities (University of KwaZulu-Natal, University of South Africa (Unisa), University of Botswana and University of North West) and four East African universities (Moi University, Eastern Africa University, Nairobi University and Muhimbili University) in a project aimed at developing and presenting master's degree programmes in Clinical Nursing Science at the universities in East Africa. Funding was obtained from the New Partnership in Africa's Development (NEPAD) in 2009. The project was later extended to the Democratic Republic of the Congo, Niger and Rwanda.
- During the period under review, a committee of specifically identified staff members fulfilled the role of planning and presenting the annual celebration of Heritage Day to make staff and students of the Faculty of Health Sciences aware of the richness of South Africa's cultural heritage.

100 She served as Head of Department from 2000 to 2010. In 2010, Prof FM (Mavis) Mulaudzi returned to the Department when she was appointed as the new Head of Department.

101 All departments of Nursing Science that belonged to the Tau Lamda Chapter-at-large were annually evaluated regarding their contributions to the activities of the Chapter.

102 The Department of Nursing Science had the following research focus areas: improving the practice of neonatal intensive care nursing, integrative nursing in South Africa, transcultural gerontology nursing, aspects that contribute to optimum working conditions in nursing practice, improving the health of the community, quality in critical care, mentorship and nursing education, and women's health.

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4.5.3.4 DEPARTMENT OF OCCUPATIONAL THERAPY

During the period under review, the Department was headed by Ms I (Imme) Shipham (2001–2003), Ms AE (Annelize) Kruger (acting in 2004) and Prof MS (Margot) Graham (2005–2009). Even though the Department of Occupational Therapy had been part of the former Faculty of Medicine from 1983 (thus well before 2001), it had never been housed in the same facilities as any of the other departments of the School or even the Faculty as a whole. Due to limited physical facilities on the Prinshof Campus, Occupation Therapy students regularly had to walk significant distances between the buildings of the SG Lourens Nursing College (where the Department had been housed) to the buildings across the street on the Prinshof Campus to attend lectures offered by other departments housed all over that campus. Fortunately, this situation was resolved in 2007 when the School of Medicine moved into its new facilities in the New Pretoria Academic Hospital (NPAH),[103] whereafter all the departments of the School of Health Care Sciences (SHCS) could be housed together in the HW Snyman Building on the Prinshof Campus.

UP Health Sciences students during a practical training session in the Skills Laboratory of the Faculty of Health Sciences.

Highlights

- During the period under review, the Department underwent major changes. In line with all the courses offered in the Faculty of Health Sciences, the undergraduate Occupational Therapy curriculum also underwent modification, renewal and development to form a new, integrated curriculum, which followed a problem-based approach, It contained several community-based modules, and was introduced to the second-year students of 2002.
- In 2004, the Department celebrated its Occupational Therapy Jubilee, representing 50 years of training Occupational Therapy students in Pretoria, and 21 years of presenting the degree course at UP.
- Prof MS Graham received the first PhD in Occupational Therapy at the University of Pretoria in November 2004.
- In July 2007, the Department moved from the SG Lourens Building to the HW Snyman South Building on the Prinshof Campus, where excellent classrooms and skills laboratories provided for their occupational-specific needs.
- The Department was positively reviewed by the Health Professions Council of South Africa (HPCSA) for accreditation as a training centre in 2007.
- The 31st National Occupational Therapy Congress was held at the University of Pretoria in 2007. Prof MS Graham and senior staff members of the Department, together with Prof A (Alfred) Ramakumba and Ms A (Anna) Lesunyane of the Department of Occupational Therapy of the University of Limpopo (Medunsa Campus), were responsible for the scientific programme of the congress. Six staff members delivered papers and two staff members presented workshops.
- In August 2008, a symposium, Health and Wellness at the Workplace, was hosted as part of the University's Centenary Celebrations.
- In November 2008, the Department initiated international collaboration with the University of Gothenburg in Sweden as part of a Linneaus-Palme agreement between the two universities. The Department received two representatives from the University of Gothenburg to plan the establishment of the International Exchange Programme funded by the Swedish International Development Cooperation Agency. In June 2009, Prof MS Graham and Ms TL (Tanya) Buys visited the staff at Gothenburg to discuss the lecturer and student exchange programmes for 2010.
- The objectives for the collaboration were student exchange, lecturer exchange and collaborative research.

Research

Various national collaborative research projects were undertaken during the period under review:

- In 2007, Ms JMF (Daleen) Casteleijn worked in collaboration with Dr H (Hennie) Loubser on the South African Database for Functional Medicine with regard to outcomes research in the public sector. Proposals were developed for the European Union and the Department of Health for studies to measure outcomes in home-based, acute, sub-acute and long-term care.
- In collaboration with Trans 50, Ms AM (Annemie) du Plessis conducted a needs assessment survey in 2007 for aged people in institutions. She also acted as a specialist consultant for the Department of Public Works and the African Union on a project to make South African courthouses accessible to all citizens.
- During the period under review, one PhD and 22 master's degrees were awarded. Furthermore, 81 students received the Postgraduate Diploma in Vocational Therapy and 67 students received the Postgraduate Diploma in Hand Therapy.

103 This became known as the Steve Biko Academic Hospital in 2008.

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Community engagement

The overall aim of the community-based services during the students' final-year community placements was to render a valuable contribution by collaborating with community members and structures. Contributions made included the following:

- The health and wellness of the population and certain groups in an identified area
- The optimal function and participation in society by people with disabilities by means of community-based rehabilitation programmes
- As one of many resources, developing the community by providing training so that communities could address their own issues
- The facilitation of the personal development and social responsibility of the abovementioned students through reflection (individual, in small groups and with partners)

Students were not merely visitors or volunteers, but practised their professional role by offering a meaningful service, in line with community strengths and challenges, based on reciprocal partnerships (with other medical team members, community organisations, civic society structures and public services).

Students' service learning took place in Hammanskraal (North West) and in Witbank (Mpumalanga). In April 2009, the Department extended its service learning programme when a new clinical placement was developed on the Mamelodi Campus.

4.5.3.5 DEPARTMENT OF PHYSIOTHERAPY

The Department was headed by Dr AJ (Tania) van Rooijen during the period under review. In May 2004, she achieved professorial status.

Highlights

- A need for a student mentoring programme was identified in 2006. Ms C (Corné) Nel initiated a peer mentorship programme in the Physiotherapy Department, which was expanded to include all the other departments of the School in 2008.
- A collaborative e-learning project for the teaching of clinical conditions was initiated with the University of the Witwatersrand and the departments of Physiotherapy and Occupational Therapy of both universities in 2008. It was co-ordinated by Dr CA (Carina) Eksteen. The programme was based on blended learning principles.
- During the period under review, the intake of undergraduate students was enlarged from 40 to 50 students per annum. The pass rate remained constant at above 93%. The diversity profile of the student body improved noticeably.
- There was also an increase in the number of research master's students from 22.2% in 2005 to 40% in 2008. The throughput of these students (professional part-time physiotherapists) improved from 5.25 years from 2005 to 2007 to 4.25 years from 2006 to 2008.

Research

During the period under review, several academic members of staff attended national and international subject-related conferences, congresses and workshops to present research findings in their fields of expertise:

- In June 2003, Dr CA Eksteen, Dr AJ van Rooijen, and Ms DJ (Joyce) Mothabeng delivered papers at the Congress of the World Confederation of Physical Therapy in Barcelona, as well as at a subsequent workshop on Physiotherapy education in Valencia, Spain. Six lecturers of the Department attended and delivered papers at the 2007 congress of the same confederation in Vancouver, Canada.
- Ms DJ Mothabeng attended the Workshop of the Association of Medical Educators in Europe in Bern, Switzerland, in 2003, and presented papers there. She also attended congresses in Lusaka (Zambia) and Estoril (Portugal), and the Third International Congress of Evidence-based Teachers and Developers in Taomi (Italy) in 2004, and presented papers at these congresses. She delivered two papers at the Sixth Congress of the African Region of the World Federation for Physical Therapy in Dar Es Salaam (Tanzania).
- At the end of 2004, Prof AJ van Rooijen received a merit award for a scientific publication at the Gala Evening of the Faculty of Health Sciences.
- In 2008, Prof AJ van Rooijen attended an international workshop on the International Classification of Functioning, Disability and Health in Bonn (Germany).
- The Department established the Comprehensive Physical Rehabilitation Research Centre in 2008. By 2009, the Centre had recruited three PhD students and three master's students.
- During the period under review, grants for research were received from the National Research Foundation (NRF), the Medical Research Council (MRC) and the South African Sugar Association.

Community engagement

The Department expanded its community engagement activities to areas such as Daspoort, Eersterust and Witbank. Apart from health care to patients in clinics and by means of home visits, health promotion and health education were also addressed. Social marketing and the implications of language and health literacy were also part of the service-learning programme of the Department's students. A community outreach programme that was conducted in collaboration with Wheels4life generated R100 000 to provide five people with specialised wheelchairs, two of whom were children.

4.5.3.6 DEPARTMENT OF RADIOGRAPHIC SCIENCES

During the period under review, the Department was headed by Ms GA (Annarie) Hugo.[104] The Department recorded several highlights during this period.

Highlights

- In 2001, the Department witnessed the introduction of a new curriculum, which catered for specialisation in Radiation Therapy and Nuclear Medicine at undergraduate level as from the second year of study, as well as at postgraduate level. This curriculum was in line with the curricula that were being followed nationally and internationally.
- In 2003, the Department hosted the Seventh Gauteng Radiography student seminar, in collaboration with the former Wits Technikon, the Medical University of South Africa (Medunsa) and Pretoria Technikon. This event saw UP walk away with half of the prizes (mostly in research categories).

104 The national Department of Education approved the establishment of the Department of Radiographic Sciences in 1998, and in 2000, Ms GA Hugo was appointed as the first Head of Department (initially in an acting capacity).

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- The Department increased its master's throughput and graduated its third master's student in 2004, followed by another one in 2006.
- In 2005, the Radiation Therapy programme was revised from a one- to a two-year programme. The undergraduate Radiation Therapy and Nuclear Medicine programmes were terminated in 2005.
- In 2007, the staff complement of the Diagnostic and Radiation Therapy programmes increased with the addition of three staff members, bringing the total number of staff members to seven. This enabled the Department to increase its intake of honours students from an average of five per year to 10. The formation of the Radiography Alumni Club and hosting of the Radiography Day celebration in 2008 were further benefits that emanated from this new staff development.

Research

Due to limited research expertise, the Department had limited research activities and outputs during the period under review. However, a concerted effort was made to nourish a research ethos among its students, which led to 43 unpublished mini-dissertations produced by honours students during this period, as well as two peer-reviewed publications that resulted from the master's programme.

Community engagement

As radiographic sciences was in essence a technical profession at the time, students were required to be up to date with the ever-changing technology of the industry.

The Department prided itself with the long-standing service learning collaboration with several academic hospitals, such as the New Pretoria Academic Hospital,[105] Tshwane District Hospital, Witbank Hospital, Little Company of Mary, Wilgers Hospital, Pretoria-West Hospital and Kalafong Hospital.

Academic-service learning was extended in 2008 to include private hospitals, whereby students were exposed to the different levels of the health care system.

By the end of the period under review, the Department was paying special attention to community engagement initiatives by hosting at least one health day celebration each year.

105 This became known as the Steve Biko Academic Hospital in 2008.

4.5.4 SCHOOL OF HEALTH SYSTEMS AND PUBLIC HEALTH

4.5.4.1 OFFICE OF THE DIRECTOR/ CHAIRPERSON

Initially, the School of Health Systems and Public Health (SHSPH) was established in the former Faculty of Medicine at UP in 1998 in an effort to achieve greater national and continental relevance and international excellence. Throughout the period under review, its small team of core staff continued to innovate to attain the SHSPH's vision of inspiring public health excellence in Africa,[106] and to achieve its mission of promoting health, health systems and public health[107] through education, research, community engagement, consultancy and advocacy. This direction was in line with the University's strategic plan, which focused on academic excellence, international standards, partnerships, community engagement and transformation. Transformation was reflected within the School in its teaching and through the transformative nature of its services, research and consultation.

Prof CB (Carel) IJsselmuiden, who had been Director of the SHSPH in the former Faculty of Medicine prior to the establishment of the new Faculty of Health Sciences, continued to head the School in this capacity until the end of 2003. Prof K (Kuku) Voyi was appointed as the first Chairperson of the School in 2004 and served in this capacity until April 2010.[108]

The SHSPH was predominantly a postgraduate school, with its Department of Community Health coordinating an undergraduate medical programme that ran as a "golden thread" through the entire six-year MBChB course. Prof BV (Brendan) Girdler-Brown served as Head of Department until the end of 2003. He was succeeded by Prof J (John) Matjila, who was appointed Head of Department in June 2004. He served in this position until the end of the period under review. Students came from a wide variety of professional backgrounds, but all had a common characteristic: their work had an impact on health and the national health care system. The School's core offering was its unique modular master's and diploma programmes, allowing full-time or part-time study, as well as a choice of specialisation in a field of the discipline.

These specialisations were referred to as tracks,[109] according to which the School's programmes were presented. In 2001, the following tracks were established:

- Health Measurement, headed by Prof CB IJsselmuiden
- Health Management, headed by Prof E (Eric) Buch
- Occupational Health, headed by Dr F (Fiona) Robinson
- Environmental Health, headed by Prof CB IJsselmuiden and Prof K Voyi
- Communicable Diseases, headed by Prof BV Girdler-Brown

These tracks further developed over time. By 2009, they were as follows:

- Epidemiology and Biostatistics, headed by Prof J Matjila
- Health Policy and Management, headed by Prof E Buch
- Environmental and Occupational Health, headed by Prof K Voyi
- Disease Control, headed by Dr B (Bernice) Harris
- Health Promotion, headed by Dr K (Kirstie) Rendall-Mkosi

Modules were generally extended over one academic week, with pre-reading and post-module assignments. All master's students had to complete a required set of core modules covering the breadth of public health, and to complete the remaining half of their credits in disease prevention and control, environmental and occupational health, health management sciences, health measurement sciences, health promotion or monitoring and evaluation. The School also offered research master's degrees and doctorates.

Research

The SHSPH was successful in establishing research focus areas that attracted South African funding

106 The School had been the brainchild of Prof CB (Carel) IJsselmuiden, its first director.

107 Public health was regarded as one of the endeavours organised by society to protect, promote and restore people's health; thus, to reduce incidents of disease, premature deaths, disease-produced discomforts and disability in the population.

108 Prof C (Tiaan) de Jager was elected as Chairperson of the SHSPH in May 2010.

109 The use of the term tracks was intended to be the interim names for future departments in the School.

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agencies, as well as international partnership opportunities. These focus areas included a multi-sectoral approach to substance abuse, chemical exposure and health impacts, and health policy and management. The following highlights can be identified:

- **Multisectoral approach to substance abuse:**
  A health childbearing programme was undertaken together with the Medical Research Council (MRC), the University of Cape Town (UCT), the Human Sciences Research Council (HSRC), the South African National Cancer Association (SANCA) and Dopstop in Stellenbosch. This was a three-year intervention project to develop a model to prevent foetal alcohol syndrome and alcohol-related birth defects by preventing exposure to alcohol. The study was funded by the Centers for Disease Control and Prevention in the USA.

- **Chemical exposure and health impacts:**
  Many man-made chemicals that occur in the environment are known to interact with the development and functioning of endocrine systems in wildlife and humans. These chemicals are known as endocrine-disrupting chemicals (EDCs) and have potentially devastating health effects. South Africa was one of only a few countries still using the organo-chlorine pesticide, DDT, for malaria vector control. DDT was also one of the persistent organic pollutants (POPs) researched by this group. Research was not limited to EDCs and POPs, but included air quality and occupational exposure to environmental chemicals of interest to South Africa and the African continent. Various epidemiological and toxicological studies were done, funded, among others, by the MRC, the National Research Foundation (NRF) and the Water Research Commission (WRC).

- **Health policy and management:**
  The SHSPH was selected to be the African partner in a survey of sub-Saharan African medical schools. The survey was the quantitative component of the Sub-Saharan African Medical Schools Study (SAMSS). Led by a team from George Washington University, the study was funded by a grant from the Bill and Melinda Gates Foundation. The results of the SAMSS were published in *The Lancet online* on 11 November 2010. The survey provided an evidence-based understanding of the current status, trends, capacity-building needs and retention opportunities of African medical schools, gathering information from the deans or their nominees from 105 medical schools (with a 70% response rate). It provided valuable information for efforts to strengthen and upscale medical training capacity in Africa. The track also provided the scientific lead for the Global Health Initiatives (GHIs) in Africa's INCODEV project, funded by the European Union. This looked at the impact of GHIs in Africa and emerged with a number of recommendations to advance health programmes on the continent. Other contract research was also performed, such as a study on medical scheme boards for the Medical Schemes Council.

In the period under review, the staff of the SHSPH continued to innovate to attain the vision of inspiring public health excellence in Africa.

Community engagement

The nature of the School's research was often a form of community engagement for the SHSPH, as its work was rooted in the community. The Minister of Health appointed staff to a number of statutory health bodies and to serve on health-related boards and trusts, as well as other public bodies. Staff were commonly requested to support community organisations, and were invited as experts by the World Health Organisation (WHO) and as speakers at major national and international events.

Some major community engagement projects included the following:

- The New Partnership for Africa's Development (NEPAD) was launched in 2002 by the African Union (AU) heads of state as its initiative for development on the continent from 2002–2010. The School served the health advisor function of NEPAD. Among its contributions was being the core writer for the NEPAD Health and AU Health Strategies, being one of six in the international team that established the Global Health Workforce Alliance and starting the continental Medicines Registration Harmonisation Initiative.

- The Health Emergencies in Large Populations (HELP) course, offered with the International Committee of the Red Cross, was presented annually at the School. It equipped professionals to manage, design and deliver services that were more efficient, effective and dignified in emergency situations.

- A long-standing partnership continued with the Measure Project of the University of North Carolina, Chapel Hill, USA, to offer scholarships for the School's Master of Public Health to students from sub-Saharan Africa, concentrating on monitoring and evaluation. The scholarships were sponsored by the United States Agency for International Development (USAID) and the objective was to build capacity and increase the number of public health professionals in Africa.

- In 2002, the SHSPH was awarded a grant from the National Institutes of Health for increasing the Ethics Competence of Health Researchers. This led to the establishment of the South African Research Ethics Training Initiative (SARETI).

- The School hosted the Seventeenth Annual Conference of the International Society for Environmental Epidemiology (ISEE) in Johannesburg, South Africa, in September 2005. The conference was co-hosted by the MRC and the University of Johannesburg.

- The School hosted the international AfriHealth Conference in June 2007. This was the culmination and final product of the AfriHealth project, sponsored by the Rockefeller Foundation.

- The School ran a number of short courses, especially in Health Policy and Management, through Continuing Education at University of Pretoria Trust (CE at UP). It also received a grant to run a five-cohort programme to train mid-level health managers from Southern African Development Community (SADC) countries who had never received management training.

The SHSPH relocated from the premises of the Council of Scientific and Industrial Research (CSIR) to the Prinshof Campus in December 2007, providing better integration with the Faculty. The move also enabled the School to establish dedicated laboratories for air quality, toxicology and EDCs, which expanded the scope for training and research at the School.

Prof Eric Buch, Acting Chairperson:
School of Health Systems and Public Health

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4.5.5 SCHOOL OF MEDICINE

4.5.5.1 OFFICE OF THE CHAIRPERSON

The Faculty of Health Sciences comprised four schools, of which the School of Medicine was the largest. The interaction between the School of Medicine and the Faculty of Health Sciences was quite seamless as the Faculty was supported by the strong school model.[110] Prof BG (Gerhard) Lindeque was appointed as Chairperson of the School of Medicine in July 2001 and remained in this position until well beyond 2009.

The School's programme offering included the undergraduate MBChB, the postgraduate MMed,[111] BSc Hons, MSc, PhD and MD degrees, as well as a shared BSc or BSc (MedSci) degree, presented together with the Faculty of Natural and Agricultural Sciences.[112]

Since its inception in July 2001, the School of Medicine was managed by means of a committee structure. Its Executive Committee met once a week. The other committees were the Finance Committee, the Undergraduate and Postgraduate Programme committees, the Readmission Committee and the Impaired Students Committee. These committees all met regularly under the chairmanship of Prof BG Lindeque.

Specific innovations included the establishment of examination moderation committees that met after each examination cycle, where all the marks obtained by the relevant students in all the blocks were discussed and ratified.[113]

A comprehensive student support structure was developed to address the needs of identified students. This comprised several elements: peer mentors with a senior staff member as chief mentor, and tutors (in the same structure), medical and psychiatric/psychological support for referred students, and the representation of students on the academic programme committees.

By 2002, the new MBChB curriculum[114] had been fully phased in with the first group of students graduating at the end of that year. Throughout the period under review, the MBChB Curriculum Committee[115] continued to monitor the further implementation and development of the curriculum, which had become a flagship programme of the School.

The MBChB was the largest programme in the Faculty with an annual intake of 220 students at the beginning of the period under review. Towards the end of the period, this number grew to 240 students as UP had agreed to train five students each from Botswana, Namibia and Mauritius under an agreement with the Southern African Development Community (SADC), as well as five students from the South African Military Health Service. All programmes in the School of Medicine received accreditation from the Health Professions Council of South Africa (HPCSA).

The selection process for first-year medical students was continuously refined and regularly presented to Parliament by the Dean of the Faculty during the period under review. It also received coverage in national news media. The number of applicants reached several thousand each year, of which, unfortunately, only the number accredited by the HPCSA could be accommodated.

Clinical training took place with a number of partner organisations, of which the Gauteng Department of Health was the most prominent. The hospitals and facilities of the Gauteng Department of Health included the New Pretoria Academic Hospital (NPAH),[116] Kalafong Hospital, Tshwane District Hospital,[117] as well as several clinics and the shared use of other facilities, of which Weskoppies Hospital[118] was the most notable. Other hospitals included the Witbank, 1 Military, Pretoria-West and Jubilee hospitals. The School's Pathology disciplines were organised under the auspices of the National Health Laboratory Services (NHLS) after April 2002.

Prof Gerhard Lindeque, Chairperson: School of Medicine

4.5.5.2 DEPARTMENT OF ANAESTHESIOLOGY

Prof JM (Johan) Hugo had served as Head of Department since 1989. He was also the Clinical Head of the Pretoria Academic Hospital. Upon his retirement at the end of 2002, he was succeeded by Prof JLA (Arthur) Rantloane on 1 February 2003. Prof JM Hugo continued to serve the Department in a teaching capacity until he retired after a two-year contract period.

The Department's commitment to teaching and training at undergraduate and postgraduate level continued unabated throughout the period under review, with a consistent output of specialists that compared favourably with other training centres. It also achieved consistently high ratings for the undergraduate programme. The specialist training programme took on an increasingly national (even international) flavour as trainees successfully took to testing themselves against the national examinations offered by the Colleges of Medicine of South Africa (CMSA).

Similarly, there was a significant improvement in the national profile of the Department with more and more specialist staff members participating as lecturers in national and some international scientific meetings. The election of some members of staff to national and international positions of leadership increased the Department's external stature.

Prof JLA Rantloane was elected President of the South African Society of Anaesthesiologists (SASA), and Prof PJHL (Pierre) Fourie, Head of the Kalafong Clinical Department, was elected as the Society's Honorary Secretary. During this period, Prof JLA Rantloane was also elected President of the College of Anaesthetists, as well as Regional President for Africa and the Middle East, Constitution Committee Chairman and member of the Executive Committee of the World Federation of Societies of Anaesthesiologists (WFSA).

The Department convened two national congresses of the Anaesthesiology Association during the period under review. Prof PJHL Fourie provided leadership as Congress Chairman at both meetings.

110 As mentioned previously, in a strong school model, the respective chairperson and academic departmental heads in a school were responsible for curriculum development and the academic programmes in the relevant school.

111 Postgraduate students in specialist clinical training are referred to as registrars.

112 Human Physiology and Anatomy could be taken in combination with other biological and medical sciences courses in five different BSc or BSc (MedSci) degree courses.

113 The heads or representatives of all the respective departments, who had been involved in the relevant examination cycle, attended these meetings.

114 The new MBChB curriculum was a six-year, full-time study programme. The integrated outcomes-based, problem-oriented programme consisted of theoretical academic blocks, special activity blocks (SAs) and clinical rotations during the last 18 months, referred to as the Student Intern Complex (SIC). The programme took place in selected clinical settings.

115 Students had input in the development of the new curriculum by means of weekly meetings attended by class representatives from each year of the MBChB course, who were active members of the Curriculum Committee.

116 The NPAH became known as the Steve Biko Academic Hospital (SBAH) after 2008.

117 This was a new regional hospital formed in the facility of the Old Pretoria Academic Hospital, subsequent to the move to the New Pretoria Academic Hospital/Steve Biko Academic Hospital.

118 This was the main psychiatric hospital in Gauteng North.

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A notable highlight of 2008 was the hosting by the South African branch of the Association of the World Congress of Anaesthesiologists in Cape Town. This was the first time in the 50-year history of the World Congress that it had been held on African soil. Prof JLA Rantloane formed an integral part of the Organising Committee.

With the move of the former Pretoria Academic Hospital to new premises in April 2006,[119] the Department had to completely rethink how service and training would be delivered. This brought about a significant improvement as the previous unconventional service platform had required a much wider distribution of the already constrained personnel resources. The service platform project was delivered successfully.

Three senior lecturers achieved adjunct professorship status during the period under review, with one also completing a prestigious Cardiac Anaesthesia Fellowship at Melbourne University. This achievement further raised the Department's profile in this specialised field. Difficult airway management was developed as a specialised field of expertise, resulting in the Department contributing two of the nationally recognised experts in this area of clinical patient care.

4.5.5.3 DEPARTMENT OF ANATOMICAL PATHOLOGY

The Department of Anatomical Pathology was headed by Prof L (Leonora) Dreyer during most of the period under review. She was succeeded by Dr M (Melanie) Louw in an acting capacity in 2009. Other senior members in the Department included Dr GH (Gerhard) Davel and Dr JE (Ernst) Dinkel. As a prominent department of the University of Pretoria Institute of Pathology (UPIP), it was also transferred *in toto* to the National Health Laboratory Services (NHLS) in 2002. The Department fulfilled the functions of training, research and service delivery throughout the period under review.

4.5.5.4 DEPARTMENT OF ANATOMY

Throughout the period under review, the Department of Anatomy was not only committed to being a national and international leader in education and research in Anatomy, but also to the development of its staff. Prof JH (Jan) Meiring served as Head of Department throughout the period under review.[120]

The Department was involved in the teaching of undergraduate and postgraduate students in the health sciences, which included prospective and qualified doctors, dentists, physiotherapists, occupational therapists, radiographers, nurses, dieticians and oral hygienists, as well as students in the Bachelor of Clinical Medical Practice programme that was implemented in 2008/09. It therefore taught approximately 1 500 students annually. The Department was also involved in the BSc (Medical Sciences) programme of the Faculty of Natural and Agricultural Sciences. This programme produced 245 graduates over the period under review. As from 2009, these students were permitted to combine Anatomy with Genetics and Pharmacology as undergraduate subjects, which contributed to an increase in postgraduate students in these fields, as well as in Anatomy. During the period under review, students and staff members obtained 25 MSc and 13 PhD degrees specialising in Clinical Anatomy, Forensic Anthropology and Cell Biology.

By 2009, the Anatomy Department had 38 staff members (15 academic, three administrative and 20 technical members of staff). It was divided into three sections: Clinical Anatomy (headed by Prof MC (Marius) Bosman), Histology and Cell Biology (headed by Prof MJ (Megan) Bester), and Physical Anthropology (headed by Prof M (Maryna) Steyn) in 2009.

Several facilities of the Department were renovated during the period under review with funds provided by the University of Pretoria and the national Department of Education. These included the Cell Culture Laboratory in 2008 and the Embalming and Dissection Facilities in 2009.

Research remained a priority during the period under review, with over 200 scientific publications in peer-reviewed journals. By 2009, the Department had been placed first in the Faculty in terms of research outputs in 2004, 2005, 2006, 2008 and 2009, and second in 2003 and 2007. Two staff members obtained National Research Foundation (NRF) ratings: Prof M Steyn (C1) and Dr EN (Ericka) L'Abbé (Y2).

In addition to their academic involvement, staff members were also actively involved in community-based and continuing education activities. These included the presentation of external courses in Human Anatomy, Applied Clinical Anatomy, Forensic Anthropology and Medical Education. Various staff members were involved in the writing of Afrikaans and English textbooks on a range of subjects, including human histology, human anatomy, neuro-anatomy, embryology, dissection guides, and terminology in medical and veterinary sciences. Several staff members served on Postgraduate Protocol committees, as well as Animal and Human Ethics committees. Some staff members also served as external examiners, NRF evaluators and reviewers for national and international scientific journals.

The Forensic Anthropology Research Centre (FARC) was launched in 2008 with Prof M Steyn as Director. The Centre conducted research and consulted on human remains in forensic and archaeological contexts. The mission of FARC was to produce research of an international standard on all aspects regarding the recovery and study of human skeletal remains, as well as to provide professional anthropological and archaeological services. Furthermore, it was to contribute to the education and training of the private and formal sectors, graduate students and professionals in the fields of anthropology, archaeology and law enforcement. Members of this centre regularly consulted the South African Police Service (SAPS) on decomposed human remains found in forensic contexts. FARC also assisted the South African Heritage Resources Agency (SAHRA) to investigate human remains of archaeological origin, which had been reported to SAPS as forensic cases.

The Applied Morphology Research Centre (AMRC) was also established in 2008, with Prof E (Resia) Pretorius as Director. Research focus areas included anti-inflammation, burn wounds, platelets and ad hoc morphology.

During the period under review, the Department paid a sad farewell to three prominent staff members who had passed away: Dr SR (Susan) Löth in 2002, Prof JM (Hanno) Boon in 2004 and Prof GP (Jors) Loots in 2007. Each had been highly respected in their fields of expertise: anthropology, clinical anatomy and histology, respectively.

4.5.5.5 DEPARTMENT OF CHEMICAL PATHOLOGY

Prof WJH (Hayward) Vermaak was appointed as Head of Department on 1 January 1989. When he retired at the end of 2007, leadership of the Department was taken over by

119 Known then as the New Pretoria Academic Hospital, and renamed the Steve Biko Academic Hospital in 2008.

120 Prof JH Meiring had initially been appointed Head of Department in 1987. After he resigned in 2010, Prof MC (Marius) Bosman was appointed Head of Department in 2011.

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The Pathology Building on the University of Pretoria's Prinshof Campus.

Dr NM (Nicky) Oosthuizen, who was appointed Acting Head of Department in February 2008. She continued to serve in this capacity until 2009.

At the beginning of the period under review, it became evident to Prof WJH Vermaak that many of the facilities, and specifically the geographical location of the Department at that time, were incompatible with the service levels required by tertiary academic hospitals. Complete structural and functional changes were implemented by relocating routine laboratory equipment to the academic hospital, which improved the logistics of sample collections and enabled the electronic delivery of laboratory reports to the wards and intensive care units. Not only were turnaround times improved, but this also promoted professional interaction and consultations between laboratory personnel and clinicians.

From an operational point of view, Prof WJH Vermaak motivated and introduced personnel of the University of Pretoria Institute of Pathology (UPIP) to the need for an accreditation system that required compliance with an internationally accepted set of standards, covering all facets of laboratory activities. Subsequently, he was actively involved in nationwide roadshows by the Department of Trade and Industry to introduce and increase awareness of the South African National Accreditation System (SANAS) to achieve well-standardised pathology laboratories throughout South Africa.

During the period under review, the Department managed to attract academically strong registrars who obtained both their MMed degrees and Colleges of Medicine of South Africa (CMSA) specialist degrees. Several of them also obtained overseas qualifications and registrations to practice their professions beyond South Africa. Two senior members of the Department, Prof WJH Vermaak and Prof JB (Job) Ubbink, received special recognition by UP as exceptional academic achievers, and the Department received first prizes for outstanding research almost on an annual basis.

The next phase during this period was introduced by the takeover of the UPIP by the National Health Laboratory Services (NHLS)[121] on 1 April 2002. The ensuing period was unfortunately one of many negative changes for the Department. A number of scientists who had worked in the Department for many years did not join the NHLS, but opted to pursue their academic careers by transferring to other departments within the University. These included Dr R (Rhena) Delport, Dr JB (Tim) Laurens and Prof MJ (Megan) Bester.

Dr SH (Siegbert) Bissbort, an enzymologist and valued member of the departmental research team, sadly passed away in 2002. Prof JB Ubbink resigned in June 2002, continuing to hold an appointment as part-time lecturer for a further three years. Prof WJH Vermaak took early retirement at the end of 2007 and continued to work in the private pathology sector.

The sudden decline in the number of research-active staff members not only had a negative impact on the Department's research outputs, but also diminished its capacity to accommodate postgraduate students, particularly for the MSc and BSc honours degrees. Nevertheless, registrars for the professional MMed degree who joined the Department before the full impact of the takeover by the NHLS became a reality all qualified as chemical pathologists in the period under review.

On the diagnostic laboratory front, there was greater consolidation of testing on fewer instrument platforms. An unfortunate casualty of increasing consolidation and the efflux of scientists from the Department was the so-called "esoteric testing", which relied on analysis by means

121 See Chapter 4.5.1: Office of the Dean: National Health Laboratory Services.

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of more sophisticated technology, including gas chromatography-mass spectrometry and high-performance liquid chromatography. Much of the specialised testing that had previously been offered by the Department was subsequently referred to the NHLS laboratories in Johannesburg, with a loss of hands-on facilities and proper professional exposure of trainees.

The core laboratory, encompassing the major portion of the Department's diagnostic service activities, moved to its new home in the New Pretoria Academic Hospital in 2006.[122] In the following three years, the existing chemistry and immunoassay analytic systems were upgraded and pre-analytical laboratory processes were automated. The laboratory was accredited by SANAS in 2003, and retained its accreditation status beyond the period under review by performing satisfactorily in subsequent annual inspections.

By the end of 2008, the staff complement of the Department had been severely depleted with only one consultant (in addition to the Acting Head), four registrars who had joined before the takeover and no medical scientists. Renewed efforts to recruit a PhD medical scientist to support the departmental research programme eventually paid off with the appointment of Dr C (Chantal) van Niekerk, a molecular biologist, in 2009. Shortly afterwards, a new molecular diagnostic laboratory was equipped to serve as a platform for molecular genetic research and to accommodate the future expansion of the diagnostic service to offer molecular diagnostic testing. During the period under review, the Department continued to produce scientific publications of a high quality, with several of its students and staff members receiving awards.

4.5.5.6 DIVISION OF CLINICAL EPIDEMIOLOGY

The Chair in Clinical Epidemiology, funded by Medihelp, was established in 2000. Prof P (Paul) Rheeder was appointed as incumbent to conduct and develop applied clinical research in the Faculty of Health Sciences. He initially reported directly to the Dean of the Faculty of Medicine, and from 2001 until the end of the period under review to the Dean of the Faculty of Health Sciences.[123]

The Chair coordinated the Research Methodology TNM 800 courses for postgraduate students offered in the Faculty. The MSc Clinical Epidemiology programme in the School of Health Systems and Public Health (SHSPH) and the supervision of master's students were also the responsibility of the Chair.

Prof P Rheeder completed his PhD at the University of Utrecht in The Netherlands during the period under review with a study titled "Obesity and diabetes-related complications in South African black women". This was followed by a number of research projects mainly related to diabetes mellitus and its complications.

The Chair participated in a number of collaborative studies with North West University, the University of the Witwatersrand, the University of Utrecht and the University of Dresden. The Clinical Epidemiology Unit was accredited as a unit and teaching centre for the International Network in Clinical Epidemiology (INCLEN). Prof P Rheeder served on the Board of INCLEN Africa. In 2008 and 2009, a large case control study was conducted as part of an International Diabetes Federation multi-centre study on the use of medical services and medicines attributable to diabetes in sub-Saharan Africa.

4.5.5.7 DIVISION OF CRITICAL CARE

Critical care or intensive care medicine is one of the younger disciplines of modern medicine. The concept of critical care grew from the realisation of the special needs of and skills necessary to care for seriously ill or injured patients.

The painstaking growth and development of critical care in the international arena and elsewhere in South Africa were also reflected in the slow evolution of critical care in the University's own academic hospital and medical school during the 27 years that preceded the period under review. By 1973, all major medical specialties in the former HF Verwoerd Hospital, which later became the New Pretoria Academic Hospital (NPAH),[124] had proprietary, discipline-specific and geographically separated critical care units. This fractionated situation had to change, which it did for various reasons during the period under review.

The time was ripe, proficient staff was available and the new academic hospital had become a reality.

Due to the constant efforts of the Critical Care Society of Southern Africa (CCSSA), the multidisciplinary nature of critical care and the logic to promote the creation of departments of critical care in academic hospitals became accepted. During 1993, the Colleges of Medicine of South Africa (CMSA) recognised critical care as a sub-specialty. Critical care sub-specialist training could start soon after a national curriculum was accepted. The CMSA could register proficient medical staff as intensivists and the Health Professions Council of South Africa (HPCSA) could accredit compliant units at academic hospitals in South Africa.

Prof JP (Jan) Pretorius of the Department of General Surgery was head of the Surgical Critical Care Unit of the academic hospital from 1982 until beyond 2009. He was among the first group of clinicians to register in the new sub-specialty under a grandfather clause. The Council of the CCSSA played a constant and major role in promoting and controlling the level of care, ethics, the standard of training and education, and CMSA examinations in the country. Prof JP Pretorius represented the University's School of Medicine on the Council from 1982 until beyond 2009.

During 2000,the NPAH, as well as the Kalafong and 1 Military hospitals, were accredited as training units. Prof JP Pretorius and Prof HJC (Herman) du Plessis, Head of Surgery at 1 Military Hospital who was also registered as an intensivist, provided the sub-specialist mass required for training.

Also in 2000, Dr Z (Zola) Njongwe, who was the Head Superintendent of the Pretoria Academic Hospital at the time, joined the abovementioned specialists to form a critical care task team. Prof JP Pretorius served as Chairman, and Sr R (René) van Niekerk served as Secretary. This became an important forum, comprising clinicians, nursing staff, clinical technologists, dieticians, physiotherapists, pharmacies and hospital administration, stores and provisioning centres, as well as senior management, which met on a monthly basis to discuss matters related to critical care for education, ethics, planning, administration and the organisation of patient care.

One of the first tasks of the critical care task team was to compile admission and discharge criteria for all units. Dr A (André) van der Walt, who was the clinical director of the NPAH during the period under review, played an important role as champion of critical care in hospital management. He was instrumental in creating the first posts for clinical technologists in critical care. He also had the vision to provide the first post structure for medical officers and consultants in critical care.

122 Known as the Steve Biko Academic Hospital from 2008.

123 As from 1 January 2010, Prof P Rheeder was fully appointed as a professor in the School of Health Systems and Public Health.

124 Known as the Steve Biko Academic Hospital after 2008.

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These medical posts only became available after the move to the NPAH in 2006.

During the period 2001 to 2009, the Division of Critical Care was still on the drawing board. The different critical care units at the NPAH, and later at the Steve Biko Academic Hospital (SBAH), functioned independently, each with a head seconded from its specialist department. The Surgical Critical Care Unit was headed by Prof JP Pretorius. The Medical Critical Care Unit was headed by Dr GR (Greg) Tintinger.

The Neurosurgery Unit was initially headed by Prof MJ (Marthinus) van Rensburg. Upon his retirement, he was succeeded by Prof HP (Henry) Shapiro. Prof MS (Sam) Mokgokong was appointed as Head of Neurosurgery in 2008. The Cardiothoracic Unit was headed by Prof DJ (Dirk) du Plessis. The Cardiology Unit was managed by a succession of part-time cardiologists, including Prof DP (Van) Myburgh, Dr L (Leo) Bobach and Prof JA (James) Ker until the appointment of Prof TM (Tshibiluni) Mathiva in 2009. The Neonatology and Paediatric Critical Care Unit was headed by Dr SPE (Fanie) Naudé, followed by Dr TW (Wilma) de Witt and Prof RJ (Robin) Green. At Kalafong Hospital, Dr SD (Susan) Delport headed the Neonatology and Paediatric critical care units. There was only one adult critical care unit at this hospital, which served all the disciplines. This unit was administered by the Department of Surgery. Dr BJ (Bernard) Schoeman played an important role, but consultants from other disciplines assisted in managing their own patients in this single adult critical care unit. Prof HJC du Plessis helped out as a part-time consultant. In 2000, the Department of Anaesthesiology at Kalafong Hospital,under the leadership of Prof PJHL (Pierre) Fourie, took over the management of the adult unit. Dr H (Hyla) Kluyts, an anaesthetist with a special interest in critical care, was appointed as full-time consultant in the unit.

The period between 2001 and 2006 was exciting: the final stages of planning and equipping the NPAH were underway. Critical care would be practised on three levels in the new building. The Surgical, Trauma and Neurosurgical units were on Level 4, next to the Emergency Department and the operating theatres. The most important addition was the 16-bed high-care unit, which was also situated on Level 4. The Medical, Cardiology, Cardiothoracic and Transplant units were on Level 6. The Paediatric, Paediatric Surgical and Neonatology units were on Level 8.

Soon after the big move in 2006, the design of the hospital to provide critical care on three levels proved to be functionally sound and it was a pleasure to work in the new environment.

The need for closer cooperation between units became clearer with time, and paved the way for the concept of an interdisciplinary division or – ultimately – a Department of Critical Care. Dr A van der Walt, Prof JP Pretorius, Dr GR Tintinger and Prof HP Shapiro met regularly to discuss models to facilitate this. This was taken up by the hospital management during the last quarter of 2009. Dr E (Ernest) Kenoshi, CEO of the SBAH, obtained permission to appoint Prof JP Pretorius as the first head of the Division of Critical Care at SBAH with the rank of principal specialist. This helped to continue the unification of critical care at SBAH in the interest of excellent patient care, as well as education in critical care for nursing staff, medical officers, registrars and – especially – sub-specialists in critical care.

By 2009, excellent modern equipment had become available, which contributed largely to appropriate monitoring and treatment. In addition to the departmental consultants and rotating registrars, five medical officers were working full-time in critical care. As part of their specialist training, postgraduate students from all surgical and medical disciplines rotated through the critical care units and participated in the intermediary course, which covered the principles of acute patient care. In addition, registrars from Anaesthesia, Otorhinolaryngology and Maxillo-facial Surgery benefitted by rotating through various critical care units as well. The consultants heading the units, Prof JP Pretorius, Prof HJC du Plessis, Dr GR Tintinger, Dr TW de Witt, Dr SD Delport and Prof HP Shapiro were promoted to adjunct-professors. There was a renewed interest from newly qualified specialists to enrol in sub-specialty training – four training posts were accredited by the HPCSA.

The number of critical care clinical technologists was growing due to successful partnering with the Tshwane University of Technology (TUT). The main constraint was the continuing shortage of trained critical care nursing staff. Medical and nursing staff participated locally (in the Jacaranda branch of the CCSSA and in faculty days), nationally (by organising the 2004 annual refresher course and the 2007 annual congress of the CCSSA) and internationally (by regularly delivering presentations and publishing papers).

4.5.5.8 DEPARTMENT OF DERMATOLOGY

During the period under review, the Department of Dermatology had a staff complement of three consultants (a principal specialist, who was also Head of Department, and a senior and a junior consultant), as well as five registrars. Prof Emeritus WK (Witold) Jacyk officially retired in 2002, but remained an integral part of the Department as a senior consultant. He continued to provide the necessary experience in Clinical Dermatology and Dermatopathology. Dr JOM (John) Moche was appointed Head of Department in December 2008.

A registrar was employed at each of the School's academic hospitals: the New Pretoria Academic Hospital (NPAH),[125] Kalafong Hospital and 1 Military Hospital. A Supernumerary Registrar[126] from Rwanda was also employed in the Department from 2006 to 2010. Dr LF (Lars) Wentzel was Head of the Department's satellite academic unit at Kalafong Hospital, while Dr D (Dimakatso) Manapa was Head of the academic unit at 1 Military Hospital.

These three units worked very closely together through an integrated training and teaching programme that was centred at the NPAH. Despite its relatively small staff component, the Department continued to be dynamic and academically active. The following highlights were recorded:

- The clinical services provided to patients remained the main strength of the Department. Patients were referred largely from Pretoria and Mpumalanga.
- The Department prided itself in rendering an excellent service.
- Since 2001, the Department published more than 30 papers in the field of dermatopathology, mainly in Institute of Scientific Information (ISI)-rated journals.
- Since 2002, eight specialist dermatologists qualified from this Department. This number was limited by the number of training posts that were available.
- The training of undergraduate MBChB students occurred in their fourth academic year, and continued in the Student Intern

125 Known as the Steve Biko Academic Hospital after 2008.

126 This was an externally funded appointment It was thus not funded by the provincial Department of Health.

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Complex (SIC) block rotation in their final year of study.

- The Department successfully hosted the National Annual Dermatology Congress in 2005.
- The Department also successfully launched the Gauteng Branch of the Vitiligo Society of South Africa in 2009.

The Department of Dermatology remained committed to rendering an excellent clinical service to its patients, and to providing appropriate and excellent training to both undergraduate and postgraduate students. It endeavoured to pursue and intensify scientific research to the highest level in an effort to compete globally, but remain locally relevant.

4.5.5.9 DEPARTMENT OF FAMILY MEDICINE

Prof JJ (Julia) Blitz was appointed as the first female head of a Department of Family Medicine in South Africa, and served in this position from 2001 until November 2008. Prof HP (Helgard) Meyer acted as interim Head of Department upon her resignation until Prof JFM (Jannie) Hugo was appointed in 2009.

Starting from a vision of Family Medicine as the discipline responsible for developing quality clinical care in district health, Prof JJ Blitz and her team infused a profound understanding of education and its importance in the preparation of students for Family Medicine. Over the period under review, the Department led interrelated service and learning initiatives that created an extended district service and learning platform from undergraduate to professional and postgraduate levels.

Establishing a district and rural health platform

The Department was involved in converting the old Pretoria Academic Hospital into the Tshwane District Hospital as an appropriate district facility that served the health needs of an inner city population and, as the first academic district hospital, it met students' learning needs.

Family physicians were appointed at the Middelburg, Witbank and Nelspruit hospitals as lecturers responsible for postgraduate training in Family Medicine under the enthusiastic leadership of Prof PA (Peter) Matthews.

The Department extended the district learning platform by becoming actively involved in municipal and district clinics.

Several initiatives of the Department in the new undergraduate MBChB education programme laid the foundation for the subsequent creation of clinical learning centres that expanded the rural platform physically across several provinces. They were served by the University's Department of Family Medicine and conceptually met rising learning demands and changing social and economic contexts.

In 2006/07 the rural training platform was extended into undergraduate education with the establishment of the District Health Block in the MBChB course, in which final-year medical students did a seven-week rotation in rural hospitals and clinics.

Developing family physicians on postgraduate level

Between 2003 and 2006, the Department led an inter-university collaboration between eight South African and four Belgian universities to develop a national Family Medicine education programme. The national set of standards and learning outcomes developed through this collaboration enabled structured, decentralised training in Family Medicine and formed the basis of recognition of Family Medicine as a medical speciality registered by the Health Professions Council of South Africa (HPCSA).

Between 2006 and 2009, the Department participated in a similar programme to establish Family Medicine training in a number of other African countries, including Kenya, Malawi, Rwanda, Tanzania and Uganda. The Department became the first department of Family Medicine in South Africa to offer MMed Family Medicine as a postgraduate specialist qualification. Although it was initially offered as a part-time, distance learning course, it developed into a full-time Registrar programme after 2007.[127]

Subsequently, decentralised MMed in Family Medicine training in Mpumalanga supported the development of clinical learning centres to train undergraduate and postgraduate medical students.

These learning centres were first initiated in Middelburg, Nelspruit and Witbank, after which similar centres were established in a number of district hospitals in Barberton, Embhuleni, Piet Retief, Shongwe, Themba, Tintswalo and Tonga.

Undergraduate education and training in Family Medicine

In designing the new undergraduate medical curriculum, Family Medicine and Community Health were specifically integrated throughout the undergraduate MBChB course.[128] Additional community health initiatives were often included, even during the implementation phase of the new curriculum.

In 2004, in collaboration with the School of Health Sciences and Public Health (SHSPH), Block 16 in the fifth year of the MBChB course was redesigned to give students more exposure to patient care and practical learning. Under the direction of Dr PT (Patrick) Kenny, students were placed in pairs in primary care clinics where they revised and honed their clinical skills by being exposed to patients with a wide range of common illnesses and by receiving constructive feedback on their observed consultations.

In 2004, the Division of Community-based Education was absorbed into the Department of Family Medicine under Dr FM (Frank) Peters. Using the UP Hammanskraal Campus to support the district health rotation, Prof DA (David) Cameron transformed the Mathibestad Clinic into a place where senior medical students could work under direct supervision to provide rural people with high-quality care. At the same time, the students assisted in addressing issues of equity in service. This initiative served to meet and improve undergraduate students' clinical reasoning skills and their understanding of people, as well as the progression of common illnesses in context.

Longitudinal Community Attachment for Students in the MBChB curriculum

During the period under review, the Department initiated the Longitudinal Clinical Attachment Programme (L-CAS) in response to the team's awareness of the importance of context in learning and the necessity to learn and practice primary health care outside hospitals and in communities. Born out of the community engagement activities of

127 In 1997, the postgraduate qualification, which had been known as MPrax Med, was renamed MMed (Family Medicine). In 2007, Family Medicine was gazetted as a speciality and UP started a full-time Registrar training programme in 2008.

128 Also see Chapter 4.5.5.9.1: Division of Community-based Education.

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Dr FM Peters in 2004 and 2005, and Prof JFM Hugo between 2006 and 2008, L-CAS began with the placement of all undergraduate medical students in clinics in and around Tshwane from their first to their fifth years of study. Assigned to a specific clinic, students rotated to their respective clinics for at least one day in each block throughout their undergraduate programme. Through this initiative, each student was exposed to primary care learning and practice at clinics for between six and 16 days a year, with an aggregate of approximately 13 000 clinic contacts at up to 52 Tshwane clinics per annum in the programme's initial iteration.

Under the direction of Dr M (Marietjie) van Rooyen, the programme became the Longitudinal Community Attachment for Students (LCP), a formal module in the curriculum that ran from the first to the fourth years of study across all MBChB blocks, with Block 16 in the fifth year and District Health in the sixth year of study. The relationship between students and the community evolved further with the Department of Family Medicine's community-oriented primary care response to support health system re-engineering. Students then interacted with community health workers in ward health teams and got the opportunity to visit patients at home.

Bachelors in Clinical Medical Practice

The Department of Family Medicine was pivotal in the creation and implementation of the national mid-level medical worker training programme. Triggered by the dire shortage of medical professionals in rural district hospitals, Prof JFM Hugo (Chairperson of the Ministerial Task Team) took responsibility for a review and broad consultation process (2003–2007) that culminated in a three-year Bachelors in Clinical Medical Practice (BCMP) for training clinical associates. This was approved by the national Department of Health, as well as the HPCSA. The BCMP programme was first implemented at three universities in 2008/09: Walter Sisulu University, the University of the Witwatersrand and UP.

At UP, the Department of Family Medicine proactively recruited prospective BCMP students from schools and communities in rural areas. It also took the opportunity to develop the curriculum of the new programme around the educational philosophy of learning as an authentic engagement of knowing and doing. The course was structured as work-integrated learning and was mostly run in rural district hospitals and clinics.

The development of community-oriented primary care

The Department of Family Medicine was instrumental in the development and application of community-oriented primary care (COPC) as an approach to the national Department of Health's re-engineering of primary health care initiative. Following the decision to reform primary health care in 2009, Prof TS (Tessa) Marcus undertook a review of the history and practice of COPC. The Department of Family Medicine was able to draw on it to re-gear a decade of service and learning innovations in order to begin the process of bringing clinical care and public health together. This placed the Department at the forefront of government health care service reform. It also changed the team's understanding of the discipline of Family Medicine as one that explicitly focused on enabling and integrating community-based service and education horizontally and vertically into health and care hierarchies and systems in the district. COPC became integral to all undergraduate and postgraduate learning and service in the Department of Family Medicine.

4.5.5.9.1 DIVISION OF COMMUNITY-BASED EDUCATION

Towards the end of the previous century, community-based education (CBE) was identified as the core element of the reform of medical education being promoted by the World Health Organisation (WHO). The Division of Community-based Education was established in the former Faculty of Medicine in 1995 with Prof DR (Detlef) Prozesky as Head.[129] This new division was specifically established to complement the new medical curriculum[130] that was to be phased in from the first year of study in 1997. The ethos of teaching by means of CBE was to encourage a process of self-discovery, as opposed to merely memorising facts.[131] Between 2001 and 2005, the Hammanskraal Campus[132] was the base for most of the community-based training modules of the Faculty of Health Sciences.

Accordingly, the curriculum contained credit-bearing CBE modules in all its academic "blocks" that formed part of the six-year MBChB course. In essence, these modules included visits (initially just for observations and later active participation) to various clinics and district hospitals by groups of first-year to sixth-year students under the guidance of the relevant lecturers or other academic staff, as well as relevant "local" senior staff members. Thereby, students were exposed to real-life situations and were enabled to do their practical training in the rural health facilities. Between 2001 and 2005, the Hammanskraal Campus[133] was the base for most of the Faculty's CBE training modules. As from 2006, the (new) Mamelodi Campus became the official base for CBE courses and community engagement projects for all UP students.

At the beginning of 2004, Prof DR Prozesky resigned to take up a senior position in health professions education at the University of the Witwatersrand.[134] UP's Division of CBE was then incorporated into the Department of Family Medicine under Dr FM Peters. Because the level of supervision of all the students at Hammanskraal had become increasingly difficult over time (factors included the fact that the venues in which the students worked were changed regularly without prior warning), it was decided to reconsider several aspects of the CBE programme at Hammanskraal. Accordingly, new learning platforms were identified at military bases in and around Tshwane and at private hospitals and clinics.

Their use was furthermore negotiated with the relevant stakeholders and implemented. However, Community Obstetrics would still be done at hospitals in KwaZulu-Natal. In 2006, Dr FM Peters and Dr P (Petra) van Niekerk visited several new sites in Mpumalanga to develop new learning platforms for senior medical student interns (SIC block[135]) for their seven-week Community Health and Community Obstetrics rotation.[136]

129 At the time, the Faculty of Medicine had taken the lead both at UP and in South Africa regarding the official implementation, on such a large scale, of community-based education (later referred to as "academic service learning") endeavours for its students in Health Sciences.

130 Also see Chapter 4.5.1: Office of the Dean: The new undergraduate academic curricula.

131 The following feedback was received from a student: "After the visit to Tlholwe, I had a new perspective about underdeveloped communities. For the first time in my "spoilt" life, I realised how a large part of our people must make do with so few privileges. Now I understand the importance of a good primary health care service in the development and welfare of a country."

132 See Chapter 3.5.1: Hammanskraal Campus.

133 See Chapter 3.5.1: Hammanskraal Campus.

134 He was appointed as Head of the Centre for Health Sciences Education.

135 The Student Intern Complex (SIC) block comprised the last 18 months of the six-year MBChB course.

136 The Mpumalanga sites were Barberton, Emboleni, Ermelo, Piet Retief, Rob Ferreira, Tonga and Shongwe. The SIC students always worked in groups of four to five students. Accommodation was provided by the hospitals and paid for by UP. Transport was provided through the UP Transport Division in the form of one car per group of students. The SIC students could then travel to the rural area and work in the community clinics as part of the local health care team. All students were given a safety card to contact the University whenever they were in trouble. No significant incidents were reported over the period under review.

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Witbank and Middelburg had by then already been developed by the Department of Family Medicine.

In addition to these sites that were developed for students in the SIC block, clinics had to be developed locally for Block 16 of the undergraduate MBChB, in which fifth-year MBChB students could do primary health care (PHC) in an existing clinic setting for a four-week period. This entailed negotiations with local government and provincial authorities, whereby 24 suitable clinics were identified and used.

In addition to their formal CBE modules, undergraduate medical students did several community-orientated outreach projects during their years of training.[137]

4.5.5.10 DEPARTMENT OF FORENSIC MEDICINE

Prof G (Gert) Saayman, who served as Head of Department from 1997 until beyond the period under review, was the fifth head of department since this department's inception some 60 years earlier.[138] A significant number of the Department's newly qualified forensic pathologists went on to successfully complete additional training and examination as anatomical pathologists in order to gain dual registration with the Health Professions Council of South Africa (HPCSA).[139]

Every medical officer and registrar appointed in the Department during the period under review successfully completed the Colleges of Medicine of South Africa's Diploma in Forensic Medicine/Pathology. Although not all of these colleagues went on to specialise in Forensic Pathology, they contributed substantially to the pool of expertise in the field in South Africa.

As a result of sustained efforts since the early 1990s, forensic pathology services in South Africa were finally reconstituted under a new dispensation, following a decision by government. From 2006, all medico-legal mortuaries and related forensic pathology services would fall under the national Department of Health's Forensic Pathology Services (FPS).

Although many of the forensic pathology officers of the South African Police Service (SAPS) who were previously employed in SAPS's medico-legal mortuaries had opted to transfer to the national Department of Health, there was a significant influx of new recruits. In addition, there was an increase in the number of professional posts at FPS, which then comprised some 65 staff members. Most of these staff members held joint appointment with the Gauteng Department of Health and the University's Department of Forensic Medicine.

With the implementation of the new undergraduate medical curriculum, necessary adjustments to the traditional way of teaching took place in the undergraduate Forensic Medicine programme at UP during the period under review.

Medical students received early exposure to perspectives in medical law, the principles of medical negligence, death investigation and traumatology. This theoretical basis was supplemented by a substantial period of practical exposure during the fifth year, when groups of between 20 and 30 medical students attended daily sessions at the Pretoria Medico-Legal Laboratory for a period of two weeks to view medico-legal autopsies and receive tutorial instruction.

A further significant academic development during this period was the strong growth in the BSc Honours and MSc programmes in Medical Criminalistics. These programmes provided students with a postgraduate BSc degree with exposure to the domain of the medico-legal investigation of death and preparation in order to provide valuable assistance to forensic pathologists in their investigations. Graduates could also be deployed in the forensic laboratories of the SAPS and in forensic chemistry laboratories. During the period under review, a culture of research developed within the Department, in which a number of young researchers were nurtured who were actively involved in diverse projects. These projects covered a broad spectrum of practice-related and regionally relevant topics in forensic medicine and science. This research led to a substantial number of publications in international scientific journals and presentations at local and international conferences.

These presentations included studies on the prevalence and significance of blood-borne viruses in deceased persons undergoing medico-legal autopsy, sudden death in infancy, drug-related fatalities, and the pathology of and pathogenetic mechanisms associated with lightning strike and electrocution. In particular, a number of MSc graduates produced excellent research projects, extending from the analysis of firearms used in fatal shootings to sophisticated examination techniques of gunshot wounds and trace evidence/residue on the bodies of deceased persons,as well as enhanced identification procedures in unidentified persons at medico-legal mortuaries.

The Department continued to play a strong role in the teaching of forensic medicine and science, even beyond the boundaries of the Faculty, by presenting ongoing courses to LLB students, law enforcement officers, prosecutors and officials of the Department of Justice and Constitutional Development.

4.5.5.11 DEPARTMENT OF HAEMATOLOGY

In 2001, the Department of Haematology was under the stewardship of Dr ON (Norman) Beck, who had been Acting Head of Department since 1997. He retired in 2003 and the post of Acting Head was taken over by Dr AM (André) Swart. Prof R (Roger) Pool served as Acting Head from 2006, and was appointed as Head of Department in 2008. At that time, the staff comprised two consultants, one scientist and two registrars.

The next four years were devoted to a programme of departmental expansion so that, by the end of the period under review, there were five consultants, two scientists and six registrars. In 2006, the speciality of Clinical Pathology was reintroduced with an initial intake of five registrars. They were required to rotate through the Department for 18 months as part of their training.

Prof Emeritus K (Ken) Stevens, the founding professor of Haematology,[140] died in 2005. In his honour, the seminar room in the Department was officially named the Ken Stevens Seminar Room. The naming took place at a ceremony attended by Prof K Stevens's widow and members of his family. Prof K Stevens was a mentor to a generation of haematologists and his influence extended far beyond the University.

From 2005, a number of innovations were introduced in the Department, starting with the division of the Department into two separate sites.

137 Projects included clinical case studies done in clinics by first-year students on a bio-psychosocial model; research by second-year students in the People and Environment block on several projects in the community, which entailed obtaining ethical approval, as well as the presentation of the groups' projects; preceptorship in private surgeries with third-year Family Physician students, Longitudinal Family Attachment by third- to fifth-year students; Adopt-a-Granny by fourth-year students; and first aid at sport activities by fourth-year students.

138 Previous heads of department were Prof CJN (Sarge) Loubser (1946–1965), Prof HvP (Hieronymus von Praag) Koch (1965–1973), Prof J (Johan) Studer (1973–1974) and Prof JD (Johan) Loubser (1975–1997).

139 An interesting development was the increasing number of female postgraduate medical doctors entering the field of Forensic Medicine.

140 Prof K Stevens had already been appointed as Head of Department in 1975 and retired in 1996.

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The core laboratory, which performed tests that had an immediate impact on patient management, was moved to the newly commissioned New Pretoria Academic Hospital (NPAH).[141] This made the laboratory more accessible to the clinicians in the hospital. The laboratory was always staffed with Haematology registrars who could advise on the interpretation of tests and the most cost-effective method of doing a full investigation (work-up) of patients with haematological disorders, and consult on patients in the wards. The academic laboratory remained on the Prinshof Campus. This was where more specialised tests were performed, such as bone marrow examinations, high-performance liquid chromatography, haemoglobin electrophoresis and platelet function tests.

The Department was not only laboratory based. It also provided clinical services in the Adult Haematology Clinic, Paediatric Haematology Clinic, Haemophilia Clinic and Anticoagulant Dosing Clinic. A Flow Cytometry Laboratory was established together with the Department of Immunology for the immunophenotyping of leukaemias and lymphomas, as well as the diagnosis of conditions such as multiple myeloma, myeloproliferative disorders and paroxysmal nocturnal haemoglobinuria. The facility also served as a training centre for registrars, scientists and technologists, as well as visiting consultants from other universities.

In 2009, a molecular laboratory was commissioned in the Department. The first tests offered were part of the work-up of patients with inherited disorders of the blood-clotting mechanism (thrombophilia), which made it possible to perform examinations locally that previously had to be referred to other laboratories.

The undergraduate Haematology curriculum was extensively revised during the period under review with new courses being offered to medical students in their second, third and sixth years of study. Undergraduate students rotated through the Department and spent time in the Haematology Clinic. A change also took place in the postgraduate curriculum with the introduction of a mandatory course in Molecular Pathology for first-year registrars. A BSc Honours course was reintroduced with a view to preparing students to become intern medical scientists. An additional two-year internship had become mandatory for all candidates wishing to register as medical scientists.

A concerted effort was made to encourage research within the Department. The fact that all registrars were required to write a dissertation as part of the requirements for the MMed degree went some way towards fostering a culture of research. The Department also embarked on a multi-centre, international clinical trial, which evaluated the efficacy of a new recombinant factor VIII product.

The future vision of the Department was to continue to provide a cost-effective laboratory service, which was relevant to the community that it served and would add value to the endeavours of its clinical colleagues. Training medical students and registrars to internationally acceptable standards would continue, thereby contributing to alleviating the shortage of qualified medical practitioners in the country. Research remained an important function of the University, and academics in the Department would continue to acquire new knowledge through appropriate research using the resources at their disposal.

4.5.5.12 DEPARTMENT OF IMMUNOLOGY

The Department of Immunology was established in 1990 under the leadership of Prof R (Ronald) Anderson and encompassed the Unit for Inflammation and Immunity of the South African Medical Research Council (MRC). The Unit was established in 1989, with Prof R Anderson as Director. Prof R Anderson retained both these positions throughout the period under review.

Although the period under review was a particularly productive one for the Department, based on outputs of peer-reviewed publications in international biomedical journals and the training of postgraduate research students, the first two years were somewhat unsettling. This was due to the incorporation of the Department of Immunology, as a service department of the former University of Pretoria Institute of Pathology (UPIP), into the newly established National Health Laboratory Services (NHLS) in 2002.[142] The resulting uncertainty led to the departure of several senior academics and researchers, and a transient decrease in research outputs. However, stability was quickly restored and those members of the Department who had previously held pure UP academic appointments were granted joint UP/NHLS appointments, with the NHLS as the primary employer.

Thereafter, the Department of Immunology underwent significant expansion, with the following representing some of the most notable achievements:

- The continuation of the MRC's Unit for Inflammation and Immunity for two subsequent five-year cycles following extensive external reviews by evaluation panels appointed by the MRC in 2002 and 2007. This ensured sustained research support, while extending the lifespan of the Unit to 25 years.
- The Department's infectious diseases immunology research programme, specifically HIV research at both the clinical and laboratory levels, was strengthened following the recruitment of Prof SA (Sharon) Cassol, Prof SW (Schalk) van der Merwe and Dr TM (Theresa) Rossouw. These researchers initiated a range of pioneering research studies, focused primarily on the immunopathogenesis of the infection of the gastrointestinal tract by HIV-1 subtype C, as well as on the detection of HIV drug-resistance and the associated underlying mechanisms. These activities attracted significant research funding, including the award of a substantial European Union research grant to Prof SA Cassol and her team.
- Prof MS (Michael) Pepper, a clinician and scientist of high international standing, joined the Department in 2005. Through his unstinting enthusiasm and efforts, the Institute of Cellular and Molecular Medicine (ICMM) was later established in the Department with Prof MS Pepper as Director.[143] The research activities of the ICMM attracted significant interest and support both nationally and internationally, which enabled the ICMM to become a leader in biotechnology and bioengineering.
- The Department was involved in the Gauteng Early Rheumatoid Arthritis Trial. This was a partnership between the Department of Immunology and the Rheumatology Unit of the New Pretoria Academic Hospital

141 Known as the Steve Biko Academic Hospital from 2008.

142 See Chapter 4.5.1: Office of the Dean: National Health Laboratory Services.

143 The research activities of the Institute of Cellular and Molecular Medicine (ICMM) were primarily focused on stem cell isolation, recovery and characterisation, both phenotypically and genotypically, as well as on unravelling the mechanisms of stem cell trafficking and homing. This research had clear and significant translational goals, including the generation of autologous, HIV-resistant, haemotopoietic stem cells with the potential of regenerating an immune system invulnerable to infection with HIV.

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(NPAH)[144] and Baragwanath Academic Hospital, which was initiated in 2006 with Dr PWA (Pieter) Meyer (Department of Immunology) and Prof MMTM (Mahmood) Ally (Department of Internal Medicine) as the lead investigators from UP.[145]

- The period under review was also associated with an expansion in the research activities of the MRC's Unit for Inflammation and Immunity, specifically the acquisition of novel insights into the immunopathogenesis of acute and chronic inflammatory disorders of both infective and non-infective origin, as well as the identification of novel targets for anti-inflammatory chemotherapy.[146]

- Notwithstanding an ongoing commitment to teaching and training at undergraduate level, the Department continued with its expansion programme of laboratory diagnostic services, particularly in relation to autoimmune diseases and lymphoid malignancies.

The period under review paved the way for significant future expansion of the research, teaching and service activities of the Department.

4.5.5.13 DEPARTMENT OF INTERNAL MEDICINE

Prof AL (Antoine) van Gelder was the Head of Department for the entire period under review[147] and Prof JA (James) Ker was the Clinical Head of the Department until 2005.[148] Prof JH (Johan) Retief was appointed Head of Internal Medicine at Kalafong Hospital in 2003 and was able to slowly grow the Department in this hospital. During the period under review, the Department of Internal Medicine had a period of steady growth in all aspects of clinical service, number of registrars, undergraduate students and number of full-time staff members. This growth occurred against the background of cyclic periods of tight financial constraints in the Gauteng Department of Health, the concomitant freezing of posts and the reorganisation of the Department.

It remained a perception among the staff of the Department that the growth in patient numbers and the increasingly complex nature of tertiary service in the Tshwane Metropolitan Municipality were not correctly foreseen by the authorities. This resulted in understaffing in the Department of Internal Medicine. Another development that affected the Department was the natural tendency of sub-specialisation that had led to the erosion of general internal medicine as such. Specialists had slowly developed as sub-specialists in the corresponding units, but overall, the pool of staff remained inadequate.

The New Pretoria Academic Hospital (NPAH)[149] was commissioned in 2005, and the Department of Internal Medicine moved to its new premises in April 2006. The Department, with its University offices, was situated on the ninth floor (the same floor as the major Internal Medicine wards) – a short, convenient distance away from the offices of the staff members.

Dr R (Rita) Sommers played an important role in the Ethics Committee of the Faculty of Health Sciences. The role of the Ethics Committee was of critical importance in the research endeavours of the Faculty, and was enlarged to also have a section to specifically deal with students' research.

During 2007, Dr DG (Danie) van Zyl was promoted to Adjunct Professor. By 2009, the staff consisted of 15 full-time staff members at the Steve Biko Academic Hospital (SBAH) and four at Kalafong Hospital. There were 18 posts for registrars at SBAH and eight at Kalafong Hospital. There were also a number of registrar posts at the two satellite hospitals (1 Military Hospital and Witbank Hospital). The Department delivered a steady research output, measured in terms of national Department of Education subsidised publications.

In 2009, a well-known and highly respected colleague in the Department, Dr ME (Magriet) Loock, passed away after a short illness. She was well known for her research on ischaemic heart diseases in black patients, for which she obtained her PhD degree, and was the founder of the Sedibeng Health Care Centre that was later incorporated into the Atteridgeville Primary Health Care Clinic.

The Department of Internal Medicine had a number of sub-specialities. These included Aerospace Medicine, Cardiology, Endocrinology, Gastroenterology, Infectious Diseases, Nephrology, Pulmonology and Rheumatology.

4.5.5.13.1 AEROSPACE MEDICINE DIVISION

Over the years, aviation medicine evolved into the far wider field of aerospace medicine with the advent of space flight. This necessitated a better understanding of complex changes in human physiology and psychology when travelling beyond the protection of the earth's atmosphere with exposure to the many hazards of an unforgiving space environment, including space motion sickness (a serious problem when wearing a spacesuit), microgravity (with redistribution of the blood in the body, a lower blood volume and loss of muscle mass and bone density) and increased exposure to radiation.

In 1994, a South African Military Health Services (SAMHS) agreement was signed under the then Surgeon-General, Lt-Gen DP (Niël) Knobel, and the former Faculty of Medicine. This led to the establishment of the Division of Aerospace Medicine with Dr CGJ (Chris) le Roux[150] as the first head of the Division. He continued to serve in this capacity until his retirement in 2007. He was succeeded Dr PWleR (Wynand) Murray.[151] The Division presented three postgraduate qualifications: a BSc (Hons), an MSc and a PhD. Since the inception of the two-year, part-time BSc Hons (Aerospace Medicine) in 1995, 72 doctors who served as aviation medical examiners obtained this degree, while three MSc degrees were conferred.

During the period under review, the Institute for Aviation Medicine (IAM) retained its role of training and retraining all aviation medical examiners, both military and civilian, every four years. This was done under the auspices of Continuing Education at University of Pretoria Trust (CE at UP), with assistance from

144 Known as the Steve Biko Academic Hospital in 2008.

145 By 2009, this research initiative was ongoing and focused on improving the diagnosis (both clinical and laboratory) and management of patients with "early" rheumatoid arthritis, thereby improving the probability of attaining accelerated low disease activity and remission.

146 Key researchers in these research programmes included Prof AJ (Annette) Theron, Dr HC (Helen) Steel, Dr R (Riana) Cockeran and Prof GR (Greg) Tintinger, who worked in close collaboration with national and international collaborators.

147 Prof AL van Gelder headed the Department of Internal Medicine from 1 October 1983 until 31 January 2011.

148 Prof JA Ker was appointed Deputy Dean of the Faculty of Health Sciences when Prof SV (Somarie) Grey was seconded to the Office of the Vice-Chancellor and Principal as Executive Project Coordinator in 2005.

149 Known as the Steve Biko Academic Hospital from 2008.

150 Formerly from the South African Military Health Service (SAMHS), Dr CGJ le Roux obtained an MSc degree in Aerospace Medicine at the Wright State University in Dayton, Ohio, USA. He was initially appointed as an extraordinary lecturer at UP, together with Dr CJ (Hans) Botha, who was also in possession of this qualification. These two gentlemen had the rank of Lieutenant-Colonel in the Institute for Aviation Medicine and were, at the time, the only two persons in South Africa who had completed residences in Aerospace Medicine in the USA.

151 Dr PWleR Murray retired in 2012, and was succeeded by Dr CJ (Chris) Blunden.

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the South African Aerospace Medical Association (SAAsMA) and in close cooperation with the South African Civil Aviation Authority (SACAA), according to standards laid down by the International Civil Aviation Organisation.[152]

4.5.5.13.2 DIVISION/DEPARTMENT OF CARDIOLOGY[153]

The former Division of Cardiology functioned without an academic head for a number of years. After the previous head, Prof DP (Van) Myburgh, opted to take early retirement in 1999, it was run and administered as a subdivision of the Department of Internal Medicine. However, it became a full department in its own right again with the appointment of the first black female cardiologist, Prof TM (Tshibiluni) Mathiva, in February 2003.

She relaunched it as an academic department and improved the overall level of service delivery. This resulted in the Division of Cardiology being transformed into a full-scale department again and being accredited by the Health Professions Council of South Africa (HPCSA) as a training department for Fellows to become sub-specialists in Cardiology. Sadly, Prof TM Mathiva passed away unexpectedly in December 2009 at a young age. This once again left the Department without a full-time cardiologist. Generous support from the private cardiology community kept the Department functioning, especially in providing a specialised invasive cardiology service.

4.5.5.13.3 DIVISION OF ENDOCRINOLOGY

Following the retirement of Prof RJ (Ren) van Rooyen[154] in 1998, the post of Head of the Division of Endocrinology was only filled again in 2000 with the appointment of Dr H (Helena) Oosthuizen, who was the first person to be a qualified medical endocrinologist after Prof RJ van Rooyen. This enabled the Department of Internal Medicine to retain the accreditation of this division for sub-specialist training. Unfortunately, Dr H Oosthuizen resigned during the period under review.

4.5.5.13.4 GASTROENTEROLOGY DIVISION

Prof O (Obedy) Mwantembe was appointed as the new Head of the Division in 2003, after it had been without a head for many years.[155] During the period under review, the division educated and trained a number of sub-specialists in gastroenterology.

4.5.5.13.5 INFECTIOUS DISEASES DIVISION

During the period under review, the number of clinical infectious disease experts in South Africa was limited, despite microbial threats continuing to emerge and re-emerge. The authorities eventually relented and created a new post for the appointment of a full-time infectious disease expert. Prof AC (Anton) Stoltz was appointed in this post in 2006 until well beyond 2009. Although the Division was hosted in the Department of Internal Medicine, its service extended to all departments in the hospital. Prof AC Stoltz also served in an advisory capacity in the hospital for infection control, and established a number of international collaborators in ongoing research, including drug-resistant tuberculosis (TB).

4.5.5.13.6 NEPHROLOGY DIVISION

Prof CD (Neels) Potgieter was Head of the Division of Nephrology throughout the period under review. Due to financial constraints, this division was never permitted to grow as it should have. Despite this, the division made valuable contributions to service, including renal transplants and establishing a presence in South Africa.

4.5.5.13.7 PULMONOLOGY DIVISION

Prof SS (Zanet) Visser was the Head of the Division of Pulmonology throughout the period under review. She obtained a PhD during this period and maintained the accreditation of the unit, while also training sub-specialists in the field of Pulmonology.

4.5.5.13.8 RHEUMATOLOGY DIVISION

Dr C (Christa) Visser headed the Division of Rheumatology until Prof MMTM (Mahmood) Ally was appointed as Head of the Division in 2005 and served in this position until beyond 2009. He established and developed it into a well-respected division in the country.

The Division was integrally involved academically and delivered services that related to a variety of disorders, ranging from simple soft tissue pathology to complex metabolic, immune-inflammatory disorders affecting multiple organ systems. The teaching and training of both undergraduate and postgraduate students was part of its core academic responsibilities, mostly through the Department of Internal Medicine, but also through combined programmes with the departments of Radiology and Orthopaedic Surgery. The Division was involved in the training of subspecialists in rheumatology and also supported rheumatology training at the Medical University of South Africa (Medunsa).

A collaborative research project began in 2005, together with the Department of Immunology at UP and the Rheumatology Department of the University of the Witwatersrand at the Chris Hani Baragwanath Hospital. This culminated in an extensive research database of patients with early rheumatoid arthritis. Analysis of this database generated numerous local and international publications, as well as oral and poster presentations at Rheumatology conferences. The Division was involved in contract research in international multi-centre clinical trials, exploring novel therapies in rheumatic diseases.

4.5.5.14 DEPARTMENT OF MEDICAL MICROBIOLOGY

Prof MG (Mike) Dove was the Acting Head of the Department of Medical Microbiology from December 1995 until his retirement in November 2007. Prof AA (Anwar) Hoosen was subsequently appointed Head of Department in December 2007.

Medically qualified academic staff members[156] had joint appointments between UP and the National Health Laboratory Services (NHLS) once the latter had been established in 2002. Prior to this, all other medical personnel, medical natural scientists, medical technologists and laboratory technicians were employed by the University of Pretoria Institute of Pathology (UPIP). Four pathologists, who were trained as specialist medical microbiologists in the Department, subsequently left.

152 Over time, Aerospace Medicine had evolved from just the individual clinical medicine doctor-patient (aircrew member) relationship to include the wellbeing of entire populations of passengers and patients in the global Aerospace Medicine environment, and became closely associated with the occupational health/public health domain. Consequently, the Division of Aerospace Medicine at UP was moved from the School of Medicine to the School of Health Systems and Public Health in 2012.

153 Listed here (erroneously) due to its close relationship with the Department of Internal Medicine during the period under review.

154 Prof RJ van Rooyen was the first Head of the Division of Endocrinology. After he reached retirement age in 1998, he was appointed in a temporary capacity until mid-2000 when he finally retired.

155 The former Head of Gastroenterology, Prof SK (Fanie) Spies, had retired in 1997. During the period without a Head of Division, private specialists assisted in delivering this service.

156 Academic staff in the Department of Medical Microbiology with MBChB degrees, as well as pathologists.

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The following research programmes were established in the Department:

- **Tuberculosis:** This programme included various research projects that investigated the role of *Mycobacterium* species in clinical settings and the development of rapid detection and characterisation methods for these bacteria and their antibiotic resistance profiles. The Department was involved in two trials (in 2006 and in 2008), which evaluated new molecular-based real-time polymerase chain reaction (PCR) assays for the rapid identification of tuberculosis in patient specimens.

- **Antibiotic resistance of emerging and re-emerging pathogens:** This programme investigated the prevalence of various antibiotic resistance genes in pathogens of clinical importance.

- **Sexually transmitted infections:** This programme investigated the rapid detection and characterisation of several bacterial and protozoan pathogens.

- **Infection control and surveillance:** This programme investigated the prevalence and identification of pathogens, as well as the potential health implications for hospital patients and community members.

Ms K (Kathy) Lindeque was the Laboratory Manager of the Diagnostic Medical Microbiology Laboratory of the Tshwane Academic Division in the Northern Branch of the NHLS. This laboratory provided a comprehensive 24-hour service to the Steve Biko Academic Hospital (SBAH),[157] Kalafong Hospital, Tshwane District Hospital, Mamelodi Hospital and the clinics of the City of Tshwane Metropolitan Municipality.

The laboratory was successfully assessed by the South African National Accreditation System (SANAS) in November 2007 on ISO 15189 and retained its accreditation status beyond 2009. A number of microbiology laboratory test trials, sponsored by industry, were conducted in the Diagnostic Medical Microbiology Laboratory. During the period under review, several postgraduate students successfully enrolled for the MMed (Clinical) degree, as well as the BSc(Hons), MSc and PhD degrees. Furthermore, the Department established a Clinical Pathology Division in which clinical pathologists and medical registrars enrolled for relevant postgraduate courses.

4.5.5.15 DEPARTMENT OF MEDICAL ONCOLOGY

The Department of Medical Oncology was established at the University of Pretoria as an independent academic department in 1961 with Prof G (Geoffrey) Falkson as Head.[158] When he retired in 1977, he was succeeded by his daughter Prof CI (Carla) Falkson. When she retired in 2000, Dr CF (Coenrad) Slabber was appointed Acting Head of Department in 2001. Prof LM (Lydia) Dreosti took over as Head of Department on 1 August 2006. Under her leadership, the Department reinforced its membership with the Eastern Cooperative Oncology Group (ECOG) of the USA. Prof LM Dreosti was a member of the Pharmacy and Therapeutics Committee of both the University of Pretoria and the Gauteng Department of Health. She was also a committee member of the Essential Medicines List Committee for Tertiary and Quaternary Hospitals, and a member of the Clinical Trials Committee of the Medicines Control Council.

In addition to the research being done via the ECOG, the Department contributed to a number of pharmaceutical companies' studies across the whole spectrum of illnesses, and ran a number of investigator-driven studies.

The Department's staff complement remained small. By 2009, it was seeing approximately 1 000 new patients annually and had an annual clinic turnover of over 15 000 patients.

4.5.5.16 DEPARTMENT OF MEDICAL VIROLOGY[159]

Prof WOK (Willie) Grabouw had been Head of Department since 1988, and retired in 2003. Prof E (Estrelita) Janse van Rensburg became Head of Department in 2004 and resigned in 2007 to be succeeded by Prof LM (Lynne) Webber in an acting capacity from 2008 until beyond 2009. During the period under review, the Department offered a full 24-hour diagnostic service through its diagnostic laboratory. This was made possible through its Virology Call List. In order to ensure accurate virological diagnosis, it was essential that the Department's diagnostic laboratory received appropriate and adequate specimens that provided information relevant to the onset of a clinical patient's symptoms and the actual clinical presentation. Therefore, a laboratory supervisor and laboratory manager had to be available daily for technical advice and consultation, and pathologists-in-training were on-call for clinical advice and support after hours, including on weekends and over public holidays.

The diagnostic laboratory also provided services within inter-laboratory and intra-laboratory programmes. Furthermore, it offered advice and support to a number of hospitals and clinics, such as standby duties to the Steve Biko Academic Hospital's Infection Control Unit and support to the Division of Infectious Diseases in the Department of Internal Medicine.

The Department offered training and teaching programmes to undergraduate and postgraduate medical and other health care students, medical scientists and professionally qualified clinicians and pathologists. In addition to formal lectures and practical courses, other programmes included the following:

- Weekly virology tutorials that were accredited for continuing professional development (CPD) points: These included numerous virology and microbiology topics, illustrated by a few examples (basic and clinical virology, public health concerns, prevention, critical care, elimination and eradication policies, antimicrobial treatment and prophylactic strategies).

- **Weekly meetings of the Department's Virology Journal Club:** These were presented by medical science researchers, clinicians and pathology registrars.

- **Academic meetings:** These were attended by members of the Department. Topics included microbiology, clinical medicine, and auxiliary health care and public health policies.

157 Previously known as the New Pretoria Academic Hospital.

158 The Department was invited to join the Cancer and Acute Leukemia Group B (USA) international cancer cooperative group in 1966 with patients from all nationalities entered onto clinical trials from as early as 1968. Under the leadership of Prof G Falkson, the Department of Medical Oncology was invited to join the Eastern Cooperative Oncology Group (ECOG) in the USA. The ECOG included internationally renowned institutions such as the Johns Hopkins University, Stanford University, the Fax Chase Cancer Centre and the Mayo Clinic, to name but a few. The Department was the only participating institution outside the USA for many years, and remained the only institution in Africa to be part of the ECOG. The Department remained at the forefront of scientific research, with numerous studies being conducted. These included benchmark studies that altered the treatment of cancers throughout the world.

159 The Department of Medical Virology was initially part of the Department of Medical Microbiology, and became an independent department in 1983 with Prof OW (Walter) Prozesky as its first head of department. He resigned in 1987 when he was elected Vice-Principal of the University of Pretoria.

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The Department had an active and comprehensive programme for researchers and postgraduate students. This involved collaboration with other departments in the Faculty, such as the departments of Immunology, Human Genetics, Forensic Sciences, Chemical Pathology and Medical Microbiology, as well as with other faculties on the Hatfield Campus.

Research remained an intensive focus area for the Department. Training and education initiatives that were dependent on and linked to research projects remained an important and integral component for the Department and, over the years, awarded numerous degrees, including BSc(Hons), master's and PhD degrees in science, as well as MMed degrees for registrars in Medical Virology and other clinical and pathology disciplines.

Research topics expanded from water-borne virus research to respiratory viruses and other clinical virology topics. These included blood-borne viral pathogens, child-related viral pathogens and additional viral environmental pathogens with a wide range of zoonotic viruses. Diagnostic research approaches were extended to include a number of diverse techniques such as molecular assays.[160]

During the period under review, academic staff members produced 72 international and national publications (mostly in accredited scientific journals) and attended numerous national and international conferences and congresses. Most of these included an oral or written presentation. Prof LM Webber delivered presentations at a number of national medical workshops. Furthermore, members of the Department served on the editorial boards of national and international peer-reviewed medical and scientific journals.

Between 2001 and 2009, the Department achieved numerous highlights and received awards for research publications, teaching, and student and community developments. The Department also assisted the mass media professionally with advice, recommendations and services required for articles and information on current developments in virology.

4.5.5.17 DEPARTMENT OF NEUROLOGY

Neurology became one of the most dynamic disciplines in the medical field during the period under review, with exciting new diagnostic and treatment modalities becoming available for many disorders of which previously little was known and/or that were regarded as untreatable.

Dr C-M (Clara) Schutte was Acting Head of Department until 2002. After obtaining a doctoral degree in Neurology in 2002, she was promoted to professor and head of the clinical department in 2003, a position she held until well beyond 2009. Dr M (Mandisa) Kakaza was promoted to senior specialist and was a most proficient and popular lecturer in the Faculty. Dr DS (Dali) Magazi was appointed in the Department of Neurology at the Medical University of South Africa (Medunsa) in 2005 and subsequently became professor and Head of Department at Medunsa.

Dr M (Manesh) Pillay qualified as a neurologist in 2006 and was appointed as a consultant in the Department.

The Neurology Department at Kalafong Hospital functioned well with Prof NA (Andrew) Mafojane as head until his retirement in 2007. He stayed on after his retirement to manage the unit at Kalafong until 2009, when he sadly passed away.

The Neurophysiology Unit at the Steve Biko Academic Hospital (SBAH) was managed by Prof PR (Philip) Bartel. Prof PR Bartel put years of clinical experience and expertise into compiling a handbook, *A quick guide to EEG abnormalities*, which quickly gained widespread popularity among neurologists, registrars and technologists in South Africa.

Prof MK (Malcolm) Baker and Dr E (Erna) Jacobs, members of the Neurology Unit at 1 Military Hospital, were affiliated with the Neurology Department. Prof MK Baker also ran a specialised teaching neuro-muscular clinic at the SBAH, where challenging neurological cases were seen.

Several consultants in private practice added value to the Department over the years, mostly on an unpaid honorary basis. Prof CH (Kees) van der Meyden, former Head of Department, continued his teaching ward rounds for registrars. Dr WM (Penny) Güldenpfennig, Dr AP (Alwyn) Rossouw, Dr JA (Johan) Smuts, Dr W (Wiebren) Duim, Dr M (Mariët) van Niekerk and Dr C (Chris) Güldenpfennig were all closely involved in student and registrar teaching and training.

Despite large numbers of patients and increasing student numbers, several research projects were initiated and completed. These mainly related to infective neurology and the change that the HIV epidemic had brought to clinical neurology in South Africa. Electroencephalographic changes in various anaesthetic techniques were also researched.

Furthermore, the Department hosted the congresses of the Neurological Association of South Africa (NASA) in 2004 and in 2009, with Prof C-M Schutte as convenor.

4.5.5.18 DEPARTMENT OF NEUROSURGERY

Prof HP (Henry) Shapiro was the Principal Specialist and Acting Head of Department in 2001, but resigned from this position in 2007. Prof MS (Sam) Mokgokong was appointed as Acting Head of Department between 2008 and 2009. He became Head of Department in 2009.

The Department had several consultants in a full-time and part-time capacity. Prof MJ (Marthinus) van Rensburg was the first Head of Department to have a full-time appointment. When he reached retirement age in 1996, he stayed on as a senior consultant on an annual renewable contract.

Prof MS Mokgokong seconded Dr TP (Tshepo) Moja from the Ga-Rankuwa Hospital of the Medical University of South Africa (Medunsa) to work as a specialist and consultant in the Department from 2008.

Neurosurgeons Dr J (Jacques) du Plessis, Prof MJ van Rensburg, Dr S (Schalk) Burger, Dr E (Edward) Gurnell and Dr H (Henk) Kruger were part-time consultants, mainly from 2006 until 2009, when Prof MS Mokgokong was appointed Head of Department. Two of the registrars in training during this period qualified as neurosurgeons.

4.5.5.19 DEPARTMENT OF NUCLEAR MEDICINE

Nuclear medicine in South Africa had its origins in Pretoria. The first nuclear medicine initiative at the former Pretoria General Hospital was a joint venture between Prof HW (Hennie) Snyman of the hospital's Department of Internal Medicine and its Division of Radiotherapy, and the Council for Scientific and Industrial Research (CSIR). As more radioisotopes became available,[161] the diagnostic use of radioisotopes was extended by physicists under the guidance of

160 Medical students in their final year did a week rotation in the Department where they were exposed to patients and clinical scenarios, vascular operations and endovascular procedures. They were also taught certain basic procedures.

161 This was 59Fe, 60Co-labelled Vitamin B12, and 51Cr.

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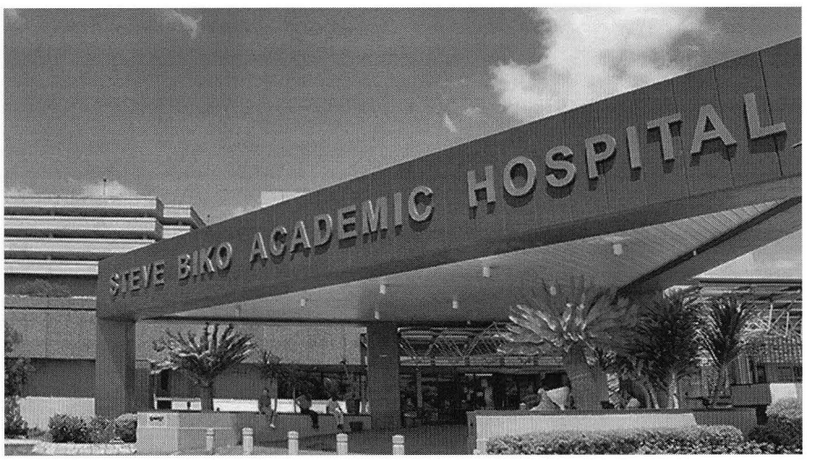

The Steve Biko Academic Hospital.

Mr D (Derek) Savage. Nuclear medicine at the University of Pretoria continued to be a key component of the South African health sector for several periods not falling within the scope of this report.

At the beginning of the period under review, Prof BJ (Bern) Meyer[162] was Acting Head of Department. When Prof MM (Mike) Sathekge took over as Head of Department in 2005, he brought with him expanded national and international exposure as President of the South African Society of Nuclear Medicine, Secretary-General of the World Federation of Nuclear Medicine and Biology, Secretary of the College of Nuclear Physicians and a Mace Bearer, Advisory Councillor of the World Federation of Nuclear Medicine and Biology, as well as a member of the Board of Directors of the International Research Group in Immunoscintigraphy and Therapy.

Under Prof MM Sathekge's leadership, the Department contributed significantly to the capacity building and mentoring of several students and fellows. Prof MM Sathekge's research efforts in advancing molecular imaging and developing clinical applications contributed to clinical and physiological studies on the role of positron-emission tomography (PET) and computerised tomography (CT) scans on patients suffering from HIV/Aids and tuberculosis (TB).

He produced several publications and delivered a number of invited presentations on national and international level. He also served on the editorial board of the *Cardiovascular Journal of Africa*, the *World Journal on Nuclear Medicine* and *The Open Nuclear Medicine Journal*. The International Atomic Energy Agency (IAEA) acknowledged the Department as a global department and sent African doctors to train there as nuclear physicians. The Department won grants for projects from the IAEA.

As President of the South African Society of Nuclear Medicine, Prof MM Sathekge facilitated the donation of a Technegas machine to university hospitals in South Africa. These machines were important in a routine procedure called ventilation/perfusion (V/Q) studies (used in the diagnosis of pulmonary embolism).

In terms of postgraduate training, the Department introduced the UP Fellowship in Nuclear Medicine (FCNP) for the first time in 2008, after which postgraduate students from the Department qualified with both an MMed in Nuclear Medicine and an FCNP. The University convened and hosted several FCNP examinations, and the Department boasted a 100% pass rate during the period under review. All MMed projects became journal articles with the student as the first author in lieu of a thesis.

Furthermore, the Department performed one of the highest number of studies or investigations on the continent, and its patient referral base extended beyond the borders of the country.

Despite challenging conditions, the Department remained actively engaged in research. The following are a few examples of its research activities:

- It was the first department outside the USA to use radiopharmaceutical ^{131}I-meta-iodobenzyl-guanidine in the diagnosis of neuro-endocrine tumours in collaboration with the Department of Surgery.
- It was the first department in South Africa to perform diagnostic radioscintigraphic studies on heart transplant patients.
- It played a leading local and international role in FDG PET/CT applications in patients suffering from HIV/Aids and TB.
- A considerable number of presentations and articles were published in reputable national and international journals, and several awards were received.
- It gratefully acknowledged international collaborators from Belgium, Germany, the United Kingdom and the USA.

4.5.5.20 DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY

The Head of Department during the period under review was Prof BG (Gerhard) Lindeque. With the commissioning of the New Pretoria Academic Hospital (NPAH) in April 2006,[163] the various components of the Department of Obstetrics and Gynaecology could, for the first time, be placed under one roof. During the period under review, the Department was rearranged to function as a sub-speciality department, with the following three recognised sub-specialities: Fetomaternal Medicine, Gynaecologic Oncology and Reproductive Medicine.

The training units for Fetomaternal Medicine and Gynaecologic Oncology were immediately accredited by the Health Professions Council of South Africa (HPCSA) and the formal training of fellows in these sub-specialities could commence. Following the rearrangement of functions, all obstetric training, service and research was coordinated by the Fetomaternal Medicine team, and all gynaecologic training, research and service was coordinated by the Gynaecologic Oncology team.

162 In referring to the history of this department, and the Faculty, the name of Prof BJ Meyer cannot be omitted. He was an icon of medicine and physiology in South Africa and is credited with several achievements, including ensuring that nuclear medicine in Pretoria was solid, despite limited equipment and staff. When he retired as Head of the Department of Physiology in the Faculty of Medicine in 1999, he continued his existing involvement (since 1962 on a sessional basis) as a consultant in the Department of Nuclear Medicine. From 1996, he often served as Acting Head of Department for shorter or longer periods. He mentored several doctors over the years, including Prof MM (Mike) Sathekge. He sadly passed away in 2008, still on duty as a sessional consultant in the Department.

163 The New Pretoria Academic Hospital was renamed the Steve Biko Academic Hospital after 2008.

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During the same period, ad hominem promotions[164] took place. Prof G (Greta) Dreyer was promoted to the position of Associate Professor, while Prof AP (Peter) MacDonald and Prof LC (Leon) Snyman were promoted to Adjunct Professor. The Department produced the first sub-specialists in South Africa by training and examination: Dr P (Priya) Soma-Pillay and Dr HL (Lawrence) Chauke (Fetomaternal Medicine) and Dr MR (Ray) Makwela (Gynaecologic Oncology).

Academic performance indicators were maintained with examination successes, publications and research activities, including that of the Unit for Maternal and Infant Health Care Strategies of the South African Medical Research Council (MRC), managed by Prof RC (Bob) Pattinson.[165] For postgraduate students, the Department remained very popular with a long waiting list for registrar applications. Collaboration with local and international universities was maintained and a number of multicentre projects was launched.

Service delivery took place at the Steve Biko Academic Hospital and Kalafong Hospital, while the Department had satellite departments at the Witbank Hospital and 1 Military Hospital. Many staff members performed community and academic service by serving on the committees of various councils. These included the Council of the College of Obstetricians and Gynaecologists (Prof BG Lindeque, Prof G Dreyer and Prof LC Snyman), the Council of the South African Society of Obstetricians and Gynaecologists (Prof BG Lindeque, Prof G Dreyer, Prof LC Snyman and Dr P (Paul) Swart), the Council of the South African Society of Gynaecologic Oncology (Prof BG Lindeque and Prof G Dreyer), the HPCSA and Medical and Dental Professions Board (Prof BG Lindeque), the South African Human Papillomavirus (HPV) Advisory Board (Prof BG Lindeque, Prof G Dreyer and Dr A (Arrie) Mouton) and the International Incontinence Association (Dr Z (Zeetha) Abdool).

The Department's continuing medical education programme was maintained and grew to achieve record attendance numbers. This included the biannual Obstetrics and Gynaecology Update, several JC Coetzee Outreach visits per year and the national South African Society of Obstetricians and Gynaecologists (SASOG) Congress that the Department hosted every 16 years. Furthermore, Prof BG Lindeque chaired the local organising committee of the international Federation of Gynaecology and Obstetrics (FIGO) World Congress of Obstetrics and Gynaecology, which was presented in Cape Town in 2009.

4.5.5.21 DEPARTMENT OF OPHTHALMOLOGY

Prof P (Polla) Roux was Head of the Department for the entire period under review. The full-time staff of specialists included Dr SS (Sumaya) Carrim, Head of the Department of Ophthalmology at Kalafong Hospital (from 2005 until well beyond 2009) and Dr M (Muhammed) Motala (from 2006 to 2009) at the Steve Biko Academic Hospital (SBAH).

The main responsibility of the Department of Ophthalmology was to train undergraduate and postgraduate medical students in eye health. A Department of Ophthalmology was launched at Pretoria-West Hospital in 1998 and a full functional Vision 2020 centre was initiated in 2006 under the guidance of Mr H (Herman) Kluever, former Executive Director of the Bureau for the Prevention of Blindness (South Africa).

Nursing and administrative staff were appointed with outside funds generated by cataract surgery patients paying the University for this service. This system of cost recovery worked excellently and enabled the Department to deliver a service in a hospital that had no funds to support such a service.

In the undergraduate MBChB curriculum, fourth-year students had a four-week patient training session, which included tutorials, on all the important topics related to eye care, particularly the blinding eye diseases like cataract, glaucoma, diabetic retinopathy and macural degeneration. Ocular trauma management was taught separately during the fifth year of the MBChB.

Postgraduate training was highly regarded in the Department. Five registrars were employed by the Gauteng Department of Health and one registrar was employed by the South African Military Health Services. In 2008, two new registrar posts were obtained at Witbank Hospital, which acted as a satellite training unit for the Faculty of Health Sciences. There was only one medical officer post at the New Pretoria Academic Hospital (NPAH),[166] which was obtained in 2006.

Every year, one registrar completed his or her training and qualified as an ophthalmologist. Few full-time posts were available and the majority of the registrars went into private practice. Registrars served at the NPAH, Kalafong Hospital, 1 Military Hospital, Witbank Hospital, Pretoria-West Hospital and Tshwane District Hospital.

Research was mainly done as contract research for various drug companies. An exciting new avenue of research was launched in 2008 when a research company from San Francisco, Power Vision, requested the Department to assist with clinical trials for an accommodating intra-ocular lens. This lens had the ability to accommodate in a manner similar to the normal crystalyn lens.[167]

Community eye care was delivered mainly with the support of the Bureau for the Prevention of Blindness, a branch of the South African Council for the Blind. Every two months, an eye care tour took place to a rural hospital in Mpumalanga or Limpopo and the registrar would do between 20 and 40 cataract operations with lens implants over a weekend.

In 2008, a new clinic was opened at Tshwane District Hospital. With the gallant effort of a young medical officer, Dr B (Burt) Jooste, and the support of senior provincial officers, the Gauteng Department of Health established a fully equipped eye unit. In 2009, a smaller, functional Ophthalmology Unit was opened at Mamelodi Hospital. It was staffed by part-time medical officers. Redundant equipment from the former Pretoria Academic Hospital was utilised to launch this service while orders for new equipment were being placed.

In terms of outreach to Africa, the Department accepted a number of supernumery registrars from Rwanda, as well as Belgium-based Rwandanese registrars. A number of Belgian registrars, mainly from Ghent University, also spent six to 12 months in the Department to enhance their surgical training.

Visits to Ethiopia were undertaken during the period under review, and a healthy relationship existed between the Ophthalmology departments of UP and the University of Addis Ababa,

164 Promotions based on professional criteria as defined by the Faculty and approved by Senate.

165 The renowned MRC Unit for Maternal and Infant Health Care Strategies, located at Kalafong Hospital, focused on the development of implementation strategies for more effective postnatal care, intrapartum care, emergency pregnancy care, neonatal care and the termination of pregnancies. The research programmes were aimed at improving the quality of life of pregnant women, as well as mothers and their infants, particularly those visiting rural clinics, and district and regional hospitals in Gauteng and Mpumalanga.

166 This was known as the Steve Biko Academic Hospital from 2008.

167 This lens won the prize for the most innovative development in intra-ocular lens design at the 2009 American Academy of Ophthalmology competition held in San Francisco, USA.

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with Prof P (Paulos) Kanaa as Head of Department. An agreement also existed with the University of Tunis in Tunisia. Doctors from Tunis came to South Africa on a regular basis to help with cataract surgery in rural areas via the Bureau for the Prevention of Blindness. This endeavour was supported by the national Department of Health.[168]

During 2006, the long-awaited move to the NPAH took place. The new hospital, as well as its outpatient facilities, was equipped with state-of-the-art diagnostic equipment. The pride of the Department was the Excimer laser and custom ablation scan for refractive surgery. This was the first unit of its kind in an academic hospital in South Africa.

4.5.5.22 DEPARTMENT OF ORTHOPAEDIC SURGERY

Prof NGJ (Klaas) Maritz had been Head of Department from 2 October 1995 until he resigned in 2006.During the period up to 2006, the Department continued to flourish due to solid training, well-disciplined staff and a very active drive to publish and present papers at congresses. A large number of young, capable doctors were keen to be appointed as medical officers in the Department of Orthopaedic Surgery, from where successful candidates were drafted.

After the resignation of Prof NGJ Maritz in 2006, the Department went through a challenging period with limited leadership until Prof JG (Hans) Myburgh was appointed Acting Head of Department in June 2008.

He was also appointed Adjunct Professor, and succeeded in lifting the morale of staff members, while addressing the academic teaching and training programme in the Department, which included practical training in the operating theatres.[169]

Enthusiastic young consultants were appointed, who rendered an excellent service to the Department. All these measures culminated in an improvement in the academic programmes of the Department.

Prof KC (Kenneth) Rankin was Head of the Department of Orthopaedic Surgery at Kalafong Hospital from 1996 to 2005. He delivered a remarkable service in quite a number of African countries. After his retirement in 2005, he continued to visit hospitals in Mpumalanga, where he operated on a large number of patients. He was succeeded by Dr NS (Silas) Motsitsi, who was widely respected as a very devoted and experienced orthopaedic surgeon, with knowledge of a wide spectrum of orthopaedic conditions, including trauma.

Prof TLB (Theo) le Roux was Head of the Department of Orthopaedic Surgery at 1 Military Hospital. He ran an excellent orthopaedic department. His main interest was the treatment of cancer of the bone and soft tissues.[170]

Teaching took place at the Steve Biko Academic Hospital (SBAH), Kalafong Hospital and 1 Military Hospital, in which registrars, as well as consultants, actively participated. The Department also conducted an annual clinical examination course in Orthopaedics up to 2006, which was attended by orthopaedic registrars from other universities in South Africa.

In July 2007, the Department of Orthopaedic Surgery hosted the first basic hands-on cadaver knee and shoulder arthroscopy workshop for registrars under the guidance of Prof JG Myburgh. This course was so successful in providing basic hands-on training that it was repeated annually to provide the necessary skills for basic arthroscopy. An annual paediatric orthopaedic course was launched in February 2008. A comprehensive undergraduate course was presented to all MBChB students. This included a six-week block of lectures in Orthopaedic Surgery in their fourth year

A high premium was placed on research in the Department. Prof RP (Roelie) Gräbe had launched the *South African Orthopaedic Journal* in 2002 as Editor-in-Chief. This journal had a high academic standard,[171] and 196 copies were distributed free of charge to countries in Africa. During the period under review, members of the Department published 73 papers in this journal.

During 2006 and 2007, the Department took part in two international randomised double-blind studies, comparing oral versus subcutaneous thrombo-prophylaxis in hip and knee arthroplasty patients. The results of both studies were published in the *New England Journal of Medicine*.

4.5.5.22.1 SPORTS MEDICINE DIVISION

The Sports Medicine Division celebrated its 10th anniversary in 2009. It undertook the specialised training of medical doctors in the field of sports medicine. Initially, the student intake was biannually, but due to growing interest, students were accepted annually from 2004. By 2009, 91 postgraduate students had been trained.

The practical relevance of the Sports Medicine course is reflected in the fact that students were drawn from all over South Africa,[172] despite the availability of similar courses in closer proximity to their home towns. Students were also drawn from neighbouring countries such as Angola and Zimbabwe, and further north from the Congo and Nigeria, as well as from Canada, China, the United Kingdom and Uruguay.

Initially, the Sports Medicine Division started out with a staff complement of one senior lecturer and a half-day secretary. At the time it functioned under the auspices of the Department of Anatomy in the Faculty of Medicine, but moved to the Department of Orthopaedic Surgery in 2000.[173] By 2009, the Division comprised the Head of the Division, Dr DC (Christa) Janse van Rensburg, a senior lecturer, Dr DA (Maki) Ramagole, a lecturer dedicated to research, Ms CC (Rina) Grant, an extraordinary lecturer and ultrasonographer, and Dr Z (Zanet) Oschman, who was involved in teaching and research.

The Division's research output grew exponentially over the period under review, and became firmly established in the areas of overtraining and heart rate variability. The research efforts of its students and staff were presented at congresses, both nationally and internationally. The interdisciplinary nature of the Division resulted in a demand for lecturing in departments such as Orthopaedic Surgery, Physiotherapy and Biokinetics, as well

168 Around 2008, a request was received from the President of Ethiopia by the President of South Africa, Mr TM (Thabo) Mbeki, to urgently send an ophthalmologist to Addis Ababa in Ethiopia to attend to a VIP who had a retinal detachment and could not travel. Within 24 hours, all the necessary equipment, including a laser, was ready to be taken to Addis Ababa and the patient was successfully operated on.

169 UP was the only University at the time to teach registrars to do arthroscopic surgery of the shoulder.

170 He was elected as President of the South African Orthopaedic Association for the period 2011 to 2012.

171 This journal was registered as a peer-reviewed journal with the national Department of Education, and was accepted by the Scientific Electronic Library Online, under the auspices of Academy of Science of South Africa.

172 Having qualified as sports physicians at UP, graduates of the Division served as medical doctors with a number of sports teams, including the Zone Six Games, the World Student Games, Mamelodi Sundowns, Basketball South Africa, Kaizer Chiefs, Athletics South Africa, the Proteas Cricket team to Sri Lanka and Pakistan, the South African Soccer National Development Team, Wheelchair Basketball SA, Super Sport United and the Soccer World Cup, Germany.

173 This transfer was based on the clinical relevance of orthopaedic surgery in sport injuries.

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as Sports and Leisure Sciences.[174] Close relationships were also established with the universities of the Witwatersrand, Cape Town and the Free State.

The Division was also actively involved in community outreach. A sports medical clinic had already been established at UP in 1999 and patients with sports-related medical problems received expert treatment from the resident doctors. Over the years, sports physicians became well established at both amateur and professional level. They were furthermore involved in the medical screening of visiting sports teams, and worked in close collaboration with the High Performance Centre (hpc) in the development of young athletes by providing them with an ongoing medical service.

During the period under review, the students and staff of the Division achieved prominence in various sporting fields. Dr DC Janse van Rensburg was the team doctor for the national under 21 netball team at the World Cup in Cardiff (2000), the Protea team to the Commonwealth Games in Manchester (2002), the national team to the All Africa Games in Nigeria (2003), as well as the South African Olympic Team to Greece (2004). She was also the venue medical officer at Loftus Versfeld during the International Football Federation (FIFA) Confederation Cup (2009). Dr DA Ramagole was the team doctor for the national women's football team throughout the period under review, as well as for the South African team to the All Africa Games in Nigeria (2003), and the South African Olympic Team to Greece (2004).

4.5.5.23 DEPARTMENT OF OTO-RHINOLARYNGOLOGY[175]

Prof JG (Johannes) Swart was appointed as academic and departmental head of the Department of Otorhinolaryngology in 1983 and Prof AAH (Attie) Mulder had been the Chief Specialist and Clinical Head of Department at Kalafong Hospital since April 1995.

They both retired in 2007. In 2008, Prof MI (Mashudu) Tshifularo from the Medical University of South Africa (Medunsa) was appointed as the new Head of Department. Prof AAH Mulder continued his involvement in the undergraduate MBChB course after his retirement by serving as Chairman of the Head and Neck Block of the MBChB curriculum.[176]

The period under review witnessed many challenges, highlights and changes in the Department. These included changing disease patterns, HIV/Aids, tuberculosis (TB), increased trauma, budget restraints, an increase in patient numbers, longer waiting lists for elective surgery, and staff restrictions. All of these had a negative impact on service delivery, training and research.

The skilful dedication of all staff members and the involvement of private specialists ensured high standards in undergraduate and postgraduate teaching and learning. To maintain academic standards in teaching and service delivery, full-time consultants and private teaching specialists regularly attended relevant continuing professional development (CPD) workshops. The Health Professions Council of South Africa (HPCSA) inspected the Department in 2006 and accredited it for the training of undergraduate and postgraduate medical students.

The Department was relocated from the Skinner Street Ear, Nose and Throat (ENT) Hospital to the New Pretoria Academic Hospital (NPAH)[177] during 2006. An important advantage of being located in the new hospital was that patient care could be improved due to interdisciplinary collaboration, and the fact that it became easier to conduct consultations.

High academic standards were maintained through active presentations and the participation of academic staff in international and national congresses, courses and workshops. Furthermore, monthly interdisciplinary registrar meetings were held with the departments of Pathology and Radiology.

Academics attended four combined meetings a year with staff from Medunsa, the University of the Witwatersrand and 1 Military Hospital, as well as monthly meetings with the Independent Practice Association,[178] which ensured interactive discussions and expanding the skills of registrars for the best patient care.

Senior academic staff members actively participated in relevant professional societies. The Department was thus regularly involved in the academic activities of the South African Otorhinolaryngological Head and Neck Society and the South African College of Otorhinolaryngology.

Prof JG Swart played a significant role in the establishment and activities of the South African Cochlear Implant Group in South Africa. In 2006, he arranged a cochlear implant workshop to ensure sound competencies in cochlear implantation surgery, rehabilitation, ethical issues and financial implications.

Prof JG Swart and Prof AAH Mulder were involved in the chairing of sessions and panel discussions, as well as lecturing at annual palliative care conferences with international speakers, as arranged by the Head and Neck Clinic of the Department of General Surgery. They were also regularly invited to participate in radio discussions.

4.5.5.24 DEPARTMENT OF PAEDIATRICS AND CHILD HEALTH

Prof DF (Dankwaard) Wittenberg was appointed as Head of Department in 1995 and retired in 2009. He was succeeded by Prof RJ (Robin) Green. Prof M (Mariana) Kruger was Head of Department at Kalafong Hospital and Head of the Paediatric Unit. She resigned from the Department at the end of 2009.[179]

The Department of Paediatrics and Child Health had facilities at the New Pretoria Academic Hospital (NPAH),[180] Kalafong Hospital and Witbank Hospital. The relevant clinical staff moved into their offices in the NPAH in November 2002.[181] The wards and service areas were only moved to the new hospital in March 2006 when the latter had been commissioned.

The dedication and commitment of the Department's staff members during the adaptation period was outstanding. However, serious staffing issues remained in nursing and medical human resources, which became much more pertinent. This was due to the fact that more focused

174 An example of these collaborations was that students of all these departments were combined in teams that took responsibility for first aid assistance at TuksSport (club and inter-residence level) events under the guidance and with the assistance of a medical doctor.

175 Formerly referred to as the Department of Ear, Nose and Throat (ENT) Surgery.

176 The challenge was to present a problem-based ear, nose and throat training programme that was relevant to the needs of primary healthcare physicians. This was achieved by involving all the relevant departments in symposia and interactive discussions instead of formal lectures. This approach was very well accepted by students and lecturers. Block test results indicated a good retention of knowledge and problem-solving skills.

177 This became known as the Steve Biko Academic Hospital from 2008.

178 A private ear, nose and throat specialists' academic programme.

179 She was appointed as Head of the Department of Paediatrics and Child Health at the University of Stellenbosch.

180 This became known as the Steve Biko Academic Hospital from 2008.

181 This was the first clinical department to move to the New Pretoria Academic Hospital.

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tertiary service delivery was made possible with the bigger facilities, which increased the workload considerably.

Highlights for the Department during the period under review included the following:

- The Department performed with excellence in both the provision of patient care and academic services to UP.
- Members of the Department, under the able leadership of Dr TJ (Theuns) Avenant,[182] organised the biannual congress of the South African Paediatric Association in 2006.
- The Postgraduate Committee of the Health Professions Council of South Africa (HPCSA) conducted an inspection visit for the accreditation of the Department's postgraduate training programmes in August 2006. It received a very positive evaluation report. The application for the recognition of sub-specialist training units was granted in Cardiology, Neonatology, Neurology, Oncology and Pulmonology. In addition, 40 registrar training posts were granted (a significant increase on the previous 28).
- The Department maintained its good track record of success at the national postgraduate examinations, as well as the successful implementation of the undergraduate curriculum.[183]
- Research and academic output showed a pleasing upward trend. An increasing number of candidates were registering for PhD studies, and most registrars had completed their research projects.[184]

In support of UP's commitment to excellence in teaching and research, as well as the provision of outstanding medical services to all communities, the Department, under the leadership of Prof RJ Green, identified key areas of health care provision that were to be cultivated and nourished. To this end, it revised its vision and mission statements, and developed a number of initiatives to promote excellence.

4.5.5.25 DEPARTMENT OF PHARMACOLOGY

After heading the Department of Pharmacology for 27 years, Prof D (De Klerk) Sommers retired in June 2003. He was succeeded by Prof JR (Jacques) Snyman until Prof JR Snyman retired at the end of 2007.

In August 2008, Prof OBW (Oppel) Greeff was appointed Head of Department and served in this position until beyond 2009.[185]

Although the Department saw many staff members come and go, each brought with them expertise that remained in the Department. This led to an increase in the number of postgraduate students over the years. By 2009, the Department had one of the largest postgraduate student complements in Pharmacology in South Africa. This was because of its research focus, which covered both basic and clinical pharmacology. The honours course was extremely popular and attracted students from across the country and abroad.

The Department had several fully equipped laboratories with all the required equipment for cell culture work and cell biology studies, including fluorescence spectrometers, chemiluminometers, a research-type flow cytometer and a sophisticated triple quadrapole liquid chromatography-mass spectrometry (LC-MS). The Department also had the laboratory equipment and skills to carry out proteomic assays, which could provide information on possible mechanisms of action or identify which intracellular biochemical pathways were activated or deactivated due to drug exposure. This was important information in assessing possible cellular targets and tissue, as well as potential adverse effects at an early phase of drug development, thereby avoiding expensive assays later in the drug development cycle.

Other skills were related to the stability testing of drugs, pharmacokinetics and toxicity assays. Routinely performed tests were used to determine the expression of protein surface markers of various cell types, anti-oxidants or free radical concentrations or scavenging, cytokine expression and inflammatory marker assays of serum or culture supernatants. In addition, the Department had access to a well-established Clinical Trials Unit, which was renovated and upgraded to international standards on 27 August 2009. This Unit was managed by Ms K (Karin) Depken, with support from Prof P (Paul) Rheeder as CEO and Prof OBW Greeff in an advisory capacity.

By 2009, the Clinical Research Unit, situated in the Pathology Building, had been conducting clinical research studies on rheumatoid arthritis (early to severe stage), cardio-vascular studies, Type 2 diabetes with cardiovascular complications and diabetic neuropathy, HIV/Aids studies, neurology (Parkinson's disease), psychiatry studies (schizophrenia and depression) and urology. This Unit was audited by the Medicines Control Council over the years with no critical findings.[186]

The Unit presented an opportunity for all clinicians in the School of Medicine to become involved in clinical research with the support of a team of experienced study coordinators in a facility specifically designed for research. This was the ideal opportunity to gain the experience required by the Medicines Control Council to function as a principal investigator within an academic setting or as a private physician.

The Phytomedicine Unit, under the supervision of Prof V (Vanessa) Steenkamp, focused on determining the biological activity of traditional herbal remedies to identify compounds with pharmacological activity with the potential of developing new agents for the treatment of diseases. In terms of anti-inflammatory research, cytokine and immune cell involvement were assessed for new drugs. By the end of 2009, one study had already reached Phase II human trials and was showing positive outcomes for a product developed entirely in South Africa.

By 2009, eight PhD, 56 MSc, 26 MPharmMed and eight honours students had been registered in the Department. Staff members were Board members of various pharmacology societies locally and abroad. Between 2005 and 2009, the Department produced 56 publications in peer-reviewed journals. Staff and students remained up to date on recent developments in the field by attending national and international conferences. The high standard of the Department's research output was evident from the significant number of prizes received by both students and academic staff at congresses and faculty days.

182 Dr TJ Avenant became an Adjunct Professor in 2009.

183 The Department was committed to most of the undergraduate teaching blocks of the Student Intern Complex (SIC) programme (the last 18 months of the six-year undergraduate MBChB course), as well as its own Block 10 in the fourth year of the MBChB programme.

184 One PhD and seven MMed candidates qualified in 2009.

185 Prof OBW Greeff retired in 2013, but accepted a post-retirement position as Head of Department until 2016, when he officially retired.

186 The Unit was 50% above the recruitment targets for all studies actively recruited at the time.

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The Basic Medical Sciences Building on the University of Pretoria's Prinshof Campus.

4.5.5.26 DEPARTMENT OF PHYSIOLOGY

Prof DH (Dirk) van Papendorp, who was appointed Head of Department in 1990, served in this capacity for the entire period under review and beyond.[187] By the end of 2009, the demographic profile of the staff complement (academic and support service staff)[188] had changed significantly.

The Department placed a high premium on research and publications in internationally and nationally accredited peer-reviewed journals, and had been highly recognised in this respect over the years. Staff members published an average of 20 publications a year over the period under review. Notwithstanding the heavy teaching load and a considerable staff turnover, the Department took exceptional pride in the sustainability of its widely recognised excellent publication output.

Research topics over the period under review covered several focus areas. These included the following: the pathogenesis of osteoporosis and cardiovascular disease with special reference to cardiomyopathy; the physiological effects of stress, in particular autonomic dysfunction; the *in vitro* effects of polyunsaturated fatty acids on bone biology and the modulation of insulin sensitivity in visceral fat tissue; nutrient metabolism in health and disease states; a study of the expression of the H-subunit and L-subunit of ferritin in bone marrow macrophages and cells of the erythron in patients with chronic T-helper cell type-1 immune stimulation and pathological implications in the establishment and maintenance of an iron transfer block; the possibility of a new cause of sudden death due to dysrhythmias caused by papillary muscle anomalies and other endoventricular structural alterations; various aspects of sport physiology and neuroscience, as well as the *in silico* design, synthesis and analysis of estradiol analogues with potential anticancer activity *in vitro*.

During the period under review, academic staff members remained actively involved in the writing of textbooks and chapters in textbooks on Physiology and related fields, in both Afrikaans and English.

Physiology, as a subject, was generally accepted as a basic health science subject. It was thus included in the curricula of a wide range of relevant courses. Accordingly, the Department had a large teaching responsibility and taught students in 42 separate undergraduate modules and 16 postgraduate courses. During the period under review, approximately 1 700 undergraduate and postgraduate students were enrolled for Physiology courses annually. The Department endeavoured to equip its students with a knowledge of Physiology so that they could apply their knowledge in their eventual occupations in dentistry and medicine, and in the health care sciences disciplines of human nutrition, nursing science, occupational therapy, physiotherapy and radiography, as well as oral hygiene.[189]

Apart from training students for a specific occupation in the health sciences, Human Physiology[190] was also taught as a basic science course to BSc[191] students on the Hatfield Campus where they had the option of choosing Human Physiology as a major subject in the BSc (Medical Sciences), BSc (Human Physiology) or BSc (Human Physiology, Genetics and Psychology)[192] degree courses. In addition to basic scientific research careers, these BSc students were equipped for a career in industrial physiology, neurophysiology, sport physiology, cellular physiology and psychology. A Human Physiology module was taught as a supportive discipline on the Hatfield Campus to BCommunication Pathology students in the Faculty of Humanities, as well as to BConsumer Science students in the Faculty of Natural and Agricultural Sciences. These courses included lectures and tutorials, as well as practical sessions.

In 2007, the Department hosted a very successful congress of the Physiology Society of South Africa that was well attended and rated highly by participants. Academic staff members regularly acted as external examiners for postgraduate and undergraduate courses at most South African universities.

4.5.5.27 DEPARTMENT OF PSYCHIATRY

The period under review was marked by the appointment of Prof JL (Louw) Roos as Head of Department in 2001, after serving as Acting Head for more than a year after the previous Head of Department,

187 Prof DH van Papendorp retired in November 2014. Prof AM (Annie) Joubert was initially appointed in this position in an acting capacity until April 2016, when she was officially appointed as Head of Department.

188 By the end of 2009, the senior members of staff in the Department were Prof DH (Dirk) van Papendorp (Head of Department), Prof M (Retha) Viljoen, Prof M (Marianne) Haag, Prof AM (Annie) Joubert, Prof RSK (Richard) Apatu and Prof J (James) Ker, with Prof NG (Nola) Dippenaar appointed as extraordinary professor, and Prof HS (Salomie) Meij as emeritus professor. The senior lecturers were Dr P (Prahsilla) Soma, Prof M (Magdalena) Coetzee and Prof PJ (Peet) du Toit. Dr N (Naudine) Willemse, a senior lecturer, went on early retirement during 2009. Other senior academics who left the Department before 2009 included Dr A (Annie) Panzer and Dr AM (Alida) Koorts.

189 Some of those courses were taught on the Prinshof Campus.

190 In the Faculty of Natural and Agricultural Sciences, the name of the subject Human Physiology was used to distinguish it from the subject Animal Physiology, which was taught in the Department of Zoology.

191 Initially, the BSc (Medical Sciences) was offered by the Faculty of Health Sciences, but as from 2004, all BSc students were enrolled in the Faculty of Natural and Agricultural Sciences.

192 This unique combination benefitted Psychology students in obtaining a scientific education.

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Prof W (Wilhelm) Bodemer, had retired.[193] By the end of 2009, the Department's academic staff complement included 21 consultant psychiatrists, 11 consultant clinical psychologists and 20 registrars. The staff was appointed mostly on the joint staff establishment by Weskoppies Hospital, with a few appointed by the New Pretoria Academic Hospital (NPAH),[194] Witbank Hospital, 1 Military Hospital and the District Mental Health Services of the Northern Gauteng Region.

In 2009, the structure of the Department was expanded by the establishment of a new division, the Division of Philosophy and Ethics of Mental Health, in collaboration with the United Kingdom, the first in Africa. Prof CW (Werdie) van Staden was appointed as Head of this Division, which subsequently offered postgraduate degrees at master's and doctoral level.

The Department's annual research output was consistently high in comparison with the other clinical departments in the Faculty of Health Sciences. For the period under review, it produced an average output of 12 articles a year, the great majority of which were published in scientific journals accredited by the national Department of Education. Collaborative research that took place with overseas colleagues led to several publications in highly prestigious scientific journals such as *Nature Genetics*.

Research during the period under review focused on seven broad research fields: schizophrenia, physiology in psychiatry, clinical psychiatry and psychology, forensic psychiatry, psychiatric service delivery, medical education, and conceptual and philosophical research. Research into the genetics of schizophrenia made up the bulk of the Department's neurosciences-related research.[195] Research in physiology in psychiatry included studies on electroencephalogram (EEG) changes during patients' acute experience of dissociative symptoms. Clinical psychiatry and psychology research included studies on the symptoms of various mental illnesses. Forensic psychiatry research included studies on associations between psychiatric diagnoses and certain crimes. Psychiatric service delivery research referred, inter alia, to studies that monitored the services rendered to long-term patients in Weskoppies Hospital. Research relating to medical education included studies on the development of soft skills by medical students. Conceptual and philosophical research included studies on linguistic changes observed in patients' speech during psychotherapy.

The Department was actively involved in the undergraduate and postgraduate education of relevant Health Sciences students, and played a key role in the Faculty's newly developed undergraduate medical curriculum. Furthermore, during the period under review, the Department's undergraduate teaching responsibilities were extended to the newly established psychiatric in-patient unit at the Steve Biko Academic Hospital (SBAH), to which medical student interns then also rotated. The Department contributed largely to the training of psychiatrists in South Africa. Around 50 psychiatrists qualified during the period under review.[196]

The Department of Psychiatry was also closely involved with the Colleges of Medicine of South Africa (CMSA) with regard to postgraduate training in Psychiatry. In addition to numerous successful candidates from UP's Department of Psychiatry in the biannual FCPsych (SA) examinations, in the period 2001–2009, five academic staff members also received the FCPsych (SA) qualification based on peer review. Two members of staff obtained the Child Psychiatry Certificate of the CMSA in this period and, as a result, postgraduate training in Child Psychiatry expanded dramatically. Other postgraduate training opportunities in the Department included the supervision of doctoral degrees. Four candidates obtained their doctoral degrees during the period under review.[197]

The Department's academic staff members were highly active in managerial roles in various national and international professional organisations.

In addition to the clinical service delivery that was rendered under the joint staff establishment with the Gauteng Department of Health, the Department engaged with the community by way of training and lecturing to medical doctors and nurses and other health care staff members at the district hospitals in the Pretoria region, to staff members in the health care sciences staff (including physiotherapists and occupational therapists), and to teachers and state prosecutors.

4.5.5.28 DEPARTMENT OF RADIATION ONCOLOGY

The Department of Radiation Oncology was one of the six major training institutes for Radiation Oncology in South Africa.

Since 2001, the Department continued its service delivery to an average of 1 750 new patients per year. During the period under review, the Department had limited senior staff members after the departure of Dr JS (Johan) Nel as Head of Department at the end of May 1999.

Initially, Dr HHP (Henry) Westerink filled the position of Acting Head of Department. He was followed by Dr G (Gerald) Paris and Dr AML (Alain) Hocepied, who filled the position until October 2004, when he left to spend some time in New Zealand. Prof JAG (Jenny) Wilson[198] from the University of Cape Town was appointed in 2005 until she passed away on 30 September 2009. On 1 October 2009, Dr AML Hocepied rejoined the Department in the position of Acting Head and Principal Consultant. The Head Radiographer was Ms Z (Zebeth) Cronjé and the Director of Medical Physics was Prof AJ (Ado) van Rensburg.

With the move to the New Pretoria Academic Hospital (NPAH)[199] between 2005 and 2006, equipment was upgraded. Four linear accelerators, with the capability of doing stereotactic radiotherapy and radiosurgery, were installed. The NPAH was thus the first government hospital to implement these techniques for the treatment of a variety of small brain tumours. The High-dose Rate Brachytherapy Unit was completed in June 2006. The first patient was treated in August 2006.[200]

A dedicated computerised tomography (CT) scanner used to simulate patients was acquired in 2006. In the same year, the treatment planning system was upgraded.

193 Prof W Bodemer had initially been appointed as Head of Department in 1973.

194 Known as the Steve Biko Academic Hospital from 2008.

195 In this field, the focus was, inter alia, on elucidating the genetic architecture of familial schizophrenia by combining linkage analysis with studies of fine-level chromosomal variation in families recruited from the Afrikaner population in South Africa (the descendants of the initial French Huguenot lineage).

196 Developments during the period under review in the education of registrars included the training of psychotherapy and research methods, as well as the implementation of a study portfolio.

197 The Psychiatry Department set an example with regard to academic staff in a clinical department in that, by 2009, the majority of members held doctoral degrees, and several others were engaged in research towards their own respective doctorates.

198 Prof JAG Wilson was responsible for the implementation of the Stereotactic Radiosurgery Programme.

199 Known as the Steve Biko Academic Hospital from 2008.

200 At this stage, brachytherapy had only been utilised for gynaecological and a few oesophageal cancers.

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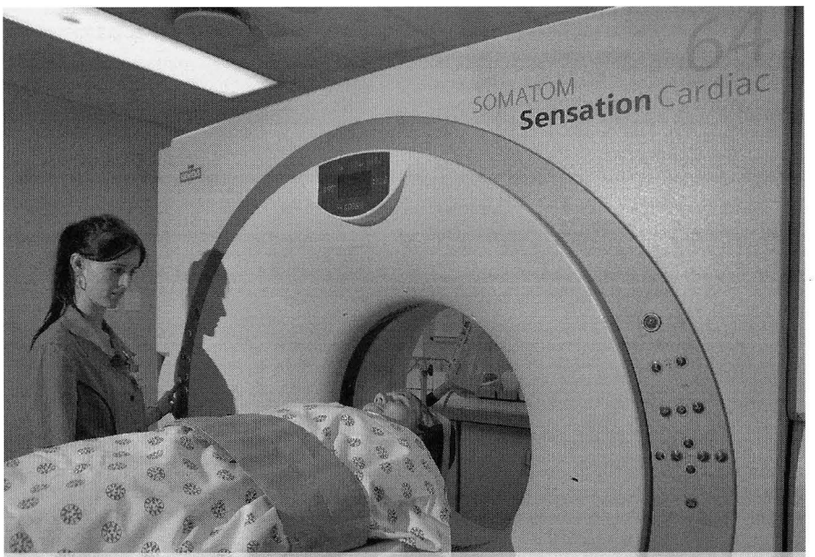
This provided the opportunity to plan for new techniques, such as conformal radiotherapy and intensity-modulated radiotherapy, as well as using CT and magnetic resonance imaging (MRI) images to localise tumour volumes more accurately. A Brainlab planning system was installed to plan for stereotactic radiosurgery treatment. This unit was the first to introduce 3D planning for all patients in South Africa.

With the move to the new facilities in the NPAH, the departments of Radiation Oncology and Medical Physics were initially temporarily located on the first floor of the Oncology Block in October 2009.

The Department was strengthened by the technology improvements and improved staffing that contributed significantly to the care of cancer patients in the community and the training of undergraduate and postgraduate Oncology students.



The multislice CT scanner in the Radiology Department at the Steve Biko Hospital.

4.5.5.29 DEPARTMENT OF RADIOLOGY

A significant highlight for the Department of Radiology was when it moved to new premises in the New Pretoria Academic Hospital (NPAH) in 2006. This heralded a period of vast changes and advances. The Head of Department, Prof SF (Simon) Prinsloo, retired in 2001, but continued as a senior specialist until the end of April 2008. Prof ME (Leonie) Scholtz was appointed as Head of Department from 2003 to 2006. She was succeeded by Prof ZI (Zarina)Lockhat in 2006 until beyond 2009.

A new picture archiving and communicating system was installed in 2006. This brought with it new advanced technology and post-processing software. Software packages included advanced cardiac, neurological, oncology tumour tracking and vascular post-processing options. Radiologists could therefore access detailed imaging and had numerous options of enhancing the visualisation of anatomy and pathology, which improved patient management and intervention. Imaging equipment was relatively well maintained and meticulously cared for with strict quality assurance measures. A state-of-the-art 128-slice computerised tomography (CT)[201] and a 3D stereotactic mammography system were installed, and the 1.5 Tesla magnetic resonance imaging (MRI) system underwent a software upgrade.

The Department trained highly skilled individuals who were sought after by the private sector. This posed a constant challenge for the Department. Radiologists practiced as general radiologists. However, most had a keen interest in a sub-speciality that was pursued in interdepartmental discussions and congresses. The training and teaching of undergraduate and postgraduate students, as well as different clinical disciplines, were key components.

The Department had a homogenous hybrid system of learning, with didactic teaching, tutorials, e-learning platforms and e-resources. Together with the Radiological Society of South Africa (RSSA), all registrars had access to RADPRIMER and STATDX e-learning and personal tutoring platforms. Prof S (Samia) Ahmad, Clinical Head of the Angiography and Intervention Unit, continued with innovative neurological and oncology procedures.

The Department hosted the Medical Imaging Partnership and Visiting International Professor programme with the RSSA. It also invited Prof W (Wade) Wong, who presented comprehensive lectures on various developments and advances in neuroradiology, and conducted workshops in interventional radiology, particularly pain management and vertebroplasty. Third-year medical elective students had an opportunity to interact with elective students from the University of Michigan, via an internet global conferencing platform, to share lectures and have interactive student seminars.

Further highlights included the awarding of the Josse Kaye Medal for the FC(Rad) (diag) Part II SA to Dr AT (André) du Plessis in 2008, and the delegation of 40 American radiologists, who visited and toured the Department in November 2009.

Although the Department of Radiology was envisaged as primarily a service delivery platform, research and publications were continually active and dynamic areas of focus. Dr F (Farhania) Suleman, as research coordinator of the Department and Deputy Editor of the *South African Journal of Radiology*, ensured high-quality publications and the supervision of the research programme. Ongoing research collaboration took place with clinical departments, leading to a significant number of annual publications in local and international journals.

The Department constantly revised and refreshed the service delivery platform, imaging protocols and academic structure to align itself with national and international standards and practices.

4.5.5.30 DEPARTMENT OF SURGERY

Prof JHR (Hennie) Becker was Chief Specialist and Head of Department for the duration of the period under review until well beyond 2009. He oversaw teaching and training at the New Pretoria Academic Hospital (NPAH),[202] Kalafong Hospital and 1 Military Hospital. The other Chief Specialist was Prof TR (Taole) Mokoena, who was Head of the Department of Surgery at Kalafong Hospital. Prof PF (Piet) Coetzee was Head of the Division of Plastic Surgery. Dr EW (Ernst) Müller

201 The iterative reconstruction functionality on the 128-slice CT system allowed for significant dose reduction, especially for paediatric patients.

202 Known as the Steve Biko Academic Hospital after 2008.

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replaced Prof GO (Gabriël) Ionescu as Head of the Division of Paediatric Surgery in 2005. The first full-time Head of the Division of Vascular Surgery, Prof TV (Thanyani) Mulaudzi, was appointed in 2009. Before him, a part-time consultant, Prof JJ (Cobus) van Marle, had headed the Division since the turn of the century. Regular consultants in the Department of Surgery during this period were Associate Professor VOL (Otto) Karusseit (general and transplant surgery), Adjunct Professor JP (Jan) Pretorius (surgical intensive care, and head and neck surgery) and Dr B (Bernard) Schoeman at Kalafong Hospital.

Two former heads of Department continued to serve in a full-time capacity: Prof CJ (Carl) Mieny, who first served as head of a surgical unit and later in postgraduate and undergraduate teaching, and Prof RC (Calie) Franz, who served in the Blood Coagulation Laboratory. A dedicated Wound Care Unit was established at the NPAH under the leadership of Prof HJC (Herman) du Plessis.

During the period under review, the Department extended and strengthened its expertise in various fields, such as surgical intensive care, microsurgery, kidney transplantation, endovascular surgery and minimally invasive surgery. This expertise, in addition to general surgical treatment, was supplied to patients from the large drainage basin of Northern Gauteng and Mpumalanga. This resulted in a high workload for members of staff, but also vast opportunities to develop specialist knowledge and skills.

The postgraduate surgery training programme was expanded substantially to manage an ever-increasing workload. Sub-specialist fellows were also trained in surgical intensive care and vascular surgery.[203]

The Department's presentation of the mandatory national basic surgical skills course for surgical specialisation was expanded from one course to 10 courses per year. For this purpose, a dedicated laboratory, including laparoscopic facilities, was developed.

Because of the increasing number of undergraduate students, a relative shortage of clinical material became apparent for both teaching and examination purposes. This occasioned the development of novel aids, such as visual and röntgenological material, including an X-ray laboratory. During this period, most of the teaching was performed by full-time university or hospital staff. Part-time consultants continued to assist as examiners.

Because of the substantial service load, research output from the Department suffered. Nevertheless, a steady stream of publications was maintained, especially from Prof RC Franz's laboratory. In addition, the Department performed a substantial amount of contract research. This was done by two full-time employees.

4.5.5.30.1 PAEDIATRIC SURGERY DIVISION/DEPARTMENT[204]

In 2001, the Division was headed by Prof GO (Gabriël) Ionescu, a paediatric surgeon from Romania, who took over from Prof JHR (Hennie) Becker in 1993. Prof GO Ionescu extended the range of activities of the Division by making inroads in the fields of paediatric urology and oncology. He also re-established postgraduate training in the Division with the employment of two paediatric fellows in 1999 and 2000 respectively. When he took an early retirement in 2002, Dr EW (Ernst) Müller was appointed as Acting Head of the Division in 2003, and as Head of the Division in 2005.[205]

In 2007, Paediatric Surgery became a full speciality, which had the advantage that a qualification in General Surgery was no longer a prerequisite at entrance level of the Paediatric Surgery programme. The training period was thereby shortened from seven to five years, which added to the increased market value of this discipline, making it especially attractive for female candidates. With the appointment of Prof ML (Martin) van Niekerk[206] as a part-time consultant, as well as two new registrars,[207] from 2007, the Department was significantly strengthened, making it possible to send one of the registrars on rotation and to start a structured academic programme that had not existed until then.

Notwithstanding the advantages that the Department of Paediatric Surgery experienced when it moved to the New Pretoria Academic Hospital (NPAH)[208] in 2006, the Department still faced severe challenges.[209] Traditionally, the paediatric surgical team had always provided its services to both the NPAH and Kalafong Hospital, despite it being a small department with limited human resources. In the past, the Paediatric Surgery workload had been evenly spread between the two hospitals.

However, this changed after 2006. The Paediatric Intensive Care Unit (ICU) at Kalafong Hospital was closed down in 2007 due to financial constraints, which meant that Oncology and other bigger surgeries could no longer be performed at Kalafong Hospital.

This strained the already overloaded Paediatric ICU and theatre at the NPAH. Thus, the workload had not only shifted from Kalafong Hospital to the NPAH, but had also become generally heavier. The combined number of operations performed at both hospitals increased from 800 in 2002 to 1 100 in 2009. Because the operation waiting lists had increased, emergency patients sometimes had to wait, with fatal consequences.

4.5.5.30.2 VASCULAR SURGERY DIVISION

In 1999, the Vascular Surgery Division at the University of Pretoria was one of the first three vascular units (together with the universities of the Witwatersrand and Natal) to be accredited by the Health Professions Council of South Africa (HPCSA) as a training unit for the sub-speciality Vascular Surgery. At its inception, the staff component comprised two part-time consultants: a registered vascular surgeon (Prof JJ (Cobus) van Marle) and a general surgeon (Dr JS (Loubie) Loubser). Prof JJ van Marle was appointed as an extraordinary professor in Vascular Surgery in 2005. By 2009, the staff component had increased to four part-time consultant vascular surgeons and two general surgeons.

During the period under review, the clinical workload managed by the division doubled from less than 400 patient admissions annually to more than 900. In 2006, the clinical division moved to the New Pretoria Academic Hospital (NPAH). In 2009, a full-time senior specialist post was approved

203 The Department of Surgery recruited increasing numbers of black postgraduate students. Several black and Indian specialist general surgeons qualified during this period, including the first black female surgeon.

204 The division obtained departmental status in 2007.

205 Dr EW Müller completed his undergraduate medical training in Zurich, Switzerland, after which he worked as a registrar in various hospitals in that country, followed by four years in a mission hospital in Lesotho. In 1993, he accepted a registrar's position in the Department of Surgery at the University of the Free State in Bloemfontein. He completed his training in General Surgery in 2000, and concluded further sub-specialisation in Paediatric Surgery under Prof GO Ionescu at UP in 2002.

206 Prof ML van Niekerk completed his training under Prof JHR (Hennie) Becker in 1993. His main interest was laparoscopic paediatric surgery.

207 The significance of the two new registrars can be appreciated against the backdrop of the absence of any new registrars in this Department for the previous three years.

208 This became known as the Steve Biko Academic Hospital from 2008.

209 Shortages of beds and in-theatre time still existed; thus, although newly built, the facilities in the hospital were already insufficient.

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and Prof TV (Thanyani) Mulaudzi was appointed.

The Vascular Surgery Division was responsible for undergraduate[210] and postgraduate teaching and training in Vascular Surgery. Postgraduate training involved registrars in the Department of General Surgery who did a three-month rotation in the Vascular Surgery Division as part of the curriculum for the MMed Surgery and/or Colleges of Medicine of South Africa (CMSA) Fellowship in General Surgery. Registrars from other surgical disciplines did a one-month rotation in the Vascular Surgery Division in preparation for their intermediary exams for the MMed and/or the CMSA exams.

The Division participated in the academic programme of the Department of General Surgery. This included participation in and presentations at the annual Controversies in Surgery symposia. It cooperated with the Department of Family Medicine in an active continuing professional development (CPD) programme by presenting 20 symposia to general practitioners.

The Division was involved in a number of research projects, which were presented at national and international congresses,[211] and published in peer-reviewed journals and as chapters in international textbooks.[212] Prof JJ van Marle was involved in nine international clinical trials, including the Medtronic Xcellerent stentgraft trial, during which the first three Xcellerent stentgrafts in the world were implanted in Pretoria in January 2004.

Prof JJ van Marle and his team each played leading roles in associations of their respective areas of personal interest, each ensuring breakthroughs in South Africa's involvement in specialised vascular surgery sections. Members of the Division regularly attended international congresses, workshops and master classes to stay abreast of the latest developments in their field.

4.5.5.31 DEPARTMENT OF UROLOGY

By 2001, the Department of Urology was already a well-established academic department of the Faculty with excellent undergraduate and postgraduate programmes, as well as efficient research outputs. An Andrology Division (including male impotence and infertility) and a well-equipped and fully functional Urodynamic Unit were also in place. This was due to the initiative and drive of the previous Head of Department, Prof DJ (Dion) du Plessis.[213] Prof S (Simon) Reif was appointed Head of Department in August 1996 and served in this position until he retired in October 2008. Dr EM (Evelyn) Moshokoa was Deputy Head of Department from 2006, and Acting Head of Department from November 2008. She was appointed Head of Department in 2009.

Academics in the Department were actively involved in the development and implementation of the new MBChB curriculum and postgraduate education initiatives.

The Urology Department took pride in its holistic approach to its teaching responsibilities. Dr EL (Etienne) Kok was responsible, as student guardian, for managing the undergraduate academic training programme of the Department and was actively involved in the extracurricular student life activities of medical students. As such, he played a leading role in the Faculty of Health Science's unique Mentoring Education for South African Blacks (MESAB) Programme for first-year students throughout and beyond the period under review.

Full-time consultants and colleagues from the private sector undertook postgraduate training.[214] In 2009, the Urology Department, with the permission of the dean and the relevant CEOs, permitted registrars to also rotate in the private Urology Hospital to assist with laparoscopies. Subsequently, a basic laparoscopy workshop was held at Kalafong Hospital with good attendance and feedback. During the period under review, the Department acted as a convenor of the Colleges of Medicine of South Africa (CMSA) exams and participated as examiners of the CMSA.

During the period under review, the University of the Witwatersrand (Wits) was left without a full-time head. UP's Urology Department permitted Wits's registrars to attend the postgraduate academic meetings in Pretoria until a full-time Head of Department at Wits had been appointed.

For similar reasons, the Department of Urology of the Medical University of South Africa (Medunsa) attained special permission from the relevant authorities for the Head of UP's Urology Department to attend and teach at Medunsa's academic meetings. This arrangement lasted until Prof S Reif retired at the end of October 2008.

Extra-corporeal lithotripsy was gaining popularity, with proven high success rates. Following prolonged negotiations, a lithotripter was purchased, which was located in the main theatre. During the period under review, the Department became more involved in contract research. Staff members were involved in five different international clinical trials as principal investigators: one on the neurogenic bladder, one on overactive bladders and three on prostate cancer.[215]

The Department was inspected by the US Food and Drug Administration (FDA) and attained FDA approval, whereby it had the opportunity of becoming involved in certain clinical trials of the FDA. These trials were of financial benefit to both the hospital and the University, and the research funds enabled the Department to send consultants, registrars, nursing staff and researchers to national and international congresses, meetings and training sessions. By visiting several national and international Urology departments, opportunities arose for several registrars to attend seminars in Europe. By special arrangement with the European University Association (EUA), they were permitted to take the European examinations. The excellent results obtained by the UP registrars confirmed that the Department's training was on par with international standards.

Prof MS (Riana) Bornman was responsible for managing the Andrology Unit. Together with her research team, 38 papers were published and 21 international presentations delivered during the period under review. Dr EL Kok managed the Sexual Dysfunction Clinic. He was also in charge of managing male infertility patients.

The members regularly attended relevant national and international Urology congresses, and organised the South African Urological Congress (an international congress) at Sun City in 2004 and a national Registrar's Congress at the Roodeplaat Dam during the period under review.

210 Medical students in their final year did a week-long rotation in the unit where they were exposed to patients and clinical scenarios, vascular operations and endovascular procedures. They were also taught certain basic procedures.

211 Of the 58 presentations delivered at national and international congresses, consultants were responsible for 38, vascular fellows for 14 and registrars for six.

212 Of the 27 peer-reviewed publications published in peer-reviewed journals, consultants were responsible for 22, vascular fellows for three and registrars for two.

213 Prof DJ du Plessis subsequently became the Dean of the Faculty of Medicine in 1996.

214 The full-time consultants, as well as colleagues from the private sector, undertook postgraduate training. Dr CS (Christie) Steinman, Dr IJ (Isak) van Heerden, Dr FJ (Frans) van Wijk and Dr LJE (Lance) Coetzee, among others, rendered outstanding support.

215 Dr EL (Etienne) Kok was involved as principal site investigator in a separate large contract research trial.

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4.6 FACULTY OF HUMANITIES

4.6.1 OFFICE OF THE DEAN

The Faculty of Humanities underwent significant restructuring at the end of the 1990s[216] in order to keep abreast of changes at UP and in the broader society. The first years of the following decade saw the consolidation and refining of new faculty structures. Prof ME (Marié) Muller was appointed Dean in 2000, and served two terms of office. During her tenure, the Faculty was organised into schools. In 2001, there were three schools: Arts, Languages and Social Sciences. In 2004, the School of Social Sciences was split into a Division of Basic Social Sciences and a Division of Professional Social Sciences. The schools were each headed by a Chairperson (see below). The Faculty's management structure during that period comprised the Dean, the chairpersons of the various schools, and the Faculty Manager, Ms M (Mollie) Lyons (2001 to 2007).[217] More specialised tasks were devolved to the Faculty's research and programme committees, as well as several less formally constituted committees.

In April 2008, Prof ME Muller decided to step down from her position as Dean to return to research and teaching in the Department of Political Sciences. Prof JH (Henk) Potgieter then served as Acting Dean until the appointment of Prof S (Sandra) Klopper[218] as the new Dean from October 2008. After her appointment, the continually changing environment called for another round of restructuring in 2009, which led to the disbanding of the school structure.[219]

Two deputy deans were then appointed: Prof JS (John) Sharp (1 October 2009) and Prof HF (Hennie) Stander (1 November 2009). The number of faculty committees and their responsibilities were also expanded. A Teaching and Learning Committee was reinstated. This committee was chaired by the Dean herself, as an indication of the importance attached to reviewing several aspects of undergraduate teaching in the Faculty. The process of streamlining the number of study programmes and short, modular courses had begun during the terms of Prof ME Muller and Prof JH Potgieter, but the Faculty's Teaching and Learning Committee decided that almost all the study programmes in the Faculty should revert to the 1990s model of being semester or year programmes. In line with the vision and mission of UP, other faculty committees, which were mostly chaired by the two deputy deans, dealt with research, postgraduate studies, research ethics and community engagement.

With the restructuring of the faculty administration in 2009, the post of Faculty Manager was discontinued and the heads of the administrative divisions in the Faculty reported directly to the Dean. During the period under review, these heads were Ms H (Hettie) Kirstein (Student Administration), Ms C (Christa) Kitching (Human Resources), Ms K (Kotie) Odendaal (Marketing) and Ms R (Riana) Venter (Finance). Ms A (Aretha) Schultz played an invaluable role in the Faculty as personal assistant to the Dean.

The Faculty was one of the largest humanities faculties in the country in terms of student numbers throughout this period, and it offered the most comprehensive range of courses and degrees.

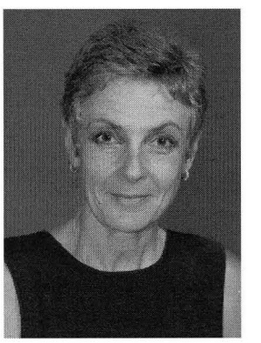
Figure 4.5 illustrates the steady growth in student numbers in the Faculty, as well as the diversity of its students in terms of race and gender, in line with the growth targets set by the University. The Faculty decided to set higher standards for automatic entry to the three-year undergraduate course, but also made provision for admitting certain selected students who did not meet the criteria for automatic entry into an extended BA degree programme (particularly those from disadvantaged academic backgrounds).[220] The Faculty was committed to offering degrees that could lead to registration with professional councils, and degrees educating students in the value of critical inquiry that could be deployed in fields as diverse as academia, the private sector and the public sector.

Strategic appointments of new staff members throughout the decade led to the enhancement of the Faculty's research culture, which was evident in the steady growth in the number and quality of research publications produced by members of the Faculty.

It participated in a range of new and exciting research projects in partnership with colleagues at universities around the world.

Prof Hennie Stander
Deputy Dean: Humanities

The Faculty was widely recognised for its excellent contribution to education, research and community engagement in language, social sciences and the arts. It offered the most comprehensive range of courses and degrees in the country.



Prof Marié Muller
Dean (2000–2008)

Prof Sandra Klopper
Dean (2008–2009 and beyond)

216 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties: 1999 to 2000.

217 When Ms M Lyons left the employ of the University, her functions were divided between Prof ME (Marié) Muller and Prof JH (Henk) Potgieter.

218 Prof S Klopper was formerly the Deputy Dean: Arts at the University of Stellenbosch. She served as Dean until the end of 2012.

219 During this restructuring process, Prof JD (June) Sinclair, a former member of the University's Executive, was appointed as a consultant to advise on the new management structure of the Faculty.

220 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

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Table 4.5: Comparison of the number of contact students in the Faculty of Humanities between 2001 and 2009

FACULTY OF HUMANITIES							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	206	465	671 (25%)	342	920	1 262 (31%)
	Coloured	11	29	40 (2%)	31	61	92 (2%)
	Indian	16	55	71 (3%)	19	73	92 (2%)
	White	509	1 342	1 851 (70%)	836	1 865	2 701 (65%)
Total		742 (28%)	1 891 (72%)	2 633 (100%)	1 228 (30%)	2 919 (70%)	4 147 (100%)
Postgraduate	*African*	249	332	581 (37%)	180	332	512 (34%)
	Coloured	11	23	34 (2%)	13	28	41 (3%)
	Indian	7	41	48 (3%)	13	50	63 (4%)
	White	229	669	898 (58%)	245	631	876 (59%)
Total		496 (32%)	1 065 (68%)	1 561 (100%)	451 (30%)	1 041 (70%)	1 492 (100%)

4.6.2 SCHOOL OF ARTS

Prof MD (Marian) Sauthoff served as Chairperson of the School of Arts from the beginning of the period under review until 2005. She was succeeded by Prof FR (Fred) Hagemann from 2006 to 2008 and Prof J (Jeanne) van Eeden from 2008 to 2009. The school comprised the departments of Drama, Music and Visual Arts.

4.6.2.1 DEPARTMENT OF DRAMA

During the period under review, the Drama Department continuously re-evaluated its position and programmes in relation to political, cultural, social and educational realities. The departmental research committee screened all master's and doctoral degree applications before submitting them to the Faculty's postgraduate and ethics committees.

Prof AJ (Allan) Munro was Head of Department at the beginning of the period under review. Prof CG (Carel) Trichardt served as acting Head of Department from the end of 2002 until 2004. Prof FR (Fred) Hagemann was appointed Head of Department in 2005 and served in this position until 2009. He was succeeded by Prof M-H (Marié-Heleen) Coetzee who served until beyond the period under review.

Student numbers increased from 66 in 2001 to 178 in 2007, after which they decreased slightly in 2008 and 2009. During the period under review, the Department had its own discipline-specific selection criteria. This allowed it to select the most suitable candidates for the degree programme. This development was supported by the Department's external evaluation of 2006.

During the period under review, the Department offered a BA in Drama, a BA(Hons) in Drama and Film Studies, an MA in Drama (Research), an MA in Drama and Film Studies and a DPhil in Drama and Film Studies. An MA in Drama Performance was instituted in 2009. The BA(Hons) programme grew significantly over the period under review, with a total of 61 graduates. The master's degree component also showed significant growth. Recognising the need for specialisation, the Department redesigned the BA Drama curriculum to better align it with the requirements of the Higher Education Quality Committee (HEQC), which offered more specialisation options to postgraduate students. The Department made use of the dual language model in classes due to lecturers' teaching load and the available time on students' time tables.

Research output in the form of publications and conferences focused on the following research areas: performance and social development, performance and artistic development, performance and critical theory, and performance and new/digital media. With the University's recognition of creative work as research output, performance projects that qualified as creative output were conceived by Mr M (Myer) Taub, Mr R (Riaan) Terblanche and Ms N (Nicola) Haskins. The Department was proud to be associated with Prof AJ Munro, an extraordinary professor in the Department, who was a National Research Foundation (NRF) C3-rated researcher. His areas of expertise included voice and movement in performance.

Staff members were honoured with several achievements during the period under review. Prof M-H Coetzee was awarded the Paddy Crean Award from the International Organisation of the Sword and Pen (IOSP) for her research on Zulu stick fighting and stage combat, as well as her contribution to the IOSP in 2008. Dr E (Estelle) Zeeman received a Laureate Award for Teaching and Learning Innovation in 2008 for her innovative approach to teaching the classics.

The Department continued to keep up with the demands of industry and those of a changing society. During the period under review, it concluded a Memorandum of Understanding with the Laban/Bartenieff Institute of Movement Studies in New York to offer a postgraduate Certificate in Movement Analysis (CMA). It also hosted various local and international academics and industry role-players, who presented workshops to staff and students.

In order to maintain relevancy in the South African drama landscape, the Department collaborated with industry on various projects. In this context, it hosted the Conference of the South African Performer's Voice and Movement Educators (SAPVAME) in 2001. It also hosted the Rendezvous South Africa International Stage Combat workshop in 2001 and the South African leg of the Paddy Crean International Stage Combat Workshop in 2002.

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The annual Krêkvars Student Art Festival was held throughout the period under review. This festival, which was created, organised and managed by drama students, presented 40 different performances, which ranged from cabaret, physical theatre, comedy and drama to music theatre. It encouraged the creation of original work in any language and genre.

In collaboration with the Department of Geography, Geoinformatics and Meteorology, the Department received funding from the NRF for the Bakgatla Project. This project aimed to utilise community engagement dynamics to contribute to existing frameworks of indigenous knowledge systems.

A working relationship had been established with various departments, institutes and centres within the Faculty and the University since 2006 to serve the needs and address issues relevant to each specific institution. These included the development and performance of nine theatre-for-development (TFD) programmes at various venues and communities in 2009, ranging from Pretoria C-max Prison to Hammanskraal taxi ranks, as well as campus restaurants and recreation venues.

From 2008, the Department presented various applied drama/theatre courses as part of its community-based education initiatives. The range of projects undertaken by both undergraduate and postgraduate students broadened considerably and the Department's interface with surrounding communities also expanded.

4.6.2.2 DEPARTMENT OF MUSIC

During the period under review, the Department of Music continued the proud tradition of excellence. Prof CR (Chris) Walton succeeded Prof H (Henk) Temmingh as Head of Department in 2001 for a single four-year term. He was succeeded by Prof JdC (John) Hinch from 2005 until mid-2008, when Prof WD (Wim) Viljoen was appointed Head of Department until beyond 2009.

Members of staff received several awards during the period under review. Prof HH (Heinrich) van der Mescht was awarded a German Academic Exchange Service (DAAD) research scholarship. Prof C (Caroline) van Niekerk was elected President of the Pan-African Society for Music Arts Education (PASMAE) and became Secretary-General of this society from 2003 to 2005. Dr AF (Alexander) Johnson represented South Africa at the world's first Commonwealth Pianorama in Trinidad and Tobago in 2009. Other achievements include Prof W (Wessel) van Wyk's CD recordings "Piano favourites", which had a great impact on the classical market, while Prof WD Viljoen and Prof R (Ruth) Goveia gave recitals in the USA. Prof HJ (Joseph) Stanford was invited to adjudicate international piano competitions, and presented six master's degree classes and lectures abroad between 2001 and 2009.

The University of Pretoria Symphony Orchestra (UPSO) was transformed into a successful full-size symphony orchestra with the appointment of Prof E (Eric) Rycroft as conductor in 2003. At the same time, Ms GP (Phillipa) Kotzé was appointed as orchestra manager. The orchestra performed several concerts each year, including the annual Principal's Concert.[221] Prof JT (Johan) van der Sandt directed the UP Camerata Choir from 2004 to 2008, during which period the choir won several national and international awards. In 2008, he joined the Drakensberg Boys' Choir as Director of Music.

The student enrolment increased from 224 in 2001 to 249 in 2009. Enrolments for the BMus and BA (Mus) degrees increased steadily. Although honours and doctoral degree enrolments decreased, master's degree enrolments increased.[222] Thirty international students were registered in 2001. This number peaked at 39 in 2005. Curricular initiatives included a master's degree in Music Technology, which was introduced in 2002. The introduction of Music Technology at first- and third-year level followed in 2006. The number of graduates in the Department fluctuated from 83 in 2001 to 67 in 2009.

Several non-curricular activities took place during the period under review. Students participated in weekly performance classes, as well as the weekly lunch-hour concerts that provided a platform for performance for a wider audience on campus. Competition entries for the annual Mimi Coertse Scholarship for singing students and the Beethoven competition for pianists were facilitated by Prof W van Wyk.

The Department earned itself a reputation for producing students who performed exceptionally well at local and international music competitions. The organist Mr H (Herman) Jordaan won the prestigious St Albans International Organ Competition in 2003, and the pianist Mr B (Ben) Schoeman won first prize in the Unisa-Vodacom International Piano Competition in 2008.[223]

The Department collaborated with various individual researchers abroad. Prof C van Niekerk was the African researcher for the Advancing International Interdisciplinary Research in Singing (AIRS) Project, which started in 2008. Prof M (Mercedes) Pavlicevic was a member of an international research collaboration, which was funded by the Norwegian Research Council, and Prof CR Walton conducted research in conjunction with the University of Ljubljana in Slovenia. The Department's broad research focus was music as a catalyst for societal change. Between 2005 and 2009, Riksonsertene in Norway was the research partner for the Centre for Indigenous Instrumental Music and Dance in Africa (CIIMDA). Ongoing collaboration also took place with the University of Jyväskylä in Finland as part of the North-South-North project from 2008.

Research in the Department led to published outputs in local and international journals. From 2001 to 2009, 77 articles, two books, eight conference proceedings and nine chapters in books were published. The Department produced five National Research Foundation (NRF)-rated researchers during the period under review: Prof M Pavlicevic (B), Prof CR Walton (B), Prof HH van der Mescht (C), Prof WD Viljoen (C) and Prof ME (Meki) Nzewi (C). Between 2005 and 2009, the Department also produced CDs, compositions and creative writing. Creative output awards were received by Prof W van Wyk, Prof WD Viljoen, Prof S (Stefans) Grové, Dr AF Johnson, Prof CR Walton and Prof HH van der Mescht.

The Department presented academic service learning activities as a component for certain modules. In 2007, this became part of the requirements for the Music Education module.

4.6.2.3 DEPARTMENT OF VISUAL ARTS

Prof MD (Marian) Sauthoff was Head of the Department of Visual Arts at the beginning of the period under review until the end of 2007. She was succeeded by Prof J (Jeanne) van Eeden in March 2008, who served until the end of the period.

221 In addition to Mendelssohn's "Lobgesang" (Hymn of Praise), which was selected for the Principal's Centenary Concert in September 2008, UPSO performed at various other centenary celebration events. It was also involved at the installment ceremony of Prof CM (Cheryl) de la Rey as UP's new Vice-Chancellor and Principal in 2010.

222 The Department had the highest postgraduate enrolments of all Music departments in the country during the period.

223 He was the first South African to win this competition.

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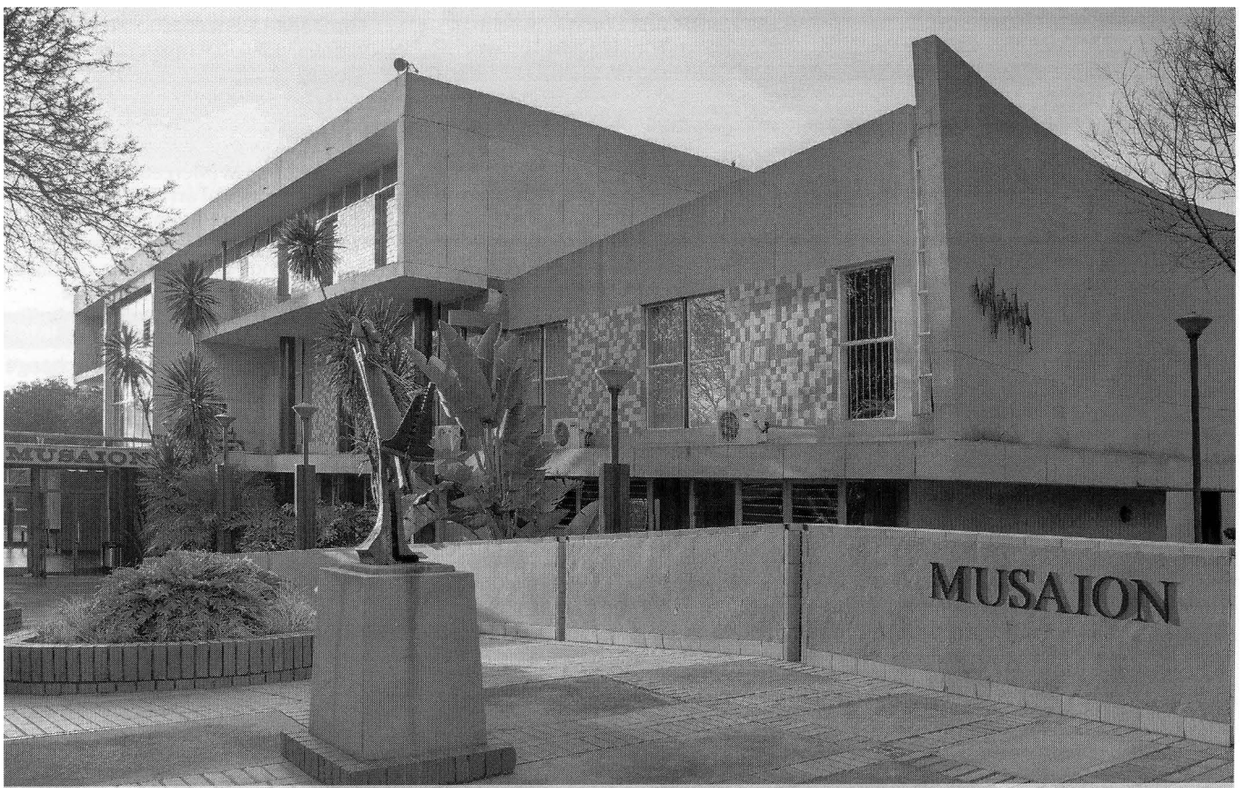

The Musaion on the University of Pretoria's Hatfield Campus.

The academic offerings of the Department were reconfigured into three degree programmes: BA Fine Arts, BA Information Design and BA Visual Studies. The modular system that had been implemented in 2000 was replaced by a semester system in the theory subjects during the period under review. Each of these degrees could be followed up to doctoral level. Teaching was undertaken by a complement of permanent staff and part-time experts from practice and industry.

The Department's good throughput and pass rate (85%) attested to the success of the student selection process and its teaching strategy. Students from the Department were consistent winners of the country's top fine art and design competitions and fared well in international awards schemes.

The Department hosted a number of international guests during the period under review. Staff members undertook conference or research trips overseas. The standing of the Department was reflected in the fact that its lecturers played an important role in the academic community by acting as referees for journals, adjudicating art and design competitions and undertaking external examination at other institutions. In 2007, the Department entered into a Memorandum of Understanding with the School of the Art Institute of Chicago in the USA.

The Department continued to deliver quality research outputs, including three edited books and one authored book. A significant initiative, unique to the University, was the official recognition of creative outputs since 2003, whereby curatorship, fine arts and design, and creative production were acknowledged as research outputs.

The Department convened three visual culture conferences and a number of design colloquiums between 2003 and 2009, and continued to publish the accredited journal *Image & Text*. In 2008, the Department hosted two successful UP Centenary exhibitions that showcased the work of influential design and fine arts alumni: *X-ings: shaping culture through design and Visuality/Commentary.*

The Department was involved in community engagement activities such as volunteering, community outreach, service learning and participatory action research. Notable projects included the Interdesign Rural Transport Project in 2005, hosted by the International Council of Societies of Industrial Design and the Prosperity Murals Project in association with the Development Bank of Southern Africa, which took place in Atteridgeville and Durban in 2009. Certain endeavours raised money for charity projects.

In the BA Fine Arts programme, there was a distinct shift in content at undergraduate and postgraduate level towards relational aesthetics, public arts practice, practice-led research and African modernism. Under the leadership of Prof ML (Margaret) Slabbert, professional art practice became part of the programme in order to accommodate professional requirements in Fine Arts. The practice of public art was introduced to give students the opportunity to work with clients. In keeping with international trends, a strong digital multimedia component was incorporated into the programme. The BA(Ed)(Art) degree was discontinued. Staff and students collaborated with universities in Berlin and Bonn on the Open End community art project and exhibition that dealt with HIV/Aids. Under the leadership of Prof E (Elfriede) Dreyer, the postgraduate component of the Fine Arts programme was reconceptualised to include creative production at both master's and doctoral degree level. This led to a major increase in student registrations.

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The origin of the Department of Visual Arts can be traced back to the Department of Afrikaans Art and Culture at UP in 1931. Since then, it adapted to changing needs in the academic and social environment.

After the external evaluation of the Department in 2003, the curriculum of the BA Information Design programme was modified. The name of the subject Illustration was changed to the subject Imaging and Visualisation in 2004 to allow it to expand and become a new focus area for innovative student projects. The fourth year of study strengthened its focus on professional practice.

These structural shifts and realignments coincided with the implementation of a more strategic vision for design and a stronger social underpinning for the course. In 2006, the Department upgraded its Apple Computer Lab to accommodate over 50 work stations, an improvement on the previous 18 work stations.

In 2007, a senior lecturer was employed to drive this strategic initiative and the training of students in design and fine arts. This allowed the Department to improve its training in design for print, broadcast design and animation, and interactive media. The number of postgraduate students in Information Design grew significantly from 2001 and the development of this course became a strategic priority.

The BA Visual Studies programme centred on Art History and Visual Communication. The curricula of both these subdisciplines were positioned favourably and strategically in terms of national and international developments. So, popular visual culture was taught in tandem with art history long before this became standard practice.

The Visual Studies division built expertise, capacity, resources and research outputs that fed into its curriculum.[224]

The honours and master's degrees in Visual Studies were launched in 2002 and the PhD followed in 2004; all three offerings attracted good student numbers.

224 In terms of international developments, the Department devised a new consolidated major under the leadership of Prof AA (Amanda) du Preez, Visual Culture Studies, which was to be implemented in 2011.

4.6.3 SCHOOL OF LANGUAGES

Prof JH (Henk) Potgieter served as Chairperson of the School of Languages from the beginning of the period under review until 2006. Upon expiry of his term of office, Prof DJ (Danie) Prinsloo took over as Chairperson until the end of the period under review. The School comprised the departments of African Languages, Afrikaans, Ancient Languages, English and Modern European Languages. The Unit for Academic Literacy and the Unit for Creative Writing also formed part of the School of Languages.

4.6.3.1 DEPARTMENT OF AFRICAN LANGUAGES

Prof DJ (Danie) Prinsloo was Head of Department from the beginning of the period under review until the end of August 2009. He was succeeded by Prof MJ (Mawatle) Mojalefa. During the period under review, the Department of African Languages grew into a vibrant, dynamic department that focused on innovative research and dedicated teaching. However, it did not escape the effects of dwindling student numbers, and staff members had to be reduced from 19 to seven by the end of 2009. The challenge was to maintain academic excellence during this process. However, a panel that performed an evaluation of the Department in 2005 regarded it as the best African Language department in the country in terms of research outputs.

The Department strived to be internationally competitive and to make a local impact through continuous innovation and feedback of its latest research results into its academic programmes and modules. It projected an inclusive and enabling, value-driven organisational culture that provided an intellectual home for the rich diversity of South African academic talent, acknowledging its prominent role in Africa and, in particular, South Africa, with a high responsibility for community engagement.

The focus was on intellectualisation of the African languages, as well as making use of technology tools where appropriate. Intellectualisation of the African languages would enable these languages to be used as high-function languages in all the most powerful domains of social, political and academic life. This would imply the use of these languages for academic and intellectual purposes as languages of education, science, technology and modernisation, thus empowering the ordinary citizen to fully participate in the economy.

A prerequisite was the development of language resources and tools for the language professions in fields such as translation, interpreting, lexicography, terminology, human language technology (HLT) and natural language processing (NLP).[225]

In 2009, undergraduate and postgraduate modules in Setswana were discontinued. The Department was the only one in the country that offered isiNdebele at tertiary level. Apart from modules in which isiZulu, isiNdebele, Sepedi and Setswana were taught, a number of modules on the culture of the speakers of these four languages was also presented. The Department also had a strong postgraduate component. It offered, among other programmes, an honours degree, a coursework master's degree, a research master's degree, as well as a DLitt (African Languages) degree. The Department offered the very popular BA(Hons) (Translation and Professional Writing) degree on behalf of the School of Languages.

Research done in the Department was multifaceted, ranging from lexicography and terminology to translation studies and research on the literature and linguistics of the languages on offer by 2009. The Department emphasised research collaboration with its research partners.

225 Initially, only two languages were offered in the Department, Sepedi/Northern Sotho and isiZulu, but in the late 1980s, Setswana was added, with isiNdebele following suit in 1997.

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These included the Bureau of the Woordeboek van die Afrikaanse Taal (WAT), Pan-South African Language Board (PanSALB), the Centre for Text Technology (CTexT) at North-West University (NWU), the University of South Africa (Unisa), Stellenbosch University (SU), the University of Namibia (UNAM), the Institute for Information Science and Natural Language Processing at the University of Hildesheim in Germany, the University of Ghent in Belgium, the University of Leipzig in Germany, the Interpreters, Translators and International Relations Institute (ITI-RI) and the University of Strasbourg in France.

The Department successfully completed a number of research projects, including contract research in lexicography, terminology, translation (specifically the localisation of software), as well as interpreting, corpus linguistics, HLTs and NLP. These projects focused on South Africa's official languages.

The Department was also proud of staff members' achievements. Prof DJ Prinsloo received the University of Pretoria Exceptional Academic Achiever Award three times in the period under review, and also received UP's commemorative Centenary Research Medal, acknowledging him as one of UP's leading minds of the century. The National Research Foundation (NRF) awarded him a B1 rating. Prof E (Elsabé) Taljard made substantial contributions to Sepedi linguistics and terminology development. Prof R (Rachélle) Gauton spearheaded academic activities in translation studies. Prof MJ Mojalefa made an invaluable contribution to Sepedi literature and played a major role in the development of African languages. The late Mr PB (Bhuti) Skhosana was acknowledged as the leading academic in the teaching and development of isiNdebele and was a founding member of the isiNdebele Dictionary Unit. Ms RM (Refilwe) Ramagoshi was locally and internationally known for her contribution to intercultural relations, community development and education innovation. By 2009, four of the six staff members had NRF ratings.

4.6.3.2 DEPARTMENT OF AFRIKAANS

Prof HSS (Hein) Willemse was Head of Department for the entire period under review. The period was characterised by a decrease in student numbers, the freezing of vacant posts and the development of creative curriculum alternatives.

The decrease in student numbers in the traditional Afrikaans language and literature disciplines could be attributed to an attitude change towards Afrikaans in government structures and higher education institutions, as well as education policy issues that had unforeseen consequences. Changes in the Department included the introduction of a complete Dutch study programme and course, which provided students with transferrable skills. Some of the generic and theoretical disciplines were adapted and were also offered in English. This included, among other things, applied language, culture and media studies. Of greater social and strategic concern was that the Department attracted students from different disciplines and demographics than it had in the past. By 2009, approximately 50% of the Department's enrolled undergraduate students and the majority of postgraduate students came from these newly adapted study programmes.

As part of an effort to recognise important role-players on the South African literary scene, the Department awarded honorary doctorates to authors Dr AP (André) Brink, Dr B (Breyten) Breytenbach, Dr E (Elsa) Joubert and Dr E (Es'kia) Mphahlele, as well as Prof GJ (Jakes) Gerwel, former Principal of the University of the Western Cape.

Staff members contributed to community engagement and industry associations. The Department's annual Spring Seminar attracted hundreds of Afrikaans teachers and learners who participated in Afrikaans Week. The Afrikaans Expo and the Dutch Jongeren Project introduced themselves to interested high school learners during that week. Dr HJ (Nerina) Bosman and Prof HP (Heinrich) Grebe[226] served on the management team of the Suid-Afrikaanse Vereniging vir Neerlandistiek (SAVN) and Prof HP Grebe played a role in the Internasionale Vereniging vir Neerlandistiek (IVN). Prof CHF (Heinrich) Ohlhoff served as a member of the literature commission of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns. Prof HSS Willemse served on the board of the Afrikaans Literature Association (ALA). He also served four terms as board member of the International Society for the Oral Literatures of Africa (ISOLA) and two terms as its President. Prof A (Adelia) Carstens and Prof PH (Piet) Roodt participated in the activities of the journals *Lexikos* and *Tydskrif vir die Letterkunde*.[227]

The Department took over the administration and publication of *Tydskrif vir die Letterkunde* in 2003, with Prof PH Roodt and Prof HSS Willemse as editors. At the time of the publication's 70th anniversary in 2006, it was the first Afrikaans literary journal to be listed on the International Science Index (ISI).

Various honours were bestowed on staff members during the period under review. Prof VN (Vic) Webb was invited to the University of Antwerpen, where he was appointed as an honorary professor. Back in South Africa, his book, *African voices,* was nominated for the Bill Venter Award. Prof HP Grebe served as a guest lecturer in Belgium at the University of Leuven in 2002 and at the University of Hasselt in 2007. Prof HSS Willemse was appointed as a Fulbright lecturer at Grinell College in the USA. In 2001, the Western Cape Department of Culture awarded the Merit Award for Western Cape Culture to Prof HSS Willemse for his edited publication, *More than brothers: Peter Clarke and James Matthews at 70.* He received the *Insig* Afrikaans Unlimited Kanna Award at the Klein Karoo National Arts Festival for *Vernuwende denke* in 2002.

Some of the staff members published as creative writers. Under her pen name, Magda Schmidt, Dr AM (Annette) Jordaan published a series of novels with Lapa Publishers. Some of her stories also appeared in the anthology *Drie van die bestes,* which was published by Lapa Publishers in 2002. Mr N (Neil) Cochrane compiled and edited two volumes of short stories. Prof PH Roodt compiled the volume of short stories *Amifteater* for the University's Centenary Celebrations in 2008.

Apart from publishing articles in accredited journals, staff members also contributed to encyclopaedic publications like *Perspektief en profiel* and *The companion to African literatures*. Various staff members also contributed to book publications. Prof VN Webb and Prof K (Kembo) Sure (from Moi University, Kenya) edited *African voices: an introduction to the languages and linguistics of Africa.* Prof A Carstens and Prof HP Grebe compiled the volume *Taallandskap* to commemorate former Head of Department, Prof MCJ (Christo) van Rensburg. In 2002, Prof VN Webb published *Language in South Africa: the role of language in national transformation, reconstruction and development.*

226 Dr HP Grebe was promoted to associate professor in 2009.

227 This was the oldest literature journal in South Africa (and Africa).

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The Department instituted the *Talatala* series, in which groundbreaking research was published, in 2003. As part of this series, Prof E (Elsa) Nolte's *Vigiti Magna: die soeke na goud* and Prof HSS Willemse's *Aan die ander kant: swart Afrikaanse skrywers in die Afrikaanse letterkunde* were published.

In 2009, the editing of Achmat Davids's *The Afrikaans of the Cape muslims* was completed. The publication was edited by Prof HSS Willemse and Prof SE (Suleman) Dangor. In the same year, preparation started for Prof HP Grebe's series, *Op die keper beskou – oor die ontstaan van Afrikaans.*

4.6.3.3 DEPARTMENT OF ANCIENT LANGUAGES

Between 2001 and 2009, the Department had four professors on its staff, one associate professor, two senior lecturers, a lecturer, a number of junior lecturers and research assistants, as well as a departmental administrator. Prof JH (Henk) Potgieter was Head of Department during the period under review. During the tenure of Prof JH Potgieter as Deputy Dean (2006 to 2009) and Acting Dean (2008), Prof HF (Hennie) Stander acted as Head of Department.

During the period under review, the Department of Ancient Languages comprised four sections: Semitic Languages, Greek, Latin and History of Ancient Cultures. Various undergraduate courses were offered to students from the faculties of Health Sciences, Humanities, Law, Theology and Veterinary Science.

The Department implemented a number of strategic changes during this period to meet the challenges of a changing environment. The independent third-year courses in Greek and Hebrew were terminated in 2001 and combined into a new programme called Biblical Languages. The four separate honours degree programmes were replaced by a single coursework master's degree, but in 2008 (for implementation from 2009), this was replaced by a single honours degree programme with four separate endorsement possibilities (Semitic Languages, Greek, Latin or Ancient Culture Studies) and a research master's degree with similar specialisation. The Medical Terminology and Legal Latin courses, which had been introduced prior to the period under review, grew dramatically. The Department also provided an important service to the community at large by offering various correspondence courses through its Academia Latina Unit.[228]

In 2002, the Department started to teach Greek, Hebrew, Medical Terminology and Legal Latin in English. This significantly increased the workload of the permanent academic staff. Since 2005, however, the utilisation of temporary part-time assistant lecturers afforded the permanent members the opportunity to take seven weeks' study leave a year, during which time (one quarter term) they were exempted from lecturing and administrative duties.

In all subjects, there was a general growth in student enrolments during the period under review. History of Ancient Cultures increased by 132% between 2001 and 2007, Greek increased by 32%, Hebrew by 69%, and Biblical Languages by 50%. Latin had a growth of 15% during the same period, and the total enrolments for Medical and Legal Terminology increased by 122%. Postgraduate student numbers increased by 11% during this time.

The Department made a significant contribution to the Faculty's research output during the period under review. Members of the Department, postgraduate students and research associates published 114 articles in refereed specialist journals during this period, while there was also a number of contributions to conference proceedings and chapters in academic books. In 2006, the National Research Foundation (NRF) rated Prof PJ (Phil) Botha as a C2 researcher. He received the same rating in 2008, while Prof GTM (Gert) Prinsloo and Prof HF Stander were also rated as C2 researchers.

4.6.3.4 DEPARTMENT OF ENGLISH

During 2001, Prof PJH (Peter) Titlestad, who had headed the English Department for more than 20 years, stepped down as Head of Department, eventually retiring in 2003. Prof SM (Stephen) Finn became Acting Head of Department, but took an early retirement at the end of the same year.[229] In 2002, Prof D (David) Medalie[230] was appointed as professor and Head of Department for a single term of office. He was succeeded by Prof JA (Andries) Wessels in 2006, who served in this capacity until beyond the period under review.

During Prof D Medalie's tenure, the Department's national and international profile improved substantially. He spearheaded the effort to transform what had been largely a teaching department into a research-oriented department, with a strong emphasis on the study of literature, but also with a focus on certain specialised language and applied language areas.

The number of master's and doctoral degree students increased considerably during the period under review, as did the number of research outputs. The practical English courses were moved to the Unit for Language Skills Development (which later became the Unit for Academic Literacy)[231] so that staff could focus on the Department's more academic functions.

Members of the Department were increasingly popular as examiners of master's and doctoral degrees at other universities. Prof D Medalie's own academic standing contributed to the Department's increased stature. He acted as external examiner for undergraduate and honours courses at the University of KwaZulu-Natal (both the Durban and Pietermaritzburg campuses), the University of South Africa, the University of the Witwatersrand, Rhodes University and the University of Venda during this period. Prof D Medalie also garnered accolades as an author; his novel, *The shadow follows* (2006), was shortlisted for the M-Net Literary Award and the Commonwealth Prize in the Africa category. His short story *The mistress's dog* won the Thomas Pringle Prize for short stories in 2008.

The BA Languages (English Studies) degree, which was coordinated by Ms MA (Molly) Brown, gained popularity and status, and ensured a steady flow of students whose main academic interest was focused on English. The degree combined traditional academic training in literary studies with a more career-orientated applied language focus. The BA Languages (Journalism) degree,[232] which was hosted in the Department from 2002 and coordinated by Prof JA Wessels, also brought in a substantial number of students. Many of these registered for English as a major subject, but a considerable number of courses in Journalism, compulsory for all Journalism students, was added to the Department's offering.

228 Ms CJ (Corrie) Schumann headed the Unit,which offered the Schola Scripta (I-IV) courses to pupils and adults in South Africa and abroad with a curriculum in Basic Latin, Greco-Roman Mythology, Roman History and Antiquities.

229 Prof RA (Rosemary) Grey, a senior professor in the Department, retired in 2005.

230 Prof D Medalie was an alumnus of the universities of the Witwatersrand and Oxford at the time of his appointment. He remained active as a valuable member of the Department after his term as Head of Department until beyond 2009.

231 See Chapter 4.6.3.6: Unit for Academic Literacy.

232 See Chapter 4.6.3.4.1: Journalism Programme.

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The Department implemented various methods to increase its third-stream income. The Teaching English to Speakers of Other Languages (TESOL) courses were very successful.[233] Owing to the additional income the Department garnered, any member of staff or postgraduate student who wanted to read a paper at a national or international conference could be supported financially. From 2006 to 2009, staff members and postgraduate students read papers at 18 international conferences abroad and 13 conferences (some of them international) hosted in South Africa.

The Department's postgraduate courses in Children's Literature were also very successful. This interest led to flourishing research activity, and it became a significant focus area for the Department, which also produced numerous publications in this field, some of which appeared in leading international children's literature journals. Another popular programme was the Creative Writing honours degree, and a number of students progressed to master's degrees in this field.[234]

The National English Literature Museum in Grahamstown identified the Department as the leading Department of English literature nationally. Modernism was also identified as a research focus area during the period under review, and a number of publications appeared in the area of South African literature.

The Department appointed Prof A (Anthony) Chennells, an internationally renowned scholar of African literature, as extraordinary professor from 2004. He enriched the Department and its activities to an extraordinary degree as a researcher, teacher and supervisor.[235]

The Department's student society, The Inklings, thrived. It produced plays with great success, and also organised poetry workshops and competitions.

4.6.3.4.1 JOURNALISM PROGRAMME

With the introduction of the BA Languages (Journalism) degree, a journalism course was initiated at the University of Pretoria in 2002. The motivation at the time was, on the one hand, to respond to a perceived gap in the market, and secondly, to attract students of a good quality to the School of Languages, which was going through a difficult period in terms of attracting students at that time.

The initiative was spearheaded by Prof ME (Marié) Muller, Dean of the Faculty at the time, Prof HSS (Hein) Willemse, Head of the Department of Afrikaans, and Prof MCJ (Christo) van Rensburg, Director of the Unit for Academic Literacy.

Initially, the qualification was composed of existing modules in the Faculty deemed relevant and useful to future journalists, together with new modules: an introductory module in the first year and two focused journalistic writing modules in the third year. It was initially coordinated by Prof JA Wessels , who identified the need for the appointment of an experienced journalist to run and teach the applied modules. Members of the Department of English initially taught the Journalism modules, and the qualification was officially hosted in the Department of English. Ms M (Maryke) van Vuuren, who had an academic interest in journalistic writing, took on most of the teaching responsibilities in this regard and approached the task with dedication and integrity. There was great public interest in the qualification and many applications were received. A selection process was initiated and groups of 50 to 60 students were selected per year to register for the course.

From its inception, the course succeeded in terms of its initial goals to gain a place in the market and to attract good students to the Faculty. Many departments benefitted from the registration of the selected journalism students. Many of these students would eventually pursue postgraduate studies in a number of departments in the Faculty. However, the course suffered from limited funding in terms of staff and the technology that was required to train contemporary journalists.

As a result of Prof JA Wessels's motivations, a Journalism lecturing post was advertised in 2003, and Mr K (Kobus) Schoeman, a former senior news editor at the SABC and former lecturer in Political Sciences was appointed. Under his leadership, the applied Journalism offering was extended to include modules dedicated to feature writing and visual aspects of news coverage in the second year, as well as a module on Media Ethics in the third year. This embellished course was first offered to first-year students in 2004. This first cohort graduated in 2006.

The course reached a crisis in 2008 when a formal evaluation pointed out the fragility of the enterprise, caused mainly by its shoestring budget. This fragility was confirmed by the subsequent resignation of Mr K Schoeman, the only dedicated Journalism lecturer, to emigrate. He was briefly succeeded by Mr P (Peter) Townshend, who resigned in 2009, also to emigrate.

At this stage, the University committed more seriously to the course and two experienced journalists, Prof P (Pippa) Green and Ms M (Marenet) Jordaan, were appointed in late 2009 to head up the degree. Prof P Green was an eminent journalist and biographer, a graduate of the School of Journalism of the University of Columbia in New York, a former Nieman Fellow at Harvard University and had acted as a visiting professor at Princeton University. She had held senior appointments in radio and the printed media in South Africa and, during her tenure, was also appointed as a member of the Board of the SABC. Ms M Jordaan was a graduate of the School of Journalism at the University of Stellenbosch and was an experienced journalist in the Afrikaans press. At this time, the University set funds aside to equip a proper journalism training room with the necessary technical equipment to train modern journalists, an expense already motivated for by Mr K Schoeman.

By the end of 2009, circumstances augured well for the future of the qualification.

4.6.3.5 DEPARTMENT OF MODERN EUROPEAN LANGUAGES

At the beginning of the period under review, Prof LFHMC (Leopold) Peeters served as Head of Department. Following his retirement in 2005, Prof JH (Henk) Potgieter, who was Head of Department in the Department of Ancient Languages, took on the management of this department in an acting capacity as well. In 2007, Dr S (Stephan) Mühr took over the position of acting director until beyond the period under review.

The national political focus on professional outcomes seemed to have little appreciation for foreign language skills during this period. Consequently, infrastructural or personnel support for the Department was extremely limited. Although student numbers remained stable, which indicated an ongoing interest in foreign language skills, the Department's staff

233 Through these courses, the Department became recognised as the language school of choice for diplomats, as well as foreign-language speakers who were transferred to South Africa by international corporations.

234 The Creative Writing honours degree was presented in collaboration with the Unit for Creative Writing. See Chapter 4.6.3.7: Unit for Creative Writing.

235 Prof A Chennells had a long career at the University of Zimbabwe and was a visiting professor to the University of California at Santa Cruz for many years.

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complement decreased from seven in 2001 to three in 2006.

Many students from across the campus took international language courses to increase their employment opportunities. Although this trend implied a positive growth in the Department's introductory courses, it did not necessarily result in significant growth in the courses offered at higher levels.

Nevertheless, UP decided to keep the Department's undergraduate and postgraduate programmes intact for the purposes of sustainability and international recognition.[236]

Staff members faced a few challenges during the period under review, such as a reduction in teaching staff and an increasingly heterogeneous student body, ranging from complete beginners to mother-tongue speakers. Contact time was reduced and teaching large classes was required, which was detrimental to results. The curricula were amended to address the basics of foreign language learning competencies in the first-year programmes, and modules on higher levels were adjusted to individual needs.

In 2008, funds were made available to start refurbishing the completely outdated language laboratory that was no longer in use, and to introduce computer-assisted language learning methodologies.

With the University's emphasis on internationalisation, it was possible to appoint new personnel so that the Department had four permanent academic staff members by 2009, two of whom were on senior lecturer level. The implementation of Portuguese proved unsustainable. The Department, in collaboration with the Department of African Languages, developed various modules in translation and interpreting.

Initiatives related to international collaboration included the support of the French Embassy in Pretoria with journals, student bursaries and training opportunities for new lecturers. Collaboration with the Translators and International Relations Institute (ITI-RI) of the University of Strasbourg (France), the Humboldt University in Berlin (Germany) the University of Konstanz in Baden-Württemberg (Germany) and the German Academic Exchange Service (DAAD) allowed for a popular student and lecturer exchange. The introduction of Spanish at undergraduate level in 2007 was made possible by the Spanish Embassy in Pretoria, which offered financial support for the long-term deployment of a lecturer from Spain.

Because most of the staff members who had been appointed since 2006 were newly employed and were still involved in improving their own postgraduate qualifications, research outputs in the form of articles were few. Various staff members went on overseas training opportunities to obtain experience. Various language courses in French, German, Portuguese and Spanish were offered via Continuing Education at University of Pretoria Trust (CE at UP).

A new departmental mission statement was developed in 2008, and proved to be successful. On the one hand, it strived to achieve innovative research in and applications of intercultural understanding, translation and interpreting, and the intercultural teaching and learning of foreign languages and cultures in clearly defined focus areas, all of which were linked to South Africa's Fourth Grand Challenge of "human and social dynamics".

On the other hand, it acted as a facilitator for each student on campus, and for every individual or corporate body in our society and on the African continent, in acquiring skills in modern European languages and literature, in translation and interpretation, and in intercultural hermeneutics, at international standards, with the aim of creating local and international career opportunities. Both these aspects of the mission statement were dialectically interrelated. Language learning could not be disconnected from higher-profile cultural understanding and its academic reflection; at the same time, intercultural hermeneutics only made sense in concrete contexts and applications.

By 2009, the Department had undergone a critical phase of transformation and was composed of relatively young, highly motivated staff members who were committed to combine the twofold approach of this mission statement. An external evaluation panel concluded that it was entirely appropriate that UP should offer undergraduate and postgraduate qualifications in these languages, given their strategic importance in the executive and diplomatic capital of South Africa.

4.6.3.6 UNIT FOR ACADEMIC LITERACY

Prof MCJ (Christo) van Rensburg, who was the Director of the Unit at the beginning of the period under review, retired in 2003. He was succeeded by Prof AJ (Albert) Weideman, who served as Director until his retirement in 2009. Prof A (Adelia) Carstens was appointed as Deputy Director in 2008. The Unit employed an average of 22 contract lecturers and 12 tutors each year, who taught and assisted students in a variety of modules.

The Unit for Academic Literacy (formerly known as the Unit for the Development of Language Proficiency) was established to focus on academic literacy. It offered a variety of programmes that covered topics such as legal discourse and communication in organisations, beginner and advanced academic reading and writing, text and document design (until 2006), editing and translation.

During the period under review, the Unit offered more than 20 courses across eight faculties to an average of more than 10 000 students each year. Its programmes included several postgraduate research courses in language education, innovation in language teaching (until 2008), and editing, translation and text design (until 2006).

During the period under review, the total number of students at the Unit decreased from 10 620 to 10 360. During this period, honours degree students increased from six to 53. Six doctoral degree candidates and two master's degree students conducted research on various aspects of academic literacy.

The Unit also developed its own Test of Academic Literacy Levels (TALL) in partnership with Stellenbosch University and North-West University. TALL was used for the first time as a placement test in 2004 to test students' level of academic English proficiency. The Unit administered the testing of thousands of first-year students at the beginning of each academic year so that they could be placed according to their level of academic literacy. It also established a partnership with the Radboud University of Nijmegen, The Netherlands.

For many students with high academic potential, a low level of academic literacy could put their academic success at risk. UP therefore measured the academic literacy level of each new first-year student so that students could be placed according to their level of literacy. The courses offered by the Unit included both undergraduate and postgraduate courses in English, Introduction to Workplace Communication, Reading and Writing Skills for Business,

236 This seems to have been the right decision, as between 2009 and 2011, one could perceive a rehabilitation of sound language studies as a fundamental part of (higher) education, and postgraduate student numbers slowly started to increase.

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Advanced Business Skills, Extended Business Communication, Academic Literacy, Academic Reading Skills, Academic Writing Skills, Legal Discourse, Communication in Organisations, Communication Skills, Editing, Advanced Literacy Proficiency, Literary Translation, Research in Language Education, Language Instruction and Learning, and Tradition and Innovation in Language Teaching.

In June 2006, the Unit was invited to participate in the South-Africa-Finland Cooperation Programme in which the Higher Education Quality Committee (HEQC) was also involved. In October 2006, it was awarded a grant of R70 000 to conduct postgraduate research on the TALL for postgraduate students.

Research focus areas during the period under review included academic literacy and testing, language development and teaching, Afrikaans and Dutch literature and translation, as well as visual interpretation and document design. The Department produced 65 research outputs from 2001 to 2009. These included publications in journals such as *Proceedings of the Joint Conference of the South African Applied Linguistics Association and Linguistic Society of Southern Africa, Ensovoort* and *South African Linguistics and Applied Language Studies.*

4.6.3.7 UNIT FOR CREATIVE WRITING

The multilingual Unit for Creative Writing was established in 2007 by the poet and academic, Prof H (Henning) Pieterse.[237] Ms S (Seittie) du Plessis was the administrative officer of the Unit, Ms L (Leti) Kleyn and Mr C (Cornelis) Vaandrager were appointed as research assistants, and Ms T (Trudie) Erasmus was appointed as a junior lecturer. An MA and a PhD in Creative Writing were offered and the first two MA students had completed their studies by the end of 2008.

Between 2008 and 2009, Creative Writing was also offered on undergraduate level. During this time, three volumes of student writing were compiled and published by Ms L Kleyn: *In warm water, Oorsprong I* (2008) and *Oorsprong II* (2009). Prof H Pieterse's translation of Rainer Maria Rilke's *Duineser Elegien* was published in 2007 and was awarded the Nedbank Academy Prize for Translation in 2008.

The Unit offered five winter schools in Creative Writing from 2007. More than 200 aspiring writers from the broader community, which included schoolchildren and students, attended these schools.

The Humanities Building on the University of Pretoria's Hatfield Campus.

Writers who spoke at the winter schools and who presented writing workshops included Maretta Bellingan, Leon de Kock, Finuala Dowling, Jeanette Ferreira, Corlia Fourie, Rachelle Greeff, Piet Haasbroek, Joan Hambidge, Aryan Kaganof, Harry Kalmer, Antjie Krog, Anton Krueger, Deon Maas, David Medalie, Deon Meyer, Deon Opperman, Henning Pieterse, Riana Scheepers, Alexander Strachan, Veronique Tadjo, Dolf van Niekerk, Chris van Wyk and Ingrid Winterbach.

One of Prof H Pieterse's master's students, Ms A (Anna) Kemp, published a volume of short stories, *Op reis met 'n hond*, in 2009. This manuscript was developed during her master's studies. This was followed by publications of volumes of poetry, short stories and novels by 14 of Prof H Pieterse's other MA and PhD students.[238]

237 In 2010, the Unit became part of the Department of Afrikaans.

238 Subsequent to 2009, several of the graduates of the Unit for Creative Writing achieved significant literary awards, including the Sanlam Prize for Youth Literature, the Jan Rabie Rapport Prize, the University of Johannesburg Prize for Debut Work and the Nadine Gordimer Short Story Award.

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4.6.4 SCHOOL OF SOCIAL SCIENCES

Prof SR (René) Hugo served as Chairperson of the School of Social Sciences from the beginning of the period under review until 2003. Upon expiry of her term of office, Prof JS (Johan) Bergh took over as Chairperson until the end of the period under review.

The School was divided into two divisions: the Division of Basic Social Sciences, headed by Prof JS (John) Sharp in 2008 and 2009, and the Division of Professional Social Sciences, headed by Prof JH (Henk) Potgieter from 2004 to 2009.

The Division of Basic Social Sciences comprised the departments of Anthropology and Archaeology, Historical and Heritage Studies, Philosophy, Political Sciences and Sociology. The Division of Professional Social Sciences comprised the departments of Biokinetics, Sport and Leisure Studies, Communication Pathology, Psychology, and Social Work and Criminology. Three faculty-wide units worked in close association with the School of Social Sciences. These were the Centre for Augmentative and Alternative Communication, the Institute for Sports Research and the Institute for Women's and Gender Studies.

DIVISION OF BASIC SOCIAL SCIENCES

4.6.4.1 DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

With the appointment of Prof JS (John) Sharp as Head of Department in 2001, the Department continued the process of transformation it had embarked on during the previous decade. Together with the arrival of Prof IA (Isak) Niehaus, who was promoted to professor of Anthropology in 2003, the Department overhauled its curricula to incorporate perspectives from social anthropology. Research in the discipline assumed a more thematic nature and expanded into urban areas.

Dr SE (Susan) Cook, who was promoted to associate professor in 2007, contributed further to the academic scope by adding linguistics and employing American analytical traditions to the academic offering of the Department. Due to her research on the Bafokeng people, she opened avenues for further research and spurred interest among postgraduate students and staff in the Department.

Prof IA Niehaus researched and published extensively on the subject of witchcraft in the Mpumalanga Lowveld.

Following his departure in 2007, Prof R (Rehana) Vally brought a renewed focus on teaching and research in the field of gender studies. This brought some changes in the Anthropology curriculum and closer collaboration with the Institute for Women's and Gender Studies (IWGS).

The appointment of Prof OB (Owen) Sichone, formerly from the University of Cape Town (UCT), in 2008, brought with it increased contact with African countries, given his links with the Organisation for Social Science Research in Eastern and Southern Africa (OSSREA). He conducted research on migration, citizenship, human rights and xenophobia.

Community Development had its first intake of honours students in 2001 and postgraduate student numbers continued to grow. The undergraduate programme was discontinued in 2004. With the departure of Prof H (Herman) Els at the end of 2004, the Centre of Indigenous Knowledge (CINDEK) was also closed.[239] The Heritage and Cultural Tourism component, which was introduced in 1998, saw the first intake of postgraduate students in 2001. In 2009, Prof CC (Chris) Boonzaaier became part of the international African-European academic alliance for sustainable tourism development, environmental sustainability and poverty reduction research project, which was funded by the European Union and administered by the University of Wageningen, The Netherlands. The aim was to improve the tourism curriculum at tertiary institutions in Africa and promote research in tourism.

Due to the departure of several prominent Archaeology academics in the first part of the period under review, the Archaeology component of the Department was challenged in terms of teaching and research. The challenge was alleviated by the appointed of Prof R (Rod) MacIntosh from Rice University, Dr D (Dores) Cruz from the College of William and Mary, and Dr I (Innocent) Pikirayi from the University of Zimbabwe in 2004. These archaeologists, as well as Dr S (Sven) Ouzman, who was appointed in 2007, broadened the scope of the Archaeology curriculum and research to meet international benchmarks in the discipline.

The Department was able to extend its research links to other countries in West Africa, East Africa and Southern Africa. There was also a renewed focus on Mapungubwe, especially on collections-based research and management, and the curation of the archaeological collections. This resulted in the appointment of Dr M (Maria) Schoeman as a senior researcher in 2006. A highlight of 2007 and 2008 was the repatriation of the human remains that UP had excavated at the Mapungubwe Cultural Landscape, which ushered in a new phase of public archaeology in Southern Africa.[240]

4.6.4.2 DEPARTMENT OF HISTORICAL AND HERITAGE STUDIES

Important trends could be identified in the Department during the period under review. These trends included a changing staff complement, an increase in student numbers and prominent research outputs.

Prof JS (Johan) Bergh was Head of Department for the duration of the period under review. He was supported by six permanent staff members in 2001, which expanded to eight by the end of 2009 (including the addition of one position that was gained in 2005 with the incorporation of the Mamelodi Campus). The Department was also fortunate to be able to appoint two prominent honorary professors: Prof OJO (Cobus) Ferreira, a former staff member, and Prof IR (Ian) Phimister from the University of Oxford and later the University of Sheffield.

The Department offered academic programmes in History, Cultural History, Heritage Studies and Cultural Tourism (together with the Department of Anthropology and Archaeology), and Heritage and Museum Studies (at postgraduate level). During this period, student numbers increased rapidly from approximately 80 first-year students in 2001 to more than 300 in 2009.

Under the guidance of Prof KL (Karen) Harris, the Department had a very active tutor system for first-year students. Prof KL Harris also introduced the very successful UP

239 The Centre's mission had been to facilitate and manage formal community-centred, multidisciplinary research programmes, as well as praxis-orientated development programmes based on the indigenous knowledge systems of the cultural diversity of the people of southern Africa.

240 See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape.

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Campus Tours as a practical part of the honours degree in Heritage and Cultural Tourism. The Department had about 50 master's degree students and doctoral degree candidates. On average, four master's degree students and two to three doctoral degree candidates graduated each year. The Department had more than six postdoctoral students during the period under review.

The Department was very successful with research publications from 2001 to 2009 when 126 of its articles were published in accredited journals, as well as 14 chapters in scholarly books and numerous book reviews. Apart from this, academic staff published a number of scholarly books in this period.[241]

The Department hosted a successful seminar series in which, apart from members of the Department, prominent South African and visiting international historians presented papers. The Department also encouraged postgraduate students to present their research proposals at departmental seminars. During the period under review, Prof KL Harris played a prominent role in hosting the very successful interdisciplinary seminar series of Prof C (Charles) van Onselen. Members of various departments and students attended these seminars.

The Department encouraged lecturers to present papers at regional, national and international professional congresses. Lecturers also served on the executive committee of various professional societies and the editorial panels of professional journals. Prof JS Bergh continued to chair the Historical Association of South Africa. Various other members of the Department served on the executive and management level of this association. For certain periods during the period under review, Prof L (Lize) Kriel and Prof AS (Alois) Mlambo were editor and co-editor of this society's journal, *Historia*, and Prof JS Bergh and Prof KL Harris were members of the editorial panel. Prof KL Harris, Prof L Kriel and Dr T (Thula) Simpson were elected to the executive of the South African Historical Society, and Ms K (Karina) Sevenhuysen was chairperson of the South African Society for Cultural History. Prof KL Harris also served on the executive council of the International Association for the Study of Chinese Overseas and on the National Archives Advisory Council. Prof F (Fransjohan) Pretorius was a member of the editorial board of the Christiaan de Wet Annals and *Tydskrif* vir *Geesteswetenskappe*.

4.6.4.3 DEPARTMENT OF PHILOSOPHY

At the beginning of the period under review, Prof AJ (Alex) Antonites continued to serve as Acting Head of the Department[242] until the appointment of Prof GJ (Deon) Rossouw in 2004 until beyond 2009.

Staff members participated actively in national and international conferences. Numerous articles, books and chapters in books were published. Dr E (Ernst) Wolff received the University of Pretoria Exceptional Young Researcher Award in 2008.

The Department hosted the journal of the South African Society for Greek Philosophy and the Humanities, *Phronimon*. Prof GJ Rossouw was the Founding President of the Business Ethics Network of Africa (BEN-Africa) and served as President of the International Society of Business, Economics and Ethics (ISBEE). He also served as a member of the research team for the King II and King III reports on corporate governance for South Africa, and coordinated a global survey on the ethics of corporate governance, as well as a global survey on business ethics as a field of teaching, training and research. The Centre for Business and Professional Ethics was moved from the Graduate School of Management to the Department in 2007. Prof MJ (Marinus) Schoeman was active in the founding of the Nederlands-Afrikaanstalige Wysgerige Genootskap (NAWG), and was appointed to the editorial board of *Tijdschrift voor Filosofie*.

In 2008, the Department participated in UP's Centenary Celebrations by hosting the annual conference of the Philosophical Society of Southern Africa (PSSA) and a centenary symposium, "100 years of Philosophy at the University of Pretoria". Prof GJ Rossouw opened the symposium. Various alumni of the Department paid tribute to the Department and the role it had played in educating successive generations of students over the previous 100 years.

Prominent philosophers from various countries visited the Department and presented papers or guest lectures. Staff members and students benefitted from cooperation agreements with universities such as the universities of Leuven and Nijmegen. Dr AB (Benda) Hofmeyr held a prestigious research grant awarded by the Netherlands Organisation for Scientific Research and was a research fellow in the Department of Fundamental Philosophy of the Faculty of Philosophy, Theology and Religious Studies of Radboud University, Nijmegen.

The Department experienced a significant growth in its undergraduate and postgraduate student numbers. This was partly due to the introduction of the MPhil Ethics in the Workplace coursework master's degree, as well as several business and professional ethics modules that were presented for other departments and faculties.

4.6.4.4 DEPARTMENT OF POLITICAL SCIENCES

The period under review also saw changes in the Department's staff structure. Prof MME (Maxi) Schoeman, who joined the Department in late 2000, was Head of Department for the entire period under review. Prof ME (Marié) Muller, whose second term as Dean of the Faculty came to an end in early 2008, returned to the Department as a full professor, concentrating on research and postgraduate supervision.

The incorporation of the Mamelodi Campus of Vista University resulted in the appointment of Prof KN (Katabaro) Miti in the Department in 2006.[243] The appointment of Prof SE (Sandy) Africa in 2008 allowed the Department to merge the Institute of Strategic Studies (ISSUP) with the Centre for International Political Studies (CIPS) to form the Institute for Strategic and Political Affairs (ISPA). This process was completed in 2009.

Three extraordinary professors were appointed during this period: Dr G (Garth) le Pere, Dr J (Jakkie) Cilliers and Dr G (Gerrit) Olivier. Dr C (Chris) Alden from the London School of Economics, Dr B (Betsi) Grabe from Indiana University, Dr M (Monica) Juma from the Africa Institute of South Africa and Dr B (Brendan) Vickers from the Institute for Global Dialogue and later the Department of Trade and Industry were appointed as research fellows.

241 These included *The great escape of the Boer pimpernel. Christiaan de Wet – the making of a legend* and *Historical dictionary of the Anglo-Boer War* by Prof F (Fransjohan) Pretorius, *"To make them serve..." The 1871 Transvaal Commission on African Labour* by Prof JS (Johan) Bergh (with F. Morton), *The war diary of Johanna Brandt* by Dr JEH (Jackie) Grobler, *The "Malaboch" books: Kgalusi in the "civilization of the written word"* by Prof L (Lize) Kriel, *African scholarly publishing*, edited by Prof AS (Alois) Mlambo and *Becoming Zimbabwe* (edited by Prof AS Mlambo with Brian Raftopoulos. Prof OJO (Ockert) Ferreira also published six books in this period. Prof C (Charles) van Onselen, an A-rated research professor who lectured in the Department, published his well-known book, *The fox and the flies: the world of Joseph Silver, racketeer and psychopath*, during this period.

242 Prof AJ Antonites retired in June 2008.

243 Also see Chapter 3.5.2: Mamelodi Campus incorporation.

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During the period under review, the Department focused on teaching and research. A sharp increase in student numbers was experienced after 2002, with first-year student numbers reaching more than 500 by 2009. Second-year Political Sciences enrolments increased to 122 and International Relations enrolments increased to 169. Third-year students in these two subjects increased to 98 and 120 respectively. Student demographics changed radically, with black students constituting about 70% of the intake at undergraduate and postgraduate levels by the end of 2009.

In line with a faculty-wide initiative, the number of programmes and packages was rationalised and it was possible for the Department to develop two core packages in the Political Sciences undergraduate programme: BPolSci Political Science and BPolSci International Relations. The logic of this structure was maintained at postgraduate levels with dedicated programmes in Political Science and International Relations.

A highlight of 2008 was the restructuring of the master's degree in Diplomatic Studies as a coursework programme aimed at senior officials in the Department of Foreign Affairs.[244] This programme enabled the Department to develop international recognition in Foreign Policy and Diplomatic Studies.

The master's degree programme in Policy Studies was discontinued in 2003 with a view to concentrating on the Department's increasing specialisation in International Relations.

During the period under review, the Department increased its research output significantly and several research projects were initiated. One such project was an exploration of the political attitudes and behaviour of UP undergraduate students. In 2006, the Department investigated the experiences of female South African National Defence Force (SANDF) peacekeepers in the Democratic Republic of Congo (DRC) and Sudan (in collaboration with the Sociology Department). It also had a partnership in the European Union (EU) Framework 7 MERCURY programme in 2008. The work of Dr L (Lorenzo) Fioramonti as a postdoctoral fellow (2006 to 2008) bolstered the Department's research output. He later became a research fellow and conducted research on the EU's external perceptions of Asia and Africa. This research culminated in the co-edited book, *External perceptions of the European Union as a global actor.*

The Department prioritised international networks. In 2005, it hosted a study abroad programme for master's degree students from George Mason University (USA). In 2006 and 2007, it hosted an American Studies Programme for postgraduate students and junior political scientists from across Southern Africa in cooperation with the US Embassy in Pretoria and Indiana University. The Department also concluded a cooperation agreement with the Moscow State Institute of International Relations of the Russian Ministry of Foreign Affairs (MGIMO) in 2003. The two institutions renewed the agreement in 2009, and developed close working relations with the Dag Hammarskjold Foundation in Uppsala, Sweden, as well as a range of other universities and research institutes internationally.

The CIPS's African Dialogue Series continued to attract high-level speakers, including the Ugandan President, Y (Yoweri) Museveni.

As Director of the Centre between 2004 and 2009, Prof H (Hussein) Solomon initiated a range of research activities, including a project exploring political Islam. ISSUP presented annual conferences and workshops on topics of strategic interest and continued to publish the internationally accredited peer-reviewed journal, *Strategic Review for Southern Africa,* under the editorship of ISSUP's director, Prof M (Mike) Hough.

4.6.4.5 DEPARTMENT OF SOCIOLOGY

The Department of Sociology embarked on a journey of refocusing and reinvigorating itself as a discipline in September 2001. The Department undertook this project as a result of a debate about the nature of a humanities faculty prior to 2001, which emanated from the findings of an external evaluation of the Department carried out early in 2001, and the appointment of a new Head of Department, Prof JI (Janis) Grobbelaar, on 1 September 2001, who served in this capacity until beyond the period under review. Prior to her appointment, Prof CJ (Carel) van Aardt had been the acting Head of Department.

As a result of the external evaluation panel's recommendations, all existing curricula were reworked and replaced to strengthen and sharpen core sociology, collaborative research opportunities and funding. The Department provided junior staff and postgraduate students with academic support, as well as research, mentorship and career opportunities from 2002 to 2005. A rationalisation of the Department's academic programmes took place, full research master's degrees in Sociology were reintroduced, undergraduate teaching was increased, postgraduate modules were restructured as semester modules, a regular seminar series was instituted and two international scholars were invited to the Department: Prof I (Ivan) Evans from the University of California, San Diego (in 2003), and Prof J (Jacques) Depelchine from the University of California, Berkley (in 2004). Since 2002, all members of staff regularly attended international and national conferences.

In 2005, the Mamelodi Campus of Vista University was incorporated into UP, and lecturers from the relevant department at Mamelodi were absorbed into the Sociology Department. The Sociology curricula of the Hatfield Campus were phased in on the Mamelodi Campus and existing students were credited for any Sociology module completed at Vista Mamelodi. Once the phasing-in process was completed in 2007, the Sociology students on the Mamelodi Campus joined the Hatfield Campus cohort in 2008, and the two lecturers from Vista University were absorbed into the Sociology Department.

Undergraduate numbers increased exponentially since 2001. Postgraduate degrees doubled in this period. In 2001, the Department comprised 14 full-time lecturers and eight part-time assistant lecturers. By 2009, there were eight full-time lecturers and no part-time assistant lecturers.

Academics in the Department and their collaborators from various local and international institutions conducted the following research and capacity-building projects:

- A project on poverty, health and politics in Pretoria: funded by the Andrew Mellon Foundation
- A review of a range of HIV/Aids projects conducted at the request of the South African Catholic Bishops Conference in 2003: funded by the Catholic Medical Mission Board (CMMB) and the South African Catholic Bishops' Conference in South Africa (SACBC)
- A large-scale, longitudinal, transdisciplinary, collaborative research project/intervention on pregnant women, their newborn infants and HIV/Aids: funded by Yale University as part of the Serithi Project

244 The Department of Foreign Affairs later became known as the Department of International Relations and Cooperation.

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- An expert opinion on the expulsion of squatters from a block of flats in central Pretoria: funded by Lawyers for Human Rights
- A collaborative project on disability in the context of development: opportunities, challenges, constraints and strategies: funded by the South African-Netherlands Research Programme on Alternatives in Development (SANPAD)
- A follow-up project on poverty, health and politics in Pretoria: funded by the National Research Foundation (NRF)
- An exchange and capacity-building programme with the University of Applied Sciences in Kiel and the Institute for Women's and Gender Studies: funded by the German Academic Exchange Programme (DAAD)
- The Yale Fellowship and Post-graduate Exchange Programme: funded by the International Clinical, Operational and Health Services Research and Training Award (ICOHRTA)-Fogarty Foundation
- The American Studies Programme: funded by the American Embassy in South Africa
- Collaborative research on adversity and social vulnerability in Nantes, Pretoria: funded by Yale University
- A project on women's reproductive lives in Pretoria: funded by the NRF through a Thuthuka Award
- A project to investigate voting behaviour among UP students: funded by the departments of Sociology and Political Sciences
- A collaborative project dealing with questions of land restitution in South Africa: funded by the Canadian International Development Agency (CIDA) Empowerment Trust via the Southern African Development Community (SADC) Centre for Land-related Regional and Developmental Law and Policy
- A collaborative book project on exclusion, social capital and citizenship: conducted with researchers from the University of Pune (India) and the University of Johannesburg
- A collaborative project on adverse migration experiences and HIV vulnerability among male migrant labourers in Pretoria: funded by the Yale School for Public Health
- A collaborative project on the Onverwacht community: social dynamics around language: funded by the NRF

DIVISION OF PROFESSIONAL SOCIAL SCIENCES

4.6.4.6 DEPARTMENT OF BIOKINETICS, SPORT AND LEISURE SCIENCES

The Head of the Department of Biokinetics, Sport and Leisure Sciences, Prof Gerrit (GJ) van Wyk, retired in April 2009.[245] Prof PE (Ernst) Krüger (Head of the Institute for Sports Research) served as Acting Director of the Department until beyond 2009.

The period under review was one in which the Department flourished due to the large number of undergraduate and postgraduate students.

The BA Human Movement Sciences degree was the basic undergraduate training for students. A second undergraduate degree, BA Sports Science, was launched during this period. It was aimed at recruiting elite sportspeople to the University of Pretoria who wanted to develop their sporting careers while acquiring an academic education. It was a very successful undertaking, and the Department's undergraduate student numbers doubled. There was also close collaboration with TuksSport[246] in terms of balancing sport and academic achievement.

The Institute for Sports Research,[247] which was the training leg of the Department, delivered a high level of service to the various sporting codes in South Africa. Several of the Department's staff members were involved in this high-level training to better prepare sports teams for international participation.

During the period under review, the Department's language policy shifted from Afrikaans only to both Afrikaans and English in the majority of modules.

The Department signed two institutional agreements during the period: with Kennesaw State University and with Barry University, both in the USA. Student and staff exchanges took place under the Kennesaw agreement, while staff exchange and ongoing research collaboration took place under the Barry University agreement. The Department's research outputs compared favourably with the average output per staff member in the Faculty. The international research collaboration with Barry University resulted in joint conference presentations and article outputs.

Prof AE (Anneliese) Goslin held a C3 rating from the National Research Foundation (NRF). She served on the editorial board of the International Council for Sport Science and Physical Education (ICSSPE) and the Board of the International Association of Physical Education and Sport for Girls and Women (IAPESGW). Second-year Recreation Science students were involved in community engagement projects as part of academic service learning.

4.6.4.7 DEPARTMENT OF COMMUNICATION PATHOLOGY

In 2001, Prof SR (René) Hugo was Head of Department, while also acting as chairperson of the School of Social Sciences. The fourth-year group of 2001 was the first group to complete its training according to a new curriculum. Four students obtained their doctorates and nine obtained their master's degrees. At that stage, there were 52 registered master's degree students. The Centre for Augmentative and Alternative Communication (CAAC) split physically from the rest of the Department[248] to become a completely independent, interfaculty centre. It moved to the west wing of the Communication Pathology Building, and the offices, entrance and corridors of the building were refurbished.

In 2002, staff members published nine articles in accredited journals. Five staff members received Mellon Mentor Programme awards. The focus of staff training was on outcomes-based education and continuous assessment. The final-year students had to be prepared for the compulsory community service year, which was mandated by the Health Professions Council of South Africa (HPCSA), and commenced in 2003.

In 2003, Prof SR Hugo retired after 36 years of service and Prof B (Brenda) Louw took over as Head of Department. To enhance staff members' research ability and

245 Prof GJ van Wyk had served as Head of Department since 1990.

246 See Chapter 5.24: TuksSport.

247 See Chapter 4.6.4.11: Institute for Sports Research.

248 See Chapter 4.6.4.10: Centre for Augmentative and Alternative Communication.

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publications, they were afforded the opportunity to publish their research in the newly established departmental journal, *Clinica – applications in clinical practice in communication pathology.*

During 2004, staff members continued to provide important services to UP and the professions of speech-language therapy and audiology.[249] Local and international institutions recognised their expertise. Prof B Louw was elected as President of the South African Cleft Lip and Palate Society and Dr DCD (De Wet) Swanepoel received the University of Pretoria's Exceptional Young Researcher Award.

Three evaluations of the Department took place in 2006. These included one by the HPCSA (the professional board for, inter alia, speech, language and hearing professions), an external review of the Department as part of the Higher Education Quality Committee (HEQC) and an evaluation of the Advanced Diploma in Hearing Aid Acoustics. The evaluation reports commended the Department on its excellent organisation and management, well-qualified and committed staff, dedicated and professional student complement, strong research profile, well-equipped clinical facilities and high-quality academic and clinical outcomes. The external review was conducted by scholars and researchers of international note: Prof RE (Robert) Owens and Prof BA (Brad) Stach, both from the USA. Ms H (Heila) Jordaan, a previous Head of the Department of Speech Pathology and Audiology of the University of the Witwatersrand, also formed part of the panel of evaluators.

The external reviewers commended the Department for the excellent quality of its theoretical as well as its practical training, its staff and student complement, its research profile and its community-orientated activities. The review panel's most important recommendation was that the training in Audiology and Speech-language Pathology should be reviewed. The Department decided to discontinue the simultaneous registration for both Speech-language Pathology and Audiology from 2008 and to offer training in either Speech-language Pathology or Audiology. The Department revised these curricula in 2007 and started implementing these revised curricula to comply with the recommendations of the evaluation reports.

In 2007, Prof B Louw was appointed for a second term as Head of Department. Strategic planning was conducted, and a new value system was formulated for the Department as part of its transformation drive. The HPCSA's professional board accredited the Advanced Diploma in Hearing Aid Acoustics for the second time. This training programme created a benchmark for the standard of training and benefitted both the professions of hearing aid acoustics and audiology.

In 2008, the Department contributed to the University's Centenary Celebrations by presenting a centenary conference entitled "Fast forward over a century". Dr J (Johnathan) Hall from Florida in the USA and Prof B (Bart) Vinck of the University of Ghent in Belgium were appointed as extraordinary professors. The Department also launched the Tinnitus Therapy Unit.

The year 2009 marked the 50th anniversary of the Department's existence and the implementation of the new curricula for the BCommunication Pathology (Audiology) and BCommunication Pathology (Speech-language Pathology) degree programmes. Twenty-eight students were selected for Audiology and 26 for Speech-language Therapy.

Prof B Louw retired at the end of September 2009 and Dr M (Maggi) Soer was appointed as Acting Head of Department.

4.6.4.8 DEPARTMENT OF PSYCHOLOGY

The period under review was characterised by great change in the Department of Psychology. Prof D (Dave) Beyers resigned as Head of Department in the middle of 2001 due to health reasons and Prof MC (Maria) Marchetti-Mercer was appointed as the first female Head of Department from 1 October 2001. Her appointment was renewed for a further two terms in 2005 and 2009 respectively. Her terms in office were marked by a strong drive towards internationalisation, as well as a move from being a department that had been primarily focused on the professional training of psychologists to one that had a greater research focus.

Research links were set up with universities such as Yale, Georgia State, Florida and Johns Hopkins, among others. All these collaborations led to a number of funded research projects, where various members of the Department were involved and a number of postgraduate students were mentored. Some noteworthy projects were the Serithi project, together with Yale University and other departments at UP, where Prof MJ (Maretha) Visser was a co-investigator looking at HIV/Aids, breastfeeding mothers and stigma; the Kgolo Mogo project, which focused on the development of mother-child relationships to enhance the resilience of children affected by HIV; another mother-child project with Georgia State University; an HIV prevention study among adolescents with Florida International University; and a drug abuse and HIV/Aids neuro-study with Johns Hopkins University.

A National Research Foundation (NRF)-funded police trainees' project was also conducted in collaboration with Umea University in Sweden. This was a longitudinal study that tracked police trainees in both countries over a period of four years to assess their personality traits, psychological health and coping behaviour.

During the period under review, more academic staff members received funding to attend conferences abroad and thereby expand their international professional networks and research possibilities. In 2008, Prof MC Marchetti-Mercer received an award at the Oxford Symposium for School-based Family Counselling for outstanding contributions to school-based family counselling. She was also the first member of the Department to receive an NRF rating.

Although the Department still faced the challenges of having large undergraduate classes (a trend that continued even into the honours programme), this did not have a negative impact on the quality of and commitment to professional training programmes. Postgraduate courses included MA Clinical, MA Counselling and MA Research programmes.

The MA Counselling programme developed two specialisations: Community Psychology and Sport Psychology. The MA Research programme developed into a highly sought-after programme. Three extraordinary professors were appointed: Prof DJW (Deo) Strumpfer, Prof WJ (Willhelm) Jordaan and Prof KF (Ricky) Mauer.

During this period, the Department presented the unique web-based PhD (Psychotherapy) programme under the leadership of Dr AA (Assie) Gildenhuys.

249 The year 2004 marked the 100th birthday of the renowned Prof PdV (Pierre) Pienaar (born on 11 August 1904), who established the Department in 1959. He headed the Department until the end of 1969, but still continued teaching at the Department as an honorary professor until 1974.

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A number of very successful colloquiums were held as part of the students' work and a number of students graduated from this programme during the period under review.

Two very successful external evaluations were held during this period. The first one, in 2002, set the tone for Prof MC Marchetti-Mercer's first term of office, where much of the feedback was about improving the research profile of the Department.

It was also recommended that the Department should terminate the undergraduate BPsych degree because of the excessive resources required for this type of training. A second evaluation was held in 2007. Two professional board inspections were also held, one in 2001 and one in 2007. All the master's degree programmes in Psychology were re-accredited following these inspections.

In 2004, when the Mamelodi Campus of Vista University was incorporated into UP, the Department of Psychology on the Mamelodi Campus was managing a very successful community psychotherapy clinic, the Itsoseng Clinic.

Although the academic programmes at Mamelodi were eventually phased out, the clinic became an important part of UP's Psychology Department, and a site for service-learning activities under the leadership of Dr LM (Linda) Eskell-Blokland. Postgraduate students did practical work there, and provided an important service to the community. It also became a source of research activities.

4.6.4.9 DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY

On 1 January 2005, a new era started when the independent departments of Social Work and of Criminology merged to form the Department of Social Work and Criminology.

Prof MSE (Rita) du Preez was Head of the Department of Social Work at the beginning of the period under review. In 2004, she was succeeded by Prof A (Antoinette) Lombard. Prof R (Ronelle) Pretorius headed the Department of Criminology until the end of 2001. Prof SR (Etienne) Hugo served as Acting Head of the Department of Criminology in 2002, and Prof A (Aubrey) Theron took up this position in 2003 and 2004.

In 2005, when the two departments merged to form the new combined department, Prof A Lombard became the new Head of Department, and served in this capacity until the end of the period under review.

From 2001 to 2004, there was a high staff turnover in the Department of Criminology, while staff turnover in the Department of Social Work remained stable. Since 2005, the staff in both disciplines stabilised. The permanent Social Work staff complement was 12 and Criminology appointed seven permanent staff members.

A new era started when the departments of Social Work and of Criminology merged to form the Department of Social Work and Criminology.

Undergraduate student numbers in the Department remained constant. Social Work continued to select 65 students for the bachelor's degree in Social Work (BSW). Criminology student numbers remained high with about 1 400 students. The honours degree in Criminology, which was capped at 25 students per annum, remained in high demand, but very few students enrolled for the master's and doctoral degree programmes. However, the demand for postgraduate Social Work programmes remained high. In 2002, the Social Development and Policy coursework programme was launched in addition to Play Therapy, Employee Assistance Programmes and Health Care. Although the demand for doctoral degree students remained high, it was scaled down to an average of 20 per annum in relation to the staff capacity.

With regard to teaching, the registration of minimum standards for the BSW qualification in South Africa on the National Qualifications Framework (NQF) in 2003 and its re-registration in 2009 was a major achievement for Social Work training in the country. The Department benchmarked its Social Work curriculum against the minimum standards and started to implement the new BSW qualification in 2005. The BSW programme at UP had included Business Management and Entrepreneurship modules since 2002, which prepared students well for local South African challenges. Although minimum standards for a Bachelor of Criminology were registered in 2004 and re-registered in 2008, the envisaged professional degree did not materialise. However, the Criminology modules in the Department were aligned with these standards.

During the period under review, the Department was very much involved in community engagement activities. Social Work students engaged in voluntary work, and community activities formed part of their formal curriculum as academic service-learning modules. Criminology students engaged with communities as part of their theory modules and/or voluntarily. Students voiced their views as partners in training through student representation.

In terms of research outputs, staff members published an average of 11 journal articles per annum, while they also contributed chapters or edited at least five books. On average, six international conference papers were presented per annum.

In 2003, Dr JD (Jean) Triegaardt received a Fulbright Scholarship for four months for research at the University of California in the USA. In 2004, Dr C (Christiaan) Bezuidenhout was awarded the British Chevening Scholarship by the British Council in South Africa. Prof CSL (Rina) Delport and Dr LS (Stephan) Geyer were part of a research team with North-West University on a resilient education support programme for education affected by HIV and Aids.

The national Department of Social Development contracted staff members to conduct research. Dr CE (Reineth) Prinsloo conducted research on family enrichment programmes and Dr MM (Maureen) Motepe, Dr GM (Vollie) Spies and Prof CSL Delport conducted research on children at risk. Prof A Lombard was the team leader of a national research project on ongoing professional development. This culminated in the national Continuing Professional Development (CPD) Policy for social workers, which came into effect in 2010.

On international level, the Department had participated in an exchange programme with the Arteveldhogeschool in Belgium since 2008. Many international colleagues visited the Department during this period. In South Africa, the Department had active agreements with non-governmental organisations and the national Department of Correctional Services for community engagement.

The short course in Employee Assistance Programmes was a very popular continuing education course presented through Continuing Education at University of Pretoria Trust (CE at UP). The Department presented this short course in partnership with national organisations.

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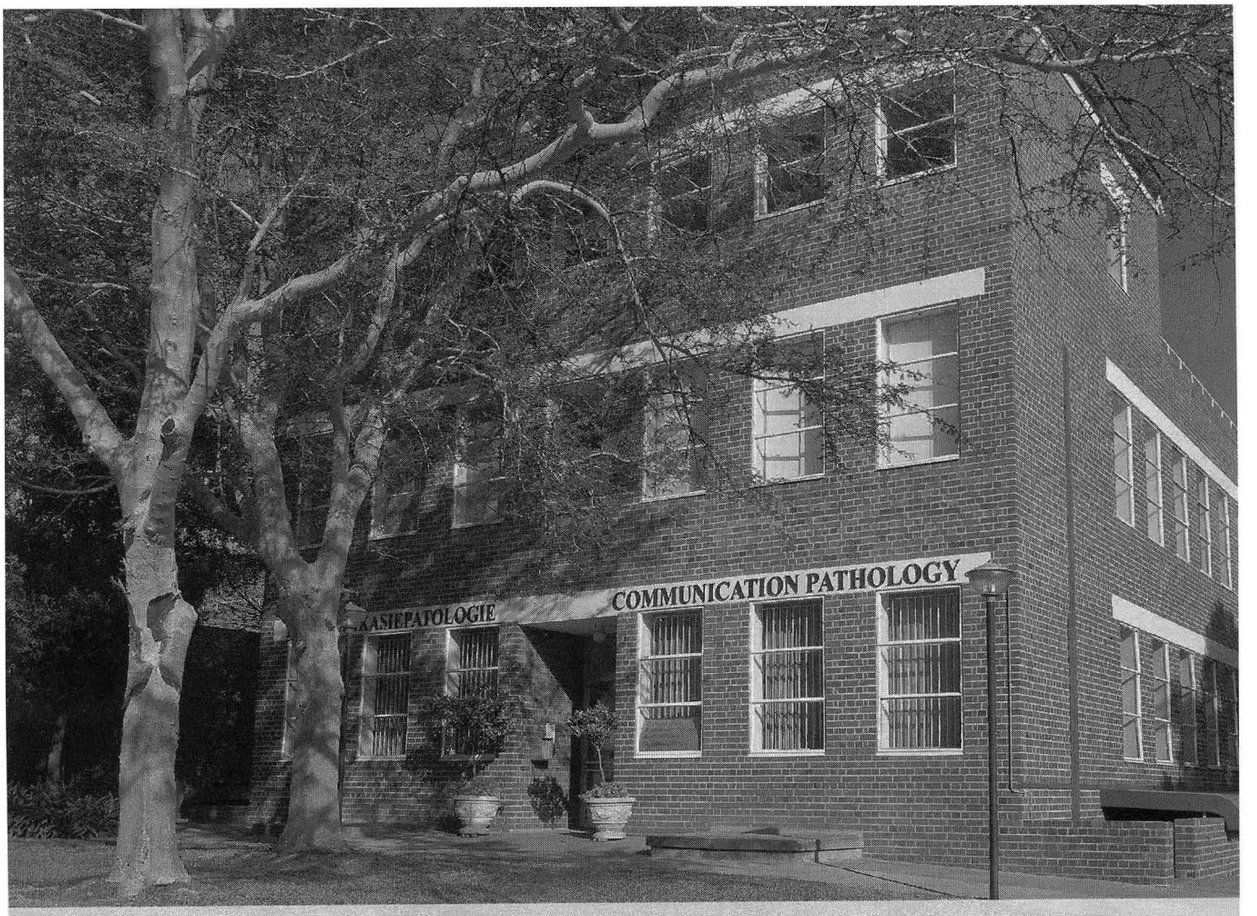

The Communication Pathology Building on the University of Pretoria's Hatfield Campus.

FACULTY CENTRES AND INSTITUTES

4.6.4.10 CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

The period under review was one of rapid growth and expansion for the Centre for Augmentative and Alternative Communication (CAAC), which had been established a decade earlier in 1990. It secured its widespread international recognition as a centre of excellence in the fields of augmentative and alternative communication (AAC), severe disabilities, and early childhood intervention (ECI) within the Southern African context. It offered the opportunity to people with severe disabilities to participate more fully in society.

Prof E (Erna) Alant was the first Director. She resigned in 2008, and Prof J (Juan) Bornman was appointed as Acting Director. By 2009, the CAAC's staff complement had grown from two (in 1990) to 10 full-time staff members, who represented a variety of professional disciplines (speech-language therapy and audiology, occupational therapy, physiotherapy and teaching).

An important strategic appointment in the CAAC was that of disability consultant, as this enabled the CAAC to have a staff member with a severe communication disability on the team. This made a significant impact on raising disability awareness and creating AAC role models that could inspire a new generation of persons with a disability. This position was held by Mr D (Derick) Poremba-Brumer (from 2001 to 2004), Mr M (Martin) Pistorius (from 2003 to 2007) and Mr F (Felix) Visagie (from 2007 to 2009). They were supported by Mr S (Simon) Sikhosana, the disability consultant's assistant. The CAAC also employed a number of part-time staff members. Many of these individuals were contract workers on private funding, without which the CAAC could not meet its various commitments.

During the period under review, the CAAC undertook interdisciplinary and transdisciplinary training and research, as well as community engagement projects. Common themes highlighted issues related to assistive technology for communication, authentic assessment and intervention within a family-focused approach, and leadership for people with severe disabilities. The CAAC introduced five postgraduate degree programmes: a BA(Hons) with specialisation in AAC in 1996, a master's degree (MA) with specialisation in AAC in 1998, a master's degree with specialisation in ECI in 2001, a PhD in 1998, and an Advanced Certificate in Education (ACE) with specialisation in severe

Founded at UP in 1990, CAAC was a unique training and research facility in Africa. It was recognised as a centre of excellence on augmentative and alternative communication and disabilities.

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disabilities in 2000. The majority of the postgraduate programmes presented used a blended learning approach to ensure that effective teaching and learning occurred. In 2001, the CAAC had 92 registered postgraduate students spread over the honours, master's and doctoral level. This number increased steadily to 259 students in 2009 registered across the five academic programmes.

In 2009, the national Department of Education sponsored 125 students to enrol for the Advanced Certificate in Education with specialisation in the inclusion of learners with severe disabilities. This development contributed to an increase in student numbers, with 48% of the CAAC's students in 2009 enrolled in this programme. The 75 honours degree students constituted 29%, the 50 master's degree students 19% and the nine PhD candidates 4% of the total student numbers for 2009.

The CAAC was also involved in numerous research projects with national and international collaborators.[250] From 2005 to 2007, the CAAC, its Dutch partners and the Department of Sociology embarked on a project that investigated the link between disability and development. It was funded by the South African-Netherlands Research Programme on Alternatives in Development (SANPAD). The CAAC collaborated with researchers from the Children, Health, Intervention, Learning and Development (CHILD) programme of Mälardålen University in Sweden from 2003 to 2006.

Misconception about the sexuality of people with disabilities heightened their vulnerability to crime and abuse, and the desire to mitigate these misconceptions led to the CAAC's subsequent collaboration with Prof DN (Diane) Bryen from Temple University. This ongoing project was a first attempt to give a voice to one of the most vulnerable groups in South Africa – individuals with complex communication needs – in order to enable them to speak out regarding instances of abuse and violence committed against them.

The close relationship between academic learning, research and engagement with the community underpinned the work ethic of the CAAC. In 2005, it began a youth empowerment programme to facilitate communication competence and empower young adults with severe communication disabilities. This programme presented academic service learning and research opportunities. In 2006, it received a University of Pretoria Education Innovation Laureate Award.

The CAAC also received the Shirley McNaughton Exemplary Communication Award from the International Society for Augmentative and Alternative Communication (2002), T-Systems Age of Innovation and Sustainability Award (2004), the National Science and Technology Forum (NSTF) Award: best corporate over 10 years (2004) and the Ambassador Innovation Award (2005).

Partnerships with local disability interest groups, such as Interface, the Southern African Association for Learning and Educational Differences (SAALLED) and Autism South Africa, allowed the CAAC to facilitate the implementation of AAC and ECI in numerous local communities across health and education contexts. In order to increase AAC awareness in Africa, the CAAC hosted the first regional African AAC Conference in Johannesburg in 2004. National and international collaborative networks were strengthened and expanded as a result of this conference.

During the period under review, the Centre's success was evident in its increased recognition as a centre of excellence, the increase in student numbers, depth of international collaborations and, ultimately, the fact that people with disabilities were provided with the opportunity to make their own voices heard as part of the CAAC team. The numerous awards of recognition that the CAAC obtained during the period under review indicated its success in the fields of AAC and ECI.

4.6.4.11 INSTITUTE FOR SPORTS RESEARCH

The Institute for Sports Research (ISR) was established in 1979 as part of the Department of Physical Education. Prof PE (Ernst) Krüger was its Director during the period under review and beyond. Although the ISR was linked to the Department of Biokinetics, Sport and Leisure Sciences,[251] it functioned as an independent entity in the Faculty.

During the period under review, there were 25 full-time staff members, including seven biokineticists, 11 sport scientists and seven administrative staff members.

The ISR had three divisions: Rehabilitation, High Performance and Student Gymnasium. Dieticians, sport psychologists, opticians and sport doctors were also involved on a part-time basis.

The ISR was involved in the postgraduate training of 173 honours degree students specialising in Biokinetics and 142 specialising in Sports Science. The ISR, the Department of Physiotherapy and the Division of Sports Medicine[252] were responsible for first aid during TuksSport (club and inter-residence) sporting events. Students from these departments provided emergency medical services under the supervision of a medical doctor as part of their practical training. Some 18 students obtained master's degrees and 19 obtained doctorates. Staff members also presented training courses and seminars to a number of professional bodies. Ongoing cooperation was maintained with several professional sports bodies.

Staff members published 75 journal articles, and numerous articles appeared in popular scientific magazines and daily newspapers. Furthermore, Prof PE Krüger, Dr PS (Paola) Wood and other staff members presented 30 papers at international congresses and 42 papers at national congresses, while 22 poster presentations were given at international and national congresses. Staff members also authored 17 research reports and 21 larger publications, and completed 149 research projects.

During this period, the ISR conducted contract research for several companies in the fitness industry. The Sport Information and Science Agency (SISA) contracted the ISR to perform testing and training for all sporting codes in South Africa. Eight staff members obtained the Certified Strength and Conditioning Specialist (CSCS) qualification of the National Strength and Conditioning Association of America. By 2009, four biokineticists and sport scientists at the ISR had obtained this qualification. In addition, numerous talks were broadcast on television and radio on a regular basis.

Activities expanded considerably since 2001, especially in the area of community service.

250 One of the topics that was receiving attention in the social arena in South Africa at the time was the prevalence of abuse, which was perpetrated against marginalised groups, which included people with disabilities.

251 See Chapter 4.6.4.6: Department of Biokinetics, Sport and Leisure Sciences.

252 The Department of Physiotherapy and the Division of Sports Medicine were both located in the Faculty of Health Sciences. See Chapter 4.5.3.5: Department of Physiotherapy and Chapter 4.5.5.22.1: Sports Medicine Division.

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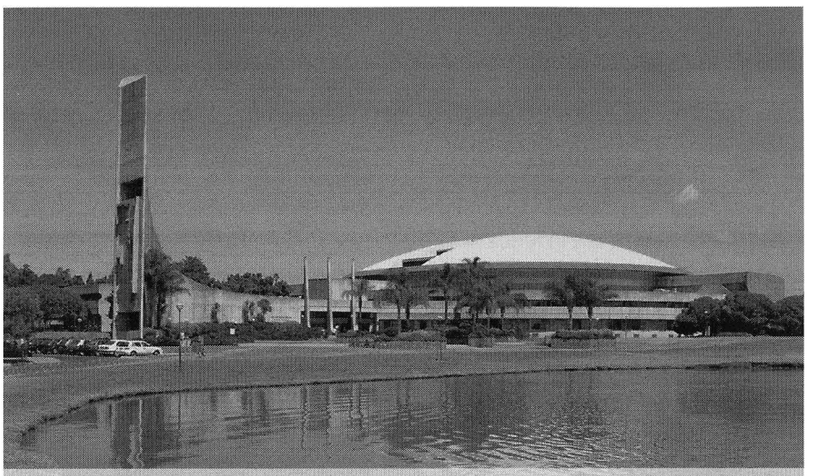

The Indoor Sport Centre on the University of Pretoria's Sport Grounds.

The number of patients treated by the ISR rose steeply from 1 727 cases in 2000 to 3 338 cases in 2009. A total of 28 739 patients and athletes were evaluated during this period.

The clinics run by the personnel included cardiac, diabetes, orthopaedic and arthritis clinics, as well as a clinic for the elderly.

The ISR was actively involved in the activities of the South African Sport Commission, and later Sport and Recreation South Africa (SRSA), the South African Sports Confederation and Olympic Committee (SASCOC), the Gauteng Sports Academy, the Mpumalanga Sport Academy, the Limpopo Sports Academy and the Supreme Council for Sport in Africa (SCSA) Zone VI.

In 2001, SISA raised the accreditation status of the ISR from silver to gold, and it received a special merit award in recognition of continued commitment and dedication. In 2002, the ISR received a special merit award for the most national sporting federations allocated.

In total, 8 209 athletes who competed in the Olympic Games (of both 2004 and 2008), the Commonwealth Games (of both 2002 and 2006) and the All African Games (of both 2002 and 2007) underwent physiological, psychological and dietary evaluations at the ISR. Some of these athletes, who were associated with UP and the ISR, won several medals.

The ISR, in collaboration with the High Performance Centre (hpc) of TuksSport (Pty) Ltd, was appointed as a Centre of Excellence for 14 national sporting federations. Several staff members acted as biokineticists or sport scientists for national sports teams.

4.6.4.12 INSTITUTE FOR WOMEN'S AND GENDER STUDIES

The first seeds for the Institute for Women's and Gender Studies (IWGS) at UP were planted in 1997 in the Postgraduate School of Agriculture and Rural Development, when it was established as the Gender Resource Centre. In 2002, the Centre was reconstituted as the IWGS with Dr M (Maretha) de Waal as its first director.

It was active across all faculties and shifted its focus to the impact of the systemic disempowerment of women in all spheres of social and economic life. It operated as a network of gender experts located in different faculties that shared an interest in gender research, advocacy and training.

Dr M de Waal headed the IWGS until 2003, when she was succeeded by Prof JD (Jean) Triegaardt, who served in this capacity in 2004 and 2005. She was followed by Prof J (Joan) Fairhurst (from 2006 until February 2007) and Prof Z (Zengie) Mangolisa (in 2007). Prof J Fairhurst served as Director again in 2008. In January 2009, Dr E (Elaine) Salo[253] was appointed as Director.

A number of projects were undertaken in 2003 and 2004. These included three postgraduate gender studies projects at the Kiel University of Applied Sciences, as well as a project that focused on gender power relations among youth in relation to HIV risk in Soweto, Mamelodi and Hebron.

A management committee of gender scholars, which was established in 2005, strengthened the IWGS's governance structures. The cohesive governance structure promoted a number of projects.

These included an edited volume titled *Sex, gender, becoming. Post-apartheid reflections*, as well as the initiation of a gender distance education programme, Gender in everyday life, which was accredited by the National Qualifications Framework (NQF). At the end of the period under review, the course had 10 registered participants from a range of institutions, professions and disciplines in Botswana, Ethiopia, Mozambique, South Africa (including Limpopo), Zambia and Zimbabwe.

The IWGS also hosted an international conference, "Taking a hard look: gender and visual culture", in June 2007. Several projects were implemented in 2008. These included a project for the National Council on Innovation (NACI) on changing the perceptions of women in the science, engineering and technology industry: an evaluation of the career histories of role models in South Africa, a collaborative teaching course with the Institute for Computing and Information Sciences at Radboud University in The Netherlands, and a project on gender issues in information and communication technologies (ICTs) at Makerere University in Kampala, Uganda.

During 2009, the Institute set upon a new direction that focused energies more firmly within the core academic business of the Faculty of Humanities, while retaining and strengthening its partnerships with organisations in civil society.

The Institute embarked on two major research projects: a study on incentives to attract and retain women in the science, engineering and technology industry for NACI (a follow-up on a previous project) and a collaborative research project with the Gender Unit of the Human Sciences Research Council (HSRC) and the School of Public Health at Columbia University. This study examined the risk behaviours associated with men having sex with men in the Greater Tshwane region.

Other minor projects included evaluative research in gender-based violence for LeadAfrika, a training programme on addressing the sexual vulnerability of female adolescents in Eersterust and Mamelodi, as well as a gender audit for the Gender Focal Point Directorate of the national Department of Health.

253 She envisioned the Institute as a key player that promoted research, publications and policies on gender, transformation and democratisation in Southern Africa.

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4.7 FACULTY OF LAW

4.7.1 OFFICE OF THE DEAN

By the end of 2009, the Faculty of Law was well on its way to becoming one of the largest law faculties in the country, and developing a footprint in Africa and the rest of the world that would be unrivalled in South Africa and Africa.[254]

In 2001, Prof DG (Duard) Kleyn was already Dean of the Faculty and Prof A (André) Boraine served as Deputy Dean, He was appointed Acting Dean in 2006[255] after Prof DG Kleyn's second term had expired. Prof CH (Christof) Heyns was appointed as the new dean at the end of 2006. The Faculty consisted of five academic departments: Legal History, Comparative Law and Legal Philosophy, Mercantile Law, Private Law, Procedural Law and Public Law. On 18 May 2006, Senate approved the recognition of the status of the Centre for Human Rights as an academic department in the Faculty of Law. This came into effect in 2007.

Towards the end of Prof DG Kleyn's second term as Dean, the Faculty relocated to a new building on the Hatfield Campus during 2004, which was inaugurated by President Thabo Mbeki on 15 March 2005. Hereby, for the first time, the Faculty was housed in its own building, incorporating the law library. Its ultra-modern design won a number of architectural awards.[256] The law library that was located in this building was named the Oliver R Tambo Law Library. The Law of Africa Collection – the most up-to-date collection of legislation and law reports from African countries in the world at that time – was established in this library. It was used by researchers from around the world.

The Law Clinic of the University of Pretoria expanded its reach and assistance to the indigent when, in addition to the existing Hatfield office, new offices were established at the Hammanskraal Campus in January 2001 and at the Mamelodi Campus in March 2008.[257] Furthermore, a series of houses were renovated to enable the Law Clinic of the University of Pretoria to obtain more space and move off campus. Other centres functioning in the Faculty were the Centre for Advanced Corporate and Insolvency Law (headed by Prof A Boraine), the Centre for Child Law (headed by Dr AM (Ann) Skelton), the International Development Law Unit (headed by Prof DD (Daniel) Bradlow) and the Sport Law Centre (run by Prof R (Riaan) Cloete and Prof S (Steve) Cornelius).

Several initiatives were brought about in the Faculty during the period under review. The main objective was stated as positioning the Faculty as the leader in the field of law in Africa (the slogan "Africa's global law faculty" was introduced). This followed on some of the earlier initiatives of the Centre for Human Rights and its track record on the continent. The second stated objective was to change the centre of gravity of the Faculty to have a stronger emphasis on postgraduate studies, in particular, doctoral studies.

Firstly, positioning the Faculty as the leader on the continent and increasing its postgraduate capacity and focus were pursued simultaneously through several initiatives. These included the establishment of the following research chairs through external funding:

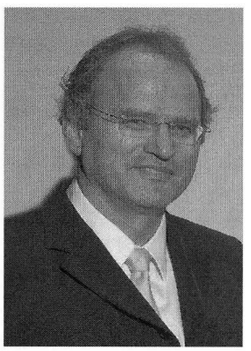
- The Adams and Adams Chair in Intellectual Property Law in Africa, in 2007, with retired Judge L (Louis) Harms as the first incumbent.
- The South African Research Chairs Initiative (SARChI) Chair in International Development Law and African Economic Relations, in 2008, with Prof DD Bradlow as the first incumbent.

Secondly, a full-time doctoral programme was established in 2009 for students from all departments in the Faculty to stimulate the growth of the doctoral programme.

At the same time, growth of the undergraduate programme was stemmed when the Faculty introduced a selection-based system for admitting students to the LLB programme, whereby the minimum admission requirements were increased. Additionally, more law students were streamed into the BCom (Law) and BA (Law) degrees to ensure that most law students were able to add one year to their studies before completing the LLB degree (thereby achieving a de facto five-year LLB degree). This trend is illustrated in **Table 4.6**.

To stimulate research, a concerted drive was undertaken to encourage faculty members to be rated by the National Research Foundation (NRF). Justice CJR (John) Dugard, who had served as Judge ad hoc on the International Court of Justice in 2008, was appointed as an extraordinary professor and obtained an A-rating. Prof JD (Johan) van der Vyver from Emory University was appointed as an honorary professor. At the end of 2009, he too was well on his way to receiving this recognition.

Prof Duard Kleyn
Dean (1998–2006)



Prof Christof Heyns
Dean (2006–2009)

In 2005, the Faculty established the Pretoria University Law Press (PULP) as a platform for academic writing in Africa. It grew into one of the flagship projects of the Faculty, and was located, for operational purposes, in the Centre for Human Rights.

A wide range of supportive initiatives was furthermore undertaken to improve the quality of the learning experience and subsequent employability of students.

254 Editor's note: In 2017, Times Higher Education recognised the University's Faculty of Law as the 92nd best law faculty in the world.

255 The position of Deputy Dean was only filled again at the beginning 2010 when Prof A (Anton) Kok was appointed in this position.

256 The building symbolised a new era of democracy, and captured the constitutional values and openness of transparency.

257 Also see Chapter 4.7.6: Department of Procedural Law.

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These included the following:

- A system of academic associates (full-time LLM and LLD students who were allocated to the different departments and who assisted with academic work in the Faculty) was established alongside the tutoring system.
- To assist in developing law students' academic literacy skills, a Language Centre was established on a trial basis in the Faculty in 2009.
- An integrated problem-solving exercise was introduced on an experimental and voluntary basis in 2009 for third- and fourth-year students.
- Students wrote opinions on legal questions, drawing on all the subjects they had studied since their first year.[258] The first volume of the student-edited *Pretoria Student Law Review* was published in 2008 and annually thereafter.
- Since 2007, the Faculty annually hosted a Law Career Day, in which the most prominent firms in Gauteng participated. This created a platform for prospective employers to meet and interact with students.
- In 1990, an internship programme was introduced to give students the opportunity to work at law firms, the National Prosecuting Authority, the Competition Tribunal, the Johannesburg Stock Exchange and other potential employers.
- A Student Development Officer (SDO), Ms E (Elzet) Hurter, was appointed in 2008 to assist with the holistic development of law students. She supported the relevant student bodies in the Faculty, in particular, Law House, and the Moot and Debating Society.

The main objective of the Law Faculty was to position the faculty as the leader in the field of law in Africa, which would be known as "Africa's global law faculty".

- The Dean's Office introduced the Law Faculty Festival in 2008, where students and staff participated in house-style concerts, plays, poetry readings and other cultural activities. Thereafter, it became an annual event.

Research outputs and awards

Academic staff members authored authoritative monographs and journal articles dealing with most areas of law. Their research was quoted widely in the courts of the country, was used by the Legislature, and informed the reform of the legal framework of the United Nations and the African Union. The *African Human Rights Law Journal*, *De Jure* and *Tydskrif vir Hedendaagse Romeins-Hollandse Reg*, which were leading academic journals, were edited in the Faculty. In 2002, the *African Human Rights Law Reports* was launched by the Faculty's Centre for Human Rights, and became an official publication of the African Union. It appeared in English and in French. In 2003, the encyclopaedic work, *Constitutional Law of South Africa* (the most often cited source on the South African Constitution), was relocated to the Faculty, and the comprehensively updated second edition was published in instalments during the next six years. Staff members of the Faculty excelled on various platforms: Prof CH Heyns and Prof FJ (Frans) Viljoen received the Chancellor's Award in 2003. Prof K (Karin) van Marle received the University of Pretoria Young Researcher Award in 2003, while Prof S (Stu) Woolman was the recipient of this award in 2003 and 2008. In 2006, Prof TJ (Johan) Scott received the Dux Docens Award for making a contribution beyond the normal duties performed as a staff member to the student community. Prof CJ (Trynie) Boezaart served as a Judge of the Northern Gauteng High Court for the period April to June 2008.

Several academics in the Faculty received the University of Pretoria Exceptional Academic Achiever Award: Prof A Boraine (2008), Prof CJ Boezaart (2003, 2006 and 2009), Prof CH Heyns (2007), Prof JMT (Lappies) Labuschagne (deceased) (2002) and Prof TJ Scott (2002, 2005 and 2008).

On 12 November 2006, the Director-General of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Mr K (Koïchiro) Matsuura, designated the Centre for Human Rights as the laureate of that year's UNESCO Prize for Human Rights Education. It received this prize, in particular, for its two flagship programmes, the LLM (Human Rights Education and Democratisation in Africa) and the African Human Rights Moot Court Competition.

Prof André Boraine
Dean: Law (2012 and beyond)

258 Students received detailed, individual feedback from practitioners and lecturers on matters of substance, as well as on their writing style.

Table 4.6: Comparison of the number of contact students in the Faculty of Law between 2001 and 2009

FACULTY OF LAW							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	264	198	**462 (31%)**	216	339	**555 (32%)**
	Coloured	9	21	**30 (2%)**	13	27	**40 (2%)**
	Indian	15	35	**50 (3%)**	27	52	**79 (4%)**
	White	436	537	**973 (64%)**	446	632	**1 078 (62%)**
Total		**724 (48%)**	**791 (52%)**	**1 515 (100%)**	**702 (40%)**	**1 050 (60%)**	**1 752 (100%)**
Postgraduate	*African*	99	50	**149 (39%)**	107	83	**190 (53%)**
	Coloured	6	4	**10 (3%)**	4	4	**8 (2%)**
	Indian	7	7	**14 (4%)**	3	6	**9 (3%)**
	White	106	101	**207 (54%)**	85	64	**149 (42%)**
Total		**218 (57%)**	**162 (43%)**	**380 (100%)**	**199 (56%)**	**157 (44%)**	**356 (100%)**

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4.7.2 CENTRE FOR HUMAN RIGHTS

Although the Centre for Human Rights only attained official departmental status in 2006, it functioned as a self-standing unit in the Faculty for the duration of the period under review. Since 2006, the Centre functioned both as an academic department and as a centre for the promotion of human rights in Africa through advocacy and research projects, funded by external donors.

Prof CH (Christof) Heyns was the Centre's Director from 2001 to November 2006. When he became Dean of the Faculty, Mr NA (Norman) Taku, Assistant Director, acted as Director for almost a year. In October 2007, Prof FJ (Frans) Viljoen became the Centre's Director (and Head of Department). In addition to one other academic staff member, the Centre employed some 20 project-based staff. Honorary and extraordinary professors in the Department included Ms MTW (Mary) Robinson (former United Nations High Commissioner for Human Rights) and Dr E (Edward) Kwakwa (legal counsel, World Intellectual Property Organisation).

In 2008, a South African Research Chairs Initiative (SARChI) Chair of International Development Law and African Economic Relations was established in the Centre, based in the International Development Law Unit, with Prof DD (Daniel) Bradlow as chairholder. The Unit undertook research and postgraduate teaching in international development law, with a focus on Africa.

As far as its non-academic programmes were concerned, the Centre was governed by its own Board during the period under review. This Board consisted of Justice JC (Johann) Kriegler, Justice Y (Yvonne) Mokgoro, Justice JV (Johann) van der Westhuizen, Prof AK (Kadar) Asmal and Ms S (Shirley) Mabusela.

Although functioning as an academic department, this centre only presented postgraduate programmes. Approximately 30 students registered for the European Union-sponsored full-time LLM (Human Rights and Democratisation in Africa) each year since 2000.

The Centre presented this programme in collaboration with partner universities across the continent. The partners involved over this period were Addis Ababa University (Ethiopia), American University (Cairo), Catholic University of Central Africa (Cameroon), Makerere University (Uganda), Universidade Eduardo Mondlane (Mozambique), University of Ghana, University of Mauritius and the University of the Western Cape. In collaboration with the University of the Western Cape, the Centre also presented the LLM (International Trade and Investment Law in Africa).

In 2009, the Centre introduced a new LLM programme in Multidisciplinary Human Rights. This programme ran concurrently with the MPhil (Multidisciplinary Human Rights), which was open to non-lawyers. Particular features of all these programmes were the representation of students from across the continent, and its throughput rate, which was, on average, one a year. Since 2006, five doctoral students graduated from the Centre.

Research on human rights in Africa was one of the Centre's priorities. Staff members published numerous articles and books, and were actively involved in editing publications.

From 2001, the Centre published the *African Human Rights Law Journal,* which appeared bi-annually. Since 2000, in collaboration with the African Commission on Human and Peoples' Rights, the Centre also published the *African Human Rights Law Reports* (in English and French).

Three of the Centre's academics held National Research Foundation (NRF) ratings: Prof CH Heyns (B1), Prof DD Bradlow (B1) and Prof FJ Viljoen (B2).

The Centre engaged in numerous advocacy and research projects on human rights in Africa. On an annual basis, it collaborated with a law faculty in Africa to host the African Human Rights Moot Court Competition.

This vehicle for human rights education brought together over 70 law faculties annually to argue a hypothetical case based on the African Charter on Human and Peoples' Rights.

Other projects of the Centre included the Aids and Human Rights Research Unit, the Gender Unit and the Good Governance Programme, which presented up to eight one-week courses to senior government officials and members of civil society.

In 2006, the Centre received the prize of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) for Human Rights Education, in particular, for its two flagship programmes, the LLM (Human Rights and Democratisation in Africa) and the African Human Rights Moot Court Competition.

4.7.3 DEPARTMENT OF LEGAL HISTORY, COMPARATIVE LAW AND LEGAL PHILOSOPHY

The Department underwent some changes in its staff composition during the period under review. It continued to follow a system of rotation with regard to the position of Head of Department.

After Prof PJ (Philip) Thomas's term came to an end in 2000, Prof FJ (Frans) Viljoen served as Head of Department until 2003, taking up a Humboldt Scholarship at the end of 2003. Prof CMA (Caroline) Nicholson served as Head of Department from 2004 until 2007. Prof K (Karin) van Marle acted as Head of Department during 2008, and was appointed to this position in 2009.

In 2006, Prof DG (Duard) Kleyn returned to the Department after serving as Dean of the Faculty for eight years, and Prof FJ Viljoen left for the Centre for Human Rights after being appointed Director of this centre in 2007.

During the period under review, the Department was responsible for three compulsory courses on first-year level (Introduction to Law, Legal Skills, and Historical Foundations of South African Private Law) and one on third-year level (Legal Philosophy). The Department also offered a number of elective courses for the fourth year of the LLB. During 2003, an LLM programme in Law and Political Justice (initially called Critical Legal Theory) was introduced, which was offered in cooperation with Birkbeck College, University of London. Members of the Department were also involved in postgraduate supervision for LLM (Research) and LLD students. A number of students graduated with LLM and LLD degrees.

Members of the Department pursued their individual research interests by publishing journal articles, chapters in books and conference proceedings, and by delivering papers at conferences nationally and internationally. The Department collaborated with several academics and academic institutions nationally and internationally in terms of research, LLM teaching, and LLM and LLD supervision. Honorary and extraordinary professors in this period included Constitutional Court Justices Y (Yvonne) Mokgoro and JV (Johann) van der Westhuizen respectively.

Changes in the content of the teaching programmes and shifts in the emphasis of individual research interests resulted in a reconsideration of the Department's name.

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The Law Building on the University of Pretoria's Hatfield Campus, symbolising openness and transparency.

After many years of deliberation and reflection, it agreed on a name change. The period under review was thus the last decade of the Department of Legal History, Comparative Law and Legal Philosophy. It was to continue its subsequent work as the Department of Jurisprudence.

4.7.4 DEPARTMENT OF MERCANTILE LAW

The period under review was a time of change in the composition of the Department's staff and one of significant growth in student numbers. What continued to make the Department unique was the fact that it was the largest department in the Faculty and that it was located in two faculties: the Faculty of Law and the Faculty of Economic and Management Sciences. Student numbers increased to approximately 1 700 undergraduate students in the Faculty of Law, and approximately 3 000 in the Faculty of Economic and Management Sciences and the Faculty of Engineering, Built Environment and Information Technology combined.

Since the change of the LLB degree into a four-year programme, the Department presented nine compulsory semester modules, and seven elective modules. The Department also kept pace with the growing demand for postgraduate training. Various coursework programmes were developed and presented in five LLM by coursework degree programmes in Company Law, Insolvency Law, Labour Law, Mercantile Law and Tax Law.

After 42 years of service at UP, Prof SR (Fanie) van Jaarsveld retired in 2008 after serving as Head of Department until 2007. In 2008, Prof BPS (Stefan) van Eck was appointed Head of Department for a four-year term. The number of full-time staff members increased from 16 to 18.

Several staff members obtained their doctoral degrees during the period under review. These were Prof WP (Wium) de Villiers, Prof DA (David) Burdette, Prof D (Daleen) Millard, Prof M (Melanie) Roestoff and Prof MS (Stella) Vettori.

The Department was privileged to be able to appoint several honorary and extraordinary professors and lecturers. During the period under review, experts such as Prof DA Burdette, Prof MM (Michael) Katz, Judge D (Dhaya) Pillay, Judge E (Eberhard) Bertelsmann, Dr J (Johan) de Jager, Dr GF (Gustav) Brink, Adv PJJ (Piet) Marais, Mr JD (Joël) Fourie and Mr RM (Russel) Loubser were appointed. Some of them were still involved with the Department at the end of the period under review.

Despite their relatively high lecturing load, members of the Department were particularly active in good-quality research. Apart from contributions to accredited journals, staff members were responsible for numerous textbooks and chapters in books that were used by legal practitioners and were prescribed at several South African universities. Members of the Department were regularly cited by the courts and in other publications.

Members of the Department were active in the presentation of papers at national and international conferences. Among others, papers were presented at the Canadian International Association of Restructuring, Insolvency and Bankruptcy Professionals (INSOL) Conference in June 2009, the Australian Law Teachers Conference in July 2009, and the Southern African Law Teachers Conference at the University of KwaZulu-Natal in July 2009.

The Department continued to work towards improving its healthy relationship between teaching, research and community engagement. Members of staff were involved with editorial duties on academic peer-reviewed journals and specialist advisory activities on legislative law reform committees. Editorial duties were performed on *De Jure* and the *Tydskrif vir Hedendaagse Romeins-Hollandse Reg,* and advisory services were rendered to the South African Law Commission, the Rules Board of the Magistrate's Court and the Standing Advisory Committee on Company Law. Members of staff presented lectures to candidate attorneys at the University of Pretoria and the Legal Education and Development (LEAD) law schools. In addition, short courses were developed and presented as part of continuing legal education at UP, and seminars were hosted in conjunction with the South African Society of Labour Lawyers (SASLAW).

The Department introduced the Sanlam iTrade Share Competition to its Company Law students in 2009 to promote student interest in the field of commercial law beyond the classroom experience.

4.7.5 DEPARTMENT OF PRIVATE LAW

During the period under review, the Department of Private Law experienced changes, restructuring, progress and loss.

Prof TJ (Johan) Scott stepped down as Head of Department after 23 years (from 1984 to 2006). Prof CJ (Trynie) Boezaart (neé Davel) was appointed Acting Head of Department in 2007

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and Head of Department for a four-year tenure later that year. The departments of Legal Pluralism and Legal Hermeneutics were incorporated into the Department in 2002. This meant that Prof JMT (Lappies) Labuschagne and Prof IP (Pappa) Maithufi also moved to the Department. During this time, the Mamelodi Campus of the former Vista University was incorporated into UP.

Two colleagues sadly passed away during the period under review. Prof JMT Labuschagne passed away on 8 May 2004 and Prof PJ (Hans) Visser passed away on 14 June 2007. Their passing left a void in the Department. Their memory and academic contributions were acknowledged with commemorative volumes. Prof CJ (Chris) Nagel edited Prof JMT Labuschagne's volume, which was published in 2006, and Prof CJ Boezaart and Prof P (Piet) de Kock edited *Vita perit, labor non moritur Liber memorialis: PJ Visser*, which was published in 2008. LexisNexis published these volumes. During the period under review, the Department employed 10 full-time academic staff members. This included seven professors, two senior lecturers and one lecturer. The Department also employed a significant part-time staff complement.

It was also a fruitful period as two staff members, Prof B (Birgit) Kusche and Dr AS (Anne) Louw, obtained their doctoral degrees in 2009. Several of the Department's staff members received the University of Pretoria Exceptional Academic Achiever Award. Prof TJ Scott had received it seven times, the late Prof JMT Labuschagne five times, Prof CJ Boezaart three times and the late Prof PJ Visser twice. Prof CJ Boezaart and her former LLD student, Dr AM (Ann) Skelton, received a Mellon Foundation Grant (2003–2005) for research on the influence of the theory and practice of restorative justice in South Africa, with special reference to child justice. Prof CJ Boezaart and Dr AM Skelton received National Research Foundation (NRF) ratings during the period under review. Prof CJ Boezaart also served as an acting judge for one term in 2008.

Student numbers increased during the period under review. The undergraduate and postgraduate curricula were regularly reviewed and the traditional departmental teaching policy remained in force. The Department acknowledged industry needs, but it concentrated on laying a strong theoretical foundation. Fortunately, there were excellent textbooks for each module. The Department's staff members contributed to these textbooks as authors, co-authors and editors of the most authoritative works in Private Law. Staff members' research outputs were applied to the students' training.

The Department focused on attracting postgraduate students. During the period under review, it produced nine doctoral graduates and played an important role in presenting Family Law colloquia at the University.

Staff members were involved as examiners at undergraduate and postgraduate levels. This collaboration was not limited to the national network, but was also relevant in an international context. Many staff members collaborated closely with European universities and regularly undertook research visits to Belgium, The Netherlands and Germany. The Department also hosted knowledgeable international experts.

The Department was privileged to have had Judge B (Belinda) van Heerden, Judge DH (Deon) van Zyl and Prof JD (June) Sinclair as honorary professors. Prof NJ (Niek) Grové, Prof J (Jan) Bekker and Prof JD (Johan) van der Vyver supported postgraduate education in the Department as extraordinary professors.

4.7.5.1 CENTRE FOR CHILD LAW

In 2001, Prof CJ Boezaart (then Davel) was the Director of the Centre for Child Law. Prof IP Maithufi was appointed as Deputy Director in 2005. In 2003, Dr AM Skelton was appointed Director of the Children's Litigation Project, and in 2008, she succeeded Prof CJ Boezaart as Director of the Centre.

The Department of Private Law hosted the Centre for Child Law. The vision of the Centre was to establish and promote child law and uphold the rights of children in South Africa within an international and regional context, particularly insofar as these pertained to their legal position. The mission of the Centre was to work towards the development of Child Law and the realisation of children's rights in South Africa, within a regional and international context.

The Centre ensured the recognition of Child Law as a field of academic study, and promoted law reform on Child Law issues. Following these important foundational steps, it became clear that some parallel sectors, such as the women's rights sector and HIV/Aids, consolidated their gains through strategic impact litigation. The Centre saw the need to follow on these successes by establishing a Children's Litigation Project. This project started its work during August 2003.

The Centre was then registered as a law clinic with the Law Society of the Northern Provinces to allow it to take cases to court. The aim of the Children's Litigation Project was to use litigation as a tool for the furtherance of law in relation to all children.

The Centre demonstrated its impact through a number of reported landmark judgments, which included judgments from the Constitutional Court regarding children's rights when their primary caregivers were facing imprisonment, the unconstitutionality of minimum sentences for child offenders, the correction of court procedures for child victims who were testifying, and privacy for children in divorce proceedings. Important judgments also arose from the Supreme Court of Appeal and the high courts. This work saw important gains with regard to the civil and political rights of children, as well as recognition of their socio-economic rights.

During the period under review, the Centre's staff members wrote a number of journal articles on Child Law issues, as well as several chapters in books and other academic material. The Centre also commissioned several research projects that dealt with a number of Child Law-related issues, such as the constitutionality of corporal punishment, violence against children and inter-country adoption in Africa. The Centre assisted in the development of children's circumstances in a number of communities through its cases that dealt with, among others, the right to education and the right to receive social assistance, such as foster child grants.

4.7.6 DEPARTMENT OF PROCEDURAL LAW

In 2001, the name of the former Department of Formal Law was changed to the Department of Procedural Law. Prof A (André) Boraine was Head of Department for the entire period under review.

During 2004, the Mamelodi Campus of the former Vista University was incorporated into the University of Pretoria. As a result of the incorporation, Prof IA (Annette) van der Merwe and Ms J (Jaqueline) Church were added to the staff complement. They initially still lectured on the Mamelodi Campus while the Vista LLB study programme was being phased out. In the same year, Ms R (Ronel) Jordaan-Parkin was appointed in the Department. Prof DJL (Dirk) Kotzé retired in 2004. In 2009, Prof WP (Wium) de Villiers was transferred from the Department of Mercantile Law to the Department of Procedural Law. Two new appointments, Dr T (Thino)

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Bekker and Mr M (Mark) Christian, were also made, while Ms J Church was transferred to the Department of Mercantile Law.

The late Judge PJJ (Pierre) Olivier and the late Judge HHE (Hakan) Friman from Sweden were appointed respectively as honorary and extraordinary professors in the Department from 2001 to 2004. Adv M (Michael) Kuper served as honorary professor in the Department from 2002 to 2007. The late Judge M (Mohamed) Jajhbay was also appointed as extraordinary professor from 2008, but sadly passed away during his term.

In 2001, new module content was introduced for the LLM modules after an extensive review of the LLM (Procedural Law) coursework programme. The alternative modules of Dispute Mediation and Sports Law were included as elective modules.

The Department remained involved with practical training and expanded it. The practical preparation study programmes, with the focus on the attorney entrance exam, were continually run as the Law School Course in cooperation with the Law Society of South Africa. Staff members were involved with various other short courses that were administrated by Continuing Education at University of Pretoria Trust (CE at UP). The Department also maintained strong ties with organised law practice and expanded its collaboration.

Members of the Department and the Law Clinic were involved in various projects. This included a Civil Law textbook, as well as textbooks on Sport Law and practical legal studies.

Prof A Boraine was appointed to facilitate a research project related to the reformation of administration orders for the Department of Justice and Constitutional Development. Staff members also participated in the University's disciplinary committees. Most of the staff members presented papers at national and international conferences.

4.7.6.1 LAW CLINIC OF THE UNIVERSITY OF PRETORIA

During the period under review, the Legal Aid Clinic, which was renamed the Law Clinic of the University of Pretoria, continued to operate under the auspices of the Department of Procedural Law. The Clinic's activities included providing legal services to underprivileged people and training to law students who enrolled for the Practical Legal Studies module. During the period under review, Mr FS (Franciscus) Haupt was appointed as Director.

In 2001, a new constitution was accepted for the Law Clinic of the University of Pretoria and a management committee established. During the period under review, Prof CH (Christof) Heyns and Prof A (Anton) Kok served on the management committee (*ex officio*) in their capacities as Dean and Acting Dean respectively. Other members of the management committee included Prof A Boraine, Prof BPS (Stefan) van Eck, Mr FS Haupt, Mr P (Piet) Breedt and Mr L (Lourens) Grové.

In 2001, an advice office that was operated by the Centre for Human Rights in Hammanskraal was converted to a branch of the Clinic under the leadership of Mr (N) Nelis du Plessis. He was succeeded by Mr P Breedt in 2004. As a result of collaboration agreements with the Legal Aid Board, which later became known as Legal Aid South Africa, the Hammanskraal Clinic was funded by the University and the abovementioned institutions from 2004. In 2008, a similar clinic was opened on the Mamelodi Campus.

An agreement with the Department of Justice and Constitutional Development stipulated that the Department would pay the salaries of the candidate attorneys who had been appointed at the Clinic since 2007. As a result of this collaboration agreement, the Clinic was expanded to include 34 staff members at the end of 2009.

In 2009, the number of cases the Clinic mitigated on behalf of underprivileged people increased dramatically to 3 612 cases. Other highlights included the Clinic's 25th anniversary in 2005 and the simultaneous publication of a commemorative volume, as well as a special edition of *De Jure,* in which a number of articles written by the Clinic and academic staff members was published. Clinic staff members also contributed a number of chapters to South Africa's first book on legal training. In 2009, the Clinic published an important report on issues in the debt counselling process in terms of the National Credit Act, Act No. 34 of 2005, at the request of the National Credit Regulator. Since 2007, the Clinic had presented several courses to more than 2 000 aspiring debt counsellors as part of its income-generating projects.

4.7.7 DEPARTMENT OF PUBLIC LAW

The period under review was marked by the incorporation of the Mamelodi Campus of the former Vista University into the University of Pretoria at the beginning of 2004.[259] This resulted in two additional academic staff members joining the Department: Prof JJ (Koos) Malan and Dr I (Ilze) Grobbelaar-du Plessis.

Prof CJ (Christo) Botha was appointed Head of Department at the beginning of 2001, a position he occupied for two terms until September 2009. Prof JJ Malan served in an acting capacity until the end of 2009.

The period witnessed considerable progress in staff development in the Department in that, at the end of 2009, all nine permanent staff members held doctorates. The staff members upon whom doctoral degrees were conferred during this period were Prof B (Bernard) Bekink, Prof DFJ (Danie) Brand and Dr I Grobbelaar-du Plessis.

The Department was responsible for undergraduate tuition in all the prescribed subjects within the scope of Public Law, including Constitutional Law, Administrative Law, Human Rights Law, Legal Interpretation, Criminal Law and Public International Law, as well as a number of electives in the final year of the LLB curriculum.

Apart from that, the Department ran various structured programmes at master's level in Constitutional Law, Administrative Law, Criminal Law, Medical Law and Socio-economic Rights in South Africa.

Several members of the Department were involved in the supervision of doctoral theses and master's dissertations.

A number of staff members authored or co-authored textbooks and scholarly works during the period under review. All members of the Department consistently published articles in peer-reviewed journals, both locally and overseas, and delivered papers at local and international academic congresses.

The Department was priviliged to have had Prof JAvS (Jan) D'Oliviera as an extraordinary professor during the entire period under review, as well Prof SA (Sas) Strauss and Prof G (Gretchen) Carpenter as honorary professors from 2002 to 2009 and from 2006 to 2009 respectively.

259 See Chapter 3.5.2: Mamelodi Campus incorporation.

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4.8 FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

4.8.1 OFFICE OF THE DEAN

Towards the turn of the new millennium, the former faculties of Natural Sciences, and Biological and Agricultural Sciences were amalgamated to form the Faculty of Natural and Agricultural Sciences.[260] The Faculty was arguably one of the most diverse science faculties in South Africa. It was divided into four schools: Agricultural and Food Sciences, Biological Sciences, Mathematical Sciences and Physical Sciences.

Integrated within the four schools were various internationally acclaimed institutes and centres where research groups with excellent facilities were formed in various fields of study. Examples of such entities included the world-renowned Forestry and Agricultural Biotechnology Institute (FABI), the Mammal Research Institute (MRI) and the Centre for Environmental Economics and Policy in Africa (CEEPA). A number of cutting-edge initiatives were launched under the leadership of Prof RM (Robin) Crewe and further developed into centres of excellence. Among these was the African Centre for Gene Technologies (ACGT).

Prof RM Crewe served as Dean of the new faculty until the end of August 2003, when he was appointed to the University's Executive as Vice-Principal. He was succeeded by Prof A (Anton) Ströh, who served as Dean for the remainder of the period under review. Each of the Faculty's four schools was managed by a chairperson. The School of Agricultural and Food Sciences was chaired by Prof JF (Johann) Kirsten, the School of Biological Sciences was chaired by Prof TE (Eugene) Cloete, the School of Physical Sciences was chaired by Prof JB (Johan) Malherbe, and the School of Mathematical Sciences was initially chaired by Prof A Ströh until he was appointed Dean in 2004, when he was succeeded by Prof JM-S (Jean) Lubuma. In addition, two deputy deans were appointed in 2009.

The University of Pretoria Foundation Year (UPFY) programme was established in 2002 as a one-year foundation programme to boost the number of previously disadvantaged students in the Faculty. Mr U (Ubbo) Smith was the Director. The Programme enabled students to qualify for admission to the various programmes in the faculties of Natural and Agricultural Sciences, Engineering, Built Environment and Information Technology, and Health Sciences. Two extended programmes were offered parallel to this course: the BSc (Extended Programme), which had existed in the Faculty since 1996, as well as the newly developed BSc (Extended Programme) at the Mamelodi Campus, which was established in 2004. However, when the Department of Education decided to phase out the funding of separate foundation-year programmes in 2005, all these programmes were replaced by the new BSc: Four-year programme. In 2007, this new programme was offered on the Hatfield Campus, as well as the Mamelodi Campus.[261]

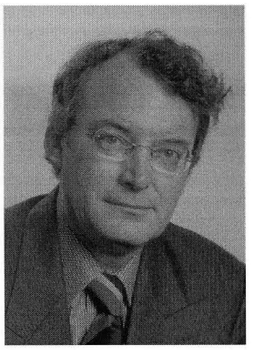
The Faculty extended its community engagement endeavours to the Mamelodi Campus when the Mae Jemison US Science Reading Room was established in 2008.[262]

During the period under review, the Faculty hosted the oldest interactive science centre in South Africa. In 2001, the Centre, then called the Discovery Centre, was relocated to a larger location in the Technical Services Building and became a truly integrated science, engineering and technology (SET) centre. In 2005, the Centre was renamed Sci-Enza. The name was a combination of the English word "science" and the isiZulu word "sebenza", which means "work" or "to do". Although it was initially a relatively small centre, approximately 22 000 learners and students visited it annually.

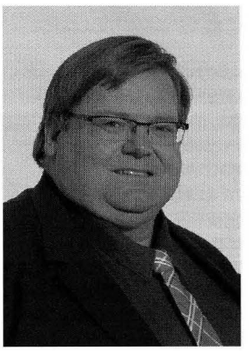
As part of Prof A Ströh's strategic planning process in 2005, certain broad areas were identified as major research focus areas. These included the following:

- The year 2005 was a landmark for malaria research at UP, which, through the ACGT,[263] led the way in the establishment of the South African Malaria Initiative (SAMI). This not only involved ACGT's partners, but constituted a national network of malaria researchers who agreed to combine their resources. At the launch of the initiative, the honourable Minister of Science and Technology at the time, Mr MA (Mosibudi) Mangena, committed R11 million to this initiative. By the end of 2009, the ACGT had expanded its networks to include the University of the Witwatersrand.

- Under the directorship of Prof RM (Rashid) Hassan, CEEPA was awarded the prestigious Kofi Anan Zayed 2005 Prize for Prof RM Hassan's contribution to the Millennium Ecosystem Assessment project. The Department of Agricultural Economics, Extension and Rural Development, in collaboration with 16 universities in Eastern and Southern Africa, established a collaborative master's degree in Agricultural and Applied Economics in 2006. The University was chosen to host the shared facility for the teaching component.



Prof Robin Crewe
Dean (2001–2003)



Prof Anton Ströh
Dean (2003–2009 and beyond)

260 See Chapter 2.2.5: Faculties and Faculty Boards: Historical overview: Restructuring UP's faculties 1999 to 2000.

261 See Chapter 3.3.2: Teaching and Learning: Curriculum development: Foundation year and extended programmes.

262 This facility, which was established at a cost of R2.5 million, was made possible through a partnership between UP and the American Embassy in Pretoria. It was officially inaugurated during 2008 by the Ambassador of the USA and the Vice-Chancellor and Principal of the University of Pretoria. This facility provided for the education of secondary school learners in the community in science and science-related subjects in a purpose-built, safe, interesting and supportive environment on the University's Mamelodi Campus.

263 Also see Chapter 4.8.3.6.1: African Centre for Gene Technologies.

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- The Department of Mathematics and Applied Mathematics signed agreements with both the Abdus Salam International Centre for Theoretical Physics in Trieste, Italy, and the African Institute of Mathematical Sciences in 2005 to fund postgraduate students from Africa to complete their master's and doctoral studies.

- In 2006, the Department of Science and Technology (DST) awarded a South African Research Chairs Initiative (SARChI) Chair in Carbon Science and Technology to UP's Institute of Applied Materials, which was jointly located in the faculties of Natural and Agricultural Sciences, and Engineering, Built Environment and Information Technology. Its aim was to develop research and training capacity in carbon materials, particularly those relevant to the Pebble Bed Modular Reactor (PBMR). During 2007, significant funding contracts, which involved the departments of Chemistry, Physics, Chemical Engineering, and Materials Science and Metallurgical Engineering, were negotiated with the PBMR Company. The PBMR Company also funded a powerful Linux cluster to establish a focus in computational modelling at UP.

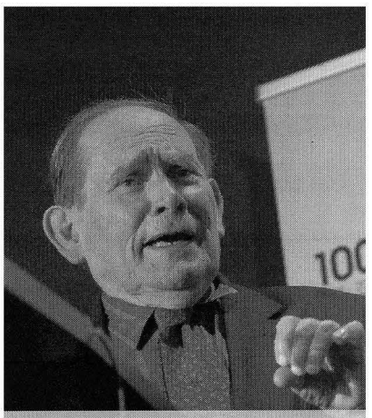
- In 2007, the US Department of Energy announced a multimillion dollar project to sequence the genome of the *Eucalyptus* tree as a candidate bio-energy crop. Prof AA (Zander) Myburg from the Department of Genetics was identified to lead this international project, which was also supported financially by DST.

- The establishment of an HIV/Aids focus in the Department of Biochemistry in 2007 with the appointment of Prof D (Debra) Meyer and a R7 million South African Forestry Company (SAFCOL) Chair in Forestry Sciences at FABI in 2008 were two significant developments during the period under review.

- The new UP Water Institute was launched in March 2007 to provide a research and education platform for addressing Africa's water challenges. The Institute drew expertise from various faculties at UP, including Engineering, Built Environment and Information Technology, Law, Health Sciences and Veterinary Science, as well as experts from the Council for Scientific and Industrial Research (CSIR).

- The MRI was reincorporated into the Department of Zoology and Entomology at the beginning of the period, and in 2008, it was awarded a SARChI Chair in Mammal Behavioural Ecology and Physiology with Prof NC (Nigel) Bennett as incumbent.

- The Aon-Benfield Natural Hazard Centre Africa was established to undertake, publish and promote research and advancement in natural hazards, with particular emphasis on seismic events and weather. It would draw its expertise from geology, meteorology, statistics, applied mathematics and actuarial science. Prof A (Andrzej) Kijko was appointed as its Director in July 2008. The official launch took place in November 2008.



Prof Sydney Brenner, joint winner of the Nobel Prize in Physiology or Medicine for 2002.

Chief Scientific Advisor to the British Government, Sir David King, recipient of a UP honorary doctorate.

During the period under review, the Faculty increasingly received national and international recognition as a science faculty of excellence. It signed numerous active formal and informal agreements with institutions all over the world.

Locally, the Southern Education and Research Alliance (SERA) made it possible for the Faculty to work closely with the CSIR on successful research projects relating to water, food science and nutrition, malaria, gene technologies, rural development and other issues. Collaborative relationships with many role players in industry were partially supported by the Technology and Human Resources for Industry Programme (THRIP). Role players included the South African Pulp and Paper Industries (SAPPI), Mondi, the PBMR Company and Sasol. The Faculty's National Research Foundation (NRF)-supported programmes were also very successful. One of these was the prestigious NRF-United Kingdom (UK) Royal Society grant.

The Faculty also participated in many projects funded by the Water Research Commission (WRC), the Agricultural Research Council (ARC), DST and others.

Significant international funding was received from European projects, as well as the Gates Foundation and the Rockefeller Foundation. Among others, important alliances existed with the French Agricultural Research Centre for International Development (CIRAD), the International Food Policy Research Institute (IFPRI) and the International Development Research Centre (IDRC).

The Faculty more than doubled its third-stream income (government research grants and external funding) during the last five years of this period, with the annual income at the end of 2009 exceeding R100 million. This constituted approximately 25% of the Faculty's total income.

International collaboration agreements were concluded in 2001 with the universities of Gent, Wageningen, Purdue and Pennsylvania. Honorary doctorates were awarded to Prof AJ (Tony) Naldrett and Prof AD (Andrew) Miall of the University of Toronto in that year. A large delegation from the Wageningen University and Research Centre visited the Faculty in 2003. The Chief of the Centers for Disease Control (CDC) in Atlanta, Dr C (Charles) Rupprecht, visited South Africa and worked with Faculty members in 2004. Two Nobel Laureates, Prof G (Gerhardus) t'Hooft from The Netherlands and Prof C (Carlo) Rubbia from Italy, delivered public and plenary talks in 2005. Great Britain's former Prime Minister, Rt. Hon Mr ACL (Tony) Blair, visited UP's Experimental Farm in 2007, and in the same year, Sir HW (Harold) Kroto, the 1996 Nobel Prize Winner for Chemistry, visited the Faculty.

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In 2008, UP's centenary year,[264] the Faculty conferred an honorary doctorate on the South African-born, former Chief Scientific Adviser to the British Government, Sir D (David) King. Prof S (Sydney) Brenner, joint winner of the Nobel Prize in Physiology or Medicine for 2002, another South African-born legend, visited UP to present a Centenary Lecture in 2008.

In recognition of the quality of its academics, seven of the Faculty's top scientists received the Chancellor's Award during the period under review for their outstanding contributions to research. These scientists were Prof MJ (Mike) Wingfield from FABI in 2001 and 2007, Prof EE (Elemér) Rosinger from the Department of Mathematics in 2002, Prof CH (Clarke) Scholtz from the Department of Zoology and Entomology in 2002 and 2008, Prof NC Bennett from the Department of Zoology and Entomology in 2003, Prof PG (Pat) Eriksson from the Department of Geology in 2008, Prof JRN (John) Taylor from the Department of Food Science in 2009 and Prof TE Cloete from the Department of Microbiology and Plant Pathology in 2009. Other highly prestigious awards included the South African Association for the Advancement of Science (S^2A^3) Gold Medal, which was awarded to Prof MJ Wingfield in 2005 and Prof PG Eriksson in 2008.

The prestigious National Science and Technology Forum (NSTF) award for outstanding contributions to science, engineering and technology in the individual category was awarded to Prof MJ Wingfield in 1998, while Prof BD (Brenda) Wingfield from the Department of Genetics was awarded the DST Distinguished Woman Scientist Award in 2008.

During the period 2001 to 2009, the Faculty also improved in terms of growth, transformation and output. Its NRF-rated scientists increased from 80 to 105 between 2002 and 2009. By 2009, these scientists included three A-rated, 27 B-rated, 56 C-rated, one L-rated, three P-rated and 15 Y-rated scientists. The number of publication units recognised by the Department of Education (DoE) and research outputs in Institute of Scientific Information (ISI) journals also increased. The Faculty recorded over 300 units in 2008.[265]

A noteworthy numerical growth occurred in students studying science-related subjects at UP, as well as an increased representivity in students (see **Table 4.7**) and staff. At the beginning of the period under review, there were 1 797 registered undergraduate students and 1 387 postgraduate students in the Faculty. This grew significantly to 3 609 undergraduate and 1 714 postgraduate students in 2009. In 2000, the Faculty awarded 296 undergraduate and 325 postgraduate degrees, diplomas and certificates. This increased to 678 undergraduate and 485 postgraduate degrees, diplomas and certificates in 2009. The introduction of the BSc (Veterinary Biology) degree played a significant role in increasing the undergraduate numbers. The new Biolabs were specifically launched to nurture this growth. The percentage of students from the designated groups increased from 28% in 2001 to 39% in 2009. The permanent black staff complement (including coloured and Indian staff members) also increased from 25% in 2000 to above 35% in 2009.

During the period under review, the heads of department were involved in the strategic management of core activities. A committee, which consisted of the Dean, two deputy deans, the Faculty Manager and the Head of Student Administration, formed the Faculty Executive. The deputy deans also supported the Dean by chairing some of the core committees such as the Research and Postgraduate Studies, Teaching and Learning, Community Engagement and Ethics committees. The existing faculty committees were revised in relation to their composition and mandate to be aligned with the new Faculty Model and the New Management Model,[266] which had a strong focus on the cross-cutting functions of the vice-principals. Deputy deans spent about 50% of their time in their academic departments to further develop their own academic careers.

In July 2009, Prof BD Wingfield was appointed Deputy Dean: Research and Postgraduate Education, while Prof JC (Johann) Engelbrecht was appointed Deputy Dean: Teaching and Learning, and Community Engagement.

Prof Anton Ströh
Dean: Natural and Agricultural Sciences

264 See Chapter 3.9: Centenary Celebrations 2008.

265 This was an increase from 69 units in 2000.

266 See Chapter 2.3.2: Senior management: Senior Academic Management: Faculty Management Model and New Management Model.

Table 4.7: Comparison of the number of contact students in the Faculty of Natural and Agricultural Sciences between 2001 and 2009

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	199	213	**412 (23%)**	593	623	**1 216 (34%)**
	Coloured	6	3	**9 (1%)**	20	29	**49 (1%)**
	Indian	39	37	**76 (4%)**	46	78	**124 (3%)**
	White	585	715	**1 300 (72%)**	845	1 375	**2 220 (62%)**
Total		**829 (46%)**	**968 (54%)**	**1 797 (100%)**	**1 504 (42%)**	**2 105 (58%)**	**3 609 (100%)**
Postgraduate	*African*	319	196	**515 (37%)**	408	308	**716 (42%)**
	Coloured	9	10	**19 (1%)**	17	14	**31 (1%)**
	Indian	24	18	**42 (3%)**	20	24	**44 (3%)**
	White	403	408	**811 (59%)**	421	502	**923 (54%)**
Total		**755 (54%)**	**632 (46%)**	**1 387 (100%)**	**866 (51%)**	**848 (49%)**	**1 714 (100%)**

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The Agriculture Building on the University of Pretoria's Hatfield Campus.

4.8.2 SCHOOL OF AGRICULTURAL AND FOOD SCIENCES

The Chairperson of the School of Agricultural and Food Sciences was Prof JF (Johann) Kirsten. The School comprised the departments of Agricultural Economics, Extension and Rural Development, Animal and Wildlife Sciences, Consumer Science, Food Science, Plant Production and Soil Science, and the Postgraduate School of Agriculture and Rural Development.

4.8.2.1 DEPARTMENT OF AGRICULTURAL ECONOMICS, EXTENSION AND RURAL DEVELOPMENT

The Head of Department throughout the period was Prof JF Kirsten. Since the beginning of the period under review, the Department adapted its training and research programmes to respond to current trends and challenges. The merging of market needs with expertise in the Department resulted in the establishment of a number of focus areas in which centres of excellence were developed. These fields of expertise included food and agricultural policy, environmental economics, agricultural and rural finance, rural development, agribusiness management and agricultural extension. Substantial growth in terms of external funding, research projects and postgraduate students took place in environmental economics, agribusiness management, and agricultural and rural finance.

The Environmental Economics programme was converted to a centre in 2001 and became known as the Centre for Environmental Economics and Policy in Africa (CEEPA). The major sponsors of the centre were the Rockefeller Foundation, the United States Agency for International Development (USAID), the International Development Research Centre (IDRC) and the Swedish International Development Cooperation Agency (SIDA). Industry support for the research activities of the Department included Absa's sponsorship of the Chair in Agribusiness Management to the value of R1 million over five years, and Standard Bank's funding of the Chair in Agricultural and Rural Finance from 1998 to 2002 for a similar amount. The Land Bank funded the activities of the Agricultural and Rural Finance programme for a further three years. Absa's support of the Agribusiness Management programme continued with funding to the value of R350 000 per annum.

The Food and Agricultural Policy programme also gained momentum after 2002. The development of some core modelling skills in junior staff members and the recruitment of contract researchers and postgraduate students led to the establishment of the Bureau for Food and Agricultural Policy (BFAP) in 2004. Its aim was to facilitate decision making in the South African agricultural sector, as well as to train individuals in order to increase the analytical and research skills available to the sector. The BFAP was housed as an independent programme at the University of Pretoria, Stellenbosch University and the Department of Agricultural Economics in the Western Cape Department of Agriculture. From the time of its inception, BFAP facilitated informed decision making by South African agribusinesses, policy makers, trade negotiators and farmers through the development and operation of comprehensive analytical systems.

In 2008, the Department celebrated the 80th anniversary of the establishment of agricultural economics as a discipline and, 50 years since the introduction of agrarian extension as a discipline at the University. It was also the University's centenary year. To celebrate these milestones, the Department hosted a Centenary Lecture (shared as the FR Tomlinson commemorative lecture

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with the Agricultural Economics Association of South Africa (AEASA)). Dr J (Johan) van Zyl, the former Vice-Chancellor and Principal of UP and CEO of Sanlam at the time, presented the lecture.

One of the leaders in agricultural extension in South Africa and a senior member of the Department, Prof GH (Gustav) Düvel, retired at the end of 2007. He remained involved in the academic activities of the Department until the end of 2009.

The undergraduate student numbers in agricultural economics were limited, but were bolstered by a larger number of students who enrolled in the BCom programme. During the period under review, 49 graduates obtained their BCom (Agribusiness) degrees and 32 obtained their BSc (Agric) degrees.

In contrast to the rather small number of undergraduate students, the Department had a large postgraduate student population. In most years during the period under review, the Department had more than 100 enrolled postgraduate students in its different programmes. This included honours degree, master's degree and PhD candidates. It was of interest to note that the demographic characteristics of the postgraduate student population showed that 82% of students were black, while 46% came from countries in Africa outside of South Africa. However, postgraduate graduation rates only averaged between 20% and 30% of total enrolments.

4.8.2.2 DEPARTMENT OF ANIMAL AND WILDLIFE SCIENCES

The Department of Animal and Wildlife Sciences was locally and internationally recognised for its excellence in training graduates to have a clear and growing understanding of animal science and to address challenges in the animal industry. Prof NH (Norman) Casey resigned as Head of Department at the end of 2004 and was succeeded by Prof EC (Edward) Webb in August 2005. He served in this capacity until beyond 2009. The fields of specialisation in animal and wildlife sciences included animal nutrition, animal breeding and genetics, animal production, physiology (growth and reproduction) and the effects of feeding. Breeding and environmental factors on the quality and acceptability of products from animal origin were also studied.

By 2001, two research centres were incorporated into the Department. These were the Centre for Wildlife Management (in 1993) and the Centre of Nutrition (in 1997).[267]

The Centre for Wildlife Management was an applied science centre that undertook and promoted scientific studies and research over a broad spectrum of wildlife conservation and management. Academic staff from various faculties and selected external professionals contributed to the academic activities of the Centre. It gained international recognition for game ranch management through the international recognition of its Director, Prof JdP (Kobus) Bothma.[268] He retired as Director in 2005, but remained involved as an emeritus professor. He was succeeded by Prof W (Wouter) van Hoven in 2005.

The Centre of Nutrition was a research centre that coordinated the large resource of expertise in nutrition and related fields at the University.

Prof A (André) Oelofse was the Director of the Centre. It included a Chair in Nutrition instituted by the Council of UP.

The Department managed to maintain its international standing through continued involvement with academic, societal and professional associations. These included the involvement of Prof JB (Jannes) Jansen van Ryssen as Editor-in-Chief of the *South African Journal of Animal Science*, Prof EC Webb as President of the South African Society of Animal Science (SASAS), Prof NH Casey as President of the World Association of Animal Production, Prof EF (Ned) Donkin as country representative and board member of the International Goat Association, Prof WA (Willem) van Niekerk in the International Association for Herbivore Nutrition, Prof LJ (Lourens) Erasmus in the International Dairy Federation and as chairperson of SASAS, and Dr E (Esté) van Marle-Köster as board member. This society played a major role in the animal science profession and was vital in the implementation of professional registration for animal scientists and related professions.

The Department hosted or co-hosted three international conferences during this period: the Congress of the International Goat Association (IGA) in 2004, and the World Conference on Animal Production (WCAP) and the 54th International Conference of Meat Science and Technology (IcOMST) in 2008. These conferences were prestigious events and South Africa was the first African country to host them. The WCAP 2008 drew delegates from 40 different countries. The 54th IcOMST attracted participation from all over the globe.[269] Prof NH Casey played a major role in the bid process and acted as chairperson of the organising committees of the Congress of the IGA 2004 and the WCAP 2008. Prof EC Webb chaired the scientific committee of the Congress of the IGA 2004, as well as the scientific committee of the 54th IcOMST, which was held in Cape Town in August 2008. Prof NH Casey was special editor of peer-reviewed plenary papers presented in the WCAP 2008 issue of *Livestock Science*, while Prof EC Webb was special editor of the peer-reviewed plenary papers published in the Elsevier publication *Meat Science*.

Staff members also acted as referees for national and international scientific journals, served on editorial boards and acted as external examiners, moderators and reviewers of dissertations and theses, as well as academic programmes at other tertiary institutions in South Africa and abroad.

There was a significant increase in the publication of peer-reviewed scientific papers and National Research Foundation (NRF)-rated researchers in the Department. Review panels that evaluated the Department in 2002 and 2007 ranked this department among the leading departments on the continent and a major role player in the world.

During the period under review, the Department played a significant role to support the new double degree-structured curriculum of the BVSc degree in the Faculty of Veterinary Science.[270] It presented four modules as part of the BSc (Veterinary Biology) degree programme on the Hatfield Campus, and three modules as part of the BVSc degree programme on the Onderstepoort Campus. The Department's research focus areas included the physiology, nutrition and breeding, as well as the ecology of farm animals, companion animals and wildlife.

4.8.2.3 DEPARTMENT OF CONSUMER SCIENCE

The Department of Consumer Science, with its various specialisation degree programmes, concentrated on food, clothing and textiles, and interior

267 The Centre of Nutrition was established with seed funding from a benefactor in the USA.

268 During the period under review, the textbook *Game ranch management*, originally edited by Prof JdP Bothma in 1989, had become acknowledged as one of the most significant books on this topic.

269 The Vice-Chancellor and Principal had called for faculties to host international academic meetings during the centenary year (2008).

270 See Chapter 4.10.1: Office of the Dean.

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merchandise, specifically their use and consumption, management, as well as the development of new consumer products, thereby satisfying the requirements of individuals, small businesses and the retail trade. Prof HM (Elmarie) de Klerk was Head of Department during the period under review.

The basic study of nutrition, food, clothing, textiles and interior merchandise, the development of new products, the surrounding technology and their physical and biological accommodation by the human system resided in the physical and agricultural sciences. However, the processes concerning their economic management, use and consumption for the benefit of the individual, communities, small businesses and the retail trade were part of economic and management sciences. Since the beginning of 2001, the Department's existing undergraduate programmes were compiled so that a large part of the compulsory undergraduate modules up to the final year was related to economic and management sciences. The degree programmes also corresponded with similar programmes that were offered by more than 160 universities abroad and equipped graduates with knowledge and skills so that they were able to act in managerial positions in the various specialisation courses to the benefit of the retail trade, consumer facilitation and the development of communities.

The academic aim of the undergraduate programmes was to equip students with professional qualifications in terms of knowledge and skills that complied with the expectations of potential employers and society and that would sustain them in lifetime careers. The output of the various study programmes was to provide individuals with a fundamental knowledge that would enable them to function in both the scientific milieu and in the respective industries as professional people.

All undergraduate and postgraduate programmes grew significantly from 2002 to 2009. Undergraduate student numbers more than doubled from 176 in 2002 to 429 in 2009. During the period under review, 48 international students enrolled in the Department's programmes. Some 403 undergraduate students and 20 master's degree students graduated between 2005 and 2009, and seven PhDs were conferred.

Notwithstanding the increase in student numbers and diversity of the many undergraduate modules that were taught, the Department managed to maintain high standards in all its undergraduate programmes. It established good relations with industry and professional bodies, which were strongly involved in teaching and research programmes. In 2003, experiential training was introduced in all programmes, and guest lecturers from industry were invited to take part in lectures and practical classes. The computer facilities in the Department were upgraded and a second computer laboratory with 20 workstations was added.

The internationalisation of the Department became a high priority as from 2007. The Department signed a Memorandum of Understanding (MoU) with the Department of Family and Consumer Sciences, Hospitality Management, and Textiles and Clothing at Iowa State University. Accordingly, the exchange of academic staff and students, and participation in joint teaching activities and research programmes occurred. The Department embarked on a joint virtual teaching project named Going Global. This web-based fourth-year fashion merchandising course was offered in collaboration with Iowa State University and the Royal Melbourne Institute of Technology in Australia. As from 2008, lecturers from Iowa State University visited the Department several times to present lectures and workshops to undergraduate and postgraduate students. The Department increasingly attracted international students, mainly from African countries such as Botswana, Kenya, Malawi and Swaziland.

Its postgraduate research efforts focused on the development, marketing and consumption of specific food, clothing and interior merchandise products and services to benefit small businesses, the retail trade, community development and tourism. It also studied people and their behaviour in the areas of food, nutrition, clothing, textiles and interior merchandise.

The Department published 34 accredited articles and eight refereed articles. Other research outputs included conference proceedings, chapters in books and 47 international papers. It also produced 23 local and international posters.

Community engagement was incorporated into the Department's teaching and learning initiatives, as well as its research activities. Research activities that benefitted the communities included an apparel sizing and fit project,[271] the Potato South Africa Project and the Household Food Security Project, while many of the undergraduate practical activities took place at the request of communities, government and semi-government organisations, and small businesses in the private sector.

4.8.2.4 DEPARTMENT OF FOOD SCIENCE

The Department of Food Science was headed by Prof JRN (John) Taylor at the beginning of the period under review. He stood down as Head of Department in May 2001 and was succeeded by Prof A (Amanda) Minnaar, who served in this capacity until beyond the period under review.

In 2005, the Department of Food Science celebrated 25 years of food science at UP by showcasing its research and activities. This event was well attended by alumni and stakeholders from the food industry.

During the period under review, Prof JRN Taylor received UP's Exceptional Academic Achiever Award three times.[272] In 2005, he received the AACC International (formerly the American Association of Cereal Chemists) Excellence in Teaching Award and was elected as a member of the Academy of Science of South Africa (ASSAf). He had been a member of the Editorial Board of the *Journal of Cereal Science* since 1994, and in 2008, he received UP's commemorative Centenary Research Medal.[273] He was also elected President of the International Association for Cereal Science and Technology (ICC). In 2009, he received the prestigious Chancellor's Award for Research and was elected a Fellow of AACC International.

Several other academics were recognised for their research achievements. Prof A Minnaar had been actively involved in the food irradiation fraternity for a number of years. She organised and participated in a number of coordinated research programmes of the International Atomic Energy Agency (IAEA). She was also the principal investigator in a number of international research projects. Dr HL (Riette) de Kock's expertise in sensory food

271 This project attracted local and international students, in particular. At the time, the Department was the only department in South Africa to focus on this research area.

272 He had also received this award three times prior to this. As this award grants a researcher the status of an exceptional achiever for a period of three years, this meant that he had been recognised with this status for a period of 18 consecutive years.

273 See University of Pretoria, 2012:62–63.

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evaluation was respected locally and internationally. She did extensive contract research for food and related industries in this very important area. Prof EM (Elna) Buys established herself as a leading researcher in the packaging and shelf-life extension of animal products and was appointed to the International Dairy Federation (IDF) Hygiene Committee. Dr KG (Gyebi) Duodu was awarded a Commonwealth Academic Staff Fellowship in 2006, and Dr MN (Naushad) Emmambux was awarded the International Union of Food Science and Technology (IUFoST) Young Researcher Award in 2008.

A number of academic staff members in the Department had National Research Foundation (NRF) ratings. These included Prof A Minnaar (C2), Prof JRN Taylor (B1), Prof EM Buys (C2), Dr HL de Kock (C3), Dr KG Duodu (C3) and Dr MN Emmambux (Y2).

A student association, Tuks Food Science and Technology (TUKSFoST), was established in 2003. It was open to any UP student who had a keen interest in food science. The association organised social events where students could interact with each other.

The Department presented four study programmes during the period under review. These were the three-year BSc (Food Science), the three-year BSc (Nutrition and Food Sciences), the four-year BSc (Agric) Food Science and Technology and the four-year B Inst Agrar Food Production and Processing (which was phased out in 2007). Honours, master's and doctoral programmes in Food Science were also presented during this time.

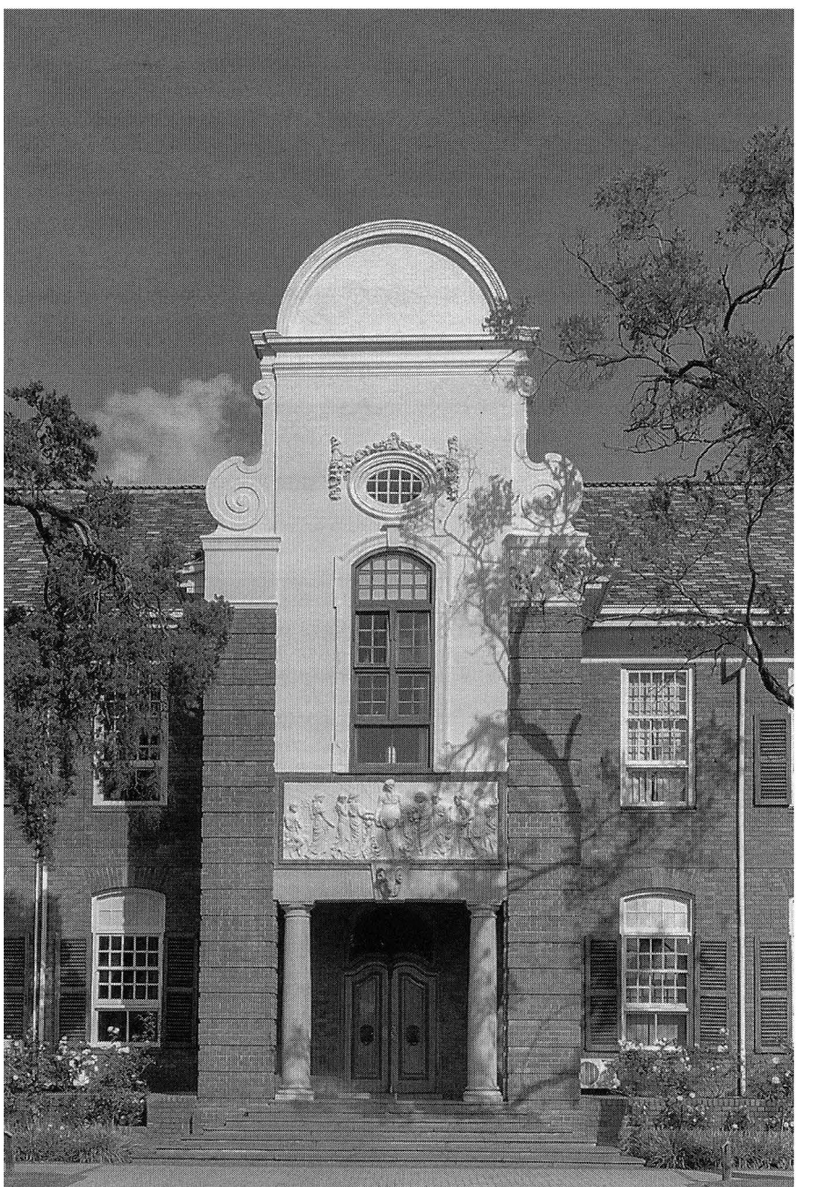
In 2001, the curricula of all four study programmes were redesigned to conform to South African Qualification Authority (SAQA) requirements. A new Nutrition and Food Sciences study programme was introduced. This new programme aimed to provide graduates with the skills to understand and apply the nutritional requirements that meet the needs of developed and developing communities in South Africa. It was the first such programme in the country and was presented jointly by the departments of Food Science and Consumer Science, as well as the Department of Human Nutrition in the Faculty of Health Sciences. The Department of Food Science also developed a web-based, part-time honours degree programme.

The Department's research focus areas were grain quality, phytochemicals of Southern Africa, cereals and legume grains, sensory test methodologies, dairy and meat microbiology, modern food processing technologies for improved quality and safety, the natural shelf-life extension of food, as well as value addition to underutilised South African foodstuffs. During the period under review, the Department produced 150 graduates, and its research output included 103 articles in peer-reviewed journals and 19 books.

The food, nutrition and health interface was fast becoming an important area in science and was of critical importance to the economic development of countries and the health of their people. This was reflected in the fact that leading universities across the world created departments, centres and institutes that brought these disciplines together.

In 2006, the Department proactively redirected its teaching and research efforts to advance and integrate food science and nutrition to promote health and wellbeing. It also adopted new vision and mission statements that strongly emphasised this new focus that was deemed crucial for UP. This enabled the Department to nurture and develop this teaching and research focus area.

The Sensory Research Division was involved with community engagement by assisting companies and individuals in the food industry with sensory evaluation training and research projects. These activities were administered by Continuing Education at University of Pretoria Trust (CE at UP).



The Old Agriculture Building on the University of Pretoria's Hatfield Campus.

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4.8.2.5 DEPARTMENT OF PLANT PRODUCTION AND SOIL SCIENCE

During the period under review, the Department reaped the benefits of the multidisciplinary structure it had developed during the 1990s.[274] At the beginning of the period under review Prof PS (Piet) Hammes was Head of Department. He was succeeded by Prof CF (Charlie) Reinhardt in 2002, who served in this position until the end of 2008. Prof JG (John) Annandale took over as Acting Head of Department in 2009.

By embracing the diverse, modern technology associated with information technology, biotechnology, crop growth modelling and precision farming in multidisciplinary approaches, the Department was better able to address the challenges presented by complex interactions occurring in crop production, other human-impacted environments and natural ecosystems. This multidisciplinary approach was adopted in undergraduate and postgraduate training, as well as in research, and researchers were encouraged to work across programmes in multidisciplinary teams. Production practices, soil processes and plant growth processes were studied as integral, interacting components of crop production systems and the larger ecosystems in which they occurred.

Soil-plant-water relations had for decades been a key research focus area in the Department in recognition of the critical importance of using scarce water resources more efficiently in the crop production sector. In the period under review, Prof JG Annandale further increased his high standing as national and international leader in this focus area.[275] Prof JM (Martin) Steyn not only established himself as a national leader in this area, but also expanded his research on potatoes and certain other annual crop species. Together they formed a formidable research team that received millions of rands worth of research funding from the Water Research Commission (WRC) and other stakeholders. Dr NJ (Nicolette) Taylor developed a research focus on fruit tree-water relations in conjunction with Prof JG Annandale and Prof JM Steyn.

Research highlights of the mentioned soil-plant-water relations research programme[276] during the period under review included projects related to the sustainability and climate change prospects for potato production in South Africa, the beneficial utilisation of sewage sludge (in collaboration with the UP Water Institute and Dr EH (Eyob) Tesfamariam) and the use of steel plant slag in agriculture (Dr AKJ (Karin) Surridge).

Continued attention was given to the rehabilitation of disturbed soil and vegetation, and the management of potential pollution problems associated with open-cast coal mining in parts of Mpumalanga. Prof NFG (Norman) Rethman was an acknowledged leader in the areas of stabilising rehabilitated mine sites and, with Prof WF (Wayne) Truter, the rehabilitation of open-cast coal mines. The cultivation of ornamental, vegetable and pharmaceutical plants gained importance because all three focuses represented thriving industries. Important contributors were Prof ES (Elsa) du Toit (potential trees for biofuels, food nutrition, flowers and ornamental plants, and medicinal plants), Prof PS Hammes (potato research) and Prof P (Puffy) Soundy, who conducted research and training on vegetable and pharmaceutical plants through funding from, among other sources, Peppadew International (Pty) Ltd.

The Weed Science research programme, led by Prof CF Reinhardt, remained focused on agronomic weeds and alien invader plant species. This programme, which was foremost of its kind in South Africa, also had international collaborators. In soil science, Prof AS (Andries) Claassens led research and training in soil physics and plant nutrition. By means of soil and plant analyses, as well as greenhouse trials, his unit provided a service to various companies and individual farmers to ensure more efficient plant nutrition, and the combatting of soil compaction and soil erosion. Dr JE (Jacquie) van der Waals conducted research on heavy metals associated with sewage sludge, which assisted with the development of guidelines for using sewage sludge as a source of nutrition for crops.

Research in pasture science (Prof WF Truter) was focused on the application of planted pasture principles, especially in the area of land reclamation, and was supported by Coaltech and the Chamber of Mines. Research in the field of agronomy was conducted on herbicide-tolerant cotton. A research project that investigated nutrient and other production requirements for the fibre crop, kenaf (*Hibiscus cannabinus*), formed part of a suite of projects sponsored by Sustainable Fibre Solutions (Pty) Ltd.

National Research Foundation (NRF)-rated scientists in the Department included Prof PS Hammes (C2), Prof JG Annandale (C2), Prof CF Reinhardt (C2), Prof ES du Toit (C2), Prof P Soundy (C3), Prof JM Steyn (C3) and Dr NJ Taylor (Y2).

Postgraduate student numbers during the period under review fluctuated between 60 and 85. Of these students, about 20% to 30% were citizens of other African countries, and a substantial percentage of students studied part-time due to being employed in industry. The postgraduate student research outputs constituted the majority of the Department's scientific publications. The good relationships that the Department fostered with a substantial number of national and international organisations in both the public and private sectors ensured external funding that made most of the postgraduate studies possible. Funding from the WRC, industry, NRF and the Technology and Human Resources for Industry Programme (THRIP) formed the basis of support for the majority of the projects in the Department.

4.8.2.6 POSTGRADUATE SCHOOL OF AGRICULTURE AND RURAL DEVELOPMENT

The Postgraduate School of Agriculture and Rural Development was founded in 1991 to address the need for capacity building through teaching, research and community engagement in agriculture and rural development. The School was structured as an affiliation of departments, institutes and centres at UP. At the beginning of the period under review, the School was managed by Prof FJC (Frans) Swanepoel as its Director. Prof GJ (Gideon) Steyn served as Assistant Director in 2002 until the appointment of Prof CL (Charles) Machethe in 2003. He served in this capacity until beyond 2009.

Although most of the students who were enrolled for the School's academic programmes were from Africa, an increasing number of students from other continents enrolled for postgraduate studies.

274 The historical amalgamation of the disciplines of agronomy, horticulture, pasture science and soil science into a single department emulated the then fairly new developments in the biological sciences that espoused the reality of all things being connected in nature.

275 Particularly through the further development of a mechanistic computer model in soil-plant-water balance.

276 The UP Water Group included external international and national collaborators as extraordinary and honorary professors, as well as postgraduate students.

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The School's graduates were employed in various international and local development agencies, the public and private sectors, higher education institutions and community-based organisations. The School aimed to contribute to agricultural and rural development through excellence in teaching and learning, research and community engagement.

The objectives of the School were to provide teaching and learning, conduct interdisciplinary research, implement community engagement programmes in the fields of agricultural and rural development, facilitate coordination in the presentation of courses relating to agriculture and rural development to ensure efficiency and effectiveness, support policy formulation and implementation, and governance and capacity building within the context of agricultural and rural development.

It broadened access to the services of the University to the wider community by implementing community engagement programmes and providing distance learning and short courses. It also prepared students for leadership and management roles in agriculture and rural development, and maintained and/or established partnerships with national, regional and international organisations in agriculture and rural development.

Degrees were awarded in the following academic disciplines: agricultural economics, agricultural extension, animal production management (master's degree only), crop protection, environmental management (master's degree only), land-use planning, land development, plant production (majoring in agronomy, horticultural sciences or pasture science), plant quarantine and rural development planning. Postgraduate education took place at honours and master's degree levels and graduates were awarded B Inst Agrar (Hons) and M Inst Agrar degrees respectively.

The School's research activities, and accordingly its research focus areas, were geared towards enriching policy processes aimed at agricultural and rural development. Strategies for poverty alleviation and food security, as well as rural organisations, land reform, agricultural and rural development policies in Southern Africa, and rural finance were identified as research topics.

In addition to internal funding from UP, the School obtained funding from government departments, such as the Department of Rural Development and Land Reform, international organisations, such as the WK Kellogg Foundation, and parastatals, such as the Development Bank of Southern Africa.

The School implemented a number of national and regional multidisciplinary programmes. A major regional programme, the Integrated Rural Development Programme, was implemented from 2001 to 2003. This programme was funded by the WK Kellogg Foundation and implemented in Botswana, Lesotho, Mozambique, South Africa, Swaziland and Zimbabwe. It aimed to combat poverty by building the capacities of these countries to drive their own development in an integrated manner.

4.8.3 SCHOOL FOR BIOLOGICAL SCIENCES

The Chairperson of the School for Biological Sciences was Prof TE (Eugene) Cloete, who served in this position until 2009. It comprised the departments of Biochemistry, Genetics, Microbiology and Plant Pathology, Plant Science (Botany), and Zoology and Entomology, as well as the African Centre for Gene Technologies (ACGT) and the Forestry and Agricultural Biotechnology Institute (FABI).[277]

4.8.3.1 DEPARTMENT OF BIOCHEMISTRY

The Department of Biochemistry prospered during the period under review, inter alia in terms of the growth in the training of undergraduate and postgraduate students, the acquisition of research funding, collaborations and outputs gauged by published articles in peer-reviewed journals and contributions at international congresses.

There were several major changes in the teaching staff.[278] At the end of 2002, Prof AWH (Albert) Neitz stepped down as Head of Department and Prof JA (Jan) Verschoor took up this position until the end of the period under review. Prof F (Fourie) Joubert received the University's Exceptional Young Researcher Award in 2008.

By 2009, the Department had four C-rated, one B-rated and two Y2-rated researchers who had been rated by the National Research Foundation (NRF).[279] The Department also had four extraordinary professors: Prof MS (Mark) Baird, Prof HC (Heinrich) Hoppe, Prof EJ (Jane) Morris and Prof C (Colin) Kenyon.

From 2001 to 2009, the research fields in the Department increased and various research groups were established, including those for tuberculosis (TB) (Prof JA Verschoor and Dr M (Mervyn) Beukes), malaria (Dr L-M (Lyn-Marié) Birkholtz and Prof AI (Braam) Louw), HIV (Prof D (Debra) Meyer), complementary and alternative medicine (Prof Z (Zeno) Apostolides and Dr ARM (Annabella) Gaspar), biotherapeutics (Dr ARM Gaspar and Prof AWH Neitz), bioinformatics and computational biology (Prof F Joubert and Dr ON (Oleg) Reva) and ticks (Dr C (Christine) Maritz-Olivier from the Department of Genetics and Prof AWH Neitz). In comparison to the previous decade, these groups produced an increase of 170% in publications and 150% in congress contributions. Postgraduate students increased by 145%. At undergraduate level, there was a steady increase in third-year black students in Biochemistry, reaching over 40% of the total student component.

The Department was externally evaluated in 2003 and 2008, which resulted in the implementation of a number of recommendations. Most notably, the high-capacity Biolabs was established to handle increased undergraduate student numbers (more than 500), thereby eliminating previously necessary summer and winter schools for biochemistry practicals at second-year level. Essential expansions pertaining to infrastructure to accommodate the growing postgraduate student

277 Two departments in the Faculty of Health Sciences, the departments of Anatomy and Physiology, also collaborated closely with the School of Biological Sciences in the presentation of BSc courses that contained Human Anatomy and Physiology as subjects.

278 Prof AWH (Albert) Neitz retired in December 2007 after 42 years in the Department. Both Prof AWH Neitz and Prof AI (Braam) Louw, who retired in June 2006 after 21 years in the Department, became emeritus professors and their appointments were continued on an annual contract basis at UP. Prof D (Debra) Meyer of the University of Johannesburg joined the Department in 2008.

279 These NRF rated researchers were Prof AI (Braam) Louw (C2), Prof D (Debra) Meyer (C3), Prof ON (Oleg) Reva (C2), Prof JA (Jan) Verschoor (C2), Prof AWH (Albert) Neitz (B3), Dr L-M (Lyn-Marié) Birkholtz (Y2) and Prof F (Fourie) Joubert (Y2).

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numbers would be realised once the new Plant Science Building was completed in 2011.

Prof AI Louw was the co-founder of South African Malaria Initiative (SAMI), as well as the Computational Biology and Bioinformatics Unit. The Malaria Research Group, under Dr L-M Birkholtz and Prof AI Louw, successfully established two national malaria platforms. In addition, substantial research funding was obtained from the Department of Science and Technology (DST) and SAMI for research projects focused on various aspects of antimalarial drug discovery.

Prof D Meyer (principal investigator of the HIV/Aids laboratory) received a National Science and Technology Forum (NSTF) Award in recognition of her research excellence in the category Senior Black Female Researcher over the last five to ten years. Prof D Meyer's research involved pioneering the use of modern analytical chemistry tools in the study of HIV/Aids, which led to novel publications on biofluid metabonomics for use in HIV/Aids research and demonstrating the effect of metal-organic compounds on HIV infection. The tick research group of Prof AWH Neitz, Dr ARM Gaspar and Dr C Maritz-Olivier also secured substantial funding from the Wellcome Trust and the NRF to conduct research with seven international groups into anti-tick feeding vaccines. This led to the identification of vaccine candidates that were evaluated in a huge trial using calves.

Prof Z Apostolides served on the Technical Committee of the Tea Research Foundation of Central Africa and the Research Committee of the Tea Council of Southern Africa. He was a member of the International Editorial Board of *Food and Chemical Toxicology*, a founding member and an executive of the African Society for Toxicological Sciences, and served on the executive board of the Toxicology Society of South Africa.

Prof JA Verschoor's Tuberculosis Research Team registered five international patents on innovative TB diagnostics. In 2005, they entered into a research agreement with Bangor University in the United Kingdom, as well as the Council for Scientific and Industrial Research (CSIR), which was aimed at commercialising these products. The invention won third prize in the National Innovation Competition in 2004, came fifth in the 2008 South African Bioplan Competition, was a finalist in the 2009 NSTF Award Competition and was poised, at the end of the period under review, to become the University's first commercial roll-out venture in medical biotechnology.

The research team also contributed significantly to the CSIR's innovation of nano-encapsulated anti-TB drugs, which was supported by the DST for commercial roll-out.

4.8.3.2 DEPARTMENT OF GENETICS

Prof H (Henk) Huismans served as Head of Department throughout the period under review.

Access to an ever-increasing volume of scientific information globally defined the period under review. The Department's approach to both undergraduate and postgraduate teaching and learning reflected this trend. In order to remain current and internationally relevant, the undergraduate study programmes were revised in 2001 and gradually phased in. The new study programmes offered students better articulation at first- and second-year level among the various study programmes within the School for Biological Sciences, but with a greater subject-specific focus at third-year level.

In 2002, the Human Genetics Division of the School of Medicine in the Faculty of Health Sciences was transferred to the Department of Genetics. Teaching of genetics in both this faculty and the School of Medicine was handled by the expanded department.

The Department was involved in establishing the BSc (Veterinary Biology) programme in 2004, which served as an undergraduate degree. This programme offered access to the Veterinary Medicine programme for 120 selected graduates annually.

During the period under review, first-year numbers in the Department increased from 350 in 2001 to more than 600 in 2009. Total undergraduate registrations fluctuated between 600 and 750 students over the last three years of the period. The undergraduate training greatly benefitted from the establishment of the shared undergraduate laboratory facility, known as Biolabs. This facility served the departments of Genetics, Biochemistry, and Microbiology and Plant Pathology with large training venues, as well as a dedicated 68-seat computer laboratory.

Postgraduate student numbers increased steadily during the period under review, especially at MSc level, where enrolments increased by 64% from 2003, with an average of 50 students registered per annum. PhD registrations stabilised at approximately 30 students over the last four years of the period. The Department capped honours degree numbers at between 20 and 25 students annually. While the content and structure of the honours programme was regularly updated, it still focused on the importance of the scientific method, and training students to become independent and innovative scientists in the information era.

Research programmes in the Department flourished during the period under review. These included the Orbivirus Molecular Biology Research Programme, the Cancer Genetics Group and the Forest Molecular Genetics Programme. A number of research groups focused on plant-pathogen interactions. These were the Cereal Genomics Programme, the Eucalyptus Pine Pathogen Interactions programme, the Fruit Tree Biotechnology Research Group, the Epidemiology and Population Genetics Research Group, the Molecular Phylogeny, Genomics and Evolution of Fungi Research Group, the Reproductive and Dispersal Strategies Research Group, and the Molecular Ecology and Evolution Research Programme.

The standing of the Department was enhanced through the achievements of several staff members. Recipients of the University's Exceptional Young Researcher Award included Prof JM (Jaco) Greeff (2001), Prof P (Paulette) Bloomer (2005), and Prof AA (Zander) Myburg and Prof BS (Bernard) Slippers (2007). Recipients of the University's Exceptional Academic Achiever Award included Prof H Huismans (2001 and 2004), Prof BD (Brenda) Wingfield (2001, 2004 and 2007) and Prof JM Greeff (2008), while Prof H Huismans received the UP Chancellor's Award for Research in 2001. Prof JM Greeff and Prof AA Myburg also received a commemorative Centenary Research Medal in 2008.[280]

Prof JM Greeff received the National Research Foundation (NRF) President's Award in 2000 and the South African Association for the Advancement of Science (S^2A^3) British Association Silver Medal in 2002. Prof H Huismans was selected by the Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM) as the representative of all the northern universities as a candidate for the Oppenheimer Award in 2002. He also received the Havenga Award of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns in 2004. Prof AA Myburg received the NRF Prestigious Scholarship for doctoral studies abroad in 1998, the S^2A^3 British Association Silver Medal in 2007 and the South African Genetics Society (SAGS)

280 See University of Pretoria, 2012:62–63.

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Silver Medal for outstanding achievement in the field of genetics by a young researcher younger than 40 years old in 2008. Prof BS Slippers received the International Union of Forestry Research Organisation (IUFRO) Award for outstanding doctoral research in 2005. He was also selected as exceptional young scientist to attend the Inter-Agency Panel of the World Economic Forum in 2009, and as an Academy of Science of the Developing World (TWAS) young affiliate. In 2009, he received the S^2A^3 British Association Silver Medal Silver. Prof BD Wingfield won the Department of Water Affairs and Forestry Women in Water, Sanitation and Forestry Research Award in 2007, was a finalist in the Department of Science and Technology (DST) Distinguished Women in Science Award in 2007 and 2008, and won the African Union Regional Awards for Women in Science (Southern Region) in 2009. Prof CZ (Carl) Roux received the President's Award for Service to Animal Science from the South African Society of Animal Science (SASAS) in 2002.

Staff with NRF ratings included Prof H Huismans (A), Prof BD Wingfield (B2), Prof JM Greeff (B3) Prof A-M (Anna-Maria) Oberholster (C1), Prof P Bloomer and Prof CZ Roux (C2), Prof AA Myburg and Prof BS Slippers (P), and Dr MPA (Martin) Coetzee (Y2).

4.8.3.3 DEPARTMENT OF MICROBIOLOGY AND PLANT PATHOLOGY

Prof TE (Eugene) Cloete resigned as Head of Department in 2008 to take up the position of Dean of the Faculty of Science at the University of Stellenbosch. Prof H (Henk) Huismans served as Acting Head of Department for 18 months.[281] Numerous awards were bestowed upon staff members during the period under review.

Among others, Prof TE Cloete, Prof L (Lise) Korsten and Prof LH (Louis) Nel received the University's Exceptional Academic Achiever Award. Four staff members achieved B-ratings from the NRF and two staff members, Prof SN (Fanus) Venter and Prof ET (Emma) Steenkamp, obtained a National Research Foundation (NRF)-rating for the first time.

There was a dramatic increase in student numbers in the first- and second-year classes due to the implementation of changes to the BSc (Veterinary Science) degree curriculum. The construction of the Biolabs facility on the site of the Technical Services Building greatly improved the facilities for undergraduate practical training.

New degree programmes were implemented according to South African Qualifications Authority (SAQA) requirements. Better integration of the programmes in biological sciences was achieved and a new curriculum for Microbiology and Plant Pathology was developed. The B Inst Agrar degree programme was discontinued at undergraduate level throughout the Faculty.[282] The Department had, on average, more than 100 postgraduate students at any time during the period.

The Department focused on a range of research focus areas, all of which involved postgraduate students at honours, master's and doctoral degree levels. The research programmes encompassed basic and more applied aspects and drew significant funding from industry and government funding bodies, including the NRF, the Water Research Commission (WRC), Potato South Africa and Citrus Research International (CRI).[283]

Other research focus areas in the Department included strategies for improving the stability and viability of beneficial strains of lactobacilli and bifidobacteria incorporated in probiotics and molecular studies on plant parasitic nematodes.

Research collaboration included a large range of national and international scientists and institutions, including, among others, the Council for Scientific and Industrial Research (CSIR), CRI, the University of Ghent, the Scottish Crop Research Institute (SCRI) and the Centers for Disease Control (CDC). The environmental biotechnology programme, under the leadership of Prof TE Cloete, involved aspects of biofilm control, biological leaching, acid mine drainage and eutrophication control.

The microbial diversity and evolution research programme of Prof ET Steenkamp dealt with the study of *Fusarium circinatum* and the *Gibberella fujikuro* complex, and the detection of horizontal gene transfer in South African *Bradyrhizobium* species.

The Food Safety and Plant Health Research Programme, directed by Prof L Korsten, encompassed aspects of chemical, physical and microbial properties of casing mediums in commercial mushroom production, food safety and post-harvest disease control and technology. The research programme of Prof TAS (Terry) Aveling involved diseases of indigenous food crops grown by resource-poor farmers and various aspects of seed pathology. The etiology and control of potato diseases was the main focus of Dr JE (Jacquie) van der Waals's research programme.

Prof LH Nel and Dr W (Wanda) Markotter specialised in research on rhabdoviruses of animals such as the zoonotic African lyssa viruses (rabies and rabies-related viruses) and of plants (nucleo- and cyto-rhabdoviruses). Prof G (Gerhard) Pietersen focused on virus and virus-like diseases of citrus and grape vine.

With African horse sickness as model, Prof J (Jacques) Theron's research focused on using RNAi technologies as tools to study the *in vivo* functional role of African horse sickness virus proteins in virus replication, morphogenesis and virulence.

Prof TA (Teresa) Coutinho focused on bacterial diseases of plants with emphasis on *Pantoea ananatis* and related *Pantoea* species. Together with Prof SN Venter, this group succeeded in sequencing the first bacterial genome of a plant pathogen (*Pantoea ananatis*) in Africa. Diseases of commercial plantation forestry species in South Africa and other African countries were studied by Prof J (Jolanda) Roux, who was also linked to the research programmes conducted within the Forestry and Agricultural Biotechnology Institute.

Application of plant growth-promoting rhizobacteria as biofertilizers and biocontrol agents of plant diseases was the focus of a research programme lead by Prof N (Nico) Labuschagne. Apart from elucidating basic aspects such as the mechanisms of action of these micro-organisms, this programme led to the commercialisation of two new biological products for the agricultural industry.

4.8.3.4 DEPARTMENT OF PLANT SCIENCE[284]

In January 2001, Prof JJM (Marion) Meyer took over as Head of Department from Prof A (Albert) Eicker, who was later appointed as the incumbent of the Bertha Stoneman Research Chair in the Department.

The Department hosted a successful Sindh Agricultural Growth Project (SAGP) and the International Society for Ethnopharmacology (ISE)

281 Prof SN (Fanus) Venter was then appointed as the new Head of Department.

282 This degree programme was phased out in 2007.

283 Prof G (Gerhard) Pietersen, a new academic to the Department, was seconded to the Department by Citrus Research International.

284 The Department was known as the Department of Botany until 2007.

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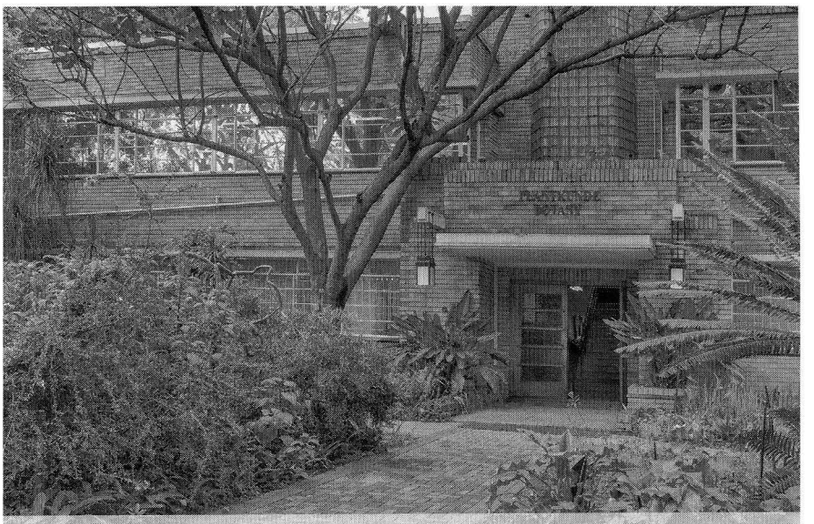

The Botany Building on the University of Pretoria's Hatfield Campus.

International Conference in 2003, during which Prof JJM Meyer was elected as vice-president. He was elected as president in 2005. Elsevier took over the publishing of the *South African Journal of Botany* during Prof JJM Meyer's tenure as editor in 2006. Prof AE (Braam) van Wyk and Prof GJ (George) Bredenkamp[285] received the SAGP Silver Medal in 2002 and 2006 respectively.

In 2005, the Department became involved with the University of Pretoria Foundation Year (UPFY) programme and Mr TE (Emmanuel) Tshikalange was appointed to run this programme.[286] In 2008, lecturers in the Department presented classes at the Mamelodi Campus for the first time.

In 2007, the Department's name changed from Botany to Plant Science to reflect the greater diversity of research areas. The University's research focus area of plant science and zoology was ranked 138th on the International Science Index (ISI) Web of Knowledge based on citations, and it was ranked 54th in the world based on number of publications. The Plant Sciences Cluster held its first meetings in 2009.

In 2008, the Department of Plant Science's centenary celebrations coincided with those of the University and it published a special calendar in collaboration with the Department of Corporate Communication and Marketing to commemorate the occasion. During the period under review, the Department received approval for the construction of a new building and, in 2008, KWP Architects was appointed to complete the project.[287]

In 2001, the Department had approximately 75 first-year students, 14 second-year students and eight third-year students per module. In 2005, major changes were made to the undergraduate module curricula, and by 2009, these figures had increased to approximately 600 first-year students, 180 second-year students and 23 third-year students per module. A web-based honours degree, for which the Department received an Education Innovation Laureate Award from the University, was implemented in 2002. The number of BSc(Hons) students increased by 22 from 2001 to 2009.

Prof AE van Wyk was appointed as the incumbent of the Louis Botha Research Chair for Taxonomy. He received the University's Exceptional Academic Achiever Award in 2001, 2006 and 2009. The HGWJ Schweickerdt Herbarium was revamped in 2006 and hosted about 100 000 specimens by 2009. The University's cycad nursery on its Experimental Farm was officially registered.[288]

The DNA Micro Array Programme was established in the Faculty in 2001 and Prof DK (Dave) Berger later initiated a third-year Crop Biotechnology module, and organised two large workshops during 2008.

After the retirement of Prof HA (Albie) van de Venter in 2000 and Dr LA (Lou) Coetzer in 2004, Mr S (Fanie) de Meillon continued the Department's seed research, but the focus shifted to medicinal plants. New postgraduate degrees in medicinal plant science were implemented in 2007. Dr N (Namrita) Lall received the prestigious United Nations Educational, Scientific and Cultural Organisation (UNESCO) L'Oreal Award and the University's Exceptional Young Researcher Award in 2002. Prof JJM Meyer received the University's Exceptional Academic Achiever Award in 2009. Prof KS (Karl) Kunert received the prestigious Royal Society-National Research Foundation (NRF) Award and research funding in 2003.

The UP Botanical Garden, under the curatorship of Ms L (Lorraine) Middleton, celebrated its 75th year of existence in 2004. A spring concert was arranged in 2008 to celebrate the University's centenary.

4.8.3.5 DEPARTMENT OF ZOOLOGY AND ENTOMOLOGY

The Department of Zoology and Entomology was headed by Prof CH (Clarke) Scholtz at the beginning of the period under review. In 2003, he was succeeded by Prof SW (Sue) Nicolson, who served in this capacity until beyond the period under review. From 2001 to 2009, academic staff in the Department received at least four Exceptional Academic Achiever awards annually (10% of the total in the University). The Chancellor's Award for Research was awarded to Prof CH Scholtz (in 2002 and 2008) and Prof NC (Nigel) Bennett (in 2003). Prof NC Bennett's research group received a major impetus during 2007 with the awarding of a South African Research Chairs Initiative (SARChI) Chair in Mammal Behavioural Ecology and Physiology. This group focused mainly on the reproductive suppression and evolution of sociality in the remarkable endemic African mole rat.

In 2008, the Zoological Society of South Africa (ZSSA) awarded its Gold Medal to Prof NC Bennett for outstanding achievements in zoology. Prof CT (Chris) Chimimba received the National Science and Technology Forum (NSTF) Category H Award. This award is given to a black scientist for significant contributions to science, engineering and technology (SET) over a five- to ten-year period, and for being a role model.

The undergraduate academic programme of the School for Biological Sciences was unique in that a common academic programme was

285 Prof GJ Bredenkamp retired in 2008 and was appointed as an extraordinary professor.

286 He was succeeded by Dr AM (Agnes) Kiviet in 2008 and Ms MJ (Johanna) Bapela in 2009.

287 See Chapter 5.10: Department of Facilities Management.

288 Prof N (Noël) van Rooyen published a book, *Flowering plants of the Kalahari*, in 2002.

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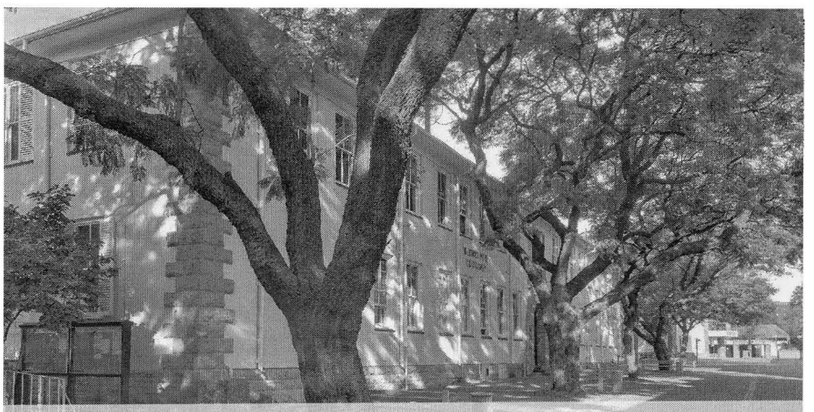

The Zoology Building on the University of Pretoria's Hatfield Campus.

introduced in 2001 for the first two years of study, and all prospective veterinary science students were included in this programme. Specialisation in zoology or other subject disciplines therefore did not begin until the third year of study. As from 2008, a new collaborative extended Molecular Biology course (MLB 111) was additionally designed and included in the new BSc: Four-year Programme of the Faculty, and offered on both the Mamelodi and the Hatfield campuses.

Although third-year undergraduate numbers in the Department were small, a significant number of students continued to honours degrees and beyond. Apart from research master's degrees, four coursework master's degrees were introduced in 2000. These coursework degrees were, however, phased out in 2008.

A good proportion of research master's and doctoral degree students was black and many of these postgraduate students came to the University from other institutions. This particularly applied to Entomology, where there were only a few BSc graduates. There was, however, increasing interest in postgraduate study at UP from the rest of Africa because of the African Regional Postgraduate Programme in Insect Science (ARPPIS) for building capacity in insect science. Some zoology theses were also insect-based studies, so entomology represented a high proportion of the total.

Research programmes included systematics and evolution, conservation biology, population and community ecology, physiological and behavioural ecology, as well as integrated pest management. Naturally, the focus areas capitalised on the University's geographic position, with easy access to a diversity of fauna, from dung beetles to large herbivores.

However, marine mammal research remained a strong focus of the Mammal Research Institute (MRI). The Department's molecular laboratory continued to expand, with many projects in systematic research and epidemiological studies involving wildlife diseases.

The Department remained the strongest department in the Faculty in terms of research productivity. From 2001 to 2007, it produced over 100 publications annually, with 135 in 2008 and 113 in 2009. Journal articles consistently contributed 20% to 25% of those in the entire faculty. Staff members also wrote and edited several books.

Four prominent research centres and institutes were incorporated into the Department of Zoology and Entomology. These were the Conservation Ecology Research Unit, the Mammal Research Institute, the Centre for Environmental Studies and the Department of Science and Technology (DST)-National Research Foundation (NRF) Centre of Excellence for Invasion Biology (Northern Hub).

4.8.3.5.1 CONSERVATION ECOLOGY RESEARCH UNIT

Prof RJ (Rudi) van Aarde directed the Conservation Ecology Research Unit (CERU)[289] as a self-sufficient research entity in the Department of Zoology and Entomology. His research provided a scientific foundation for the conservation management of savannah elephants and the ecological restoration of coastal forests. CERU was self-funded via grants from national and international organisations and private industries. This funding provided for the employment of research fellows, support staff and postgraduate bursaries. Collaborative research with international scientists strengthened CERU's academic activity.

Prof RJ van Aarde was widely recognised for his research on the response of elephants to environmental gradients, and for applying ecologically sound principles to the rehabilitation of the coastal dune forests in northern KwaZulu-Natal. This work was supported by the NRF, the Technology and Human Resources for Industry Programme (THRIP) and industry. By 2009, the project was well established and Prof RJ van Aarde's scientific achievements at CERU provided a recognised scientific foundation for restoration ecology in Southern Africa.

Furthermore, Prof RJ van Aarde was an active member of the Royal Society of South Africa (RSSA), the ZSSA, the Southern African Wildlife Management Association (SAWMA), the Society for Restoration Ecology (SRE) and the Society for Conservation Biology. He was a council member of ZSSA, SAWMA and SRE, President of SAWMA, and served on several conservation management committees. He regularly reviewed papers for high-impact factor scientific journals in his field of specialisation, including *PLoS One*, *Biological Conservation*, *Restoration Ecology*, *Ecology Letters* and the *Journal of Applied Ecology*. He also served on international research grant and evaluation committees. He frequently advised industry, government and conservation departments on conservation-related issues. The University recognised him for exceptional academic achievement on four occasions, and he was a Fellow of the RSSA.

From 2001 to 2011, CERU published 68 peer-reviewed scientific papers, seven chapters in scientific books and 75 technical reports. Thirty master's degree students and doctoral degree candidates completed their studies under CERU's supervision. The Unit's research on elephants focused on the drivers of demographic variability and heterogeneity in spatial utilisation, with an emphasis on finding solutions for the causes rather than the symptoms of so-called "elephant problems".

This research was conducted across gradients of environmental and management conditions in protected areas in Botswana, Malawi, Mozambique, Namibia, South Africa and Zambia, and was supported and funded by a range of government and non-government organisations. The development of the "megaparks for metapopulations" concept was an innovative platform for elephant

289 The CERUwas initially established by Prof RJ van Aarde in 1998.

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management and placed emphasis on the spatial structuring of populations and their demographic responses to structural heterogeneity in environmental resources. This management option had important implications for the continuing and controversial debate on elephant management.

4.8.3.5.2 MAMMAL RESEARCH INSTITUTE

Prof JT (Johan) du Toit left UP in 2005 and was replaced as Director of the MRI by Prof EZ (Elissa) Cameron from the University of Nevada, Reno, USA, in 2006. The mission of the MRI was to be internationally recognised for research and teaching on the biology and ecology of African mammals, and to maintain a focus that was relevant to Africa, in general, and to southern Africa, in particular, on conserving the diversity of the country's indigenous mammal fauna in the context of sustainable human development.

The MRI's associates included those members of the Department's academic staff who chose to identify with the MRI and to indicate this affiliation in their publications. The research conducted ranged from small to large species, including the continuation of long-term field studies on meerkats in the Kalahari led by Prof TH (Tim) Clutton-Brock (Cambridge University, UK), bovine tuberculosis research in buffalo in the Kruger National Park led by Prof WM (Wayne) Getz (Berkely University, USA), and marine mammals through its Whale Unit based at the Iziko Museum in Cape Town and led by Prof PB (Peter) Best. The number of scientific publications from the MRI's associates almost quadrupled from 10 in 2001 to 38 in 2009.

Major accomplishments during the period under review included the publication of *The Kruger experience – ecology and management of Savannah heterogeneity* in 2003, followed by the third edition of *Mammals of the Southern African subregion* in 2005, and *Whales and dolphins of the Southern African subregion* in 2006. Another highlight was the hosting of the International Marine Mammal Conference in Cape Town in December 2007. Furthermore, MRI's associates took leading roles in professional societies, with Prof NC Bennett being president of ZSSA (2004/05), and Prof JT du Toit being president of SAWMA (2004/05).

4.8.3.5.3 CENTRE FOR ENVIRONMENTAL STUDIES

The Centre for Environmental Studies (CFES) was partly hosted by the Department of Zoology and Entomology under the Directorship of Prof JWH (Willem) Ferguson during the period under review. This interdisciplinary centre facilitated and coordinated postgraduate study and research in environmental sciences.

4.8.3.5.4 DST-NRF CENTRE OF EXCELLENCE FOR INVASION BIOLOGY (NORTHERN HUB)

While the headquarters of the DST-NRF Centre of Excellence for Invasion Biology (CIB) were based at the University of Stellenbosch, the increasing number of core team members and a sizeable cohort of students in the northern part of the country necessitated the establishment of a northern hub of the Centre, which included the University of Pretoria, the University of Venda and the South African National Biodiversity Institute (SANBI).

4.8.3.6 SCHOOL CENTRES AND INSTITUTES

4.8.3.6.1 AFRICAN CENTRE FOR GENE TECHNOLOGIES

The African Centre for Gene Technologies (ACGT) was established at the end of 2002 with the aim of creating a collaborative network of excellence in advanced biotechnology (particularly gene technology). This centre, directed by Prof EJ (Jane) Morris, played an important role in the Southern Education and Research Alliance (SERA) relationship between UP and the Council for Scientific and Industrial Research (CSIR). The inaugural Management Board meeting was held in January 2003.

Prof EJ Morris continued to hold the appointment as Director of the Centre throughout the period. Although she was a CSIR employee, she held an extraordinary professorship in the Department of Biochemistry. The ACGT was formed essentially as a virtual initiative, with only a small secretariat. The staff complement consisted only of an administrator, a project manager and temporary interns. The Centre was not directly involved in academic programmes, but was responsible for a number of workshops and short courses that built expertise in specific topics related to gene technologies among staff and postgraduate students.

The University of the Witwatersrand formally joined as an ACGT partner at the end of 2005 through the signing of a new Memorandum of Understanding (MoU). Under this new arrangement, the ACGT was managed by an executive board comprising a senior representative from each institution (Prof RM (Robin) Crewe served as UP's representative), supported by an advisory committee with representation from each of the partner institutions and some external scientists.

The focus of the ACGT was to build a world-class collaborative initiative in gene technologies, with a particular focus on gene and genome analysis and their applications. It provided a cross-institutional, integrating role for activities in advanced bioscience and biotechnology, including genomics, proteomics, bioinformatics and related areas.

Through the ACGT, substantial funding was raised for the following major research initiatives:

- The ACGT Pretoria node of the National Bioinformatics Network, which was housed in the UP Bioinformatics Unit
- The South African Malaria Initiative (SAMI), which was coordinated by the ACGT through UP
- Capacity building in DNA microarray technology (the ACGT Microarray Platform was established in July 2002 through a joint investment by UP and the CSIR)
- A high-throughput analysis of single nucleotide polymorphisms using the Illumina BeadXpress platform, linked to a project funded by the Generation Challenge Programme on cassava
- Involvement in European Union (EU) Framework programme projects, including SafeFoods and European Union Solanaceae (EU-SOL).

The ACGT represented the partner institutions, including UP, in a number of strategic government initiatives that were concerned with the implementation of the National Biotechnology Strategy. The Centre was also involved in government visits to various countries to promote international collaboration in biotechnology, including Austria, Cuba, Germany and Mexico. In addition, the ACGT participated in various international forums, evaluation teams and training activities related to biotechnology, including those in India and Zambia (through the United States Agency for International Development (USAID)), Uganda and Tajikistan (through the Global Environment Facility) and Namibia (genetically modified organism (GMO) biosafety supported by the United Nations Environment Programme (UNEP)).

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The FABI Building on the University of Pretoria's Hatfield Campus.

4.8.3.6.2 *FORESTRY AND AGRICULTURAL BIOTECHNOLOGY INSTITUTE*

The Director and founder of the Forestry and Agricultural Biotechnology Institute (FABI) was Prof MJ (Mike) Wingfield. The primary role of this institute was to promote outstanding research and postgraduate education. Since its establishment in 1998, it grew substantially to become one of South Africa's leading research institutions focused on plant biotechnology and related disciplines. By 2009, FABI employed 18 academic members of staff, approximately 120 MSc students, PhD students and postdoctoral fellows, and a community of technical and administrative staff.

Core research focus areas included agricultural and forest biotechnology, forest entomology and forest pathology, plant genomics, molecular plant pathogen and plant-insect interactions, molecular plant physiology, forest molecular genetics, agricultural plant pathology and entomology, applied mycology and fungal diversity, phytobacteriology and seed pathology.

During the period under review, the management structure of FABI was substantially revised to increase the number of academic staff members specifically with FABI appointments. By 2009, seven academic staff members, in addition to the Director, held FABI appointments, while the remainder conducted their research in FABI, but were appointed in other academic departments, including Microbiology and Plant Pathology, Genetics, Biochemistry, Zoology and Entomology, or Plant Science.

FABI reported to an advisory committee comprising the heads of the five other departments in the Faculty involved in the activities of the Institute, and chaired by the Dean of the Faculty, Prof A (Anton) Ströh.

FABI's multidisciplinary nature allowed substantial collaboration across disciplines and actively exposed students to a wide range of disciplines and cutting-edge techniques. The cross-disciplinary focus led to broad collaborations between academics and students that would otherwise not have occurred.

A major expansion of FABI culminated in the building of the new FABI 2 Building (known as FABI Square),[290] which was completed in 2004 and included a world-class Unit for Bioinformatics and state-of-the-art deoxyribonucleic acid (DNA) sequencing facilities, as well as major new greenhouse extensions.

This building was completed towards the end of 2003 and was inaugurated in 2004. In that same year, FABI was chosen to house one of the six centres of excellence of the Department of Science and Technology (DST) and the National Research Foundation (NRF).

During the University's Centenary Celebrations in 2008, FABI celebrated its 10th year of existence and rapidly grew to include approximately 180 participants (including more than 100 postgraduate and postdoctoral students) by the end of the period under review.

Students of FABI represented a wide diversity of cultural backgrounds, coming from many countries around the world and with approximately 27 first languages spoken. This substantial cultural diversity was a major strength of FABI, stimulating a broad international perspective and synergy.

FABI continuously invested in facilities for plant propagation and insect rearing on the University's Experimental Farm. By the end of 2009, 15 of the 18 FABI researchers held NRF ratings. These included an A rating by Prof MJ Wingfield.

Research outputs included three books, more than 450 publications in Institute of Scientific Information (ISI)-rated journals and more than 700 presentations at national and international conferences.

FABI's academic leaders and students were the recipients of numerous prestigious national and international awards for research accomplishments and excellence. The 11 key research groups enjoyed substantial international recognition. These included the Tree Protection Cooperative Programme (TPCP), which celebrated its 20th anniversary in 2009 and was the largest single programme dealing with tree health research in the world. This ensured that the DST and NRF awarded one of South Africa's first six centres of excellence to FABI in 2004. This Centre, known as the Centre of Excellence in Tree Health Biotechnology (CTHB), rapidly provided substantial growth to FABI's research programmes.

At the end of 2009, external research funding exceeded R25 million, coming from a wide variety of sources nationally and internationally. This base of support enabled research programmes in FABI to be at the forefront of new scientific developments, for example, leading major projects in the new and rapidly growing era of genomics, as illustrated by teams in the Institute producing the first sequence of a bacterial plant pathogen and the first eukaryotic genome sequence in Africa. Thus, by the end of the period under review, FABI clearly had a firm foundation with a solid trajectory in terms of sustainable education and research outputs into the future.

290 See Chapter 5.10: Department of Facilities Management.

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4.8.4 SCHOOL OF MATHEMATICAL SCIENCES

Prof A (Anton) Ströh served as Chairperson of the School of Mathematical Sciences until his appointment as Dean of the Faculty of Natural and Agricultural Sciences in 2004. He was then succeeded as Chairperson by the School's research coordinator, Prof JM-S (Jean) Lubuma. The School comprised the departments of Insurance and Actuarial Science, Mathematics and Applied Mathematics, and Statistics.

4.8.4.1 DEPARTMENT OF INSURANCE AND ACTUARIAL SCIENCE

Prof GL (George) Marx, who was appointed as the first Head of Department in 1988, led the Department of Insurance and Actuarial Science until December 2001.[291] Prof A (Anton) Ströh took over, first as Acting Head of Department from January 2001 and later as Head of Department. He continued to serve as Head of Department in an acting capacity from 2004 until beyond 2009, while he served as Dean of the Faculty.

In 2003 and 2004, the Department restructured the undergraduate and postgraduate programmes to align its degree programmes with the new 2005 Education Strategy of the Institute and Faculty of Actuaries in the United Kingdom (UK). This curriculum restructuring allowed students exemption from all the core technical subjects at undergraduate level. The specialised technical subjects could be taken on honours level. The curriculum mapping exercise enabled students to get maximum exemption from the Institute and Faculty of Actuaries in the minimum time.

The cutting-edge training provided to prospective actuaries was made possible by agreements between UP and industry. During the period under review, 629 bachelors and 187 honours degrees were awarded. In 2009, three candidates were enrolled for master's degrees. In total, 160 candidates qualified as actuaries and many more were on the verge of qualification. Actuarial alumni from the University of Pretoria became exceptionally high-profile achievers in industry, not only locally, but also abroad, and were widely regarded as leaders in their field.

In 2009, the Actuarial Society of South Africa (ASSA) became the professional body governing all actuarial activities in South Africa, which mainly included overseeing the training and education of actuaries in the country. By 2009, students obtained a South African qualification that was recognised worldwide. The agreement with the Institute and Faculty of Actuaries in the UK was a mutual recognition of subjects passed at either of the two institutions. UP was the first South African university to receive full accreditation from the ASSA. The Department had a Steering Committee that consisted of leaders in the insurance and investment industry, as well as academics from other departments related to actuarial training. This forum created an opportunity for feedback from industry, as well as guidance on the needs that had to be addressed in training and in the development of skills needed in the workplace.

The Department organised an annual careers fair that was open to all students. This gave undergraduates the opportunity to talk to prospective employers and negotiate possible bursaries and vacation work. For graduates, this was the ideal opportunity to market themselves with employers of their choice. On average, about 22 companies participated in this fair, which was representative of all fields of possible employment. The Department's student house, House Aktua, exposed students to all fields of employment. Regular career exposure evenings were held where companies were invited to give presentations to the students and to market their graduate programmes. A biannual magazine was also published.

The actuarial profession was known for maintaining the highest standards of excellence and the ability to constantly adapt to new environments, be they practical or academic. UP's actuarial training was well positioned to follow suit and even, where relevant, take the lead in initiatives that utilised and expanded actuarial applications and insights. This was particularly true in the context of a diverse society that was part of a developing country and the southern African region.

The student demographic profile transformed significantly during the period under review in terms of representation of students from the designated groups from 20% in 2001 to 45% in 2009. In 2009, the South African Actuarial Development Programme, of which Mr MC (Cyril) Ramaphosa was the founder, included UP as part of its programme by supporting excellent black students with full scholarships to enter UP's actuarial programmes. The focus for the next decade was to develop a research culture in the Department where postgraduate students on master's and doctoral level would be involved in cutting-edge research.

4.8.4.2 DEPARTMENT OF MATHEMATICS AND APPLIED MATHEMATICS

The beginning of this second millennium was characterised by changes in the leadership of the Department, the school model in the Faculty and the incorporation of the Mamelodi Campus of the former Vista University. These three facts significantly influenced the life of the Department during the period under review, with respect to its management and governance, as well as its core business of teaching and learning, research and postgraduate study, and community engagement.

When Prof J (Johan) Swart[292] stepped down as Head of Department, he was succeeded by Prof A (Anton) Ströh,[293] who served in this position until his appointment as Dean of the Faculty in 2004, when he was succeeded by Prof JM-S (Jean) Lubuma. The principle of continuity and innovation followed by the different heads of department helped to consolidate the participative and consultative approach through highly relevant committees as an efficient model for the management, governance and visibility of the Department.

The Department experienced tremendous growth at the undergraduate and postgraduate levels in the Actuarial and Financial Mathematics degree programme, which attracted the best matriculants in the country and became the Department's flagship study programme. In 2007, the Department launched a pilot master's and PhD programme. Twenty-nine master's degree students and 12 PhD candidates graduated. There was a dramatic increase in student numbers for service courses offered to the biological sciences, the Four-year BSc (Extended Programme), and progammes in the Faculty of Engineering, Built Environment and Information Technology. However, a shortage of mathematicians put the Department under severe strain.

291 During his term of office, the Department became known as one of the four recognised actuarial science education departments in South Africa by the Institute and Faculty of Actuaries in the United Kingdom.

292 Prof J Swart remained on as an active member of the academic staff of the Department for the duration of the period under review.

293 Prof A Ströh was Head of Department of both the Department of Insurance and Actuarial Science, and the Department of Mathematics and Applied Mathematics.

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Nevertheless, the Department demonstrated itself to be a champion in education innovation by designing several highly relevant interventions, some of which were adopted by other departments at the University. Prof JC (Johann) Engelbrecht and Prof AF (Ansie) Harding received the University's Education Innovation Award in 2001, while Ms MP (Rita) Möller, Dr A (Anneke) Labuschagne, Ms A (Amanda) Verwey and Ms L (Leonie) Mostert were laureates of the Excellence in Teaching Awards for 2006, 2007, 2008 and 2009, respectively.

The Department's main research focus areas during the period under review were partial differential equations and their numerical analysis, and mathematical modelling, as well as abstract analysis, topology and applications, and discrete mathematics. With the incorporation of the Mamelodi Campus of the former Vista University in January 2004, the Department acquired established researchers from this campus, such as Prof M (Mamadou) Sango and Dr PP (Patrice) Ntumba.

The Department produced a number of research outputs in terms of Institute of Scientific Information (ISI) journal papers, refereed conference contributions, as well as National Research Foundation (NRF)-rated researchers, postdoctoral fellows, master's degree students and doctoral degree candidates. Published articles increased from 13 in 2001 to 34 in 2009, while articles in ISI journals increased from 11 in 2001 to 28 in 2009. The subsidy units also increased from 9.17 in 2001 to 18.57 in 2009.

The Department reached two agreements with the Abdus Salam International Centre for Theoretical Physics (ICTP) in Italy. One agreement covered the funding of junior researchers and African PhD students, and the other covered the ICTP PhD programme in Mathematics and Applied Mathematics at the University.

The Department was also actively involved in the activities of the African Institute of Mathematical Sciences (AIMS). It had arrangements for staff exchange with the Eidgenossische Technische Hochschule of Zurich in Switzerland, Kent State University in the USA, Texas A & M University in the USA and the University of Reunion in France. Prof JC Engelbrecht was involved in a joint research project on the mathematical training of engineering students with the University of Linköping in Sweden.

Academic staff members with NRF-ratings included Prof EE (Elemér) Rosinger (B1), Prof A Ströh (B2), Prof JM-S Lubuma (B2), Prof J Swart (C1), Prof R Anguelov (C1), Prof N (Nico) Sauer (C1), Prof JC Engelbrecht (C2), Prof LM (Lou) Pretorius (C2), Prof M Sango (C2), Prof AF Harding (C2), Prof NF (Nic) Janse van Rensburg (C2), Prof KH (Kerstin) Jordaan (C3) and Dr EW (Eunice) Mureithi (C3).

A number of staff achievements attested to the Department's excellence. The University's Exceptional Academic Achiever Award was presented to Prof A Ströh in 2006 and 2009, and to Prof JM-S Lubuma in 2007. Prof JC Engelbrecht received the Laureate Award of the South African Mathematical Society for the advancement of Mathematics. Prof KH Jordaan was a member of the Council of the South African Mathematical Society. Prof JM-S Lubuma, Prof A Ströh, Prof EE Rosinger and Prof JC Engelbrecht were elected as a Fellow of the Academy of Science of South Africa (ASSAf) and received the Laureate Award (Gold Medal) of the South African Mathematical Society.

The 2002 Fields Medallist, Prof L (Laurent) Lafforgue, visited the Department for six weeks in 2006, while Prof A (Albert) Pietsch of the Friedrich-Schiller University (Jena, Germany) received an honorary doctorate from the University in 2008.

4.8.4.3 DEPARTMENT OF STATISTICS

The Department of Statistics was incorporated into the Faculty in 2001, after having been part of the Faculty of Economic and Management Sciences from 1938 to 2000.[294] In 2005, the Department moved to its new offices in the Information Technology Building. Prof NAS (Nico) Crowther was Head of Department for the entire period under review.

The staff complement towards the end of the period under review consisted of four professors, seven senior lecturers, 13 lecturers and two junior lecturers. Prof CF (Chris) Smit retired in June 2009 after being a staff member of the Department for 44 years, and Prof NAS Crowther retired in December 2009 after 19 years of service.

The Department was particularly fortunate to have the services of Prof HS (Fanie) Steyn as an extraordinary professor,[295] Prof DJ (David Johannes) Stoker as an honorary professor and Prof FE (Francois) Steffens, retired Head of the Department of Statistics at the University of South Africa (Unisa), on a part-time basis.

From 2005 to 2009, first-year student numbers increased from 4 032 to 5 391, second-year student numbers increased from 620 to 722 and third-year student numbers increased from 253 to 287. The majority of these students were registered for Statistics in the Faculty of Economic and Management Sciences, while the Department of Statistics offered Mathematical Statistics to a large number of students in the Faculty.

The prominent responsibility with respect to the teaching of Mathematical Statistics was the training of students in the actuarial sciences. The number of postgraduate students increased from 55 in 2001 to 70 in 2009.

Towards the end of the previous century, the Division for Research Support of the Department of Information Technology Services was transferred to the Department of Statistics, where it became the Internal Statistical Consultation Service (ISCS) of the Department of Statistics. In 2007, the latter was officially included in the mandate of the Bureau for Statistical and Survey Methodology (STATOMET),[296] which was an integral part of the Department of Statistics.

The Director of STATOMET throughout the period under review was Prof GJJ (Deon) van Zyl. All members of the Department of Statistics participated in the activities of STATOMET, as far as internal consultation to researchers of the University was concerned, as well as its external contract research activities. Major contributions to research projects within a variety of other disciplines in the University were made in this way.

The external profile of STATOMET included banks, insurance companies, cellphone companies and various other industries locally and abroad. In the Department of Statistics, STATOMET contributed substantially to bursaries for postgraduate students, the attendance of conferences, overseas visitors and computing facilities.

During 2009, the South African Research Chairs Initiative (SARChI) Social Science Chair in Non-parametric, Robust Statistical Inference and

294 The education function of the Department remained unaltered: Statistics in the Faculty of Economic and Management Sciences, and Mathematical Statistics in the Faculty of Natural and Agricultural Sciences.

295 Prof HS Steyn was one of the fathers of Statistics in South Africa.

296 STATOMET was founded in 1992, initially to accommodate contract research to industry.

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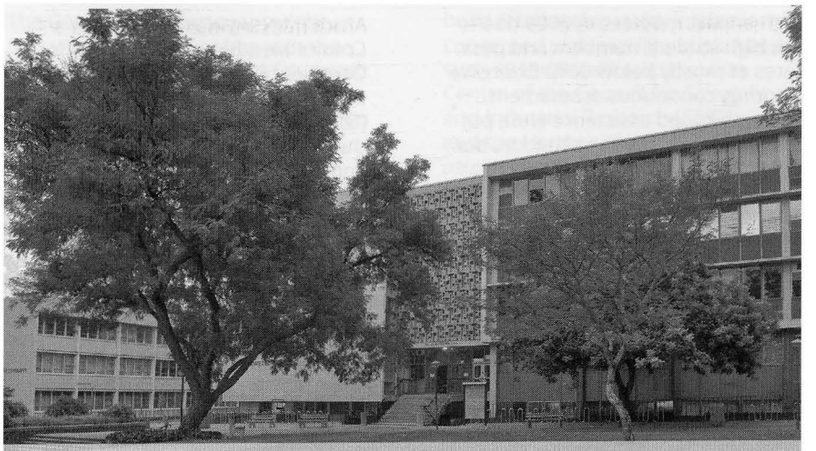
Statistical Process Control was awarded to the Department. Prof S (Subha) Chakraborti from the University of Alabama in the USA was appointed as the incumbent of the chair.

The Department was privileged to commemorate the University's centennial celebrations by hosting the 51st Annual Conference of the South African Statistical Association (SASA) in October 2008. Prof A (Andriëtte) Bekker chaired the organising committee. The conference was preceded by three two-day workshops presented by international experts. The conference was well supported by 11 exhibiting companies and was attended by 320 delegates, of which 30 were from abroad.



The Natural Sciences II Building on the University of Pretoria's Hatfield Campus.

4.8.5. SCHOOL OF PHYSICAL SCIENCES

The Chairperson of the School of Physical Sciences was Prof JB (Johan) Malherbe. It comprised the departments of Chemistry, Geology, Geography, Geoinformatics and Meteorology, and Physics, the Laboratory for Microscopy and Microanalysis, and the BSc: Four-year Programme.

4.8.5.1 DEPARTMENT OF CHEMISTRY[297]

The period under review was challenging for the Department of Chemistry, with the leadership changing four times and the number of senior staff members (professors and associate professors) dropping from 12 to six. Due to a South African skills generation gap, experienced researchers in Chemistry could not be recruited and vacancies had to be filled with promising young scientists instead. This was also the period in which the Chemistry Department of the Mamelodi Campus of the former Vista University was integrated into the University's Department of Chemistry and a concomitant strong increase in first-year student numbers was experienced.

On the Hatfield Campus, UP staff members dealing with underprepared Chemistry entrants to the University were transferred from the independently managed University of Pretoria Foundation Year (UPFY) programme to the Department of Chemistry, which served the Faculty's BSc: Four-year programme (implemented in 2008), based on both the Mamelodi and Hatfield campuses.[298]

The managerial and infrastructure challenges of the Department gradually shifted towards that of mass education, with a large proportion of the growing numbers of staff members dealing almost exclusively with teaching at the first-year and bridging course levels. This training turned out to be a difficult task, compounded by the general decline in the preparedness of school leavers.[299] Together with a loss in senior researchers, this situation inevitably led to a decline in research output.

Prof TA (Tom) Modro was Head of Department at the beginning of the period under review, but he and his wife, Prof A (Agnes) Modro, retired early in 2001. He was succeeded by Prof JCA (Jan) Boeyens, who retired in 2005. Prof I (Ignacy) Cukrowski served as Head of Department from 2005 to 2008, and was succeeded by Prof R (Robert) Vleggaar in 2008.

Prof I Cukrowski initiated an executive committee of senior members of staff in 2005 to assist him in managing the day-to-day running of the Department. Executive committee members represented other committees that coordinated tasks in education, finance, research and public relations.

Despite having 11 National Research Foundation (NRF)-rated researchers in the Department at the beginning of the period under review, only five remained by 2009 following several resignations. This also brought about the closing of the Laboratory for Process Analytical and Flow Systems.

Notwithstanding these academic setbacks, Prof S (Simon) Lotz, Prof I Cukrowski and Prof ER (Egmont) Rohwer were still all recipients of the University's Exceptional Academic Achiever Award during the period under review. Prof R Vleggaar was awarded UP's commemorative Centenary Research Medal in 2008.[300] The tradition of annually hosting the Victor Pretorius Memorial Lecture was maintained throughout the period under review.

The number of students who enrolled at the University increased significantly, and by 2009, almost 2 000 new BSc: Four-year Programme students had enrolled in the Department,[301] stretching its capacity to its limits. Dr M (Marietjie) Potgieter established herself as a national expert in science education and led the education committee in the Department for a number of years.[302] The first-year engineering and science Chemistry modules were declared

297 The School of Physical Sciences was an intermediate managerial structure that was abandoned in 2009. The Chemistry Department then once again reverted directly under the Dean of the Faculty of Natural and Agricultural Sciences.

298 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

299 This was generally ascribed to the unsuccessful "outcomes-based" education policy at high-school level, which was eventually abandoned. This was introduced in South Africa in the late 1990s as part of the Curriculum 2005 programme. By 2006, the programme came to be viewed as a failure and a new curriculum improvement process was announced in 2010.

300 See University of Pretoria, 2012:62–63.

301 See Chapter 4.8.5.5.2: BSc: Four-year Programme.

302 An annual teaching indaba became an institution to systematically address all aspects of teaching and assessment in the Department of Chemistry. A senior tutor, Ms B (Barbara) Castleman, a former high-school science teacher, was recruited in 2009 to train tutors and, in conjunction with lecturers, develop practicals and tutorials.

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high-impact modules in 2009 due to the high student numbers and pass rates of mostly below 60%. Extensive tutoring, continuous assessment and web-based assistance were put in place to remedy the situation, but unfortunately with limited success.

The number of publications in international journals per year dropped drastically from a record 57 in 1999 to an average of 28 between 2004 and 2009, which coincided with the decrease in the number of senior staff members. The research themes included electrochemistry and nanotechnology, separation science, cement chemistry, synthesis, as well as structure and computational chemistry.

Senior staff members were also involved in the solid-state Pebble Bed Modular Reactor (PBMR) project, which was funded in its entirety by the Department of Trade and Industry (the dti) between August 2006 and February 2009. The Department of Science and Technology (DST) Innovation Fund financed Prof R Vleggaar's project on the synthesis of natural products throughout most of the period under review. The private Laboratory Equipment Corporation (LECO) South Africa application lab for Africa and Asia was accommodated in the Separation Science Group from 2008, which allowed Chemistry staff members access to sophisticated GCxGCMS instrumentation. A collaborative project between Prof PL (Philip) de Vaal of the Department of Chemical Engineering and Prof ER Rohwer allowed the acquisition of a LECO GCxGCMS with only 20% capital contribution by the University.

The Department started a forensic drugs-of-abuse laboratory with the support of the Office of the Registrar in 2008 at the request of the Hatfield City Improvement District (CID).[303] The Department also actively supported the UP with Science outreach project to local schools through the annual Day with Chemistry, where Grade 10 learners were introduced to Chemistry in an entertaining way.

4.8.5.2 DEPARTMENT OF GEOLOGY[304]

Prof SA (Sybrand) de Waal continued to serve as Head of Department at the beginning of the period under review. He retired towards the end of 2005 after 13 years in the Department. Prof RKW (Roland) Merkle and Prof PG (Pat) Eriksson led an interregnum until Prof PG Eriksson was appointed Head of Department in December 2006.[305]

Prof SA de Waal was Chairman of the Mineralogical Society of South Africa (MINSA) in 2001 and was a Council Member of the Council for Geoscience until 2003. In 2007, the Geological Society of South Africa (GSSA) awarded him its top award, the Draper Medal. Prof SA de Waal and Prof PG Eriksson both received UP's commemorative Centenary Research Medal in 2008,[306] while Prof PG Eriksson also received the University's Chancellor's Award in 2008, the South African Association for the Advancement of Science (S^2A^3) Medal (Gold) in 2008 and the Continental Scientist Award of the African Union in 2009. Prof WD (Wolfgang) Maier received an Exceptional Young Researcher Award. Academic staff with National Research Foundation (NRF) ratings included Prof PG Eriksson (A), Prof SA de Waal (B1) and Prof W (Wlady) Altermann (B1).

During the period under review, the existing X-ray powder diffraction (XRD) instrument was replaced with a much better instrument that could also do mineralogical analyses across a spectrum of temperatures and pressures. A new electron microprobe was purchased as well, which positioned the Department as one of the national leaders in this field. This facility produced excellent research work, including a paper published in *Nature* and much consulting to the mining sector, particularly work on coal and diamonds.

As Head of Department, Prof PG Eriksson maintained the Department's strong teaching and research focus in the traditional fields of mineralogy and igneous petrology, and introduced a focus on geodynamics. He also adapted the focus on the Department's traditional research area of the Bushveld Igneous Complex, where a more holistic approach was taken. This encompassed geodynamic setting and metamorphism. The Centre for Research on Magmatic Ore Deposits (CERMOD) played an important role in this important research focus area, and was very successful in obtaining research funding. The MSc programme in Earth Science Practice and Management was launched with the generous support of Iscor (later known as Kumba-Exxaro), as was an MSc in Applied Minerology. It also sponsored the Kumba-Exxaro Chair in Earth Science Practice and Management until 2008 with Prof HFJ (Hennie) Theart as chairholder.

When it came to an end in 2008 due to the demands of a rapidly changing minerals industry, which directly affected the progress of working professionals studying part-time towards an MSc degree, Kumba-Exxaro redirected the funding to a new chair known as the Kumba-Exarro Chair in Geodynamics or Ore Deposits. As a result, the Department was able to recruit a highly experienced and internationally recognised geodynamics expert, Prof W Altermann, who joined the staff in mid-2009. The Department also received generous support from the Water Research Commission (WRC) from 2006.

New undergraduate modules were introduced in Basic Soil Science, as well as in Rock Mechanics, and a strong basis of fundamental geological disciplines was established in the Geology honours programme. A blending of traditional engineering geology with geohydrology took place in the environmental and engineering geology programmes at undergraduate and postgraduate levels.

Two very important events took place in 2008: the Department's centennial celebrations coincided with those of the University, and the Benfield (later Aon-Benfield) Natural Hazards Centre in Africa was established. The centennial was celebrated by naming a lecture hall in the Department after the late Prof J (Johannes) Willemse, who had been Head of Department from 1952 to 1967.[307]

The Benfield (Aon-Benfield) Centre was launched in July 2008 as a centre of expertise on risk management for all natural disasters to serve the global reinsurance business and other clients, such as large metropoles and national disaster management centres; it was almost fully funded by the international Aon-Benfield Group. Prof A (Andrzej) Kijko, an internationally recognised expert in seismic hazards and especially mine seismicity, was appointed in mid-2008 to lead this Centre. It was very successful and attracted a broad spectrum of postgraduate students from across the Faculty.

303 The CID was established to keep the immediate surrounds of the Hatfield Campus (and UP residences) crime free. Dr JB (Tim) Laurens of the Department of Chemistry was involved in this project. This and other of his initiatives led to training courses for the national Department of Health's Forensic Laboratories through Continuing Education at University of Pretoria Trust (CE at UP).

304 The Department gave due recognition to the senior and other staff members present over the period under review for their loyal and very efficient services to ensure the continued success of the Department.

305 He had been in the Department since 1982.

306 See University of Pretoria, 2012:62–63.

307 This ceremony and the annual alumnus meeting was attended by over 20 members of the Willemse family and many more alumni.

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Generous salary subventions provided by the Minerals Education Trust Fund to all teaching staff greatly facilitated the appointment and retention of academic staff during the period under review, and enabled the Department to appoint several renowned honorary and extraordinary staff members.

4.8.5.3 DEPARTMENT OF GEOGRAPHY, GEOINFORMATICS AND METEOROLOGY

The Department of Geography, Geoinformatics and Meteorology was formed in 2002 with the amalgamation of the former Department of Geography with the Meteorology component (with its mathematics and physics focus) from the Department of Geology, and the Geoinformatics component (with its computer science focus) from the Department of Town and Regional Planning. Environmental sciences had also become a discipline in its own right, which allowed the scope of the Department to widen significantly. The Head of Department in 2002 was Prof KSO (Kevin) Beavon, who served in this position until 2005. On 1 May 2006, Prof CJdW (Hannes) Rautenbach was appointed as the new Head of Department. He continued to serve in this capacity until beyond 2009.

Apart from the environmental sciences, geography, geoinformatics and meteorology disciplines, which all had their own defined academic degree programmes, the Department expanded towards the discipline of remote sensing (with a space science focus). These developments made the Department of Geography, Geoinformatics and Meteorology unique and the only one of its kind in South Africa, with offerings that varied from Humanities to Mathematics.

The route by which the subdivisions of the Department were amalgamated traversed different departments and faculties, and occurred during the restructuring of faculties at the beginning of the millennium.[308]

During the period under review, the Geography component sought to strengthen ties with allied disciplines in the broad fields of earth sciences, urban studies, social sciences, environmental sciences, geoinformatics and meteorology. Part of this was reflected in the study programme in environmental science that was presented in addition to the more focused geography training. In the Geography component, the Department had retained strengths in the fields of geomorphology and social geosciences.

The Geography component of the Department had close ties with the faculties of Humanities and Education. The original Cartographic Unit, later known as the Unit for Geoinformation and Mapping, continued to be an important unit in the new Department.

During the late 1990s, the Geoinformatics section (with a geographic information systems (GIS) component) had been part of the Department of Town and Regional Planning in the Faculty of Natural Sciences. As part of the faculty restructuring exercise,[309] the Department of Town and Regional Planning opted to move to the former Faculty of Engineering, but its Geoinformatics section remained in the Faculty of Natural Sciences.

In 1998, when UP followed suit with several other South African universities in closing down their Land Surveying divisions, some members of the remaining skeleton academic staff were accommodated in the Department of Town and Regional Planning (then in the Faculty of Natural Sciences), where they were accommodated in the Geoinformatics section. Following formal agreements, the Geoinformatics section amalgamated with the Department of Geography in 1999 to form the new Department of Geography and Geoinformatics. They initially remained housed on the premises of the Department of Town and Regional Planning on UP's South Campus. However, in 2000, the Geoinformatics staff and its equipment were moved to the Geography Building on the Hatfield Campus when the (Human) Physiology Division (of the former Faculty of Medicine) had vacated those premises.

As part of the restructuring exercise mentioned above, the Meteorology Group in the Department of Civil Engineering amalgamated with the Department of Geology when the new Department of Earth Sciences was formed. In 2002, the Meteorology Group decided to merge with the Department of Geography and Geoinformatics to form a new Department of Geography, Geoinformatics and Meteorology.

The discipline of geoinformatics had become well established during the period under review as a necessary entity for spatial and temporal analysis, with application in fields such as town planning, mapping and environmental studies.

With the establishment of the new department in 2002, the environmental sciences and remote sensing components started to build relationships with institutions concerned with satellite applications, such as the Satellite Application Centre of the Council for Scientific and Industrial Research (CSIR) and the Hartbeesthoek Radio-astronomy Observatory of the National Research Foundation (NRF). This also led the Department towards a focus on space geodesy, which was a space-orientated geoscience. To accommodate these research activities, a focused discipline in remote sensing was developed. Remote sensing became an important aid for the disciplines of environmental sciences, geoinformatics, geography and meteorology, and needed to form an integral part of a modern department concerned with earth system sciences.

During the period under review, the Department consisted of six discipline-orientated groups, with a coordinator for each discipline. Discipline activities revolved around the central theme "the sciences concerned with our changing living environment". The coordinators of the respective disciplines were Dr JM (Jane) Olwoch (environmental sciences), Dr SM (Serena) Coetzee (geoinformatics), Prof PD (Paul) Sumner (geomorphology), Prof CJdW Rautenbach (meteorology), Mr JO (Joel) Botai (remote sensing) and Prof AC (André) Horn (social geosciences).

4.8.5.4 DEPARTMENT OF PHYSICS

During the period under review, the Head of the Department of Physics was Prof JB (Johan) Malherbe. He was assisted by a departmental management committee that consisted of the senior members of all the major research directions in the Department, a member of the junior academic staff and one member from the support staff. In addition to the management committee, there were also committees for marketing, safety and IT needs.

With the incorporation of the Mamelodi Campus of the former Vista University, the Department acquired a valuable staff member in Mr AGJ (Augusto) Machatine, who later obtained his doctoral degree. When the University of Pretoria Foundation Year (UPFY) programme was integrated into the BSc: Four-year

308 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties 1999 to 2000.

309 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties 1999 to 2000.

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Programme,[310] two staff members of this programme also joined the Department.

Many of the academic staff members received recognition for their research output by means of National Research Foundation (NRF) ratings. These included Prof FD (Danie) Auret (B1), Prof JCA (Jan) Boeyens (B1), Prof HG (Hank) Miller (B1), Prof AR (Angel) Plastino (B1), Prof JB Malherbe (B2), Prof EKH (Erich) Friedland (B3), Dr RM (Rachel) Carter (P), Prof DJ (Johan) Brink (C2), Prof M (Michael) Hayes (C2), Prof HS (Herbert) Kunert (C2), Dr JM (Jackie) Nel (C3) and Dr LC (Linda) Prinsloo (C3).

Student numbers doubled during the period under review, reaching almost 4 500 students by the end of the period. Most of these students were enrolled in first-year service courses for other programmes in the Faculty and in other faculties. Although the main teaching activity was on the Hatfield Campus, in the latter part of the period under review, the BSc: Four-year Programme on the Mamelodi Campus demanded considerable service support efforts from the Department of Physics to help these students achieve their potential.

The experimental research programme mainly focused on ion-solid interaction, with Prof FD Auret leading the largest group of students and staff on the investigation of the electrical properties of semiconductor materials and thin films after ion bombardment and various semiconductor process treatments. Their main focus was on defect engineering with the defects detected mainly by deep-level transient spectroscopy. Prof JB Malherbe led a group doing research on the effect of low-energy noble gas ion bombardment on the surfaces of compound semiconductor materials. The group concentrated on surface compositional changes and the development of topography after bombardment. They used Auger electron spectroscopy, atomic force microscopy and scanning electron microscopy (SEM). Optical properties of semiconductor materials before and after bombardment were investigated by Prof DJ Brink, and both experimental investigations, but mostly through group theoretical calculations, by Prof HS Kunert. The traditional radiation damage investigations in single crystal materials were continued by Prof EKH Friedland using the Van de Graaff method to do α-particle channeling. The first biophysics optical experiments were performed by Prof DJ Brink, as well as SEM investigations by Dr NG (Nic) van der Berg. Dr TB (Bernhard) Scheffler continued with environmental studies (solar heating and solar desalination).

Towards the latter part of the period under review, Prof JB Malherbe secured a large contract with PBMR (Pty) Ltd to do contract research on materials aspects of the fuel elements used in the Pebble-bed Modular Reactor (PBMR). With this funding, it was possible to expand the sample preparation facilities in the Department and award bursaries to students, including students from Africa. A significant section of the experimentalists in the Department participated in this research.

The theoretical physics programme was initially mainly centred on an investigation of Prof HG Miller and his team investigating a large variety of problems, which ranged from the application of statistical physics methods in nuclear physics to non-extensive thermodynamics. Other research focus areas included the emergence of theoretical epitaxy and physics education.

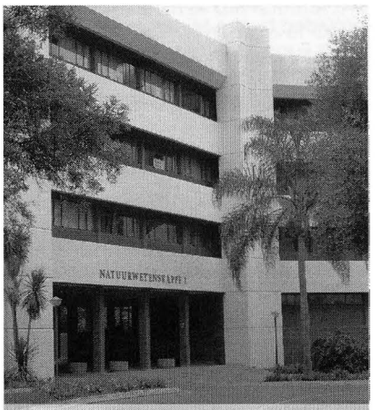
4.8.5.5 ADDITIONAL ACADEMIC AND RESEARCH SUPPORT

4.8.5.5.1 LABORATORY FOR MICROSCOPY AND MICROANALYSIS

The Laboratory for Microscopy and Microanalysis had its origin in a decision to establish a central electron microscope facility rather than having instruments placed in various departments. It therefore functioned as an interfaculty, central facility that delivered a microscopy and microscopy-related service to the University at large. The aim of the laboratory was to be a centre of excellence, increase its services with the acquisition of the latest available equipment and continually invest in its staff by way of training.

In 2005, Prof JC (Jan) Coetzee retired after 21 years of service and was succeeded by Prof JB (Johan) Malherbe.

A confocal laser scanning microscope was acquired in 2006 to meet the increasing demand by the University's research community for fluorescent techniques, especially in the biological sciences. The development of nano-related techniques, especially in materials research, led to the purchase of a new high-resolution transmission electron microscope (TEM) with a resolving capability of 0.1 nm. In the same year, the laboratory was also able to acquire a high-resolution scanning electron microscope (SEM). The laboratory housed a number of sample preparation pieces of equipment and several different types of optical microscopes.



The Natural Sciences I Building on the University of Pretoria's Hatfield Campus.

The number of researchers that made use of the facilities of the laboratory steadily increased during the period under review. Journal publications, conference contributions and other academic outputs also showed a steady increase.

4.8.5.5.2 BSC: FOUR-YEAR PROGRAMME[311]

Parallel to the University of Pretoria Foundation Year (UPFY) programme, a four-year system known as the Four-year BSc (Extended Programme) was developed in 1996. This programme, coordinated by Prof MWH (Max) Braun and Prof JC (Johan) van Staden, gave a greater choice to students who wanted or had to take the extended path to a BSc degree.

Students took Mathematics, Physics, Chemistry and skills courses at a reduced pace in their first two years of study. The course then became integrated into the second year of a mainstream BSc degree. The degree thus continued over four years.

When foundation year programmes were phased out by the Department of Education in 2005, a new BSc: Four-year programme was developed by Prof MWH Braun. Mr U (Ubbo) Smith was appointed as Director of the new programme and held this position until his resignation at the end of 2009. He was assisted by Ms T (Trophy) Komane from 2008 to 2009.

310 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

311 Also see Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

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4.9 FACULTY OF THEOLOGY

4.9.1 OFFICE OF THE DEAN

The Faculty of Theology aimed at making its mark locally and internationally. The period under review was one of significant change for the Faculty. Established in 1917, it had two independent sections, each with its own management structure. It was started by the Netherdutch Reformed Church of Africa (NRC) in 1917. The Dutch Reformed Church in South Africa (DRC) joined the Faculty in 1938 as a separate unit (Section B). Section A and Section B functioned separately, each with their own dean and individual departments.

On 17 August 1999, it was decided that the two departments would be amalgamated to form a single Faculty of Theology, in which the two churches would be represented. Prof CJA (Cas) Vos was appointed Dean of the new faculty, which became a reality on 1 January 2000. His two terms of office extended from 2000 to 2008, after which his tenure was extended a few times until he stepped down in February 2010. Prof APB (Andries) Breytenbach was appointed Deputy Dean on 1 January 2000 and served in this capacity until the end of 2003. Prof J (Johan) Buitendag succeeded him as Deputy Dean in 2004 and served in this capacity until he was appointed Dean of the Faculty in March 2010.

As the dean, Prof CJA Vos bolstered the initiatives that were put in place with the signing of memoranda of agreement with different theological institutions during the period under review. This improved the Faculty's ecumenical scope. Prof APB (Andries) Breytenbach contributed significantly to the amalgamation of the two sections, and Prof J Buitendag stabilised the Faculty on an organisational level.

In 2002, the Uniting Presbyterian Church of Southern Africa became the Faculty's third partner. In order to preserve each church's characteristics, certain modules (church specific) of the theological curriculum were presented separately. However, the lecturers of the three churches cooperated with each other on a general theological level.

The Faculty performed well on the academic front. High research outputs were maintained throughout the period under review and some of the lecturers published several books. Many postgraduate students, including a few international students, formed an important part of the Faculty.

International collaboration was improved and lecturers often delivered papers at international conferences. This collaboration was further strengthened through the publication of articles in international journals. Many of the Faculty's lecturers were appointed as guest lecturers and many international guest lecturers visited the Faculty. The departments of Church History, New Testament Studies, Old Testament Studies, Practical Theology, and Science of Religion and Missiology hosted conferences. National and international collaboration was further emphasised during the period under review. Memoranda of understanding were signed with

Prof Cas Vos
Dean (2000 to 2009 and beyond)

the Ludwig Maximilians University, München, the Protestant and Catholic Faculty at the University of Wenen, Princeton Theological Seminary, and the Protestant Theological University in The Netherlands.

During the period under review, the Faculty appointed the following honorary professors: Prof G (Gerben) Heitink (Vrije University, Amsterdam), Prof J (Hans) van Oort (Utrecht University) and Prof E (Eckart) Otto (Ludwig Maximilians University, München). These professors contributed to the local and international academic relationship.

Table 4.8 illustrates the growth in the total number and level of diversity in both undergraduate and postgraduate students during the period under review.

Prof Johan Buitendag
Dean: Theology

Table 4.8: Comparison of the number of contact students in the Faculty of Theology between 2001 and 2009

FACULTY OF THEOLOGY							
	Race	2001			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	15	3	18 (13%)	33	10	43 (17%)
	Coloured	10	0	10 (7%)	2	2	4 (2%)
	Indian	0	1	1 (1%)	0	0	0 (0%)
	White	78	31	109 (79%)	129	78	207 (81%)
Total		103 (75%)	35 (25%)	138 (100%)	164 (65%)	90 (35%)	254 (100%)
Postgraduate	*African*	71	8	79 (20%)	133	20	153 (32%)
	Coloured	5	1	6 (2%)	36	4	40 (8%)
	Indian	24	2	26 (7%)	12	3	15 (3%)
	White	233	40	273 (71%)	216	60	276 (57%)
Total		333 (87%)	51 (13%)	384 (100%)	397 (82%)	87 (18%)	484 (100%)

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4.9.2 DEPARTMENT OF CHURCH HISTORY AND CHURCH POLITY

Several changes in the staffing of the Department of Church History and Church Polity occurred from the beginning of the period under review when Prof JW (Hoffie) Hofmeyr was the only full-time academic. When the Uniting Presbyterian Church in Southern Africa became a church partner in 2002, Dr GA (Graham) Duncan was appointed as a senior lecturer in the Department to assist Prof JW Hofmeyr. Following Prof JW Hofmeyr's retirement, Prof GA Duncan[312] was appointed Head of Department from August 2008. Prof GA Duncan also served the Uniting Presbyterian Church in Southern Africa as Moderator of the General Assembly, 2004–2005. Dr JM (Johan) van der Merwe was appointed as the Dutch Reformed Church in South Africa (DRC) lecturer from 2008 to replace Prof JW Hofmeyr, while the Netherdutch Reformed Church of Africa (NRC) appointed Dr JP (Kobus) Labuschagne as senior lecturer on a part-time basis from 2008. Prof J (Hans) van Oort was appointed an extraordinary professor in 2001. This provided scope for the development of Patristic Studies.

A major feature of the Department's work during the period under review was collaboration with a number of African church historians, which led to the publication of *African Christianity: an African story* (edited by Prof OU (Ogbu) Kalu) in 2005. This was the first history of African Christianity written entirely by African scholars. Other departmental publications included *1948 plus fifty years: theology, apartheid and church past, present and future* in 2001 (edited by Prof JW Hofmeyr, Prof CJS (Christo) Lombaard and Mr PJ (Petrus) Maritz), *The art of living to God: a study of method and piety in the theoretico-practica theologia of Petrus van Mastricht (1630–1706)* in 2001 by Prof AC (Adriaan) Neele, *Van hart tot hart. Abraham Dekker: Outobiografie* in 2005 by Mr A (Abraham) Dekker and *Ons pelgremstog na eenheid: Our pilgrimage to unity* in 2007 by Prof R (Reggie) Nel and Dr JHH (Howard) du Toit.[313]

Each of the researchers in the Department had a particular research interest. Prof GA Duncan's major interest lay in the field of South African mission history. In 2003, he published his doctoral research under the title *Lovedale – coercive agency: power and resistance in mission education*. He was also interested in the history of Presbyterianism in South Africa. In the field of church polity, he was involved in developing trends in church order from a presbyterial-synodical to a missiological paradigm. Dr JM van der Merwe embarked on a research and development programme on the impact of the current emigration on religious communities in South Africa. This work was based on a comparative study of early migrations in the Cape and contemporary migratory trends as they affect church life in South Africa. Prof J van Oort's research focused on Augustine and Manichaeism Christianity. He made a significant contribution to studies on Augustine with a study of new material that became available on his sermons and their significance.

The Faculty of Theology was the largest of its kind in the country. Lecturers from diverse denominational backgrounds provided training for ministry in various churches both locally and abroad.

4.9.3 DEPARTMENT OF DOGMATICS AND CHRISTIAN ETHICS

Prof CJ (Conrad) Wethmar was Head of the Department of Dogmatics and Christian Ethics from 2000 until his retirement in 2007. He was succeeded as Head of Department by Prof J (Johan) Buitendag (who was appointed in 2001), who also acted as Deputy Dean from 2004 until beyond 2009. The other members of the Department were Prof DE (Etienne) de Villiers and Prof DP (Danie) Veldsman, who was appointed associate professor in 2007.

From 2001, Prof CJ Wethmar's research interest continued along the line of the nature and function of church doctrine, as well as the nature and institutionalisation of theological training. Until his retirement in 2007, he published seven articles in accredited journals and made numerous contributions in book publications. In his research, Prof DE de Villiers focused especially on the ethics of responsibility and issues concerning economic ethics. He was also involved with the Centre for Professional Ethics and the teaching of Business Ethics in the Department of Economics, and Professional Ethics in the School of Engineering. He published seven articles in accredited journals and contributed to numerous other theological-ethical publications. In 2007, he was appointed Director of the Centre for Public Theology, chairing a research project on the public role of the churches in a democratic South Africa. Prof J Buitendag pursued his research within the context of the theology-science discourse, especially a theology of nature and ecological themes related thereto. He served as moderator of the Commission of the General Synod (Netherdutch Reformed Church of Africa) from 2004 until 2007, and compiled four memoranda in this period.

He published 27 articles in accredited journals and contributed to many other academic and popular publications. Closely aligned to his research interests were those of Prof DP Veldsman, which focused on religious experience, transcendence, consciousness and evolution. Prof DP Veldsman published six articles from the time of his appointment in the Department in 2007 to 2009, and contributed to academic and popular publications.

Members of the Department were involved with many international (in Europe and the USA) and national academic societies and research institutions during the period under review, such as the International Reformed Theological Institute (IRTI), the European Society for the Study of Science and Theology (ESSSAT), the American Academy of Religion (AAR), the Leuven Encounters in Systematic Theology (LEST), the International Society for Business and Economic Ethics, the American Society of Christian Ethics, the Centre for Theological Inquiry (CTI), the Ethics Society of South Africa, the Theological Society of South Africa (TSSA), the South African Science and Religion Forum and the Suid-Afrikaanse Akademie vir Wetenskap en Kuns. They also served on the editorial committees of various journals, such as *Scriptura*, *Verbum et Ecclesia* and *HTS Teologiese/Theological Studies*, as well as institutes such as the Centre for Theological Inquiry (Princeton, USA) and the Research Institute for Science and Religion (University of South Africa). They were invited as visiting guest lecturers to institutions in Germany, Korea, The Netherlands and the USA, and acted as external examiners at most of the South African universities.

312 Dr GA Duncan was later appointed as associate professor from 2005 and full professor from 2011.

313 This book was published in the series "Perspektiewe op die Christendom", with Prof JW (Hoffie) Hofmeyr as editor.

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Noteworthy was collaboration between the Department and the relevant department of the Protestant Theological University in The Netherlands (PThU). This eventually led to a publication, *God in 'n kantelende wêreld* (2008), co-published by Brill Boekencentrum and Protea Boekhuis. What was remarkable about this publication was that the respective chapters were written in both Afrikaans and Dutch: the first time that a scientific work had been published in both these languages.

More than 50 postgraduate students completed their studies with members of the Department. This included an increasing number of students from Africa and other countries overseas, especially Korea.

The introduction of the Uniting Presbyterian Church in Southern Africa into the Faculty of Theology in 2002 gave rise to numerous new developments and requirements, such as the teaching of modules in English, and a renewed sense of ecumenism within the Faculty, and therefore also in the Department.

Community involvement by members of the Department took on many forms, varying from involvement in bible schools, media interviews or programmes, church or Synod committees and ministerial opportunities.

4.9.4 DEPARTMENT OF NEW TESTAMENT STUDIES

During the period under review,the Department of New Testament Studies consisted of four full-time permanent academic staff members (Prof GJ (Gert) Steyn, Prof E (Ernest) van Eck, Prof J (Kobus) Kok and Dr E (Elijah) Mahlangu), an honorary professor (Prof M (Michael) Wolter) and some extraordinary professors. The Head of Department at the beginning of 2001 was Prof JG (Jan) van der Watt, who served in this position until 2008. The international standing of the Department was closely connected with the research activities of its lecturers.

Prof GJ Steyn was appointed in 2003 and became Head of Department during 2008. Subsequent to his appointment at UP in 2003, he received several repeat scholarships from the Alexander von Humboldt Foundation (2003 and 2007/08) and research fellowships at the universities of Leuven (2005) and Edinburgh (2006). He obtained a second PhD in Ancient Greek from the University in Stellenbosch (2008). He published extensively on early Christian hermeneutics, the book of Hebrews and the Septuagint during the period under review, and served on the editorial boards of several national and international journals.

He was also appointed in 2005 as book review editor of *Neotestamentica* and as bible translator by the South African Bible Society. Prof GJ Steyn was one of the founding members of the Association for the Study of the Septuagint in South Africa (2006) and was a member of the prestigious international New Testament society, Studiorum Novi Testamenti Societas (SNTS), which granted membership by invitation only. He established the FOKUS research forum during 2009, which organised and hosted annual specialised international conferences within the Department of New Testament Studies. He had successfully supervised six PhD and 22 master's degrees since 2003.

Prof E Van Eck was appointed as associate professor in 2006. He was instrumental in the design of the new curriculum that was phased in from 2009. He developed and improved the study material of several of the New Testament courses. During the period under review, he participated as an active member of the Society for Biblical Literature and of the international Context Group.

He published extensively on the parables and socio-scientific background of the New Testament, as well as on hermeneutical issues. He was chairperson of the editorial board of the Institute of Scientific Information (ISI) journal, *HTS Theological Studies*. He succeeded in obtaining research grants from the Reconstruction and Development Programme (RDP), as well as from the National Research Foundation (NRF) for aspects of his research. He also successfully supervised four PhD and seven master's students since his appointment. He was extensively involved in community service, especially on ecclesiastical level.

Prof J Kok was appointed as a senior lecturer in 2009. He published extensively and developed a new research area that focused on the nexus between New Testament ethics and New Testament missiology. He received a research fellowship from the Radboud University in Nijmegen and visited other universities in Europe, including Oxford University.

Three retired staff members, Prof AB (Andrie) du Toit, Prof AG (Andries) van Aarde and Prof JG van der Watt, were still actively involved with the Department.

Prof AB du Toit was elected as President of the 2009 meeting in Lund, Sweden, of the prestigious SNTS.

Prof JG van der Watt, who retired in 2008 after 22 years of service, accepted an appointment at the Radboud University in Nijmegen. During his tenure, he made an impressive contribution to the successes and the standing of the Department, including appointments as Beeson International Scholar at Asbury Theological Seminary in Kentucky in 2004 and Mercator International professor at the Rheinische Friedrich-Wilhelm University in Bonn in 2005; general editor of the *Review of Biblical Literature* – the biggest organ of review for Biblical academic books in the world since 2005; co-chairperson responsible for the "Johannine literature and General Epistles" of the international 30-volume De Gruyter *Encyclopedia of the Bible and its reception* in 2004; and President of the New Testament Society of South Africa (2000 to 2003). He also received the University's Exceptional Academic Achiever Award from 1999 until 2007, was a B-rated NRF researcher and received UP's commemorative Centenary Research Medal in 2008.[314]

Prof AG van Aarde was actively involved in research and as editor of *HTS Theological Studies*, and made his own impact in the Department as research manager of the Faculty of Theology from 2000 until 2004. He received several awards, including the University's Exceptional Academic Achiever Award from 2001 until 2004, the Mellon Foundation Mentor Programme Award from 2003 until 2005, the HCM Fourie Academy Award of the Netherdutch Reformed Church of Africa (NRC) in 2007 and the Van Drimmelen Award for Religion of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns in 2008. He also received the USA's Endowment for the Humanities (Otterbein College, Westerville, Ohio) in 2004.

Several postgraduate students of the Department of New Testament Studies were granted prestigious bursaries and positions during the period under review. These included German Academic Exchange Service (DAAD) scholarships, UP postgraduate bursaries for research abroad and a PhD bursary at Mainz University.

4.9.5 DEPARTMENT OF OLD TESTAMENT STUDIES

Prof APB (Andries) Breytenbach retired as Head of Department in 2004, and was succeeded by Prof PM (Piet) Venter. Prof JH (Jurie) le Roux retired at the end of 2009. Prof A (Alphonso) Groenewald was appointed as a senior lecturer in the Department in 2005, and was promoted to professor in 2009.

314 See University of Pretoria, 2012:62–63.

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The Theology Building on the University of Pretoria's Hatfield Campus.

The Department had two research programmes: ProPent and ProPsalms. The ProPent project was launched in 2001. The focus of this project was research on the Pentateuch.[315]

An annual congress was held, in which local and international researchers participated. At the time, the congress took place every third year in Munich, Germany. Prof JH le Roux managed the programme in collaboration with Prof E (Eckart) Otto of Munich, who had been an honorary professor in the Department since 2002 and obtained an honorary doctorate from the University in 2007. The ProPsalms project was managed by Prof DJ (Dirk) Human. This two-day congress had taken place annually since 2003. This project had international status and was attended by local and international researchers in the field of Psalms research. Four published congress proceedings emanated from these congresses after 2004.

4.9.6 DEPARTMENT OF PRACTICAL THEOLOGY

The Department of Practical Theology was responsible for subjects that dealt with the practice of ministry and faith actions as they manifest in everyday life. During the period under review, Prof JC (Julian) Müller was Head of Department. Other full-time members of the Department were Prof Y (Yolanda) Dreyer (Netherdutch Reformed Church of Africa) and Prof M (Maake) Masango (Uniting Presbyterian Church in Southern Africa). The Dean, Prof CJA (Cas) Vos, was a member of the Department and took responsibility for some lectures and postgraduate supervision. Because of the wide range of subdisciplines in Practical Theology, as well as the large number of postgraduate students, part-time lecturers assisted with lecturing and supervision.

In order to fulfil the needs of the church partners and independent students from other churches, the following subjects were offered on BTh and MDiv level: Orientation to Practical Theology, Homiletics, Pastoral Care and Counselling, Liturgy, Hymnology, Diakonia, Church Development, Youth Ministry and Faith Formation, Evangelism, Sociology of Religion, Psychology of Religion, Language Skills for Ministry and Church Management.

In 2001, the Department formulated its vision,[316] which resulted in, among other things, an interdisciplinary research project by Prof JC Müller and 16 postgraduate students. It ran until the end of 2004. The project was titled "The unheard stories about care and/or the lack of care by people infected and/or affected by HIV/Aids". It was funded by the South African-Netherlands Research Programme on Alternatives in Development (SANPAD). A follow-up project on children affected by HIV/Aids was funded by the National Research Foundation (NRF). Prof JC Müller was also involved in a research project on post-traumatic stress with researchers from Belgium, Canada and The Netherlands.

Prof G (Gerben) Heitink of the Vrije University, Amsterdam, was appointed as honorary professor and received an honorary doctorate from UP in 2008. Prof H (Hennie) Pieterse (emeritus professor from the University of South Africa (Unisa)) and Prof M (Malan) Nel, both well-known South African and internationally acclaimed practical theologians, were appointed as extraordinary professors in the Department. A number of international scholars from the USA and Europe visited the Department and presented guest lectures.

Prof CJA Vos, who contributed a number of research articles and chapters in books in the fields of homiletics and hymnology, wrote the texts of 12 hymns that were included in the new Afrikaans hymnal. He was awarded the Pieter van Drimmelen medal of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns for his work in homiletics and his contribution to theology in Afrikaans. He published a number of volumes of poetry.[317]

Since 2000, Prof JC Müller expanded his approach in pastoral therapy to include a research method in Practical Theology. He focused specifically on a post-foundational approach to Practical Theology. In this regard, he collaborated closely with Prof W (Wentzel) van Huyssteen, acclaimed South African systematic theologian at Princeton Theological Seminary, USA. In 2006, he published his work,

315 The first five books of the Old Testament.

316 The vision of the Department was: "To advance practical theological reflection on societal narratives as they relate to the faith community, practical theological research with the aim to refine pastoral practice, teaching in the various practical theological disciplines with the aim to develop students' skills for ministry practice, and the development of community programmes in order that research results can contribute to the development of society."

317 Some of his poems were included in the new *Groot Verseboek*, edited by André P Brink.

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Opstanding, which generated some controversy in the media. In 2006, he took part in an international conference on peace in Hiroshima and presented a paper on South African perspectives on peace processes. Prof JC Müller was involved in the Task Team for Homosexuality, which advised the General Synod of the Dutch Reformed Church in South Africa (DRC) in 2007. He was the chairperson of the Dutch Reformed Lecturers' Meeting and, as such,was also member of the Curatorium of the DRC.

Prof M Masango supervised a large number of postgraduate students who worked on trauma, violence and abuse in an African context. He led a research project in collaboration with Prof J (Jonas) King (Auckland, New Zealand), Prof EP (Edward) Wimberley (Atlanta, USA) and Prof S (Samual) Ayete-Nyamong (Ghana) from 2003 to 2005. The project was titled "Burial practices and cremation" and was funded by the NRF. His research project, "Mentoring the next generation", which ran from 2007 to 2009, was funded by the World Council of Churches. He collaborated with Fulbright scholar, Prof D (Walker) Smith from Morehouse College, Atlanta, USA, on a project titled "Prophetic ministry of the African church in a violent situation" in 2005. He received various awards in recognition of his work on pastoral care in violent situations.[318]

From 2008 to 2010, Prof M Masango was a member of the Peace for Life Group of the Asia Council of Churches, a branch of the World Council of Churches. This group, under the leadership of Rev M (Karagada) Carmencita, focused on reconciliation between North and South Korea. Prof M Masango participated in the work of the World Council of Churches, the All Africa Council of Churches and the South African Council of Churches on abuse, violence and the violation of human rights.

Prof Y Dreyer received funding from the Research Development Programme from 2001 to 2003 for a project titled "Ministry and women". She visited the Vrije University, Amsterdam, in 2001 where she presented two guest lectures on the topic.

She collaborated with Prof G Heitink and contributed a chapter in his Festschrift, *De kunst van ontfermen*, which was published in 2003. In 2002 she presented a lecture on Jesus and women at a conference titled "The footsteps of Jesus" in Uppsala, Sweden. She was involved in several international research collaborations on this project,[319] including with researchers in Belgium, England, Germany and the USA. This research culminated in 11 contributions in 2004 to the publication *Leefstyl Bybel vir vroue*, edited by Prof C (Christina) Landman of Unisa.

She was also involved in two other significant research projects. The project "Institutionalisation and structuration theories in sociology and theology" (2004 to 2006) interpreted the Jesus tradition ideological-critically and socio-politically.[320]

The project "Marriage, sexuality, homosexuality and pastoral engagement" focused on conceptualising sexuality in terms of shifting paradigms and on phenomena such as prejudice and homophobia.

Research results were utilised in the committee of the Netherdutch Reformed Church of Africa for the investigation of marriage, sexuality and homosexuality, of which Prof Y Dreyer was a member, and culminated in a report to the 2007 Synod of the Church.

4.9.7 DEPARTMENT OF SCIENCE OF RELIGION AND MISSIOLOGY

The Department of Science of Religion and Missiology was responsible for the subjects that dealt with science of religion and mission. During the period under review, Prof PJ (Pieter) van der Merwe was Head of Department. He retired in 2009 after serving for 31 years. Other full-time members of the Department were Prof PJG (Piet) Meiring, who retired in 2007 after 19 years of service, and Prof JJ (Dons) Kritzinger, who retired in 2002 after heading the Institute for Missiological and Ecumenical Research (IMER) and serving as professor in the Department. Prof CJP (Nelus) Niemandt was appointed as senior lecturer in 2008 and promoted to associate professor in 2009. Dr AS (Attie) van Niekerk was a temporary part-time lecturer from 1997 and Director of IMER[321] from 2005.

Missiology and Science of Religion were twinned at the Faculty of Theology.[322] Although science of religion was not to be regarded as a (Christian) theological discipline, UP chose to retain science of religion within the Faculty of Theology. The study of religion and the study of the non-Christian religions in South Africa (the history of religions) gave an indication of the scope of teaching in this discipline. This included modules on Islam, Judaism, Hinduism, Buddhism and African religions.

The Department took its relationship with the church and the ecumenical community seriously, resulting in a number of publications.

Prof JJ Kritzinger continued his acclaimed research on younger churches in South Africa with a follow-up report, "No quick fixes: the challenge of missions in a changing South Africa" in 2002.

Ten years after the launch of the Truth and Reconciliation Commission, an International Arts and Reconciliation Festival and Conference was held in the Sanlam Auditorium of the University of Pretoria from 14 to 20 March 2005. Artists, musicians, scholars, journalists, theologians, film-makers and dancers joined together to redefine the meaning of reconciliation.[323] They discussed the issues of healing and nation building, and celebrated forgiveness and reconciliation through the arts. Archbishop Desmond Tutu and former president FW de Klerk served as patrons of the event and respectively delivered the opening and closing addresses of the conference.

Prof PJ van der Merwe played a pivotal role as faculty coordinator of programmes in the development of modularised curricula and programmes from 2000 onwards. Before he retired in 2009, he initiated a detailed switchover plan from

318 These included the Leadership Award on African Pastoral Care from Morehouse College, Atlanta, USA, in 2005, the Distinguished Service Alumni Award from Columbia Seminary, Atlanta, USA, in 2008, and the US Chaplaincy Board Award, which he received in the Seychelles in 2009 in recognition of his work on pastoral care in violent situations in Sudan, Rwanda and North Korea.

319 Women in church leadership, the role of the abuse of power among church leadership, theory formation in the field of gender, the Bible and pastoral care, God-images of women and the theoretical underpinnings of narrative pastoral therapy were the focus of this project.

320 The investigation focused on the relevance of social history and the relevance of the theory of institutional authority within a specific socio-historical context. The project was completed in collaboration with Prof J (John) Kloppenborg of Toronto, Canada.

321 The Institute for Missiological and Ecumenical Research (IMER) was initiated in 1979. It redefined its role over the period under review. The understanding of the task of mission broadened to include responsibility to the whole of life. IMER had to be innovative and find new structures to respond to the context of a new century, including issues such as poverty and ecology. Therefore, it engaged in a joint venture with the Nova Institute.

322 Missiology was understood as a reflection on God's acts of salvation in the world. Studying this was done under the heading of mission theology. It also described how people are brought to faith, and churches expand and serve the Kingdom. Missionary methods and practice studied methods by which the gospel's message may be carried to all nations. Missiology was also tasked with dialogue with other religions – the terrain of the theology of religion(s).

323 The art exhibitions ran from 15 to 30 March 2005. They comprised the work of a number of prominent contemporary South African artists, in which processes of reconciliation and healing were mapped. The Fatherhood Project, a photographic exhibition, formed part of the event.

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Prof Cas Vos, Dean of the Faculty of Theology (centre), with Prof Piet Meiring (left) and Archbishop Desmond Tutu (right).

modular to semester programmes. He served as Secretary of the Forum of University Theology Education for several years. His primary interest, however, remained science of religion and theology of religion and religions. He served as promoter of several master's and doctoral dissertations and published various articles.

In addition to his teaching responsibilities, Prof PJG Meiring served as Director of the Faculty's Centre for Theology and Community. Having served on the South African Truth and Reconciliation Commission, most of his research and publications revolved around the issues of reconciliation. He co-edited a festschrift for Archbishop Desmond Tutu, *Tutu as I know him*, which was presented to the Archbishop on his 75th birthday in 2006. He was also involved in truth and reconciliation processes in a number of countries, including Canada, Fiji, India, Indonesia, Israel, Northern Ireland, Palestine, Rwanda and Sri Lanka. He visited the USA for six months at the invitation of the Centre of Theological Research, Princeton, in 2007.

Prof CJP Niemandt joined the Department in 2008. He received funding from the Research Development Programme in 2009 for a project titled "Southern African missional ecclesiology in a new context". He drew up a report "Missional ecclesiology" for the General Synod of the Dutch Reformed Church in South Africa. His book, *Nuwe drome vir nuwe werklikhede,* investigated missional ecclesiology and the contribution of emerging missional churches to a new understanding of mission in a post-modern context. His areas of interest were theology of mission, missional ecclesiology, ecumenism and missional leadership. He was also responsible for a regular column in the newspaper *Beeld.*

Dr AS van Niekerk was Managing Director of the Nova Institute,[324] where six alumni of the Faculty worked closely with household residents to develop ways to improve the quality of life of low-income households. His interest was to develop resources for the diaconal mission of local congregations in the African context, and to equip students for the issues that needed to be addressed in the 21st century in Africa. He also coordinated a project for the greening of the Theology Building.

4.9.8 BIBLICAL AND RELIGIOUS STUDIES (RELIGION STUDIES)

The year 2000 marked the advent of a new dispensation in the Faculty. The merger of the two former relatively independent sections of the Faculty of Theology into one faculty had implications for Biblical and Religious Studies. Because the Dutch Reformed Church in South Africa (DRC) and the Netherdutch Reformed Church of Africa (NRC) no longer had the capacity to subsidise posts for Biblical and Religious Studies, it became an academic programme of the Faculty, albeit administered by the Faculty of Humanities, for which various departments took responsibility. It was nonetheless managed as a specific programme of the Faculty.

Apart from a few part-time staff members, the Department had three permanent staff members: Prof PJ (Piet) Geyser (New Testament), Dr E (Elijah) Mahlangu (New Testament) and Prof DJ (Dirk) Human (Old Testament). They were assisted by Dr M (Mollie) Painter-Morland (Ethics) and Rev F (Francois) Smit. In June 2001, Dr E Mahlangu resigned as full-time lecturer to take up a post as Principal of the South African School of Theology Seminary for the Assemblies of God in South Africa. In January 2004, Prof PJ Geyser retired from his duties as professor and was not replaced by a permanent staff member. Prof DJ Human was the programme manager of Biblical and Religious Studies from 2000.

During the first few years of the period under review, the existence of the programme was under severe threat. Student numbers had dropped drastically since Biblical Studies was no longer an official school subject.[325] In September 2004, the Minister of Education at the time, Ms GNM (Naledi) Pandor, issued a National Curriculum Statement (Grades 10 to 12) in which Religion Studies was introduced as a new school subject, to be developed as an elective and introduced in schools in 2006. Prof DJ Human participated in these national processes of curriculum development and implementation. The subject was subsequently fully implemented at the University in 2006. Motivation for the establishment of Religion Studies was that it recognised religious plurality in a pluralist religious society.

Religion Studies gave expression to a new emphasis and scope: it did not focus on a specific religion, but on religion(s) as the object of study, which reflected a positive neutrality or impartiality without religious bias. Learning outcomes covered themes, such as the variety of religions, the universal dimensions of religion as a generic and unique phenomenon, relevant topical issues in society, research into religion as a social phenomenon, and research across religions.

From 2006 until beyond 2009, Dr A (Alphonso) Groenewald and Prof DJ Human were the only permanent full-time staff members for this programme. They were supported by Dr E Mahlangu, Dr E (Ernst) Wolff, Dr A (Arno) Meiring, Dr G (Gerda) de Villiers, Prof PJ Geyser, Prof PJ (Piet) van der Merwe, Prof JH (Jurie) le Roux and Prof PJG (Piet) Meiring.

During the period under review, Religion Studies was presented in Afrikaans and English on the Groenkloof and Hatfield campuses. The subject satisfied a growing need to understand the role of religion in a multi-faith society. First-year student numbers grew from 46 in 2006 to close to 200 at the end of the period under review.

324 The Nova Institute was founded in 1994 as a research organisation focusing on improving the quality of life of African low-income households. In 2003, a Functional Household Programme (FHP) was started to develop programmes to improve quality of life. In 2003, it received funds from the Technology and Human Resources for Industry Programme (THRIP) for projects such as reducing air pollution caused by the domestic use of coal, designing energy-efficient low-cost housing, and research regarding more efficient communication about a vaccine against rotavirus. Several peer-reviewed articles were published as a result of the FHP. In September 2005, it received a THRIP Excellence Award for Social Development from the Minister of Trade and Industry. The Nova Institute sold carbon credits from its projects and had strong ties with the Protestant Church in The Netherlands.

325 In the new millennium, the Minister of Education, Prof AK (Kader) Asmal, appointed various ministerial committees to investigate a new dispensation for Religious Education for schools. The debate was intense and emotional.

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4.10 FACULTY OF VETERINARY SCIENCE

4.10.1 OFFICE OF THE DEAN

The new Faculty of Veterinary Science, which came into being in 1999 after the amalgamation of the faculties of Veterinary Science of the University of Pretoria[326] and the Medical University of South Africa (Medunsa), was positioned as a national asset during the period under review.

This new amalgamated faculty had the responsibility to attend to the needs of the broad South African population, given the historical lack of access to relevant tertiary education and veterinary services that had prevailed in many segments of the population before 1994. The amalgamation proved to have been a major transition and it took the better part of the first five years of the nine-year period under review to finalise the matter. The fusion of two student bodies was a challenge in itself. This process was also driven by a need to reduce what was perceived to be the excessive cost of veterinary training in South Africa.

The first dean to be appointed for this new faculty was Prof NPJ (Nick) Kriek. He commenced his term in 1999 with Prof HM (Morkel) Terblanche, formerly from Medunsa, as Deputy Dean. Prof NPJ Kriek was succeeded by Prof GE (Gerry) Swan in October 2005. Prof GE Swan served as Dean until beyond 2009. Prof P (Paul) Bland-van den Berg was appointed at the level of Deputy Dean in the post of Director: Clinical Services of the Onderstepoort Veterinary Acacemic Hospital (OVAH). He remained in this position until his retirement in April 2008. Dr H (Henry) Annandale succeeded him in this position and served until beyond 2009.

As a satellite campus of the University of Pretoria, the Faculty was located in Onderstepoort, north of Pretoria. At the time of the amalgamation in 1999, the Faculty comprised nine academic departments. This was reduced to five departments in 2001, the OVAH, 19 service and research laboratories, the Onderstepoort Teaching Animal Unit (OTAU), student accommodation and sport facilities. Its support functions and services were coordinated by a Faculty Manager.

At the beginning of the period under review, Mr F (Francois) Nel occupied this position. He was succeeded by Dr P (Paul) van Dam in April 2006. The management structure of the Faculty comprised a Faculty Board made up of a Faculty Advisory Board, a Faculty Board Executive and 13 committees.[327]

Major thrusts during the period under review included a drive to reduce the total cost of veterinary training, the sourcing of additional funding for the Faculty, and providing access to students from the previously disadvantaged groups.

On international level during this time, there was increasing pressure to question the relevance of existing veterinary curricula, specifically as they pertained to the needs of society; the indications were that the increasing emphasis on companion animal medicine was not addressing the needs of public health, global trade issues, zoonoses, and emerging and re-emerging diseases. In addition to the challenges inherent in these thrusts, the Faculty was also committed to ensuring that it remained aligned to the vision and mission of the University by striving for international recognition as a research-intensive tertiary institution, acknowledged for academic excellence and local impact.

The outcome of a visitation by the Royal College of Veterinary Surgeons (RCVS) in 1999 ensured continued recognition of the BVSc degree for registration purposes with the RCVS, and, for the first time, recognition of the degree for registration purposes by the Australasian Veterinary Boards Council (AVBC) and the Malaysian authorities. These achievements boded well for the quest to obtain relevant international recognition.

Upon amalgamation, the two curricula that were not compatible due to the structure and time frames were initially maintained and thereafter phased out during the period under review, while a new agreed-upon double degree-structured curriculum was implemented as from 2003. The first three years of the new curriculum comprised the BSc (Veterinary Biology), offered by the University's Faculty of Natural and Agricultural Sciences,[328] followed by a four-year BVSc professional degree offered by the Faculty of Veterinary Science.[329] The undergraduate programme offered access to the BVSc degree for 120 selected graduates annually. However, in 2009, Senate approved the introduction of a revised veterinary undergraduate programme,[330] whereby the (more expensive) double degree structure of veterinary training over seven years was closed down and a six-year single-degree training programme was reinstated. **Table 4.9** reflects the number of registered students, as well as the level of diversity regarding gender and race .

Prof Gerry Swan
Dean (2005–2009 and beyond)

At the end of the period under review, the Faculty offered the BVSc degree for veterinarians and the DipVetNurs (DVN) diploma for veterinary nurses. Postgraduate programmes included the BVSc honours degree, MSc degrees in Veterinary Science, Veterinary Industrial Pharmacology, Veterinary Tropical Diseases and Animal/Human/Ecosystem Health, an MMedVet degree in 21 different veterinary specialities, as well as a PhD and DVSc in Veterinary Science. The language of tuition since the turn of the century in all the programmes offered on the Onderstepoort Campus was English.[331]

326 Negotiations on the amalgamation of the two faculties of veterinary science took several years to complete. It brought about the rationalisation and consolidation of some of the departments of UP's Faculty of Veterinary Science.

327 The Faculty Board included the following committees: Research Committee, Veterinary Laboratory Advisory Committee, BVSc Programme Committee, DVN Programme Committee, Postgraduate Programme Committee, Postgraduate Committee, Onderstepoort Teaching Animal Unit (OTAU) Management Committee, Poultry Management and Advisory Committee, Student Transformation Committee, Selection Committee, Examination Commission Committee, Skills Development Committee and Re-admissions Committee.

328 See Chapter 4.8.2.2: Department of Animal and Wildlife Sciences.

329 The strategic advantage of this design was that the University could apply for a higher level of subsidy for the second degree.

330 The BSc (Veterinary Biology) double-degree programme was eventually discontinued in 2010 and the Faculty produced its last BSc (Veterinary Biology) graduates in 2011. A core elective, six-year single-degree programme (an internationally recognised and recommended approach) was developed to replace the existing seven-year double-degree programme, with effect from 2011. Mechanisms were carefully designed to ensure a smooth transition of introducing the new programme and phasing out the existing programme.

331 Once the faculties of Veterinary Science of UP and Medunsa were amalgamated in 1999, the new UP Faculty of Veterinary Science adopted a single English-language policy that was officially approved by Senate in 2001.

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As from 2005, significant strides could be made towards the goals set out in the Faculty Plan, which was aligned with the strategic thrusts of the University. Emphasis was placed on sustaining academic excellence (research, as well as teaching and learning), developing a people-centred faculty, transformation, local impact and the effective management of veterinary science interfaces.

The Faculty received additional funding from the Department of Education in 2006 that contributed towards the cost of the OVAH, the rationalisation of the Faculty's services laboratories and the OTAU.

This, as well as the review of the double-degree structure of veterinary training and the reinstatement of a single-degree training programme succeeded in relieving, to a large extent, the pressures of the sustainability of the cost of veterinary training for the University of Pretoria, as well as for undergraduate students.

In 2002, it was decided to appoint a Research Coordinator for the Faculty. Dr DW (Daan) Verwoerd was appointed to this position. Research in the Faculty was concentrated on the following focus areas:

- Molecular studies on infectious and parasitic diseases of animals
- Phytomedicine and ethno-veterinary medicine
- Wildlife and environmental health
- Veterinary aspects of food safety and food security
- Equine and companion animal health and welfare

External funding for research was obtained by the various departments and centres of the Faculty. In 2009, R28.3 million was obtained through third-stream income.

In 2004, the University received substantial funding from the Department of Science and Technology (DST) towards integrating the activities of the three institutions at Onderstepoort: the Faculty of Veterinary Science, the Onderstepoort Veterinary Institute (OVI) of the Agricultural Research Council (ARC) and Onderstepoort Biological Products (OBP). It would be used for the training of new researchers to counter the tremendous loss of expertise experienced by the OVI during the previous decade. This resulted in the appointment of some 17 PhD and MSc students, mostly registered at the Faculty of Veterinary Science, and the appointment of their mentors as supervisors in a part-time capacity. These measures enhanced the research ethos in the Faculty, increased the number of postgraduate students and encouraged teaching staff to apply for National Research Foundation (NRF) ratings.

In 2009 the Faculty qualified a record group of 117 new veterinarians and 39 veterinary nurses. The Faculty was proud to introduce its new graduates to the profession, confident in the training they had received. It also awarded the highest number of postgraduate degrees (54, including nine doctorates). The total number of postgraduate students in 2009 exceeded 260, representing more than a third of the total student population.

The quality of its training of veterinarians and veterinary nurses was recognised internationally. In May 2006, the Faculty received its first full visitation by the South African Veterinary Council (SAVC), accompanied by representatives of both the RCVS and the AVBC. The outcome of the review of the undergraduate veterinary and veterinary nursing training programmes, in accordance with the Council's guidelines and standardised with those of the European Association of Establishments for Veterinary Education (EAEVE), was successful, while several recommendations, including education innovation and the stimulation of veterinary research in undergraduate training, were made.

One of the crucial aspects deserving the newly formed Faculty's continued attention was the increase in the degree of representivity of veterinary and veterinary nursing students. Existing awareness and recruitment initiatives were revisited and strengthened. From 2002, the Faculty explored alternative avenues, aimed at effectively recruiting historically disadvantaged students. During the remainder of the period, it continued to engage in a number of recruitment initiatives, projects and visits to achieve this goal.[332]

In the latter part of the period under review, a satisfactory growth in research output, mainly measured in terms of scientific publications and NRF ratings obtained by the Faculty's researchers, was achieved. In 2009, the Faculty had 17 NRF-rated researchers, compared to 13 in 2005. Total publication output increased steadily during the period under review and virtually doubled from 2005 to 2009. In 2009, the Faculty achieved 82 units or 0.9 units per permanent full-time academic staff member. All publications were in Institute of Scientific Information (ISI)-accredited journals, emphasising the high quality of research in the Faculty.

In 2008, the Faculty celebrated the centenary of the University of Pretoria, as well as those of the OVI and OBP. The highlight of this milestone was the Pan-African Veterinary Conference, which took place from 6 to 9 October to mark 100 years of veterinary excellence. It emphasised future challenges facing training institutions and the role of technological developments, such as the design and production of vaccines and diagnostic methods to combat animal diseases on the continent.

The Faculty of Veterinary Science supported a strong drive towards internationalisation throughout the period under review. International meetings to discuss the accreditation of veterinary education were held between 1999 and 2007. Quality assurance of veterinary education had been a matter of international debate for several years, with the World Veterinary Association propagating a global accreditation mechanism for veterinary institutions. In 2007, the SAVC was invited for the first time to participate in the discussions and was represented by Prof GE Swan. The meeting in 2007 led to the first combined site visit in 2009 of the Murdoch University, School of Veterinary and Biomedical Science, Perth, Australia, by representatives of the American Veterinary Medical Association (AVMA) Council on Education of the RCVS and the AVBC.

In October 2009, Prof GE Swan was an invited speaker at the global workshop in Paris, France, at which the deans of veterinary training institutions and key national animal health policy makers from all over the world exchanged their views on veterinary training.

A very significant achievement during the period under review was the recognition by the World Organisation for Animal Health (OIE) in May 2009 of the Faculty and its consortium partners as a collaborating centre for training in integrated livestock and wildlife health and management. The OIE's collaborating centres were centres of expertise in a specific designated sphere of competence relating to the management of general questions on animal health issues. Being recognised as a collaborating centre had a significant impact on the standard of training and level of expertise with regard to livestock and wildlife health and

332 In 2010, a proposal was formulated for creating a specialised recruitment post at the Client Service Centre (CSC) of the University of Pretoria that would be specifically earmarked to cater for the needs of the Faculty by assisting in increasing the number of students from specifically identified population groups.

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management in the region and internationally.

The Faculty concluded formal agreements for international collaboration with the universities of Utrecht (The Netherlands), Oslo (Norway), California – Davis (USA), the Institute for Tropical Medicine (Antwerp, Belgium) and the University of Bologne (Italy). These agreements facilitated the exchange of students and staff members, as well as collaboration in specific research areas. These activities contributed substantially to the improvement of the Faculty's research output.

For many years, Faculty Day represented the focal point of the Faculty's academic year, serving as a platform for showcasing its research activities to colleagues and peers. Both oral and poster presentations were delivered, and a prominent speaker was invited to present the Sir Arnold Theiler Memorial Lecture. As an example, in 2009, Prof PC (Peter) Doherty, the first and – to date – the only veterinarian to have been awarded a Nobel Prize (in physiology or medicine) presented the lecture.

Staff of the Faculty received several awards during the period under review. In 2006, Prof GE Swan received the prestigious Sasol Vulture Conservationist of the Year Award for 2005. In 2007, Prof JAW (Koos) Coetzer received the Chancellor's Award for Teaching and Learning and Prof RM (Robert) Kirberger received the University's Exceptional Academic Achiever Award. In 2008, the University conferred an honorary doctorate on Dr RD (Rudolph) Bigalke and Prof TS (Theunis) Kellerman for their significant contributions to veterinary science. In 2008, Prof IG (Ivan) Horak received the Theiler Memorial Trust Medal for excellence in veterinary science. This was the highest veterinary award that could be bestowed on an individual. He also received an honorary doctorate from the University of the Free State for his published works on ticks over the past 20 years. In 2009, the Faculty conferred an honorary doctorate on Dr TW (Theunis) Naudé. Prof JN (Kobus) Eloff received the Gold Medal for Scientific and Technical Achievement of the Suid-Afrikaanse Akademie vir Wetenskap en Kuns for his work done in the field of medicinal plants. In 2008, Prof JP (Johan) Schoeman received the University's Exceptional Young Researcher Award. Prof V (Vinny) Naidoo received the same award in 2009. Prof BL (Banie) Penzhorn received the highest accolade of the South African Veterinary Association (SAVA), the Gold Medal, in 2009.

Students on the Onderstepoort Campus were fully serviced locally on this campus by the Division of Student Administration under Ms HC (Riana) Snyman and a staff component of four to five ladies. Students also had their own library on campus, the Jotello F Soga Library, a branch library of the University's Department of Library Services.[333]

During the period under review, the library implemented various electronic products and services, which significantly changed the way in which students and staff used the library. Academic staff members of the Faculty were supported in their teaching and learning tasks by the services of an education consultant,[334] assigned to the Faculty from the Department for Education Innovation. The Faculty's Human Resources Division was also decentralised to the Onderstepoort Campus, with Ms EC (Bets) van Heerden as Head: Human Resources throughout the period under review.

A Division of Marketing and Communication for the Faculty was established for the first time in November 2003 with Mr CJ (Chris) van Blerk as Head: Marketing and Communication. The *OP News* originated as a newsletter in 2001, with Prof Brough (RI) Coubrough and Prof KP (Ken) Pettey as consecutive editors.

Several of the Faculty's facilities were upgraded during the period under review. In 2002, the computer laboratory was completely separated from the Faculty's library, and expanded. In the process, the upper level of the library was revamped.

A number of initiatives were launched to support students in their curricular and non-curricular (holistic) development. A leadership management awareness programme was presented to BVSc II and DVN I students at the beginning of the academic year.

The Onderstepoort Veterinary and Paraveterinary Student Committee (OPVSC) was a fully recognised student body of the University of Pretoria, which enjoyed the same status and privileges as any other recognised faculty house of the University. The House Committee of the Onderstepoort Residence was also part of the OPVSC, and looked after the affairs and interests of the residence students. It won the University's Faculty House of the Year Award in 2007 and 2009, and was awarded the Student Representative Council (SRC) Award for an outstanding project delivered to the student community in 2008.

The chairperson of the OPVSC was assisted by about seven other members representing various portfolios. The faculty house administered 17 clubs and societies for students on the Onderstepoort Campus during the period under review.

Another student association, the Postgraduate Student Association (PGSA) represented all postgraduate students of the Faculty. It originated as an informal group of postgraduate students in 2006/07 that organised events for postgraduate students, and was formalised and recognised by the Faculty in 2008. Prof JAW Coetzer was the patron of the association from the time of its inception.

During the period under review, the Faculty's community engagement went from strength to strength under the leadership of Prof CME (Cheryl) McCrindle (until 2008) and Dr Q (Quixi) Sonntag (after 2008). These activities included academic service learning or community-based education initiatives and community service outreach activities.[335]

Academic service learning or community-based education initiatives included the following:

- A weekly ambulatory clinic to Makapanstad, Ratjiepan, Hammanskraal and the surrounding areas by the Department of Production Animal Studies to offer primary animal health care services, mainly to production animals, but also to rural dog owners. Ambulatory herd visits were organised to assist small-scale and emerging pig farmers in Oskraal and Winterveld in North-West.
- A community engagement project to Rust de Winter, which involved all registered veterinary students, was fully integrated into the undergraduate model in Applied Veterinary Public Health and Epidemiology.
- The provision of services at the Hluvukani Animal Health Centre, located in the Mnisi Traditional Authority's tribal area of the Bushbuckridge Local Municipal area adjacent to the Kruger

333 See Chapter 5.16: Department of Library Services.

334 The education consultant at Onderstepoort, as well as in the Faculty of Health Sciences, was Dr G (Glynis) Pickworth (from 1997 to 2006), after which she was succeeded by Dr E-M (El-Marie) Mostert.

335 Also see Chapter 3.5.3: Community engagement at UP.

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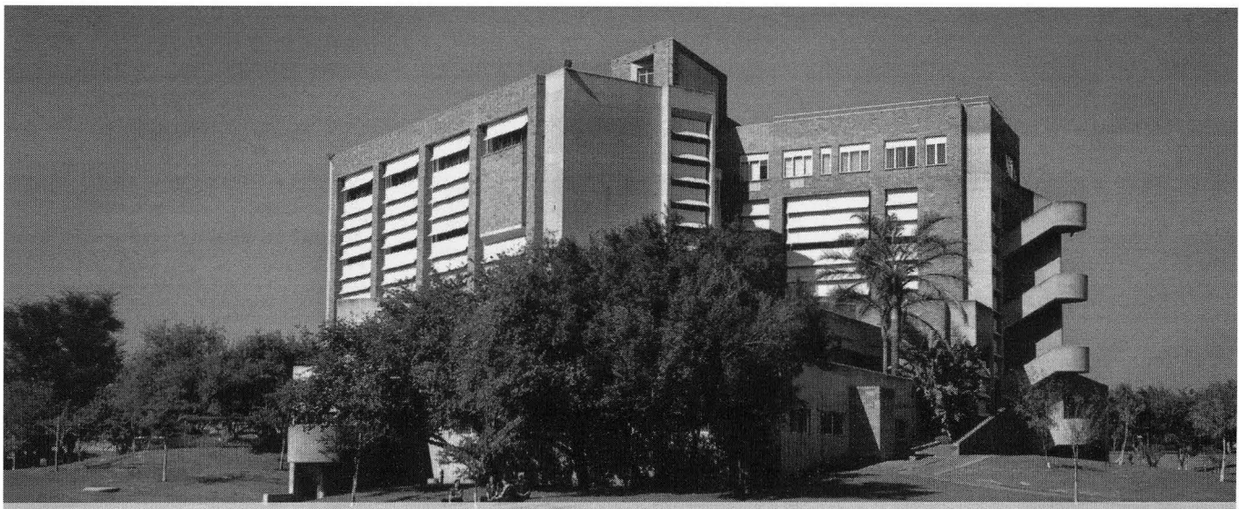

The Arnold Theiler Building on the University of Pretoria's Onderstepoort Campus.

National Park's Orpen gate. This was a joint venture with the Mpumalanga State Veterinary Department. Clinical services were offered to the local population on an ongoing basis, including an ambulatory service that attended to the needs of local stock farmers.

- The Mnisi Community Programme, which was closely associated with the Hluvukani Animal Health Centre. This was a research and development programme that aimed to promote research-based community engagement activities that could facilitate sustainable community development.

Community service outreach activities included the following:

- Courses presented during the entire period through the K Birch Trust Fund, which linked small-scale and emerging farmers, through their animal health technicians, with veterinary research.
- The Calvinia outreach project in 2002, in which staff of the Department of Companion Animal Clinical Studies assisted the local community with the sterilisation of dogs.
- The Loate Community Veterinary Clinic, which was started in 2004 as part of a SAVA initiative to provide primary veterinary health care to previously disadvantaged communities who had limited or no access to basic veterinary services.
- The veterinary nursing project in Tembisa in 2004, where DVN students visited this rural area to help with a one-day outreach project.
- An outreach to Lesotho in 2006, where students from the Faculty collaborated with medical students from the University of the Free State to care for this country's Basotho ponies.
- The Sun City feral cats project in 2008, where the Department of Paraclinical Sciences assisted the Sun City Resort, near Pilansberg in North-West, with the control of feral cats at the resort.

Prof Gerry Swan
Dean: Veterinary Science

*Table 4.9: Comparison of the number of contact students in the Faculty of Veterinary Science between 2001 and 2009**

FACULTY OF VETERINARY SCIENCE							
	Race	2001*			2009		
		Male	Female	Total	Male	Female	Total
Undergraduate	*African*	21	9	**30 (6%)**	15	11	**26 (4%)**
	Coloured	5	6	**11 (2%)**	2	6	**8 (1%)**
	Indian	14	24	**38 (7%)**	6	20	**26 (4%)**
	White	153	312	**465 (85%)**	155	405	**560 (91%)**
Total		**193 (35%)**	**351 (65%)**	**544 (100%)**	**178 (29%)**	**442 (71%)**	**620 (100%)**
Postgraduate	*African*	22	8	**30 (22%)**	69	43	**112 (40%)**
	Coloured	2	0	**2 (2%)**	3	0	**3 (1%)**
	Indian	2	0	**2 (2%)**	3	12	**15 (5%)**
	White	55	44	**99 (74%)**	63	86	**149 (54%)**
Total		**81 (61%)**	**52 (39%)**	**133 (100%)**	**138 (49%)**	**141 (51%)**	**279 (100%)**

* *The figures for 2001 include the students originally registered with the Medical University of South Africa (Medunsa) prior to the amalgamation in 1999.*

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4.10.2 DEPARTMENT OF ANATOMY AND PHYSIOLOGY

The consolidation of the former departments of Anatomy and Physiology in 2002 brought about the establishment of a new Department of Anatomy and Physiology. The Electron Microscopy Unit (EMU) was also incorporated into this new department following the rationalisation that formed part of the establishment of the new Faculty of Veterinary Science.[336] Prof HB (Herman) Groenewald was Head of the Department of Anatomy until 2001, and was subsequently appointed Head of the new Department of Anatomy and Physiology. By 2009, the Department had four professors, two associate professors and eight members who boasted a doctorate.

During the period under review, the EMU offered a virology and pathology diagnostic service on the Onderstepoort Campus and to the greater veterinary community. It also provided research support and training to undergraduate and postgraduate students and staff. Several postgraduate students and postdoctoral fellows from countries such as Nigeria, Mozambique, Sudan and Tanzania were trained in sample preparation and electron microscope operation. Research areas in which the EMU was included were the blood cell morphology, organ morphology and sperm morphology of various animal species, viral and parasitic infections in several animals, and pathology case reports. These research activities resulted in 15 publications and 26 paper and poster presentations at scientific congresses.

During the period under review, staff of the Department contributed to developing curricula for the new BSc and BVSc degree programmes that were being implemented. The Department's teaching methods were also revisited, and Dr MR (Martina) Crole developed two teaching CDs and posters that could be used in class as part of the academic programme to help students better understand veterinary anatomy. These materials also helped relieve the heavy teaching load in the Department.

The Anatomy Section was involved in research into the reproductive biology of the sexually mature ostrich and emu. Although these birds were both ratites, their reproductive biology differed significantly. Both animals made a major contribution to the economy. Prof M-CN (Mary) Madekurozwa, who specialised in this research topic, was named as one of the Faculty's top ten researchers a number of times. Prof TA (Tom) Aire was asked to review and rewrite two chapters of *Reproductive biology and phylogeny of birds*.

In addition to studies related to the growth and nutrition of these ratites, the Department expanded its research on wildlife anatomy to include studies on various aspects of the anatomy of the crocodile, African buffalo, warthog and elephant. Research into small ruminants expanded into the field of behaviour and food selection in indigenous goats, while still retaining some emphasis on the water and nitrogen balance. Researchers also studied the reproductive anatomy and biology of the Japanese quail, turkey, vulture, the greater cane rat and the African giant rat in collaboration with visiting students and lecturers.

Prof JG (Johnny) van der Walt, as Head of the Physiology Section, spent much of his time promoting research in veterinary physiology until he passed away in 2004.

The Department had firm research and teaching partnerships with a number of well-known overseas universities, including the University of Veterinary Medicine in Vienna, the Faculty of Veterinary Science at the Swedish University of Agriculture, Utrecht University in The Netherlands, the University of Ibadan in Nigeria, the University of Agriculture in Abeokata, Nigeria, Sokoine University of Agriculture in Tanzania, the Eduardo Mondlane University in Mozambique, and the College of Veterinary Medicine and Animal Production at the Sudan University of Science and Technology.

For a number of years, lecturers from the Department went to teach for a month at the Department of Anatomy and Physiology at the Swedish University of Agricultural Sciences in Uppsala, Sweden, while some of the lecturers of the Swedish University visited the Faculty as part of the Linnaeus-Palme Swedish Exchange programme. Colleagues from the University of Veterinary Medicine in Vienna visited the Department annually to do research and brought some of their students with them to do research on various anatomical aspects of the African elephant.

Since 2008, the Anatomy Section expanded its service rendering by building skeletons of various species for veterinarians, schools and the public. The section also cleaned, defatted and mounted bones. Specimens were embalmed and placed in Perspex containers on request. More students and veterinarians realised the value of a good personal bone collection for future use.

4.10.3 DEPARTMENT OF COMPANION ANIMAL CLINICAL STUDIES

The consolidation of the former departments of Companion Animal Medicine and Companion Animal Surgery at the end of 2001 brought about the establishment of the new Department of Companion Animal Clinical Studies.[337] The Department engaged in undergraduate and postgraduate didactic and clinical teaching and research in small animal (dogs and cats) medicine and surgery, equine medicine and surgery, diagnostic imaging, anaesthesiology and clinical pathology, as well as animal behaviour and nutrition, dentistry and ophthalmology.

Prof P (Piet) Stadler was appointed as Head of this newly formed Department and remained at the helm until June 2009. He was succeeded by Prof JP (Johan) Schoeman who, after serving as Acting Head of Department for a few months, was appointed to this position in November 2009. In addition, the senior academics during the period were Prof RM (Robert) Kirberger, Prof JS (Koos) van den Berg (until 2004) and Prof F (Fred) Reyers.

Following the retirement or resignation of a large number of senior staff members, the Small Animal Medicine, Small Animal Surgery, Clinical Pathology, Equine Medicine and Equine Surgery sections were run by relatively junior staff members. Despite their valiant efforts, they were, at that stage, unfortunately unable to establish successful research tracks. This was largely due to the excessive teaching burdens that came about as a result of the newly amalgamated Faculty, with demanding clinical workloads.

Despite these obstacles, the Small Animal Medicine, Diagnostic Imaging and Anaesthesiology sections managed to maintain and obtain reaccreditation of their specialist programmes with their respective European colleges during this period. An exceptionally high standard of undergraduate teaching and clinical training, as well as postgraduate students studying towards specialisation, was also maintained throughout the period. This was evident in the number of postgraduate students obtaining

336 The Electron Microscopy Unit was initially established in the Faculty in 1976 and refurbished in 1991.

337 This large new department had 37 academic staff members, seven specialist training residency positions, three veterinary interns and five laboratory staff members.

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international specialist qualifications and the fact that both Prof RM Kirberger and Prof JP Schoeman were invited to serve on the European specialist examination committees of their respective fields. These were significant achievements, as they strengthened the Department's international competitiveness and attracted postgraduate students from abroad.

At the end of the period under review, seven members of staff were either American or European Board-certified specialists: a testimony to the high level of clinical acumen in the Department. Senior staff members endeavoured to maintain a high level of research output and their efforts were recognised by both the University and the South African Veterinary Association (SAVA).

Most notably, Prof RM Kirberger received a C1 rating from the National Research Foundation (NRF), as well as the University's Exceptional Academic Achiever Award in 2007 and the SAVA President's Award in 2009 for his outstanding contribution to veterinary science imaging. Prof JP Schoeman received the University's Exceptional Young Researcher Award in 2008.

During the period under review, the Department delivered 33 specialist veterinarians to the profession, who obtained MMedVet degrees. It also awarded four MSc degrees and two PhDs.

The Department later engendered excitement on the research front by increasingly playing on its strengths. Research on uniquely South African diseases resulted in invitations to present its findings at international conferences, the publication of papers in eminent international scientific journals and recognition by the NRF. At the end of the period under review, the Department was focused on strengthening existing collaborative research efforts and exploring new avenues for collaboration with international experts from various disciplines. The unique and large case load presented to the Onderstepoort Veterinary Academic Hospital (OVAH) lent itself to investigations of carcinogenesis, thrombosis, survival in sepsis, equine colic and critical care, thereby addressing very relevant and pressing issues in human medicine as well.

As part of the Department's commitment to the broader community, it continued to provide an outpatient clinic to neighbouring pet owners and a referral service, as well as continuing education courses to practising veterinarians.

4.10.4 DEPARTMENT OF PARACLINICAL SCIENCES

The Department of Paraclinical Sciences was formed in May 2001 following restructuring at the Faculty. Prof GE (Gerry) Swan was appointed as the first Head of Department. He was succeeded by Prof CJ (Christo) Botha when Prof GE Swan was appointed Dean of the Faculty in 2005. In 2002, Prof JN (Kobus) Eloff and his Phytomedicine Research Group were transferred from the Department of Pharmacology in the School of Medicine, Faculty of Health Sciences, to the Faculty of Veterinary Science, thereby adding a new approach to his research, ethnoveterinary medicine. Although each individual section, as well as the Phytomedicine Programme, was responsible for the maintenance and development of its own respective discipline, they functioned as a unit in pursuing the departmental vision.

Pathology Section

The Pathology Section was headed by Prof L (Leon) Prozesky. It offered a comprehensive diagnostic service that encompassed the macro- and microscopical examinations of a variety of species, including companion animals, food-producing animals, exotic species, wildlife and equines. The establishment of an immunohistochemistry laboratory during the period under review made a significant contribution to the diagnoses of important infectious diseases such as African horse sickness and Rift Valley fever. Apart from the latter diseases, a number of other diagnostic tests were developed under the supervision of Dr SJ (Sarah) Clift.

During the period under review, the Pathology Division of the Onderstepoort Veterinary Institute (OVI) closed down, resulting in a significant increase in the number of post-mortem examinations conducted at the Faculty. However, this provided much-needed material for student training. In view of the deterioration in services provided by provincial diagnostic laboratories, it was decided to establish a Pathology Centre of Excellence with IDEXX (a private veterinary pathology laboratory) where the University, the private sector and government could work together to provide a sustainable, cost-effective service. This alliance assisted with the establishment of a nucleus of pathologists with a wealth of urgently needed expertise in South Africa.

The undergraduate curriculum was restructured with more emphasis on macropathology. There was a steady increase in the number of postgraduate students and, as was the case with the undergraduate curriculum, changes were made to bring the MMedVet (Pathology) qualification in line with international requirements and to equip students with more locally relevant knowledge. The Pathology Section liaised closely with local universities and the private sector, as well as universities abroad to expand the research programme, with an emphasis on food-producing animals.

Pharmacology Section

The Pharmacology Section was headed by Prof CG (Colin) Cotton. Prof V (Vinny) Naidoo was appointed in 2002 to succeed Dr R (Ronette) Gehring and took over the pharmacokinetic and pharmacodynamic research responsibilities. The vacancy created with the appointment of Prof GE Swan as Dean of the Faculty was filled by Dr LJ (Leon) Venter in 2008 to further the much-needed wildlife acumen in the Department. On the international front, close ties were forged with researchers at Louisiana State University in the USA. An important international research project was the investigation of vulture mortalities in South Asia in collaboration with the Royal Society for the Protection of Birds in the United Kingdom, the Indian Veterinary Research Institute and the Vulture Unit at De Wildt.[338]

Toxicology Section

The Toxicology Section was headed by Prof CJ Botha. The initial research focus during the period under review was on poisonous plants. Plant poisoning of livestock was of economic importance to both commercial and subsistence farmers. In addition, studies were conducted to investigate new or lesser-known plant poisonings in livestock.

In 2003, Dr JG (Jan) Myburgh was appointed to concentrate on environmental toxicology and ecosystem health. The section was involved in a regional collaborative environmental toxicology project to develop biomarkers to assess pollution in aquatic ecosystems. The project was sponsored by the Norwegian Programme for Development, Research and Education (NUFU).

Veterinary Public Health Section

The Veterinary Public Health Section was headed by Prof CM (Tubby) Veary. Following his retirement in 2004, Prof CME (Cheryl) McCrindle took

338 The research of Prof GE (Gerry) Swan, Prof V (Vinny) Naidoo and co-workers identified the danger of the use of a specific anti-inflammatory drug used in cattle. By using local vulture species as models, they identified a safe alternative drug therapy, contributing to the conservation of an endangered species.

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over the responsibilities of Head of the Section. It focused on the food safety and public health aspects of veterinary science and conformed to the philosophy of the so-called "One Health" concept.

Phytomedicine Programme

The Phytomedicine Programme went from strength to strength. Although the University only appointed Prof JN Eloff on a contract basis, this relatively large research group consisted of master's and doctoral degree students, as well as research and postdoctoral fellows. The programme's aim was to use compounds in plant extracts to treat microbial or parasitic infections in animals, humans and plants. Phyto- and ethnoveterinary medicine was identified as one of the Faculty's core research themes. The group organised the World Conference on Medicinal and Aromatic Plants (WOCMAP) in 2008, as well as several international workshops on methods in plant-based veterinary medicine. A highlight was the production of the first African Herbal Pharmacopoeia. The European Union (EU) sponsored the project. The National Research Foundation (NRF) designated the group as a Research Niche Area and it received financial support for a five-year term. It also produced several patents and two commercialised products.

4.10.5 DEPARTMENT OF PRODUCTION ANIMAL STUDIES

Prof GH (Gert) Rautenbach was Head of the Department of Production Animal Studies from the beginning of the period under review, and was succeeded by Prof PC (Pete) Irons during 2009. The Department comprised six sections: Animal Production and Ethology, Epidemiology, Herd Health, Poultry, Production Animal Clinics and Reproduction.[339] In 2005, the Department incorporated the academic programmes and staff of the former Veterinary Wildlife Unit in support of the Faculty's newly established Centre for Veterinary Wildlife Studies.

The Animal Production and Ethology Section, together with the Herd Health Section, was responsible for undergraduate training in animal production, the ethology of production animals and the herd and flock health aspects of bovines, small stock and swine. The Herd Health Section was also responsible for the Faculty's Milk Laboratory, which focused on the hygiene and public health aspects of bovines, including mastitis and veterinary epidemiology.

The Epidemiology Section was responsible for undergraduate and some postgraduate teaching modules in veterinary epidemiology. It was the only section in the Department not involved in ongoing clinical teaching.

The Poultry Section was responsible for the undergraduate teaching of poultry science. Staff members were also involved in the Poultry Reference Laboratory, which provided a veterinary diagnostic and laboratory service to the South African poultry industry.

The Production Animal Clinics Section was responsible for the formal teaching of the medicine and surgery of production animals, as well as clinical experiential training in production animal medicine and surgery in the Onderstepoort Veterinary Animal Hospital (OVAH).

To promote integrated learning, the Department introduced a Production Animal Block system in 2008 and 2009. The bulk of the compulsory production animal activities took place in blocks of six rotations (over 12 weeks). Students had to build up a portfolio of evidence of achievement of the core competencies and additional competencies.

The Reproduction Section was responsible for undergraduate, postgraduate and specialist training in the reproduction of all domestic animals and that of wildlife, as well as the General Nursing and Reproductive Nursing modules. It was the only section in the Department involved in companion animals (equines and small animals). It was recognised as a postgraduate specialist training centre by the European College for Animal Reproduction.

Laboratory diagnostics constituted an excellent example of the combination of teaching and research material on the one hand and service rendering on the other. In addition to the Milk Laboratory, the Department also hosted the Endocrine Laboratory, and the In-vitro Fertilization and Semen laboratories. The Department was the main user of the teaching animals kept by the Onderstepoort Teaching Animal Unit (OTAU) that were used for the teaching of animal handling and behaviour, procedures and examination skills.

The South African Veterinary Council (SAVC) was responsible for determining the minimum standards for the training of people who wished to register in any of the recognised veterinary and paraveterinary professions. Between 2005 and 2009, monitors appointed by the SAVC evaluated 10 of the Department's 13 undergraduate modules. Generally, the reports indicated adequate compliance for professional registration purposes.

The Department's research outputs showed an encouraging increase during the period under review. This was evident in the dramatic increase in the average subsidy units per academic staff member.

The Department's relative ranking in the Faculty also improved from last to third and several staff members received recognition within the Faculty. Among others, epidemiology was singled out as a capacity in which the Department was particularly strong, and which was a productive area of research.

As from 2007, there was a noticeable increase in registered postgraduate and PhD students. Staff members authored and co-authored 127 scientific papers that were published in peer-reviewed journals, while 92 articles were published in other journals. The average figure for units earned per year increased from 0.26 in 2005 to 0.64 in 2009.

A number of contract research projects were performed for industry, and several research projects were undertaken in collaboration with members of other academic departments and centres in the Faculty. Research collaborations were also initiated or maintained with national and international partners.[340]

During the period under review, the Department served a number of communities and consumers[341] as a secondary activity to its teaching and learning, and research activities.

4.10.6 DEPARTMENT OF VETERINARY TROPICAL DISEASES

The Department of Veterinary Tropical Diseases conducted important research and provided top-quality education and

339 Five of the six sections had clinical duties, which entailed the rendering of an ongoing service to the community with the primary objective of generating material for teaching purposes.

340 These research partners included Texas A&M University in the USA, Utrecht University in The Netherlands, the Department of Large Animal Reproduction at the Vetsuisse Faculty of the University of Zurich in Switzerland, the Institute of Virology at the University of Zurich, the University of Cape Town Institute for Sports Medicine, the University of the Western Cape, South African National Parks (SANParks), the Department of Agriculture, Forestry and Fisheries (DAFF), the Mpumalanga Tourism and Parks Board, the Agricultural Research Council (ARC), the Onderstepoort Veterinary Institute (OVI), Mpumalanga Veterinary Services, the National Zoological Gardens, the Milk Producers' Organisation, the Peace Parks Foundation and the Mnisi Traditional Authority.

341 These included livestock and pet owners at Onderstepoort and satellite facilities, the commercial farming sector countrywide, the veterinary profession in South Africa and relevant government departments.

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related services in veterinary tropical animal health and management, with a special focus on infectious and parasitic diseases in sub-Saharan Africa. The Department comprised two divisions: Microbiology and Parasitology, supported by three well-equipped and highly efficient main laboratories: Microbiology (bacteriology, virology and serology), Parasitology (helminthology, protozoology and ecto-parasitology), and Molecular Microbiology and Parasitology.

The Department was expanded in July 1999 under the leadership of Prof JAW (Koos) Coetzer as Head of Department. He served in this capacity until beyond 2009.

During the period under review, the Department experienced significant growth in the number of staff members, postgraduate students and research outputs. The number of postgraduate students varied from year to year, and by 2009, 87 students were registered. During the period under review, 46 research-based MSc, 18 web-based MSc (Veterinary Tropical Diseases) and 14 PhD candidates successfully completed their studies.

The Department offered a research-based MSc (Veterinary Science), as well as a primarily web-based MSc (Veterinary Tropical Diseases) degree. The latter was implemented in 2005. Students could also enrol for a PhD degree in all disciplines. The web-based MSc programme was a unique product developed in collaboration with the Institute of Tropical Medicine (ITM) in Antwerp, Belgium, and Utrecht University in The Netherlands. It was of great value for candidates from developing countries where transboundary diseases were often the biggest constraint to socio-economic development.

The Department's research focus had a strong emphasis on the molecular epidemiology, diagnostic test development and molecular characterisation of zoonotic diseases, blood parasitic diseases, and orbiviral diseases of livestock, wildlife and companion animals, such as blue tongue, African horse sickness and Rift Valley fever. The Department's research became divided into four themes: vector-borne protozoal and rickettsial diseases, viral diseases, bacterial diseases and helminth infections. During the period under review, staff members produced 391 papers and attended several congresses, locally and abroad.

Between 2001 and 2009, staff members not only received recognition in the Faculty for their research excellence, but also received several national and international awards.[342] Dr D (Darryn) Knobel received the University of Edinburgh's Centre for Infectious Diseases Ker Memorial Prize for outstanding research in infectious diseases by a PhD candidate in 2008. Prof AL (Anita) Michel received the Agricultural Research Council (ARC) President's Award for important contributions to the advancement of diagnostic services. Prof M (Moritz) van Vuuren and Dr JE (Jan) Crafford received a Joint Teaching Innovation Award from the University in 2002. Prof JAW Coetzer was elected President of the Association of Institutes of Tropical Veterinary Medicine (AITVM) in 2007. In 2007, he also received the University's Laureate Certificate for Education Innovation. In 2008, he received the University's Chancellor's Award for Teaching and Learning.

During this period, the following staff members received National Research Foundation (NRF) ratings: Prof BA (Basil) Allsopp (B1), Prof BL (Banie) Penzhorn (B3), Prof M van Vuuren (C2), Prof JDF (Joop) Boomker (C2) and Dr NE (Nicola) Collins (C3).

In their quest to become internationally competitive, the Department formed strategic alliances with the Faculty of Veterinary Medicine of Utrecht University in The Netherlands, the Department of Animal Health at the ITM in Antwerp, Belgium, and the School of Veterinary Medicine at the University of California – Davis, USA. This, as well as several other collaborations, resulted in an array of collaborative projects and substantial external funding.

The partnership with the ITM, one of the world's leading institutions for training, research and assistance in tropical medicine and health care in developing countries, started in 2002. It was funded under the Belgian Framework Agreements between the Directorate-General for Development Cooperation (DGDC) and the ITM.

In 2006, the Department, together with its consortium partners, was awarded a tender for the Promotion of Regional Integration project in the Southern African Development Community (SADC) Livestock Sector. It was also awarded a BioPAD project by the Department of Science and Technology (DST) for the development of a Molecular Diagnostic Test Kit for Tick-borne Pathogens from 2004 to 2006.

The major outcome of the project was the development and validation of a real-time polymerase chain reaction (PCR) assay for the detection of *Theileria parva*.

The Department was also awarded an NRF Research Niche Area in molecular studies of infectious and parasitic diseases of animals in 2006. The scientific focus of the research programme was directed towards molecular genetic studies of micro-organisms that cause diseases of socio-economic importance in animals in southern Africa. This very successful programme included research projects on the molecular genetic studies of several important disease-causing agents of domestic livestock.

4.10.7 ONDERSTEPOORT VETERINARY ACADEMIC HOSPITAL

At the turn of the century, the Onderstepoort Veterinary Academic Hospital (OVAH) focused on consolidating the many successes of the previous decade, while at the same time endeavouring to further improve client service and financial sustainability.

It made great strides in community engagement by starting a mobile clinic in January 2002. This clinic operated from the Production Animal Clinic to provide services to the greater Hammanskraal community. The Hluvukani Animal Health Centre was opened in October 2008 in collaboration with Mpumalanga Veterinary Services in the Mnisi Traditional Authority's tribal area close to the Kruger National Park. This extended the availability of veterinary clinical services to communities that were previously deprived of such services, thus promoting the image of the veterinary science profession.

Efforts to obtain additional income culminated in two new auxiliary services. The Mog-n-Mutt pet food shop was opened in 2003 and sold top veterinary brands of dog and cat food to staff, students and the public. In 2009, the Animal Rehabilitation Unit was established to provide physical therapy for surgical and other animal patients.

The most significant structural change to the hospital during the period under review took place during 2002/03 when a new roof was fitted due to ongoing rainwater leakage through the existing roof.

342 In addition, Prof BL (Banie) Penzhorn received the Gold Medal of the South African Veterinary Association (SAVA) in 2009. He also received the University's Exceptional Academic Achiever Award in 2008. Dr JA (Jan) van Wyk (2003), Prof BL Penzhorn (2006) and Prof JDF (Joop) Boomker (2005) received the Parasitological Society of Southern Africa (PARSA) Elsdon-Dew medal for their contributions to parasitology in Africa. Prof IG (Ivan) Horak received a SAVA Research Award in 2002, the University of Pretoria's commemorative Centenary Research Medal in 2008 and the Theiler Memorial Trust Award for excellence in veterinary science in 2008.

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A smaller, but nevertheless important, renovation was the conversion of the existing under-utilised space to house the Animal Rehabilitation Unit. This also necessitated the building of an additional room to contain the new hydrotherapy pool. Equipment upgrades for the Diagnostic Imaging Section became mandatory by the last quarter of the period under review due to aged machines and the unavailability of spare parts. Early 2007 saw the existing conventional hard copy radiographs replaced by a digital radiography system.

This was followed later in the year by the acquisition of a Siemens computerised tomography (CT) scanner that was installed on the premises that housed a defunct gamma camera. In March 2008, a new gamma camera was purchased, which was installed behind the CT room in space acquired by converting several bovine stables. Finally, in July 2009, the 17-year-old large animal X-ray machine was replaced, as it was no longer repairable.

The South African Veterinary Council (SAVC) inspected the hospital in May 2006 as part of its accreditation visit to the Faculty. International evaluators from Australia and the United Kingdom joined the SAVC team. Their report confirmed OVAH's high standard of training and commended its infrastructure and facilities.

In 2007, the hospital celebrated its 200 000th patient to be recorded on the computer system since the system's inception in 1998. Annual total patient numbers remained reasonably stable during the period under review, although the global economic downturn made its presence felt as there was clearly less disposable income available to many regular clients of the hospital.

Staff numbers remained stable, but several changes occurred at senior staff level. A liaison and communication post was created in 2007 to service the hospital's client liaison needs and assist the Faculty's Marketing and Communication Division.

The most notable change, however, was the retirement of Prof P (Paul) Bland-van den Berg in April 2008 due to ill health. He had built a lasting legacy during his two-decade tenure, initially as Deputy Dean responsible for the hospital, and later as Director: Clinical Services. Dr H (Henry) Annandale accepted the position of Director: Clinical Services in July 2008. By December 2009, the staff complement stood at 82 and comprised 30 nursing posts, 14 administrative/technical posts and 38 support service posts.

Of the many challenges facing the OVAH, two of the most pressing ones were maintaining a competitive edge over increasingly sophisticated private practice competition and continuing to provide world-class infrastructure in support of the training of sufficient veterinary and paraveterinary professionals to meet the needs of South African society.

4.10.8 FACULTY CENTRES AND UNITS

4.10.8.1 ONDERSTEPOORT TEACHING ANIMAL UNIT

Originally, each academic department in the Faculty kept its own animals for teaching purposes. After the amalgamation of the faculties of veterinary science of the Medical University of South Africa (Medunsa) and the University of Pretoria, a decision was made to amalgamate the various animal sections into one unit. The Onderstepoort Teaching Animal Unit (OTAU) provided the animals required by academic departments to teach a wide variety of skills, procedures and techniques to students in undergraduate and postgraduate programmes, as well as in the Faculty's diploma courses. The OTAU was established to facilitate the availability of teaching animals in the most cost-effective and animal-friendly environment.

The OTAU kept approximately 50 horses, 50 cattle, 50 sheep, 25 pigs and 25 dogs. Although it initially had a manager, supported by a veterinary nurse and a farm manager, restructuring took place, and the management team comprised a production animal manager, a companion animal manager and a farm manager, while the day-to-day care of the animals was left in the hands of a team of eight animal caretakers.

Mr P (Piet) Schoeman was the first manager of the OTAU. He served in this position until 2004,[343] and was succeeded by Dr P (Paul) van Dam, who served in this position from December 2005 until April 2006 in a full-time capacity and until February 2008 in a part-time capacity after he took up the position of Faculty Manager. Ms H (Heleen) Els took over as manager in March 2008.

4.10.8.2 EQUINE RESEARCH CENTRE[344]

The primary focus of the Equine Research Centre was to improve the health and welfare of thoroughbred horses through focused research and the provision of services required by the industry. Its facilities, which were provided by the University, consisted of offices and three laboratories, including a Sport Medicine Laboratory, support facilities and stables. The Sport Medicine Laboratory consisted of a high-speed treadmill with diverse equipment for evaluating the cardiac, lung, metabolic and locomotor functions of horses under investigation. The Centre's priority research focus areas were equine infectious diseases, equine sports medicine, and equine management and welfare. Research activities on equine infectious diseases were conducted in collaboration with researchers from the Department, using jointly supported laboratory facilities and staff. At the end of the period under review, collaborative research activities were underway with researchers from the University of California – Davis and Merial SAS.

In 2009, the majority of the Centre's research efforts on equine sports medicine focused on exercise-induced pulmonary haemorrhage. This collaborative work was done in conjunction with researchers from the Ohio State University, Colorado State University and the University of Melbourne. Highlights include a collaborative study between the three universities. The study found that the use of furosemide for racehorses decreased bleeding in their airways. The South African Furosemide Efficacy (SAFE) study involved 167 horses that were randomly allocated to race in two races, a week apart, in the same field and the same distance under typical South African racing conditions. Before this study there was no conclusive evidence that furosemide was effective in preventing or limiting lung bleeding. The Director of the Centre, Prof AJ (Alan) Guthrie, together with a group of international collaborators from Canada, France and California, among others, developed and preliminarily tested a new vaccine against serotype 4 of African horse sickness. The new vaccine was a recombinant canarypox-vectored vaccine that circumvented some of the problems experienced with previous African horse sickness vaccines.

4.10.8.3 VETERINARY GENETICS LABORATORY

The amalgamation of the faculties of the University of Pretoria and the Medical University of South Africa

343 Before the appointment of Dr P (Paul) van Dam in this position, it was managed by the Faculty Manager, Mr F (Francois) Nel.

344 The Equine Research Centre was established in 1990 by the Faculty, the former Transvaal Provincial Administration (TPA) and the horse racing industry. Prof AJ (Alan) Guthrie was appointed as professor and was the Centre's first Director. Initially, the Centre was administered by a management committee that represented the TPA, the University and the Highveld Racing Authority. Since the formation of Racing South Africa (Pty) Ltd (an umbrella body that represented racehorse owners, breeders and operators), the management committee consisted of Racing South Africa and the University's representatives.

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(Medunsa) in 1999 and the concomitant reorganisation of the Faculty introduced a new focus in the Equine Research Centre's activities and new personnel.[345]

The Blood Group Laboratory of the former Department of Veterinary Ethology was incorporated into the Centre and, in association with the National Horse Racing Authority of Southern Africa (formerly the Jockey Club of Southern Africa), equipment for DNA typing was purchased. As a result of this, the Veterinary Genetics Laboratory (VGL) was formed.

Initially, blood typing and DNA typing were run in parallel, but in 2002 DNA typing replaced blood typing. The laboratory provided genotyping services for a number of breed registries, including the South African Thoroughbred Studbook (administered by the National Horse Racing Authority), the Arab Horse Society of South Africa, the Warmblood Horse Society of South Africa, the Thoroughbred Studbook of Kenya and the German Shepherd Dog Federation of South Africa.

The laboratory provided research support for DNA sequencing projects in the Faculty and collaborated with numerous researchers on genotyping projects. The VGL served as the Duty Laboratory for the Horse Genotyping World Comparison Test in 2003/04 and the Dog and Cat Genotyping World Comparison Tests in 2005/06 of the International Society of Animal Genetics. It also served as the Data Management Laboratory for the 2007/08 Dog Genotyping World Comparison Test.

The VGL kept up with international developments and added DNA analysis to its bloodgroup typing activities under the guidance of Dr E (Ennette) van Dyk. Expensive DNA sequencing equipment was obtained with the support of the Jockey Club of Southern Africa and a Technology and Human Resources for Industry Programme (THRIP) grant,which enabled the VGL to help resolve parentage and criminal cases, and to join an international equine genome mapping project.

Dr E van Dyk left the VGL at the end of 2005, and Prof AJ (Alan) Guthrie supervised the Laboratory until Dr CK (Cindy) Harper was officially appointed as Manager of the VGL on 1 January 2008.

4.10.8.4 WILDLIFE UNIT AND CENTRE FOR VETERINARY WILDLIFE STUDIES

The mission of the Wildlife Unit was to undertake research and foster wildlife veterinary science through the education of undergraduate and postgraduate students, the continuing education of practising veterinarians, and the facilitation of communication between veterinarians and others in this field.

At the beginning of the period under review, the Unit was managed by Prof BL (Banie) Penzhorn as Acting Director. Prof HJ (Henk) Bertschinger was appointed as Director of the Unit during the course of 2002, and remained in that position until September 2005. During this time, Prof JD (John) Skinner remained active in the Centre and, in association with Prof G (Graham) Mitchell, continued to be highly productive. Together with his students, Prof JD Skinner produced four papers in top scientific journals every year thereafter. In the latter years of the period under review, Prof JD Skinner and Prof G Mitchell, together with their students, made several new discoveries in the field of the comparative anatomy/physiology of the giraffe.

Prof NPJ (Nick) Kriek was appointed as full-time Director of the Unit during the latter part of 2005 with the objective of transforming the Wildlife Unit into a Centre for Veterinary Wildlife Studies. This was done and fully approved by Senate in 2007.

During this time, greater emphasis was placed on undergraduate training in the field of wildlife by improving the focus of the undergraduate WOC 610 course, and restructuring the postgraduate specialist course in wildlife (MMedVet)(Fer). It maintained its involvement in the Wildlife Management course offered by the Centre for Wildlife Management for the remainder of the period under review. The Chemical Immobilisation course, offered in association with Dr JP (Cobus) Raath (a veterinarian in private practice) and the veterinarians of South African National Parks (SANParks), focused on continuing education for continuing professional development (CPD) purposes. This course was registered with the South African Veterinary Council (SAVC) to this effect.

Since it had no academic status, the Centre was also responsible for directing and facilitating postgraduate students to find suitable topics for their wildlife research needs in the Faculty's academic departments.

To cope with the expanding requirements of the Centre, two additional academics were appointed.[346] The Centre worked in close association with the Peace Parks Foundation. This association was formalised through the signing of a formal contract that formed the basis for the Transfrontier Conservation Area Veterinary Programme (TFCA-VP), which dealt with veterinary issues pertaining to the development of transfrontier conservation areas in the Southern African Development Community (SADC). This association expanded and developed in close association with SANParks because of its intimate involvement in the development of transfrontier conservation areas.

To assist with the research component of veterinary issues at the interface, the University and the Peace Parks Foundation negotiated with the authorities of Limpopo and then, because of the redemarcation of provincial borders, with the authorities of Mpumalanga, for the use of the research facilities at the Hans Hoheisen Wildlife Research Station. These negotiations led to a tripartite Memorandum of Understanding between the University, the Peace Parks Foundation, and the Mpumalanga Tourism and Parks Agency, which made the research station available for this purpose. Dr L (Louis) van Schalkwyk was appointed as the first manager of the station to develop and manage the facility as a functional research station.

The Centre also facilitated the development of the Mnisi Community Programme in the Bushbuckridge District in Mpumalanga. A further activity in the Mnisi area was the facilitation of the establishment of a rural veterinary clinic (the Hluvukani Clinic) in association with the Directorate of Veterinary Services.[347]

Extensive planning was done to develop a draft plan for establishing a designated building and related facilities to house the activities of the Centre and to provide a purpose-built clinic and holding facilities for the various types of wildlife dealt with by the Faculty. The University has embraced the project as one of its mainstream fundraising projects.

During the last part of the period under review, various staff members were involved in projects and activities involving central government, the wildlife industry, provincial authorities, various conservation bodies, South African and international non-governmental organisations and international agencies such as the World Organisation for Animal Health (OIE) and the Food and Agriculture Organisation (FAO) of the United Nations.

345 See Chapter 4.10.8.2: Equine Research Centre.

346 Dr R (Richard) Burroughs and Dr L (Louis) van Schalkwyk.

347 This clinic (managed by Dr G (Greg) Simpson) involved final-year students in a formal clinical rotation, and delivered primary health care to the local community.

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4.11 GORDON INSTITUTE OF BUSINESS SCIENCE

The Gordon Institute of Business Science (GIBS) was established in 1998 in the business core of Johannesburg. It came about as a result of the University of Pretoria's decision to develop this new business school to make a significant impact on management practices in South Africa. The University wished to enhance its reputation as a provider of high-quality tertiary education and to ensure that it continued to build strategic relationships in the private sector. Its purpose was to provide business education that was relevant to South African business and business leadership.

As a campus company, GIBS was wholly owned by the University and governed for administration and strategic purposes by a board appointed by the University. It was organisationally integrated into the University, with academic staff members appointed according to the University's required policies and procedures. Programmes were delivered in accordance with the same quality assurance and business process as were prevalent in the rest of the University, and the University owned the land and buildings.

GIBS was, in fact, the University of Pretoria's second business school.[348] In 2006, Senate took a strategic decision to consolidate the University's Master in Business Administration (MBA) programmes, deeming the existence of two such programmes at the same institution both unsustainable and academically unsound.

Only a decade after its establishment, GIBS participated in the UK *Financial Times* survey and ranking of the top 100 Executive Education Programme providers, and was ranked 38th in the world in May 2009 for the combination of customised and open programmes offered under the executive education banner. This was the sixth year in a row that it had received this accolade. In 2012, the GIBS MBA was internationally accredited by the Association of MBAs. In 2017, GIBS was awarded a further international accreditation by the Association to Advance Collegiate Schools of Business (AACSB).

In October 2005, the Association of African Business Schools (AABS) was formed, and Prof N (Nick) Binedell, Director of GIBS, served as the first Chair of the association.

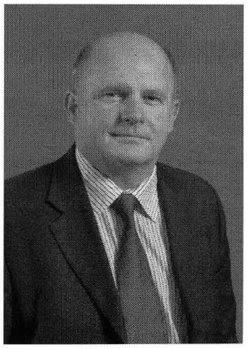
Since its establishment, GIBS's mission was "to significantly improve the competitive performance of individuals and organisations through business education". This emphasised the business school's strengths and the educational style it implemented during its first decade.

GIBS provided a mix of academic and executive programmes that were aimed at senior executives and focused on general management. Academic programmes were based on an important mix of sound theory and best practice, as well as a focus on practical execution and delivery. Programmes were designed with the best-held learning principles in mind. Teaching and learning methodologies included action learning, case-based learning and experiential learning processes. The academic programmes were focused on preparing students to manage and lead in a South African and global context.

As a business-oriented business school, it sought to keep close to corporate partners and the business community. In this way, it ensured that business people who participated in its programmes recognised the business orientation of its faculty members, facilities and the experience they encountered. Therefore, along with the growth in academic programmes, GIBS sought to continue building its strength in executive education by continuing its policy of building partnerships with leading South African private sector firms, parastatals and numerous state-owned enterprises. By 2009, GIBS had accrued over 70 corporate partners, for whom it ran customised programmes.

The range of programmes and their content emphasised both corporate and individual competitiveness. At the corporate level, GIBS sought to ensure that corporate partners increased their competitiveness through the customised programmes designed for them. At the individual level, GIBS sought to ensure that participants left every programme with an action plan that would make a difference to what they did. Towards the end of the period under review, there was also a growing emphasis on helping participants develop personally as business leaders.

During the period under review, Prof N Binedell, the founding Director of GIBS, was deemed responsible for assessing to what extent the mission, goals and objectives of the business school were being met. The primary mechanism of governance was the GIBS Board, which was accountable for the continuing operations of the school to the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius.



Prof Nick Binedell
Director (1998–2009 and beyond)

The Vice-Principal, Prof RM (Robin) Crewe, was given the portfolio of the business school on the University's executive management. The GIBS Board met three times per annum for a formal review of the business school's progress.

In August 2006, Senate approved the establishment of a Committee of Senate through which GIBS would report to Senate. This decision was based on the understanding that GIBS would be the University's only business school and that, in respect of business schools, autonomy was an important requirement for its successful operation.

This committee met twice a year to manage the academic matters of the school. For all practical purposes, the Committee had the same status as a Faculty Board[349] at the University, with the concomitant rights and delegations. This included the right to make recommendations with regard to changes to the curricula of the MBA and Doctorate of Business Administration (DBA) degrees, as well as associated diplomas (the Postgraduate Diploma in Business Administration (PDBA)). In its oversight function, the Committee ensured that all other decisions and regulations of the Senate were applied at GIBS. However, the business school did not officially have the status of an academic faculty.

The main areas of operation at GIBS included academic programmes, executive and certificate programmes, company-specific programmes, policy, leadership and gender studies, marketing, and finance and administration.

348 The first was the Graduate School of Management (GSM) located on the Hatfield Campus and established in 1949. See Chapter 4.12: Graduate School of Management.

349 See Chapter 2.2.5: Faculties and faculty boards.

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The following organogram summarises the governance structure of GIBS:

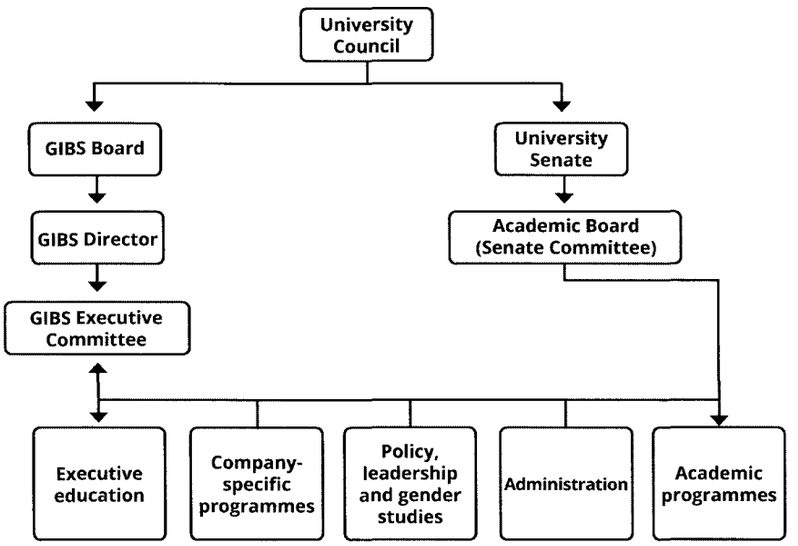

Figure 4.1: Governance structure of the Gordon Institute of Business Science

Senior permanent members of GIBS staff, who reported directly to the Director, managed each of these areas of activity. The heads of these units made up the Executive Committee, which met on a monthly basis.

GIBS's full-time academic staff component grew from six in 2001 to 22 in 2009. In addition, in the final year of the period under review, there were also 52 adjunct academic members of staff, as well 56 support service staff members.

As the academic and administrative staff members of the business school grew, much care was taken to ensure that these members of staff were sufficiently oriented to the mission of the school, as well as its values and practices in relation to the MBA programme.

Facilities and resources

By the end of the period under review, GIBS had grown into a large, beautiful, custom-built campus in the heart of Illovo, Johannesburg, near Sandton, the business hub of Gauteng. It had been commissioned in 1999, and was finished within a year at a cost of over R46 million. At the beginning of the period under review, the campus sported a world-class auditorium that could seat 160 delegates, two smaller auditoriums, lecture halls, a restaurant and fully equipped accommodation called The Illovo Lodge. The entire campus was also fully cabled, ensuring internet access from all rooms. The campus was built around a central courtyard that was used for cultural events, such as open-air theatre, art exhibitions and classical music concerts.

The second-phase building (the North Block) was completed in March 2008 at a cost of R86 million. The new building sported an expanded library and information centre, several new classrooms and meeting rooms, as well as administration facilities. Additionally, the East Block was altered to add three more classrooms.

Since the founding of GIBS in 2000, the information centre played a pivotal role in the life of its students, faculty and staff. In aligning itself with the mission of the business school, its continual aim was the provision of information to all its clients at the right time to improve their insight, impact and competitive advantage.

In terms of research, although GIBS was still in its infancy, by the end of 2009, it had produced 60 articles in accredited journals, two books as co-authors, eight book chapters, one DBA dissertation and 577 MBA research reports. Of its 22 full-time faculty members, two were National Research Foundation (NRF)-rated researchers.

GIBS's staff members were also involved with the Impact of Networks, Globalisation and their Interaction with European Union (EU) Strategies (INGINEUS) project. It was part of a €2.6 million project involving seven European countries and four leading emerging countries (Brazil, China, India and South Africa). GIBS played a leading role in this project by, inter alia, being represented on the executive committee of INGINEUS, coordinating the survey across all participating countries, and providing inputs into a number of its deliverables.

GIBS also had several research initiatives: the African Business Network, the Asia Network, the Transnet Programme in Sustainable Development, the Bottom of the Pyramid, and the Centre for Japanese Studies.

Academic programmes

At the end of the period under review, enrolment in its academic programmes was as follows:

- DBA: 30
- MBA: 430
- PDBA: 72
- Certificates: 298
- Corporate education (company-specific and executive education) : 3 000

MBA and DBA

GIBS's flagship programme was its MBA, initially offered to 58 students on a modular basis. In 2005, an additional modular MBA was incorporated on the Illovo Campus, with 70 students on each programme. When Senate decided to consolidate the MBA programmes of GIBS and the GSM in 2006, the GIBS MBA was delivered on the University's Hatfield Campus, in addition to its Illovo Campus, by GIBS staff members, but on a part-time basis in the evenings.

In September 2009, GIBS launched another MBA offering in the form of the first full-time MBA, which focused on entrepreneurship.

The GIBS MBA was not only about knowledge, but also sought to bring about changes in the behaviour and overall performance of individuals.

The method of delivery of the MBA programme contributed greatly to the learning and subsequent improved performance of individuals who completed the programme. The method of teaching was modular, classroom-based and highly interactive. Extensive use of relevant case studies and work-related projects ensured an effective application of the knowledge and skills acquired, and allowed for the immediate transfer of these into the workplace.

During the course of the MBA programme, students had 784 hours of contact time. This was exclusive of syndicate work and examinations, and ensured high levels of interaction, debate, action learning and the application of theory to practice. Syndicate work, which compelled effective team interaction and much practical learning, received strong emphasis.

The Integrative Business Research Project required students to apply

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theory and conceptual learning to practical business challenges and problems in a South African context. The aim of the project was to provide valuable experience in planning and implementing a complex research project.

Business in South Africa increasingly had to operate in the competitive global arena. International competence was therefore regarded as critical for all managers. The MBA aimed to address this requirement through the use of leading international faculty members and the compulsory global elective, during which students visited successful firms in Asia, Europe, and South and North America.

The global elective was regarded as being essential to the exposure of students to leading international best practice. It also aimed to provide a greater global outlook, opportunities to investigate examples of international best practice and how markets work in various economies. It provided experience in new contexts in which to apply the knowledge acquired while on the MBA programme.

The DBA was developed in 2003/04, just a few years after the establishment of GIBS. The aim of the doctorate was to produce high-level business experts that were knowledgeable in the fields of South African business ideas and challenges. It was an advanced study programme that built on the solid foundation of a first-class MBA. The DBA was intended for top-echelon business scholars who were interested in deepening their knowledge of select topics in the field of business science and administration through intensive study and research. In 2005, GIBS and the GSM decided to consolidate their DBA programmes to jointly offer a single integrated curriculum.

In order to maintain their dynamic and global perspective, several outside and international faculty members delivered lectures on the MBA programme and seminars on the DBA programme.

The quality review of the MBA and DBA were stringent processes. With the MBA, it was managed in such a way that it informed the school of the positioning of the programme in terms of its quality of delivery and meeting the needs of the business community.

Whereas the DBA's quality review was ongoing, the MBA was reviewed annually by the Director of GIBS and the head of the MBA programme. It also involved numerous faculty members and selected MBA graduates and students. These review processes allowed for proposed changes to take effect rapidly and efficiently.

The business school subsidised a significant part of the MBA and DBA programmes to ensure that their design, delivery and administration were of the highest possible standard and equal to those of other leading international business schools.

Postgraduate Diploma (PDBA)

The GIBS PDBA was aimed at fast-tracking high-potential young graduates into the world of business by combining a broad understanding of business concepts and thorough practical applications, and immediate transfer of learning to the work environment. It ran over 10 months and covered 12 subjects.

Through a combination of classroom lectures, case studies, business simulations, business field trips and syndicate projects, students gained immediate insight into business. The programme also gave them the opportunity to develop interpersonal and problem-solving skills, to manage risks and uncertainty, and gain analytical and financial expertise.

The PDBA covered the same fundamental business principles as the MBA. It offered six full credits towards the GIBS MBA, which was conditional on students attaining a 65% aggregate in these subjects and commencing the MBA within five years of completing the PDBA.

Foundation Programme for Management Development and Foundation Management Programme

As the nature and structure of the South African business scene moved into a new phase, mid-career managers faced many challenges. The GIBS Foundation Programme for Management Development (PMD) was aimed at managers wanting to accelerate their careers in this highly competitive environment by developing their skills in the areas of leadership, change management and critical analysis.

The purpose of the Foundation Management Programme (FMP) was to orientate newly appointed managers to the environment of business and provide them with an understanding of the functions of management. GIBS also provided students with individual, team and organisational skills, which were essential at a management level.

Corporate programmes

In addition to its academic programmes, GIBS also presented two different types of corporate programmes: company-specific programmes and executive education programmes.

Company-specific programmes

By 2009, GIBS ran 184 company-specific programmes for 75 organisations across the private, public and non-governmental organisation (NGO) sectors in 21 countries, such as Argentina, Botswana, China, India, the United Arab Emirates and the United Kingdom, showing that its global reach had become quite expansive.

Undertaking in-house programmes in conjunction with a local business school became an increasingly popular option for companies who were serious about their return on education during the previous decade. This partnership could leverage the very best of what the business school could offer, tailored to the specific needs of the company.

GIBS offered in-house, company-specific programmes, which were designed to meet client needs. Its philosophy was to form a partnership between client companies and the business school, and GIBS worked closely with them to determine the specific competencies that needed to be addressed. If necessary, this included a formal needs analysis.

Companies that undertook these programmes often expected that they would bring about significant change, some even regarding it as an "organisational transformation".

Real change required a serious commitment of energy and resources by a company, and close cooperation with GIBS in the design and structuring of a programme.

A steering committee, comprising members of the client company, GIBS staff, and participant representatives, was established to oversee the programme and to continuously evaluate progress. A GIBS programme manager was appointed to work with the client company, deal with administrative arrangements and ensure the smooth running of the programme. Some companies chose to appoint a company mentor for each participant. The role of the mentor was to discuss what the participant was learning, to offer advice and counselling, to open doors to people in the company where necessary, and to provide information.

The motivation behind in-house programmes was that organisations might want to create a critical mass of managers who had been through the same learning experience. A company might want to send 20 or 30 managers on a programme at a time, rather than sending individuals on a public programme. Programme content included a mix of functional

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knowledge, as well as specific skills development. There was an emphasis on the application of theory to the company environment.

A 10-month programme often contained three one-week study blocks held residentially on the campus. The study blocks consisted of discussions, case studies, simulations and lectures. In addition, there were presentations by company executives. Back at work, participants did individual and team assignments that were aimed at taking theory learnt, and applying this to work-related issues. Teams were also required to work on a business application project – taking a company problem or opportunity, working on it for the duration of the programme, and then presenting this at the end of the 10-month programme.

Participants worked in teams that were structured to ensure a mixture of team members' backgrounds and expertise. The teams competed with each other for the duration of the programme.

Executive education

In a relatively short period of time, GIBS had established itself as the South African leader in executive education. Programmes ranged from the highly regarded Global Executive Development Programme (GEDP) and the Executive Leadership Network programme and Building National Competitiveness programme with Harvard Business School, to numerous specialist short courses designed to address the most current issues in business.

These programmes and courses contained varying subject matter, such as management innovation, executive decision-making, strategic human resource management, and finance for non-financial managers. They also included input from international faculty members hailing from prestigious business schools, such as INSEAD, Rutgers, Judge Business School, Cambridge University, London Business School, Kellogg School of Management, Ohio State University and the National University of Singapore. In addition, all international faculty members were well acquainted with the South African business environment.

Policy, leadership and gender studies[350]

The objective of policy, leadership and gender studies, known as the Dialogue Circle, was to contribute to the broader debate around leadership, beyond institutional personal leaders, and create opportunities for dialogue and interaction across different elements of society, so that together they could work towards changing the socio-economic environment for the betterment of all.

The programmes that were undertaken by the policy, leadership and gender studies team included the following:

- *Nexus:* A network for leaders across institutions, Nexus created a peer mentoring environment to address leadership challenges, as well as to develop a deeper understanding of socio-economic issues affecting South Africa.
- *ImagiNation:* A year-long programme that built leadership for broad economic prosperity by developing a network of senior leaders who learnt from leading thinkers and experiential events. They left with a better understanding of the country and an improved ability to lead their organisations.
- *Women Empowered:* A programme aimed at creating a network of women with an emphasis on examining policy issues, creating dialogue opportunities, developing leadership skills and enabling a stronger voice of women to be heard.
- *Social Entrepreneurs:* It built a network of social entrepreneurs in the region, created a body of knowledge, and supported the effectiveness of social entrepreneurs in the NGO sector.
- *Spirit of Youth:* A programme that engaged leaders in their final two years of schooling, and created opportunities for them to experience South Africa in a world context.
- *ILIMA Graduate Programme:* For participants of Nexus, ImagiNation and Women Empowered, it took the key lessons to a deeper level, developed a broader network and took action on issues related to South Africa's preparation for the World Cup in 2010.
- *Policy Dialogue:* It held four events a year and invited policy makers to make presentations to Dialogue Circle participants.

Forums

GIBS launched a membership-based forum for business executives in South Africa in early 2000 as a means of attracting executives to the campus and giving them the opportunity to experience what GIBS could do for them at a personal development level. As an indication of growth, GIBS was hosting some 40 forums that were attended by over 4 000 delegates in 2008.

The members of the GIBS Forum were a network of invited executives, who were brought together by the mutual desire to build quality business relationships, gain further understanding of the fast-paced business environment, and share best practices of innovation and leadership. Regular high-level functions of both a business and a social nature created a productive climate for discussion and interaction.

Numerous experts, both international and local, as well as business leaders, addressed members of the GIBS Forum during the period under review. These included Mr C (Clem) Sunter, Chairman of the Anglo American Chairman's Fund, Sir PR (Paul) Judge, Chairman of the Royal Society of Arts and Manufacturers, and President TM (Thabo) Mbeki.

Conferences

By 2009, GIBS hosted in excess of 30 one-day conferences a year, which focused on topics relevant to business, and provided the opportunity for business leaders to be exposed to the latest thinking on an issue, and to network with peers.

Centre for Business Analysis and Research

Established in 2009, the Centre for Business Analysis and Research was created to nurture collaboration and identify critical synergies among the various programmes and initiatives undertaken at GIBS. It was home to a variety of important programmes and initiatives at the institution, including the Asia Network, the Bottom of the Pyramid Hub, the Transnet Programme for Sustainability, the Vodacom Information and Communication Technology Programme, as well as the African Business Network.

African Business Network

GIBS established the African Business Network (ABN) in 2006 as a forum for organisations with extensive involvements and long-term interests in Africa.

The principal purposes of the network were to provide an intellectually stimulating environment in which senior individuals from private and public sector organisations, who had strategic responsibilities in and for Africa, could meet, exchange views and learn from one another, as well as from specialist outside inputs on developments on the continent. It also aimed to contribute to building a body

350 Previously known as Policy, leadership and dialogue.

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of knowledge about doing business in Africa, including understanding what constituted good and bad practice in different circumstances, for the immediate benefit of its members and for dissemination in due course via academic and executive teaching, conferences and scholarly and press articles.

There were 21 members in the network by 2009, including departments and agencies of government, a parastatal and companies from the financial, mining, construction, telecommunications, information technology, capital equipment, industrial products and consumer goods industries. They were all represented by very senior executives. The network was chaired by a former director of the University of Cape Town (UCT) Graduate School of Business.

The network's core activities included six meetings a year on topics chosen by the members. The first such meeting, in November 2006, was on China in Africa, which explored the political and economic dimensions of China's increasing involvement in Africa over recent years and the implications for South African foreign policy and for the country's businesses.

GIBS initiatives

Distinguished speaker series

At least three times a year, an outstanding business person was invited to address students at GIBS on topics and challenges relating to business and leadership. These speakers included Prof MM (Michael) Katz and Ms GJ (Geraldine) Fraser-Moleketi, former Minister of Public Service and Administration.

Bursaries

GIBS offered two full bursaries to MBA students every year, as well as financial assistance to the runners-up.

The Brait Scholarship

From 2004, the Brait Foundation Trust sponsored a full MBA scholarship, offered to an exceptional South African individual from a previously disadvantaged background, as well as several nominal sponsorships.

GIBS 60 Second Challenge

From 2006 onwards, GIBS sponsored a contest to identify MBA students of exceptional calibre and to offer them the opportunity of winning a full scholarship (or nominal awards). Candidates were required to submit a 60-second video, motivating why they should be awarded a scholarship. Many of the competitors were entrepreneurs or individuals who would have had to fund their own studies and would possibly never have been able to raise the resources to pay for an MBA.

Honorary doctorates

On 18 October 2008, UP conferred an honorary DBA degree on TH Senior Minister GOH Chok Tong, former Prime Minister of the Republic of Singapore, at the Yong Siew Toh Conservatory of Music on the campus of the National University of Singapore.[351]

GIBS associations

International association with Harvard and other schools

GIBS had a formal agreement with the Harvard Business School, with which it partnered in a high-level executive programme, entitled "Building national competitiveness: making markets work". This programme commenced in 2003 and attracted a number of high-level government and business executives from South Africa, as well as the rest of the continent.

In addition, Harvard provided faculty members to teach on a programme that attracted 70 full-time academics from 18 business schools in Africa. The programme was aimed at facilitating an improvement in the quality of teaching at African business schools. The programme was run under the auspices of the AABS and was offered by GIBS and the Lagos Business School.

Visiting MBA groups from international schools

Each year saw a number of international business schools send a group of MBA students on a study visit to South Africa where they were hosted at GIBS. For example, during July 2006, 35 second-year Rotterdam School of Management (Erasmus University) executive MBA students were hosted on a seven-day study tour. The theme of their visit was "Doing business in emerging market economies".

Exchange programmes

A programme was initiated in partnership with Strathmore Business School in Kenya, whereby a full-time faculty member was undertaking the GIBS DBA. GIBS was seeking to invite a number of senior academics to take a short-term sabbatical at GIBS.

Corporate social responsibility

In addition to it being a strategic imperative, GIBS was fully cognisant of the responsibility of the business community in alleviating social disparities that existed in disadvantaged communities. As a way of giving back for the support its programmes had received from individuals and companies, resulting in the school's tremendous growth, GIBS decided to initiate various corporate social responsibility programmes from 2004. These would focus largely on education and Aids care.

- Gordon Primary School Volunteering Programme: This was a volunteering programme set up in 2004 between GIBS and Gordon Primary School, a state-funded school situated in Alexandra with about 800 learners. Through this partnership programme, which was still flourishing by the end of 2009, GIBS staff, selected students and the Gordon Primary School community were able to collaborate on projects that ultimately impacted on the quality of education imparted to the learners.
- Give As You Earn Programme: GIBS invited its staff members to make a monthly contribution towards the Gordon Primary School and/or a charity of their choice, upon which GIBS made a matching contribution. These collected funds were distributed by the Charities Foundation of South Africa
- Care Bin: Due to the large number of students present on its campus every day, GIBS began to coordinate the collection of items through a Care Bin. During the course of the year, the collected items were distributed to various not-for-profit organisations, largely aimed at Aids care and the education of disadvantaged children.
- Cell C Take a Girl Child to Work Day Campaign: GIBS annually invited its staff members from disadvantaged communities to bring their school-going girl-children to work for this initiative.
- Sunshine Casual Day: GIBS staff and students raised funds by purchasing a ticket that allowed them to dress informally for the day to the benefit of the Sunshine Care Centre, which supported individuals with physical disabilities.

GIBS continued to build on the success outlined above as it entered its second decade.

Prof Nick Binedell
Director: Gordon Institute of Business Science

351 The award ceremony was well attended by about 250 people. These included senior Singaporean government dignitaries, the South African Ambassador to Singapore and several senior executives from a number of corporate companies with which GIBS had developed strong business relationships over the preceding years. Also present were members of the University's Executive, including the Vice-Chancellor and Principal, and the Registrar, as well as 65 final-year MBA students and seven academic and other staff members of GIBS, who were all participating in a ten-day global elective in Asia as a compulsory part of the two-year MBA degree.

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4.12 GRADUATE SCHOOL OF MANAGEMENT

During 2000, the Graduate School of Management (GSM) was repositioned within the structures of the University of Pretoria. The development of the reconstituted GSM was the direct result of concern regarding the proliferation of programmes across UP faculties that offered management education in some shape or form. The reorganisation of the GSM as from 2000 had infrastructural, financial and academic implications for the University.

For example, all the GSM's academic staff returned to their academic departments (mainly in the Faculty of Economic and Management Sciences[352] and the Faculty of Engineering, Built Environment and Information Technology[353]), but remained available to lecture on the GSM's programmes if and when required. The reorganisation of the business school was a sensitive matter from the outset, particularly from a public relations viewpoint.

Apart from the fear that the loyalty of a large number of alumni in senior positions would be lost, the GSM had strong support from the business sector, which was of great value to UP. It was a high priority for the UP Executive that role players would clearly understand and be satisfied that the GSM was being transformed for the better and to avoid any perceptions to the contrary.

The GSM did not operate as a normal academic department, but rather as a business unit. As from 2000, it was responsible for offering three master's programmes: the Master in Business Administration (MBA), the Master's in Engineering Management (MEM) and the Master's in Project Management (MPM). The academic content of the latter two programmes had initially been developed by the Department of Engineering and Technology Management of the former Faculty of Engineering in the early 1990s and subsequently continued to provide the academic content for these programmes, even though the management and logistics related to these two programmes were done by the GSM.

The GSM also offered an extensive portfolio of continuing management education programmes, including public and in-house offerings. It offered the Doctorate of Business Administration (DBA) as well.

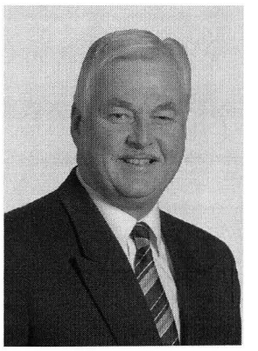
352 For the Master of Business Administration (MBA).

353 For the Master's in Engineering Management (MEM) and Master's in Project Management (MPM) degrees.

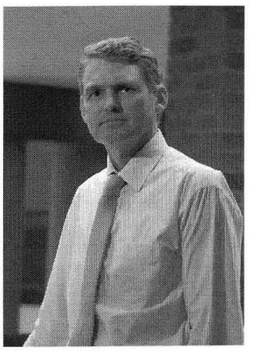
354 GIBS and the GSM were amalagamated at the end of 2006 and accepted no new students as from 2007.

355 Although listed here from 2001 to 2009, the MEM and MPM were moved back to the Graduate School of Technology Management (GSTM) in the Faculty of Engineering, Built Environment and Information Technology from January 2007.

356 See above



Prof Antonie de Klerk
Director (2000–2004)



Prof Mike Ward
Director (2004–2007)

Table 4.10: Growth in student numbers on the three master's programmes and the DBA offered at the GSM between 2001 and 2009[354]

PROGRAMME	2001		2002		2003		2004		2005		2006		2007		2008		2009	
	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated	Registered	Graduated
MBA	432	115	540	165	280	95	241	45	241	51	231	57	149	55	83	76	6	4
MEM[355]	135	14	145	29	152	40	129	19	132	20	113	35	120	28	133	22	160	48
MPM[356]	102	15	108	17	115	22	120	23	120	24	132	23	136	29	135	27	179	32
DBA	10	0	6	2	6	3	3	1	3	0	1	1	0	0	0	0	0	0
Total	**679**	**144**	**799**	**213**	**553**	**160**	**493**	**88**	**496**	**95**	**477**	**116**	**405**	**112**	**351**	**125**	**345**	**84**
Total registered																		**4 598**
Total graduated																		**1 137**

The number of registrations signifies all registrations across multi-year curricula for the programme.

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For the period 2001 to 2007, the GSM was led by two directors. From 2000, Prof AM (Antonie) de Klerk (previously head of the Department of Engineering and Technology Management in the Faculty of Engineering, Built Environment and Information Technology) was appointed as both the Director of the GSM and the first Managing Director of the newly founded campus company, Continuing Education at University of Pretoria Trust (CE at UP). In July 2002, Prof AM de Klerk was appointed as Executive Director on the UP Executive on a part-time basis, but he retained his position as Director of the GSM.[357]

When Prof AM de Klerk was appointed to UP's Executive as Executive Director on a full-time basis in 2004, he was succeeded as Director of the GSM by Prof M (Mike) Ward, who held this position until 2007, when the GSM was amalgamated with the Gordon Institute of Business Science (GIBS).

Prof SA (Susan) Adendorff was appointed to the GSM as the MBA Programme Director in 2001, and played a major role in revitalising the MBA programme.

The GSM's continuing management education portfolio comprised the following public programmes:

- Management programme (biannually)
- Management Development Programme (four times a year)
- Senior Management Programme (biannually)
- MBA preparatory programme (biannually)

Numerous in-house programmes were also offered, for example for Eskom, the Department of Public Works and Alien Systems and Technologies (AST). The GSM also successfully offered the Agricultural Leadership Development Programme for the first time, in which 12 top-performing South African farmers took part. The farmers were nominated by organised agriculture, namely AgriSA, the Transvaal Agricultural Union South Africa (TLU SA) and the National African Farmers' Union (NAFU). The programme was sponsored by the Primary Agriculture Education and Training Authority (PAETA) (the sector education and training authority responsible for the agricultural sector).

Highlights during the period under review included the following:

- In October 2001, former directors of the GSM were entertained at Kya Rosa. With the exception of Prof J (Jan) Goudriaan (deceased) and Prof NF (Nic) Alberts (who was unavailable at the time), all former directors, as well as the founder of the GSM, Prof P (Piet) Hoek, were present.

- In 2001, a reunion was organised for the first-ever class to graduate from the GSM, the 1951 MCom (B&A) graduates. Five alumni from the 1951 group were able to attend the reunion.

- On 5 March 2002, Prof RM (Rosabeth Moss) Kanter, an internationally renowned academic, delivered a lecture titled "The frontiers of management".

- A reunion was held for former staff members of the GSM on 17 April 2002, and for MBA students from the period 1949 to 1959 on 22 November 2002, .

- The first Executive Seminar, titled "Seminar on the realities of strategy", presented by Prof AJ (Lonnie) Strickland of the University of Alabama, was held in July 2003. His contribution was regarded as a critical building block in the internationalisation of the MBA.

- In July 2004, Prof AJ Strickland and his colleague from the University of Alabama, Prof R (Ron) Dulek, jointly presented a follow-up seminar on strategic management, titled "Strategy and strategic messaging".

- On 5 November 2004, the GSM celebrated its 55th anniversary. The guest speaker at the breakfast was Dr JM (Meyer) Kahn, Chairperson of SAB-Miller and a UP MBA alumnus.

- Alumni breakfasts held from 2001 to 2009 included guest speakers such as Dr L (Leon) Vermaak (Chief Executive of Sanlam), Mr J (Jannie) Rossouw (Deputy General Manager of the South African Reserve Bank (SARB)), Mr PH (Peter) Staude (Chief Executive of Tongaat-Hulett), Mr HJ (Hein) Carse (Investment Executive of VenFin Limited), Mr L (Leo) Haese (a prominent Pretoria businessman), Dr M (Mollie) Painter-Morland (Director of the Centre for Business Ethics at the GSM), Mr L (Lourens) Botha (founder of McCarthy Online), Mr B (Bernard) Swanepoel (CEO of Harmony Gold), Dr S (Steve) Booysen (CEO of Absa), Mr J (Johan) de Nysschen (President of Audi US), Prof LF (Leyland) Pitt (a travelling academic in strategic marketing), Mr D (Douglas) Bernhardt (author, consultant and lecturer in competitive intelligence), Mr B (Brian) Bruce (Group Chief Executive of Murray and Roberts), Mr R (Ray) Immelman (international author), Dr H (Henri) Staal (Executive Director of Ernst & Young), Dr R (Renosi) Mokate (Deputy Governor of SARB), Mr PC (Pine) Pienaar (CEO of Mvelapanda Resources), Mr FP (Phutuma) Nhleko (CEO of MTN), Mr AFM (Pete) da Silva (CEO of Siemens), Prof CWI (Calie) Pistorius (Vice-Chancellor and Principal of UP), Prof N (Nick) Binedell (Director of GIBS), Mr C (Carl) Grimm (CEO of Aveng), Prof S (Saul) Klein (Lansdowne Professor of International Business and Director of Executive Programmes at the University of Victoria, Canada), Mr GA (Graham) Blackbeard (Managing Director of Southern Implants), Prof R (Rudolf) Gouws (Chief Economist of RMB Private Bank) and Dr G (Graeme) Codrington (renowned local author, futurist and speaker).

During the period under review, two centres formed part of the GSM: the Centre for Business and Professional Ethics (CBPE) (under the leadership of Dr M Painter-Morland) and the Centre for Microfinance (under the leadership of Prof G (Gerhard) Coetzee.

Centre for Business and Professional Ethics

The CBPE was originally established in 1997 as the Centre for Occupational Ethics. It was repositioned in 2001 as a Centre within the GSM. After the amalgamation of the GSM with GIBS, the Centre was again repositioned in the Department of Philosophy in the Faculty of Humanities. The CBPE operated as an interdisciplinary organisation, involving people from various academic disciplines and occupations who were interested in promoting business and professional ethics. Its governing body was an Advisory Committee consisting of representatives from the different faculties at UP, as well as representatives from the broader community.

The aim of the Centre was to play a leading role in addressing moral erosion in South African workplaces by addressing fraud, corruption and governance problems in organisations in both the private and the public sector. To this end, the Centre tailored programmes that were geared towards facilitating the practical implementation

357 Mr D (Deon) Herbst was then appointed the new CEO of CE at UP in 2002.

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of moral values in the various areas of business and professional life. In partnership with CE at UP and Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP), the Centre provided training and consulting services in the areas of ethics management, corruption prevention, and governance and values-based compliance.

The Centre had been a partner in the fight against corruption in South Africa since 2000. It partnered with the Office of the Public Service Commission (OPSC) and the Department of Public Service and Administration (DPSA) on many corruption prevention initiatives in the form of research, training and the implementation of corruption prevention capacity programmes.

During 2005/06, the Centre was involved in two anti-corruption programmes in conjunction with government and foreign funding agencies. The first was a programme to build anti-corruption capacity at local government level in conjunction with the Department of Provincial and Local Government (DPLG) and the United States Agency for International Development (USAID). The second was a project to develop guidelines for government departments on implementing the Minimum Anti-corruption Capacity requirements as determined in a Cabinet decision.

This project also included the development of a training curriculum based on the guideline document. It was completed in conjunction with the DPSA, the South African Management Development Institute (SAMDI) and the German Organisation for Technical Cooperation (GTZ). The Centre also conducted a research survey into corruption in the South African private sector on behalf of Business Against Crime.

In September 2007, Prof GJ (Deon) Rossouw was appointed as the Director of CBPE when Dr M Painter-Morland took up a joint appointment between the University of Pretoria and DePaul University in Chicago.[358] Mr K (Kris) Dobie, who held the position of Assistant Director from 2004, resigned in August 2008 to join Ethics SA. The Centre was relocated to the Faculty of Humanities at the end of 2007 under the leadership of Prof GJ Rossouw, where it continued to engage in relevant research and offer courses on anti-corruption and ethics management.

Centre for Microfinance

The Centre for Microfinance was founded in 2003 as a joint initiative between the Open Society Institute and the Consultative Group to Assist the Poor (CGAP) at the World Bank. Dr G Coetzee was appointed as its director. As from 2007, Dr C (Chiari) Chiume became the full-time assistant director. A shortage of management skills and expertise at microfinance institutions worldwide were the motivations for this initiative.

The key objectives were education, research, dissemination and support. After the amalgamation of the GSM's activities with those of GIBS, the Centre became part of the Faculty of Economic and Management Sciences and was subsequently renamed the Centre for Inclusive Banking.

The Centre fulfilled three core functions:

- *Education:* Developing and presenting courses that ranged from microfinance to inclusive banking at formal and non-formal levels, including an MBA Microfinance elective offered through GIBS, master's courses in development and rural finance (at UP and elsewhere) and a Certificate in Individual Microenterprise Lending. Its flagship programme was a Certificate Programme in Microfinance Management.
- *Research:* Undertaking research studies in different areas and on diverse aspects of inclusive banking to the poor on a continent-wide collaborative basis. The focus was on financial inclusion, member-based financial services, rural and agricultural finance, legislation and regulation, and small, medium and micro-enterprises (SMME) finance. Its research work focused on topics that would benefit the whole sector and region, rather than studies that would only favour single organisations.
- *Dissemination of information:* This included research results in the form of conferences, workshops and publications. A prime example was the highly successful African Microfinance Conference series that took place every two years in a different country in Africa.

A decision on the future of the GSM

After much deliberation and consultation with stakeholders, the UP Executive finally took a decision in June 2006 regarding the future of the GSM and GIBS. The GSM would be amalgamated with GIBS and would cease to exist as a separate business school. The University would take special care not to lose the GSM brand, its history and its heritage.[359]

No new students were to be registered for the MBA degree in the GSM as from 2007.[360] It was also decided that the programmes in engineering and project management that fell under the auspices of the GSM, namely the MPM and MEM, would revert back to the Faculty of Engineering, Built Environment and Information Technology (in the newly established Graduate School of Technology Management) from January 2007 (see **Table 4.10**).

After the decision had been ratified by Senate, the following announcement was made on the GSM's website:

> "On 18 August, 2006 the Senate of the University of Pretoria decided that a single MBA should be offered by the University with effect from January 2007. This step was taken in order to consolidate the two MBA programmes offered at the University.
>
> "The consequence of this merging of programmes is that, with effect from January 2007, the GIBS MBA will be offered part time (in the evenings) at the GSM in Pretoria. A modular version of the programme is already available in Johannesburg and will not be offered in Pretoria."

Following the amalgamation of the GSM with GIBS in 2007, the GSM continued to operate, phasing out existing pipeline students, but not admitting any new MBA students.[361] GIBS also continued to operate in Sandton, and, in addition, offered its MBA programme in Pretoria. As illustrated in **Table 4.10**, specific divisions of the GSM either combined with GIBS in 2007 or were relocated to the faculties of Engineering, Built Environment and Information Technology, Economic and Management Sciences, or Humanities.

The former director of the GSM, Prof M Ward continued at GIBS as professor of Finance. Prof SA Adendorff had been appointed as the Director of the University's Procurement Division in 2006.

Prof Mike Ward
Director: Graduate School of Management

358 Her limited time in South Africa made it difficult for her to continue as Director of the CBPE.

359 Prof SA (Susan) Adendorff took the lead in compiling a commemorative publication on the history of the GSM (Adendorff, 2012).

360 Existing MBA students at the time were taught out over the following three to four years. Newly selected MBA students were registered in the new GIBS MBA programme as from 2007.

361 In 2007, 45 new MBA students were admitted under the new GIBS rules on the Hatfield Campus.

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4.13 UNIT FOR ADVANCED STUDY

The Unit for Advanced Study was established in 1999 with Prof N (Nico) Sauer as its first director. It was conceived as a locus that would encourage research activities that did not fall within the confines of established disciplines.

The research in the Unit was undertaken by outstanding scholars, and multidisciplinary work was encouraged. The members of the Unit consisted of retired academics who were still active in research, and visiting fellows who were at the University for various periods of time and were working with departments or specific partners of the University. In addition, doctoral and postdoctoral fellows were recruited to work with the members of the Unit.

Two key elements applied to the conception of the Unit. The first was that the Director would report to the Vice-Chancellor and Principal and hence would be independent of faculty structures. The second was that it needed to have a physical location on the University's Hatfield Campus to give substance to its work. Of these two elements, the first was put in place, but the second could not initially be achieved.

For just over the first decade of its existence, the Unit operated as a virtual entity with a number of research-active, retired academics continuing their work under its umbrella. In August 2005, Prof RM (Robin) Crewe was appointed as the Director of the Unit. He appointed a number of appropriate senior research fellows and redrafted the Unit's constitution. The Unit was subsequently transformed into the Centre for the Advancement of Scholarship with much the same remit as that of the original Unit. [362]

Prof Robin Crewe
Director (2005–2009 and beyond)

362 The proposal to convert the Unit for Advanced Study into the Centre for the Advancement of Scholarship was approved by the Executive on 17 July 2011 and was subsequently approved by the Executive and the Senate.

The Student Affairs Building on the University of Pretoria's Hatfield Campus, in which the Unit for Advanced Study was later housed.

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4.14 MAMELODI AS AN ACADEMIC CAMPUS

Following the formal incorporation of the Mamelodi Campus of the former Vista University by the University of Pretoria on 2 January 2004, this campus became an official academic campus of UP. Its staff members, students and physical assets immediately become UP staff members, students and assets, and students who were enrolled in the programmes of the former institution, as well as those who enrolled at the Mamelodi Campus for the first time in 2004, became "pipeline students", who had the opportunity of completing their academic programmes on the Mamelodi Campus and to eventually graduate with a UP-endorsed degree certificate, indicating that they had followed the Vista University curriculum of the University of Pretoria.

The initial focus during 2004 was on aligning the systems, policies, procedures and infrastructure of Mamelodi Campus with those of the rest of the University. Mr ET (Edwin) Smith, the University's former Director of Marketing and Communication, was appointed Campus Director of Mamelodi Campus on 1 January 2004 with the responsibility of managing the incorporation process and the subsequent functioning of the campus. He retained his position as Campus Director of Mamelodi Campus until well beyond 2009.

He was supported by Ms F (Franky) Rumbold as Senior Administrative Assistant in the Office of the Director. Two full-time Student Affairs employees, Mr I (Isaiah) Manele and Ms E (Ethel) Makuame, were also seconded to Mamelodi Campus to deal with various problems not regularly associated with the functions or responsibilities of this division on other campuses (such as sorting out accommodation and transport problems), but that were considered to be of importance in its role of supporting students studying on this campus.

With the incorporation of Mamelodi Campus into the academic structure of UP, all satellite academic and support service departments were to report directly to their respective departments of UP. However, the Office of the Campus Director had overall coordination responsibility in support of the academic and support service departments. In this regard, the Office liaised with the University Executive, reporting to the Senior Vice-Principal, Prof CR (Chris) de Beer, and the various deans and directors as necessary.

The leadership, commitment and support of Prof CR de Beer's office significantly assisted in ensuring the eventual acceptance of the University's initiatives in the initial phases of the incorporation process by students, staff and community members alike.

Heads of the academic and community engagement programmes on campus served in a management coordination structure together with the Campus Director. Despite having no direct oversight authority over all other activities on campus, Mr ET Smith managed to liaise and coordinate activities with the various managers in an informal, yet professional manner, ensuring that the campus worked as a coherent institutional effort.

4.14.1 ACADEMIC INITIATIVES[363]

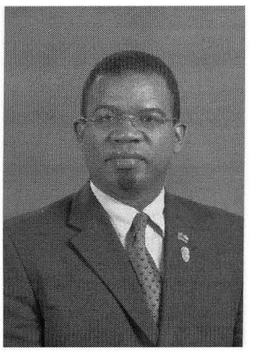
Initially, the University continued to present programmes based on the Vista curricula to students in their second and subsequent years at Mamelodi Campus. This would continue until all Vista University programmes had been phased out. New first-year programmes based on UP curricula in the faculties of Humanities, Natural and Agricultural Sciences, and Economic and Management Sciences were introduced to the new first-year students at Mamelodi Campus in January 2005.

Following the finalisation of the Long-term Mamelodi Strategic Plan in 2006, it was decided to roll out a number of academic initiatives that would be unique to the campus in an effort to retain and further develop Mamelodi Campus as an academic campus of UP, and also to develop the campus as the hub of UP's community engagement initiatives.[364]

Academic service learning modules

In time, Mamelodi Campus formed the hub from which the community-based education (CBE)/academic service learning (ASL) modules of the various academic courses offered throughout the University[365] were run. Several research projects were invariably developed.

Consequently, a large spectrum of the University's diverse corps of students progressively circulated through Mamelodi Campus during their period of tuition at UP (and thereby progressively aided in changing the student profile on the campus).



Edwin Smith
Campus Director
(2004–2009 and beyond)

Not only did the ASL component of the community engagement initiative tie into the University's formal research programmes (which further ensured the academic stature of Mamelodi Campus), but it also had the significant benefit to the Mamelodi community that it brought the University's resources by way of its students and staff to the community for direct interaction with them.

Establishing a mathematics and science focus

Mamelodi Campus was to be developed as a resource for the community – especially in terms of establishing a mathematics and science focus – aimed at three target groups: students, learners and teachers (see below).

Extended degree programmes for students

An academic initiative implemented at UP was the phasing out of the University of Pretoria Foundation Year (UPFY) programmes in 2005[366] and the concomitant phasing in on the Mamelodi Campus of the new BSc: Four-year programme in the Faculty of Natural and Agricultural Sciences with biological and veterinary science streams to replace the former UPFY and former extended BSc courses in 2009.

363 Also see Chapter 3.5.2: Mamelodi Campus incorporation.

364 See Chapter 3.5.3: Community engagement at UP: Specific support structures for community engagement: Mamelodi Campus as the hub for academic service learning.

365 In these specific courses in which students enrolled for academic credits, they engaged with the community in their areas of study, under the guidance and supervision of academic staff.

366 See Chapter 3.3.2: Teaching and learning: Curriculum development: Foundation year and extended programmes.

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In its centenary year in 2008, the University received a R7.5 million donation over five years from Absa for the newly designed BSc programme offered over a four-year period on the Mamelodi Campus (University of Pretoria, 2012:118). Fifty of the students who were admitted to this programme annually received bursaries sponsored by Absa. The donation further included a commitment in respect of a science centre that was to be developed on the campus.[367]

Because the new programme anticipated the participating students having access to UP accommodation, the University actively engaged in efforts during 2007 to establish accommodation facilities for these students who would spend their first year of study at the Mamelodi Campus.[368]

After successfully completing their first year of study, they would then attend specialisation programmes[369] on the University's other campuses where these specialisations were offered.

Mathematics, Science and Accounting programmes for high-school learners

UP's collaboration with the neighbouring schools on the Mamelodi Campus took the form of engaging learners in afternoon and Saturday programmes for grades 10, 11 and 12, particularly in Mathematics, Science and Accounting.

A total of 230 learners from all 16 high schools in Mamelodi attended the high school Maths and Science after-school programme in 2008. These students received additional tuition in Maths and Science by UP students in the BSecEd programme under Dr T (Thembi) Ndlalane. The programme was consolidated and expanded in 2009 to include a homework programme for those grade 10 and 11 learners who needed assistance. A Maths and Science Spring School was also held for pupils in grade 10 and 11 in 2009, which was attended by approximately 350 learners. In 2009, the Mamelodi After-school Mathematics and Science Programme succeeded in attracting sponsorship for stationery and equipment (textbooks, notebooks and calculators) for learners and, in 2010, it also obtained a commitment for a full financial sponsorship for the programme from the engineering firm Stefanutti-Stocks.

In 2008, UP, in partnership with the South African Institute of Chartered Accountants (SAICA), located its existing Saturday School, the Thuthuka Programme for high-school Accounting learners who wished to pursue Accounting programmes at UP, on the Mamelodi Campus. Thereby, 70 identified high achievers in the local community visited the campus every Saturday for tuition in Accounting and English.

In-service training programmes for Science, Maths and Accounting teachers

Although the idea of in-service training programmes was not pursued between 2007 and 2009, UP's Faculty of Education hosted the contact sessions for teachers in its distance education programme on the Mamelodi Campus in 2007 and 2008.

The After-school Maths and Science Programme was expanded to include local teachers in Mathematics and Science learning areas when it merged with the Teacher Mentorship Programme (TMP), which was originally located in the Faculty of Engineering, Built Environment and Information Technology. In this manner, the programme enabled the expansion of its reach, given that it could only accommodate a limited number of learners in the programme on the Mamelodi Campus. Teachers from local schools attended workshops provided by facilitators employed by the programme on the Mamelodi Campus.

As a result of initiatives such as those aimed at developing a Mathematics and Science focus on the Mamelodi Campus, this campus succeeded in contributing a steady and significant stream of candidates entering and succeeding in careers related to science, technology, engineering and mathematics (STEM). This contributed to addressing the dearth of skills in STEM-related careers across the country.

4.14.2 COMMUNITY ENGAGEMENT INITIATIVES

Subsequent to UP committing its Mamelodi Campus to becoming the hub of its entire community engagement activity (not to be confused with only curricular community engagement)[370] with emphasis particularly in areas where the University had proven competencies that could alleviate developmental and capacity problems in identified communities, several programmes commenced on that campus. The University's approach to its community engagement endeavours was one of developing partnerships with communities and service providers and exploring possible research opportunities.

Various community clinics were established on the Mamelodi Campus, which provided services to indigent community members, as well as ASL opportunities. These projects enabled the University to provide its students with access to practical experience to meet their academic requirements, while providing much-needed services to the community.

UP clinics

A number of clinics were established to benefit the community surrounding the Mamelodi Campus. These included the following:

Mamelodi Law Clinic

The Mamelodi Law Clinic (officially launched on 20 October 2008) operated as a branch of the Law Clinic of the University of Pretoria (which had been founded in 1981). The clinic focused primarily on civil matters, including divorces, Family Law matters, labour disputes and relief to over-indebted consumers.

Itsoseng Psychology Clinic

The Itsoseng Psychology Clinic provided psychological counselling services to students and community members. The clinic was inherited as part of the incorporation process as it had existed on the Mamelodi Campus of the former Vista University.

Stanza Bopape Community Health Clinic

Through the Faculty of Health Sciences' Department of Family Medicine, a partnership with the Stanza Bopape Community Health Centre was continued to provide health services to the community.

Student Health Centre

Through the existence of the Student Health Centre (clinic) on the Mamelodi Campus, the UP Centre for the Study of Aids placed a health educator on this campus to assist students and the local community to deal with issues around the HIV/Aids pandemic.[371]

367 This centre was still under discussion at the end of the period under review.

368 The Tuks Naledi residence was established on the campus in 2008. Also see Chapter 3.5.2: Mamelodi Campus incorporation.

369 This refers to degree courses in fields such as Health Sciences, Veterinary Science, and Economic and Management Sciences.

370 See Chapter 3.5.3: Community engagement at UP: Specific support structures for community engagement: Mamelodi Campus as the hub for academic service learning.

371 See Chapter 3.6.4: Centre for the Study of Aids.

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Mae Jemison US Science Reading Room

In November 2008, the Ambassador of the USA, HE Mr Eric (EM) Bost, together with the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius, officially opened the Mae Jemison US Science Reading Room on the Mamelodi Campus. It was sponsored by the US Department of State in facilities provided by the University (University of Pretoria, 2012:60). In 2009, in partnership with the Hatfield Campus-based science centre, Sci-Enza, the Reading Room ran a variety of science-oriented programmes throughout the year for teachers and learners alike.

Other community outreach projects using Mamelodi Campus facilities

Consistent with extending the campus as a resource for the community, UP hosted several other community engagement projects, such as offering the use of the Mamelodi Campus as the preparation venue for the World Netball Championships held in New Zealand in November 2007. The campus hosted international test matches of South Africa against Malawi and Uganda. Training camps with Botswana were also held at this campus for the preparation of the World Netball Championships in 2007.[372]

Community engagement activities in Mamelodi resulted in the development of an increasingly positive rapport with the community, as evidenced by very well-attended meetings held in 2009 with school principals, educators and the parents of learners involved in after-school programmes.[373] All indications were that the University had made enormous strides in building the trust and confidence of the community and generating the necessary support for the University's plans for the future of the Mamelodi Campus.

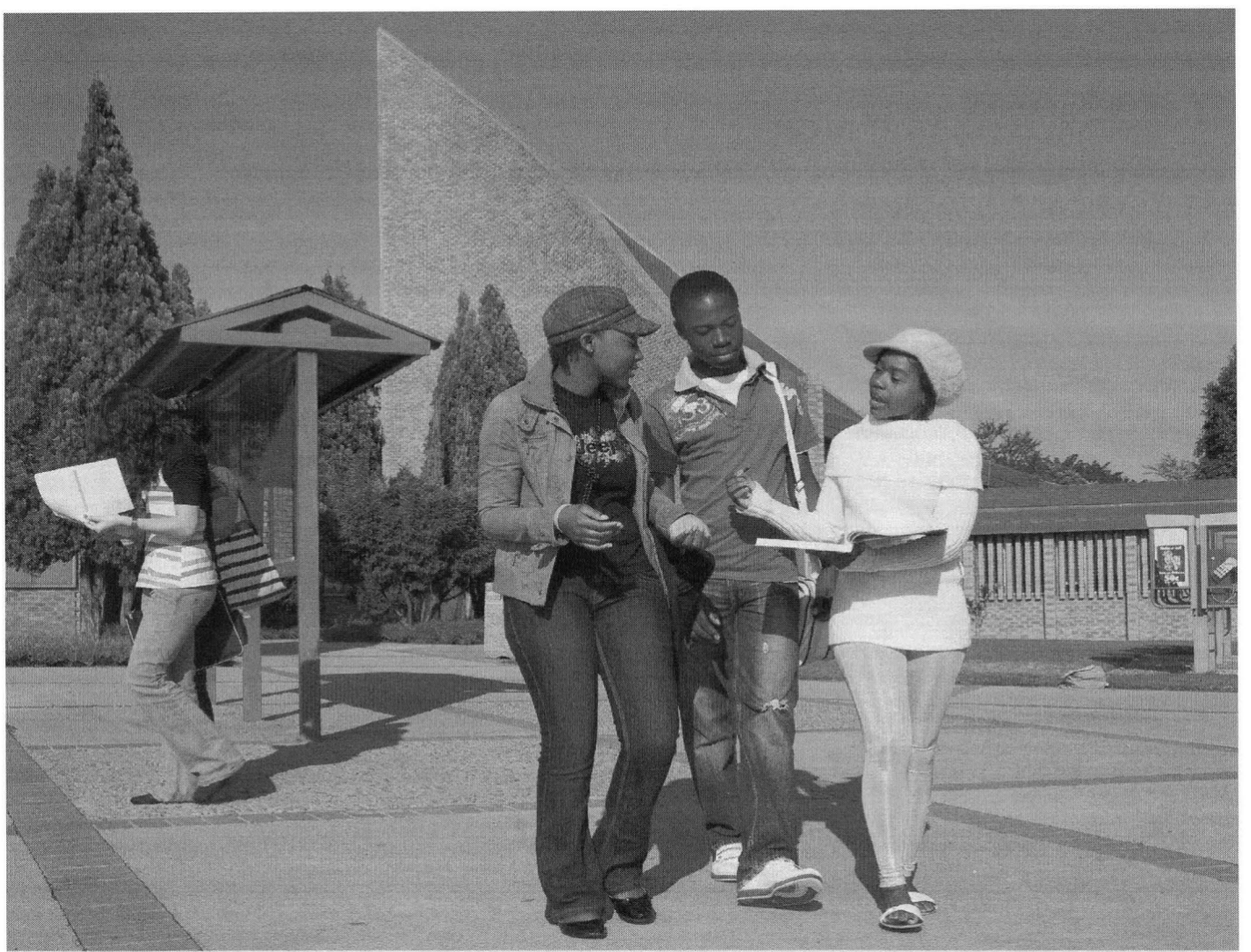
Locating a significant number of community engagement programmes and projects on the Mamelodi Campus further bolstered the implications embedded in the University's transformation policy.[374] Hundreds of UP students found a tangible and meaningful way to access the Mamelodi community, offering their skills and expertise in exchange for experience and practical training. In return, the Mamelodi community received critical and much-needed services free of charge or highly subsidised at best, beautifully translating into practice the value and benefits of education for both those involved in it and those affected by its outcomes.

Mr Edwin Smith, Campus Director: Mamelodi Campus

372 Given netball's appeal to women athletes in communities such as Mamelodi, the games were an important vehicle to promote the role sport can play in encouraging women to attend university to realise their sporting and academic aspirations.

373 In the latter regard, two parent meetings attracted participation by more than 600 and 300 parents, respectively.

374 See Chapter 3.7: Transformation at the University of Pretoria.



Students on the University of Pretoria's Mamelodi Campus.

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Chapter 5

SUPPORT SERVICE DEPARTMENTS

5.1 INTRODUCTION[1]

The vision and mission statements of the University of Pretoria[2] remained unaltered in the period 2001 to 2009. However, significant changes in the external milieu within which the University continuously had to position itself as an internationally recognised research university necessitated the implementation of two successive strategic plans during the period under review.[3] These served as guidelines or templates according to which the activities, as well as all new or additional initiatives of the University, were designed, implemented and managed to ensure that UP could remain on course in attaining its goals. In this regard, the University relied on the support of all its staff members in the academic and support service departments to successfully implement its strategic plans.

Many of the support service departments included in this chapter were already in place by 2001, and, at most, only some of their deliverables had to be amended somewhat. However, at times, it became necessary to restructure departments, establish some new ones, and even reformulate or amend the functions of others during the period 2001–2009 so that they could effectively enhance UP's ability to optimally achieve the goals that had been identified.

Consequently, in comparison to the reporting period of *Ad Destinatum IV* (Van der Watt, 2002), the network of support service departments, divisions and units grew in number and complexity during the later years of the period under review. All of these were functional in the period 2001 to 2009 and, collectively, they addressed the various goals and thrusts that had been identified in the University's strategic plans in the following manner:

- In order to implement its primary endeavour of becoming a premier, internationally recognised South African university, respected for its academic excellence, as well as its quality and innovation, UP depended heavily on the expertise and knowledge embedded not only in its academic staff members, but also in the staff members of its various support service departments.
- Of special importance for UP to excel in its core functions (teaching and learning, research and community engagement) was its heavy reliance on the relevant support it received from the Department of Academic Administration, the Unit for Academic Planning, the Department for Education Innovation, the Department of Research and Innovation Support, the Department of Community Engagement,[4] and the administrative departments, initially of the Hammanskraal Campus, and later of Mamelodi Campus. The objective of providing excellent and appropriate support mechanisms for the University's core functions also included specified support regarding academic information from the Department of Library Services, as well as quality support and a significant expansion of the University's electronic teaching and administrative platforms, which would necessitate a renewal of the University's IT system by the Department of Information Technology Services.[5] Furthermore, effective support of the University's infrastructure by the Department of Facilities Management and support of the UP environment by the Registrar's Office were also essential.
- UP's obligation to have a local impact that was relevant to South Africa's needs[6] was supported by the outputs of its various community engagement structures, its campus enterprises, as well as the Hammanskraal and especially the Mamelodi Campus (which was later identified as UP's main delivery platform for community engagement activities).[7] Local relevance and impact also implied that the University had to be transformed into the intellectual home of the rich diversity of South African and international academic talent, and that attention had to be given to achieving increased access and equity for students and staff members. In this regard, the departments of Academic Administration and Human Resources, as well as the Client Service Centre, played important roles. Furthermore, relevant support structures had to be developed for all students at UP (national and international) so that they could feel at home and succeed in their tertiary education. This included those from diverse and disadvantaged backgrounds.[8] It also meant that barriers caused by institutional culture had to be managed effectively. In this regard, support was needed from the departments of Student Affairs, Residence Affairs and Accommodation, and

The necessity for smooth-running and well-functioning support service departments was paramount for the effective running of the academic engine of UP.

1 Also see Chapter 2.3.3: Support service departments as part of UP's management structures.
2 See Chapter 1.4.1: Formulation of a new vision and mission statement; Appendix B: Vision and mission statement of the University of Pretoria.
3 See Chapter 1.4.2: Strategic plans; University of Pretoria (2002); University of Pretoria (2007).
4 Inter alia in the form of academic service learning or community-based education.
5 See Chapter 5.13: Department of Information Technology Services: IT systems.
6 This included addressing the skills requirements of the economy.
7 See Chapter 3.5.2: Mamelodi Campus incorporation and Chapter 4.14: Mamelodi as an academic campus.
8 In the Office of the Student Dean and the offices of the deans of the respective faculties.

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Corporate International Relations. The importance of ensuring that the identified transformational initiatives were continuously scrutinised was mirrored in the compulsory regular slot for transformation issues on the agendas of the meetings held on Council, executive and senior management level, and by the Registrar's Office.

- To ensure that UP would be recognised as a people-orientated university that gave optimal support to its (excellent) staff and students, the Department of Human Resources had the responsibility to support the former target group. On the other hand, designing and implementing appropriate and relevant support structures at the UP student interface[9] necessitated active input from the Department of Student Affairs, the Department of Academic Administration, the Client Service Centre, the Department of Residence Affairs and Accommodation, TuksSport and the Centre for the Study of Aids.

- The Department of Corporate Communication and Marketing was regarded as an important source of support at the level of the University's internal and external (mostly national) interfaces, whereas the Department of Corporate International Relations had to offer the necessary support at the international external interface. The support responsibilities of the Division of Alumni Relations in the Department of Institutional Advancement (DIA) were directed at the interface between the University and its alumni, as well as its external donors. Likewise, those of the Client Service Centre functioned at the interface of both prospective and current students and their families. Other support service structures that were functional on the external interface were the DIA, UP Arts and Campus Enterprises.

- Assisting in the procedures to maintain sustainability included the active involvement of the departments of Finance, Procurement and Facilities Management, while the support of the (initially "virtual") Unit for Institutional Research and Planning[10] was required to chart a responsible growth strategy, based on the University's strengths and taking national and continental needs into account. The expertise housed in the Bureau for Institutional Research and Planning (BIRAP) and the Department of Risk Management and Internal Audit was of cardinal importance to the University's planning initiatives – in estimating trends and preparing risk analyses, statistical projections and management information. Financial security also depended on obtaining sufficient external income to counteract dwindling state subsidies and limitations on student fee increases in order to provide the financial strength to implement critical initiatives. This was effected by the DIA and Campus Enterprises. Furthermore, ensuring the stability (and safety) of the campus fell within the responsibility of the Department of Security Services and the Registrar's Office (Legal Services Division).

As UP was often challenged by a volatile and changing external milieu in which it had to function and position itself during the period under review, the need to effectively react to unforeseen new pressures at times necessitated adjustments to its strategic focuses, or reprioritising them, with the concomitant restructuring of a relevant existing support service department and/or adjustments to its functional outputs or modes of operation. Where relevant, a historic overview is provided of several support service departments as background to the dynamic changes that had preceded the period under review, and which influenced the structuring and functioning of some departments more than others.

9 Both local and international students.

10 See Chapter 2.3.1: Executive Management 2001 to 2009: Offices of the executive management members: Office of the Executive Director: Institutional Planning.

5.2 DEPARTMENT OF ACADEMIC ADMINISTRATION

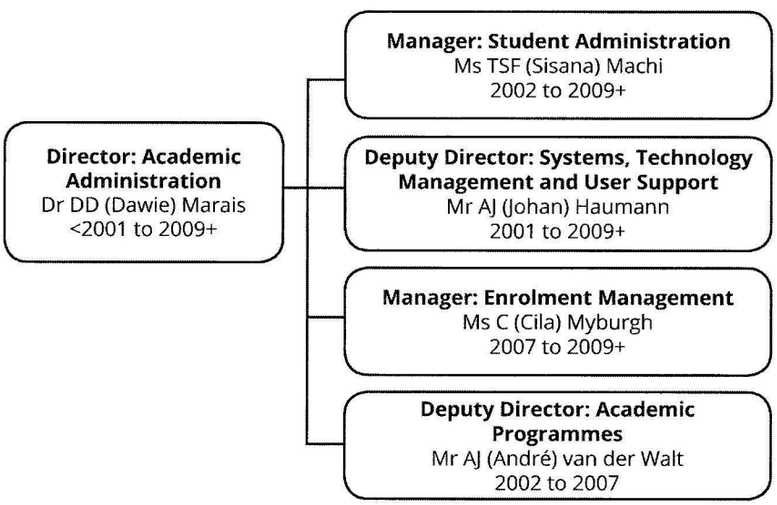

Figure 5.1: Structure of the Department of Academic Administration between 2001 and 2009

The following conventions are applied in the organograms in this chapter:
< prior to the period under review (for example, <2001)
+ beyond the period under review (for example, 2009+)

The Department functioned on a decentralised basis with activities that offered support to staff and students in a wide variety of areas.

Departmental structure and functioning

During the period under review, Dr DD (Dawie) Marais[11] was the Director of the University's Department of Academic Administration. By the end of the period under review, the Department consisted of four sections (as illustrated in **Figure 5.1**): Student Administration (with Ms TSF (Sisana) Machi as Manager),[12] Systems,

11 Dr DD Marais was the Deputy Registrar at UP from 1989 to 1999, as well as Acting Registrar from 1997 to 1999. In 2000, he was appointed Director: Academic Administration until well beyond 2009.

12 Prior to the appointment of Ms TSF Machi, Dr MS (Sam) Mataboge served as Deputy Director: Student Administration from 2000 until he sadly passed away in 2002.

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Technology Management and User Support (with Mr AJ (Johan) Haumann as Deputy Director),[13] Enrolment Management (with Ms C (Cila) Myburgh as Manager)[14] and Academic Programmes (with Mr AJ (André) van der Walt as Deputy Director).[15]

The executive line management function was located in the portfolio of the Registrar, Prof NJ (Niek) Grové during the period under review.

The Department had the following management systems in place:

- The Director held regular individual meetings with the deans of the respective faculties to discuss strategic and operational issues regarding academic administrative affairs.
- The Director chaired weekly management meetings with all senior staff members.
- The Director or the Manager: Student Administration chaired a monthly meeting with the heads of student administration of the respective faculties, as well as senior staff members of the Division of Student Accounts in the Department of Finance, the Client Service Centre (CSC), the Bureau for Institutional Research and Planning (BIRAP) and the Unit for Academic Planning.
- The Director or Deputy Director: Academic Programmes chaired meetings with the heads of student administration of the respective faculties to discuss draft agendas, supporting documentation and minutes before and after each of their respective Faculty Board meetings.
- The Deputy Director: Systems, Technology Management and User Support chaired a monthly systems priority meeting with the Department of Information Technology Services and representatives of the student administration offices of the respective faculties to determine priorities for requests for system changes.
- Human Resource Development Committee meetings were held twice a year.

Staff development during the period included visits to international higher education institutions to evaluate and benchmark the Department's systems and processes for student administration. Senior staff members presented four papers at international conferences between 2005 and 2009.

The integral role of the Department of Academic Administration at UP was demonstrated by its involvement in the development and operations of UP over a wide spectrum between 2001 and 2009.

It was obligatory for all staff members of the Department who were promoted to managerial level to attend a relevant year-long management course offered at UP or by Continuing Education at University of Pretoria Trust (CE at UP).

Ms TSF Machi, Mr AJ Haumann and Mr AJ van der Walt received the University of Pretoria Exceptional Achiever Award: Support Services in 2005.

Implementation of the PWC report of 2000

The Department of Academic Administration commenced the first decade of the new millennium with the implementation of recommendations that emanated from the PricewaterhouseCoopers (PWC) report. This had been put forward as a result of the Academic Administration Project, which formed part of the Support Services Development Project (SSDP).[16] This project followed on the previous General Management Project in 1999, which was also undertaken by PWC.[17] The guiding principles that were integral to the Academic Administration Project were as follows:

- Client-oriented service
- Staff development
- The use of cutting-edge technology
- Decentralised management principles
- The decentralised delivery of certain functions

According to the final report (PricewaterhouseCoopers, 1999), the administrative processes that lay at the heart of Academic Administration were "the enablers that attract and retain top quality students and staff, and administrative excellence contributes significantly to academic excellence". The report highlighted that PWC "sensed both a strong recognition of the need for change and a readiness to improve the institution".

An important initiative related to the PWC report was the implementation of the decentralisation of the academic administration function to the various faculties.[18]

During 2001, the administrative function of student admission was decentralised to faculty level, concurrent with the implementation of the strong school model of the University,[19] in which the previous 11 faculties were consolidated into nine, with associated schools,[20] and the Faculty of Education[21] was moved in its entirety from the Hatfield Campus to the Groenkloof Campus. About 15 staff members of the central Department of Academic Administration were transferred to faculty administration offices. The necessary changes were made to the student administration system to enable the decentralised, client-oriented admission of students. At the same time, new technology was implemented to enable the centralised, intelligent scanning of manually completed application forms. This put the University at the forefront of processing applications. Due to these visionary technological developments, the University was able to process more than 38 000 applications for admission in 2009, as opposed to 17 394 at the beginning of the period under review.

As a further outcome of the Academic Administration Project, the CSC opened its doors in April 2002. Staff members of the Department of Academic Administration played a key role in the task teams responsible for establishing the CSC.

13 Mr AJ Haumann was Assistant Registrar at UP from 1995 to 2001.

14 This section was only established in the Department in 2007. Ms C Myburgh was the first person to be appointed in the newly created division.

15 Mr AJ van der Walt was Head: Study Financing at UP from 1993 to 1997 and Project Leader: Administrative Systems from 1998 to 2001. He was seconded to the Quality Unit in 2006. He retired on 31 May 2007, after which the position of Deputy Director: Academic Programmes had not yet been filled by 2009.

16 Also see Smit, 2002a:21–23.

17 See Chapter 2.3.2: Senior management: Senior Academic Management: Faculty Management Model.

18 See Chapter 2.3.2: Senior management: Senior Academic Management: Faculty Management Model.

19 According to a strong school model, the relevant chairpersons of the schools and academic heads took responsibility for curriculum development and academic programmes. The Dean was expected to address external challenges experienced by the Faculty as a whole, particularly those relating to internal and external interfaces.

20 See Chapter 2.2.5: Faculties and faculty boards: Historical overview: Restructuring UP's faculties 1999 to 2000.

21 Also see Chapter 4.3: Faculty of Education.

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The vision of the CSC was to provide integrated, comprehensive and technologically advanced client care to students, as the primary clients of the University.[22]

External liaison activities

The Department's external liaison extended to the national registration of the programmes and qualifications of all universities and technikons at the time with the South African Qualifications Authority (SAQA) in 2000. The Section: Academic Programmes worked in close unison with the Quality Unit, the programme committees of the respective faculties and the faculty administration offices to register the more than 2 000 qualifications offered by the University in June 2000.

From 2000 to 2005, the Department – in conjunction with other units at the University – cooperated with the Department of Education, the Council on Higher Education (CHE) (specifically the Higher Education Quality Committee (HEQC)) and SAQA regarding the implementation and refinement of the National Qualifications Framework (NQF) and the Higher Education Qualifications Framework (HEQF) that came into effect on 1 January 2009.

This framework established common parameters and criteria for qualification design and facilitated the comparability of qualifications across the higher education sector. The number of active programmes offered by the University was reduced from 2 069 in 2004 to 1 550 in 2009. The number of active modules decreased from 9 059 in 2004 to 5 833 in 2009. These developments resulted from an ongoing revision of the University's academic offering.

Incorporation initiatives

From the beginning of the period under review until 2005, the Department actively participated in the preparation for the successful incorporation of the Teachers' Training College (Normaalkollege Pretoria) (NKP) in Groenkloof that was implemented as from 2002, as well as the Mamelodi Campus of the former Vista University in 2004. The Department's contribution varied from training administrative staff members and incorporating them into the University's Department of Academic Administration and other decentralised administrative faculty offices, to reviewing regulations and administrative processes to ensure the seamless incorporation of students into UP.

During 2002, some 700 000 pages containing records of students from the Heidelberg College, the Goudstad Teachers' Training College and the NKP were scanned into the University's system to ensure that they would be electronically available for future reference.[23] In 2007, student records as far back as 1930 were updated with the support of the Alumni Relations Division.[24] The implementation of the Promotion of Access to Information Act (PAIA), Act No. 2 of 2000, in 2002, required the University to obtain the necessary prior permission of students before their information could be made available to any third party.

Institutional audit

In 2006, Mr AJ van der Walt was seconded to the Quality Unit to assist with the University's preparation for the institutional audit of the University by the HEQC that took place in 2007.[25]

Two of the 12 commendations in the audit report on the University were the result of the Department's excellent contributions to the University's general administrative processes. The HEQC commended the University for its management of a robust administrative system of security that ensured the integrity of the certification process, for the many support structures that provided assistance to departments in the development of new programmes and for its effective programme approval system.

Secretariat function

The Department was responsible for the Secretariat function of Senate, as well as committees of Senate. The University's General Regulations were adapted in 2004 to make provision for the greater involvement of postgraduate faculty committees. In 2005, the Department introduced simultaneous interpreter services in the Senate Hall to translate Senate meetings from Afrikaans into English, enabling all members to follow and participate in discussions.

Administration function

The Department proactively implemented several relevant initiatives whereby the administrative load of the anticipated increase in student numbers and diversity could be smoothly accommodated.

In 2001, the Department was involved in the administration of the 30 382 contact and 32 368 distance education students enrolled in that year. By 2009, the number of contact students had increased to 41 751 students, while the number of distance education students totalled 19 037. The number of degrees conferred and diplomas awarded in 2001 was 5 144, as opposed to 12 924 in 2009.

The ongoing growth in student numbers necessitated the Department to approach the Executive as early as 2004 for the construction of additional lecturing venues, which led to the construction of the Centenary Building that was completed and opened in early 2009.[26]

By expanding the web-based registration processes in 2005 and 2006 to enable students to register electronically through the web, the Department ensured that the University remained on the forefront as a nationally competitive institution.

The Section: Enrolment Management was established in the Department in 2007. Its function was to act as the "business owner" of all enrolment-related matters, such as the provision of fair and transparent recruitment and selection processes for all faculties, advising and providing guidance on admission requirements, and the central management of all the enrolment information and correspondence with various parties. Internal processes and systems were adapted to provide for the National Senior Certificate (NSC), issued for the first time in 2008, and to cater for the first cohort of students in 2009 who would enter the University with the NSC qualification (as opposed to the former Senior Certificate, which had provided entrance to University study).

From 2006, degree certificates were printed on special paper with a unique watermark to counter fraud.

Graduation ceremonies

The Department of Academic Administration was responsible for organising all graduation ceremonies, whether on the Hatfield Campus or on other satellite campuses. In 2009 alone, the Department organised 57 separate graduation ceremonies.

On 23 February 2001, the last graduation ceremony to be presented on the satellite Witbank Campus took place (Smit 2002a:9). On International Human Rights Day in 2002, which took place on 10 December, a special graduation ceremony was arranged on the Hatfield Campus for awarding degrees to 30 students from Africa who had completed the LLM degree

22 See Chapter 5.5: Client Service Centre.
23 All alumni of the NKP became alumni of UP due to the fact that UP had become the legal successor of the NKP.
24 See Chapter 5.14.3: Alumni Relations Division (TuksAlumni): Alumni database.
25 See Chapter 5.18: Department of Quality Assurance (Quality Unit).
26 See Chapter 5.10: Department of Facilities Management.

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in Human Rights and Democratisation in Africa. Thereafter, this became an annual occurrence throughout the period under review.

From 2001 to 2009, the University awarded about 70 honorary doctorates.[27] The Department handled all the travel and accommodation arrangements of these candidates on behalf of the University. Among these doctorates were well-known candidates such as Archbishop Emeritus D (Desmond) Tutu (the Nobel Peace Prize winner), Sir D (David) King (former Chief Scientific Advisor to the British Government) and TH Senior Minister GOH Chok Tong (Senior Minister of the Republic of Singapore).[28]

Increasing use of technology

In its quest to use cutting-edge technology, several changes were made to the student administration system in 2002 to accommodate mailing study material, handling student assignments and arranging contact sessions for distance education students. These changes were necessitated by the University's decision to end the partnership for distance education with National Private Colleges (NPC)[29] and to establish its own Unit for Distance Education in the Faculty of Education.

Further technological improvements included the implementation of the Syllabus Plus scheduling system to schedule lectures and examinations, as well as the optimal electronic allocation of lecture venues in 2004. Tertiary institutions worldwide used the system. By 2009, the number of lecture venues and laboratories to be utilised for lectures and examinations on the Hatfield Campus exceeded 110, with 75 on the Groenkloof Campus. In 2005, students could obtain their examination results via their cellular phones for the first time. During 2006, the system was extended to enable students to receive their examination results via SMS.

In 2008, Mr AJ Haumann and two senior staff members of the Department were seconded to the University's IT System Renewal Project,[30] which aimed to implement the Campus Solutions component of the PeopleSoft System. Staff members of the System Renewal Project entered into in-depth system discussions with staff members in various sections in the Department to analyse their needs and compile specifications for the new system. The first job description for the new position of Coordinator: Academic Structures was compiled. This position was the first of a number of new positions that would be required as part of the implementation of the PeopleSoft system. The large-scale training of approximately 400 users commenced during that year. The course catalogue was also compiled.

As a result of unforeseen national power interruptions at the beginning of 2008, emergency measures were developed in cooperation with the Department of Facilities Management in the relevant venues to ensure an uninterrupted quality service during examinations and tests.

In September 2008, a Language Unit was established in the Section: Academic Programmes to perform quality control of University publications and to assist in developing an institutional language policy and style guide for the University. In pursuing these objectives, the Language Unit developed an Afrikaans style guide, edited programmes for graduation ceremonies, attended to the editing and translation of correspondence for all nine faculties, and translated academic transcripts issued to alumni.

UP's Centenary Celebrations

The Department was actively involved in the Centenary Celebrations of the University in 2008 and collaborated closely with the Centenary Office on various aspects related to the centenary. This included special arrangements for the symbolic formal academic procession of 150 members of Council and the Executive, as well as academic staff and other personnel at the beginning of the celebrations, special covers for yearbooks and arrangements for 17 honorary doctorates, 14 Chancellor's medals and 10 awards during graduation ceremonies in the University's centenary year.

Dr Dawie Marais, Director: Academic Administration

27 See Appendix C: Table G.

28 This ceremony took place in Singapore in 2008 and was attended by Prof NJ (Niek) Grové, Registrar, Prof N (Nick) Binedell, Director of the Gordon Institute of Business Science (GIBS), as well as 65 MBA students and academic members of staff of GIBS, who were in Asia on a study tour at the time, and other dignatories.

29 See Chapter 3.3.2: Teaching and learning: Curriculum development: Distance education and private education providers.

30 See Chapter 5.13: Department of Information Technology Services: IT systems.

5.3 BUREAU FOR INSTITUTIONAL RESEARCH AND PLANNING

The Bureau for Institutional Research and Planning (BIRAP) housed the expertise to provide active inputs on the positioning of the University and its strategic planning processes regarding faculty plans.

Divisional structure and functioning

It was one of the smallest support service departments in the University (see **Figure 5.2**). By 2009, it consisted of nine permanent staff members (compared to seven in 2001). However, during the period under review, BIRAP made a significant contribution to informed decision-making at senior and executive management levels. Throughout the period under review, its executive line of reporting was to Prof AP (Antony) Melck, who was responsible for various institutional planning initiatives. He also assisted in various requests for information from government.[31]

Prof PJ (Pieter) Vermeulen, as Director, had managed and developed BIRAP since 1996. Under his supervision, various milestones were achieved. Senior members of staff during the period under review were Mr HJ (Hugo) Mouton (Deputy Director), Ms HMJ (Bokkie) van Staden (Senior Programmer/Higher Education Management Information System (HEMIS) Officer) and Ms AME (Annemarie) de Bruyn (Senior Programmer/Information Analyst).

At the turn of the century and over a period of four years, the erstwhile Minister of Education, Prof AK (Kader) Asmal, drastically changed the higher education arena. Numerous mergers, policy changes and statutory advisory bodies were established with the main purpose of creating a

31 In 2009, BIRAP was formally included in the Unit for Academic Planning in Prof AP Melck's office.

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new higher education environment that would be able to serve the new democratically elected South Africa. These changes brought challenges for the Vice-Chancellor and Principal that had to be resolved with the minimum loss of efficiency to the new environment. This required careful strategic planning and actions. During that period, BIRAP's primary role was to study the various policy changes (such as the new funding formula) and advise the Executive on how best to adapt to the continuous changes in higher education policies. BIRAP also interacted closely with peer institutions, as well as the Department of Education (DoE), to determine the possible impact on UP and to render expertise in finalising changing policies.

Internally, the main functions of BIRAP did not change significantly over the nine-year period under review. It continued to gather executive information, execute institutional research projects, evaluate strategic alternatives, develop decision support models and provide inputs into the various strategic forums of the University. In all these functions, routine tasks were established to add value to the University's operations. The contribution of BIRAP's staff members to continuously and professionally manage and maintain these tasks is acknowledged.

An important activity of BIRAP entailed the submission to the DoE of audited information on study programmes and student enrolments according to set requirements on predetermined dates. This included information that was used to determine the University's subsidy from government. It is of interest to note that UP enrolled 30 786 full-time equivalent (FTE) students (24 702 contact FTE students and 6 084 distance FTE students) in 2001, compared to a total of 38 818 FTE students (32 740 contact and 6 078 distance FTE students) in 2009. The corresponding subsidies received for 2001 and 2009 amounted to R571 million and R1 201 million respectively.

BIRAP was instrumental in compiling information distributed to all faculties annually during the budgeting process. For this purpose, an information system or "toolkit" was developed to enable managers to interactively access information through the intranet. More than 80 different reports were presented per faculty on a point-and-click basis under the headings of the University's faculty plans. In addition, more than 400 ad hoc requests were received annually for information from both internal and external clients.

BIRAP's strategic role was to support well-considered decision making to promote the University's competitiveness.

For this purpose, a library of programmes was developed and maintained to efficiently address all requests for support. A high priority was placed on the processing of information into business intelligence by focusing on unified data definitions, analysis, the interpretation of information and the presentation of results.

During the period under review, BIRAP undertook a number of successful projects, which demanded extensive investigation and/or the participation of specialists from other departments within the University.

These included the following:

- The student growth strategy was developed by Prof AP Melck between 2002 and 2004. It was implemented for the first time in 2005 and subsequently revised annually to set new admission and registration targets for all undergraduate study programmes.
- An academic staff allocation model was developed to advise management on the affordability of new academic posts in the faculties. After the implementation of the new funding framework in 2004, the model was revised to accommodate the impact of the changing funding rules.
- A set of performance indicators was formulated and incorporated in an annual report to Council to reflect the performance of the University against its strategic plan. In addition, performance indices for the different strategic dimensions were developed.
- Risk modules (with high attrition or low pass rates) were identified annually for evaluation purposes and to establish improvement initiatives at the end of the year once the final examination results had been processed.
- With the incorporation of the Mamelodi Campus of the former Vista University, a comprehensive analysis of this University's study programmes and staff complement was undertaken to determine their possible impact on UP's activities and systems.
- Support was provided in the formulation of policy statements and comments in response to a number of controversial issues raised by the DoE, for example, the capping of student numbers for subsidy purposes, the funding of experiential learning and the Higher Education Qualifications Framework (HEQF).
- Research was conducted on future alternatives for the Mamelodi Campus, since the number of students on the campus had declined drastically. This was brought about by their migration to UP's Hatfield Campus and the implementation of stricter minimum admission requirements that decreased the uptake of new students at Mamelodi.

Figure 5.2: Structure of the Bureau for Institutional Research and Planning between 2001 and 2009

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- The implemented new subsidy framework did not make full provision for the funding of the Faculty of Veterinary Science. An investigation was launched, together with the DoE to quantify the need for funding and to negotiate an amendment to the subsidy framework so that a larger portion of the Faculty's direct expenses could be funded by the state.
- As the Hatfield Campus had reached its full capacity, few opportunities for further growth in student numbers existed. Alternative growth opportunities were investigated in 2006 and the advantages and disadvantages of different options had to be considered. This, inter alia, led to the construction and inauguration of the Centenary Building in 2008.[32]
- In response to government's Accelerated and Shared Growth Initiative for South Africa (AsgiSA) and Joint Initiative on Priority Skills Acquisition (Jipsa), the University successfully communicated its need to expand its teaching and learning capacity for engineering students to the DoE.[33]

During the period under review, BIRAP laid a sound foundation to address future challenges, and proved that it could meet expectations and demands in an ever-changing environment. With its competent and professional staff complement, it was ideally structured and situated to support the Executive in its institutional research and planning needs.

Mr Hugo Mouton, Deputy Director: Bureau for Institutional Research and Planning

32 The Centenary Building had a capacity of 1 800 seats.

33 BIRAP was part of the team that coordinated and finalised the planning of a project for the expansion of the School of Engineering (lecture rooms, laboratories and office space), as well as a parking garage for 1 000 vehicles to the amount of R420 million. (Also see Chapter 5.10: Department of Facilities Management.)

5.4 CAMPUS ENTERPRISES

The University's system of campus enterprises created a commercial hub for the development, implementation, management and governance of the University's business activities.

Historical overview

At the turn of the millennium, the Executive of the University of Pretoria took a strategic decision to formally establish "campus companies" in support of the University's vision to achieve its mission and meet Council's expectations.

The initial major objectives with the forming of the campus companies was to take a first step in providing a constant alternative (or third) stream of income for the University and its academic staff, thereby diminishing its dependency on state funding. By the middle of 2009, the University was operating a comprehensive constellation of campus enterprises: some wholly owned and operated by the University, and others as joint ventures (see **Figure 5.3**).

Enterprises at University of Pretoria Trust (E at UP) was a holding entity for Continuing Education at University of Pretoria Trust (CE at UP), which coordinated the University's continuing education offerings, and Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP), a company through which the University's consultant expertise was made available to the public. BE at UP also held the University's interests in Consulta Management Consultants, Stratoscience and Izandla Zethu Consulting. E at UP held the University's interests in Bookmark (the new bookshop on campus operated as a joint venture with Avusa Retail), as well as INSiAVA and Vicva Investments, the latter being two companies through which the University was commercialising its research.

The most significant of these entities was CE at UP, established in 1999, which offered continuing education programmes to individuals and organisations, and BE at UP, established in 2000, which facilitated commercial contract research and consulting activities. E at UP was established in 2007 to create an enabling platform for the group of entities in this environment.

Other entities that were also established as campus enterprises and that operated as commercial entities included TuksSport (Pty) Ltd and the High Performance Centre (hpc),[34] as well as the Gordon Institute of Business Science (GIBS).[35]

Enterprises at University of Pretoria Trust

Various climatic changes in the macro-economy of the country necessitated a review of fundamental management principles and how to employ the capital worth of the institution to optimise the inflow of external resources.

In an effort to develop the objectives of the University's group of companies in a holistically responsible manner, it was proposed that an enabling platform be established to sustain all the commercial endeavours in pursuit of the University's mission.

E at UP[36] was formed in 2007, with the University as the sole beneficiary, and became operational on 1 January 2008. With the formation of E at UP, the objectives of the campus entities were as follows:

- *Generation of income for the University and its staff:* This was achieved by coordinating, supporting and acting in an advisory role in the production and delivery of the various products and services of the University and the entities in support of academic and other endeavours. This furthermore enhanced interaction with the community, as well as the public and private sectors, in a coordinated and structured manner, and contributed to the University's image as an institution delivering professional services.
- *Optimisation of University resources:* This was achieved by exploiting the existing captive market on campus by delivering products and services, either in cooperation with the private sector or alone, and to introduce value-adding solutions to the University and its stakeholders.
- *Commercialising technology-based or knowledge-intensive research:* This was achieved by acting as custodian of the University's commercialised intellectual capital, stimulating the development of new products and services emanating from research, and commercialising such products and services, including the provision of venture capital and incubation services where possible.

34 See Chapter 5.24: TuksSport.

35 See Chapter 4.11: Gordon Institute of Business Science.

36 Prior to this, Enterprises at University of Pretoria (Pty) Ltd had been a dormant company with Mr JSJ (Johan) Nel as the Managing Director.

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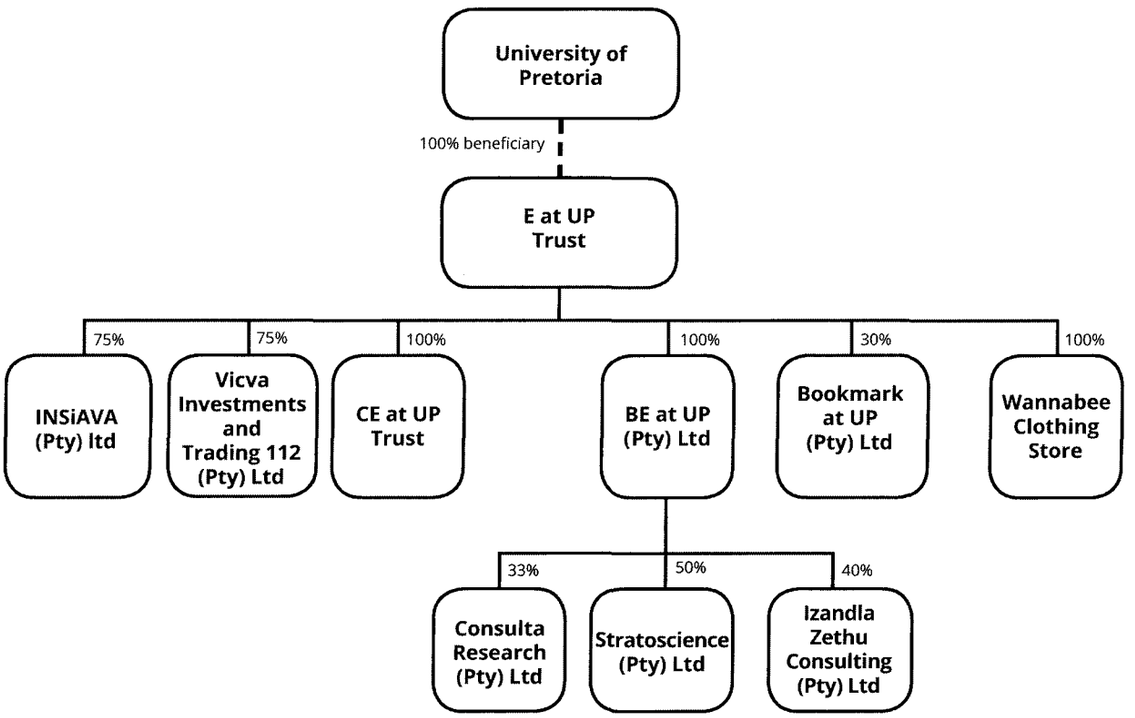

Figure 5.3: The University of Pretoria's structure of campus companies at the end of the period under review (percentages indicate the shareholding percentage of UP in the individual companies)

E at UP was resourced with a Board of Trustees, made up, during the period under review, as follows:

- The Vice-Chancellor and Principal: Prof CWI (Calie) Pistorius
- The Member of the Executive responsible for the campus companies: Mr JSJ (Johan) Nel (Chairperson)
- Members of the Executive: Prof NA (Nthabiseng) Ogude, Prof S (Sibusiso) Vil-Nkomo and Prof RA (Ramaranka) Mogotlane
- The Chief Executive Officer (CEO) of the Trust: Mr D (Deon) Herbst

Business development managers and other operational staff were also appointed.

It was envisaged that the core body of E at UP would remain intact, but that the structure would yield itself to the growth needs of the groups of campus companies as dictated by the expanding organisational structure.

In addition to the activities of CE at UP and BE at UP, together with the affiliate companies of BE at UP, the following memorable events stood out as highlights:

- During September 2008, the Wannabee Clothing Store at UP was opened. It successfully contributed to the creation of UP-branded clothing and the distribution of these to the community.
- In January 2009, the first on-campus bookstore, Bookmark, was officially opened. It offered prescribed and recommended academic textbooks, as well as a mixture of contemporary relevant books and magazines. Avusa Retail, incorporating Van Schaik and Exclusive Books, was the pioneering partner with E at UP in this joint venture. It was hoped that this would be the first in a series of campus-specific sites to serve the students and staff of the University.
- With regard to annual revenue, Wannabee earned R465 926 in 2008 and R3.2 million in 2009, and Bookmark earned R11.9 million in 2009.

In terms of revenue, the E at UP Group of Companies earned R1.29 billion[37] during the period under review, increasing from R13.5 million in 2000 to R289 million in 2009.

Continuing Education at University of Pretoria Trust

The company Tuks Expertise (Pty) Ltd was established in 1999 with the purpose of presenting all continuing education programmes of and on behalf of the University of Pretoria. After inception, it was decided to change the name of the enterprise to Continuing Education at University of Pretoria (Pty) Ltd, with the shortened name CE at UP (Pty) Ltd.

Prof AM (Antonie) de Klerk served as Managing Director from its establishment, and was succeeded by Mr D Herbst (trustee and CEO) from December 2002.

The University was of the opinion that it would be advantageous to centralise the presentation of continuing education programmes in a single entity in the form of an independent company. Since continuing education by definition does not qualify for state subsidy, these activities could be presented via a commercial and private company, with associated advantages.

CE at UP was charged with the responsibility of managing, coordinating and organising all such products across all faculties.[38] The objective was to mobilise and make the expertise of the University and its staff accessible in a professional manner via short courses, certificate programmes and similar offerings. The consolidation of continuing education activities was further aimed at improving competitiveness and

37 This figure comprised the earnings of CE at UP, BE at UP, Consulta Research (Pty) Ltd, Izandla Zethu (Pty) Ltd, Wannabee Clothing Store and Bookmark at UP (Pty) Ltd.

38 At the time, there were individual departments and faculties that were already presenting their own continuing education lectures and courses.

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presenting a consolidated onslaught on the market.

CE at UP was able to create a working synergy, synonymous with the ethos of the University, based on innovative academic quality, good corporate governance, guaranteed quality of content and flexibility to suit the ever-changing training needs of government and the business community. While the University would always remain responsible for the academic content, quality assurance and certification, CE at UP provided the single point of integration and service that could meet the needs of the Southern African market in a professional, cost-effective and timely manner.

An agreement was reached for the University to purchase the company Laboratory for Advanced Engineering (LGI) (Pty) Ltd, which had been responsible for the commercial activities of the former Faculty of Engineering.[39] This transaction included the Centre for Continuing Education, which had already achieved a turnover of approximately R5 million per annum. It was transferred, with its current business and staff complement of five members, to the newly established CE at UP with effect from 1 March 2000. This group formed the nucleus of the new company.

Other existing continuing education activities and interests within several faculties of the University were gradually transferred to the company.

In 2001, the staff complement was extended to 35 permanent positions to cope with the sharp increase in course activity. The staff complement grew in size, stature and expertise in line with the demands of the rapid growing business to 86 permanent and contract positions in 2009. At the same time, the executive management was trimmed to a team of three members, supported by a strong complement of senior and middle managers.

Challenges during the first years included the establishment of suitable infrastructure, systems and procedures, as well as the design and development of an integrated management information system out of a myriad of different financial and course administration platforms. The first fully integrated management information system was finally implemented in 2005. The refinement and upgrading of this platform remained a continuous process in service excellence.

The marketing and business development capabilities of the company had developed steadily since its establishment and were enhanced by the introduction of electronic marketing mechanisms. An internal newsletter, *Flowchart*, appeared for the first time in February 2003.

Electronic newsletters were regularly distributed to internal and external stakeholders and alumni. In 2003, the company issued its first official annual report. The course catalogue, presenting the vast range of products of the company, ultimately developed into a showcase publication featuring in excess of 500 individual products across 21 fields of study. A newly designed website was launched in November 2008.

In 2004, the Higher Education Quality Committee (HEQC) conducted a quality audit of the University and commended the rigorous quality assurance mechanisms of the institution. These mechanisms were extended to cover the programmes of CE at UP, ensuring the integrity and authenticity of the certificates issued by CE at UP on behalf of the University. CE at UP also actively participated in the institutional audit of the University, which the HEQC conducted in May 2007.

The HEQC commended the University of Pretoria for the initiative taken to establish CE at UP, which had improved the administrative efficiency, management information systems, marketing efficiency and income generation of short courses, and also allowed the institution to respond to the broad skills needs of society.

CE at UP demonstrated its commitment towards social investment through the support of a number of projects, including the donation of computer hardware, food, clothing and accessories, textbooks and Christmas gifts to selected charities and institutions, as well as through its involvement in the coordination of the biannual South African Women in Dialogue (SAWID) conference.

Due to amendments to company legislation, CE at UP (Pty) Ltd was converted to a trust in 2008 and from then on traded as Continuing Education at University of Pretoria Trust (CE at UP). At the start of 2009, the CE at UP Board of Trustees consisted of Mr JSJ Nel (Chairman), Mr D Herbst (trustee and CEO), Prof S Vil-Nkomo (trustee) and Prof NA Ogude (trustee).

CE at UP had earned over R796 million from its inception in 2000 until the end of the period under review, rising from approximately R8 million in 2000 to more than R168 million per annum by 2009.

Course activities

The level of participation in continuing education activities by the University's academic departments, although varied, had increased significantly from the inception of the company in 2000, when 108 courses were presented. Course activity grew from 108 courses scheduled by 2001 to 493 in 2009. Delegate attendance also increased rapidly from a modest 2 824 by 2001 to 22 845 in 2009.

In-house courses rapidly gained in popularity. The total number of delegates attending in-house courses exceeded those of short courses for the first time during 2002. Increases were more significant in the in-house category. This was attributed to factors such as the active pursuit of tenders and quotations by the company and the fact that, for many clients, this was an affordable training option.

As envisaged prior to its inception, the company commenced with the facilitation of in-house training for UP staff members in 2003, with 970 staff members attending such courses. A sound foundation was laid for further growth. In 2009, 1 968 staff members were attending training courses through CE at UP.

The successful Project Management portfolio grew from five programmes with 280 delegates in 2003 to a record number of 10 presentations delivered to 596 delegates during 2007. By the end of 2009, in excess of 3 200 delegates had successfully completed this programme.

In 2005, the University was selected as one of the preferred providers of training for the Gauteng Department of Health and established itself as one of the only providers able to present a comprehensive training solution to development needs in the health sector. This heralded the start of a number of flourishing long-term relationships with clients in the public sector. In the same year, 101 groups (totalling 1 947 delegates) completed the Public Management Development Programme for Emerging and Advanced Managers, presented in cooperation with the South African Management Development Institute (SAMDI). This relationship, and its continued success, was instrumental in empowering public sector managers from 2003.

39 It could be stated that the campus companies had their origins in the LGI, which was established by the late Dean of the Faculty of Engineering, Prof L (Louis) van Biljon in the 1990s. LGI provided a vehicle for academics in the former Faculty of Engineering to perform consulting work. It also coordinated continuing education (Pistorius, 2009).

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A number of specialised courses, presented in cooperation with international partners, including the MEASURE Evaluation Project (USA), the Japan International Cooperation Association (JICA) and the Red Cross, enhanced the product portfolio for a number of years. The company facilitated selected cooperation agreements with local training partners (so-called third parties), which resulted in the addition of innovative new programmes to the product portfolio, including, among others, programmes in property management, the dispensing of medicine, applied computer literacy and office management.

The training events, with an average of two events scheduled per product, grew to 1 351 by 2009. Certificates issued increased from 6 046 in 2001 to 17 558 in 2009.

Highlights

The following memorable events stood out as highlights:

- The portfolio of continuing education courses of the Faculty of Veterinary Science was transferred to the company on 1 March 2000 after lengthy negotiations.
- In 2003, the Faculty of Education was selected as one of a number of service providers to facilitate the Dinaledi Maths and Science Project funded by the United States Agency for International Development (USAID).
- Following the establishment of the De Bono Institute at the University, the first course in creativity was presented in cooperation with the Institute in 2003.
- The company was successful in its bid for a comprehensive tender for the development and presentation of the Comprehensive HIV/Aids Care, Treatment and Management Programme of the National Department of Health in 2004, which gave rise to the establishment of a sustainable product portfolio in the management of HIV/Aids.
- The University was granted accreditation by the Pharmacy Council to present the Dispensing Course for Non-pharmacist Health Care Professionals in 2005 in response to the introduction of licensing requirements to dispense medicine.
- The company assisted with the coordination of the logistics for and administration of a meeting of the National General Council of the African National Congress (ANC), which was hosted at the University of Pretoria in 2005.
- In line with CE at UP's focus on brand enhancement, the company produced its first corporate video. The video depicted the essence of CE at UP's corporate culture and provided an effective overview of the company's range of skills development and training solutions.
- The African Regional Conference on Engineering Education was successfully presented during 2006. CE at UP was responsible for the registration and logistical activities of the conference.

Business Enterprises at University of Pretoria (Pty) Ltd

The focus of BE at UP was to position the University as a leader in developing and utilising business opportunities within the commercial research and consulting industry. This was achieved by utilising existing infrastructure and expertise to deliver high-quality end products and results designed and developed by contemporary academic leaders.

The vision behind the establishment of an entity such as BE at UP was twofold: industry would be offered an innovative and cutting-edge cluster of multidisciplinary contract research and consulting services, and the University's personnel would be offered the opportunity to gain exposure, experience and financial advantage in the marketplace.

An added advantage for the University was that BE at UP would ensure that an acceptable level of professionalism and quality of service was rendered at all times, thereby minimising unnecessary exposure and risk for the University.

At its inception on 1 March 2000, the personnel corps consisted of four staff members, including the Managing Director, Mr D Herbst. BE at UP was mandated to market the expertise located within four disciplines: economic and management sciences, education, law and humanities.

Towards the end of 2002, its service offering expanded to include five other disciplines: engineering, the built environment and information technology, health sciences, natural and agricultural sciences, theology and veterinary science. This would explain the dramatic growth in turnover during 2003.

Illustrative of the diverse array of multidisciplinary research and consulting services offered by BE at UP, its offerings included sensory research, statistical data mining solutions, actuarial risk management solutions, archaeology and heritage project management, and advanced geological resources and intellectual capital.

The growth and success of BE at UP was exponential. A major achievement was the positioning of the University as a leader in developing and utilising business opportunities, both nationally and internationally, within the contract research and consulting industry.

The number of projects BE at UP had completed since its inception in 2000 rose from 105 to 926 by the end of the period under review. In the course of the first seven years of its existence, contracts were primarily secured within the private sector. During 2008, equilibrium was achieved with the number of projects secured in both the private and public sector. Business secured internationally remained stable, specifically over the 2007–2009 period, with an average of 18% of BE at UP's business flowing from the overseas market.

BE at UP's revenue rose from just over R3.5 million in 2000 to more than R66 million per annum by 2009, totalling almost R300 million for the period under review.

The following memorable events stood out as highlights:

- A celebratory cocktail function was held in June 2005 to commemorate BE at UP's fifth anniversary. The occasion was attended by members of BE at UP's Board of Directors, the University's Executive and selected shareholders of its affiliate companies. Other important guests were BE at UP's internal stakeholders who were "first movers" in their association with the company and whose involvement was strategic in the building of a solid foundation on which to realise the company's future success.
- Specialists from Archaic Heritage Project Management, together with the University's Department of Anatomy, were involved in the repatriation of the human remains from the Mapungubwe cultural heritage site in Limpopo. BE at UP facilitated and managed this project towards the end of 2007.

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- A total of 143 human remains, originally buried in the Mapungubwe cultural landscape, were handed over to representatives of the legitimate descendants from this area at a symbolic ceremony held at the University of Pretoria in October 2007.[40] A cleansing ceremony took place in November 2007, while the reburial of the remains took place at the Mapungubwe National Park on the confluence of the Shashe and Limpopo rivers.

- In 2007, BE at UP sponsored two students from the University's Department of Marketing and Communication Management to attend an international seminar in Hanover, Germany. The students were from a disadvantaged background and had never been beyond South Africa's borders.

- The Stanza Bopape Community Health and Development Centre in Mamelodi East, Pretoria, provided various skills development programmes to the community and ran day care and drop-in programmes for vulnerable children from the community of Mamelodi. BE at UP made a significant contribution of educational resources and material to the centre's programmes and upgraded the recreational facility used by the children. BE at UP also supported a group of entrepreneurs (the Bakgotsi catering group) with a fully equipped kitchen container from where they could conduct their business. They also received catering and baking training at the centre.

- Towards the end of 2006, a milestone was achieved when the Canadian International Development Agency (CIDA), represented by the Minister for International Relations and Cooperation, entered into a two-year contribution agreement with the highly acclaimed Southern African Development Community (SADC) Centre for Land-related, Regional and Development Law and Policy (CLRDP), based at the University of Pretoria, under the leadership of Prof N (Nic) Olivier. The purpose of the agreement was to implement a South African government-supported project to establish sustainable restitution support in South Africa.

- Specialists at the Nova Institute, located in the University's Faculty of Theology, pioneered a method of fire ignition known as Basanjengo Magogo. In 2006, the Institute was awarded a tender by the Department of Minerals and Energy, which enabled it to adopt this method as part of its Integrated Clean Household Energy Strategy. This method of igniting fires drastically reduced emissions from domestic coal fires and was cost effective.

- Prof R (Rachélle) Gauton of the University's Department of African Languages, together with a dedicated team of isiZulu translators, undertook the translation of the user interface of the Microsoft Windows XP operating system into isiZulu for Microsoft (South Africa) (Pty) Ltd.

- Considering that, at the time, 6.5% of South Africa's population used on-site sanitation systems such as pit latrines, the Water Research Commission (WRC) sought the services of specialists in the University's Department of Civil Engineering – under the leadership of Prof EP (Elsabé) Kearsley – to develop a superstructure that could easily be moved to a new pit when the old pit had filled up. In this way, the long-term sustainability of ventilated pit latrines was significantly improved. The research was expected to offer rural people the chance to move their toilet structures once the latrine had filled up, or to dismantle them and use the material in other building applications.

- A drug abuse seminar, presented by Dr JB (Tim) Laurens of the Forensic Division in the University's Department of Chemistry on 20 November 2008, was facilitated by BE at UP. The seminar focused on drug abuse, especially among the youth, and looked at ways to conduct drug testing in an ethically correct, socially responsible and legally defensible manner. The event was attended by more than 150 organisations. They represented various levels of society dealing with drug usage and abuse and related cases, and included schools, the National Prosecuting Authority (NPA), courts, clinics, alcohol and drug abuse centres, pathologists and social workers. The majority of those who attended were representatives from schools.

- The Centre for International Cooperation (CIS) of the Vrije Universiteit in Amsterdam partnered with the University of Pretoria's specialists in informatics to strengthen information and communication technology (ICT) education on the African continent. In a joint project with the CIS – under the leadership of Prof C (Carina) de Villiers and Dr J (Johan) van Loggerenberg of the Department of Informatics – numerous initiatives were planned for various parts of Africa.

By 2009, BE at UP employed 25 personnel, excluding 18 project staff, who were incorporated into the following divisions within the company: Operations, Marketing, Human Resources and Projects. Its Board of Directors consisted of Mr JSJ Nel (Chairman) Mr D Herbst (trustee and CEO), Prof S Vil-Nkomo and Prof RA Mogotlane.

African strategy

CE at UP and BE at UP showed remarkable growth during the period 2000 to 2009, successfully providing research, consulting and training, and education services to a wide variety of industry clients. The strategy for continental expansion targeted specific countries in which valuable strategic business partners could be engaged. It involved in-depth knowledge of the capacity and expertise of UP within specific areas to penetrate the industries in foreign countries with value-adding products and services.

Active campaigning and lobbying took place with focused contact, personal interaction, the attendance of conferences and mail shots to build linkages between South Africa and the rest of Africa.

In terms of its reach within the continent, BE at UP built relationships with clients in 15 continent- and island-based African countries and CE at UP built relationships with clients in 23 of these countries.

Affiliate companies

Consulta Research (Pty) Ltd

Consulta Research (Pty) Ltd was a specialist marketing and communications research company, founded in 1996 and managed by the former Head of the Department of Marketing and Communication Management at the University, Prof A (Adré) Schreuder. During 2000, a business venture was established whereby UP (through BE at UP) became a 40% shareholder in the company. During 2008, shareholding was reduced to 33% to allow for

40 See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape.

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the conclusion of a black economic empowerment (BEE) partnership agreement with Mohaleshoek (Pty) Ltd.

During 2003, Consulta invested in an outbound call centre, Consulta Direct, consisting of 24 stations. In 2005, the stations were increased to 40 seats. The company vacated its premises in Hatfield (520 m²) and proceeded to occupy a new three-storey office building (900 m²) in Central Park Highveld Technopark, Centurion. During 2008, Consulta's in-house call centre capacity grew to a record high with up to 90 call centre agents employed and more than 255 775 telephonic interviews annually.

Over the years, Consulta positioned itself as the leading thinker in the field of customer satisfaction measurement, and by 2007, it had secured 78% market share in the banking industry. Its client portfolio included a range of other industries, including pharmaceuticals, telecommunications, cellular telephony, medical aid schemes and parastatals.

During 2008, the company embarked on an evolutionary change to its corporate identity to build forth on its successes of the past. Financially, Consulta went from strength to strength, growing from an annual revenue of over R2 million in 2000 to more than R38.2 million in 2009 and earning a total of R183.3 million during the decade.

Stratoscience (Pty) Ltd

Stratoscience (Pty) Ltd was established in 2000 as a result of research undertaken into client conservation by BE at UP, in collaboration with Sanlam, and the subsequent development of the Client Conservation Model (CCM). The intellectual capital of this technology was housed in the holding company, while BE at UP and Sanlam each had a 50% shareholding.

The Life Insurers Marketing Research Association (LIMRA), with whom a strategic alliance had been formed, identified the CCM as an international best practice. Primary markets identified for the implementation of the CCM were insurance houses, banks, general short-term insurance houses, mortgage companies, asset management (investment) companies, as well as the retail industry, both nationally and internationally. However, a major part of the activities that were undertaken near the end of the period under review were within the international arena. Its client portfolio included a major retail outlet in the UK, as well as the largest banking institution in the UK.

During 2007, Stratoscience's marketing focus included penetrating the Eastern European market (specifically the Ukraine), as well as Asia (in particular, India). LIMRA's annual European meeting was also attended in Istanbul, Turkey, and a paper was delivered, entitled "Customer conservation management – analyse to retain and gain". It was accompanied by a workshop on customer conservation management.

In January 2008, the Chairman of the Board of the Ukraine insurance company, TAC, invited Stratoscience to attend a workshop on the implementation of the CCM within its group. In 2008, Stratoscience also attended LIMRA's annual European meeting in Brussels. Interaction was established with the Life Office Management Association (LOMA) in the USA.

Izandla Zethu Consulting (Pty) Ltd

Izandla Zethu Consulting (Pty) Ltd was established towards the end of 2005. Its main focus was consulting and research in the planning (pre-implementation) and evaluation (post-implementation) phases of an information system life cycle.

It resulted from a long-standing relationship between the University of Pretoria's Department of Informatics and a community-based organisation in Siyabuswa, Mpumalanga, the Siyabuswa Educational Improvement and Development Trust (SEIDET). SEIDET formed a BEE company called SEIDETCOM (Pty) Ltd to manage and execute all its commercial ventures. SEIDETCOM had 60% shareholding and BE at UP had 40%. The University of Pretoria had been working with this organisation since 1994 to improve the level and quality of education in the Siyabuswa rural area.

With the establishment of this enterprise, the University's expertise in the field of ICT was utilised to form a business entity aimed at providing ICT solutions. This was a unique combination of community alignment and the optimisation of human potential, and provided a mechanism to bridge rural and urban dynamics.

Since its inception, its client portfolio came to include significant clients such as the National Gambling Board, Western Cape Tourism, the Department of Communication and The Information Society Institute (TISI).

Izandla Zethu showed positive growth in terms of its annual revenue. Starting off with R126 000 in 2006, this had grown to R1.13 million by 2009, with a total of R2.23 million for the period under review.

Mr Deon Herbst, CEO: Campus Enterprises and Mr Johan Nel, Executive Director: Finance

5.5 CLIENT SERVICE CENTRE

Since its inception in 2002, the Client Service Centre (CSC) remained an international leader in terms of customer relationship management (CRM) in higher education, the concept and scope of integrated services, as well as communication channels.

Departmental structure and functions

The CSC opened its doors in April 2002 and functioned as the first point of contact for students and other clients of the University in terms of enquiries and general services. It aimed to make interaction with the University more effective, efficient and professional by absorbing 80% of general enquiries and transactions at the first point of contact. It was also positioned to facilitate client-friendly processes on an ongoing basis. The services of the CSC included the following:

- Access cards
- Coordination of the virtual campus (web self-service)
- Course consultants
- General enquiries (walk-in, call centre and switchboard)
- Parking
- Payments
- Residence placement
- Student accounts
- Study finance consultants

Upon its establishment in 2002, the CSC was managed by Dr K (Karen) Lazenby as Director.[41] She served in this position until beyond 2009.

41 She had previously been Deputy Director: E-learning and Education Consultancy in the University's Department for Education Innovation.

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She was initially supported by an Operational Manager, Ms M (Michelle) Williams and a Systems Manager, Ms C (Chrisna) Garbers.[42] The initial structure of the CSC in 2002 comprised several divisions, each headed by a manager: Call Centre (with Ms A (Alet) van Zyl as Manager), Fulfilment Division (including access control and parking) (with Ms S (Salomé) Coertze as Manager),[43] Financial Aspects Division (with Mr T (Tinus) Venter as Manager) and General Enquiries, Specialist Consultants and Residences Division (with Ms M (Marga) Zeelie as Manager).

In 2004, two Deputy Director positions were created: one for Student Recruitment and Retention and the other for Operations. The existing position of Operational Manager was upgraded to that of Deputy Director: Operations. Ms M Williams continued to serve in this position until she was succeeded by Ms M (Melodie) Wheeler in 2006. Mr W (Wallace) Isaacs was appointed in the new position of Deputy Director: Student Recruitment and Retention, and served in this position until beyond the period under review.

Within a few years after it was established, a number of significant responsibilities and relevant units were transferred to the CSC from other existing support service departments. Between 2002 and 2003, these included the Career Office function (from the Department of Student Affairs), the Unit for Prospective Students, Unit for New Applications: Study Information and the Switchboard (all from the Department of Marketing and Communication[44]), as well as the International Students Division (from the International Affairs Office).[45] In 2003, Ms W (Wiida) Viljoen was appointed as Manager: International Students. In the same year, Student Recruitment was moved from the Department of Marketing and Communication to the CSC, and

42 Ms C Garbers served as Systems Manager from 2002 to 2003. She was succeeded by Ms U (Ulla) de Jager from 2003 to 2008 and Ms K (Kirstin) van Niekerk from 2008 until the end of the period under review.

43 In 2001, Ms S Coertze was transferred from the International Affairs Office to the CSC as Manager: Fulfilment. In 2008, she was transferred to the Department of Academic Administration.

44 Also see Chapter 5.7: Department of Corporate Communication and Marketing.

45 Also see Chapter 5.8: Department of Corporate International Relations.

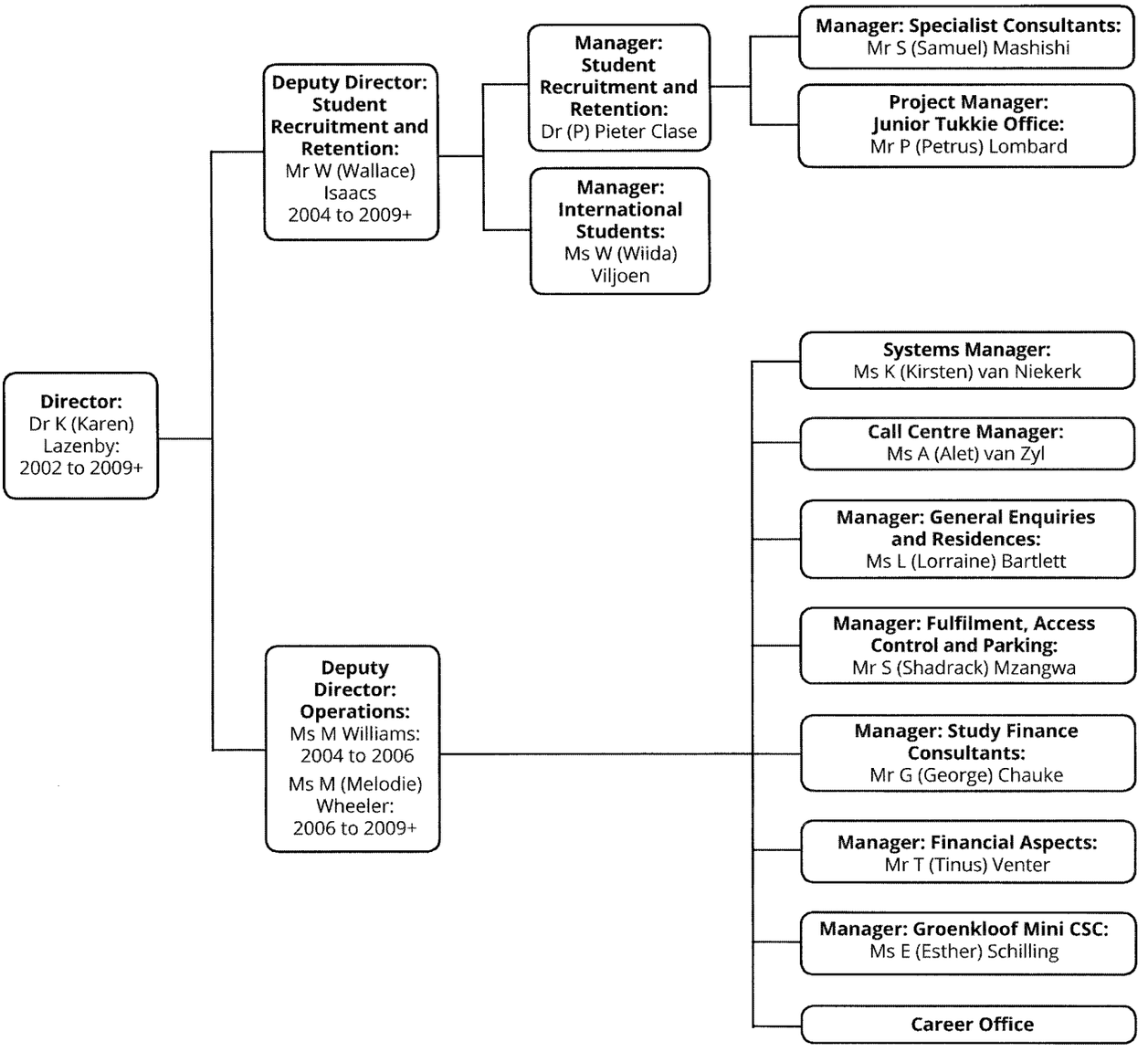

Figure 5.4: Structure of the Client Service Centre at the end of the period under review

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Mr C (Charles) Gumede was appointed as the first Manager: Student Recruitment. In 2007, Dr P (Pieter) Clase was appointed Manager: Student Recruitment and Retention.

Over time, the structure of the CSC was further expanded, so that by the end of the period under review, the following positions had been added (see **Figure 5.4**): Manager: Study Finance Consultants (Mr G (George) Chauke) and Manager: Groenkloof Mini CSC (Ms E (Esther) Schilling). The position of Manager: General Enquiries, Specialist Consultants and Residences was split into two positions: Manager: Specialist Consultants (Mr S (Samuel) Mashishi) and Manager: General Enquiries and Residences (Ms L (Lorraine) Bartlett).

Highlights and milestones: 2001–2009

- Following the realignment of the CSC, particularly once the Unit for Prospective Students and Student Recruitment had been incorporated into the CSC, its emphasis shifted towards identifying and recruiting top-performing learners, especially in Mathematics and Science, as well as growing the number of suitable applications from schools in disadvantaged areas. This was aligned with the shift in emphasis of the University from quantity to quality. Student Recruitment and Retention also provided support to the faculties and TuksSport by participating in student recruitment drives during the Mathematics and Science olympiads, at various expos and during national athletics and Craven Week tournaments.
- The new International Students Division in the CSC was responsible for the following functions:
  - Supplying all admission and immigration information for full-degree international students
  - Supporting inbound and outbound students: exchange study-abroad students, elective students, postdoctoral fellows (all services once the students had been appointed by the Department of Research and Innovation Support)
  - Assisting international students with immigration control and medical aid cover
  - Arranging a special orientation for all new international students
  - Serving as guardian of the University of Pretoria International (UPI) Student Association
- In 2004, the Junior Tukkie initiative was introduced. This was the first of its kind in South Africa, and focused on building relationships with individual top learners from as young as Grade 9. It became a full-fledged initiative parallel to the "traditional" school visits model and, as such, was the first of its kind in South Africa. In 2007, the first Junior Tukkie Development Week with 56 equity (black, coloured and Indian) Grade 11 learners was held. During this week, the learners learnt more about topics such as emotional intelligence, creativity, study methods, mathematical reasoning, career guidance, reading and comprehension skills. They were also introduced to the various faculties.

  In 2009, Mr P (Petrus) Lombard was appointed Project Manager, and the first special Junior Tukkie Development Week bursaries were awarded to the top 15 learners. These bursaries were awarded to candidates if they registered for study programmes in the faculties of Health Sciences, Natural and Agricultural Sciences, and Engineering, Built Environment and Information Technology (EBIT). In 2009, the first Junior Tukkie Grade 12 Preparation Conference was held, with 160 selected admitted prospective students from all race groups. The *Junior Tukkie* magazine was produced three times a year. Each edition of this magazine was sent to 10 000 learners. The Junior Tukkie website was one of the top sites visited on the University's website. Investec Private Bank, through its corporate social investment initiative, was the primary sponsor of these initiatives from 2008. Dimension Data partnered with Junior Tukkie from 2007.
- The Career Office developed significantly during the period under review. A student who worked in the Career Office on a part-time basis presented the services of this office, such as workshops on preparing a curriculum vitae (CV), interviewing skills, and the facilitation of casual, temporary and permanent work opportunities. A contract post was eventually made available for this service in 2005. Career expos and company presentations were facilitated to introduce students to companies that wanted to recruit graduates in their final year.

  An online career page was also developed as part of Student Online Services (SOS) to facilitate job placements.

  The employability of the University's graduates contributed to its international ranking and added to UP's attractiveness for local students.
- The student recruitment team was the first of its kind to be trained on the accredited Careers Interest Questionnaire and Guidance Programme of the Health Professions Council of South Africa (HPCSA). By 2009, the University was the second-most sought-after University from which to recruit postgraduate students. Furthermore, the Student Choice Behaviour Project of the Human Sciences Research Council (HSRC) reported that the University was the first choice for prospective students in the country.

Client satisfaction

Despite the significant expansions that the CSC had successfully implemented, there were also various challenges that it had to deal with during the period under review. Some of these were linked to the fact that the CSC also had the responsibility of executing the policies of the various other support service departments of UP. Trying to maintain a professional, client-friendly focus remained an ongoing challenge without the necessary support of the many back-office processes and systems. Notwithstanding these challenges, the CSC achieved a number of successes during the period under review, as mentioned above.

For the last six years of the period reported on in this review, students rated the CSC's service at around 80% satisfaction. In 2004, specifically, the CSC received a commendation in the audit report of the Higher Education Quality Committee (HEQC). Furthermore, as from 2004, the CSC took the lead in coordinating the annual International Students' Day event, which was strongly supported by various international missions in Pretoria that represented countries of origin of many of the University's international students.

The International Students Division also hosted the International Education Association of South Africa (IEASA) Conference in 2008 as part of the University's Centenary Celebrations.

Ms Melodie Wheeler, Deputy Director: Client Service Centre (approved)

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5.6 DEPARTMENT OF COMMUNITY ENGAGEMENT

This support service department was newly established at the end of 2006 to enable the University to address the need to develop and institutionalise community engagement as the third pillar of UP's academic enterprise.

Historical overview

Community engagement was identified as a central aspect of transforming higher education in the country. Institutions were called upon to make their resources available in the form of expertise and infrastructure for community engagement programmes. The level of UP's buy-in on the importance of establishing community engagement as a third pillar next to teaching and learning, as well as research,[46] in its academic responsibilities, and its commitment to discharge its social responsibilities were clearly illustrated in its vision and mission statements,[47] which were drafted in 2001 and formally accepted by Council on 26 June 2002.

By that time, there were already pockets of significant community engagement activities present at UP. At the end of the millennium, a delivery platform for community activities had been developed on the University's Hammanskraal Campus.[48] A considerable amount of community outreach and community-based education activities already existed at this campus, in which the then faculties of Medicine and Dentistry, as well as the Faculty of Law, actively participated. By 2001 this was expanded to include the faculties of Engineering, Built Environment and Information Technology, Humanities, Theology and Veterinary Science.

However, on a university-wide level, there was as yet no institutional policy or guidelines to follow, and there was limited institutional coordination and integration of programmes with a developmental focus. By the end of 2002, it had become clear that charitable community service projects, or once-off events, had run their course. The University had to address the situation institutionally.[49] This necessitated several innovative measures and, accordingly, several institutional initiatives were subsequently designed and implemented during the period under review.[50] Implementing these initiatives necessitated the establishment of specific support structures and systems.

In January 2003, UP – as an institution – formally embarked on a new direction in the development of its community engagement endeavours. This was marked by the establishment of the Unit for Development Support, headed by Ms G (Gernia) van Niekerk, an experienced development practitioner. The unit was located within the Department of Research and Innovation Support, It was tasked with managing the administration, integration and coordination of all the community engagement processes that existed at the University of Pretoria at that time.

To determine the status quo of community engagement at UP, this Unit systematically undertook extensive surveys throughout the University in 2003 to 2004 to assess the nature and scope of the existing community engagement activities at UP, as well as the depth of its presence. The survey indicated that, notwithstanding the existence of a wide range of programmes and projects, community engagement had not – at the time – been effectively mainstreamed into the formal academic enterprise of the University as a whole. This was in stark contrast to UP's quest for local relevance and impact, as well as its commitment to transforming UP into a truly South African university.

Fortunately, opportunities arose during the following few years for a number of innovative steps to be taken whereby the situation could systematically be addressed by establishing various relevant support structures to institutionalise the University's community engagement.[51] Listed chronologically, four subsequent significant and relevant highlights are described below.

- On 21 June 2006, the University Council approved a framework for the future of the newly acquired Mamelodi Campus[52] of the former Vista University. It was envisaged that this campus was to become the future hub of the University's academic service learning components in the academic programmes of the various faculties, as well as a base from where outreach programmes for adults and children of the local community could be launched. As the use of Hammanskraal for this purpose had become problematic, identifying a new delivery platform for community outreach activities was very fortuitous.

- As part of the design and implementation of the New Management Model for UP,[53] Prof RA (Ramaranka) Mogotlane, as Vice-Principal, was assigned the responsibility of community engagement at UP in 2007. Hereby, he was given the cross-cutting, line function responsibility for institutional community engagement and represented the interests of this domain on the highest decision-making structures of the institution.

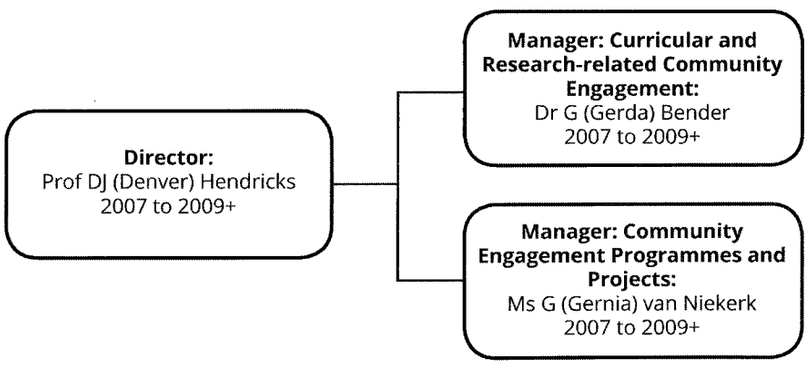

Figure 5.5: Structure of the Department of Community Engagement between 2007 and 2009

46 Also see Chapter 3.5.3: Community Engagement at UP.

47 See Chapter 1.4.1: Formulation of a new vision and mission statement.

48 See Chapter 3.5.1: Hammanskraal Campus.

49 It had become clear that community service or community engagement could no longer aim to do something "hastily" in the community without aiming to contribute to development. Community service or engagement activities had to change in order to provide a quality experience, knowledge creation and the creation of reality. Real-life problems in communities were to be addressed in a sustainable way. Quick-fix, once-off engagements were usually not sustainable, not practical, cost a lot of money and were doomed to fail.

50 See Chapter 3.5.3: Community Engagement at UP.

51 See Chapter 3.5.3: Community Engagement at UP.

52 See Chapter 3.5.2: Mamelodi Campus incorporation.

53 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

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- In 2007, a Senate Committee on Community Engagement was established at UP. The Vice-Principal: Community Engagement served as Chairperson, with the other vice-principals, the Registrar, the deans of the nine faculties, the directors and managers of all the relevant support service departments,[54] as well as representatives of Tuks RAG and the Student Representative Council as members. This committee was tasked with the responsibility of ensuring that community engagement was entrenched in programmes, projects, modules and/or other activities that formed part of or were conducive to education to the benefit of both the University and the community, and that it adhered to the specified criteria[55] within the context of teaching and learning, and of research.

- The most important vehicle used to ensure an overall institutional involvement in community engagement was the establishment of the Department of Community Engagement in 2006. The Director would report directly to the Vice-Principal: Community Engagement and it would incorporate the existing Unit for Development Support.

However, appreciating the existing diversity of approaches towards community engagement within the University, senior management leaders appreciated that the institutionalisation of community engagement at the University would not be without careful planning. It would not be coerced and would have to gravitate towards the preferred model over time.[56] A set of indicators was developed to measure the extent to which this new paradigm was being implemented.

Departmental structure and functioning

As mentioned above, the Department of Community Engagement was established towards the end of 2006. The executive line management of this newly established support service department was placed in the portfolio of Prof RA Mogotlane. The final departmental structures and the appointment of most of its staff members (including those from the former Unit for Development Support) were, however, only finalised during the next two years. In April 2007, Prof DJ (Denver) Hendricks was appointed as the first Director of the newly established Department.

"The change in UP's management model in 2008 made the integration of community engagement as an academic thrust relatively easy. Had the management model not changed at that time, it would have been considerably more complicated."

(Pistorius, 2009)

It comprised two divisions: the Division for Curricular and Research-related Community Engagement and the Division for Community Engagement Programmes and Projects (see **Figure 5.5**). The Department was ceremonially launched on 28 July 2008 to coincide with the University's Centenary Celebrations.[57] A special brochure, "Community engagement at the University of Pretoria 2008", was formally launched at the function, in which the mission of the Department was stated and an overview given of the status quo of community engagement at UP at the time.[58]

The Department was established to drive and coordinate the integration and entrenchment of community engagement as the third pillar of the University's academic enterprise, (with a status equal to teaching and learning, and research) throughout the University. Secondly, the Department was to assume custodianship of the full spectrum of community engagement activities (curricular as well as non-curricular activities) at UP.[59] It would endeavour to steer the institution in the direction of a scholarship of engagement: a consultative, collaborative and inclusive process that would seek to convince stakeholders in the academic sector of the value of this approach as "real scholarship".

Subsequently, in 2007, it embarked on a process of developing a comprehensive policy for community engagement, and developed and implemented a strategic plan.[60]

The mission of the Department was identified as advocating for, initiating, facilitating, supporting, coordinating, marketing and promoting, monitoring, evaluating and reporting on the University's community engagement activities, while valuing the diversity in approaches and attitudes.

The core business of the Department could be broadly categorised into two synergistic areas: curricular and research-related community engagement, and community engagement programmes and projects. Accordingly, the Department was divided into two divisions.

- The Division for Curricular and Research-related Community Engagement (CRCE) was established at the end of 2008 and was to be central to the integration of community engagement into the academic curriculum of UP. Dr G (Gerda) Bender was appointed as Manager of this division and was supported by Ms W (Wendy) Malekane (appointed on a contractual basis) as a CRCE administrator. This division focused primarily on the faculties, departments and academic staff, supporting deans and heads of academic departments, who were solicited to make the paradigm shift in curricular and research-related activities towards the scholarship of engagement and for integrating community engagement into their own programmes. Reference to the level of success with the incorporation of community engagement in the faculties' respective curricula can be obtained in Chapter 4.

- The Division for Community Engagement Programmes (CEPP) and Projects was headed by Ms G van Niekerk, as Manager, who was supported by Mr A (Albert) Matlheketlha, Facilitator: CEPP.

54 The Department of Community Engagement was represented by its Director and the Manager: Community Engagement Programmes and Projects.

55 It had to ensure that community engagement at UP was holistic, coherent, consistent, ordered, planned, sustainable, systematic, transdisciplinary and collaborative. This finding was endorsed by the report of the Higher Education Quality Committee (HEQC) in its audit of the University in 2007.

56 This was substantiated by the abovementioned report of the HEQC, which identified that community engagement had as yet not been effectively mainstreamed into the formal academic enterprises of the University.

57 The function was attended by the then Deputy Minister of Education, Mr E (Enver) Surty, UP staff, community representatives and corporate partners.

58 Also see University of Pretoria, 2012:115 and Chapter 3.9: Centenary Celebrations 2008.

59 This included the projects of all the faculties and support service departments, as well as UP's own institutional projects.

60 However, appreciating the existing significant diversity in approaches to, understanding of, and attitudes towards community engagement across the University, the Department realised that the final drafting of this strategic plan would most probably be a lengthy process.

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This division was to focus on the University's external community, identifying suitable community engagement partners for the purpose of curricular and non-curricular projects (supported by service departments at UP, as well as Tuks RAG and the student societies), and identifying community engagement opportunities and appropriate sites where the entire range of community engagement activities could be implemented. Reports on these activities are included in chapters 4 and 5 of this publication.

Close collaboration existed between the two divisions of the Department on relevant aspects of their respective responsibilities and functions, and regular feedback was given to the Director. By the end of 2008, the new department was functional (even though all the available positions had not yet been filled), and by 2009, both divisions of the Department were fully active in their respective areas.

Community engagement forums

Community engagement forums, which comprised the strategic and policy-oriented Senate Committee on Community Engagement, together with the more operational Community Engagement Forum, were inaugurated in 2008. The Director: Community Engagement chaired these consultative structures, which consisted of community engagement representatives of all the faculties, departments, units and entities throughout the University that dealt with community engagement matters of cross-cutting interest.

Support from other support departments at UP

The Department of Information Technology Services initiated the development of an electronic community engagement database in 2007. This reached the testing phase by the end of 2009. It was foreseen that this database would also serve as an interactive management tool for community engagement activities, which would improve the coordination and management of the University's community engagement involvement.[61] Active participation in departmental endeavours was also received from the Department of Institutional Advancement (DIA).

Achievements of the Department of Community Engagement

By the end of 2008, the Department played a leading role in the establishment of the South African Higher Education Community Engagement Forum (SAHECEF). This forum had its inaugural Board Meeting in January 2010. The body, comprising representation of all 23 higher education institutions in South Africa, had as its primary goal the promotion of the community engagement paradigm and providing a support network for practitioners nationally.

At the end of the period under review, the Department joined the Taillores International University Community Engagement movement, which was, at the time, headquartered in France. Several other initiatives were negotiated towards the end of the period under review, which came to fruition early in the following decade.[62]

Prof Denver Hendricks, Director and Manager: Community Engagement Programmes and Projects (approved)

61 The Community Engagement Management System (CEMS) was only in its first phase of development at this stage, but later proved to be a breakthrough in managing large-scale community engagement.

62 A major South African Construction Company, Stefanutti Stocks, came on board in 2010 with a significant sponsorship for UP's Mamelodi High Schools' Mathematics Programme by sponsoring Maths Kits for the learners. It also supported the programme financially.

5.7 DEPARTMENT OF CORPORATE COMMUNICATION AND MARKETING

The Department of Corporate Communication and Marketing underwent two name changes during the period under review, representative of its changing role in the organisation. At the beginning of the period, its name changed from the Department of Marketing Services to the Department of Marketing and Communication. In July 2004, its name changed again to the Department of Corporate Communication and Marketing. It was known by this name until the end of 2009.

Historical overview

Initially, when Dr J (Johan) Hendrikz was appointed head of the former Department of Marketing Services in 1993, it comprised four core divisions that took responsibility for the core functions of fundraising, alumni affairs, student recruitment and corporate communication. During the subsequent five years, it succeeded in establishing the marketing concept and relevant structures at UP.

The Department was comprehensively restructured in 1998[63] to place both marketing and communication on a more professional basis and to establish these functions as strategic management functions at the University. The aim was to develop a structure that could serve not only the University's operational communication and marketing requirements, but also its strategic aims.

At the beginning of the period under review, the Department was particularly focused on enhancing the University's national and international standing, and positioning it as an internationally recognised South African teaching and research university that was widely recognised for its essential characteristics of academic excellence, quality and innovation.

In December 2003, the Department was moved from its existing premises in the Marketing Services Building on the Hatfield Campus to the ground level of the Administration Building to be closer to the executive management. This also formed part of the refurbishment of the Administration Building. It remained there until beyond the period under review.[64]

Departmental structure

From 2001 to 2009, the executive line management function remained in the portfolio of the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius. To ensure his constant and active involvement in the functioning of the Department, this function was included, inter alia, as a priority and the responsibility of Prof SV (Somarie) Grey, the newly appointed Executive Project Coordinator in his office.[65]

63 This formed part of the proposals arising from the Support Services Development Project (SSDP) (See Smit (2002a:21))

64 See Chapter 5.10: Department of Facilities Management.

65 Prof SV Grey had been seconded to this position from the Faculty of Health Sciences in July 2005.

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The core structure of the Department remained intact throughout the period under review. It was led by a director (assisted by a personal assistant),[66] and staff members who were divided into a number of functional units from which the Department's relevant internal and external communication and marketing functions were executed. Each unit had its own unique focus area, directed at specific stakeholders, and was headed by a coordinator. These functions were dictated by the strategic priorities of the University during the specific period (see **Figure 5.6**).

Furthermore, a synchronised and integrated working and planning relationship existed between this department and the decentralised marketing and communication professionals of the University's respective faculties.

Due to the volatile nature of the external milieu in which the University constantly had to position itself between 2001 and 2009, varying degrees of adjustment to the strategic priorities of UP were periodically implemented at the external interface level (in which this department specifically had to function). These adjustments were often reflected in concomitant changes to the structure and relevant strategic focuses and specific functions of the Department of Corporate Communication and Marketing. This situation, combined with limited human resources at times, resulted in adjustments in the identification of functional units that formed part of the structure of the Department. Two of the Department's directors were reappointed to other senior positions at UP, in which their expertise was of strategic value to UP at the time.[67] Similarly, some of the initial 11 specialist units which the Department comprised in 2001 were also, in time, either transferred to other support service departments and divisions of the University, such as the Client Service Centre (CSC), or were completely restructured into new departments in the University's support services, such as the departments of Institutional Advancement (DIA) and UP Arts.

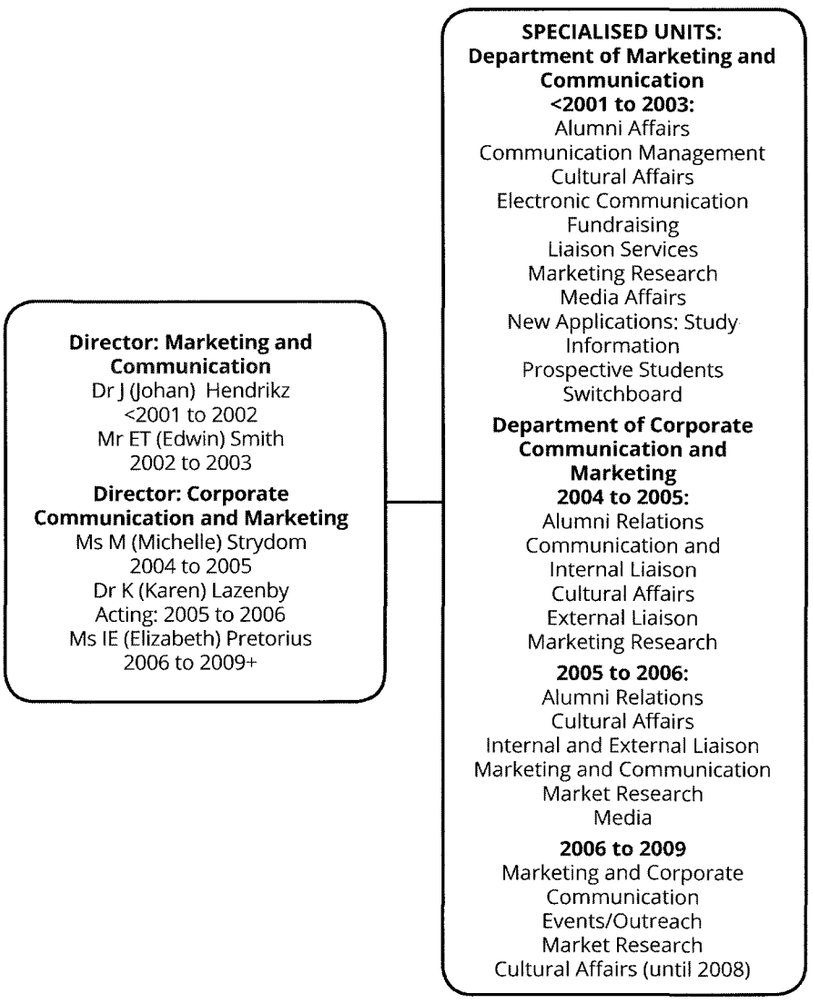

Figure 5.6: Structure of the Department of Corporate Communication and Marketing between 2001 and 2009

Directors of the Department of Corporate Communication and Marketing

A number of new directors were appointed during the period under review. This was usually accompanied by various degrees of departmental restructuring. When necessary, acting directors were appointed for the gap periods of a few months before the next director could officially take over.

At the beginning of the period under review, Dr J Hendrikz was the Director: Marketing and Communication, and the Department comprised 11 functional units. When he was seconded to head the new distance education initiative in UP's Faculty of Education at the end of July 2002, he was succeeded on 1 October 2002 by Mr ET (Edwin) Smith.[68] To promote the actualisation of UP's new strategic plan, a different approach to marketing and communication was developed. This included focused recruitment, market differentiation, publicity and communications.

In January 2004, following the formal incorporation of the Mamelodi Campus of the former Vista University into UP,[69] Mr ET Smith was appointed Director of this new campus of UP. Subsequently, Ms M (Michelle) Strydom was appointed Director as from 1 July 2004 (the Department then became known as the Department of Corporate Communication and Marketing). The Department was restructured to comprise five strategic units: Communication and Internal Liaison, External Liaison, Marketing Research, Alumni Relations and Cultural Affairs.

Following the resignation of Ms M Strydom on 11 February 2005, Dr K (Karen) Lazenby was appointed temporarily for one year as Acting Director (in addition to her appointment as Director of the CSC). The Department now comprised six units: Marketing and Communication, Media, Internal and External Liaison, Market Research, Alumni Relations and Cultural Affairs.

66 Ms L (Laurika) Delport remained in this position until well beyond 2009.

67 As an experienced educator, Dr J (Johan) Hendrikz was appointed as the head of the newly established Unit for Distance Education in the Faculty of Education in 2002, and Mr ET (Edwin) Smith became the Director of the newly acquired Mamelodi Campus in 2004.

68 Mr ET Smith had been the former media spokesperson of the Minister of Trade and Industry.

69 See Chapter 3.5.2: Mamelodi Campus incorporation.

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The restructuring of this department was designed to strategically support the positioning of UP as a world-class teaching and research institution.

In February 2006, when Dr K Lazenby returned full time to her position as Director of the CSC, Ms IE (Elizabeth) Pretorius was appointed as Director in July 2006.[70] In January 2007, the Department was restructured, whereby it was consolidated into the following strategic units: Marketing and Corporate Communication, Events/Outreach, Market Research and Cultural Affairs.[71]

This new departmental structure brought about the creation of new posts. In the Unit for Marketing and Corporate Communication, new positions were the Senior Communications Manager (to head this unit), Publications Manager and Brand/Advertising Manager. In the Unit for Market Research, a data-capturer position was created. In the Unit for Events/Outreach, new positions included Stakeholder Relationship Manager (to head this unit), Events Coordinator, Junior Liaison Officer and Centenary Celebrations Coordinator (a temporary contract position). As a result, new members of staff were recruited for these posts, as well as to fill several existing vacancies, and were appointed within the following few years.

Functional and specialist units

As mentioned above, during the entire period, the Department was organised in terms of an organisational matrix structure with a number of specialist units, each with its own unique focus area, headed by a coordinator. Some of the units were more communication orientated and others more marketing orientated. Collectively, they served all the University's various internal, national and international stakeholder groups. The Department also worked closely with the decentralised communication and marketing practitioners of the respective faculties, as well as other relevant support service departments of the University.

Initially, in 2001, there were 11 functional units. Although the names and total number of these units changed periodically during the period 2002 to 2009 to accommodate shifts in the institutional strategic priorities and other operational issues, this did not alter the collective strategic focuses and functions of the Department as a whole. When appropriate, relevant activities were temporarily shared or taken over by other units (see **Figure 5.6**).

To illustrate each unit's unique focus area and its concomitant core annual activities, these are listed below as they functioned in 2001. Since many of these activities occurred annually thereafter, no further repetitive, detailed reference to these is given in the text. This also justifies limiting references to the relevant highlights of selected units during the period under review.

- The Unit for Communication Management was responsible for executing the University's communication strategy. It regularly produced the internal staff newsletter, *Tukkievaria*, the University's Annual Report, other external publications and various advertisements for the University. It also annually arranged relevant communication and marketing forums featuring identified internal and external speakers.

- The Unit for Electronic Communication was established at the beginning of 2001. It immediately launched an investigation into the management and application of the University's website, which culminated in the restructuring of the content of the website and the full development of the relevant technological infrastructure. This was done to make marketing information more accessible, both internally and externally, as part of the initiative for UP to compete on a global scale.

- The Unit for Media Affairs had overall responsibility to manage the positioning of UP in the national and international media (both printed and electronic). It also dealt with all official media enquiries and press releases.

- The Unit for Liaison Services coordinated all UP's corporate liaison activities, both internally and externally. Thus, it was involved in the University's many institutional events, which annually included the Open Day[72] and Welcoming Day,[73] as well as the Exceptional Achiever Award functions for researchers and academics,[74] and for the University's support services,[75] the Principal's Concert, and the University's birthday celebrations. The Unit also assisted with the presentation of the annual Laureate Ball organised by the Unit for Alumni Affairs (TuksAlumni).

- The Unit for Prospective Students focused on recruiting prospective students to UP, and was responsible for marketing UP's postgraduate programmes.[76]

- The Unit for New Applications: Study Information supplied information on courses offered at UP. This unit, together with the Unit for Prospective Students, dealt with thousands of telephonic, electronic and written queries from prospective students during the year. They also visited schools to recruit prospective students for the University.[77]

- The Unit for Market Research[78] conducted comprehensive market research, which was of strategic value to UP.

- The Unit for Fundraising coordinated the University's fundraising initiatives nationally

70 She served as Director until 2010.

71 Ms JA (Janétje) van der Merwe, who was Acting Director prior to the appointment of Ms IE (Elizabeth) Pretorius, continued to play an important role in a senior position in the Department until 2009. Initially, she was tasked with continuing the coordination of the operational activities that formed part of the Department's regular annual programme for 2006. Thereafter, she was appointed in a contract position as Centenary Celebrations Coordinator, where she ensured close liaison between the Centenary Office and the Department of Corporate Communication and Marketing, as well as the Office of the Vice-Chancellor and Principal in respect of specific events run from his office.

72 The Open Day introduced prospective students, as well as their parents and guardians, to the University's campuses and its programmes.

73 Welcoming Day was the first day of the Welcoming Week for new first-year students at which the Vice-Chancellor and Principal, as well as the deans of the various faculties, were introduced to the audience. They addressed the students and welcomed them to the University.

74 These special awards evenings were arranged at institutional level as from 2004. During the preceding four years, this was regarded as a faculty-specific event.

75 In contrast to the recognition given to researchers and academics, the Exceptional Achiever event for support service staff was not an annual event.

76 See Chapter 5.5: Client Service Centre.

77 See Chapter 5.5: Client Service Centre.

78 The Unit for Market Research was originally located in the Department of Corporate Communication and Marketing. The main purpose of this unit was to provide strategic guidance to the Executive, directors and deans, as well as other functional units, regarding market information about UP's external and internal market conditions, consumer trends, competitors, UP's value proposition and its institutional reputation. The Unit furthermore served in an advisory capacity to various internal committees and management teams on all stakeholder- and market-related management matters.

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and internationally.[79] It later became known as the Unit for Development when it was transferred to the Office of Research Support in 2002.

- The Unit for Alumni Affairs was actively involved in marketing UP among its former students.[80] Several communication channels were used. These included a newsletter, *TuksAlumniBrief*, a full-colour magazine, *Tukkie*, and fundraising projects with Absa. Closer relations were forged between alumni and the University through personal contact and various annual events. These included national and international functions, such as reunions, breakfasts and meetings, golf days and the annual Laureate Ball, where identified alumni were honoured with the Alumni Laureate Award (recognised as the highest form of recognition alumni could receive from their peers).[81]
- The Unit for Cultural Affairs managed all UP's art and cultural assets on the Hatfield Campus. It also hosted lunch-time and evening concerts, as well as art and museum exhibitions, as part of its initiative to promote art and cultural activities on campus.
- The Switchboard also formed part of the Department, and handled all telephonic enquiries.[82]

Units affected by the restructuring processes in the Department after 2001

The inevitable restructuring of the Department that occurred a few times during the period under review had reduced the total number of units (when units were transferred elsewhere), and at times also their specific names when separate units were either combined with others or transformed in their entirety. To avoid unnecessary fragmentation of the information on their overall activities during the period under review, reference to those activities and highlights that occurred in these specific transferred units have been included under the name of the final department in which the unit and its core activity resided at the end of the period under review and are thus not included in this section of this report.[83]

The following units were affected:

- The Unit for Fundraising was transferred more than once, but was eventually taken up in the structure of the DIA in 2006.[84]
- The Unit for Prospective Students (including Student Recruitment) and the Unit for New Applications: Study Information were transferred to the CSC in the period 2002 to 2003. The Switchboard was transferred to the CSC in 2002.[85]
- The Unit for Alumni Affairs was taken up in the structure of the DIA in 2006.[86]
- The Unit for Cultural Affairs was transformed into a new department known as UP Arts in 2009.[87]
- The need for research output on specific identified strategic issues resulted in the Unit for Market Research reporting directly to the Vice-Chancellor and Principal from 2006, and subsequently, when he left the University, to the Executive Director: Institutional Research and Planning in 2009. However, relevant market research for the Department of Corporate Communication and Marketing was continued in this unit and the relevant information was reported to the Director. Accordingly, reference to these outputs is included in this section.

Developments and highlights during the period 2001 to 2009

In addition to the regular annual activities of the various units referred to above, as well as elsewhere in this publication, several other developments and highlights during the period under review include the following:

- In 2001, as part of UP's positioning campaign locally and internationally, the Department compiled the "Guide to Expertise", a contact list of UP's experts for use by the external media. This was regarded at the time as the largest of its kind in South Africa in terms of size and diversity.

  Independent external research at the time indicated that, compared to the other South African tertiary institutions, UP received the most positive exposure in the media.

  The installment of the new Vice-Chancellor and Principal, Prof CWI Pistorius, took place on 5 November 2001.

  Market research on perceptions on the quality of UP's graduates was expected to be of value for future marketing initiatives.
- In 2002, emphasis was placed on utilising the intranet to disseminate real-time information to staff, ensuring that UP staff were not dependent on the external media for information about their institution.

  A new look and feel for publications as a corporate house style was established and rolled out to all UP's publications in 2003, resulting in a unified corporate style for all UP publications.
- In 2003, the format of *Tukkievaria* was changed to make it more reader-friendly.
- Special highlights during 2004 included a supplement in the *Tukkievaria* on employment equity. It was published in four of the country's official languages.[88]

  The Unit for Communication and Internal Liaison played a role in organising five communication and marketing topical discussion forums,[89] as well as the Vice-Chancellor and Principal's discussion forums.
- The Department hosted a number of functions, seminars and conferences in collaboration with external stakeholders, with the central theme for 2004 being the celebration of 10 years of democracy in South Africa. Several events were planned around this theme, including the South African Women in Dialogue (SAWID) Conference,[90] the Beyers Naudé Memorial Lecture, presented in collaboration with Kagiso Trust,

79 Mr J (Johann) Kriek was appointed Head: Fundraising and Alumni Affairs on 1 November 1999 as the activities of these two units frequently overlapped. However, each unit remained headed by its own coordinator (Ms WS (Wendy) Hartman and Dr DC (DC) Jacobs respectively). Also see Chapter 5.14: Department of Institutional Advancement.

80 Also see Chapter 5.14.3: Alumni Relations Division (TuksAlumni).

81 A list of these recipients during the period under review is included in Appendix C: Table H.

82 See Chapter 5.5: Client Service Centre.

83 Cross-reference is given in each instance.

84 See Chapter 5.14.2: Division for Fundraising/ Development.

85 See Chapter 5.5: Client Service Centre.

86 See Chapter 5.14.3: Alumni Relations Division (TuksAlumni).

87 See Chapter 5.26: Department of UP Arts.

88 English, Afrikaans, Sepedi and isiZulu.

89 These were "Aids, democracy and the University" (Ms M (Mary) Crewe, Director of the Centre for the Study of Aids), "What does Mamelodi mean to the University of Pretoria" (Mr ET (Edwin) Smith, Director of the Mamelodi Campus), "Sexual victimisation of women in tertiary institutions" (Ms P (Pearl) Distile, Department of Criminology, University of Venda), "TuksSport's achievements and programmes: focusing on the Olympic Games in Athens" (Mr JS (Kobus) van der Walt, Director: TuksSport), "Tukkies' hidden resources (why the budget deficit doesn't exist)" (Prof JD (Jonathan) Jansen, Dean: Faculty of Education).

90 Campus Enterprises was involved in organising this event.

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and the final round of the National Productivity Institute's Schools' Debate Project.[91] The success of these three functions resulted in them being hosted at UP the following year as well.

- In 2005, a positioning framework for the University was developed and presented to the University's Executive and Senior Management.

  The Department once again supported external stakeholders in the hosting of events on campus. These included the National General Council meeting of the African National Congress (ANC), which was officially opened by President TM (Thabo) Mbeki.

  Various corporate videos were produced and distributed, and a new corporate advertisement with the slogan "Shaping the future" was developed.

  A university-wide web content management system was launched in conjunction with the Department of Information Technology Services.

  The Unit for Marketing Research did a follow-up on a survey conducted in 2004 to measure the level of satisfaction of students living in residences.[92]

- Throughout 2006, close liaison was maintained with the Office of the Vice-Chancellor and Principal. Staff members of the Department assisted with the hosting of several high-profile national and international visits to the University. They assisted with arranging a memorial service on 6 February 2006 to commemorate the passing away of a previous Chancellor of the University, Dr AE (Anton) Rupert on 18 January 2006.

  During 2006, a diverse range of market research projects and client satisfaction surveys was performed to improve the quality of services to students and other stakeholders, and to establish the need for emotional and academic support systems for residence students.

  In preparation of UP's pending Centenary Celebrations that were to take place in 2008, the alignment and repositioning of the University's corporate identity and brand received prominent attention from 2006/07. This encompassed working actively with an agency to develop strategy-led design ideas for branding and advertising.[93] Measures were also taken to rectify gaps in terms of brand consistency and the lack of integrated and coordinated advertising and media selection. As a result, the agency was involved in the development of a new corporate advertising strategy.

  A monthly analysis of the media reputation of the University and its most important competitors in the higher education sector was launched in 2006. It gave an indication of the corporate and academic coverage of selected universities. The University enjoyed prominent media coverage in the higher education sector throughout this period. Positive coverage succeeded in creating an image of the University as offering a balanced education to students in terms of its wide-ranging academic offering, as well as its sport and cultural programmes. A "News and Events" item was added to the University's website that included institutional media releases.

- As part of the University's repositioning strategy, its "brand clean-up" continued in 2007 with the roll-out of the new brand and a new version of the logo. The new logo incorporated the University's name in Sepedi, to which it had committed itself, as a language of communication. The brand clean-up continued throughout the year with the objective of moving away from a fragmented brand image to a strong, united brand approach. A special UP centenary logo was designed for use during the centenary year.

  When the Centenary Office[94] became fully functional during 2007, with Prof SJ (Schalk) Claasen as its head, the Department of Corporate Communication and Marketing was also actively involved in the planning and implementation phases of the Centenary Celebrations, ensuring alignment of the different centenary activities with the University's strategic objectives.

  Staff members of the units of Internal Liaison and External Liaison continued to be responsible for coordinating official institutional events, such as the inauguration of the new Chancellor, Prof WL (Wiseman) Nkuhlu on 22 March 2007 and the launch of the University's new strategic plan in May 2007. They were also involved in arrangements for the ceremony in UP's Musaion auditorium of the symbolic release of the human remains from the Mapungubwe cultural landscape to the bona fide descendants of Mapungubwe on 20 November 2007.[95] Furthermore, they worked closely with the Office of the Vice-Chancellor and Principal in other special institutional events run from his office, which included the visit to the University by the President of the People's Republic of China, His Excellency Mr HU Jintao, early in 2007.

  The reconstructed website went live in May 2007, after the Electronic Communication Unit and the Unit for Market Research had completed a survey and critical assessment of its content and structure. A new creative design that reflected the new UP brand was introduced. The website was moved from external servers to a dedicated University server.

  The Unit for Market Research conducted surveys on several groups. These included alumni (to determine the most effective way for the University to improve its relationship with them), undergraduate students (to ascertain the need for a more comprehensive study centre on campus), prospective students (to test the look and feel of the new publication designs) and postgraduate students (to determine the need for additional study facilities on the Hatfield Campus).

- The University's Centenary Celebrations dominated the marketing scene throughout 2008,[96] in which the Department played a major role. Emphasis was placed on ensuring that the branding of each event complied with the criteria of the newly developed UP centenary logo to obtain an exact and unified "corporate message".

91 This event was held on the Groenkloof Campus and reached approximately 7 500 high school learners.

92 Although the results showed an overall improvement in all identified service criteria, the study showed that residence culture and transformation issues remained sensitive and problematic between the different cultural groups in the same residence, which revealed the need for careful attention to these aspects.

93 Initially, Eliance (Pty) Ltd was appointed as agency. Subsequently, the work was concluded by Brandwealth (Pty) Ltd. The branding and marketing of the Centenary Celebrations formed an important part of the agency's deliverables.

94 See Chapter 3.9: Centenary Celebrations 2008.

95 See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape.

96 See Chapter 3.9: Centenary Celebrations 2008 and University of Pretoria (2012).

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Media releases covered all aspects of the Centenary Celebrations in line with the University's vision, mission and strategic thrusts.

The "Campus building guide", an authoritative architectural information guide to buildings on the Hatfield Campus, was developed and printed in collaboration with the Department of Facilities Management.

As part of the external campaign, the University launched a television advertising campaign that tied in with its initiative for positioning the institution. The television campaign was supported by a national radio campaign. The campaign used sport as a metaphor to speak for all nine faculties, and was filmed entirely on the Hatfield Campus, using students and staff who volunteered for casting as actors.

A comprehensive brand audit survey was completed in 2008, and a brand management model was prepared for the Executive. The corporate identity brand manual was launched and a corporate multimedia presentation was formally delivered.

The UP website was improved even further by a dedicated team of content and technical developers. The site was interactive and many blog and other e-groups made use of the facility.

Media coverage remained strong and positive with the Centenary Celebrations featuring prominently. The academic offerings, research, sport, social responsibility initiatives and student accomplishments received wide coverage. An electronic media clippings service was introduced for the first time in 2008.

Although internal and external liaison was largely focused on events that formed part of the University's Centenary Celebrations, these functions also coordinated the University's participation in national exhibitions, such as Sasol Techno X, Eskom's Expo for Young Scientists, the Sasol Mini Baja and the Cape Town International Book Fair.

- By 2009, the Department boasted an almost complete complement of staff members (newly appointed, as well as existing members of staff) in all the posts identified in the revised structure of the Department.

Efforts to increase awareness of the value of promoting a strong, united brand in all the material produced by the University for public consumption continued. As part of the external campaign, UP utilised a highly visible billboard across Lynnwood Road, adjacent to the University, with advertisements of UP events and attractions updated every month.

The reconstructed UP website added value to positioning UP in the virtual realm. At the time, all advertising campaigns featured the University's web link. Some 7 500 media items on the University appeared during 2009. Positive coverage included news on its academic programmes, research, sport, student accomplishments, cultural activities and social responsibility initiatives.

Top media stories for the year included the appointment of the incumbent Vice-Chancellor and Principal at the time to the University of Hull in the United Kingdom,[97] as well as the subsequent election and appointment of Prof CM (Cheryl) de la Rey.

Throughout the period under review, the University received several national prizes for its publications and other marketing initiatives. Between 2001 and 2007, it was recognised on several occasions with an Excellence Award from the Association for Marketing, Communication and Development Professionals in Higher Education (Unitech).[98]

In 2001, the Open Day project received second prize in the category Best Liaison Project. In 2003, the University received first prize in the category Annual Reports. It was also a finalist in the category Best Publication. This was a result of the successful application of its new corporate identity. In 2004, *Tukkievaria* received second prize in the category Internal Publications. In 2006, the Open Day project received an award in the category Best Integrated Campaign. In 2007, the University received an award in the category Best Integrated Campaign. In 2009, the Department participated in the annual Marketing, Advancement and Communication in Education (MACE) Conference and received an award in the category External Publications: Marketing Material with its innovative 2009 corporate calendar.

Prof Denver Hendricks, Director: Corporate Communication and Marketing (2013–2015) and Ms Janétje van der Merwe, Acting Director; Corporate Communication and Marketing (2006)

97 Several special farewell events were arranged for different stakeholders.

98 In 2008, Unitech was reconstituted into Marketing, Advancement and Communication in Education (MACE) to reflect the changing higher education landscape.

5.8 DEPARTMENT OF CORPORATE INTERNATIONAL RELATIONS[99]

The Department of Corporate International Relations was established to focus on strategic internationalisation issues at the institutional level.

Historical overview

The international exchange needs of students and academics at the University of Pretoria were initially catered for by the Centre for Foreign Students and Guest Professors, established in 1993 and situated in Kya Rosa. Although it was run single-handedly by Ms E-M (Elsa-Marie) van Schalkwyk, her responsibilities and functions expanded to such a degree within four years that the International Affairs Office (IAO) (as it was known by 1997) was transferred to the Administration Building under the guidance of the then Deputy Registrar, Dr DD (Dawie) Marais, with the increasing administrative workload shared by members of the Academic Administration staff. Later in 1997, the IAO and the Office of Research Support were placed under the supervision of a single senior director, Dr Z (Zenda) Ofir, with the overall management of both these support service departments combined.

99 This Department was also known as the International Affairs Office (IAO) (1997–2003), the Division of Corporate International Relations (CIR) (2003–2006) and the Department of Corporate International Relations (DCIR) (2007–2009).

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On executive level, these two departments fell within the portfolio of Prof TE (Theuns) Erasmus, Vice-Principal. This situation remained unchanged for the next six years.

As described in *Ad Destinatum IV*,[100] the continuous expansion of the responsibilities of the IAO[101] resulted in several changes to its staff component between 1997 and 2000 so that, by 2001, the IAO consisted of the coordinator of the office, Ms V (Vinay) Rajah, and four other members of staff. Collectively, their responsibilities included the management of all administrative matters of inbound and outbound international and/or UP members of staff and students, the drafting, coordination and administration of the international bilateral institutional agreements, logistical arrangements for postdoctoral fellows, the facilitation of student exchanges, liaison with foreign embassies, consulates and high commissions in South Africa, organisations that awarded scholarships and/or grants locally and internationally, as well as arrangements regarding international visitors to the University of Pretoria.

During the period 2001 to 2009, internationalisation was identified as a strategic institutional thrust in both the strategic plans that were operational during that period. Significant development occurred in this specific support service department. Not only was this reflected in a change of name, but also in its departmental and staff structure and responsibilities. These changes coincided with specific adaptations and shifts in focus regarding the implementation of UP's internationalisation strategy.

Departmental structure and functioning

The International Affairs Office (IAO)

In 2001, a departmental structure with defined portfolios was formally established for the first time in the IAO (University of Pretoria, 2001a). This occurred in response to a significant increase in full-time international students.

Ms V Rajah was promoted to the Head of the IAO (all managerial duties). She was assisted by Ms S (Salomé) Coertze (advisor for international institutional agreements and postdoctoral fellows). Ms Coertze initiated the establishment of a social/cultural organisation for international students in 1999/2000, called University of Pretoria International (UPI). Other administrative officers were Ms L (Laura) Pienaar and Ms M (Mahlogonolo) Mphahlele (international student advisors), and Ms M (Misiwe) Moloi (administrative assistant). Prof TE Erasmus, as Vice-Principal: Research and International Affairs, was given the executive line function responsibility for the office until his retirement at the end of 2001.

In 2002, the IAO was placed under the leadership of the newly appointed Director of the then Department of Marketing and Communication, Mr ET (Edwin) Smith, who had been given the additional overall responsibility for the implementation of the University's internationalisation strategy. At executive level, he reported directly to the Vice-Chancellor and Principal.

At the end of 2002, Ms S Coertze left the IAO to take up the position of Manager: Fulfilment in the Client Service Centre (CSC). She was replaced by Ms I (Isobel) Vosloo, who was transferred to the IAO from the Office of Research Support in January 2003 to take up the post of advisor for international institutional agreements, as well as international visits.

The following year saw the first stages of implementation of the institutional internationalisation thrust of the Strategic Plan 2002–2005.[102] As a result, the IAO realigned its internationalisation focus and intensified its involvement, especially with African countries, as well as with countries in South America and Asia.

Firstly, a structural realignment of the IAO occurred in December 2003, whereby the IAO was divided into two separate divisions: one would be primarily responsible for international students and staff members, while the other would focus on strategic issues regarding internationalisation at institutional level (through the Division of Corporate International Relations). The specific support services needed by international students, together with the relevant support staff members, were all transferred to the newly created one-stop service in the CSC as an International Students Division (ISD), managed by Ms W (Wiida) Viljoen, with Ms M Moloi as an international and postgraduate special consultant.[103] This organisational change, whereby specialised attention from the ISD could be focused specifically on the needs of international students, was a timely decision by the Executive as a significant increase in inbound foreign students took place as from 2004.[104]

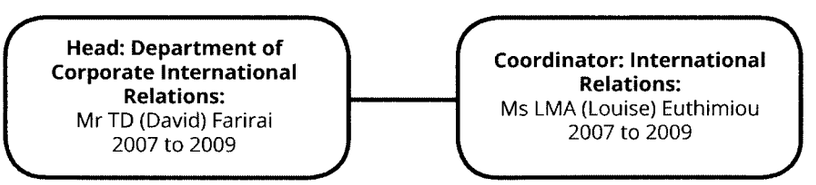

Figure 5.7: Structure of the Department of Corporate International Relations between 2007 and 2009

Division of Corporate International Relations (CIR)

The regrouped Division of Corporate International Relations (CIR) was placed in the office of Prof S (Sibusiso) Vil-Nkomo, the newly appointed Executive Director. It was headed by Ms V Rajah with Ms I Vosloo as senior public relations officer and international institutional agreements advisor. In support of the University's Internationalisation Strategy, the CIR's responsibilities included managing UP's international collaborative ventures, liaising with international missions in Pretoria, hosting international scholars and promoting internationalisation on campus.

The CIR launched a concerted drive in 2004 to forge links with international universities[105] as it was appreciated that collaboration agreements with foreign universities would enhance the University's recognition as an international role player and increase its global recognition.

As from 2005, the CIR also successfully managed and coordinated the UP Postgraduate Study Abroad Bursary

100 See Rajah, 2002:336–337.

101 In 1997, UP had 450 registered full-time international students, which increased to 1 200 in 1999, whereas the number of exchange students doubled in that period from 20 to about 50. At that time, the most important administrative need was liaising with the national Department of Home Affairs regarding students' relevant study and work permits and possible accommodation. Furthermore, institutional agreements were increasingly being signed between specific UP academic departments and faculties that had forged international ties of their own accord.

102 See University of Pretoria, 2002.

103 Also see Chapter 5.5: Client Service Centre.

104 The significant increase in international students from the African continent in that period could be explained by the incorporation of the Mamelodi Campus of the former Vista University in 2004, which hosted several students from Africa.

105 See Chapter 3.4.1: Internationalisation as a strategic initiative.

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Programme for master's and doctoral students, as well as the UP (Academic) Staff Exchange Bursary Programme for staff members who wished to obtain international exposure and/or conduct research at institutions outside South Africa. Progressively, UP postgraduates and academics were able to attend conferences abroad, funded by research and third-stream funding.

Ms V Rajah left the CIR towards the end of 2005 and took up an appointment as the line manager of Residence Management and Life in the Department of Residence Affairs and Accommodation early in 2006. The remaining core functions of the CIR were subsequently managed by Ms I Vosloo, assisted by Ms L (Louise) Bredenkamp.[106]

In April 2006, the Department of Institutional Advancement (DIA)[107] was established when UP received a substantial grant from the Kresge Foundation in the USA. It was placed in the executive management portfolio of Prof S Vil-Nkomo. He subsequently had the extended responsibility for institutional advancement, as well as corporate international relations as an interim measure until a new head of the Department of Corporate International Relations (DCIR) could be appointed (University of Pretoria, 2006a).

At her request, Ms I Vosloo was transferred as coordinator to the Quality Unit on 1 November 2006 and Ms L Bredenkamp resigned from her post in September 2007.

Department of Corporate International Relations (DCIR)

The new Head of the DCIR, Mr TD (David) Farirai, took office in April 2007 and, in October of that year, he was joined by Ms LMA (Louise) Euthimiou, who had been transferred from the DIA to the post of Coordinator: International Relations, mostly responsible for international and faculty agreements, international visits and the management of the existing Postgraduate and Study Abroad Bursary programmes (see **Figure 5.7**).

After Ms G (Goitsemang) Mathekga was appointed as administrative assistant in the DCIR on 1 January 2008, the Department remained unchanged for the remaining part of the period spanned by this report.[108] The University's expanding internationalisation drives were further developed and managed by this Department,[109] and the momentum of forging new international institutional agreements, including new ones with institutions in Asia and Africa, increased significantly in the period 2007 to 2009. (See **Table 3.19** on page 76)

The DCIR, together with the ISD in the CSC, played an active part in the University's Centenary Celebrations. From 27 to 30 August 2008, they hosted the 12th Annual Conference of the International Education Association of South Africa (IEASA), along with the pre-conference workshop, at the UP Conference Centre on the Hatfield Campus.[110] It was attended by 150 delegates from South Africa, as well as the USA, The Netherlands and countries on the African continent. Furthermore, the annual International Students Day celebrations were held with additional flair at the piazza on the Student Centre of the Hatfield Campus on 17 October 2008.

Once the New Management Model had been fully implemented in 2008,[111] the DCIR was repositioned under the Vice-Principal: Research and Postgraduate Studies, Prof RM (Robin) Crewe. Thus, the circle was completed. The support service departments for corporate international relations and for research support were once again placed together under the line function management of one vice-principal at executive level.

Prof Robin Crewe: Vice Principal (approved)

106 This included the signing of nine new international institutional agreements.

107 The DIA consisted of the Division of Fundraising (with Dr P (Peter) Thuynsma as head) and the Division of Alumni Relations (with Dr E (Elmarie) Liebenberg as head). It was headed by Prof S (Sibusiso) Vil-Nkomo (from 2006), who also headed the Division of Corporate International Relations at that time.

108 In actual fact, the staff complement of the DCIR remained unchanged until 31 August 2011, at which time the DCIR was phased out as part of yet another restructuring exercise.

109 See Chapter 3.4.1: Internationalisation as strategic initiative.

110 During these meetings, Mr TD (David) Farirai was elected as the next President of IEASA.

111 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

5.9 DEPARTMENT FOR EDUCATION INNOVATION

The Department of Telematic Learning and Education Innovation was a centralised academic support unit at the University. In line with UP's vision and mission to excel in the teaching of its students, the mandate of the Department was to provide leadership in a blended approach to curriculum development, teaching and assessment to the benefit of student learning and success. In this context, "blended" refers to an appropriate mix of contact and technology-enhanced strategies. Keeping up with the ongoing evolution of information and communication technology (ICT) demanded increasingly innovative measures to ensure optimal support to its clients. Accordingly, the Department expanded significantly in size and in its method of operation between 2001 and 2009.

Historical overview

By 2001, the Department had existed – in one form or another – for more than three decades. Changes in the higher education landscape, environment and society inevitably led to changes in approaches to educational practice. Examples of such changes were the growing demand for access to higher education institutions, increasing social changes, the continuous pursuit of quality, changes in learning theory and therefore teaching practice, developments in ICT, and the globalisation of education. To address these issues, particularly the perceived trends towards more distance education and a greater use of technology, the University transformed the Bureau for Academic Support Services into the Department of Telematic Learning and Education Innovation (TLEI) in 1997.[112] The vision of the Department was to promote education excellence at UP, based on the flexible learning model. This embraced two focus areas: education

112 As described in Malan (1996:431–438), the Bureau for Academic Support Services had been established in October 1984 with Dr SPT (Trichardt) Malan as the first director. This was initiated when UP recognised the absolute need for supporting academics in teaching renewal. At the time, the teaching mode was primarily based on contact education. However, to encompass more elements of other modes, such as technology-assisted and distance education, Council decided, in 1997, that telematic education would, in future, be managed as a mainstream activity at UP, and Prof JA (Hans) Boon, the Registrar of UP at the time, was appointed as Director of the Department of Telematic Learning and Education Innovation.

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innovation and electronic education (e-education). Dr K (Karen) Lazenby took responsibility for developing the latter focus area as the virtual campus. Between 1998 and 2000, the TLEI consisted of the Director, Prof JA (Hans) Boon, together with Dr K Lazenby and her colleagues, and staff members of the videographic and photographic sections.

The Department was known as TLEI until 2007, when its name was changed to the Department for Education Innovation (EI).

From the time of its establishment, the Department's main office was located in the Education and Law Building (later known as the Information Technology Building) on the Hatfield Campus. A decentralised group of staff was located in the HW Snyman Building on the Prinshof Campus of the Faculty of Health Sciences, from where it served this faculty, while another group of staff was located in the Paraclinical Building of the Faculty of Veterinary Science on the Onderstepoort Campus, from where it served that faculty.

Until 2002, digital photography and video programming services were developed for the faculties of Medicine, Dentistry and Veterinary Science. They were headed by Mr JF (Johnny) Taute in the Faculty of Medicine's UPMed Unit. Likewise, graphic support for congress presentations and the development of multimedia programmes was received from the Faculty of Medicine's Studiomed Unit, headed by Ms R (Rika) Hefer. After 1994, the activities of these units expanded significantly under the deanship of Prof DJ (Dion) du Plessis when the restructured medical education curricula for Health Sciences were being developed and implemented.

These units maintained close collaboration with the Bureau for Academic Support Services (initially), and after 1997, with the Department of Telematic Learning and Education Innovation.

Departmental structure and functioning

In an effort to increase the effectiveness of this support function to the academic staff of UP, the overall structure of the Department, as well as its functioning, was adjusted more than once during the period 2001 to 2009 (see **Figure 5.8**).

The Department continued to be headed by Prof JA Boon as Director in 2001. He was supported by two deputy directors.

- Dr TH (Tom) Brown had been appointed Deputy Director: Educational Technology, Operations and Creative Studios in 2000. When he resigned in 2006, the position remained vacant due to a change in the structure of the Department.
- The position of Deputy Director: E-learning and Education Consultancy was filled by Dr K Lazenby until the beginning of 2002. When she accepted a position to head the University's new Client Service Centre (CSC),[113] Ms A (Anne) Strehler filled the position in an acting capacity from April 2002 to July 2003. When she resigned, Ms I (Irene) le Roux was appointed in this position from 2003 to 2007 (while simultaneously serving as Acting Director intermittently from 2005).

Prof JA Boon retired during 2007 due to ill health, and Ms I le Roux was appointed Acting Director. When she resigned in 2008, Dr NRM (Matete) Madiba[114] assumed her Deputy Director position from July 2008 until beyond 2009. Dr JB (Johan) Freysen took over as Director in an acting capacity until November 2008, when Prof WR (Wendy) Kilfoil was appointed as the new director of the Department until beyond 2009.

The director and deputy directors worked in close collaboration with a management team that consisted of the line managers of the respective sections, groupings or subdivisions that reported to them during the

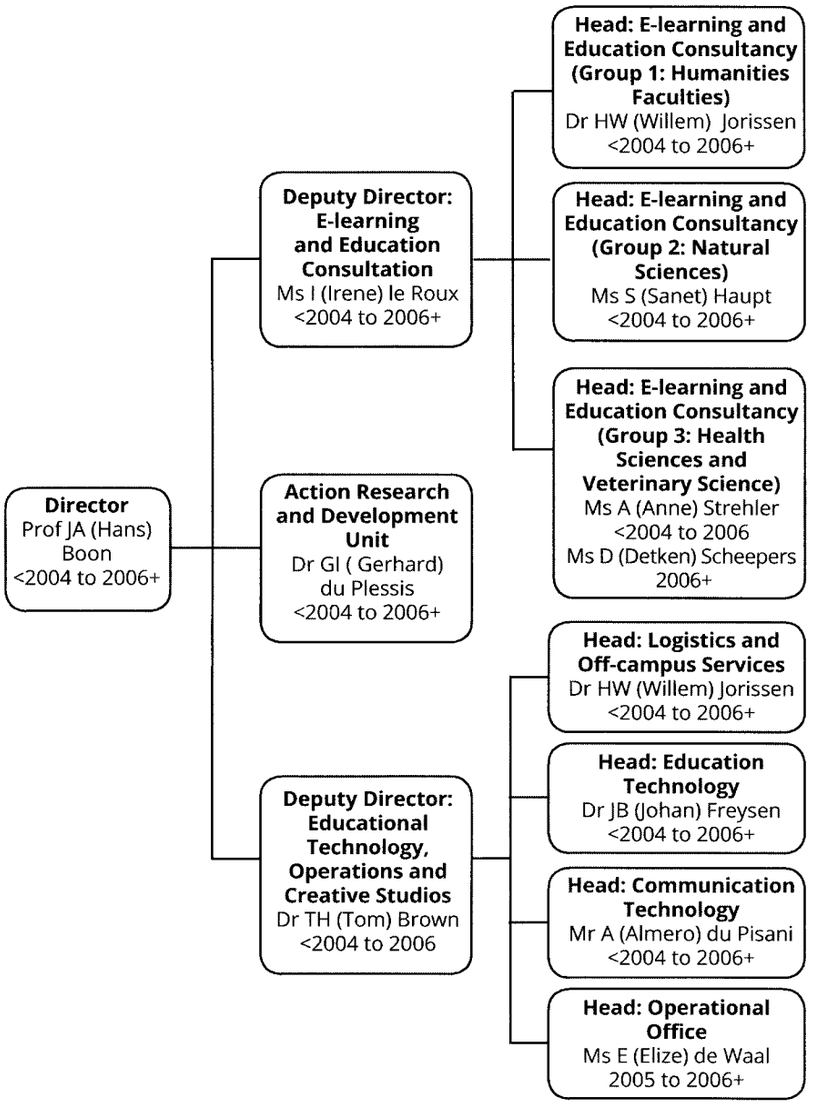

Figure 5.8: Structure of the Department of Telematic Learning and Education Innovation between 2004 and 2006

113 See Chapter 5.5: Client Service Centre.
114 Dr NRM Madiba obtained her PhD in 2009.

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relevant period. The number of these sections in the Department increased over time to accommodate the expansion in its activities, whereby it was able to execute its mandate.

Initial structure

By 2001, the Department was divided into an Education Consultancy section, headed by Dr HW (Willem) Jorissen,[115] as well as an E-education section, headed by Ms I le Roux. Both of these individuals reported to the Deputy Director: E-learning and Education Consultancy, Dr K Lazenby.

The sections responsible for videography and photography reported to the Deputy Director: Educational Technology, Operations and Creative Studios, Dr TH Brown.

In 2002, the Department officially deployed decentralised graphic, photography and video production services in the faculties of Health Sciences and Veterinary Science. Thereby, multidisciplinary teams of education consultants, instructional designers and creative staff could serve the respective faculties directly on the satellite Prinshof and Onderstepoort campuses.

In 2003, the new Action Research and Development Unit was established with Dr GI (Gerhard) du Plessis as its head. He served on the management committee and reported directly to the Director.

Integrated faculty support groups

Appreciating the proven advantages of the abovementioned decentralised services to the faculties of Health Sciences and Veterinary Science, it was decided to extend similar services to the faculties on the Hatfield Campus as well.

This led to a restructuring in 2004 of the existing Department to include a model that consisted of three "integrated faculty support groups" to serve the different faculties:[116]

- Group 1 (headed by Dr HW Jorissen) served the humanities faculties (the faculties of Humanities, Law, Education and Theology).
- Group 2 (headed by Ms S (Sanet) Haupt) served the natural sciences faculties (the faculties of Natural and Agricultural Sciences, Engineering, Built Environment and Information Technology, as well as Economic and Management Sciences).
- Group 3 (headed by Ms A Strehler until 2006 and Ms D (Detken) Scheepers from 2006 until the end of the period under review) served the faculties of Health Sciences and Veterinary Science.

Each of the groups consisted of education consultants, instructional designers, graphic designers, video producers and a photographer, and reported to the Deputy Director: E-learning and Education Consultancy, Ms I le Roux.

The Deputy Director: Educational Technology, Operations and Creative Studios managed four divisions: Logistics and Off-campus Services (headed by Dr HW Jorissen), Education Technology (headed by Dr JB Freysen), Creative Studios and Communication Technology (headed by Mr A (Almero) du Pisani) and Operations (headed by Ms E (Elize) de Waal).[117]

The departmental structure, illustrating the concept of integrated teams that functioned between 2004 and 2006, is depicted in **Figure 5.8**.

Community-of-practice structure

Following a decision in 2007 to restructure the Department of Telematic Learning and Education Innovation yet again, its name was changed to the Department for Education Innovation. Restructuring occurred along community-of-practice (CoP) lines, rather than in integrated teams, and Creative Studios and Communication Technology was divided into a Graphics, Video and Photography section, and separate e-learning and education consultancy groups were formed.

According to this model, the Department comprised five sections:

- Operations, established in 2005 and headed by Ms E de Waal until beyond the period under review.
- Higher Education Research and Innovation (HERI) (formerly the Action Research and Development Unit), headed by Dr GI du Plessis until beyond the period under review.
- Education Consultancy, headed by Dr HW Jorissen from 1982 until beyond 2009, and, as from 2004, also by Ms S Haupt until beyond the period under review.
- E-education, headed by Ms A Strehler from 2002 to 2006, followed by Ms D Scheepers from 2006 until beyond the period

115 Dr HW Jorissen was initially appointed in the Bureau of Academic Support Services in 1982.

116 All the faculties in Group 1 and Group 2 were situated on the Hatfield Campus, while those in Group 3 were situated on the "satellite" campuses.

117 This was a newly established position in 2005.

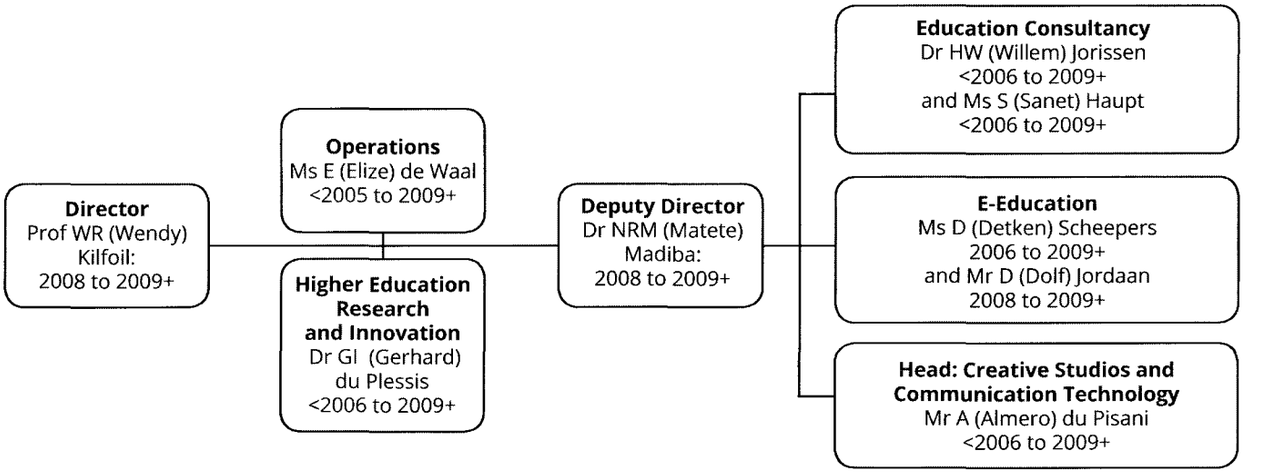

Figure 5.9: Structure of the Department for Education Innovation at the end of the period under review

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The Department was known as the Department of Telematic Learning and Education Innovation until 2007, when its name changed to the Department for Education Innovation.

under review, as well as Mr D (Dolf) Jordaan, from 2008 until beyond the period under review).[118]

- Creative Studios and Communication Technology, headed by Mr A du Pisani from 2006 until beyond the period under review.

In 2009, the Unit for Educational Technology was transferred from the Department for Education Innovation to UP's Department of Information Technology Services. The loss of this section, combined with the phasing out of partnerships, off-campus examinations and learning centres, obviated the need for a second deputy director. As a result, the departmental structure was revised to include a Management Committee, comprising the Director and only one Deputy Director, who had line management responsibility for Education Consultancy, E-education, as well as Creative Studios and Communication Technology, together with the line managers of the five divisions. The departmental structure at the end of the period under review is depicted in **Figure 5.9**.

Also in 2009, strategic planning was undertaken for 2010 to 2020. The Department's mission was then phrased to be: "Creating synergy towards innovative education environments for student engagement and success".

Throughout the period under review, relevant knowledge about education and other core knowledge and skills was obtained by members of the Department from studies (theory and practice), continuing professional development, experience with (in) formal mentoring and coaching, empirical research and benchmarking. Relevant staff members were continuously encouraged to complete higher degrees, including doctorates.

In 2005 and 2009, the Department underwent quality reviews by external panels and received a number of commendations. Undoubtedly, one of the highlights during the period under review was the commendation given to the Department by the audit panel report of the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) in 2008, as well as the pivotal role it would play in the transformation of teaching and learning envisaged for the Department by several recommendations in the report.

Highlights of the relevant sections in the Department

Higher Education Research and Innovation

This section was established in the Department in 2003 and was initially known as the Action Research and Development Unit. It engaged with policy development and implementation, the design of and research into feedback instruments, as well as student retention and success.

- In 2005, research was conducted to produce a new assessment policy. Guidelines for teaching, assessment and curriculum design were produced in 2006. In 2007, a project was launched to evaluate teaching for selection and promotion, as well as a project on performance indicators for teaching and learning.

- From 2007 to 2009, HERI investigated ways of producing a quality of learning index. During 2007 and 2008, research was conducted into a framework for teaching and learning.

- There was ongoing evaluation of the existing student feedback instrument and a new feedback instrument on practical training was developed between 2005 and 2008. In 2005, a longitudinal study of student attrition and graduation rates was launched. In 2006, research was undertaken to investigate the state of research-based postgraduate programmes. From 2007, work was done on the range of factors that might impact on students' learning experiences and study success. A Student Academic Readiness Survey (STARS) was piloted and finalised by the end of 2009 for implementation in 2010.

- In 2007, a stakeholder workshop was held on integrated student support services, and in 2008, the Forum for Integrated Student Support (FISS) was constituted. In 2009, the manager of HERI undertook the project management of initiatives of the Vice-Principal: Teaching and Learning on student retention and success using a faculty-based model.

Education Consultancy

During the period under review, this section focused on faculty-based engagement and academic staff development to enhance teaching and learning, with an education consultant dedicated to each faculty. The Department operated in collaboration with Education Innovation managers and committees in most faculties.

- A policy on education induction was approved by Senate in 2001. The Education Induction Programme was first offered in January 2002, with a second offering presented in July 2002. Thereafter, it was presented two or three times a year, with between 60 and 100 academics attending annually. In 2006, a Medical Education Orientation Programme was launched to supplement the Education Induction Programme for staff in the Faculty of Health Sciences.

- Assessor training was developed in 2002. It was implemented for the first time in 2003. After that, it was presented two or three times a year, with approximately 30 to 50 participants attending annually. At the time, the Department was already offering training on multiple-choice questions and contributed to regulations on objective assessment.

- The section also trained tutors. The investigation into a tutor system began in 2001 and a proposal for a new system was submitted to the University in 2002. In 2009, research was again conducted into the prevalent models in each faculty with a view to streamlining tutoring.

- The Department offered biennial Education Innovation Awards to individuals or groups who could provide evidence of sustainable innovation in teaching. The first awards were presented in 2002. There were three categories: recognition, certificate and laureate.

- Summer schools began in 2000 with only three modules on offer, with the Department providing seed funding for the initiative. Over the years, summer and winter schools became institutionalised and faculty based.

118 Due to the volume of the work, the faculties were divided between two heads of each of the sections of Education Consultancy (Dr HW (Willem) Jorissen and Ms S (Sanet) Haupt), and of E-education (Ms D (Detken) Scheepers and Mr D (Dolf) Jordaan).

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- In some faculties, longitudinal studies were initiated to gauge the expectations and experiences of students, for example, in Economic and Management Sciences (since 2008) and Veterinary Science (since 2009).

- An old UP curriculum framework – the Cone Model – was reworked to include relevant curriculum development principles and the latest South African legislative parameters. The model was used to facilitate curriculum development throughout the University and to revise the study guide template. Linked to this, Atlas Rubicon Software, to support curriculum analysis and development, was acquired in 2009 and 60 modules were loaded.

- Some 31 high-impact modules (HIMs)[119] were identified for 2009 in the faculties of Economic and Management Sciences, Natural and Agricultural Sciences, and Humanities.

- ClickUP[120] was extended to provide e-resources to support the teaching of large classes and in extended programmes. From 2008, the Department ran annual workshops for extended programme lecturers using funding earmarked by the national Department of Education.

E-education

This section promoted and supported the use of an e-learning environment in a blended teaching and learning model, in line with established international good practice. The unit continually investigated a range of technologies to enhance teaching and learning, such as e-portfolios, synchronous software and podcasting.

- The University had already started an online learning management system (LMS) in 1997. It upgraded to WebCT 4.1 in 2004. In 2005, the upgraded system was branded as clickUP. In January 2007, clickUP upgraded to the Vista edition of Blackboard. The plagiarism detection software, Turnitin, was integrated into clickUP in the same year. The virtual campus, first developed in 1998, went live in January 2004 with new Student Online Services (SOS) and Lecturers Online (LOL) portals aligned to the University's information technology (IT) systems.

- There was an exponential growth in the use of the LMS. The number of online modules increased from about 400 in 2001 to 2 360 in 2009. The number of students with access to e-learning increased from 7 399 in 2001 to 31 635 in 2009.

- The HEQC audit panel commended the Department for Education Innovation for its sound pedagogical grounding of computer-based testing (CBT). Various systems had been used for CBT since prior to the turn of the century. In 2007, Umfundi replaced Question Mark Designer. Instructional designers from the Department and an outside contractor developed this new CBT system to address the needs of the University's lecturers and students. The use of CBT escalated over the decade from 36 760 tests taken in 2000 to 388 012 tests in 2009. Between the pressure for open laboratory space and laboratories for CBT, the number of computers available to students rose significantly during the period under review.

- Instructional designers from E-education and staff from Creative Studios and Communication Technology collaborated to develop multimedia products for lecturers. Although the design and development process was lengthy and costly, high-quality multimedia products had the potential to be substantial learning aids to students. The number of multimedia products completed annually depended on demand. Sixty multimedia products were completed during the period under review.

- In addition to staff training (199 lecturers in 2009), this section offered training to all first-year students during orientation (in the region of 6 000 in 2009) and to postgraduate students on request. All first-year students also received a Student Support CD-ROM with information pertaining to their orientation into the University.

- Mobile or m-learning had become increasingly important. The Department undertook a pilot project using SMSs with three distance education programmes in the Faculty of Education in 2004 and 2005. In 2006, it collaborated with the Department of Information Technology Services to develop an SMS system for the University. In 2005, good progress was made with several m-learning pilot projects, such as the use of personal digital assistants (PDAs) and laptops.

- The E-education group also completed a number of large projects during the period under review. These included a quality management system for instructional design at UP (2003), an electronic Student Academic Portfolio (eSAP) system for the School of Medicine (2005), an electronic Comprehensive Patient Care and Education System for the School of Dentistry (2007) and a clicker pilot study for the Faculty of Engineering, Built Environment and Information Technology (2009).

- In 2007, the E-learning group initiated (W)ITS-UP-TUT-UJ meetings with the instructional designers of the University of the Witwatersrand (Wits), the University of Pretoria (UP), the Tshwane University of Technology (TUT) and the University of Johannesburg (UJ), which enabled benchmarking and the sharing of good practice. This initiative grew with more institutions joining the community of practice until beyond the period under review.

Creative Studios and Communication Technology

In 2006, the three groups that had provided graphic design, photography, video production and video conferencing services to UP on the Hatfield, Onderstepoort and Prinshof campuses were combined into one section known as Creative Studios and Communication Technology.

- To address some of South Africa's educational needs, the University started the TeleTuks Schools Project in 1994 using interactive television (ITV).[121] The Schools Project was a donor-funded project for Grade 11 and Grade 12 learners, and lecturers taught supplementary classes in Mathematics, Physical Science, Biology, English, Geography, Accounting and Vocational Guidance in the afternoons at schools in Gauteng, Limpopo, North West and Mpumalanga. At its height in 2003, there were 176 broadcast hours, and 174 schools and about 3 700 learners were involved.

119 These are modules with a low pass rate or high failure rate (suddenly or over time), with large enrolments, that serve many programmes associated with scarce skills, and which are first-year modules.

120 The University's online learning management system.

121 A dedicated satellite channel (the TeleTuks Satellite Channel) was implemented in 1997 to provide ITV through digital satellite television (DSTV).

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- Different UP programmes, mainly Nursing, Education, Accounting and African Languages, were broadcast via satellite to students in Southern Africa. During 2004, the decision was made to phase out the satellite channel and the ITV broadcasts owing to a number of factors, one being that lecturers and students had moved over to web-based platforms that were more flexible. Service points were set up in Mmabatho, Mokopane, Nelspruit, Polokwane, Pretoria, Rustenburg and Witbank. These points provided administrative support with a facilitator on site, tests and examinations, ITV broadcasts, video facilities and occasional tutorials.

- Creative Studios (Hatfield) was identified as one of three design studios that were officially sanctioned for the University's marketing design projects. At the end of 2007, it was recognised for being one of three "brand champions" of the year. This section played a core role in the Centenary Celebrations in terms of photography, videos and the design of posters and flyers.

Educational Technology

Prior to being transferred to the Department of Information Technology Services in 2009, this division was responsible for purchasing, installing, securing and maintaining technology in lecture halls.

- During an audit of lecture hall technology in 2001/02, it was determined that only 26 lecture halls had fixed data projectors. A further 72 projectors were installed in large lecture halls. As a result of the audit, 284 lecture halls had such facilities by 2008.

- As part of the strategy to equip venues with well-integrated educational technology, the concept of installing a "smart podium"[122] in all priority classrooms was investigated and implemented in 2006.

- The Educational Technology One-stop Service was introduced during the last quarter of 2003.

External cooperation agreements

For a number of years, the University worked with National Private Colleges (NPC) according to a partnership model. The Department was responsible for running the project. The initiative was terminated due to the development of national policy frameworks around partnerships between private and public institutions. By the end of 2004, 21 875 students had graduated from the partnership programme. Teach-out agreements were instituted for UP students until 2005.

The Department was responsible for all external collaborations on e-learning. From 2003 to 2007, there was collaboration with the Imperial College in London. From 2003 to 2005, UP collaborated with the University of Bergen (Norway), as well as five other African countries, on research into higher education. The Prince Leopold Institute for Tropical Medicine (Belgium) partnered with UP from 2003 to 2006 to develop selected modules for a new postgraduate programme in Veterinary Tropical Diseases for delivery online.

The Department was also responsible for organising external examinations for postgraduate students in Southern Africa from 2003 until the end of 2009, when faculties became responsible for managing their own examinations.

Further highlights

In 2003, the Department hosted the first annual South African WebCT Users Forum at the University of Pretoria in conjunction with Eiffel Corp to showcase the implementation, adoption and actual use of WebCT across multiple disciplines.

The Department, together with the University of South Africa (Unisa) and TUT, hosted the fourth International Conference on Mobile Learning in Cape Town from 24 to 28 October 2005. It also hosted the Eduvate International Conference from 25 to 27 June 2008. The theme was "Education innovation quest: a century in the service of knowledge".

The Department slotted into the New Management Model,[123] which was implemented at the University in 2007, under the Vice-Principal: Teaching and Learning, Prof NA (Nthabiseng) Ogude. There was subsequently a prominent focus on the recognition and value of excellent teaching, learning and assessment practice at the University.

Dr Wendy Kilfoil, Director: Education Innovation

122 A "smart podium" is a fully integrated system that is used in the presentation of lectures. It typically comprises a podium computer, a digital document camera, a sound enhancer, a microphone system, an image matrix and a network-linked control system. It was installed in all new lecture halls.

123 See Chapter 2.3.2: Senior management: Senior Academic Management: New Management Model.

5.10 DEPARTMENT OF FACILITIES MANAGEMENT

The Department of Facilities Management was responsible for the planning, development, maintenance, operations and record-keeping of UP's growing estate. It aimed to offer an effective and efficient support service to all the faculties and support service departments in order to align itself with the mission of the University.

Departmental structure and functioning

The period 2001 to 2009 saw two changes to the organisational structure of the Department of Facilities Management (known as the Department of Facilities and Services until 2005). After completion of the Support Services Development (SSDP) Project in 2001,[124] the Department was restructured into four divisions: Facilities: Campus Services (landscaping and sports fields, cleaning and hygiene, waste removal, purchasing and stores, vehicle fleet and security services), Facilities: Management Services (the drawing office, properties, occupational health and safety, and residence accommodation), Facility Planning and Maintenance (provisioning and maintenance) and Food Services (which also included the overall running and management of the Hammanskraal Campus) (see **Figure 5.10**). At the beginning of the period under review, Mr LN (Nic) Boshoff had been the Director of the Department since 1992 and Mr DJ (Daan) Verster[125] had been appointed Deputy

124 See Smit (2002a:21–23).

125 With the establishment of the Department of Residence Affairs and Accommodation in 2004, the Unit of Food Services (together with Mr DJ Verster) became part of this new Department.

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Director: Food Services. In 2002, Mr HS (Hennie) Coetzee was appointed Deputy Director: Facilities: Management Services, Mr MF (Marcel) Theron was Deputy Director: Facility Planning and Maintenance and Mr HJ (Cules) Malan[126] was Deputy Director: Facilities: Campus Services.[127]

In 2005, the functions of security services[128] (in Facilities: Campus Services) and residence affairs[129] (in Facilities: Management Services) were removed from the Department of Facilities and Services and its name changed to the Department of Facilities Management. In 2007, the Facility Planning and Maintenance Division was divided into two sections: Project Management, and Maintenance and Operations. Following this restructuring, the Department comprised the following divisions: Project Management (with Mr MF Theron as Deputy Director), Maintenance and Operations (with Mr WJ (Willem) Lübbe as Deputy Director), Campus Services (with Mr W (Wessel) Oosthuizen as Deputy Director) and Planning and Administration (with Mr HS Coetzee as Deputy Director).

The Department continued to take responsibility for the provision, maintenance and management of the University's physical facilities.

After the retirement of Mr LN Boshoff in June 2004, Mr D (Dennis) Mokotedi was appointed Director in July 2004, but resigned in June 2006. Dr G (Gert) Opperman was appointed Acting Director in October 2006, whereupon Mr PA (Phillip) Nel was appointed Director: Facilities Management in May 2008.

The structure of the Department following its restructuring in 2006 is depicted in **Figure 5.11**.

Major capital expansion projects

From 2001 to 2009, the University Council approved several major capital expansion projects and substantial investment was made in strategic land acquisitions. The University's property portfolio increased from 608 buildings and structures in 2001 to 748 in 2009, spread over approximately 1 294 ha. The total assignable square metres increased from 454 835 m² in 2001 to 536 100 m² in 2009.

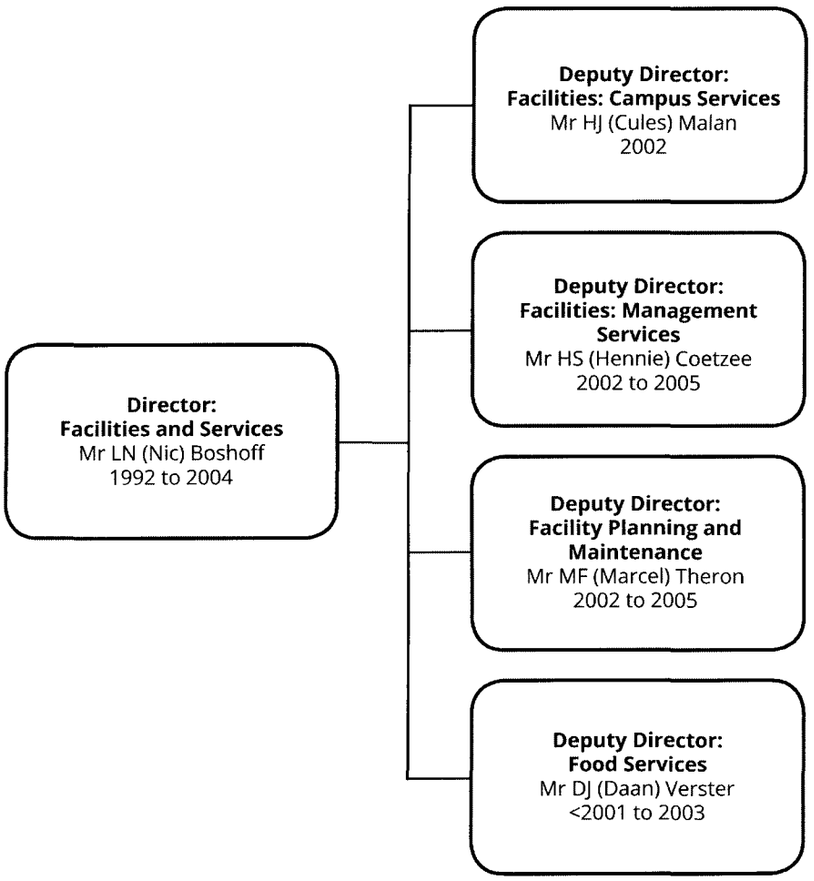

Figure 5.10: Structure of the Department of Facilities and Services from 2001 to 2005

The most significant activities in the Department during the period under review included the following:

Hatfield Campus

- **Client Service Centre:** The University Council authorised the establishment of a Client Service Centre (CSC)[130] at UP in an attempt to provide optimal, centralised student support services at a central and accessible point on campus. Not only did this require a re-engineering of processes and thinking, but also the erection of a new facility, the construction of which started in 2001. The concept of the CSC was completed when the eastern and western lobes of the facility on the ground floor of the Humanities Building were connected to each other and officially opened in April 2002. The CSC was officially opened by the Mayor of Tshwane on 14 May 2002.
- **FABI 2 Building:** The construction of a new building for the Forestry and Agricultural Biotechnology Institute (FABI) to function as a multidisciplinary centre for biotechnology commenced in July 2003. In September 2004, the second FABI Building (popularly referred to as FABI Square) was commissioned, which was completed at a cost of R19 million and opened by Prof CWI (Calie) Pistorius in 2005.
- **Law Building:** Tenders for the new 10 800 m² Law Building closed in December 2002. The new building would consist of an assortment of offices, various lecture and seminar room configurations, a 300-seat auditorium, moot court, law library and 180-vehicle car park. This iconic building was completed in 2004 at a cost of R69 million. President Thabo Mbeki inaugurated the Law Building and Oliver R Tambo Law Library in March 2005.
- **Information Technology Building:** The completion of the Law Building in 2004 saw the release of much-needed space in the old

126 Mr HJ Malan was initially appointed Deputy Director: Accommodation and Food Services in the Department of Facilities and Services in 1998.

127 Campus Services was incorporated into the Department of Security Services in 2002.

128 See Chapter 5.22: Department of Security Services.

129 See Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes).

130 Also see Chapter 5.5: Client Service Centre.

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Education/Law Building. Much of this space was refurbished into open computer laboratories. The building was aptly renamed the Information Technology Building.

- **Administration Building:** During 2003, the space previously occupied by the UP Student Administration Section[131] was refurbished to accommodate the Department of Corporate Communication and Marketing. This project initiated a domino effect in refurbishments in the Administration Building, which affected the departments of Academic Administration, Security Services, Finance and the UP Printing Division. Later, in 2007, the sixth floor of the Administration Building was also refurbished and reconfigured to provide offices for staff working on the Systems Renewal Project.[132]
- **Centenary Building:** Construction on the Centenary Building commenced in 2006. It included a lecture theatre complex with six halls containing 300 seats each, which added 1 800 seats to the University's undergraduate lecturing capacity. Bathroom amenities and examination invigilators' facilities were also provided, as well as central air conditioning and security camera monitoring of all the facilities. One of the lecture halls was equipped to support laptops with power and wired network access at every seat. This building was finally completed during 2008, and was appropriately named the Centenary Building in time for the 2009 intake, at a total project cost of R61.7 million. It was officially opened on 17 June 2009 by the Vice-Chancellor and Principal, Prof CWI Pistorius.

Student accommodation in Hatfield[133]

- **Extensions to Nerina residence:** Nerina residence underwent a major extension during the period under review. Construction on 192 bedrooms in the form of a cluster development to the south of the existing Nerina residence started in 2006, and was completed, together with some improvements inside the old building, in time for the January 2008 intake. The project cost was R31 million.
- **TuksVillage Residence Complex:** The TuksVillage Residence Complex project cost R109 million and was a major expansion of the University's residence capacity. It comprised the construction of a new mixed residence cluster development with 640 single bedrooms on an open piece of University-owned land to the north of the Olienhout residence.

  The project consisted of 10 separate four-storey buildings surrounding five courtyards, a clubhouse facility with an IT laboratory, a recreation hall and a cafeteria, as well as an on-site three-bedroom house for the house parents. The project included the necessary services infrastructure, roads and parking. A new entrance to the Hillcrest Campus was constructed at Boundary and Richard streets. Earthworks and piling was done towards the end of 2006 and construction started in 2007. The complex was delivered to the Department of Residence Affairs and Accommodation in time for the 2008 intake.

Sport Grounds

- **Astroturf hockey field:** Tenders for the new Astroturf hockey field on the LC de Villiers Sport Grounds were awarded in May 2002, and the field was completed by the end of that year. This facility came to its full potential with the opening of the hockey clubhouse in September 2005.
- **High Performance Centre:**[134] The concept of the High Performance Centre (hpc) was conceived during Prof J (Johan) Van Zyl's term as Vice-Chancellor and Principal, but was developed later, and officially opened in 2002 by Mr N (Ngconde) Balfour, Minister of Sport and Recreation. The need for on-site accommodation was satisfied by adding four residential blocks, called "lockers".

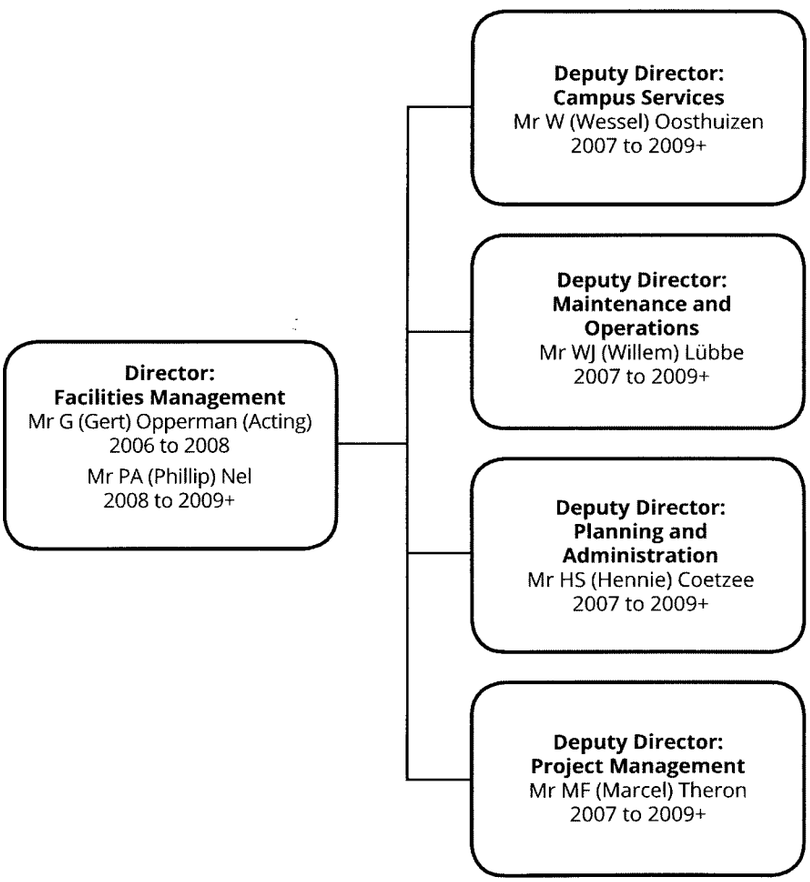

Figure 5.11: Structure of the Department of Facilities Management from 2006 to 2009

131 The respective staff members of the Student Administration Section moved to the new Client Service Centre or were decentralised to various faculties.

132 See Chapter 5.13: Department of Information Technology Services: IT systems.

133 Separate functions were hosted on 6 May 2008 to officially open these facilities. They were opened by the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius. See Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes).

134 See Chapter 5.24: TuksSport.

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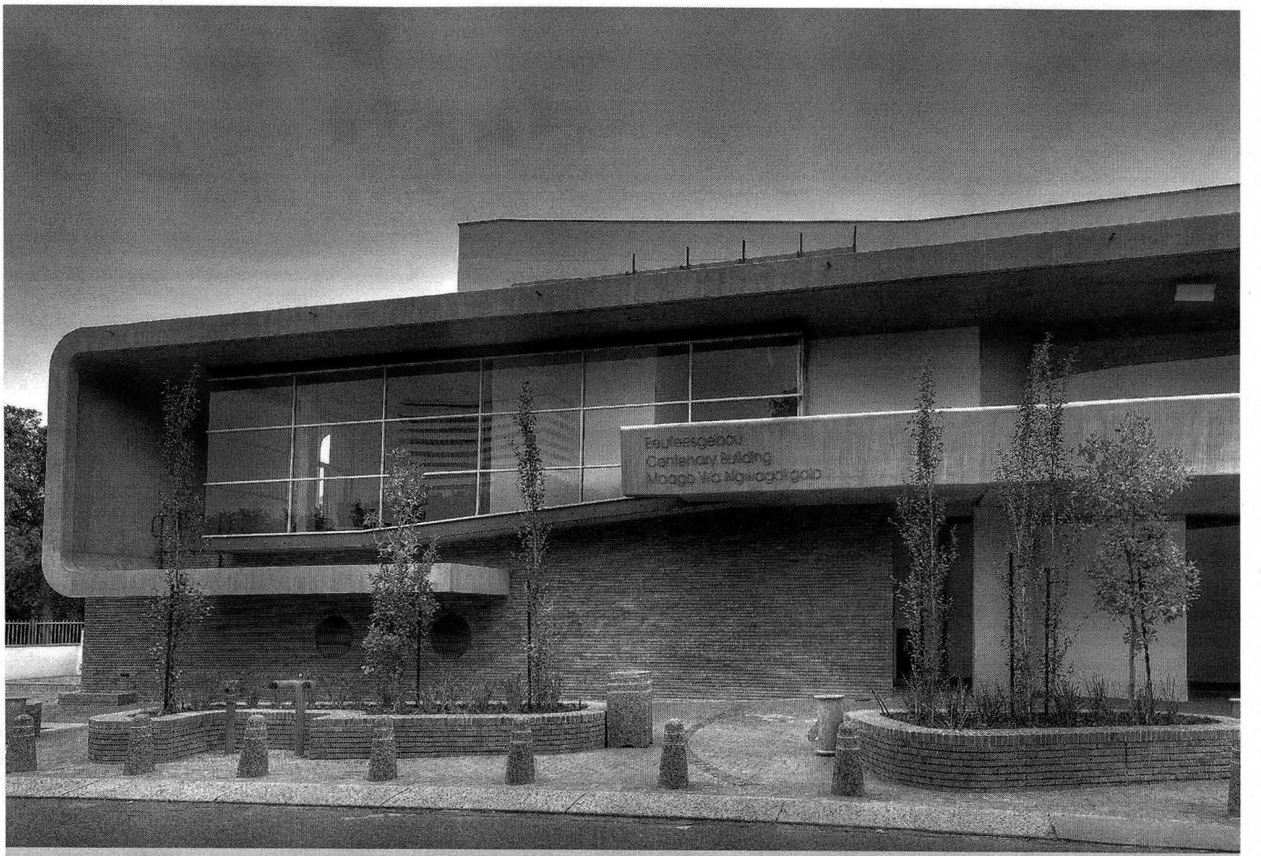
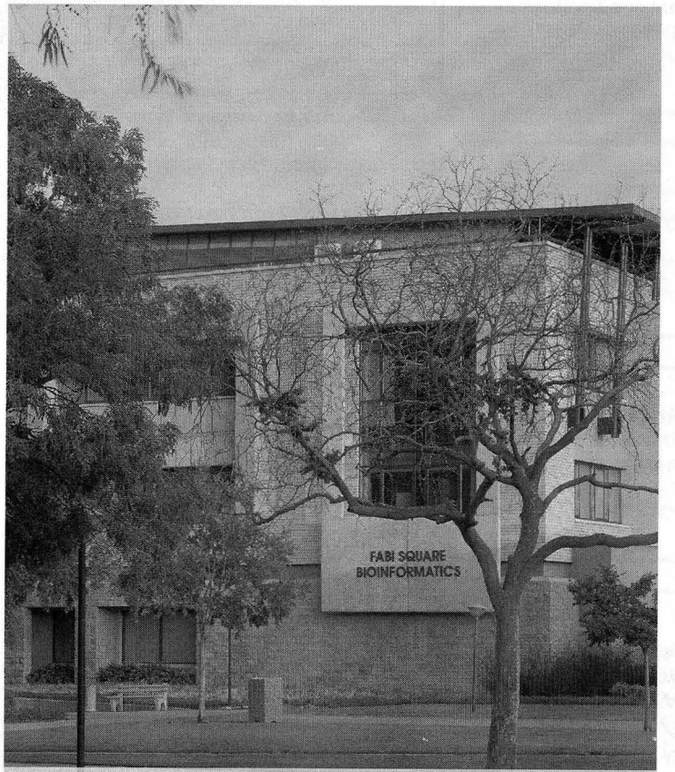
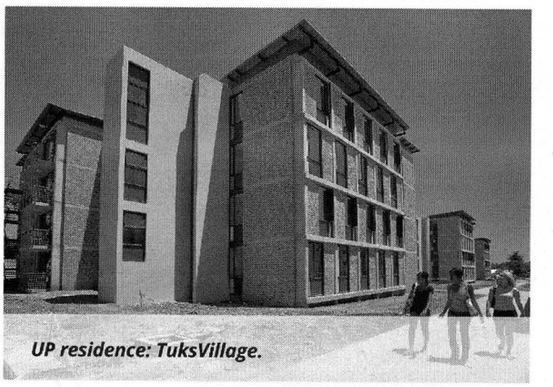


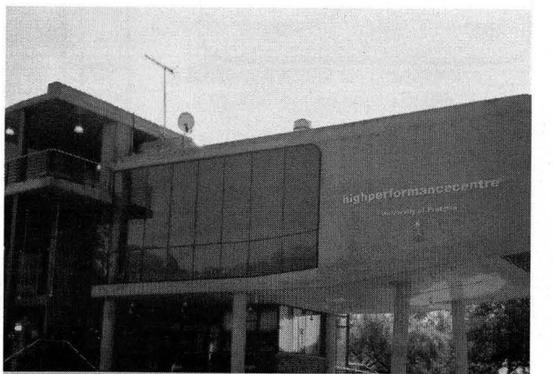
The Centenary Building on the University of Pretoria's Hatfield Campus.



The extended FABI complex on the University of Pretoria's Hatfield Campus.



UP residence: TuksVillage.



The High Performance Centre at the University of Pretoria's Sport Grounds.

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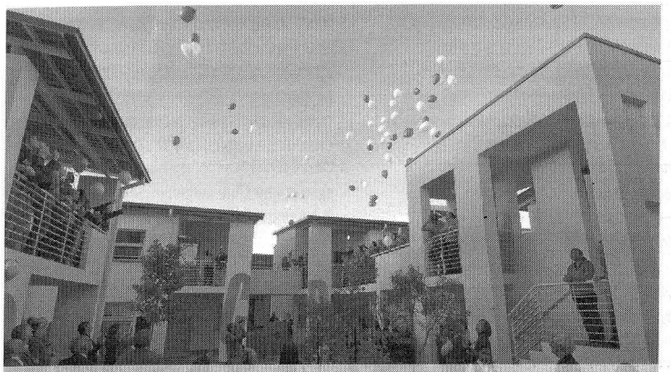
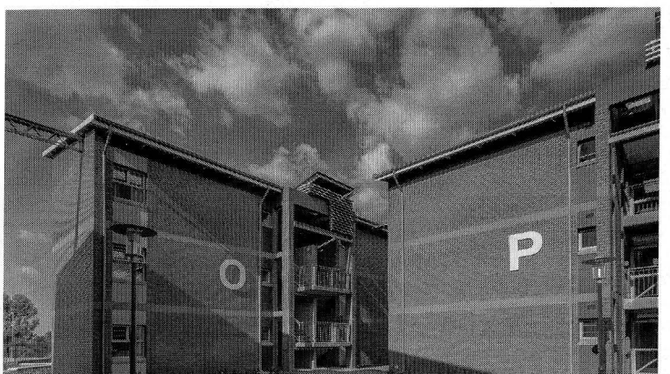
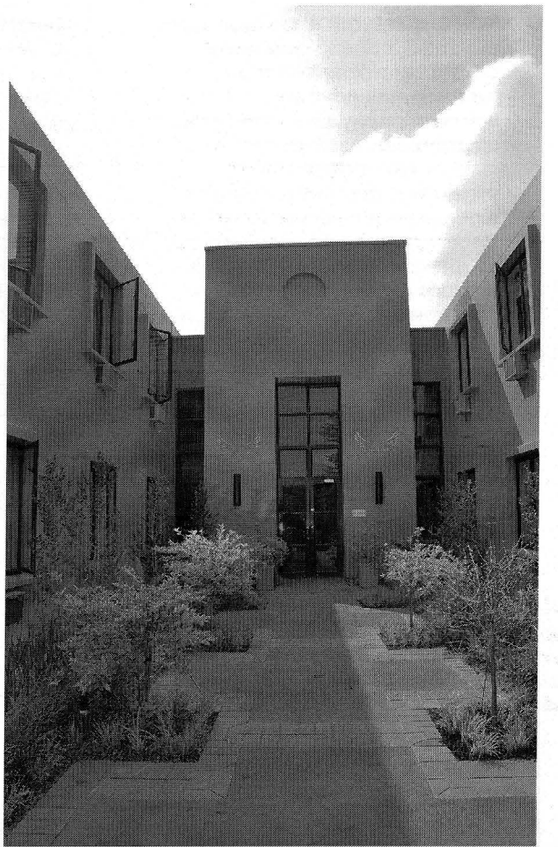


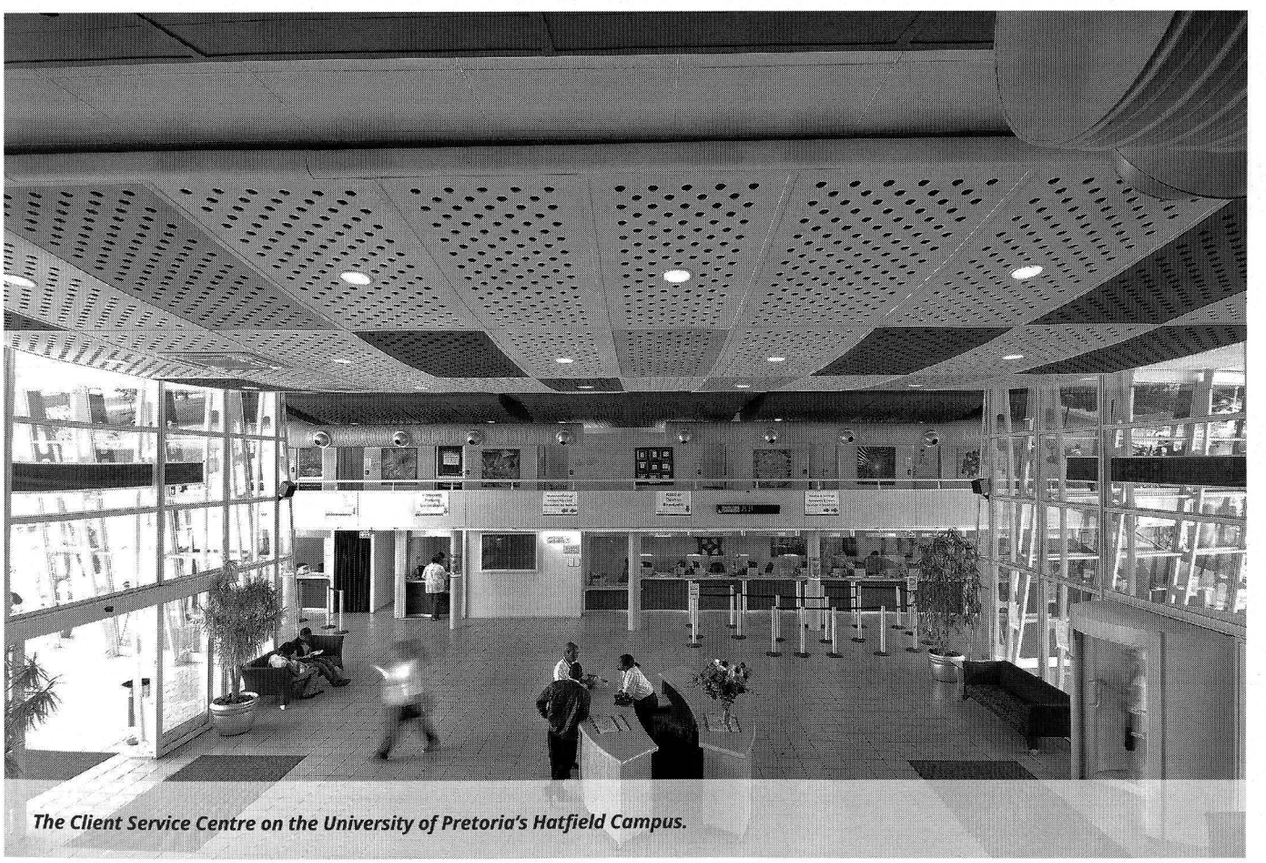
UP residence: House Nerina.



UP residence: House Onderstepoort.



The entrance to the Gordon Institute of Business Science.



The Client Service Centre on the University of Pretoria's Hatfield Campus.

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- **New tartan synthetic athletics track and clubhouse:** Construction of a new tartan synthetic athletics track surrounding a grass soccer pitch, sponsored by Absa, commenced in 2005. Also included in this project was the construction of a new grass athletics practice track and a road deviation around the new synthetic track, and the upgrade of the existing pavilion. The project was completed in 2008 at a cost of R15.5 million, after which a new athletics clubhouse was constructed at a cost of R4.3 million for a total project cost of R19.8 million.

Onderstepoort Campus

- **Biomedical Research Centre:** This facility for housing animals used in clinical research was relocated to the Onderstepoort Campus of the Faculty of Veterinary Science in 2003 after the closure of the HA Grové Facility on the Prinshof Campus.

- **Onderstepoort piggery and student residences:** A new piggery for the Faculty of Veterinary Science was constructed during 2009, and solar water heating systems were installed in the Onderstepoort residences.

Mamelodi Campus

- **Mae Jemison Reading Room:** In 2008, the Technical Building on the Mamelodi Campus was converted to accommodate the Mae Jemison Reading Room with funding from the US government. It was officially opened (as part of the Centenary Celebrations) by HE Mr EM (Eric) Bost, the US Ambassador and Prof CWI Pistorius, Vice-Chancellor and Principal, on 21 November 2008.

- **Tuks Naledi residence:** Some 30 three-bedroom apartments with fully equipped kitchens were acquired in a security estate in close proximity to the Mamelodi Campus in 2009 and converted into housing for students studying at this campus in 2010. The residence included a home for the house parents and a mini IT lab. It was officially opened by Prof CR (Chris) de Beer, Vice-Principal, in July 2008.

UP Experimental Farm

- **Land disposal:** The eastern part of the Experimental Farm was subdivided in 2006 and a portion was sold to the Gauteng Provincial Government for the development of the Innovation Hub, Africa's first internationally accredited science park. This helped UP to further strengthen its industry links. Sappi, which had been a major research collaborator with the University over the years, moved its research facilities to custom-designed premises on the new site.

- **The Innovation Hub:** This was officially launched by Premier MS (Mbhazima) Shilowa in May 2005. Approval was also granted to sell a portion of the University's Experimental Farm, approximately 30 km east of Pretoria, to the South African National Roads Agency Limited (SANRAL). The area had been used for grazing, but SANRAL envisioned a toll gate on this site. A condition of the transaction was that an appropriate environmental impact study had to be conducted to determine the impact on the scientific farming activities on the Experimental Farm. This was adhered to.

Prinshof Campus

- **Restoration of Curlitzia residence:** After substantial negotiations with the Gauteng Provincial Government, the existing accommodation for nurses next to the former Pretoria Academic Hospital was upgraded as the Curlitzia residence for female students of the Faculty of Health Sciences in 2003. On Sunday, 6 August 2005, most of the top floor of the residence was gutted by a fire that originated in one of the rooms.[135] Following extensive cleaning, the residence was restored in the latter part of the year at a cost of R13 million.

- **New Pretoria Academic Hospital:** A memorable milestone was the eventual completion and commissioning in 2006 of the New Pretoria Academic Hospital (NPAH),[136] in which the University had been an active partner, in collaboration with the Gauteng Provincial Government throughout the 40-year long planning and construction phase. The University contributed R92 million of the total of more than R521 million. It was officially opened on 2 March 2007 by the acting Minister of Health, Mr JT (Jeff) Radebe and the Gauteng Premier, Mr MS Shilowa. The NPAH provided the Faculty of Health Sciences the opportunity to educate students in the medical and allied health care professions in a custom-designed tertiary teaching hospital for the first time since the inception of the Faculty of Medicine at the University more than 70 years previously. The relocation of the offices of the School of Medicine's clinical academic departments to the NPAH opened up sufficient space in the existing HW Snyman Building to implement the necessary alterations and expansions to accommodate all the departments in the School of Health Care Sciences, the School of Medicine's departments of Family Medicine and Psychiatry, as well as the entire School of Health Systems and Public Health (SHSPH), in the Faculty's own facilities. As a result, the SHSPH's property lease on the premises of the Council for Scientific and Industrial research (CSIR) was concluded and the Department of Occupational Therapy no longer had to rent space from the SG Lourens College of Nursing. For the first time ever, all the students of the Faculty of Health Sciences were housed on one campus.

- **Installation of air-conditioning in the Steve Biko Academic Hospital:** The Faculty of Health Sciences occupied approximately 10 500 m^2 of space in the Steve Biko Academic Hospital (SBAH), mostly situated in the northern wing of the building. During 2009, the University obtained the necessary permission from the Chief Executive Officer of the SBAH to install air-conditioning in this section at a cost of R19.2 million.

Illovo Campus

- **Gordon Institute of Business Science:** The campus of the Gordon Institute of Business Science (GIBS) in Illovo, Johannesburg, was acquired in 2000 and the original complex was opened by Prof CR de Beer, Vice-Principal, on 14 March 2002. Additions to this campus commenced in 2008. This comprised the construction of a new two-level underground parkade with two levels of office space and lecturing facilities above it. A new library and cafeteria were also included, as well as extensive alterations to the inside of the existing

135 The fire was eventually contained by the City of Tshwane Fire Services. Fortunately, although there was substantial loss of personal property, nobody was injured. Also see Chapter 5.22: Department of Security Services.

136 This became known as the Steve Biko Academic Hospital in 2008. Also see Chapter 4.5.1: Office of the Dean: Infrastructure development.

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GIBS Building. The project was completed during 2008 at a total project cost of R93.2 million. It was officially opened by the Vice-Chancellor and Principal, and Sir Donald Gordon on 17 November 2008. Members of the Gordon family were also in attendance as guests of honour.

Disability access

An audit report and analysis of requirements for people with special needs was tabled to the University's Executive in May 2000. It outlined the general need that existed on the various campuses of the University at that time. Thereafter, up to 2009, an ongoing process of improvements to the value of approximately R8 million followed to make the campuses more accessible for people with disabilities.

Improvements focused on providing access ramps to several buildings and toilet facilities for the mobility impaired, and the customised adaptation of selected rooms in residences, as well as the installation of lifts in some buildings, such as the Old Arts Building, the Communication Pathology Building and the Sports Centre on the LC de Villiers Sport Grounds.

All new buildings constructed during this period complied fully with statutory requirements regarding accessibility for people with physical disabilities.

Hatfield City Improvement District

As a valued member of the Hatfield City Improvement District (CID), the University participated in upgrading the southern verge of Prospect Street from Festival to Grosvenor streets and the western portion of Hilda Street from South to Prospect streets to include a pedestrian sidewalk, demarcated parking areas and the installation of bollards at a cost of approximately R800 000. A portion of South Street was acquired from the City of Tshwane and safeguarded to improve security.

The University was a founder member of the Hatfield CID and representatives from the departments of Facilities Management and Security Services were members of the Board, allowing direct inputs to be made into the beautification and safekeeping of the environment in which the University's largest campus is located.

Facilities planning

During the period under review, a parking study was done on the Hatfield Campus to plan for future demand. An Urban Design Framework was compiled to assist with the future planning of the University precinct in Hatfield. Collaboration with the City of Tshwane improved during the period under review.

During 2009, planning was completed for significant major projects, such as the Plant Sciences Complex, the Engineering 3 Building and Parkade, lecture halls for the Faculty of Education, extensions to the Oral and Dental Hospital, and a Level 3 Biosafety Laboratory on the Prinshof Campus, as well as other upgradings on the Prinshof Camps.

Plant Sciences Complex

During 2007, the Minister of Education announced initiatives to increase the number of engineering graduates in South Africa. Government approved substantial grants to boost enrolment plans, infrastructure and efficiency allocations for engineering students. As the Faculty of Natural and Agricultural Sciences was extensively involved in lectures for engineering students, a new building was approved for the Department of Plant Sciences so that the old Botany Building could be reconfigured and refurbished to provide additional space for departments like Mathematics and Physics. The conceptual design phase for the Plant Sciences Complex started in 2008. The detail planning and procurement of tenders followed during 2009, while the earthworks for the excavation of a 98-vehicle basement car park were completed by the end of 2009. The new building was scheduled for completion during the first half of 2011. The project budget was R88.6 million.

Engineering 3 Building and Parkade

To accommodate the increase in engineering students, the Department of Education provided R170 million of the R420 million required to construct a new building for the Faculty of Engineering, Built Environment and Information Technology (EBIT). The building was completed and occupied in July 2011.

Groenkloof Campus

The University managed to acquire the former South African College for Teachers' Education (SACTE) Building on the Groenkloof Campus in 2007, after many months of negotiations. The conceptual planning for additional lecture theatres, a new informal lecture venue and the refurbishment of a high-technology lecture hall, and natural science and IT laboratories on this campus was approved during 2008. The erection of these facilities was to be funded from the infrastructure grants of the national Department of Education, and completion was scheduled for the first half of 2011. Furthermore, solar water heating systems were installed in two residences during 2009 .

Prinshof Campus[137]

The Orthodontic Unit in the Oral and Dental Hospital was refurbished during 2009, including a major lecture facility, skills laboratory and phantom head facility, equipped with state-of-the-art audiovisual equipment. The University received funding for several projects from the Clinical Training Grant of the national Department of Education in 2009. The project included space for the Forensic Anthropology Research Centre (FARC), which was made available in the Basic Medical Sciences Building. An unused building was refurbished to provide a workshop for Occupational Therapy. The Anatomy Dissection Laboratory was also enlarged and improved.

Property management

Environmental and waste management

During the period under review, the University started to implement environmental and waste management processes in line with global practices. The focus changed from waste disposal to recycling. Optimisation would result in recycling across all the campuses. Environmental management was focused on sustainable development and comprised economic, biophysical and social elements. Efforts were concentrated on managing activities, products and services of the University that interacted with the environment and could potentially have negative effects.

Landscaping and sports fields

The widely recognised attractiveness of the campus gardens and quality of its sports fields was a major asset of the University. Maintaining these standards required constant supervision, as well as occasional interventions.

Some of the significant actions included the following:

- In 2007, the Aula lawn was upgraded as a requirement for the Centenary Celebrations.

137 See Chapter 4.5: Faculty of Health Sciences.

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This included the installation of an automatic irrigation system to support the annual special treatment of the lawn before spring and to aesthetically improve its condition.

- The University's gardens were continually upgraded and drip irrigation was installed in selected plant beds.
- A new courtyard and gardens were constructed at the Graduate Centre.
- The tree lane, rose garden west and south of the Administration Building[138] and repairs to paving on the Hatfield Campus were completed in time for the Centenary Celebrations in 2008.
- The decking in the courtyard of the Old Agriculture Building was renovated and a new garden was planted.
- Paul Kruger's Prayer Rock monument was made more prominent and accessible for visitors.
- New gardens were planted at various sites on the University's campuses.

The University became the custodian of Hartebeestspruit, an important link in the storm water control system. Work included desilting and installing Armorflex® blocks at the Paul van Zyl Dam at the LC de Villiers Sport Grounds, the construction of an irrigation dam, installing booster pumps to supply the new irrigation mainline and stabilising a section of the spruit embankment at the hpc.

Infrastructure services: electricity and water supply

In anticipation of significant growth on the Hatfield Campus, the municipal electrical supply to the campus was increased from 12 MVA to 18 MVA.

This upgrade was commensurate with the City of Tshwane Metropolitan Municipality's preparation for the 2010 Soccer World Cup, which involved routing 11 kV cables from the Lynnwood substation to the Loftus Versfeld Stadium to upgrade its power supply. This resulted in a significant cost reduction for the University as the same trenches and crossings could be used.

At the same time, the four internal 11 kV ring main supplies on the Hatfield Campus were upgraded and a new prominent substation was built on the corner of Duxbury and Hilda streets to take in the increased municipal supply.

Similarly, the substation that served Groenkloof Campus was relocated from outside the perimeter fence to a new position on campus premises. The University benefitted from the upgraded equipment provided by the municipality.

The municipal water supply to all the campuses received similar attention. In 2006, a long-term intervention was initiated to reduce total water consumption with the emphasis on municipal water. During the period under review, municipal water consumption was reduced from approximately 38 000 m^3 per month to around 20 000 m^3 per month by connecting more borehole supplies for irrigation purposes.

During 2008 and 2009, the country experienced energy supply constraints when the national power utility , Eskom, announced drastic measures to limit power demand during daytime peak hours. Measures to limit usage forced municipalities to interrupt consumers' supply and the University experienced disruptions that had a significant negative impact on its business continuity.

The University Council approved an amount of R59 million to construct standby power plants at key points on almost all its campuses in an effort to sustain power supply during possible future power disruptions in the event of another national constraint on power supply. By the end of 2009, 43 generators had been installed.

Commensurate with the provision of standby power, all facilities were examined and, where feasible, energy-intensive lighting was replaced with energy-efficient lighting technology. The University and Eskom each paid half of the project cost.

Energy-efficient lighting was expected to continue as a routine maintenance practice in future, and would be broadened to include occupancy sensors to optimise power use in buildings.

Maintenance of facilities

The routine maintenance of facilities continued from 2001 to 2009 in accordance with the University's policy to sustain the condition of its buildings, building systems, furnishings and infrastructure.

Maintenance and repairs were supported by an operating budget that increased progressively over the years from R9.87 million in 2001 to R34.5 million in 2009.

Ageing buildings required increased attention and expenditure, over and above routine maintenance, which consisted of planned, preventive maintenance, as well as corrective maintenance due to wear and tear on furnishings, plant, equipment and infrastructure services.

The need to carry out additional comprehensive maintenance was catered for by providing capital funding to cover the following major replacements and renewals:

- Six new elevators in the Humanities Building
- Air-conditioning in the Merensky Library
- Air-conditioning infrastructure in the Information Technology Building
- Wet services in the Agricultural Sciences Building

Additional funding was approved to upgrade lecture halls on the Hatfield Campus, including all the lecture halls in the Chancellor's Building.

To cope with and provide for deferred maintenance, specific funds were approved. These funds amounted to R42.4 million for three successive years, commencing in 2009.

A number of elevators had reached the stage when repairs became unaffordable and cost-benefit assessment favoured the replacement of the aged installations.

Residences that benefitted from this project included Erika, Madelief, Magrietjie, Kiaat, Jasmyn and Klaradyn.

Mr Phillip Nel, Director: Facilities Manager and Prof Susan Adendorff, Director: Facilities Management (approved)

138 All the roses planted in this garden were the University of Pretoria Centenary variety KORbeati (P*) that was specifically cultivated for the University's centenary by Mr L (Ludwig) Taschner.

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5.11 DEPARTMENT OF FINANCE

The Department of Finance was intimately involved in ensuring the University's characteristic and exceptional financial planning and management, as well as the management of its investment portfolios.

The Department supported a variety of clients, including the parent and student community (served by the divisions of Student Accounts, Student Finance and Residence Finance), the staff complement (served by the divisions of Salaries, Assets and Insurance Management, Investment Management and Budget Planning) and the academic support service departments (served by the divisions of Budget Control and Creditors Administration).

In terms of the University's New Management Model, approved by Council in 2008,[139] support service departments had to develop and maintain a five-year strategic plan based on the University's institutional strategic plan and supported by other institutional plans. The Department of Finance's plan formed the basis of an annual support service plan, which set out the objectives and plans for a particular financial year. Two important elements of the annual support service plan were service level agreements or offerings, and specific goals for the year. Collectively, they specified the outputs of the Department in respect of the planning for a particular year.

Departmental structure and functioning

The Executive Director: Finance, Mr JSJ (Johan) Nel, had the executive line management responsibility of the Department as part of his portfolio throughout the period under review. As illustrated in **Figure 5.12**, operational functioning of the Department was the responsibility of the Director, Mr TG (Tom) Kruger from 2001.[140] He was supported by three deputy directors with different areas of oversight.[141] The position Deputy Director: Finance responsible for Student Accounts, Investment Management, Student Finance and Salaries was occupied by Mr J (Jan) Brits at the beginning of the period under review. Following the retirement of Mr J Brits on 31 December 2002, he was succeeded by Ms M (Marie) Oosthuizen in 2003. When she left the service of UP on 30 June 2005, Ms R (Ronel) Dijksman was appointed in this position on 1 December 2006 and served in this position until beyond 2009. The position of Deputy Director: Finance responsible for Budget Control, Creditors, Assets and Insurance, Budget Planning and Residence Finance was occupied by Mr JB (Jan) Reinecke for the entire period under review. The position of Deputy Director: Finance responsible for Financial Systems and General Ledger was occupied by Mr RR (Roelf) van der Laan from the beginning of the period under review until his retirement on 31 December 2008 for medical reasons.[142]

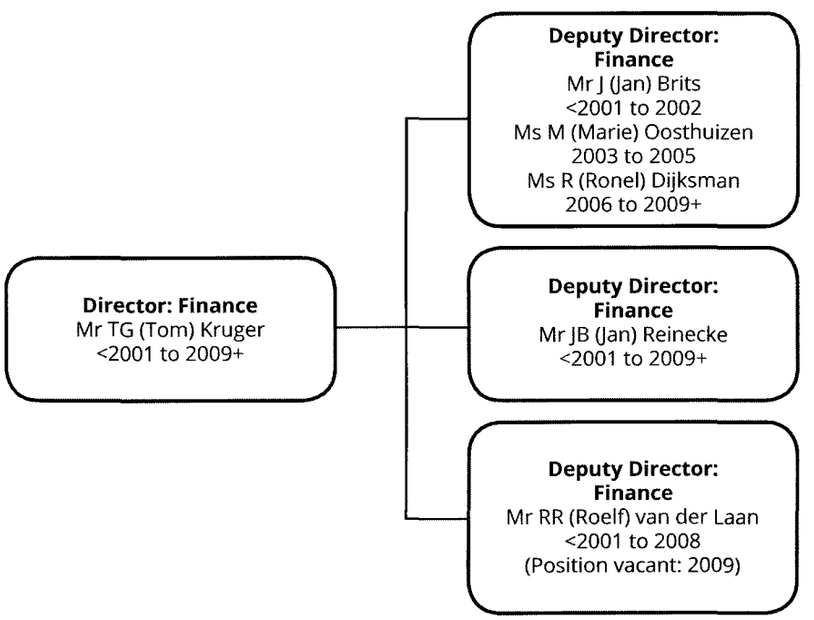

Figure 5.12: Structure of the Department of Finance from 2001 to 2009

His responsibilities were taken over Ms MM (Marietjie) de Waal[143] from 1 July 2009, together with the Budget Planning function she had previously performed under Mr JB Reinecke.

Due to the impending retirement Mr TG Kruger as director at the end of 2011, the University appointed Prof Q (Quintus) Vorster as director designate in 2009 to take over from Mr TG Kruger in 2010, thereby facilitating a smooth transition. Prof Q Vorster was also mandated to manage the implementation of the financial modules of the new PeopleSoft financial system, which had commenced in 2008.

Financial systems

The University's legacy[144] financial system, which was referred to as UNIKOM, was still functioning well at the beginning of the period under review. This financial system, together with the University's legacy human resources (HR) and student systems, was custom developed by UP staff members over a long period of time, and they all relied on a similar portfolio of mainframe technologies. However, these technologies were ageing, thereby making the systems increasingly difficult to maintain and extend, and were increasingly inflexible in terms of their ability to adapt to new IT trends and standards.

139 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

140 Mr TG Kruger was appointed as the first Director: Finance in 1986. He continued in that position throughout the period under review. He retired in 2011.

141 At the end of the period under review, the Department was supported by nine divisional heads: Dr J (Johan) Vermeulen (Student Accounts), Mr H (Herman) Botha (Investment Management). Ms J (Jeanne) Goosen (Student Finance), Ms J (Joan) Snyman (Salaries), Ms EMJ (Elsie) Ceronio (Budget Control), Ms JJ (Hanlie) Engelbrecht (Creditors Administration), Mr M (Marius) le Roux (Assets and Insurance Management), Mr CM (Christo) van den Heever (Residence Finance) and Ms MM (Marietjie) de Waal (Budget Planning). Ms MM de Waal was transferred from the Department of Risk Management and Internal Audit early in 2007 when the University's budgeting process was moved from that department to the Department of Finance. When Mr RR (Roelf) van der Laan retired in 2008, the position of Deputy Director was not filled immediately. However, Ms MM de Waal took over his responsibilities, in addition to her Budget Planning function.

142 He sadly passed away within weeks of his retirement.

143 Ms MM de Waal was appointed as a third Deputy Director in the Department in 2010.

144 In computing, a legacy system is an old method, technology, computer system or application, relating to a previous or outdated computer system.

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These concerns, together with related concerns about the University's future ability to continue to find software developers competent in such older development tools, were deemed to pose various risks to the University.

In response to these risks, a Systems Renewal Strategy[145] was conceived. This strategy, which was formally approved in July 2005, envisaged the phased replacement of the University's financial, HR, student and client relationship management (CRM) systems with purchased applications.

After an extensive evaluation that was focused on the University's core student-related business processes, the University opted to pursue the PeopleSoft Campus Solutions student and academic management suite of applications from Oracle. At the time, Oracle's software suite was being deployed at hundreds of higher education institutions globally. Furthermore, to complement this suite, the University elected to also procure and implement the PeopleSoft Financial and Supply Chain Management, PeopleSoft Human Capital Management and PeopleSoft CRM suites from Oracle. During May 2007, the Executive approved an amount of R178 million to acquire the software and hardware envisaged for this project, and to fund the implementation of these new modules over a four- to five-year period.

The Oracle PeopleSoft Financial and Supply Chain Management suite contained a host of modules, including the following:

- General ledger
- Electronic procurement (eProcurement), purchasing and accounts payable
- Billing and accounts receivable
- Asset management
- Inventory management
- Travel and expense claim management
- Project and programme management
- Management of revenue, such as research, contracts
- Maintenance management

The PeopleSoft implementation project formally commenced in April 2008, and by the end of 2009, a subset of the above financial modules, such as the general ledger, eProcurement, purchasing and accounts payable, billing and accounts receivable, and asset management modules of PeopleSoft, was deployed. This included a substantial data conversion of assets, as well as all general ledger transactions since January 2008.

Investment management

With the resignation of Ms M Oosthuizen in 2005, the day-to-day management of the University's investment portfolio was taken over by Mr H (Herman) Botha. The University's investments were overseen by the Investment Committee of Council, a body that considered investment portfolios and made investment decisions. A multi-manager approach to the management of investments was followed to limit investment risk. In order to achieve optimal diversification of the investment risk, the portfolio managers invested some of the available funds abroad. The Committee did sterling work and investments grew from R1.864 billion in 2001 to R4.543 billion in 2009 (143.2% growth), while reserves grew from R2.252 billion in 2001 to R6.139 billion in 2009 (172.6%). The growth in reserves must also be seen in the context of the significant capital expansions that were being undertaken during the period under review. The expense related to phases 1 and 2 of these capital projects amounted to an estimated R773 million, of which the University contributed R467 million from its own reserves. Government's contribution amounted to R306 million.

The reservation of funds during 2008 and 2009 for the University's part of the mentioned projects, the allocations from government, as well as the relatively slow tempo of the commencement of the projects, largely contributed to the accumulation of significant University reserves. It is important to note that the University annually transferred amounts from income to an investment reserve fund in order to protect its capital in the unlikely event that the market value of its investments should fall below cost. On 31 December 2009, the investment reserve fund amounted to R268.5 million.

Operating income

The University derived its income from a number of sources. These included government subsidies, tuition fees and third-stream income. The latter covered a multitude of sources, and included income from investments, donations and grants, contract research and consulting, continuing education, and the rental of facilities. The University established a comprehensive and successful structure of campus companies, which also contributed significantly to the University's income.[146]

During the period under review, the consolidated income of the University increased from R1 662 million in 2001 to R3 796 million in 2009, an increase of 128%. The state appropriation increased from R618 million in 2001 to R1 256 million in 2009.

In addition to the funding that flowed to institutions of higher education through the funding framework (the Block Grant) during the reporting cycle, the Minister of Education also made a significant amount of funding available to institutions on an ad hoc basis, from which the University benefitted significantly.

During the period under review, a subsidy stabilisation fund had been approved to counteract the negative implications of any unexpected future decline in subsidy. On 31 December 2009, the fund amounted to R146.8 million.

The activities of the campus entities were expanding rapidly. The turnover of these companies increased to R506.5 million in 2009. During 2009, R104.3 million (excluding income from the Gordon Institute of Business Science (GIBS)) had been channelled back to the University to supplement staff salaries and to supplement faculties' development funds.

Tuition fees and related matters

The provision and maintenance of resources required for high-quality teaching and research is a challenging task, which inevitably exerts pressure on existing human and physical resources with far-reaching financial implications. The following trends that characterise the period 2001 to 2009 confirm this pressure:

- A significant change in the profile of the student community
- The number of contact students (from 30 382 in 2001 to 41 751 in 2009) (see **Table 3.1**)
- The introduction of a Unit for Distance Education
- The transfer of the Faculty of Veterinary Science of Medunsa to the University and the incorporation of the Mamelodi Campus of Vista University into UP
- Changes in the administration of student fees, in particular with respect to the level of a students' debt following the introduction of the National Credit Act, Act No. 34 of 2005, and the Promotion of the Access to Information Act, Act No. 2 of 2000

145 See Chapter 5.13: Department of Information Technology Systems: IT systems.
146 See Chapter 5.4: Campus Enterprises.

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An analysis of the subsidy per full-time equivalent (FTE) student clearly demonstrates that subsidies had decreased in real terms (i.e. adjusted for inflation) from R15 680 in 2000 to R15 300 in 2009. This increased the pressure for a compensatory increase in tuition fees. Income from student fees increased from R350 million in 2001 to over R1 billion in 2009. This abnormal increase in tuition fee income is a direct result of the unexpected escalation in student numbers.

It should be noted that the Department consistently endeavoured to keep the increases in tuition fees at levels close to the rate of inflation.

The average percentage increase in student fees over the period 2005 to 2009 is illustrated in **Table 5.1**.

Table 5.1: Percentage increase in student fees between 2005 and 2009[147]

YEAR	2005	2006	2007	2008	2009
Percentage increase	9.5%	6.5%	6.0%	7.0%	9.0%

The affordability of study plays a critical role in the accessibility of tertiary education. In 2009, the average university undergraduate tuition fee amounted to R23 750 and the average accommodation fee (including provision for 50% of meals taken in a residence dining hall) amounted to R24 680, bringing the total to R48 430 for studying and boarding in residences. This amount excludes costs for related expenses such as textbooks and photocopies.

Throughout the period under review, the Department of Finance had been successful in limiting the percentage of outstanding student fees for registered students at the end of each academic year to an average 8% of the fees levied.

A major factor contributing to the University's ability to do this was an increase in the financial aid provided to students by the University, the state's contribution in the form of the National Student Financial Aid Scheme (NSFAS) and the contribution of government departments and the private sector of the economy.

Financial aid

The University supported a large number of students through scholarships and loans. The comparison of the scholarship and loan awards issued in 2001 and 2009 indicate the expansion of this support. This is illustrated in **Table 5.2** and **Table 5.3**.

Table 5.2: Scholarship and loan awards for 2001

	UNDERGRADUATE		POSTGRADUATE		GRAND TOTAL		
	White	Black*	White	Black*	White	Black*	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Total	47 374	42 038	25 847	14 260	**73 221**	**56 298**	**129 519**
Racial composition	36.6%	32.5%	20%	11%	**56.5%**	**43.5%**	**100%**

**Black includes African, Indian and Coloured students.*

Table 5.3: Scholarship and loan awards for 2009

	UNDERGRADUATE		POSTGRADUATE		GRAND TOTAL		
	White	Black*	White	Black*	White	Black*	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Total	105 267	258 734	50 611	98 846	**155 878**	**357 580**	**513 458**
Racial composition	29%	71%	34%	66%	**30%**	**70%**	**100%**

**Black includes African, Indian and Coloured students.*

During 2009, the University provided financial aid to students to the amount of over R513 million, representing 52 858 awards. This is an overall increase of 27% in comparison to the financial aid provided in the previous year, which amounted to almost R404 million. Of these awards, 30% were made to white students and 70% to black students (undergraduate and postgraduate students combined).

The University was strongly focused on promoting research-driven postgraduate studies. The University's allocation of almost R150 million for postgraduate scholarships in 2009 reflects a 20% increase in comparison to just over R124 million for 2008.

Financial aid covered 50.67% of the total tuition and accommodation fees in 2009, compared to 45.75% in 2008.

Strategic and endowment funds

During 2004/05, Council raised certain matters that were to receive attention during the Vice-Chancellor and Principal's current term and decided to allocate an amount of R30 million to a Vice-Chancellor and Principal's Strategic Fund to address these strategic aspects.

The severe pressure on the main sources of the University's income (government subsidy and tuition fees) compelled it to establish, in addition to the abovementioned Principal's Fund, an Endowment Fund from which projects of strategic importance and/or certain operating expenses could be financed. During 2008, Council decided to establish a University of Pretoria Centenary Endowment Fund with an initial contribution of R152.3 million.

147 The statistics for 2001 to 2004 is not available.

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The preservation of the long-term purchasing power of this Endowment Fund was of the highest priority to the University. On 31 December 2009, the Endowment Fund amounted to R240.5 million.

Amalgamation, alienations and partnerships

- **Faculty of Education:** On 1 February 2001, the Teachers' Training College (Normaalkollege Pretoria) (NKP) was transferred to the University with the sanction of the Minister of Education and incorporated into the University's Faculty of Education.[148] With the incorporation of the NKP came funds totalling R17.652 million. A large portion of these funds was used to recapitalise the Groenkloof Campus.

- **Institute of Pathology:** As a result of the enactment of the National Health Laboratory Service Act, Act No. 37 of 2000, the University's Institute of Pathology was sold to the National Health Laboratory Services (NHLS) in 2002.[149] As the NHLS was now situated on University property, the University had to continue to provide utilities such as water, electricity, security, parking, refuse removal and medical waste removal to the NHLS at a fair value. After the takeover, the University had to make an annual contribution to the NHLS for the use of its facilities for student training purposes. From 2007 and beyond, a new formula for the calculation of the University's contribution (devised by the Bureau for Institutional Research and Planning) came into operation. In 2009, the University's contribution amounted to R8.9 million, while an amount of about R2.2 million was recovered from the NHLS for utilities it used.

- **Veterinary Science:** When the decision was taken in 1996 to amalgamate the faculties of Veterinary Science of the University of Pretoria[150] and the Medical University of South Africa (Medunsa), the cost of training a veterinary science FTE student was about R220 000 per annum at Medunsa and about R58 000 at UP. The University agreed to reduce the operating costs of the outgoing faculty at the University, the faculty taken over from Medunsa and the new faculty to acceptable levels by the end of 2003. During the amalgamation period, the national Department of Education had allocated funds to the University to defray additional costs. In 2001, R16.5 million was received from the Department of Education for this purpose, while an amount of R18.5 million was received in 2002. Prior to the period under review, the following amounts were received from the Department of Education to defray additional costs: R32 million in 1998, R29 million in 1999 and R16.5 million in 2000. The amalgamation process was concluded during the period under review.

- **Discounting of student loans:** During 2002, a part of the University's student loans was discounted to two banking institutions, which generated substantial capital in the Emergency Aid Loan Fund and the Pretoria University (PUNIV) Loan Fund. A portion of these surplus funds were used to establish capital funds with the intention to use 80% of the generated income on these funds to achieve the University's employment equity objectives.

Financial planning

Throughout the period under review, the Department was successful in the execution of its strategic plan, and the University's operating expenditure was maintained within the boundaries of the approved budget. Unqualified audit reports were received and small surpluses were generated, which were mainly reserved for capital replacements, deferred maintenance and to finance part of the University's employment equity initiatives.

By the end of the period under review, the Department had sufficient numbers of well-qualified and experienced academic staff and the necessary financial systems to manage an enterprise of this magnitude.

Mr Tom Kruger, Director: Finance

148 See Chapter 4.3: Faculty of Education.
149 See Chapter 4.5: Faculty of Health Sciences.
150 See Chapter 4.10: Faculty of Veterinary Science.

5.12 DEPARTMENT OF HUMAN RESOURCES

As a support service department, it was the mission of the Department of Human Resources (HR) to ensure that optimal support was rendered to the University's core academic functions and strategic goals. Hence, the period 2001 to 2009 was characterised by significant changes in the Department, which were in line with the demands entrenched in the implementation of the two strategic plans that were operational in that period.[151] UP identified various strategic initiatives whereby the successful implementation of its strategic objectives could be facilitated. This included the attraction and retention of excellent members of staff.

The Department was expected to ensure that a diverse, innovative and exceptionally competent workforce was recruited, developed, supported and retained. It did this by providing advice, support and HR services through centralised and decentralised HR structures established in accordance with a wide-ranging restructuring of the Department in 2000.[152] In recognition of a holistic support function of staff members, in contrast to the previous limited emphasis on administrative support to personnel, the name of the Department was changed from the Personnel Department to the Department of Human Resources on 1 July 2001, and several managerial positions were advertised to be filled in 2002.

In addition to the restructuring of the Department in 2000, highlights during the period under review included the following:

- The implementation of employment equity legislation and embedding the applicable principles in UP's policy framework
- The approval and implementation of a new performance management system
- The incorporation of the Mamelodi Campus of Vista University into the University of Pretoria

151 See University of Pretoria (2002) and University of Pretoria (2007).
152 This was as a result of the implementation of the Support Services Development Project (SSDP).

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- The implementation, over time, of a remuneration system based on a package approach[153]
- The phasing out of post-retirement medical aid subsidies and leave gratuity

During this time, the organisational structures established in 2000 also underwent further review, which resulted in the development of what came to be known as the University's New Management Model,[154] which was approved in 2008. In order to support this new model, the Department of Human Resources underwent further restructuring, which commenced in 2009. Some other support departments, like the Department of Finance, were also affected, but to a lesser degree.

Thus, the period under review was characterised by the development of several new HR policies and initiatives to support the University's strategic initiatives, as well as the implementation of the New Management Model, which had a major impact on the activities of the Department.[155] Included in these were the design and implementation of comprehensive new policies for the recruitment, selection, appointment and promotion of academic and support staff, as well as new regulations for the appointment of academic heads of departments. Changes were also made to the regulations for the appointment of the Vice-Chancellor and Principal, vice-principals, executive directors, the Registrar and deans. Managerial posts became term appointments, and the posts had to be advertised externally after the end of the dean, director or departmental head's second term of office, although the incumbent could reapply for this position. Some of these new policies were subsequently amended further during the period under review to accommodate employment equity initiatives also implemented during this period.

Since UP, like all other universities, was dependent on its academic and support staff complement, HR matters remained on the risk register as an issue that needed to be monitored carefully. From an HR perspective, special attention was given to staffing levels (including the qualification profile of its staff members), particularly with regard to employment equity (EE), student-staff ratios, age profiles and permanent versus temporary positions.

The introduction of an electronic HR system in October 2009, whereby staff members could, among other things, manage their own leave applications, resulted from the implementation of Oracle's PeopleSoft HR system, which replaced the in-house Integrated Human Resources System, as part of the institutional Systems Renewal Project.[156] As was to be expected, the implementation of the new system entailed a new way of working, and HR staff members had to be trained to work on this system on a daily basis. All aspects of the system had not been implemented by the end

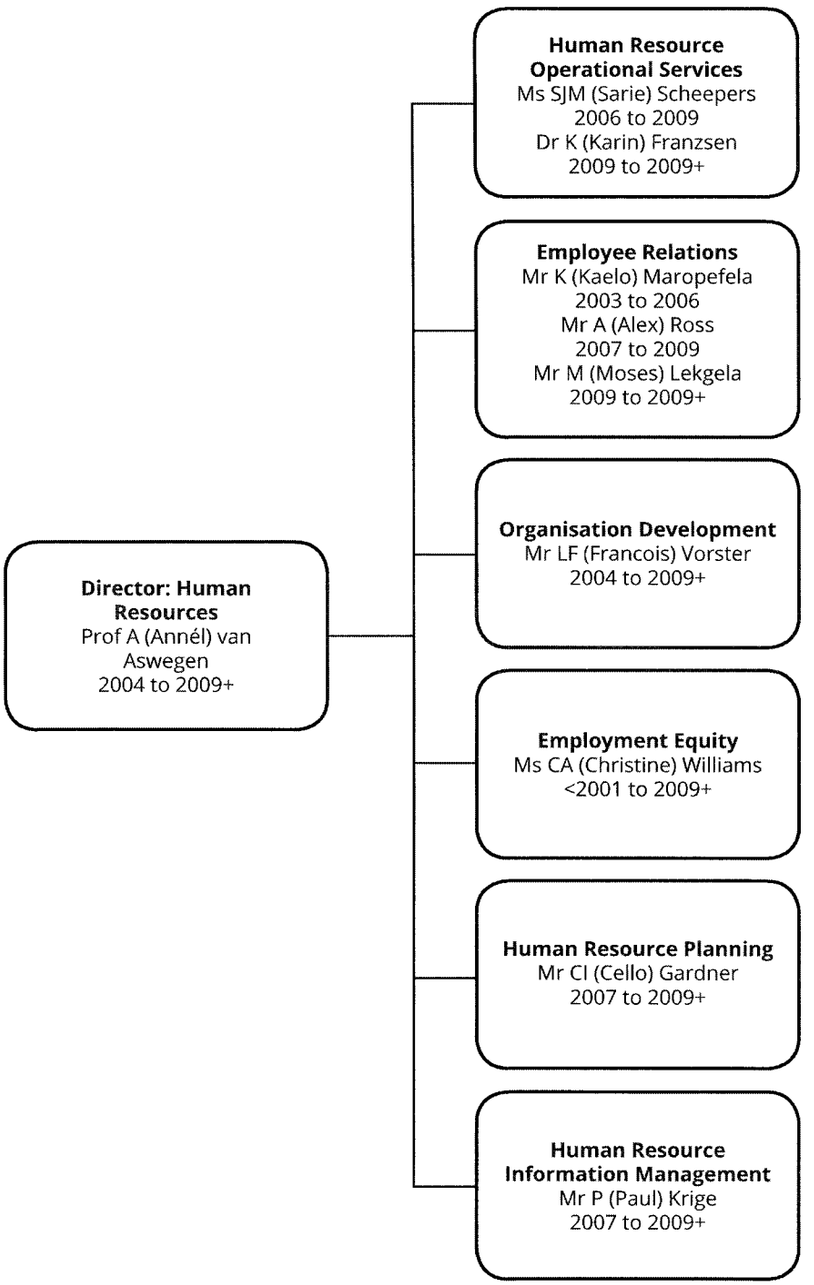

Figure 5.13: Structure of the Department of Human Resources from 2004 to 2009

153 This approach made remuneration packages more tax friendly and more responsive to individual requirements within the stipulations of the South African Revenue Service (SARS). The existing housing subsidy system was phased out and a housing allowance incorporated into the basic salary package, with the result that 50% of UP's permanent staff members started receiving financial assistance for housing for the first time. At a later stage, all allowances that had, until that time, been non-pensionable, as well as housing allowances, were included in the benefit-bearing component of the remuneration of all staff, resulting in an improvement in the total salary package and increased employer contributions in respect of the medical aid and retirement funding of all staff.

154 See Chapter 2.3.2: Senior management: Senior Academic Management: New Management Model.

155 See Chapter 3.2.2: Staff.

156 See Chapter 5.13: Department of Information Technology Services: IT Systems.

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of 2009, and further reporting on these matters is expected to form part of *Ad Destinatum VI*.

The number of staff members employed in the Department during the period under review grew from 55 in 2001 to more than 60 in 2009 . In preparation for the implementation of the New Management Model in 2010, this figure had been expanded to 96 posts by November 2009, largely due to posts that were transferred to the post structure of the Department of Human Resources from the faculties in accordance with the New Management Model.

Restructuring the HR support service department

During the period 2001 to 2009, the Department underwent two restructuring processes. The first major restructuring[157] flowed from the second phase of the Support Services Development Project (SSDP II).[158] It started in July 2000 and was completed in 2004. As part of this restructuring, the interim position of General Manager: Human Resources was created, and Mr LF (Francois) Vorster was appointed in this position on 1 July 2001 until he assumed the position of Director: Human Resources, which was approved in 2002.[159] This restructuring process entailed the decentralisation of certain professional HR services, which saw the transfer of a number of HR staff members to the faculties.[160] With the exception of the Faculty of Health Sciences,[161] this process was completed by the end of 2001.

The restructured Department of Human Resources comprised the following divisions, with managerial appointments linked to each division:

- Human Resource Services
- Labour Relations
- Staff Benefits
- Employment Equity
- Organisational Development
- Human Resource Planning, Budgeting and Claims
- Human Resource Systems

On 1 January 2004, Prof A (Annél) van Aswegen was appointed as Director: Human Resources.[162] During her tenure, the structure of the Department underwent some modifications until the implementation of the New Management Model in 2010.

The modified departmental structure comprised the following divisions, with the heads of divisions as indicated in **Figure 5.13**.

- Human Resource Operational Services (the former Human Resource Services, with the inclusion of Claims)
- Employee Relations (formerly Labour Relations)
- Organisation Development
- Employment Equity
- Human Resource Planning (formerly Human Resource Planning and Budgeting, with the exclusion of Claims, and the inclusion of Staff Benefits)
- Human Resource Information Management (formerly Human Resource Systems)

The second major restructuring of the Department of Human Resources commenced in 2009 in preparation for the implementation of the New Management Model. The institution-wide investigation that led to the development of the New Management Model included a formal review of the efficacy of the existing decentralised model of delivering HR services.

Once this investigation had been completed, a decision was taken to replace the existing structure with a revised model, providing for decentralised HR business partners[163] and support staff allocated to faculties and support service departments, but centralising transactional, as well as certain specialist HR services, in the shared services division. A consultant from the firm StratSolve was appointed in 2009 to assist with the placement of existing staff in the Department of Human Resources into the new HR structures and positions.

Activities of the individual divisions in the Department of Human Resources

Human Resource Operational Services

Dr K (Karin) Franzsen was appointed Deputy Director in this division in 2009. She succeeded Ms SJM (Sarie) Scheepers, who previously functioned in this capacity. This division was responsible for recruitment and selection, the administration of appointments, promotions, probation, terminations, leave and records management. As part of this division, the Central Administration Office was responsible for providing a centralised administration and transactional service (including compliance monitoring and the capture of claims, appointments, promotions, service terminations, long-service awards and redeployments). As the number of staff members employed by the University grew over the period under review, the volume of the transactions handled by this office increased significantly. A web-based desktop leave application system was implemented at the end of 2006, providing staff with immediate information on leave available. This eliminated the paperwork involved with leave applications and enquiries. By 2009, work was underway to automate further transactions supported by the PeopleSoft systems to further increase efficiency.

The Recruitment Office was responsible for the administration and support of recruitment processes. It also managed the logistics associated with the selection and appointment processes for support service departments.[164]

During the period under review, new appointments at the University increased as indicated in **Table 5.4**.

To reduce the cost of media advertising, a decision was made to publish only brief "teasers" in selected external media with a reference to the Careers@UP link on the University's website where detailed information about vacancies appeared. Applications for vacancies were then submitted electronically.

157 The first restructuring of the Personnel Department entailed the abolition of the positions of Director: Personnel, two of the three Deputy Director positions and the position of Head: Fringe Benefits.

158 See Smit 2002a:21–23.

159 At the time of his initial appointment in July 2001, the position of Director: Personnel had been abolished. However, when the position of Director: Human Resources was approved in 2002, he was appointed in this position on 1 November 2002.

160 The size of the respective faculties determined the number of decentralised HR staff members in their various HR divisions. Most members of these decentralised posts were transferred from the existing "central" HR Department to the respective new decentralised faculty or support services administration division, but in a limited number of instances, new appointments were made.

161 The decentralisation of HR services in the Faculty of Health Sciences was only finalised in 2003.

162 Prof A van Aswegen was previously Head of the Department of Private Law at the University of South Africa before being appointed as Acting Registrar: Professional Services, in which position she served for three and a half years. In 2004, she was appointed at UP as professor in the Faculty of Law, and was seconded to the position of Director: Human Resources. She served in this position for two terms until June 2013, before being seconded to the Office of the Vice-Chancellor and Principal as Senior Manager.

163 The appointment of business partners in the faculties was only fully implemented from 1 February 2010, but, as an interim measure, some faculties started appointing HR business partners in 2009 as the first line of advice to deans of faculties and directors of support service departments. Once fully implemented, one business partner would be appointed in each faculty, while two business partners would be appointed for all the support service departments to liaise with the academic deans and heads of department, as well as the support service directors on all HR-related matters. They would provide advice for the smooth running of HR processes in the various faculties and support service departments.

164 The decentralised faculty HR structures managed the relevant processes related to academic departments.

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Table 5.4: New appointments at the University between 2001 and 2009

YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009
Student and contract employees	1 825	1 650	2 044	2 137	2 076	2 198	2 215	2 165	2 173
Joint staff (Gauteng)	2	2	4	2	0	0	2	4	25
Permanent employees	265	349	311	306	208	227	286	320	288
Grand total	2 092	2 001	2 359	2 445	2 284	2 425	2 503	2 489	2 486

This made it easier to keep track of all applications for future reference and to screen applications in terms of minimum requirements.

The University expanded its advertising horizons for executive positions in an effort to reach a wider market and possibly attract highly qualified expatriates back to South Africa. To increase exposure to the correct equity target market for the recruitment of EE candidates, managers were requested to place advertisements in appropriate media and/or newspapers.

The Records Office was responsible for managing all electronic personnel records. This included the indexing and electronic storage of all staff records. In the process, this office provided a support service for the efficient management of human resource records, based on their administrative, legal, fiscal and historical value. During 2001, management approved the conversion of personnel files from paper-based to electronic versions.

In 2003, LibertyNET was identified as the software package of choice to manage personnel and student records. As the Records Office had expanded over the preceding seven years, the workload increased significantly in both number and complexity. As opposed to an average of 900 records in 2004, the Records Office was processing and transferring an average of about 5 000 new records to LibertyNET per month by 2009.

With the development of this section, it started to incorporate principles integral to records management. Policies and procedures were developed to manage retention and/or disposal schedules, to ensure the preservation of records of permanent value and to support legislation on the storage, protection and availability of data.

Employee Relations

Mr M (Moses) Lekgela was appointed Deputy Directory: Employee Relations in 2009. He succeeded Mr A (Alex) Ross, who held this position in an acting capacity following the departure of Mr K (Kaelo) Maropefela.

This division was responsible for internal processes, grievances and staff discipline, monitoring HR legislation, managing relationships and negotiations with organised labour, the legal aspects of employment, and external legal processes. The University had no labour unrest or strike actions over the period under review. This achievement was obtained notwithstanding the merger of the University with Vista University in 2004, which necessitated the realignment of the conditions of service of the employees from that institution with those of UP. This process was successfully completed in 2007.

A new Disciplinary Code had been developed and implemented in 2007. After negotiations with the various unions, the final version of the code was finally implemented during 2009.

Employment Equity[165]

The Employment Equity Division was established in 1998 with Ms CA (Christine) Williams as its head, a position she held until her retirement at the end of March 2010. This division was responsible for ensuring UP's compliance with EE legislation, producing EE policies, plans, reports and guidelines, monitoring and advising on EE compliance in faculties and departments, and developing, overseeing and assisting with the implementation of institutional EE strategies.

As best practice indicated that line management ownership of employment equity was a critical success factor for the development and implementation of effective EE plans, the division was positioned as an enabling unit, directly accountable to the Director: Human Resources. She, in turn, reported to the Senior Vice-Principal, Prof CR (Chris) de Beer, who was, inter alia, responsible for EE compliance.

As such, this function could interact creatively with the Executive, the University's HR function, and deans and directors.

Three separate EE plans were implemented during the period under review.[166]

As the progress with achieving the numerical EE targets that UP had set for itself was not as rapid as was desired, the University developed an accelerated EE implementation plan in 2005, which brought some relief.

The University's last EE Plan during the period under review expired in June 2009, and a start was made with the development of UP's fourth EE Plan. Despite concerted efforts, progress with the appointment of black candidates remained slow due to fierce competition for qualified candidates in the market. Although good progress was made with the targets related to gender, little progress was made towards the target of increasing the representation of disabled permanent employees. As a result, the appointment of disabled people enjoyed high priority at all job levels.

The University's disappointing progress towards its EE numerical goals in the last EE planning period (2006 to 2009) was a cause of great concern for both the Executive and Council. As a result, Council specifically tasked the University with accelerating progress during the next planning period.

Organisation Development

Mr LF Vorster was appointed in the post of Deputy Director: Organisation Development in 2004. This division was responsible for organisation structure investigations, the Performance Development and Management System (PDMS), personal development plans, the training and development of staff, legislative compliance with the Skills Development Act, job descriptions and job evaluations, and the Employee Assistance Programme.

An electronic PDMS was implemented, which was unique in the higher education sector. It made provision for a job description, linked to a generic example for each career group, an annual performance

165 See Chapter 3.2.2: Staff.
166 See Chapter 3.2.2: Staff.

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output agreement, a personal development programme and an annual performance appraisal for each individual employee. Performance-based remuneration in the form of notch increases, as well as performance bonuses, was implemented based on this system.

With regard to job evaluations, the division accepted the Peromnes system as the institutional job evaluation system for all non-academic posts. It also undertook several successful projects in evaluating all similar posts at the University at the same time in the interest of internal consistency. This took place via projects such as the Secretaries' Project, the Directors' Project and the Academic Administration Project. During this time, a system of exit interviews was established. Exit interviews were held with staff members who left the institution to identify their reasons for leaving. Where possible, steps were taken to specifically address certain identified causes of staff losses. Significant amounts in the annual budget were also allocated to various initiatives aimed at creating unique mechanisms to attract, retain and reward staff members.[167]

The first statutory Workplace Skills Plan was approved in 2001, after which much was done to establish and promote staff learning and development at the University. The University's Learning and Development portfolio was developed, established and expanded over time. This portfolio included formal academic programmes or qualifications (undergraduate or postgraduate degrees or diplomas), as well as training and development in the form of skills development programmes (structured learning opportunities such as short courses or accredited workshops).

Skills development programmes comprised firstly UP priority programmes, which were developed to support the University's core strategic initiatives, and which were fully funded by the University. They were presented internally through Continuing Education at University of Pretoria Trust (CE at UP), and were available to all staff members. Some were actually compulsory for certain groups. In the second instance, consideration was given to employees who applied for (partial) funding to attend short courses that were presented by external organisations. This was only considered if they formed part of the personal development plan of the individual concerned.

Notable successes in the development of UP's specific priority programmes were with the Adult Basic Education and Training (ABET) initiative for staff at levels 14–18, the UP Leadership Programme, the compulsory induction programme for all new academic employees, training in diversity-friendly recruitment processes, disciplinary proceedings and performance management, and the initial stages of a comprehensive UP Management Development Programme, aimed at supporting the New Management Model.

The mission of the Department of Human Resources was to ensure that optimal support was rendered to the University's core academic functions and strategic goals.

The Employee Assistance Programme was responsible for the wellness of UP staff members, and followed a systems approach to resolve employees' personal problems before their work performance suffered. This service was offered free of charge and assisted in ensuring a healthy and productive employee corps by assisting employees to deal with stress, substance abuse and work-related conflict, in addition to providing individual assessments, referrals and counselling. A variety of programmes and services were provided to promote the general quality of life of staff members, and to encourage a positive and constructive work experience at UP.

Human Resource Planning

The post of Deputy Directory: Human Resource Planning was established in 2007 with Mr CI (Cello) Gardner in this position.[168] This division was responsible for the upkeep of UP's post structures, assisting with the finalisation of UP's annual HR budget, overseeing and managing the departmental budget, HR compliance, conducting HR checks on HR processes and policies as part of HR risk management, overseeing and managing remuneration, reward and retention measures, salary surveys, managing and overseeing remuneration claims, and managing benefits in respect of the pension and provident funds, group life insurance, medical schemes and long service awards.

Apart from successfully managing and overseeing the annual personnel budget process through some difficult times over the period under review, an encompassing HR Strategic Plan and Agreement, as well as service level agreements in terms of the New Management Model, were developed in a participative departmental process. A new subdivision (Strategy and Compliance) was established within the Human Resource Planning Division to oversee compliance with the University's HR Policy by all staff and structures in the Department of Human Resources, and a compliance officer was appointed.

From 1 January 1995, most UP staff members who were members of the Associated Institutions Pension Fund (AIPF) and the Temporary Employees Pension Fund (TEPF) became members of the UP Provident Fund. However, the funding level of the AIPF and TEPF at the time, and consequently the transfer value to the UP Funds, was only 60%, with an additional amount granted by Council to increase the funding level to 70%. The matter was brought to the attention of Council again during the period under review, but had not been satisfactorily concluded by the end of 2009.[169]

Human Resource Information Management

This division was established in 2007 with the appointment of Mr P (Paul) Krige as Deputy Director. It was responsible for supplying, developing and updating the appropriate HR information technology (IT) systems, overseeing and upkeeping the HR databases and statistics, developing HR metrics and statistics, and supplying and revising HR policies. It played a coordinating role between the Department of Information Technology Services and the Department of Human Resources, and provided support and training to HR staff who utilised the University's electronic software systems. A major objective of the division had been the implementation of the PeopleSoft Human Capital Management system. This project commenced in mid-2008, and the first HR modules went into production in November 2009.[170]

Prof Annél van Aswegen, Director: Human Resources

167 These initiatives included the implementation of a performance-based, market-related remuneration strategy, awards for exceptional academic achievers, annual payments for National Research Foundation (NRF)-rated researchers, the facilitation of external work by employees through the campus enterprises, Continuing Education at University of Pretoria Trust (CE at UP) and Business Enterprises at University of Pretoria (Pty) Ltd (BE at UP), and study benefits for employees and their dependants.

168 He served in this position until 2014.

169 However, on 20 August 2010, Council approved a further *ex gratia* supplementation of the transfer values from the AIPF and TEPF to the UP Provident Fund, which lifted the funding levels close to 100% of the 1995 level. This process was eventually fully implemented.

170 By the end of 2010, the majority of the functionality from the legacy system had been converted to PeopleSoft.

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5.13 DEPARTMENT OF INFORMATION TECHNOLOGY SERVICES

As owner of the institutional information technology (IT) strategy, the Department of Information Technology Services (ITS) endeavoured to be a strategic differentiator for the University of Pretoria and its stakeholders by providing and automating effective information channels and electronic work processes.

These automated information channels and work processes were delivered and supported by cost-effective and optimised information and communication systems, services and technology.

Departmental structure and functioning

By January 2001, the restructuring of the University's support services in terms of the Support Services Development Project (SSDP)[171] had just about been completed. This signalled the emergence of a new era of consolidated and structured IT capability at the University. It coincided with the dramatic expansion of IT demand and the associated growth in capacity and the delivery of real benefit to the institution. At the beginning of the period under review, Dr JA (Jakkie) Pretorius was the Director: Information Technology with a clear mandate to improve IT capability throughout the University between 2000 and 2002. He served as Director throughout the period under review (see **Figure 5.14**).[172]

By 2001, the lack of stability and limited capacity of the network at the University proved to be a major source of frustration to students and staff, given the rapid escalation in demand, and reliance on IT infrastructure. Stabilisation of the network was the highest priority. Limited internet capacity proved to be a major hindrance to all stakeholders, only to be replaced by a similar limitation imposed by the cost of internet bandwidth. TENET replaced UNINET as the internet service provider to the higher education sector, with dramatic improvement in internet capability and a significant cost advantage. However, this was still hopelessly insufficient to meet the rapidly increasing demand.

A new focus was placed on processes, policies, standards and document configuration control, which prepared the Department for its rapid expansion.

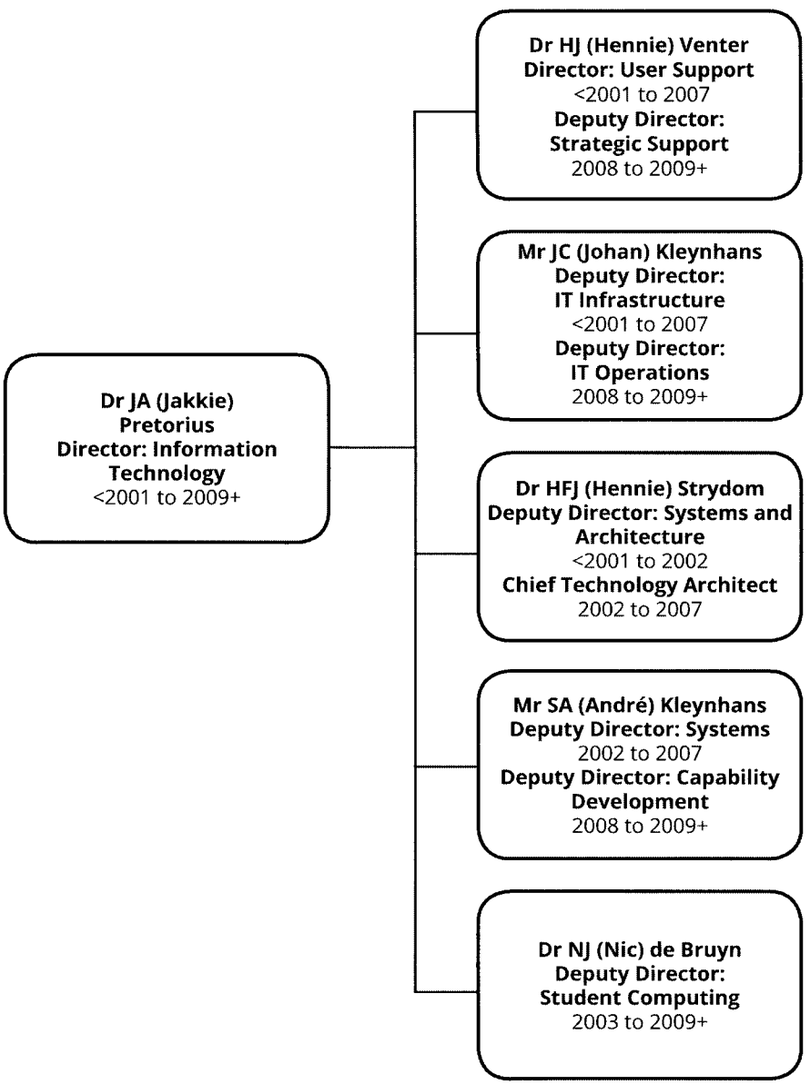

Figure 5.14: Structure of the Department of Information Technology Services from 2001 to 2009

Continuous upgrade of the IT infrastructure

As opposed to the previous decade, the period under review was characterised by a continuous upgrade in capacity and the stability of the data network. The number of network points in use increased from 5 000 to 20 000 in nine years. The network proved to be sufficiently stable to enable the dated Siemens telephone exchange to be replaced by a state-of-the-art Internet Protocol (IP) telephony system on three campuses. As a result, the data network could carry digital voice communication alongside computer communications. During that period, the number of servers located in the data centre increased from less than 50 to more than 300. The IT Infrastructure Division was managed by Mr JC (Johan) Kleynhans.

Computer laboratories

The first decade of the millennium marked the growth of centralised computer laboratories from an initial vision by Dr NJ (Nic) de Bruyn, Deputy Director: Student Computing, to a major capability and strategic differentiator for UP. The number of managed computer seats increased from 450 in 2000 to almost 5 000 in 2009. The facility proved to be so successful that the number of electronic tests administered in the laboratories increased from 3 000 in 2000 to 320 000 in 2008.

171 See Smit 2002a:21–23.

172 He was appointed in 2000 and retired in 2016.

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During that period, the management of the laboratories matured to become a showcase of efficiency. Basic computer literacy courses became compulsory for all undergraduate students registered at the University.

User support

Dr HJ (Hennie) Venter, Deputy Director: User Support at the time, had implemented the Peregrine Service Desk system in 2000 to replace the obsolete Helpdesk system. This proved to be a prescient event, since it positioned the Department to implement service delivery based on the industry standard IT Infrastructure Library. The implementation of a formal change control process contributed greatly towards the stabilisation of the IT infrastructure. Between 2001 and 2009, the annual number of calls processed by the IT Helpdesk increased from under 3 000 to almost 64 000, and the first-line incident resolution increased from 25% to approximately 70%, which is good by any standard. During 2005, Dr HJ Venter was instrumental in incorporating the Printing Division into the Department, thereby providing permanent employment to the staff in the division. The growth of distance learning in the Faculty of Education was a key driver in that initiative.

IT systems

Dr HFJ (Hennie) Strydom led the Systems and Architecture Division through turbulent times until 2002, when he decided to pursue a technical career as Chief Technology Architect in the Department. By then, he had survived the dissolution of Unitrust, followed by the frenetic IT activity around 2000 as a result of the so-called Y2K (Year 2000) issue. He had made a major contribution by commissioning an IT architecture consulting engagement, which provided a future vision for systems at the University, culminating in the Systems Renewal Project. In 2002, Dr HFJ Strydom was succeeded by Mr SA (André) Kleynhans, who had successfully managed the IT Helpdesk, and made a major contribution to the Department as development manager. Mr SA Kleynhans was instrumental in implementing a sorely needed restructuring in the Systems Division, resulting in contract staff being offered permanent appointments to ensure compliance with labour legislation.

Three clear phases marked the activities of the Systems Division between 2000 and 2009.

- The first phase was the mainframe era when the monolithic UNIKOM application and "green screen" terminals reigned supreme.
- By 2001, a plethora of new distributed systems emerged as a start to Phase 2, which was based on the Java language for business logic and web-enabled user interfaces, but largely still using mainframe databases. Phase 2 was a period of legacy extension, which ran out of steam when the complexity of the resulting systems increased rapidly. While it was very flexible and useful, it became expensive and resource-intensive to maintain. These applications relied on a stable network. The applications included the UP portal and the library's information portal, as well as the customer relationship functionality required by the Client Service Centre. This phase was characterised by rapid growth in the user base. Academic requirements became evident, as did the requirements of support services not adequately served by UNIKOM and other mainframe systems. Mr SA Kleynhans established a group of priority committees. These committees functioned very successfully for mainframe systems, but faced challenges in the non-mainframe areas due to the very large over-subscription of requirements and very limited resources to execute those requirements. The need for renewal of the legacy mainframe systems became evident after the Unitrust era.[173] It became obvious that there were risks associated with obsolescent technology and access to mainframe skills. New technologies and development methodologies, enabled by Moore's law,[174] eclipsed established mainframe technologies and practices. These and other identified issues clearly indicated that the University needed new, better-integrated systems and capabilities if it was to compete on an international scale. Dr JA Pretorius, together with Prof AM (Antonie) de Klerk, the Executive Director responsible for IT, developed a proposal to replace and enhance the University's systems during the first half of 2005.

Council approved the Executive's bold decision to replace the University's entire existing enterprise software systems in the middle of 2005.[175] This marked the beginning of the comprehensive, multi-year Systems Renewal Project, which is discussed below.

Systems Renewal Project

The Systems Renewal Project was initiated in 2006 and gained critical momentum with the appointment of Mr B (Barry) Hudson as Project Director: Systems Renewal in October 2006. He was subsequently appointed permanently as Programme Director: Enterprise Systems to oversee and extend the new systems in production. To facilitate the implementation of the project, the Executive delegated the authority for the execution of governance of the project's implementation to the Systems Renewal Executive Steering Committee, chaired by Prof AM de Klerk in 2007.[176]

The selection of implementation partners started early in 2007, and a very comprehensive suite of enterprise applications was licensed from Oracle in 2007. The applications included the comprehensive PeopleSoft administrative systems for Human Capital Management, Finance, Student Administration, Customer Relationship Management and many related applications. It included an Enterprise Content Management suite that would unify all unstructured content, from electronic documents to web pages, while enforcing strict life cycle and records management. A comprehensive pre-integrated set of business intelligence applications laid the foundation for a comprehensive enterprise performance management capability. The first modules went live at the end of 2008. Activity was expected to continue for many years.

The Oracle middleware products provided standards-based integration and Web 2.0 replacement technology for the UP portal.

In conclusion, it can comfortably be stated that the management processes in the Department of Information Technology Services matured during

173 Towards the end of the previous century, the University of Pretoria was a member of a consortium known as Unitrust, which was responsible for the development and maintenance of the mainframe-based administrative systems. The other partners were the University of Stellenbosch and the University of Potchefstroom, but as the three universities were so very different in nature and had such different operational requirements, the operation of the consortium was difficult and complex. The consortium was disbanded in 1999 and UP continued alone with the maintenance and development of its in-house mainframe systems.

174 Moore's Law: The number of transistors in a dense integrated circuit doubles approximately every two years.

175 In 2007, the Standing Committee of Council approved a phased budget of R178 million for the period 2007 to 2010.

176 In addition to Prof AM de Klerk, the members of the Systems Renewal Executive Steering Committee were Mr JSJ (Johan) Nel, Prof RM (Robin) Crewe, Prof NJ (Niek) Grové, Prof AP (Antony) Melck, Dr JA (Jakkie) Pretorius and, by invitation, Mr B (Barry) Hudson. This committee was obliged to report back to the Executive on at least quarterly intervals on the progress made with the project's implementation.

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the period 2000 to 2009 to the extent that it is was ready to move to the next level. The Department was restructured in 2008 to position it to manage the significant increase in IT complexity brought on by the Systems Renewal Project, as well as the rapid growth in requirements for IT capability. By 2009, the Department had a clear separation between operations, governance, architecture and technology planning, as well as relationship management, which positioned it to cope with future demand. By then, an IT governance, risk and compliance management capability existed. The culmination of the Systems Renewal Project resulted in major advantages to the institution, covering everything from efficient electronic cross-functional processes and content management to unified databases and consistent management information. The ability to support student and staff requirements was significantly enhanced, as was the capability to support research and community engagement.

Prof Jakkie Pretorius, Director: Information Technology Services

Table 5.5: Facts and figures for the period 2001 and 2009

YEAR	2001	2002	2003	2004	2005	2006	2007	2008	2009
NUMBER OF PCS IN COMPUTER LABORATORIES	1 300	2 000	2 500	3 558	3 558	4 577	4 761	4 770	4 801
Number of IT Helpdesk requests	2 999	4 288	52 243	58 000	80 514	87 287	86 558	88 278	63 733
Internet bandwidth capacity in Mbit/s	4	5	5	10	11	14	15	22	26
Approximate number of network points in use	5 500	6 000	9 000	12 000	14 000	15 250	18 000	20 000	26 954
Corporate servers	Hitachi mainframe		IBM z800 mainframe			IBM z9 mainframe		IBM p570 Unix servers for Systems Renewal Project	

5.14 DEPARTMENT OF INSTITUTIONAL ADVANCEMENT

The Department of Institutional Advancement (DIA) was a new department established at the University in 2006 following a substantial grant from the Kresge Foundation. It entailed incorporating into one department the functions of the units of fundraising/development and alumni relations, which – up to that point – had been located in two separate support service departments, and had been the line function management responsibility of different executive and senior managers. This grant heralded a new era for institutional advancement at UP and, to avoid unnecessary fragmentation of the reporting on each individual division's activities during the period under review, these have been included as subdivisions of this section.[177]

Historical overview

Towards the end of the previous century, it was generally accepted that fundraising was an integral part of the operations of all tertiary education institutions. At the University of Pretoria, it had been elevated to a key focus area.

In 1992, a decision was taken to structure the University's marketing efforts more effectively, whereupon the Fundraising Division was incorporated into the former Department of Marketing Services,[178] and the UP Foundation was established as an entity under the guidance of Prof P (Flip) Smit, Vice-Chancellor and Principal at the time. In 1993, Ms A (Anna) Boshoff was appointed to head the Fundraising Division.[180]

The University of Pretoria Fund (UP Fund) was established in the USA in 1998 as a non-profit organisation with its own board of directors to facilitate fundraising in the USA and to give corporate donors there the benefit of tax rebates on their donations.

During the restructuring of all support services at the University at the end of the millennium, the UP Foundation was replaced by the Unit for Fundraising, as one of the 11 units of the Department of Marketing and Communication. Mr J (Johann) Kriek was appointed Head of both Fundraising and Alumni Affairs on 1 November 1999 for a term of five years, as it was appreciated that the activities of these two units in the Department of Marketing and Communication frequently overlapped. These units coordinated the University's fundraising activities.

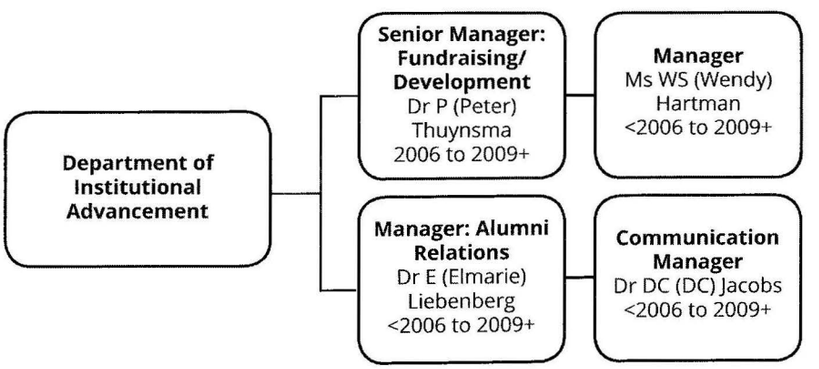

Figure 5.15: Structure of the Department of Institutional Advancement from 2006 to 2009

177 Unfortunately, minimal duplication of information has been unavoidable.

178 UP's Department of Marketing Services underwent several name changes during the period under review to also incorporate its communication function. It became the Department of Marketing and Communication in 1999. Also see Chapter 5.7: Department of Corporate Communication and Marketing.

180 Also see Hendrikz, 2002:329.

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Registered projects encompassed academic development programmes and research chairs, research projects and academically based community development projects. Donations were mainly received from corporations and companies, individuals and alumni, legacies and foreign grants (corporations, foundations and trusts).[181] In the last decade of the previous century, this unit had raised more than R200 million. However, the University's fundraising and alumni affairs endeavours were separated once again in 2002 during a restructuring process of the Department of Marketing and Communication, whereby fundraising and alumni affairs were placed as two separate units in two different support service departments.[182]

Fortunately, towards the end of 2005, the University won a prestigious award of approximately R13 million over five years from the Kresge Foundation Special Advancement Initiative in South Africa. The University received the first instalment of about R3 million of this grant in December 2005 and the budget for these funds was approved in 2006. The conditions of the grant were that specific targets had to be reached before any further instalments would be paid. Over the remaining period up to 2009, the DIA successfully reached all the targets timeously and was commended by the Kresge Foundation for excellent performance.

The Kresge Grant's capital injection thus brought the Alumni Office back into the institutional advancement fold, and the DIA was formally created, comprising two divisions: Fundraising/ Development and Alumni Relations.

5.14.1 DEPARTMENT OF INSTITUTIONAL ADVANCEMENT: 2006–2009

Once the Department was established, a new structure was implemented in 2016, whereby the Executive Director, Prof S (Sibusiso) Vil-Nkomo, who had been responsible for fundraising, subsequently assumed responsibility for the DIA. In March 2006, Dr E (Elmarie) Liebenberg automatically became the Manager of Alumni Relations (TuksAlumni). At the end of 2006, Dr P (Peter) Thuynsma was appointed Senior Manager of Fundraising/Development and Project Manager for the Kresge Foundation Grant for a period of five years (see **Figure 5.15.**).

The funds of the Kresge Foundation Grant were aimed specifically at capacity building, which included aspects such as increasing human resources, international travel to empower the staff members of both divisions of the new DIA with the necessary skills in and knowledge of the advancement field, implementing and developing comprehensive donor databases and developing additional giving programmes. Workshops and site visits took place throughout 2007, and the remainder of the period under review. Weekly meetings were held at Kya Rosa, chaired alternatively by Dr P Thuynsma and Dr E Liebenberg. At these meetings, strategies, fundraising events and other issues were planned, and relevant feedback of these issues, especially regarding areas where overlaps occurred, was shared and monitored.

Even though all public relations activities aimed at UP alumni were handled by the Alumni Relations Division, all its financial matters and bookkeeping of donations, grants and bursaries (which included funds earmarked as alumni scholarships, the Alma Mater Fund and other fundraising activities) were managed by the DIA's Division for Fundraising/ Development. Thereby, the DIA carefully recorded all incoming funds as a whole to ensure a complete overview of the advancement activities of UP as an institution.[183] Close collaboration with UP's Department of Finance was maintained throughout.

The funds received from the Kresge Foundation enabled the University to substantially develop its capacity and capabilities in institutional advancement. The University was ably assisted by the London-based organisation, Global Philanthropies. An Advisory Board for Fundraising was established in 2008 and a number of prominent business people were invited to join.

Early in 2009, the reporting line for the DIA shifted from Prof S Vil-Nkomo to the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius. The executive role of Prof S Vil-Nkomo was amended from Executive Director to that of Advisor to the Vice-Chancellor and Principal. This was an important change, which would strengthen the University's capacity to liaise with relevant role players in government and industry that had become very necessary, in part, because the government was in flux during that period (Pistorius, 2009). At the same time, Prof CWI Pistorius was placing a much stronger focus on his own external role, [184] in line with the New Management Model.[185]

The University undertook various new initiatives, despite having to navigate the shallower financial pool

Winning the Kresge Foundation Grant launched a significant new era for the institutional advancement of UP.

brought about by the global recession of 2008/09. It again managed to secure over R100 million in donations, including individual donations and sponsorships in excess of R500 000 received from 30 organisations. Another highlight for the DIA in 2009 included the launch of the GRADitude Fund, which was intended to encourage graduating students to support their University "homes away from home". In 2009, the DIA also helped develop a R28 million donation from the ELMA Philanthropies for a unique partnership with the University of Limpopo (Medunsa). This partnership established the first South African model in women and child healthcare, which was to improve nursing scholarships and healthcare services.

When Prof CWI Pistorius announced his pending departure to Hull University, the reporting line of the DIA was split temporarily until the end of that year. The Division for Fundraising/ Development reported to the Acting Vice-Chancellor and Principal, Prof CR (Chris) de Beer, and the Alumni Relations Division reported to the Registrar, Prof NJ (Niek) Grové.

Mr John Visagé, Acting Head: Institutional Advancement and Ms Wendy Hartman, Manager: Fundraising/Development (approved)

181 The TuksAlumni Annual Fund was officially introduced on 1 April 1998. Project 20/2000 was launched in 1999 in support of the TuksAlumni Bursary Fund. The TuksAlumni Annual Fund was reinforced by recruiting founder members, as well as with funds earned via the Tukkie Credit Card, the Kya Rosa house concerts and the TuksAlumni Millennium Ball in 2000.

182 Fundraising was first transferred to be included with the Department of Research Support under Mr JR (Johann) Ahlers, and then with the Department of Corporate International Relations under Prof S (Sibusiso) Vil-Nkomo. The Unit for Alumni Affairs, however, remained in the Department of Marketing and Communication.

183 Feedback to the DIA from the respective faculties on their own faculty-specific activities regarding donations and fundraising was also requested and was recorded accordingly.

184 In order to strengthen his own knowledge and understanding of institutional advancement, Prof CWI Pistorius participated in a study tour for university executives to the UK and the USA in July 2008, specifically aimed at learning more about alumni affairs and fundraising.

185 See Chapter 2.3.2: Senior Management: Senior Academic Management: New Management Model.

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5.14.2 DIVISION FOR FUNDRAISING/ DEVELOPMENT

As mentioned above, during the period from 2001 until 2006, fundraising had been the responsibility of the Unit for Fundraising in the Department of Marketing and Communication, and later the Unit for Development in the Department for Research Support. The Head of the Unit for Fundraising at the beginning of the period under review was Mr J Kriek,[186] with Ms WS (Wendy) Hartman as Coordinator of the Unit,[187] together with Ms LMA (Louise) Euthimiou and Ms M (Maria) Mopolong, as the three senior marketing officers. Operationally, the senior marketing officers were each responsible for specific faculties and other UP entities, and raised funds for community development projects, scholarships, research projects, the establishment of research chairs in faculties, alumni fundraising, in-kind donations, endowments, general funding and other general sponsorships. They were supported by a proposal writer, market researcher, data processor and administrative staff.

In 2001, the projections of the existing revenue streams indicated that fundraising would need to be developed into a professionally managed activity with an increase in scale and scope. A new model was evidently required.

In June 2002, the Department of Marketing and Communication was restructured. In the process, the units for Fundraising and Alumni Affairs were separated. The Unit for Fundraising became known as the Unit for Development and was consolidated with the Department of Research Support. The Department then became known as the Department of Research Support and Development with Mr JR (Johann) Ahlers as Director from 2002 to 2003.

The existing UP Fund in the USA remained operational until 2003, with leading experts in the field of education as trustees to optimise opportunities for international funding from large foundations, trusts and corporations in the USA.

A new position for Executive Director: Fundraising was created on the University's Executive, and on 1 September 2003, Prof S Vil-Nkomo was appointed in this position with the task of taking responsibility for this new entity. In 2004, the Unit for Development was once again functioning independently, now reporting directly to Prof S Vil-Nkomo, who, at the same time, also had the executive line function responsibility for the Division of Corporate International Relations in his portfolio. Staff of the Unit for Development also served on the committee for the UP Student and Staff International Exchange Programme (2004 to 2007). The main aim during this period was to expand international fundraising and develop communication strategies in collaboration with the Department of Corporate Communication and Marketing and other relevant stakeholders.

At the time, the Unit for Development was responsible for the coordination of all fundraising activities at UP. Funds were raised for specific projects, such as community development projects, scholarships, as well as faculty and departmental development funds. As mentioned above, a significant breakthrough in institutional advancement was reached when UP won the prestigious Kresge Foundation Grant at the end of 2005 to build and bolster its fundraising ability. This led to the establishment of the DIA at the beginning of 2006, whereby the Unit for Development was transformed into the Division for Fundraising of the DIA (see **Figure 5.15**). With the additional funds of the Kresge Grant, the Division was able to increase its staffing complement, improve its administrative systems, collaborate more directly with the Alumni Relations Division and develop more specialised fund development campaigns. Existing staff members were either transferred to relevant posts in the new staff structures or new appointments were made. Ms WS Hartman was appointed as Manager of the Division for Fundraising in the DIA in 2006 when Dr P Thuynsma was appointed its Senior Manager.

The mandate of the Division for Fundraising in the DIA from 2007 and beyond was to help develop support for teaching, research and community engagement projects and programmes, and to coordinate, manage and report on all third-stream donor income to the University. The Division provided support in project development and design, prospect research, proposal consultancy, donor cultivation and solicitation, negotiating funding agreements and stewardship. These activities were all aligned with the vision and mission of the University and they supported the faculties to implement and maintain those special programmes and projects that fell beyond their typical teaching and learning activities to thereby advance the University.

During the period under review, the following changes were implemented:

- The post descriptions of development officers were restructured into portfolios that supported various income streams, namely, corporations and bequests, foundations and trusts, and government and foreign agencies.
- A donor database was installed and developed, populated with donor biographical information, interactions and approaches that allowed for the more effective management of donor relations. The system also allowed for an alternative mechanism in the management of events and sending out invitations to donors.
- A prospect researcher and a proposal consultant were appointed.
- An Evaluation Committee, chaired by the Executive Director and consisting of relevant deans and heads of department, was established to further coordinate fundraising and the approval of faculty fundraising projects.
- The Division established a resource centre with publications on fundraising to further build capacity among UP staff members.
- Closer relationships were developed with faculties, centres and institutes. Existing marketing officers were transferred to these posts and new appointments were made where necessary.
- Staff members were skilled in providing a multitude of services to the DIA's internal clients.
- The Division developed and implemented effective communication strategies such as a newsletter and a blog to communicate with its external and internal clients. Wherever appropriate, relevant information was also fully reported in the University's alumni publications.
- Annual scholarship donor functions were held for students to meet their donors and to show gratitude to donors for their commitment and contributions. During the remainder of the period under review, these developed into prestigious events on UP's calendar.

Ms Wendy Hartman, Manager: Fundraising/Development

186 Mr J Kriek simultaneously headed the Unit for Alumni Affairs.

187 Ms WS Hartman had been the coordinator of the Unit since 1999.

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5.14.3 ALUMNI RELATIONS DIVISION (TUKSALUMNI)

Throughout the period under review, the University was committed to establishing a sustained and well-informed partnership between former students (alumni) and their Alma Mater (UP) to thereby promote the University's interests in support of UP's strategic plan.

Historical overview

At the turn of the century, the Unit for Alumni Affairs was one of the 11 functional units of the Department of Marketing and Communication. It served as a point of contact and communication with individual alumni, as well as with the TuksAlumni Association.[188] The latter was a separate organisation for alumni, and although affiliated to the University, it was an independent organisation not controlled by the University.

The Unit for Alumni Affairs, inter alia, offered a secretariat function to the Board of the TuksAlumni Assocation, resulting in such a close relationship between the association and the unit, that the UP staff who offered this support service became known as the TuksAlumni Office.

According to the statute, four members of the UP Convocation[189] served on the Council, whereby all former students obtained a voice in the affairs of their Alma Mater. The nomination and election process was conducted by the TuksAlumni Council.

Furthermore, the University's alumni were represented by the TuksAlumni Board, which consisted of a Chairperson, Deputy Chairperson and about 15 to 20 members, four of whom were *ex officio* members (the Vice-Chancellor and Principal, the President of the Convocation, the Director of Corporate Communication and Marketing, and the President of the Student Representative Council).[190]

Throughout the period under review, the TuksAlumni Office was appropriately situated at the main entrance of the Hatfield Campus of UP in the historic house, Kya Rosa.[191] Because of the growth in staff numbers (especially after 2006), the limited office space available in Kya Rosa became insufficient and an additional office in the Old Arts Building was allocated to the Alumni Relations Division.

Departmental structure and functioning

From 2001 to 2005, the Unit for Alumni Affairs in the Department of Corporate Communication and Marketing was headed by Mr J Kriek. Following his retirement in 2005, Dr E Liebenberg was appointed the new Head of Alumni Affairs in August 2005 until beyond 2009. Subsequent to the awarding of the five-year Kresge Foundation Grant to UP in 2005 to build its capacity in fundraising and alumni relations, the existing Unit for Alumni Affairs and the Unit of Development at UP were, at the request of the Kresge Foundation, grouped together into a new structure known as the DIA (see **Figure 5.15**). Dr E Liebenberg then became manager of the Alumni Relations Division until beyond 2009. Both these divisions of the DIA were boosted significantly and were thereby enabled to embark on several new projects. The Division of Alumni Relations then became known as TuksAlumni.

The infrastructure of the Division of Alumni Relations (TuksAlumni) expanded significantly once the DIA structure was implemented in 2006. The staff complement grew from five staff members in 2001 (responsible for the portfolios of clubs, communication, regions, fundraising and events, and, inter alia, the TuksAlumni Association) to 11 by 2009 (responsible for the portfolios of pre-alumni, events, regions, fundraising, communication, clubs and interest groups, data capturing, community engagement and campus liaison, and still functioning as the secretariat for the TuksAlumni Association). Throughout the period under review, Dr E Liebenberg, as Manager, was responsible for planning and strategic management, and Dr DC (DC) Jacobs, as Communication Manager, took responsibility for regional development and finances.[192]

Developing and building strong alumni stakeholder relationships

As explained above, UP fully appreciated the strategic importance of nurturing its relationships with former students, even towards the end of the previous century. Although it already relied on its Alumni Affairs support structures to manage the necessary alumni stakeholder relations at that time, it appreciated – at the turn of the century – that these mechanisms would have to be elevated to a higher level of sophistication. The University had appreciated at the turn of the century that its mechanisms of building strong alumni stakeholder relationships would have to be elevated to a higher level of sophistication. This opportunity arose when the Division of Alumni Relations (TuksAlumni) was included as part of the DIA in 2006, and sufficient funds were injected to strengthen the further development of the existing mechanisms.

Expanding on the existing activities

Special initiatives were launched further to develop the existing relationships with alumni, both internally and externally.

Appreciating the major role that faculties could play in reaching their respective alumni, increasing efforts were made to develop close relationships with faculties internally to encourage and support them in contacting their own alumni. For the same reason, close cooperation was established with various support service departments and interest groups on campus.

A new specific pre-alumni project was launched in 2006 to create awareness of the alumni association among the UP students of the alumni association. The Alumni Relations Division became involved in various faculty, residence and student organisations to increase awareness and understanding of the alumni ethos at the University in those future alumni.[193] A dedicated staff member was allocated to manage this portfolio. This project gained momentum in time and played a vital role in ensuring awareness among graduates to become informed and loyal alumni once they left the University. During 2009, TuksAlumni had visibility at 47 organised UP student events.

188 In 1996, the former Bond van Oud-Tukkies, a section 21 company, was officially disbanded at an extraordinary general meeting, and the members of a representative alumni association, known as TuksAlumni, was founded. A new constitution was approved at this meeting, and its own emblem was later approved (Hendriks, 2002:328).

189 See Chapter 2.2.6: The Convocation of the University of Pretoria: 2001–2009.

190 See Appendix C: Table D: Members of the TuksAlumni Board from 2001 until 2009.

191 Kya Rosa was the first home of the Transvaal University College, which later became the University of Pretoria. An exact replica of the original house was constructed at the main entrance of the University's Hatfield Campus by the alumni of the University and was occupied in 1985 (Breedt, 1996:441).

192 Although Ms L (Lynette) Schoeman, who had responsibility for the clubs' administration, was seconded to the Centenary Office from 2007 until the end of the period under review, she accepted the latter responsibility in addition to her existing involvement with the TuksAlumni clubs. Ms C (Carlien) Nell was then appointed on contract to provide support in the administration of the TuksAlumni clubs.

193 In 2009, the Alumni Relations Division actively engaged with the UP Citizen Programme, which aimed specifically to introduce first-year students to the "UP way of life".

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- The existing method of reaching out to alumni in South Africa by specific regional visits continued throughout the period under review, but was expanded when the DIA was established. Hereby, several regions in the country were visited annually[194] and special events were organised to coincide with these visits. It was customary for the Vice-Chancellor and Principal or another representative of the Executive (and at times even the Chairperson of the TuksAlumni Board) to meet with alumni at special functions hosted by UP during the regional visits. These opportunities were used to meet local opinion-makers and those with a vested interest in UP. At the evenings' social functions, the guests were kept abreast of developments at the University and of the challenges it was facing. The scope of regional events grew over the years and, during 2009, close to 1 000 alumni were reached via these visits.

- Another method of reaching out to alumni was through the TuksAlumni clubs and various interest groups that existed throughout the period under review. These included the Tuks Club 60+, TuksAlumni Golf Club, TuksAlumni Roadrunners, TuksAlumni Caravan Club and TuksAlumni Wine Guild.[195] New clubs were developed at a later stage, which were aimed at younger alumni, as well as those from other cultural groups.[196]

Other special events that were arranged to maintain and increase contact, as well as the involvement of alumni from all walks of life, included the following:

- House concerts and jazz concerts that were arranged in Kya Rosa each year. Small functions were also held to honour prominent alumni in Kya Rosa, such as the internationally renowned pianist Ben Schoeman (winner of the 11th Unisa International Piano Competition in 2008) and Bettie Cilliers-Barnard (a renowned South African artist).

- Business breakfast seminars, initially in collaboration with the Graduate School of Management (GSM), and from 2009 in collaboration with Continuing Education at University of Pretoria Trust (CE at UP). Prominent speakers were invited to address the gathering on relevant topics.

- Alumni events were also regularly arranged at the annual Tuks vs Maties Varsity Cup rugby matches, as well as other sporting events.

- Special attention was increasingly given to target younger alumni, as well as those from diverse cultural groups, by inviting them to all TuksAlumni functions, events and club activities. Certain events were specifically organised with this new target group in mind.[197] The AmaTuks Football supporters' clubs were initiated to reach out to UP's black alumni.

- The first-ever Alumni Homecoming Week was held as part of UP's Centenary Celebrations from 12 to 18 May 2008. It aimed to bring alumni back to the UP campus to relive their memories, meet up with old friends and see what UP was like in 2008. Close to 7 000 alumni participated in the various events arranged during this week.[198]

- The first-ever "Super Senior" UP function for alumni over 80 years of age was held at Kya Rosa in 2008. This also formed part of UP's Centenary Celebrations. The event was so successful that it became an annual event thereafter. Many of the prominent alumni from this group were also visited at their homes to strengthen relationships with UP.

- A highlight on the University's calendar during the period under review was the annual Laureate Ball held in November each year.[199] At this prestigious occasion, six to 12 alumni were honoured with Laureate Awards. This is the highest form of recognition that former students and friends of the University could receive from their peers. (See Appendix C: Table H for a list of these winners).

Communication and marketing

In conjunction with the various outreach activities that were aimed at meeting up personally with UP's alumni, general UP alumni publications played an important supporting role in reaching and communicating with alumni. From 2001, alumni were annually reached by mail and later also electronically by email via two editions of a full-colour magazine, *Tukkie*,[200] as well as three editions of the alumni newsletter. TuksAlumniBrief. Since 2002, regular contact with alumni was maintained several times a year via an electronic newsletter, *TuksAlumni-ePOS*, which reached thousands of alumni.[201]

The TuksAlumni website, which was already in existence by 2001, was upgraded and updated regularly throughout the period under review. The presentation of information was further realigned with the University's new website and with new web tools that became available. The development of a TuksAlumni portal was initiated and was under construction by the end of the period under review.[202] An online career service was introduced in 2008, which proved to be a sought-after site on the UP website.

TuksAlumni also established and expanded its presence on social media networks such as Facebook, SAReunited, LinkedIn and MySpace. These pages, as well as other online University interest groups, were monitored from time to time, and information and events for alumni were posted to some sites. Various brochures, awareness campaigns, media liaison and exhibitions ensured further publicity and marketing.

Fundraising

As part of relationship building, various fundraising projects were used to offer

194 The regions in South Africa in which these alumni events were hosted annually included any number of the following: Bloemfontein, Cape Town, Durban, George, Hermanus, Johannesburg, Nelspruit, Newcastle, Polokwane, Pretoria, Rustenburg, Stellenbosch and Tzaneen. International events were hosted in Windhoek, and – after 2006 – in London and New York as well. In addition, various projects were launched to contact "lost" alumni locally and abroad.

195 The TuksAlumni Wine Guild was relaunched in 2008, after which it held three events annually.

196 Two new clubs were established to mobilise young black alumni to become actively involved in activities at their Alma Mater: the Sizanani Cultural Club and the Tuks Christian Fellowship.

197 In 2009, new alumni interest groups were launched at bigger institutions and other communities, such as The Presidency, the South African Reserve Bank, the Eersterust community and at UP's Tuksdorp.

198 Also see University of Pretoria, 2012:119, as well as Chapter 3.9: Centenary Celebrations 2008.

199 This event grew from an intimate function prior to 2000, to a highlight on the University's calendar, with as many as 950 guests, who were hosted at a formal banquet in a transformed Rembrandt Hall on the LC de Villiers Sport Grounds.

200 The circulation of this magazine to alumni grew from 17 300 in 2001 to 76 700 in 2009. An electronic version of the magazine was also available. In 2006, the distribution of the electronic newsletter grew from 12 000 to 20 000 and the South African Publication Forum judged it a finalist in the category Best Electronic Newsletter. Because of the many harvesting projects (and especially the call centre project in 2007), circulation grew to 57 177 in September 2009.

201 By 2009 it was sent to more than 57 000 alumni.

202 In 2009, it was expanded with an electronic voting page, which was effectively used during the voting phase for new TuksAlumni Board members.

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alumni the opportunity to plough back to the University. Funds showed growth with the following results by 2009:

- Absa donation as a result of Tukkie Credit Card:[203] activity varied, but amounted to up to R91 000 per year
- TuksAlumni Scholarship Fund:[204] more than R1.8 million
- Absa Bursary Fund: more than R1.2 million[205]
- Alma Mater Fund (known originally as Project 20/2000): R2.5 million

Alumni database

The maintenance of the alumni database remained a priority, but the process was initially severely hampered by a lack of infrastructure and staff. However, with funds made available from the Kresge Foundation Grant between 2007 and 2009, Ms M (Marysia) Brodalka could be appointed as database administrator and three contract workers could be employed for data capturing and as administrative assistants. Furthermore, the University's initial software system (UNIKOM) was very outdated and not at all user-friendly. As a result, the Alumni Relations Division started implementing the KidzAfrica (Development Manager) software in 2008 as an additional management tool, which significantly enhanced database management.

Electronic student records had only been kept since 1987. All previous records were still in hard copy. In 2007, a project was launched to capture all the hard copy student data electronically.[206] In the process, more than 47 500 records were added additionally to the existing alumni database. This was in preparation for a further project to establish a baseline of active contact information on the database.

With the help of the Kresge Foundation Grant, a call centre was established and close to 100 000 records were processed (all records with telephone numbers, but without email addresses) and about 38 000 records were updated. By the end of 2007, when the project was completed, it provided a clear overview of the accuracy of information on the database. The Kresge Foundation commented as follows in its 2007 assessment report: "Equally impressive, among other things, is the emphasis placed on ... the growth of the prospect database, particularly alumni records." With limited resources available, the TuksAlumni Office continuously strove to improve the integrity of the database by means of various procedures and projects, such as error correction, data cleaning, updating and the harvesting of information. By 2009, the database contained records of all graduates, and new graduate records were added electronically after each graduation ceremony. The total number of alumni on the database was confirmed to be 170 000, of which over 57 000 had active email addresses and over 76 000 had active postal addresses.[207]

In conclusion, it can be comfortably stated that the Kresge Foundation Grant offered the opportunity for the infrastructure of the Alumni Relations Division to be expanded. The number of staff members and the range of activities grew to attract the diverse spectrum of alumni. Several new initiatives were launched to ensure that the Division of Alumni Relations could reach as many alumni as possible and remain relevant and effective.

Dr DC Jacobs, Communication Manager and Dr Elmarie Liebenberg, Manager: Alumni Relations

203 The Tukkie Credit Card, in conjunction with Absa, was launched in 2002. It earned UP substantial revenue.

204 Bursaries were annually awarded to about 20 recipients.

205 The Absa Bursary Fund was a monthly donation of R1 that grew with interest.

206 This project was done in collaboration with the Department of Academic Administration. The alumni electronic database thereafter included student records as far back as 1930.

207 By 2009, about 3 500 alumni had foreign addresses.

5.15 DIVISION OF LEGAL SERVICES

The Legal Services Division identified its vision as to strive to provide excellent and comprehensive legal services to the University's management, as well as to its academic and support service departments, in order to contribute to the overall aim of establishing the University as an internationally recognised South African teaching and research institution through the identification, mitigation and management of legal and related risks.

The Division acknowledged as its mission that it was committed to the rendering of professional and efficient legal services and legal advice over a broad spectrum, conducting its work in a fair and reasonable manner, effectively managing all litigation in which the University may be involved, establishing or advising on internal rules, policies and procedures to direct University operations and activities, and identifying and/or ensuring compliance with all relevant statutory obligations and government decisions that direct the functioning of the University with a view to ensuring legal compliance and good governance.

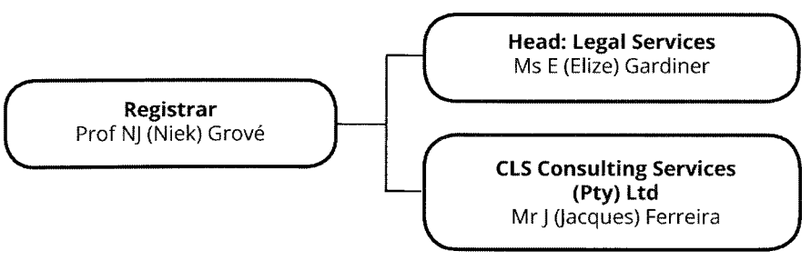

Figure 5.16: Structure of the Division of Legal Services at the end of 2009

Divisional structure and functioning

The constant increase in the number of legal or related issues that required the assistance of legal professionals resulted in the establishment of the Legal Services Division in 1997. The Registrar of the University was assigned overall responsibility for all legal matters at the University, and as such, the Legal Services Division became part of his executive line management portfolio.

The Division was headed by Ms E (Elize) Gardiner as legal advisor. Owing to the significant increase in the volume of legal work, a second legal advisor was appointed in 2008. The Division also had access to the services of CLS Consulting Services (Pty) Ltd,

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which rendered in-house legal services to the University. From the beginning of 2008, a second consultant from CLS Consulting Services (Pty) Ltd was based at the University to manage the increase in legal and related matters (see **Figure 5.16**).

The Legal Services Division was responsible for all matters of a legal nature generated by or otherwise involving the University. This comprised a wide variety of legal matters, such as managing the student disciplinary process, providing assistance with staff disciplinary hearings, as well as litigation or related legal issues stemming from labour-related disputes, the drafting and reviewing of research contracts, agreements involving international parties, institutional policies, regulations and other documents, coordinating and managing all general litigation involving the University, and otherwise providing legal advice in general and performing services that require legal expertise.

Highlights

Since its inception, the Legal Services Division handled a multitude of matters. The Division's involvement in the matters cited below could, however, be regarded as particular highlights over this period:

- The Statute of the University, which came into operation on 1 January 2004, contained provisions that governed the duties and responsibilities of University functionaries, including the Chancellor, Vice-Chancellor and Principal, vice-principals, executive directors and the Registrar, the functions of Council, Senate, faculties and faculty boards, the Institutional Forum and Convocation, as well as the operational aspects related to degrees, diplomas and certificates, employees, students and donors. The Legal Services Division was involved in the drafting of the Statute and would, as a matter of course, be involved in any future amendments.

- A new Disciplinary Code and Procedure for Employees was developed and implemented in April 2009. The Legal Services Division was involved in the negotiations related to and the implementation of this code, as well as the Disciplinary Code: University-controlled Residences, which was introduced in 2008.

- The University's campus enterprises,[208] which were established to offer continuing education programmes, as well as support in contract research and the commercialisation of research, among other things, regularly required legal advice and assistance, and the Legal Services Division provided services to these entities.

The golden rhino in the University of Pretoria's Mapungubwe collection.

- Legal action was instituted by the National Union of Health and Allied Workers (NEHAWU) with respect to the retrenchment of employees subsequent to a broad rationalisation process at UP, which was essentially completed by the end of 2000. The Legal Services Division was involved in these proceedings, as well as the subsequent negotiation, drafting and finalisation of agreements with a number of service providers to whom certain functions, previously performed by the retrenched workers, were outsourced.[209]

- The incorporation of the Mamelodi Campus of the former Vista University into the University during 2003 had legal implications, not only for the University, but also for former Vista University employees. Hence, the Division of Legal Services was involved in the negotiations in respect thereof. With regard to the student unrest that erupted shortly afterwards on both the Hatfield and Mamelodi campuses, the Division was directly involved in obtaining urgent court orders against the South African Students' Congress (SASCO) and the Pan-Africanist Student Movement of Azania (PASMA) in the interest of securing the safety of students and staff members.[210]

- The development of TuksSport and the establishment of the High Performance Centre (hpc) at UP[211] in 2002 required the intensive involvement of the Legal Services Division. The Division was involved in negotiations with several sporting governing bodies, such as Cricket South Africa, the South African Hockey Association, Swimming South Africa and the South African Tennis Association, regarding the establishment of national academies centred at the hpc. Furthermore, the division played a central role in the transfer of soccer players to international football clubs and local professional soccer clubs, such as Kaizer Chiefs, Moroka Swallows and Mamelodi Sundowns.

- As custodian of an officially recognised archaeological repository of the Mapungubwe Collection,[212] the University entered into an agreement with the former National Monument Council in 1996 regarding the proclaimed Mapungubwe Collection. Legal Services was involved in the negotiation and drafting of the agreement, as well as further discussions between the South African Heritage Resources Agency (SAHRA) (which replaced the National Monument Council in 2000), South African National Parks (SANParks) (the managing authority) and the University (the authority managing the Mapungubwe Collection) to replace the 1996 agreement with a tripartite heritage agreement regarding the World Heritage Site and the reburial of remains from certain areas around Mapungubwe. The Division was further involved in the registration of the rhino device and shape, as well as the sceptre device and shape as trademarks in the name of the University.

208 See Chapter 5.4: Campus Enterprises.
209 See Smit 2002a:21–23.
210 See Chapter 3.5.2: Mamelodi Campus incorporation.
211 See Chapter 5.24: TuksSport.
212 See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape.

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- The University was a key partner in the establishment of the Hatfield City Improvement District (CID), which came into being in October 2003, as well as the Hatfield Community Court,[213] which was officially launched in April 2004 and had a direct and significant positive impact on the safety of students and staff at the University and in the surrounding areas. The Hatfield CID was a collaborative effort between various government bodies, property and business owners in the Hatfield area, as well as the University. The aforementioned parties entered into a formal memorandum of understanding. A steering committee, representative of all the parties to the project, was established. Legal Services was responsible, in collaboration with the Department of Security Services, for managing the University's interface with the Hatfield Community Court.
- During 2006, the legal advisors of the public higher education institutions agreed to establish a standing forum through which to share experiences, expertise and concerns related to their roles in the governance and administration of their institutions. The forum met biannually. The University of Pretoria hosted the Legal Advisors' Forum in September 2009.

Ms Elize Gardiner,
Head: Legal Services

213 See Chapter 5.22: Department of Security Services.

5.16 DEPARTMENT OF LIBRARY SERVICES

The University of Pretoria's Department of Library Services (DLS) had evolved over the decades into a leading entity that provided a library service of extremely high quality and standards. The period 2001–2009 was characterised by changes in leadership, opportunities for organisational review, repositioning in and influence on the University, strategic bravery, innovation and independent thinking, which resulted in it being acknowledged as a leader in the higher education library and information services sector. Its strategy and operations were guided by its vision statement: "We strive to be a world-class, 21st-century academic research library, thereby enabling the University to be an internationally recognised research university."

During this period, it also adopted a mandate that served as a driver for its purpose, which stated: "The library is responsible for the management of academic information and knowledge, and for leading the University in information and knowledge innovation."

Departmental structure and functioning

In recognition of its important role in the University's academic function, the Department identified itself as Academic Information Services (AIS). In 2007, however, it was decided to change the name of the AIS back to the Department of Library Services, with effect from 1 January 2008. Also in 2007, recognition to its initial benefactor was given when the name of the library on the Hatfield Campus was changed from the Academic Information Centre back to the Merensky Library. The Vice-Principal: Research, Prof RM (Robin) Crewe took oversight responsibility for the library.

At the beginning of the period under review, the Director of the DLS was Prof ED (Eggie) Gerryts.[214] Following his retirement at the end of February 2004, Prof JA (Hans) Boon served as Acting Director until 2005, after which Mr R (Robert) Moropa was appointed as the new director in 2006.

The Director was supported by three deputy directors in the portfolios of Client Services and Operations (Ms HAJ (Hilda) Kriel since 2004), E-Information Strategy and e-Research Enablement (Dr H (Heila) Pienaar since 2004) and Marketing, Fundraising and Training (Ms U (Ujala) Satgoor (since 2008). The departmental structure at the end of the period under review is illustrated in **Figure 5.17**.

The managers of the decentralised, faculty-specific libraries in 2009 were as follows:

- Faculty of Health Sciences: Ms MM (Magriet) Lee (since 1982)
- Mamelodi Campus Library: Ms T (Thembi) Hadebe (since 2004)
- Faculty of Education: Mr BJ (Johann) van Wyk (since 2005)
- Faculty of Law: Ms SA (Shirley) Gilmore (since 2005)
- Faculty of Veterinary Science: Ms E (Erica) van der Westhuizen (since 2005)
- Faculty of Natural and Agricultural Sciences, and Faculty of Engineering, Built Environment and Information Technology: Ms HD (Elna) Randall (since 2005)
- Faculty of Humanities and Faculty of Theology: Ms M (Maureen) du Pisanie (since 2005)
- Faculty of Economic and Management Sciences: Ms F (Fatima) Darries (since 2009)

The management of the DLS appreciated the contributions of its staff members during the period under review. This was based on the philosophy that the right people in the right position with the right skills would serve the institution optimally.

As a result, the library could evolve into an organisation that encouraged an environment of participatory leadership. Its success was largely due to an enabling environment that allowed staff to explore, experiment and "have fun", based on the current trends in international academic librarianship. Concerted efforts were made to ensure that staff had access to learning and development opportunities nationally and internationally.

The DLS supported the University's core business by facilitating innovative learning processes for undergraduate students in the Learning Centre and by providing customised research support for academics, researchers, and undergraduate and postgraduate students via the faculty library model.

The Merensky Library, situated on the Hatfield Campus, included the Learning Centre, Reserved or Short Loan Collection, Technical Services, and five of the faculty or branch libraries.[215] The Oliver R Tambo Law Library[216] was attached to the Law Faculty on the Hatfield Campus. Off-site faculty libraries included the Groenkloof Library (Education), the

214 Prof ED Gerryts had served as Director of the Department of Library Services since 1973. He passed away in 2018.

215 These were the libraries for the faculties of Economic and Management Sciences, Engineering, Built Environment and Information Technology, Natural and Agricultural Sciences, Humanities and Theology.

216 In 2004, the law collection of the Merensky Library was transferred to the new Oliver R Tambo Law Library in the new Law Building. It was officially opened by President Thabo Mbeki in 2005.

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Mamelodi Library,[217] the Jotello F Soga Veterinary Science Library,[218] and the Health Sciences libraries, which were spread over five different locations.[219]

Highlights

Several milestones were reached during the period under review:

- The renovation of the Pre-Clinical Library of the Faculty of Health Sciences on the Prinshof Campus in 2001.
- The conceptualisation of the Learning Centre on the Hatfield Campus in 2003 with the aim of integrating information, technology and expertise in a learning space, conducive to collaborative learning.[220]
- A series of workshops held in 2004 and 2005 to grapple with issues such as the positioning of the AIS, integration with UP, strategy and tactics, risk analysis, organisational redesign, as well as human resource needs. As a result of these, the AIS strategically positioned itself to impact on the future success of the University.
- A quality review undertaken in October 2004 with Prof D (Derek) Law (Chief Information Officer of the University of Strathclyde) and Ms M (Margret) Orr (University of the Witwatersrand). Although the AIS was commended for its services and high standards, its inability to influence the University's strategic planning was criticised.
- In 2005, the AIS formulated its new strategic plan for 2006–2010, which supported the University's key strategic focuses, but also included new initiatives in knowledge stewardship and e-science in line with international trends. These were subsequently included in the UP strategic plan, "Innovation Generation: Creating the Future 2007–2011". The AIS regarded this as a turning point for the library, as it explicitly repositioned the library as a key role player in support of teaching, learning and research.
- The AIS undertook its first LibQual+ survey in 2005.
- In 2006, the AIS's e-Strategy was implemented, which included the introduction of the institutional repository, UPSpace. This was a central archive of the University's research output for storing valuable research material in electronic format and increasing the visibility of research output on the web. The repository was organised by communities (faculties and departments) and collections (research articles, conference papers, book chapters, media columns, research material and inaugural addresses).
- The first Library Advisory Committee was constituted in 2006. It was chaired by the Vice-Principal: Research and Postgraduate Studies, Prof RM Crewe, and comprised three representatives of Senate, the Director of Telematic Learning and Education Innovation, the Director of Information Technology Services, two external library leaders and the AIS Executive. Although the Committee had no line responsibilities, its mandate was to keep the University informed of the long-term strategies, vision and overarching policies of the AIS to create a channel for feedback from its stakeholders.
- A Digibook Scanner was acquired to support digitisation initiatives in 2006.
- A self-review of the AIS was undertaken in preparation for the 2007 Higher Education Quality Committee (HEQC) Audit. Following the audit, the AIS received a commendation for being an efficiently managed and well-resourced library.
- In 2007, the AIS was recognised as part of the core research and postgraduate function of academic research at UP, and its reporting line to the Vice-Principal: Research and Postgraduate Studies was confirmed in the University's New Management Model, thereby strengthening the position of the AIS as a key contributor towards the University's goal of being an internationally recognised research university.
- Gerard Moerdijk's works, as well as material from the Mapungubwe excavations, were digitised and made accessible to the world in 2007.
- The AIS's e-books collection was launched in 2007.
- In 2007, the AIS adopted a new organisational model in which different stakeholder groupings were recognised.

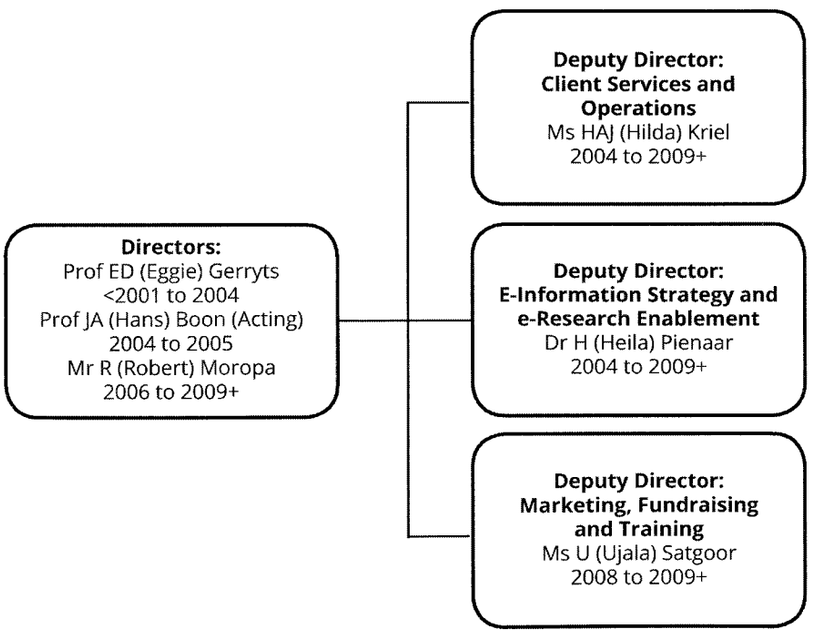

Figure 5.17: Structure of the Department of Library Services at the end of 2009

217 The Mamelodi Campus Library was incorporated as part of the DLS in 2004.

218 The Veterinary Science Library celebrated its 20th anniversary in the Arnold Theiler Building on the Onderstepoort Campus in 2007. On 5 May 2009, the Veterinary Science Library was officially named the Jotello F Soga Library in honour of the first South African who qualified as a veterinarian in 1886.

219 The Health Sciences libraries were managed by the manager of the Medical Library in the HW Snyman North Building on the Prinshof Campus. The other four libraries were the Basic Medical Science and Dentistry Library in the Basic Medical Sciences (BMW) Building on the Prinshof Campus, the e-Health Centre on the Witbank Campus, the Klinikala Library at Kalafong Hospital and the Weskoppies Hospital Library. The Medical Library celebrated its 50th anniversary in 2006.

220 The reconceptualised Learning Centre was finally completed and opened in 2007.

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- In 2008, the DLS contributed significantly to the UP Centenary Celebrations.[221]
- From 8 to 11 November 2008, the library participated in the Thinking Outside the Borders: Library Leadership Institute in partnership with Swets and the Mortenson Centre for International Library Programs, University of Illinois. This was a pilot institute. It was attended by 30 librarians from South Africa, Botswana and Zimbabwe.
- In 2008, the database SATextbooks.Net, which had been co-developed by BookData.SAPnet and the DLS, was implemented.
- Through the Open Scholarship office, 56% of the articles in the UP Research Report were linked to UPSpace in 2008, and 21 additional articles (13.83 units to the value of R1 244 700) were "discovered".
- The DLS was a partner to the first African Digital Curation Conference held on 12 and 13 February 2008.
- Web 2.0 tools were identified for use in the library, namely Blogs, Wikis, YouTube, Facebook and Flickr. Staff were introduced to these via an innovative series of 60-minute workshops in 2008.
- Several digitisation projects were initiated in 2008, which included the virtual campus buildings of the School of Architecture, the South African Transport Conference Collections of the Department of Civil Engineering, the Health Sciences' Poster Collection and the Department for Telematic Learning and Education Innovation's Eduvate Conference Collection. The Faculty of Veterinary Science started a collection for the Onderstepoort Veterinary Institute.
- The DLS was identified as one of ten international higher education libraries to participate in the Elsevier Return on Investment (RoI) project in 2008.
- The DLS was awarded a $1 million grant by the Carnegie Corporation of New York to address library leadership development among public and academic librarians in South Africa. This would further enable the DLS to establish the Centre for African Library Leadership, and install a state-of-the-art training facility and media centre in the Merensky Library.[222]
- In 2008, the DLS was accepted as the first partner on the African continent (south of the Sahara) to the World Digital Library project, an initiative of the Library of Congress and the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The DLS would contribute material from the rock art and Pretoriana special collections.
- Mr R Moropa served as a member of the Bill and Melinda Gates Foundation's Access to Learning Award Committee for 2008.
- In 2009, The DLS hosted three events in collaboration with the Department of Corporate Communication and Marketing, and Bookmark (a UP campus bookstore enterprise): "Q&A with Vikas Swarup" on 27 March,[223] a public lecture on 21 September by well-known photographer, Roger Ballen, on his latest book, *Boarding House*, and World Book Day, celebrated on 23 April in partnership with Bookmark and the Tshwane Community Library and Information Services on the Groenkloof Campus.
- Another LibQual Survey, an international quality survey tool, was conducted in May 2009.
- A second African Digital Scholarship and Curation Conference was co-hosted with the University of Botswana from 12 to 14 May 2009.
- The first Carnegie Library Leadership Academy was hosted at Leriba Lodge from 5 to 17 July 2009 with the participation of 20 South African academic and public librarians who were selected through an open merit process.
- The DLS was invited to participate, with five other South African research libraries, in Phase 2 of the Research Library Consortium Project funded by the Carnegie Corporation of New York from 2009 to 2012 to better support the cadre of researchers emerging as a result of the research and development (R&D) strategies being driven at national level.
- Senate approved the Open Access Mandate, which made it compulsory for UP staff and students to submit their journal articles to the institutional repository, UPSpace. This mandate was greeted with great enthusiasm by the international open access community as it was the first Open Access mandate in Africa.
- Open Access Day was celebrated on 21 October 2009 in cooperation with the Department of Research and Innovation Support as part of the global open access awareness-raising campaign.
- The DLS undertook the Investors in People (IIP) benchmarking process based on the IIP Standard on 27 to 29 October 2009, in which 35 permanent full-time staff members were interviewed to elicit staff perceptions, experiences and understanding on staff development. Although the standard was not awarded, the recommendations for improvement were incorporated into subsequent planning of the DLS.

Mr Robert Moropa,
Director: Library Services

221 See Chapter 3.9: Centenary Celebrations 2008.

222 Some 120 librarians participated in six two-week leadership academies during the course of the three-year grant.

223 The book, *Q&A*, was made into an award-winning movie, *Slumdog Millionaire*. This public lecture and book signing was attended by over 500 enthusiastic fans.

5.17 PROCUREMENT DIVISION

In 2005, the Executive of the University approved the establishment of a central procurement division to oversee the procurement activities of the University, with a specific focus on compliance to preferential procurement requirements as stipulated by the government.

Divisional structure and functioning

After extensive consultation with relevant stakeholders in the University, it was decided not to position the Procurement Division within another support service department, but to set it up as an independent division reporting directly to a member of the Executive. Since its inception, Prof AM (Antonie) de Klerk was the Executive Director responsible for the Procurement Division. Prof SA (Susan) Adendorff was appointed the first Manager: Procurement at the

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University in May 2006.[224] During the period under review, the Procurement Division functioned as a flat structure with the buyers reporting directly to the Manager: Procurement. The Division cooperated closely with the Finance Department of UP.

By 2009, the Procurement Division had grown to 15 staff members: 11 permanent positions and four contract and/or student appointments. Most of these staff members were transferred to the Procurement Division from other departments in UP, with only three new positions being created during this time.

As a service organisation, the University annually spent significant amounts of money on the procurement of products and services. The Procurement Division had the following objectives:

- Assist faculties, academic and support departments with the procurement of goods and services with the aim of adding value and containing cost
- Optimise procurement processes
- Identify instances where economies of scale could be used to negotiate reduced prices
- Approve new suppliers
- Ensure that the University's preferential procurement policy was implemented in support of broad-based black economic empowerment
- Report at institutional level on the procurement activities of the University
- Provide training to the staff of the University on acceptable procurement practices
- Develop a policy, procedures and systems for procurement

Highlights

- In February 2009, after a lengthy consultation process, a comprehensive general procurement policy for the University was approved by the Executive. The policy was accompanied by a guideline document to assist the various departments in the University to comply with the policy. The general procurement policy was followed by a tender policy and procedure document that was approved by the Executive early in 2010.
- Another focus area for the Procurement Division was to obtain a verified broad-based black economic empowerment (B-BBEE) certificate for the University. The University played a leading role in formulating a set of interpretive guidelines for the 23 public higher education institutions in South Africa to assist in the compilation of B-BBEE certificates. The guidelines were approved by the Department of Trade and Industry at the end of 2009. Although two self-assessed certificates had been compiled for UP by that time, it was possible to have the 2009 self-assessed certificate for UP verified by an accredited verification agency, confirming the B-BBEE recognition level of UP at Level 3 (or 110%).
- The Procurement Division also encouraged contract buying in the University, in particular on contracts negotiated by the Purchasing Consortium for Higher Education (PURCO). These contracts provided access to beneficial pricing structures for South African universities. The contracts covered approximately 30 different product/service categories. Ever since the Procurement Division was established, the University's support of the PURCO contracts grew significantly so that, by the end of the period under review, UP was the second-largest supporter of contract buying through PURCO. In November 2009, Prof SA Adendorff was elected to the Board of PURCO, thereby replacing Prof AM de Klerk, who had resigned from the Board, not only serving as a board member from 2003 to 2009, but also, as from 2005 until his resignation, as Chair of the Board. Prof SA Adendorff was elected Deputy Chair of the Board and continued to serve in this position until well after 2009.
- The Procurement Division was intensively involved in the University's Systems Renewal Project[225] and staff members developed an eProcurement solution for UP. It was with great anticipation that the implementation of the solution was awaited in 2010. This would usher in the final phase of providing the Procurement Division with the necessary system to fully assume its role in the procurement processes of the University.

Prof Susan Adendorff,
Manager: Procurement

224 Both Prof AM de Klerk and Prof SA Adendorff remained in these positions until beyond 2009.

225 See Chapter 5.13: Department of Information Technology Services: IT Systems.

5.18 DEPARTMENT OF QUALITY ASSURANCE (QUALITY UNIT)

The general mandate of the Quality Unit was to ensure a central role in the implementation, coordination and management of the University's quality strategy.

Historical overview

Anticipating the requirement that providers of education and training would have to register their qualifications with the then newly established South African Qualifications Authority (SAQA), the consultants of the University's Support Services Development Project (SSDP) at the end of the previous century were prompted to recommend that a Quality Promotion Unit be established in the Office of the Vice-Chancellor and Principal.

Prof AP (Pieter) du Toit (previously Head of the Department of Philosophy), was the first Head of the Unit for Quality Assurance that was established in March 2000. The primary function of the Unit then was "to promote the quality of academic programmes, and monitor standards and academic outputs". The Unit also supported the University community with submitting the portfolio of programmes in the required outcomes-based format to SAQA.

In the drafting of UP's first strategic plan,[226] quality was identified as one of the eight strategic thrusts that were articulated. Accordingly, quality and the pursuit of quality became increasingly institutionalised. Following the retirement of Prof AP du Toit in 2002, Prof D (Duma) Malaza was appointed to the Unit from January 2003 as Director: Quality Assurance.[227]

In South Africa, the period from 2003 was characterised by a new focus on institutional quality management

226 "Inspiring the Innovation Generation (2002–2005)" (University of Pretoria, 2002).

227 He continued to serve the University in this capacity until May 2006.

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in higher education. The Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) selected UP, as well as a few other higher education institutions, for a pilot institutional quality audit in September 2003.

The purpose of these pilot audits was to enable the HEQC to test its procedures, systems and a set of 49 audit criteria prior to the implementation of the formal audits of all higher education institutions in South Africa that were to start in 2004.

Departmental structure and functioning

At UP, the process of strengthening quality assurance began in 2003 with the appointment of the new Director: Quality Assurance. It was further enhanced in 2004 with the appointment of a Quality Manager, Ms CA (Christa) North.[228] In May 2006, Prof D Malaza joined Higher Education South Africa (HESA) as Executive Director. Ms CA North was subsequently appointed as Manager of the Quality Unit, and reported to the Registrar on executive level.

The functionality of the Unit was further strengthened by several temporary appointments with a view to preparing for the institutional audit of the HEQC in 2007.

The departmental structure at the end of the period under review is illustrated in **Figure 5.18**.

In 2004, the Department of Quality Assurance became known as the Quality Unit to reflect the shift from compliance to excellence and was tasked with developing a university-wide quality management system that would be integrated into all strategic and operational processes of the University. The focus of the Unit shifted to refining quality management processes at the University by improving the quality of self-evaluation documentation, and by developing a suitable information management system to manage quality-related records. This significantly improved the Unit's project management capacity and its collaboration with all the University's academic and support service departments. The result was an obvious increase in the visibility of the Unit, supported by, among other things, the relocation of the Unit to new offices in the Old Chemistry Building in 2006. The HEQC identified and suitably upgraded it in preparation of its institutional audit in May 2007.

The Quality Unit was unique in the sense that it was a support service department with a comprehensive remit. In terms of its mandate and mission, the Quality Unit was involved in the development, implementation, coordination and management of the University's quality strategy in all academic units, as well as in all support service units. This included not only the quality assurance requirements of internal self-evaluation and external reviews, and national and international accreditation applications and inspections, but also referred to involvement in quality promotion initiatives from the side of the University's Executive, as well as by deans and directors in their own faculties and support service departments.

When the CHE informed the University in 2005 of an institutional audit that was to be conducted in May 2007, an Audit Steering Committee, chaired by the Vice-Chancellor and Principal, was established. This committee led the University community, represented by six self-evaluation teams that were identified in line with the audit areas.[229] These were described in the framework of the CHE for institutional audits, and published in June 2004.

The work of the teams culminated in a 237-page self-evaluation report that formed part of the institutional audit portfolio, which was submitted upfront to the HEQC in March 2007. The Quality Unit led the University in its preparation for and execution of the major institutional audit that was performed by the HEQC between 21 and 27 May 2007. Its organisation and execution were carefully monitored and managed. The audit team, chaired by Dr A (Albert) van Jaarsveld, Vice-President of the National Research Foundation (NRF), visited the University during this period, accompanied by eight national and international senior academics. More than 400 individuals were interviewed, and numerous documents were reviewed and sites visited.

The Quality Unit assisted the process owners with refining core processes and policies. It also provided support to the Steering Committee and self-evaluation teams, communicated information about the audit in and beyond the University, cooperated with the HEQC for purposes of its audit, hosted the HEQC audit panel and University staff during the HEQC audit visit in a dedicated venue, and liaised with the HEQC panel before, during and after the audit visit, including on the required improvement plan. The involvement of the Unit during the audit process was very highly regarded, and the Unit received a commendation from the HEQC in its audit report of August 2008 for the extent and effectiveness of its work.

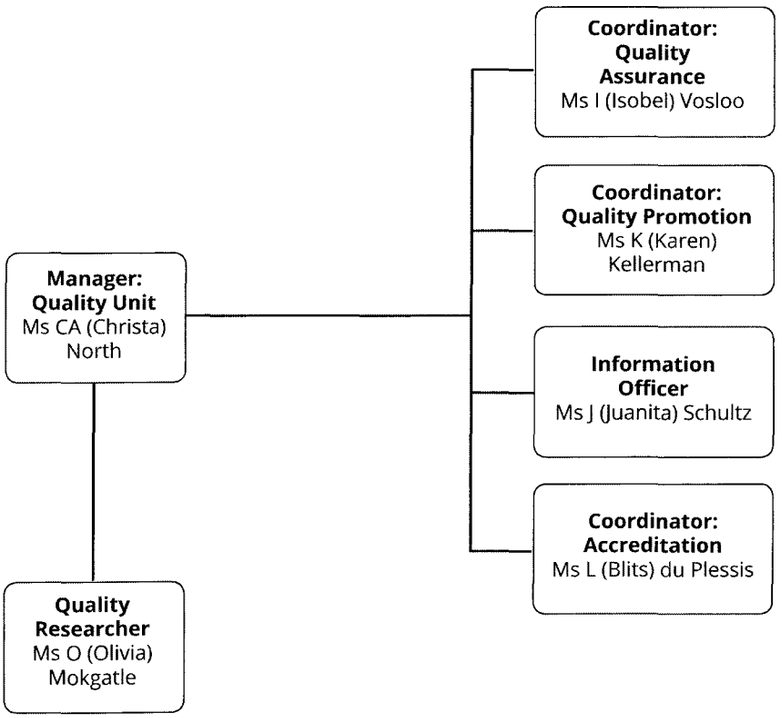

Figure 5.18: Structure of the Department of Quality Assurance at the end of 2009

228 Ms CA North had previously been with Continuing Education at University of Pretoria Trust (CE at UP).

229 These areas entailed governance and the linking of quality management, planning and resource allocation, general arrangements for teaching and learning, programme development, management and review, student assessment and study success, research and postgraduate education, and community engagement.

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Towards the end of 2008, the University received the HEQC Audit Report, which listed 12 commendations and 17 recommendations, and concluded that "the University is a well-managed, well-functioning and well-resourced institution". In addition to the ongoing quality-related activities in 2009, an institutional response to the Audit Report was developed. The document served before Council and Senate before final submission to the HEQC.

Other accreditation and external evaluation activities

The University's internal policies further dictated that, in addition to the HEQC audit, there would also be regular reviews of its faculties, schools, departments, academic programmes and support service departments. The Quality Unit was the support service that facilitated these processes.

The UP policy on external evaluation and accreditation was adopted in its initial format in 2005. This formed the basis for aligning the quality management system and practices with institutional strategy. The implementation of the policy ensured oversight through external evaluation by credible national and international peers.

The University's second strategic plan, "The Innovation Generation: Creating the Future 2007–2011" (University of Pretoria, 2007), emphasised academic values, excellence and quality as the cross-cutting values that would characterise all the activities of the University. The opening statement of the University's vision declared that the University "strives to be a leader in higher education that is recognised internationally for a focus on quality". The mandate of the Quality Unit was thus expressly stated in this strategic plan: "Quality management is the responsibility of the Quality Unit."

In order to make the focus on quality prevalent in its educational processes and products, the University strengthened the Quality Unit during this period and broadened the scope of its activities. Processes such as accreditation, the external evaluation of programmes, departments, centres and institutes, and the refinement of a number of management processes were integrated into the broader approach to quality management.

The Quality Unit rendered support where needed with accreditation visits and an international benchmarking visit. These visits were aimed at ensuring the continued national and/or international recognition of relevant professional programmes offered in various faculties of UP. These included visits by the following professional councils and bodies:

- The Accreditation Board for Engineering and Technology of the USA to the Department of Informatics (2007)
- The Council on Education for Public Health to the School of Health Systems and Public Health (2007)
- The Engineering Council of South Africa (ECSA) to the School of Engineering (a full visit in 2007 with a follow-up in 2009)
- Several visits by the Health Professions Council of South Africa (HPCSA) during the period under review to the schools of Dentistry, Health Care Sciences and Medicine in the Faculty of Health Sciences for all undergraduate and postgraduate courses, the Department of Communication Pathology in the Faculty of Humanities, and the Faculty of Veterinary Science for the accreditation of the Diploma in Nursing and the BVSc degree
- The HEQC to the Faculty of Education (2007)
- The Project Management Institute (PMI) to the Graduate School of Technology Management (GSTM) (2008)
- The Professional Board for Psychology of the HPCSA to a number of departments offering psychology-related programmes (2008)
- The Royal Institution of Chartered Surveyors (RICS) to the School for the Built Environment (2009)
- The Royal Town Planning Institute of the United Kingdom to the Department of Town and Regional Planning (a benchmarking visit) (2007)
- The South African Council for the Landscape Architectural Professions (SACLAP) to the Department of Landscape Architecture (2008)
- The South African Council for Planners (SACPLAN) to the Department of Town and Regional Planning (2008)

Furthermore, several external evaluations were also conducted in specific departments in all faculties at the University, with logistical assistance from the Quality Unit. The number of quality-related activities increased over the period under review.

An evaluation of the general arrangements for the teaching and learning of students formed part of the work of the Quality Unit.

In 2008, the Quality Unit hosted 25 international and 59 national panel members involved in external evaluation and accreditation visits. During 2009, 38 visits were registered, with an average of three panel members involved in a visit.

During 2009, the Quality Unit was also refining its processes for facilitating the external evaluation of support service departments in line with UP's policy on external evaluation and accreditation visits. Under the guidance of Prof AM (Antonie) de Klerk, then Executive Director responsible for Facilities and Services, Information Technology and Quality Assurance, the Unit adopted a more systemic approach than its previous monitoring role.

The strategic plan, "Innovation Generation: Creating the Future, 2007–2011" (University of Pretoria, 2007), emphasised the importance of reviews of the support services of the University. Internal and external review processes would have to be put in place to initiate and conduct scheduled reviews in all 25 support services units.

In conclusion, it can be stated that, over the period 2001 to 2009, the Quality Unit had developed from a one-person unit primarily focused on compliance with quality directives, to a multi-skilled unit aimed at promoting and assuring quality in the core functions of teaching and learning, research and community engagement, as well as in the support functions of the University.

The Unit was repositioned as a support service of the University that would serve the academic and other support service departments through its facilitation of processes aimed at quality assurance and quality promotion at the institution.

Ms Karen Kellerman and Ms I Vosloo, quality coordinators; Prof Niek Grové, Registrar (approved)

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5.19 DEPARTMENT OF RESEARCH AND INNOVATION SUPPORT

This support service entity, also known by other names between 2001 to 2009,[230] had the responsibility of ensuring that research activities were fostered, research achievements of staff enhanced and research innovation promoted.

The Department of Research and Innovation Support (DRIS) played a valuable supporting role in pursuing the University's research goals. Although the description provided here is brief, this is by no means a reflection on the merit or extent of its services. Since many of its duties intersected with the implementation of the strategies discussed under 'Academic excellence' as an institutional initiative,[231] this section will avoid unnecessary duplication.

Departmental structure and functioning

Institutional responsibility for research and line function responsibility for the Department was exercised by the Vice-Principal, Prof TE (Theuns) Erasmus, for some months into the latter half of 2001. It then passed to the Vice-Principal, Prof JAG (Jan) Malherbe. He served in this capacity for two years, and was succeeded by the Vice-Principal, Prof RM (Robin) Crewe, from 1 September 2003, who held this position for the rest of the period under review.

As illustrated in **Figure 5.19**, during the period 2001 to 2009, this support service department was headed by a number of individuals. Initially, in 2001, Ms J (Joyce) Olivier was serving in an acting capacity until the end of June 2001 when Mr JR (Johann) Ahlers took over the reins, initially as Acting Director and then as permanent Director from 1 January 2003. When he retired, Dr M (Mohammed) Jeenah was appointed as Director from 1 July 2004 until the end of 2006. In January 2007, Ms J Olivier again served as Acting Director until 30 November 2007, after which Mr DP (Dhesigen) Naidoo was appointed Director from 1 January 2008 until beyond 2009.

The Department experienced a number of changes during this time, as reflected in the alterations to its name. This reflected changes that occurred in the scope of its involvement, which were in line with the changing function of research offices at universities nationally. Before mid-2003, it was part of the Research Support and International Affairs Office. The International Affairs Division fell away when its functions were reallocated to other departments. The Department was then called the Research Support Office, and by 2007, it was referred to as the Department of Research Support until 2008, when it was renamed the Department of Research and Innovation Support, indicating how significant the translation of research results into products and services had become. This emphasised the Department's objective to ensure that the University became a research-intensive institution that was recognised internationally for the quality of its research and innovation activities.[232]

Throughout the relevant period, the Department developed internally, becoming more complex and sophisticated in its research support mechanisms. It initially consisted of a central division that was focused on research support, which in time expanded to include other functions, such as the management of contract (externally funded) research, patent filing, intellectual property (IP) management, and innovation promotion and support. Eventually, in 2009, an additional division, the Technology Transfer Office (TTO), was brought into being to focus on facilitating the transfer of University-created intellectual property to the private sector.

The Department's overall function of facilitating, developing and promoting research at the University thus eventually included the following:

- Establishing good relationships (in conjunction with the Department of Institutional Advancement (DIA)) with donors, foundations and industry in order to support particular research themes and develop capacity to effectively engage with the requirements of funders.
- Implementing a research agenda by drawing together related research programmes in different departments and faculties, thereby aligning limited resources.
- Defining research focus areas in all faculties based on excellence, internal competencies and the needs of the country.
- Increasing access to international and industry research funding by, among other things, applying internal funds to support promising projects to reach the stage where large external funds could be accessed.
- Enhancing a culture of research at the University by establishing a postgraduate centre, a postgraduate representative committee and a postgraduate area in the University Library.
- Establishing expertise in the Department to identify funding and assist with writing proposals, and to assist researchers with contracting and the management of research contracts.

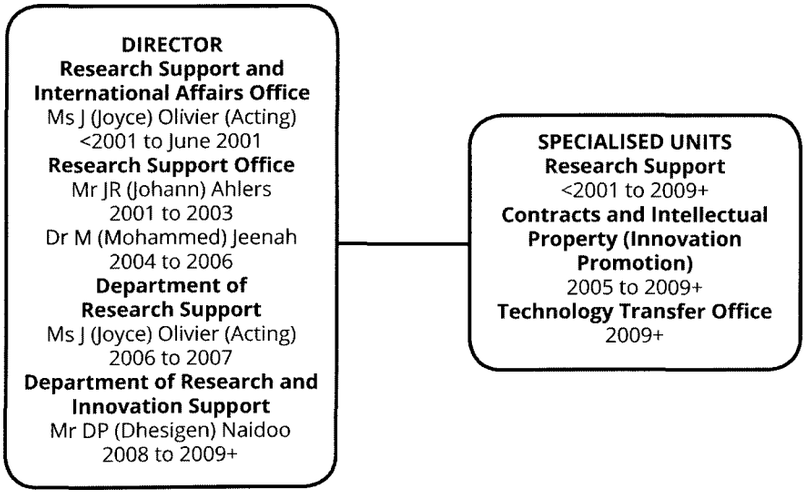

Figure 5.19: Structure of the Department of Research and Innovation Support from 2001 to 2009

230 The Research Support and International Affairs Office, Research Support Office, and Department of Research Support.
231 See Chapter 3.3.1: Research standing.
232 See Chapter 3.3.1: Research standing.

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- Facilitating the processes of evaluation and the rating of individual researchers by the National Research Foundation (NRF).
- Submitting research subsidy claims on behalf of the University to the national Department of Education[233]
- Managing the internal university research support programmes, such as the Research Development Programme for Young Researchers and the UP Postdoctoral Programme.
- Managing external funding portfolios such as the Technology and Human Resources for Industry Programme (THRIP), a matching grant scheme between the state and industry.
- Aiding researchers in managing large innovation projects.
- Facilitating the development and implementation of the University's policies and strategies regarding innovation support and contract research.
- Another function was to support researchers in achieving the maximum commercial utilisation of their research results and IP rights.

Although the University's intellectual property and commercialisation portfolio was initially managed by the Innovation Promotion Office, this became the responsibility of the TTO upon its establishment in 2009. Its aim was to generate royalty income for itself, inventors and the University. It promoted economic growth, job creation and quality of life in South Africa.

Table 5.6 shows the Department's success in commercialising research conducted by the University's scholars during the relevant period.

One of the tools for research support was the electronic Research Information System (RIS), established in 1997. It was maintained by the Research Support Division, in conjunction with an RIS coordinator in each faculty.

The database assisted with strategic planning, funding and marketing endeavours, drawing up the University's annual research outputs report, and measuring the University's research output. Subsequently, RIS became part of the System Renewals Project and the Research Information Management System project of the Department of Science and Technology (DST)/NRF.

Prof Robin Crewe:
Vice-Principal (approved)

233 Later known as the Department of Higher Education and Training.

Table 5.6: Disclosures and RSA patents: 2001 to 2009

PATENT CATEGORY	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
New disclosures	7	8	3	6	34	13	7	9	9	93
Provisional patents filed	7	5	4	3	4	9	3	5	5	45
South African patents	1	5	2	2	1	3	2	3	3	22
International patent families	1	2	4	2	-	2	2	2	1	16
Trademarks (research)	-	-	1	1	-	-	-	1	1	4
Licences	1	-	2	3	5	5	2	0	1	19

5.20 DEPARTMENT OF RESIDENCE AFFAIRS AND ACCOMMODATION (TUKSRES)

Previously, responsibilities for residence functionalities were spread across different support service divisions. The management of residences was shared between the Office of the Dean of Students in the Department of Student Affairs, the divisions of Planning and Maintenance, and Food Services in the Department of Facilities Management, and in the Specialist Consultants and Residences Division in the Client Service Centre (CSC).

This wide distribution of functions was a cause of major frustration at times when the various functionalities had to be coordinated. However, in 2004, the function of residence coordination that had previously been a separate line function within the Department of Student Affairs became a full-fledged, separate Department of Residence Affairs and Accommodation[234] (known as TuksRes). The Department functioned as a business unit on its own and developed into one of the leading housing units at institutions of higher learning in South Africa.

Departmental structure and functioning

The various divisions within the Department included Placement Management and Guest Accommodation (headed by Ms M (Marga) Zeelie), Residence Management and Life (headed by Mr K (Kgosi) Maepa until 2005 and Ms V (Vinay) Rajah until the end of the period under review), Student Support (headed by Ms EC (Bes) Liebenberg from August 2007), Finances and Administration (headed by Mr CM (Christo) van den Heever),[235] Food Services (headed by Mr DJ (Daan Verster)[236] until 2005 and Mr PA (Peter) Martin until the end of the period under review), Residence Systems (headed by Ms E (Elna) van der Merwe) and Residence Facilities and Maintenance Management (headed by Mr J (Jan) Combrinck). The structure of the Department as it was in 2009 is illustrated in **Figure 5.20**.

234 This overview therefore only focuses on the period from 2004 until the end of the period under review.

235 Mr CM van den Heever had been transferred from the Department of Finance in 2007.

236 Mr DJ Verster had been transferred from the Department of Facilities Management in 2003.

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A residence placement policy, which was negotiated with students on an annual basis, had been in place at the University for several years. Towards the end of the previous century, strict control was exercised to ensure increasing racial integration in each of the residences at every level of residence life, be it in corridors and apartments, or social, cultural and sporting events. The management of this integration was included in the performance agreements of the respective house committees and residence heads. Over time, the residence placement policy moved away from a strict quota system to a more integrated approach of quota placements at the first-year level and merit placements at the more senior levels.

In order to cater for the growing demand for accommodation, the University entered into agreements with private providers to lease apartments. The first agreement of this nature resulted in additional temporary accommodation for at least 80 students at Savana in Sunnyside. The rent was paid to the landlord upfront and the University recouped these monies from the respective students as accommodation fees. The arrangements were extended to include other alternative accommodation providers according to need.

The changing composition of the student body necessitated fundamental changes to the orientation programme in University-controlled residences. This included legitimate and participatory mechanisms to monitor the orientation programmes of new first-year students in residences. The adjustments to the orientation programme sought to ensure the substantive integration of students of all races in their "home away from home".

An adapted governance model that provided proportional demographic representation in Residence House Committee elections had also been introduced. It was well entrenched since 2001. In terms of this model, a minimum number of House Committee members had to be elected from historically disadvantaged groups, proportional to the demographic profile of the respective residence. Comprehensive and focused annual training programmes were developed to equip the relevant student leaders for their important task.

Operationally, until the end of 2003, all aspects of student life and student affairs were the responsibility of the Dean of Students. However, a more focused management approach to residence affairs was made possible in 2004 when the new Department for Residence Affairs and Accommodation was established. This ensured the continuous transformation of the residence environment for the short and the longer term to meet the contemporary challenges facing the institution.

Prof RN (Roelf) Visser[237] was appointed as director in 2004, responsible for all residence-related activities, such as placement management, residence management and life, and student support (this included residences, systems management, accommodation and maintenance management, food services, finances and administration, discipline, governance and transformation). Although close cooperation was maintained with the Department of Student Affairs, the Department of Residence Affairs and Accommodation was managed independently in order to address the multiple facets of residence life and management. TuksRes reported directly to the executive line management function of the Vice-Principal, Prof CR (Chris) de Beer.

The vision of TuksRes was to offer an on-campus living environment that supported each student's academic experience at the University. It strove to create a community that fostered safety, personal development and growth, and the rendering of professional services. It was furthermore committed to being responsive to the needs of all residents and to be driven by the ideal of realising a better quality of student life in all the University's residences.

The Director was supported by a senior management structure consisting of heads for each function and advised by the Residence Advisory Board, which represented all heads of residence and chairpersons

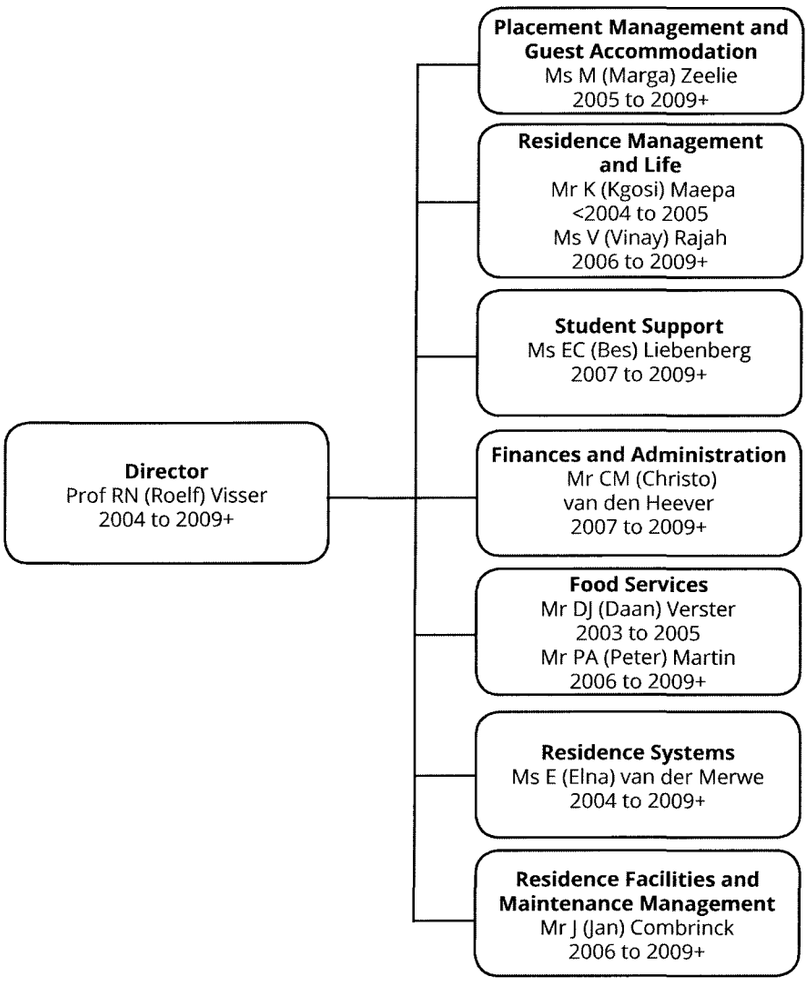

Figure 5.20: Structure of the Department of Residence Affairs and Accommodation (TuksRes) from 2004 to 2009

237 Prof RN Visser sadly passed away on 31 January 2014.

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or primariae of residences. The individual residences were managed by a live-in head of residence, full-time building supervisor and elected House Committee members.

Each respective head of residence reported directly to the Director.

University residences

During the period under review, the University owned 26 residences (undergraduate and postgraduate residences) accommodating approximately 8 000 students. There were 14[238] undergraduate men's and women's residences on the Hatfield Campus, four on the Groenkloof Campus, three on the Prinshof Campus, one on the Onderstepoort Campus, one on the Mamelodi Campus, and three postgraduate residences.

TuksRes also managed guest accommodation that was available for visiting professors, researchers, postdoctorates and lecturers at competitive tariffs. This type of accommodation was used on a short-term basis as a guest house. These facilities were situated on the Hatfield Campus (Cum Laude and Die Werf), as well as on the Groenkloof, Onderstepoort and Prinshof campuses.

As a means to generate an income for the Department, groups of temporary guests were accommodated in residences during holiday periods. These groups varied from 50 to 3 500 persons and included conference delegates and participants in sporting events, among others. Some of the groups that were accommodated included the Annual National Conference of the African National Congress (ANC) (3 000 persons in 2005), participants in the Summer Games (2 500 persons in 2005) and the South African Women in Dialogue (SAWID) Congress (1 000 persons in 2007).

Guests at annual events that were organised by faculties or departments of the University were also accommodated in the residence facilities of TuksRes, with meals provided by the Department as well. These included participants in the Engineering Week of the Faculty of Engineering, Built Environment and Information Technology, events organised by the Junior Tukkie Office in the CSC and the Moot Court Competition of the Faculty of Law. These guests were accommodated in single and double rooms, and were all provided with bedding. Most meals were also provided by the Department's Division of Food Services.

Table 5.7: The University of Pretoria's men's, women's and co-ed residences

CAMPUS	MEN'S RESIDENCES	WOMEN'S RESIDENCES	CO-ED RESIDENCES
Hatfield	Boekenhout, Kollege, Maroela, Mopanie, Olienhout, Savana,[239] Sonop,[240] Taaibos	Asterhof, Erika, Jasmyn, Katjiepiering, Klaradyn, Madelief, Magrietjie, Nerina	SportVillage, Student Houses
Groenkloof	Kiaat	Inca, Lilium, Zinnia	
Prinshof		Curlitzia	Olympus, Hippokrates
Onderstepoort			Onderstepoort
Mamelodi			Tuks Naledi
Other (postgraduate)			Tuksdorp, Protea, Jacaranda

Staff development

Since the inception of the Department of Residence Affairs and Accommodation, staff members in the Department on job levels 14–17 were encouraged to attend courses to develop their skills, such as a performance appraisal course offered by Continuing Education at University of Pretoria Trust (CE at UP),[241] computer skills, Sepedi, client service management training and a six-hour workshop on stereotype reduction. These workshops assisted in initiating a process of intercultural learning in and between the various stakeholder groups and enabled participants to discuss contentious issues in a somewhat safe space with the presence of experienced facilitators. Staff members were also provided the opportunity to attend several national and international conferences.

Recognition

In 2005/06, the Department received two awards from the National Association for Student Development Practitioners (NASDEV). The first award went to Prof RN Visser for Best Director in a Residence Affairs Department, and the second went to UP for having the Best Residence Affairs and Accommodation Department.

Organised student life

The residences played an extremely important role in organised student life. Attention was constantly directed at aspects such as the quality of physical facilities and governance structures, particularly academic support (mentorship) and the execution of a value-driven organisational culture. Academic support was of utmost importance and a priority focus of UP. The offer of the Vice-Chancellor and Principal to make an academic incentive available to the residences and students added significant value. Residential students participated actively and competitively in all extramural activities, as well as cultural and sporting events arranged at the University.

To gauge the success rate and acceptability of all the activities that were launched to improve residence life for the general student population and to identify possible obstacles, customer surveys were conducted once a year among residence students. Residence culture, levels of transformation, residence management and food services were among the criteria measured. Other annual surveys included those on the wellbeing of first-year students and those on the orientation of first-year students.

Value-driven culture[242]

Another initiative of the University to improve student life was to introduce the value-driven culture in

238 This number excludes the co-ed residences, as well as the residences not owned by the University.

239 Savana was not owned by the University, but UP managed this residence.

240 Sonop was not owned by the University, and was governed and managed by the Independent Sonop Alumni Council. However, an agreement was negotiated with the UP Council that the residents could participate in all the inter-residential activities of the University, subject to certain transformational conditions. This arrangement was honoured until beyond 2009.

241 This gave them the opportunity to gain background and insight into the purpose of performance appraisal and development opportunities.

242 Also see Chapter 5.23: Department of Student Affairs.

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residences in 2004. A residence-wide exercise was conducted and, after an extensive survey of all the residences, eight core values were identified and adopted by the residence community. These were pride, accountability, respect, relevance, integrity, fairness, excellence and commitment.

As part of the Innovation Generation Project,[243] a focused endeavour for the introduction of a value-driven culture in residences was launched in 2004. In their independent capacity, students in residences drew up codes of conduct, and a set of shared values was identified through an extensive participative process. The project was one of the positive outflows of a gender-based incident in one of the men's residences in September 2003. Drastic interventions were made in the residence specifically, and significant trauma support was given immediately after the incident. An investigation was led by the Vice-Principal, Prof RA (Ramaranka) Mogotlane. It entailed, among other things, extensive interviews with the widest possible spectrum of students from all residences, revealing first-hand accounts of possibly unsavoury practices among students.

A comprehensive report of the findings of the Multidisciplinary Investigative Committee, led by Adv JAvS (Jan) d'Oliveira (former Attorney-General of the Transvaal),[244] and recommendations for the future were submitted in 2004. The recommendations were then implemented and manifested in Executive decisions regarding the management of residences, residence life and student support. This incident underscored the complexity of the impact of unsavoury practices in the surrounding areas on the University's students, of which the University needed to be aware. Alternative ways therefore had to be found to address this situation. Awareness campaigns, life skills programmes, the adoption of a values framework and the enforcement of stricter controls were some of the measures used.

From the time of its inception in 2004, the Department of Residence Affairs and Accommodation received wide recognition and acclaim, including from NASDEV. A residence student exchange programme with Georgia State University in Atlanta, USA, was introduced in 2005.

Orientation of first-year residential students

The first-year orientation programmes, which were held annually in the residences, underwent significant positive changes. An Orientation Committee, consisting of Prof RN Visser, Prof L (Louis) van Rooy (Head of Residence: Mopanie) and Ms V Rajah, was established. This committee ensured that the programmes would be under constant review. Once the heads of residences, chairpersons or primariae and first-year guardians had agreed on their in-house programmes, these were submitted to the Orientation Committee for acceptance or revision. The system was successful in minimising potential problems.

Daily Orientation Week feedback and monitoring meetings were successful in identifying any malpractices and gave TuksRes the opportunity to proactively deal with any issues that were identified.

Support to residence students

Several special student support structures were implemented to assist students in residence who were in need. Requests for assistance ranged from unplanned pregnancies and eating disorders to the more serious suicide attempts. This led to the creation of the position of Coordinator: Student Support, in which Ms EC Liebenberg, formerly from the Department of Security Services, was appointed in August 2007.

Students arriving at residence for the first time were often challenged with the reality of having left home, and needed to adapt to a new environment. Students often realised that residence life was intertwined with life outside the walls of their residence, and that life within the protective walls of a residence did not guarantee exclusion from the ills of broader society.

TuksRes Leadership Academy

Training that was offered to student leaders in residences focused on leadership and development. This was made possible with the establishment of the TuksRes Leadership Academy in 2008. Growth was achieved through the iGubu stereotype advanced training sessions that were presented to staff of the Department, heads of residence and students during 2009.

Expansion of facilities and new developments[245]

During 2004 and 2005, TuksRes installed information technology (IT) mini labs in all the residences. At the end of 2009, almost 520 computers and 27 printers had been installed in 27 residences. As student numbers at UP increased, the concomitant need for additional accommodation was addressed by the increased provision of accommodation in 2008/09:[246]

- **TuksVillage:** This informal, co-ed cluster residence complex was opened in 2008. It consisted of 640 single bedrooms with internet access and fully equipped kitchens, as well as supporting facilities such as recreational facilities and an IT mini lab. In 2009, the "kiosk" (Village Fresh) was opened at TuksVillage. It was based on the Woolworths concept where students could buy any of a number of products.
- **Additions to Nerina:** The additions to Nerina consisted of 192 single bedrooms with internet access and fully equipped kitchens. The new section was opened in 2008.
- **Tuks Naledi:** To support the academic programmes on the Mamelodi Campus, UP purchased a block of flats situated in a security complex close to the Mamelodi Campus in 2009. It consisted of 30 three-bedroom flats (accommodating 180 students) with fully equipped kitchens and an IT mini lab.

New food services model

A consultant was appointed to conduct a survey on the efficiency and effectiveness of the catering function in residences at the University. The results and recommendations were incorporated into the new food services model that was implemented in 2009. This was expected to ensure that the University's food services would be self-sustainable with no further subsidisation from accommodation. The initial results showed this to be a major improvement.

Community engagement

In line with the community engagement thrust of UP, TuksRes decided to roll out certain programmes extra-departmentally to assist those in need in the University's surrounding communities. The students came up with a project for the Moepathutse Children's Centre, and on 3 December 2007, staff of TuksRes handed over food and beverages (donated by TuksRes's own Food Services Division) to the 50 children at the home.

243 Also Chapter 3.2.1: Students: The Innovation Generation Project.

244 The other members of the committee were Prof MC (Maria) Marchetti-Mercer, Prof DG (Duard) Kleyn and Prof RA (Ramaranka) Mogotlane – all members of the University's senior or executive management.

245 Also see Chapter 5.10: Department of Facilities Management.

246 Also see Chapter 5.10: Department of Facilities Management.

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Contingency Fund

In 2008, residence students of Lilium started an initiative to help fellow students in need. Contributions from students, staff and TuksRes soon attributed to the quick rise in the value of the fund. These funds were made available to students as identified and approved by a special selection committee according to prescribed criteria. Several students had already benefitted in the short period that the fund had been in existence by the end of 2009.

International connections

During 2005, the Department started a Residence Student Exchange Programme with the Georgia State University, Atlanta. Two residence students (who were the Executive Committee members of the Residence Advisory Board) were sent to Georgia State University during September 2005.

As part of a reciprocity agreement, two Georgia State University students visited UP in May 2006.

The Association of College and Universities Housing Officers – International – Southern African Chapter (ACUHO-I SAC) was established in South Africa in 2006. Prof RN Visser was elected as the first President and UP hosted the first annual conference in 2007. TuksRes was a member of ACUHO-I. It benchmarked itself against leading housing units internationally, and strove to be competitive.

Prof Roelf Visser, Director: Residence Affairs and Accommodation

5.21 DEPARTMENT OF RISK MANAGEMENT AND INTERNAL AUDIT

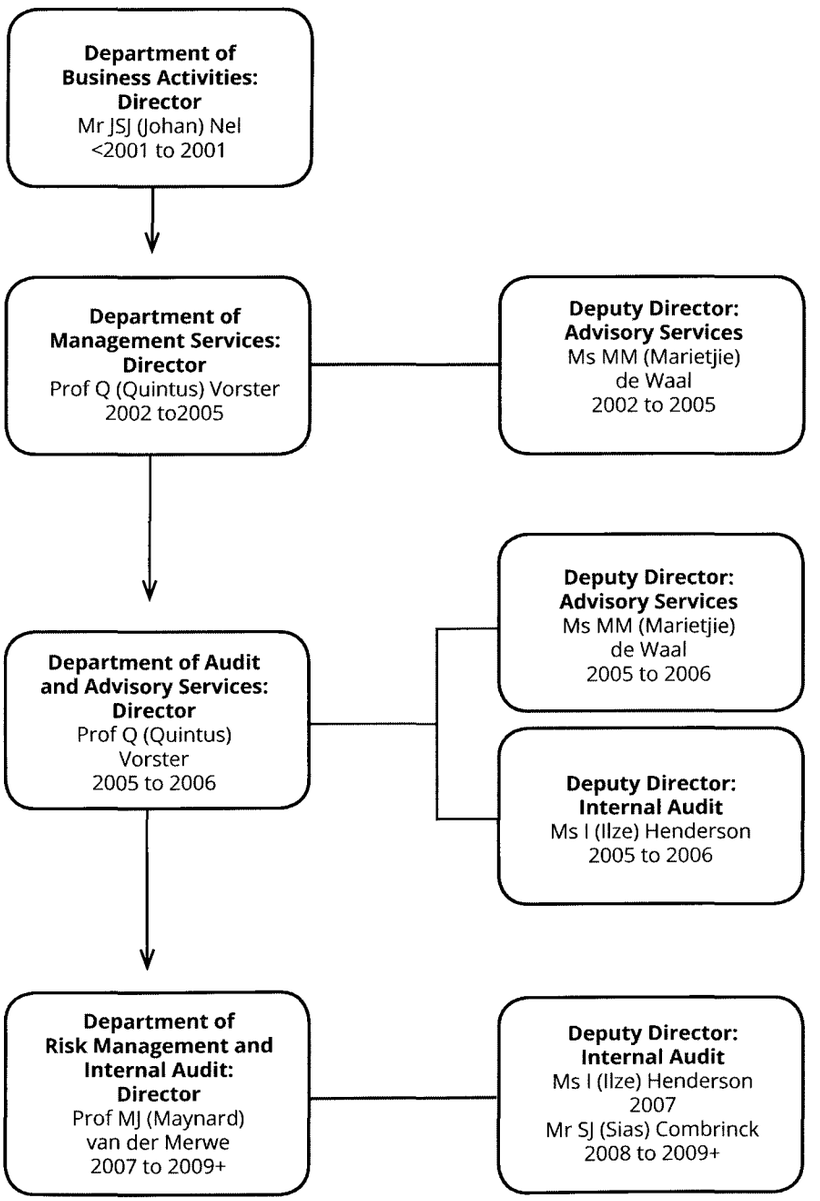

Figure 5.21: Development of the Department of Risk Management and Internal Audit from 2001 to 2009

In line with the overall strategic goal of ensuring UP's financial sustainability, adjustments were made over time by placing certain functions, as well as the strengths of relevant specialist senior members of staff, in the job descriptions of senior managerial positions in this department. This invariably also led to changes in the name of the Department.

Historical overview

The Department was originally established in 2000 as the Department of Business Activities with Mr JSJ (Johan) Nel as its first Director. During this period, the Department's focus centred around the possibility of establishing campus companies and other business activities that could secure a third stream of income for UP.[247] In July 2001, Mr JSJ Nel became the Executive Director: Operations on UP's executive management team under Prof J (Johan) van Zyl as Vice-Chancellor and Principal. Mr JSJ Nel subsequently retained overall responsibility for UP's finances when Prof CWI (Calie) Pistorius, as the new Vice-Chancellor and Principal, was appointed later in 2001.[248]

Departmental structure and associated functions

When Mr JSJ Nel was promoted to the executive level of management at UP, Prof Q (Quintus) Vorster was initially appointed as Manager of the Department of Business Activities in July 2001. In January 2002, he was appointed as Director and the name of the Department was changed to the Department of Management Services.

247 See Chapter 5.4: Campus Enterprises.
248 Also see Chapter 2.3.1: Executive Management 2001 to 2009.

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Department of Management Services

During this period, enhancing UP's financial stability was specifically addressed. The primary responsibility of the Department of Management Services was to support the University's senior management in preparing financial analyses and evaluations for decision making in order to gain optimal efficiency and bring about a meaningful allocation of resources. Thus, one of the main activities of the Department was to manage and coordinate the University's budgeting process and compile and disseminate the accompanying management information. Various business analyses were performed, which included financial sustainability analyses of entities within the University, as well as considering the financial feasibility of new initiatives.

Furthermore, the Department coordinated the internal auditing process, which – before then – had usually been outsourced in its entirety, by increasingly enlarging the internal capacity of the small staff complement responsible for this activity. Staff members performed internal audits on a limited scale and mainly conducted special investigations that were requested by the executive management. Reports on such investigations were submitted to the Executive for consideration and possible action.

As from 2003, the Department also coordinated the University's newly established risk management process. UP developed a formal and structured approach to risk management based on international standards and best practices. The formal process comprised the identification, assessment and treatment of the major risks facing the University, as well as those that could prevent the University from achieving its strategic objectives. An annual risk register was prepared and presented to the Audit and Risk Management Committee of Council. Risks were allocated to specific risk owners and managed on an ongoing basis.

Department of Audit and Advisory Services

In October 2005, the Department's name was changed to the Department of Audit and Advisory Services as it was felt that the previous name had not been sufficiently descriptive of the activities of the Department. Its senior management team at that time consisted of the Director, Prof Q Vorster, and two deputy directors. These were Ms MM (Marietjie) de Waal (as from 2002), who headed the Budgeting and Financial Analysis sections, and Ms I (Ilze) Henderson (as from 2005), who headed the Internal Audit section.

On 31 December 2006, Prof Q Vorster resigned as Director of this support service department to once again take up the position of Academic Head of the Department of Accounting in the Faculty of Economic and Management Sciences.[249] Thereupon, an internal reorganisation was effected in terms of which the budgeting process (including Ms MM de Waal) was transferred to the Department of Finance early in 2007. Some of the other functions were transferred to the Bureau for Institutional Research and Planning (BIRAP). The end result was that the Department of Audit and Advisory Services had two remaining functions: risk management and internal audit.

Department of Risk Management and Internal Audit

Prof MJ (Maynard) van der Merwe was subsequently appointed as the Director of the Department from 1 July 2007 to beyond 2009.[250] In April 2008, the name of the Department was changed to the Department of Risk Management and Internal Audit. Its vision was to aspire to add value to and enhance decision making through the pursuit of excellence. Its mission was that it was committed to assisting management with the execution of its responsibilities by providing professional assurance and risk management services that were fundamentally based on the principles of quality service delivery, ethical behaviour and sound management practices. Its responsibilities emanated not only from the Higher Education Act and the King Report on Corporate Governance, but also from the University's commitment to good corporate governance.

As this department provided two specific services to support the University Council, its management was responsible for executing its corporate governance responsibilities relating to internal audit and risk management. It was thus structurally divided according to these two functions.

- In accordance with the previous structure, the Risk Management section remained under the direct control of the Director.[251] Upon his appointment in 2007, Prof MJ van der Merwe was tasked to formalise the risk management process and take it to the next level by expanding it to the operational level. Research was conducted and a comprehensive Integrated Risk Management Policy and risk management plans were developed and approved by the Audit Committee of Council in 2009. This policy was based on international standards and best practices.
- The Internal Audit section was under the operational control of the Deputy Director: Internal Audit, which was initially Ms I Henderson. When she left, Mr SJ (Sias) Combrinck succeeded her on 1 February 2008 until beyond 2009. This section continued to be responsible for the University's internal audit function.

The development of the Department during the period under review is illustrated in **Figure 5.21**.

As it had done previously, the Department adopted an in-house model, supported by a co-sourcing option. Internal audits were planned on a risk-based approach and the University's annual and three-year rolling internal audit plans were approved by the Audit and Risk Management Committee of Council. Internal audits were conducted in terms of the Standards for Internal Auditing of the Institute of Internal Auditors (IIA). During 2008, a new Internal Audit Policy and Internal Audit Charter were developed and approved by the Audit Committee of Council. This new policy also confirmed the University's co-sourcing model with an outside partner, KPMG Services (Pty) Ltd.

A highlight for the Department was when a client satisfaction survey was introduced in 2009 to measure the level of satisfaction of the internal audit services delivered by the Department. These survey results showed an overwhelmingly positive attitude towards the services rendered by the Department of Risk Management and Internal Audit.

Prof Maynard van der Merwe, Director: Risk Management and Internal Audit and Prof Quintus Vorster, Director: Audit and Advisory Services

249 In 2009, Prof Q Vorster was appointed as director designate of the Department of Finance. He took up this position in 2010. (Also see Chapter 5.11: Department of Finance).

250 Prof MJ van der Merwe had previously been the Acting Head of the Department of Accounting in the Faculty of Economic and Management Sciences.

251 Although there was a Chief Risk Officer post available for the appointment of a possible Deputy Director in the Department, it remained vacant between 2001 and 2009.

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5.22 DEPARTMENT OF SECURITY SERVICES[252]

The Department of Security Services was committed to furthering the vision, mission and strategic objectives of the University. In particular, it aimed to create and maintain a pleasant and safe environment in which students and staff could flourish, and was committed to an innovative approach to systems, technology and procedures that supported modern security practices.

Historical overview

The Division of Campus Control in the former Department of Facilities and Services was investigated as part of the first phase of the Support Services Development Project (SSDP) at the University of Pretoria in 2000.[253] Accordingly, the decision was taken to outsource the majority of the security services personnel. Thereby, a new era was introduced that included the operational management of outsourced security companies, tender processes and the management of service levels according to a service level agreement.

At the turn of the century, UP's security services was a small unit, insignificantly parked down the line of accountability in the Department of Facilities and Services. After 2002, under the leadership of its Director, it grew into an independent department of committed officials who maintained a high level of security service delivery on many fronts in the daily life of the University as an entity and in the life of its staff and students.

Departmental structure and functioning

During the period under review, a relatively small, in-house UP component[254] managed the functions of the outsourced security company.[255] On senior level, the Department of Security Services consisted of Mr CC (Colin) Fouché as Director (from 1 August 2002), Mr JCN (Johan) Boonzaaier[256] as Manager: Operational Security (from 1 December 1991), Mr R (Rowan) Watson[257] as Manager: Investigations (from 1 January 1999), Ms E (Elmarie) de Beer[258] as Manager: Administration, Systems and Finances (from 17 November 1998) and Ms EC (Bes) Liebenberg[259] as Awareness Officer (from February 1992 until August 2007).

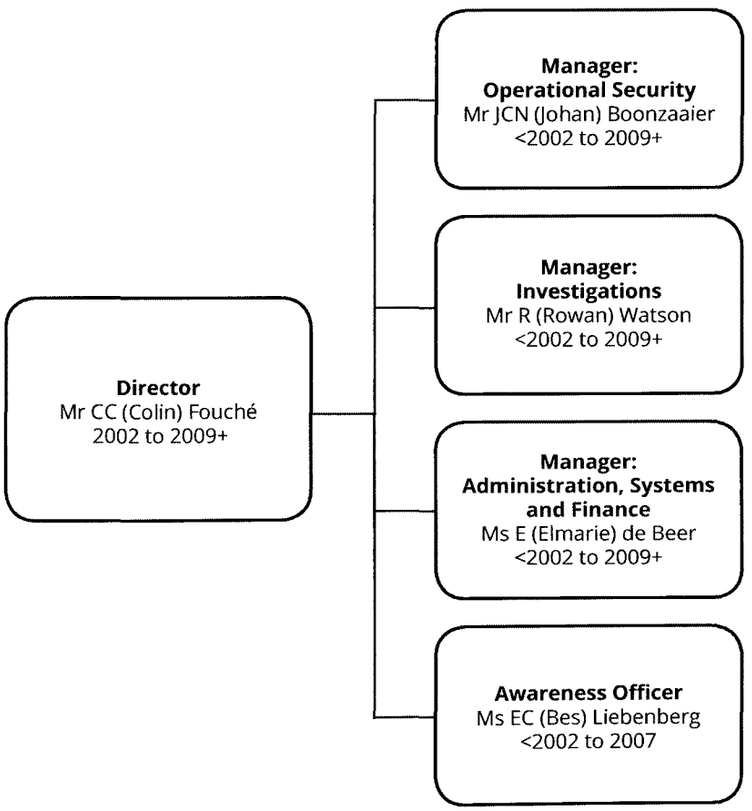

Figure 5.22: Structure of the Department of Security Services from 2002 to 2009

The departmental structure for this period is illustrated in **Figure 5.22**.

The in-house officers on all the campuses of the University took responsibility for the daily opening and locking up of all buildings and lecture halls, and headed the Security Office on the various campuses. They also included the operators of the Operational Management Centre on a 24-hour rotational cycle. On their side, the relevant security companies supplied all the patrolling officers and officers who controlled access and egress to all the University's campuses and certain buildings.

Given the extent of crime in South Africa at the time, the Department of Security Services collaborated with other role players, such as the South African Police Service (SAPS), the Tshwane Metropolitan Municipality, the Hatfield City Improvement District (CID), the Metropolitan Police Department, the Deputy Director of Public Prosecutions and the Chairperson of the Hatfield Community Court Steering Committee to promote a safe environment even outside the boundaries of the University. Between 2006 and 2008, the Department increasingly succeeded in limiting reported crime annually, increased the arrest rate and reduced the monetary value of stolen property substantially.

Interaction with students

Quality was not only the trademark of the University, but also of the Department of Security Services. This was reflected in the way it dealt with its students, the services provided to students and the way it played an

252 Prior to the period under review, this Department was known as the Division of Campus Control in the Department of Facilities and Services.

253 See Smit, 2002a:21–23.

254 In 2001, the departmental post structure comprised 39 posts, which had expanded to 58 posts by 2009.

255 The outsourced security companies during the period under review were Gray Security (in 1998 for three months), Coin Security (1 November 1998 to 31 July 2001), Khulani Fidelity (1 August 2001 to 30 April 2005), Protea Coin (1 May 2005 to 30 April 2008) and Fidelity Security Services (1 May 2008 to 31 October 2011).

256 Mr JCN Boonzaaier started working at UP in 1991.

257 Mr R Watson started working at UP in 1999.

258 Ms E de Beer started working at UP in 1998.

259 Ms EC Liebenberg started working at UP in 1992. In August 2007, she was transferred to the Department of Residence Affairs and Accommodation as Head of Student Support.

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active role in ensuring student life of a good quality and in smoothing the way towards transformation by putting the safety and security of the students, personnel and property on the various campuses first.

The Department was fully committed to maintaining a stable and safe environment to allow students to study with peace of mind and to participate in a variety of cultural, sporting and social activities. This task took place 24 hours a day, seven days a week and 365 days a year, and was executed at a high level of competency, accountability, commitment and logistical forward planning.

The Department saw itself not only as an entity that analysed crime statistics and evaluated the activities of organised crime in the areas in which the University's campuses were located, but also reached out to staff and students and got involved in disciplinary matters, both internally and externally. The Department of Security Services supported students who transgressed the law through the whole process of making statements, court appearances and providing evidence in court. Every effort was made to get student transgressors into a diversion programme, which would involve community service and prevent the students from getting a criminal record. In this way, the Department assumed a nurturing and mentoring role towards the student community.

Initiatives that were specifically designed and implemented to support students and ensure their safety included the 24-hour support service for students by means of the crisis line. When the Curlitzia ladies residence A-block on the Prinshof Campus was destroyed by a fire in 2005, members of the Department of Security Services played a crucial part in assisting the Fire Department, as well as in providing safekeeping, reallocation services and trauma assistance to the victims, most of whom had lost everything they owned. To ensure the safety of students, special "Green Routes" between the University's residences or parking areas were identified, on which students were escorted by security guards after hours. Similar routes were established to improve safety on the Hatfield and Prinshof campuses from October 2005, and later also on the Onderstepoort and Groenkloof campuses.

Security at large events on campus

The institutional drive towards hosting national and international cultural, sporting and academic events at UP[260] had a major

The mission of the Department was "to see more than others see, to see further than others see and to see first before others see".

implication on security operations, which led to the development and improvement of operational procedures in accordance with the relevant legislation. The increase in hosting these events on the various campuses necessitated a request for the allocation of additional human resources to assist in the management of these events. Furthermore, the University increasingly offered its facilities for functions at which national and international leaders and dignatories were hosted. At these occasions, the University took responsibility for security and, where necessary, collaborated closely with SAPS. The Department was responsible for security at the South African Women in Dialogue (SAWID) conferences hosted at UP in 2004, 2005 and 2007. From 29 June until 3 July 2005, 3 000 delegates attended the National General Council meeting of the African National Congress (ANC) at UP. Further challenges included the securing of the venues and operationalisation for the visit of HE President HU Jintao of the People's Republic of China to the University on 7 February 2007, as well as for the visit of the former British Prime Minister, the Rt. Hon Mr Tony Blair, on 1 June 2007.[261]

In 2008, the Department of Security Services played a significant role in the successful centenary festivities of the University. A host of special events and functions were operationalised by the Department of Security Services. This was in addition to the regular institutional functions such as Tuks RAG, Welcoming Day and Spring Day.

Electronic security systems

The electronic security systems, which included alarms (intruder, panic, data projector, lifts and equipment), access control, closed-circuit television (CCTV) cameras and fire detection and evacuations, expanded dramatically during this period. In 1998, the Agriculture Building was equipped with one electronic door on a stand-alone manual system. As more installations were done, the University invested in a central access control system, initially with telephone communication.

As time progressed, the communication switched over to the UP network.

Towards the end of 2009, the system expanded to 81 servers in the different buildings with 450 controllers linked to them and approximately 140 000 card users. Initially, the Client Service Centre only issued personnel, student and contractor cards on the Hatfield Campus. By the end of the period under review, cards were also issued at the Prinshof, Onderstepoort and Groenkloof campuses.

In addition to access control at the motor gates and buildings, the Department of Security Services initiated the installation of various CCTV cameras from 2005.[262] Towards the end of 2009, 31 digital video recorders were installed with approximately 496 cameras. These cameras served a very important purpose in the prevention of crime, monitoring student unrest situations and as an investigating tool in crime investigations. Extensions to the CCTV systems were done on an ongoing basis.[263]

Twenty-two fire detection systems with evacuation systems on the GS Net system were deployed during this period. The 24-hour Operational Management Centre of the Department monitored these systems on a 24-hour basis, whereas the administrative component managed these systems by the activation of cards, issuing of pin codes and management reports.

Highlights

In addition to those already referred to, several other milestones and

260 These events, which counted up to 30 per month from 2005, required traffic arrangements, parking reservations, special events management and security in terms of the Act on Alcohol Usage and Access Control. Examples were Tuks RAG, Spring Day, Intervarsity and the annual Welcoming Day and Open Day of the University, as well as graduation ceremonies.

261 The preparation for these visits took place in conjunction with SAPS, as well as personnel from the respective embassies.

262 In 2005, four CCTV cameras donated by the Rotary Club were installed in South Street. These were the first security cameras to be installed on the campus and its external perimeter.

263 In August 2005, CCTV cameras were deployed in the Client Service Centre, as well as at the Mapungubwe exhibition. During the year-end function of 2007, the Department handed over CCTV systems to the University that were funded through innovative campaigns of the Department. This initiative made it possible to install 16 cameras at the piazza and surrounding area, as well as six cameras on the main parking areas of the men's hostels. With these installations, the University entered a new era in the technological advancement of security practices.

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Security Services personnel operate the Operations Centre in the Administration Building on the University of Pretoria's Hatfield Campus.

highlights during the period under review also justify mention:

- In 2002, the Department of Security Services received a reaction vehicle for 24-hour patrols of the Hatfield Campus, residences and sports complex and for response to emergency situations. It fell under the jurisdiction of the outsourced contractor and was in constant radio contact with the 24-hour Operational Management Centre.

- In 2003, electronic access gates were activated on the Hatfield Campus on the central access control system.

- In May 2003, the Department launched an awareness campaign – Pull the Plug on Crime.[264]

- In November 2003, a disaster management centre was opened, which was fitted with emergency equipment, fire-fighting equipment, breathing apparatus and emergency lighting, as well as a trailer that could be taken to the scene of a disaster in accordance with the Professional Health and Safety Act.

- With the amalgamation of the Mamelodi Campus of the former Vista University into UP in November 2003, the Department took over the physical security of this campus. In August 2005, students protested on the Mamelodi Campus as a result of a perceived possible closure of the campus, increasing student fees and lack of transport. These incidents of student unrest placed additional demands on the capacity of the Department.

- In 2004, the Department of Security Services engaged with the Department of Justice and Constitutional Development, the Department of Correctional Services, the City of Tshwane Metropolitan Municipality and local businesses to promote the social upliftment of Hatfield. This formed part of the University's commitment to the businesses and residents of Hatfield, and measures were instituted to uplift this area. These formed part of the CID Programme, and included additional street lighting, extra parking and CCTV cameras at the women's residences. The Hatfield Community Court was established on 7 April 2004. The chairperson of the Steering Committee of the Hatfield Community Court acknowledged the role of the University as the prime instigator for the establishment of the court and for supplying computers and Jutastat, providing legal aid and improved cooperation with SAPS's Forensic Laboratory.

- In 2007, the University's close liaison with the Hatfield Court and the Brooklyn police station culminated in a drug awareness campaign under the auspices of the Tshwane Metropolitan Municipality. The campaign involved mock trials conducted at schools, on Hatfield Square and at Hatfield Plaza to improve awareness of the effects of drug abuse and criminal offences.

- In August 2007, the Hatfield CID deployed 16 CCTV cameras in the Hatfield area. An awareness campaign, Trap Crime, was launched in October 2007 on all the campuses.

- During 2004 and 2005, the Department of Security Services investigated, undertook undercover work and managed to arrest a serial robber who was targeting students in and around the Hatfield Campus. The accused was connected with 19 cases of robbery and theft. On 9 November 2007, the accused was convicted in the Pretoria Magistrate's Court on eight counts of aggravated robbery, one count of common robbery and one count of theft, and was duly sentenced to 127 years' accumulative direct imprisonment.

- Another milestone in 2008 included the installation of electronic crime register software, which empowered the Department to obtain management information with regard to crime tendencies, the profiling of suspects and linking analyses of crimes on the various campuses.

- The Department of Security Services played an integral part in the

264 The Department of Security Services' "Pull the Plug on Crime" campaign was awarded second place in the annual Unitech Excellence Awards in the category Integrated Marketing Projects.

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development of the Online Parking system, which was designed and implemented in January 2009.

- The upgraded 24-hour Operational Management Centre was officially opened on 26 August 2009 and enhanced the operations of the Management Centre as it was equipped with the latest technology and systems. A telephone call centre function was also implemented at the time. The 24-hour Operational Management Centre allowed for the effective management of all operations. The Centre dealt with all communication between the different campuses and helped to facilitate decision making. The Centre allowed for more efficient collaboration and easy access to information. It enabled a speedy response to security breaches before they became threats. The Centre was a vital addition to the operational activity of the Department of Security Services and created a legacy for the University. Various electronic security systems were monitored at the Centre, including alarms (panic, data projector, radio panic, intruder and equipment), access control, CCTV cameras, as well as the fire detection and evacuation system. A daily average of 300 calls was handled by the 24-hour Operational Management Centre.

- Fifteen members of the operational component successfully completed a skills development programme in 2009 – National Certificate General Security Practices, NQF 3 (Safety and Security Sector Education and Training Authority (SASSETA)).

- During June 2009, the Department of Security Services handed over more than 30 firearms to SAPS and ensured that the necessary accreditation was obtained to comply with legislation.

Recognition of exceptional service

Special recognition for their outstanding performance was regularly received by members of the Department of Security Services. These included the Dux Docens award from the Student Representative Council (SRC) to Mr CC Fouché in 2003 on behalf of the student community of UP, as well as the Chairperson of Council's Award as an Exceptional Achiever in the Support Services in 2005. A certificate of outstanding commitment was received from the Department of Residence Affairs and Accommodation, and certificates were awarded to the staff of the Department for outstanding service to the student community by the SRC on behalf of the University's Student Committee. In February 2009, the Department received an award from the SAPS Brooklyn police station in recognition of continued support and commitment to crime eradication.

Award ceremonies were held at the Department's year-end function annually to honour those individuals who contributed to the success of the Department. The following awards were made:

- The *Custos Universitatis Praetoriae Huius Anni* (Protector of the Year of the University) Award (for staff members of Security Services) was presented to Ms E de Beer (2004), Ms J (Jonelda) Bezuidenhout and Mr R Watson (2005), Ms EC Liebenberg and Mr JCN Boonzaaier (2006), Ms E de Beer (2007), Mr C (Chris) Myburgh (2008) and Mr S (Simon) Manamela (2009).

- The *Socius Bonus* (Security Services' Partner Supporter of the Year) Award (for external role players) was presented to Prof CR (Chris) de Beer (Vice-Principal) (2004), Advocate HM (Retha) Meintjes SC (Deputy Director of Public Prosecutions) and Mr P (Pierre) Mondriaan (Strategic Advisor for the City of Tshwane) (2005), Ms E (Elize) Gardiner and Mr J (Jacques) Ferreira (legal advisors at the University of Pretoria) (2006), Ms I (Ina) van Vuuren (Human Resources officer at the University of Pretoria) and Ms L (Lucille) Weyer (Facilities Management officer at the University of Pretoria) (2007), Deputy-Inspector JJT (Johan) Erasmus (SAPS Brooklyn police station) (2008) and Prof MT (McGlory) Speckman (UP Dean of Students) and Dr GM (Madeleine) Nolte (UP Head of Student Support) (2009).

In the words of the Director: "For everyone in the Security Services family, the service we deliver has become much more than a job, it has become a way of life, a mindset, a way of thinking. That is what puts the Department of Security Services in the frontline of protecting and maintaining the University's corporate image as a world-class university."

During the period under review, the Department of Security Services underwent a complete metamorphosis and emerged as a professional security agency that was committed to professional, yet compassionate service delivery with the best interests of the University at heart and in mind.

Mr Colin Fouché,
Director: Security Services

5.23 DEPARTMENT OF STUDENT AFFAIRS

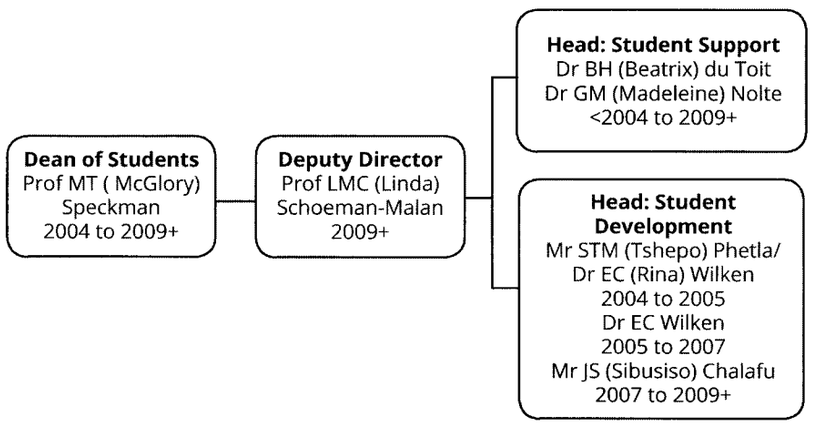

Figure 5.23: Structure of the Department of Student Affairs from 2004 to 2009

Student Affairs was widely recognised as a vital support department to ensure an enjoyable and meaningful student life at "Tuks".

Historical overview

Significant changes in the student profile over the decade since 2000 rendered the University a national university in the true sense of the word. Much of this was attributed to strategic decisions regarding student intake and efforts to transform the University. Being accessible to all South Africans, the composition of the student body in terms of race, gender, language and nationality altered the institution, impacting significantly on

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the nature and number of problems experienced by students. As a result, the approach to these problems and the type of support and guidance that had to be provided to students changed, both in the response to the changes and the proactive basis on which it had to occur.

Departmental structure and functioning

During the period under review, the management and support structures for student life (including student governance) at UP were primarily the responsibility of the Dean of Students, who headed the Department of Student Affairs. The Department had two main divisions: Student Support and Student Development (initially known as Student Guidance). These divisions assumed responsibility for the key aspects of student life.

Office of the Dean of Students

Prof PB (Flip) van der Watt retired as Dean of Students on 30 June 2001 after 12 years in office.[265] He was succeeded by Dr RE (Ezekiel) Moraka, the first black Dean of Students at UP. Dr RE Moraka was very popular among the students and served in this position until 31 March 2003 when he resigned to take up the position of Vice-Principal at the University of the Free State. After an extended vacancy, during which the retired Prof PB van der Watt returned to his former position to fulfil the role of Acting Dean, Prof MT (McGlory) Speckman was appointed Dean of Students on 1 October 2004 until beyond 2009.[266]

The Office of the Dean of Students played a coordinating role and managed strategic projects that were aimed at promoting the achievement of institutional and departmental strategic objectives. These projects included the annual Academic Orientation Programme for First-year Students and a one-day Innovation Generation programme (a fun event for first-year students aimed at instilling institutional pride). Staff members were also actively involved in the restructuring of student governance and finalising consultation for the constitution of a new Student Representative Council (SRC), the development of a more integrated institutional approach to student support and the phased introduction of mentorship programmes for students.

The Department of Student Affairs was reconfigured in 2003 due to the scale of its responsibilities in an endeavour to enhance the delivery of a quality service, particularly in respect of residence management. A separate Department of Residence Affairs and Accommodation (TuksRes) was established to manage all residence-related functions in 2004.[267]

The Department of Student Affairs continued to oversee Student Support and Student Development (Student Guidance), including the SRC and the shared functions relating to the Innovation Generation programme, while residence management and life, finances and administration, facility management and accommodation, and food services fell under the Department of Residence Affairs and Accommodation as from 2004.

Throughout the period under review, both the Department of Student Affairs, and the Department of Residence Affairs and Accommodation reported to the same Vice-Principal, Prof CR (Chris) de Beer, who chaired the new Senate Committee for Student Life, as well as the Coordinating Board for Student Affairs. These two bodies met quarterly to address student-related matters at an institutional level. The structure of the Department after 2004 is illustrated in **Figure 5.23**.

Division of Student Support[268]

The Division of Student Support was responsible for welfare support, psychological support, academic guidance, medical care (Unit for Student Health Services) and professional support to disabled students, and functioned well in this context, particularly under the rotating headship of Dr (BH) Beatrix du Toit and Dr GM (Madeleine) Nolte throughout the period under review. Apart from the abovementioned services, the Division also offered internship opportunities for Psychology students employed under the strict supervision of a staff of qualified psychologists.

To address the basic needs of students who were in dire financial need, a feeding scheme was formally introduced in 2001 in terms of which truly needy students were able to obtain at least one balanced meal twice a week at the cost of the University. The number of students assisted by the scheme increased steadily over the years. Additional funding was provided through Tuks RAG from time to time. The offering also increased to provide students with one basic meal a day for five days a week.

In a further effort to create a more caring environment for students in the new millennium, the Unit for Students with Special Needs (colloquially referred to as the Disability Unit) was established in 2003. Dr GM Nolte headed this unit.[269] It went from strength to strength and rendered significant academic, physical and emotional support to students living with disabilities.[270] By 2009, approximately 150 students made regular use of the support offered by the Disability Unit. The Unit also made valuable international contacts and presented courses from time to time to sensitise lecturing staff to the manner in which students with disabilities ought to be treated in the classroom situation.

In order to address the emotional needs of students in an environment of ever-increasing stress and trauma, the University introduced an after-hours counselling service in 2005. These services were made available on a 24-hour basis through a toll-free line and assisted students who were experiencing a wide range of personal, academic, emotional and social problems. The SRC and student service providers assisted in marketing these services.

In response to the increasing threat of HIV and Aids in South Africa, a Voluntary Counselling and Testing Clinic for HIV and Aids was launched in 2005. The clinic was started by Dr A (Anton) Stoltz of the Department of Internal Medicine in the Faculty of Health Sciences, with the cooperation of the University's Centre for the Study of Aids and the Unit for Student Health Services. The clinic was accredited by the national Department of Health, which also provided testing kits.

265 He remained in the service of the University in a research capacity until his retirement on 31 August 2002 and managed the finalisation of the text of *Ad Destinatum IV*.

266 He retired at the end of March 2012.

267 The decision to create a new department arose from the need for greater strategic focus on and the holistic coordination of the above services. Also see Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes).

268 The Support Services Development Project (SSDP), which was conducted in 1998, led to the dissolution of the divisions of Student Counselling and Student Social Services in the Office of the Dean of Students. Two new divisions were established, the Division of Student Support (into which Student Health Services was incorporated in 1999) and Student Guidance, respectively, headed by Dr RE (Ezekiel) Moraka and Prof C (Chris) Jacobs, in 1998. Also see Jacobs, 2002:341–345.

269 Dr GM Nolte was invited to Germany in 2004 to present a lecture on this unit.

270 The disabilities ranged from partial to complete blindness and wheelchair confinement. The assistance included ensuring improved access to buildings and lecture rooms and arranging for tests to be written under conducive circumstances.

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Division of Student Development

In 2001, the Division of Student Development was headed by Mr W (Werner) Dyer and Mr C (Colin) Halala. After that, the division underwent various leadership changes. Following the death of Mr C Halala in 2002, Mr STM (Tshepo) Phetla[271] and Dr EC (Rina) Wilken assumed shared responsibility for residences, student governance, organised student life, and student training and leadership development in 2003. When Mr STM Phetla resigned in February 2005, Dr EC Wilken took over the entire responsibility. She was succeeded by Mr JS (Sibusiso) Chalufu in August 2007 until 31 March 2009. After he resigned, Prof MC (Linda) Schoeman-Malan was appointed as Deputy Director: Student Affairs.[272]

This division took responsibility for the following:

- UP student residences (2001 to December 2003)
- Student governance
- Organised student life (student service providers)
- Student court
- Day houses and faculty houses
- Orientation of students
- Student training and leadership

UP student residences (2001 to December 2003)

From the beginning of the period under review until 2003, the Student Development Division took responsibility for student residences. Given their particular nature, the UP residences were a hub of student activity and it was through the residences that most students became actively involved in the formal extramural student programmes. The transformation of student life was thus also extended to the level of accommodation, both in terms of formal and informal residences.

Prof RN (Roelf) Visser was appointed as the first Director of a new department, the Department of Residence Affairs and Accommodation, which grew exponentially from 2004 and maintained close ties with the Department of Student Affairs. The business model and culture of the new department contributed positively to creating the intended "home away from home" for students.[273]

Student governance[274]

The new democracy in South Africa led to the development during the 1990s of a student governance dispensation that was modelled on South Africa's Government of National Unity, providing for proportional representation along party lines. Although the party system was initially quite unique and succeeded in providing a new basis for student representation, a vehicle for leadership development and a platform for political expression, over time, its manifestation exposed particular shortcomings that necessitated a critical review of the system of student governance at UP by 2004.

Organised student life (student service providers)

The Constitution for Student Governance provided for five student service providers, which served the broader student community with due consideration of its diversity. These student service providers were TuksFM, Tuks RAG, *Perdeby*, Student Culture (Stuku) and Student Sport. They were an important vehicle for community service and broader community involvement, and provided yet another platform for student leadership development and participation in the formal student life programme. To ensure continuity and professional oversight, full-time staff members were appointed in the Division of Student Development to assist students who participated in the activities of service providers on a voluntary basis.

TuksFM

Tuks FM had gone from strength to strength since its inception as a campus radio station in 1981. In fact, it is believed that, in the decade under review, TuksFM became the flagship student service provider at the University. In 2000, a permanent station manager was appointed, and the original name, Radio Tuks, was changed to TuksFM. By 2001 the station had outgrown its campus radio shoes and had developed into a recognised community broadcaster with a broadcast radius of about 50 km and a listenership of 30 000. In 2002, the Independent Communications Authority of South Africa (ICASA) granted the station a four-year broadcast licence, the only one of its kind in Gauteng, and the listeners doubled to about 60 000. The licence was renewed in 2006.

Income generated through outside broadcasts, advertising and other services doubled in 2002 when the first four-year licence was granted and showed a steady increase after that. TuksFM's partnership with Tuks RAG led to record attendances at RAG and highly successful and diverse Spring Day events. The station celebrated its 25th anniversary in 2006 with a grand opening of its revamped station facilities.

In March 2005, Mr R (Richard) Perry was appointed TuksFM station manager to succeed Mr R (Rian) van Heerden. Before the vacancy could be filled, Mr T (Tim) Zunckel took charge of the station during the transitional period. The programming and business structures were redesigned and attention was given to improving the public image of TuksFM in the broadcast area. The station was rebranded, contributing to improved audience ratings and financial results. The station also raised its profile by building effective relationships in publication circles. The contract appointment of Mr B (Barney) Simon, a professional broadcaster with more than 25 years' experience, improved the public image of the station as a viable and professionally sound broadcaster. When Mr R Perry resigned in November 2007 to pursue other career options, Mr LM (Loutjie) van der Merwe took over the reins as station manager from November 2007 until beyond the period under review.

The University prided itself in the fact that TuksFM had become the launchpad for many young broadcasters entering the commercial sector, having benefitted from the training and experience received while serving as volunteers at TuksFM.

Tuks RAG

Tuks RAG was the primary vehicle through which students engaged in community service projects. It was undoubtedly the service provider that generated the largest student involvement. Two full-time staff members, a RAG officer and a secretary, provided continuity and guidance to the RAG Committee. Mr TL (Ludwich) Marx held the position of RAG officer for the entire period under review.

The Central RAG Committee and its Executive consisted of student volunteers who were selected annually to coordinate Tuks RAG's mammoth efforts to reach out and give to the community. Committee members were trained in aspects such as marketing, organisation, budgeting and liaising with the media. The Central RAG Committee was supported at grassroots level by residence and day house RAG

271 Mr STM Phetla was elected as President of the National Association for Student Development Practitioners (NASDEV), an association of senior directors in tertiary institutions.

272 She served in this position from March 2009 until February 2011.

273 Also see Chapter 5.20: Residence Affairs and Accommodation (TuksRes).

274 See Chapter 2.2.8. Student Representative Council 2001–2009.

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committees, who coordinated fundraising efforts and community service projects in the different houses. What often started out as student fun very quickly turned into serious work that improved the lives of many communities in South Africa. Participation in RAG counted towards the annual Prestige contest between residences. In 2005, a rotation system was introduced for residences to team up for their participation in RAG activities.

Income generated through fundraising initiatives was redistributed to deserving charities in the community. Initiatives included the sale of RAG magazines,[275] rock shows, the annual RAG procession and the Spring Day party, as well as the debutantes programme, sponsored residence community service projects and smaller fundraising initiatives.

Among the projects funded or operated by Tuks RAG over a longer period were those in the Mmakaunyane community in the Winterveld, the Help-Net Fund Safe House project in Pretoria (and South Africa) and the Mnisi community programme near the Kruger National Park's Orpen Gate. In addition, the debutantes and RAG Queen annually became involved in the fundraising efforts and spearheaded a specific community project under the banner of Tuks RAG.

The business model and culture of the new Department of Student Affairs contributed positively to creating the intended "home away from home" for students.

Perdeby

The *Perdeby* student newspaper, which had been in circulation since 1939, provided a watchdog function and aimed to inform and entertain the student community. Despite stiff competition from the supplement to Pretoria's local Afrikaans daily, *Kampus Beeld*, the *Perdeby* student newspaper remained students' major printed source of campus news and was the biggest student newspaper in the country. Operations of the newspaper were suspended for a period in 2001 to resolve a number of internal problems. When it was reopened at the end of that year, a decision was made to run the newspaper on a more commercial basis.

The newspaper was run by student volunteer journalists, photographers and layout teams who underwent a selection and training process. With the introduction of the Journalism Programme as an academic offering in the Faculty of Humanities in 2003, the *Perdeby* provided an excellent platform for skills development and mentorship for students enrolled in the programme. This also led to the development of the electronic *Perdeby*, which was published on the University's website and was accessible to students and alumni alike.

Ms E (Elvira) van der Merwe served the newspaper on a full-time basis to source the advertisements that funded the full cost of the newspaper. In 2004, the management of the *Perdeby* was placed on a more professional footing and Mr K (Kobus) Schoeman, champion of the Journalism Programme at UP,[276] became responsible for overseeing the activities of the newspaper in April 2008. He was succeeded by Mr C (Carel) Willemse, former student editor in April 2008.

During the decade under review, the language policy of the student-run newspaper was strictly aligned with the University's language policy, and efforts were made to make specific provision for the students of the incorporated Groenkloof and Mamelodi campuses in 2001 and 2004 respectively.

Student Culture[277]

The Student Culture Committee, better known as Stuku, was responsible for managing the cultural calendar that formed part of the annual student life programme. The calendar typically included a first-years' concert, local and national serenade competitions, film festivals and talent shows. Highlights on the student culture calendar of the decade under review included the show *Grease* in 2002 and the *Taste of Tuks* talent show, which produced two finalists that went through to the Aardklop Arts Festival in Potchefstroom in that year.

The year 2004 saw some exciting developments in Student Culture when the UPArt Festival was introduced as a new multidimensional, multicultural arts festival. The UPArt Festival saw a strong collaboration with the Performing Arts and Fine Arts departments at the University, and also provided a platform for staff and students to showcase artistic talent during a week of shows, readings, performances, exhibitions and concerts. The highlight of the event was the opening event, a gala evening at which a variety concert gave a taste of the talent available at UP. Composers, dancers, filmmakers, poets, sculptors, singers, jazz musicians, instrumentalists and many more participated in this exciting, truly multicultural and uniting event.

UP residence and day house teams fared extremely well in the serenade competitions of the Afrikaanse Taal- en Kultuurvereniging (ATKV), locally coordinated by Stuku. The national finals of the ATKV serenade competition were hosted by the University in 2006. The event became a highlight on the annual Tuks culture calendar. A student culture symposium was held in 2007 to take stock of student culture and to start charting a way forward for a future that provided for greater diversity in student culture offerings, increased platforms for participation and alignment with the institutional vision and values. In 2009, Mr T (Thabane) Mkhwebane was appointed as a full-time staff member in the Department of Student Affairs to oversee the activities of Stuku.

Student Sport

TuksSport[278] was a key role player in student life in the institution during the period under review, providing a point of convergence between students' social and academic worlds. In the South African context, sport was highly regarded as a critical aspect in nation building. For this reason, integration and transformation initiatives formed part of the management of the sport programme at the University. TuksSport aimed to create a culture in which participants would learn to develop the core values of sport, such as team spirit, camaraderie, solidarity and mutual respect, on an equitable basis.

Students' involvement in sport clubs formed part of the comprehensive leadership development programme, equipping youth involved in the Student Sport Committee with management skills and a say in the annual student sport programme. Recognition was given on an annual basis to clubs, individual athletes, coaches, administrators and teams. The incorporation of the Teachers' Training College (Normaalkollege Pretoria) (NKP) in 2001 and the Mamelodi Campus of the former

275 In 2008, the distribution of the RAG magazine was delayed following legal advice on content that put the University's reputation at risk.

276 See Chapter .4.6.3.4.1: Journalism Programme

277 Also see Chapter 5.26: Department of UP Arts.

278 See Chapter 5.24: TuksSport.

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Vista University in 2004 added to the rich heritage, facilities and sporting achievements of the University's students. The soccer programme, in particular, received a major boost.

Ongoing transformation in student sport was achieved through inter-residential, club and high performance sport programmes. A sport master plan was put in place in 2002 and provided a comprehensive and coordinated policy framework in which sport, including student sport and recreation, operated at different levels at the University.

In 2009, a full-time post was created in the Department of Student Affairs to oversee the activities of the Student Sport Committee. However, this was only filled during the following year.[279]

The week-long UP Art Festival was a multidimensional, multicultural and uniting event.

Student Court

The Student Court was established in the 1990s, along with the party system for student governance and the introduction of the Bill of Student Rights. It was an independent structure responsible for the interpretation and application of the Constitution for Student Governance. It consisted of a panel of judges selected annually from volunteer senior law students who met specific academic criteria. In terms of the new Constitution for Student Governance in 2007, the Student Court also took responsibility for the various aspects of the Student Assembly and SRC elections. It did so with resounding success and contributed significantly to the legitimacy and refinement of the processes in this regard.

In 2008, the Student Court was replaced by the Constitutional Tribunal, which continued to fulfill the roles and responsibilities of the Student Court with much success.

Day houses and faculty houses

The year 2002 saw the reintroduction of day houses as a vehicle for non-residence students to participate, in a coordinated manner, in the formally organised student life programme of the University. Each of the nine faculties established a faculty house, with an elected House Committee and a dedicated house guardian appointed from the ranks of the academic staff of the faculty concerned.

Some faculty houses were more successful than others, and their role and functioning differed according to the nature of the faculty. Each faculty provided support to its respective faculty house.

In 2006, training programmes were introduced for the house committees of day houses and faculty houses to better equip them in terms of personal effectiveness, team challenge dynamics and specific portfolios. The training was modelled, in part, on the training programmes designed for residence house committees.

A Coordinator for Dailies Life was appointed in the Division of Student Development in 2008 to provide ongoing and specialised central support for faculty houses and day houses and to coordinate the training initiatives. The Coordinator, Ms M (Mia) Badenhorst, was very successful in improving the functioning of the day houses and faculty houses.

Orientation of students[280]

Changing the organisational culture can be considered to be one of the major challenges that any organisation had to face in undertaking transformation of the nature and scope that was needed in South Africa. This was also true for the University, particularly in view of the leadership role it played in the transformation of tertiary education in South Africa.

As part of its transformation process, the University placed a very high premium on values and value frameworks. Values such as democracy, human dignity, equality, social justice, non-racism and non-sexism, an open society, the rule of law, respect and reconciliation had to be embraced. The importance of such a value framework could not be over-estimated, whether at the national, organisational or individual level.

The entire culture of the University was evolving towards a value-based culture. The emphasis on values formed the foundation for the annual academic and residence orientation programmes for first-year students during the period under review. A key component of academic orientation at the start of the 21st century was the Innovation Generation programme, a fun day on which first-year students were introduced to student life at the University with a firm underpinning of values.

Student training and leadership: development programmes for top achievers

In order to ensure that the University developed well-rounded graduates and provided opportunities for achievers, the student life programme at the University provided for or supported a range of achievement initiatives.

- The Golden Key International Honour Society was an internationally recognised, non-profit organisation affiliated with over 370 universities throughout Australia, Canada, India, Malaysia, New Zealand, South Africa and the USA. Membership of Golden Key was by invitation only to the top 15% of university students. Selection was based solely on the criteria of their academic achievements. The Society's mission was to enable members to realise their potential by connecting individual achievement with service and lifelong opportunity. The University of Pretoria Chapter was active from 2003 and produced many award winners and scholarship recipients.
- In 2005, the University introduced its own Top Junior Leadership Development Programme. Faculties identified top achievers who demonstrated leadership potential in the first year to participate in the programme. In the year of its inception, 45 students from across all faculties participated in this programme. It was spread over a year and involved much action learning. The programme was supplemented by a follow-up Top Senior Programme, introduced in 2006. From 2006 to 2008, Harmony Mines provided sponsorship for the programme. In 2009, 55 students were involved in the programme. There were several outflows of the Top Junior and Top Senior Leadership Development programmes. Two students received bursaries from Harmony. Several students were equipped with leadership skills and became leaders of student structures on campus. Finalists secured outstanding positions in the job market. All participants became actively involved in community engagement projects and facilitated the empowerment of various groups. The groups became involved with the international organisation Students in Free Enterprise (SIFE). Students who completed the programme were empowered to become the well-rounded, responsible citizens the University envisaged as the Innovation Generation.

279 Mr T (Thabane) Mkhwebane was appointed in this post.

280 Also see Chapter 5.20: Department of Residence Affairs and Accommodation (TuksRes): Orientation of first-year residential students.

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- The University participated in the Mandela Rhodes Scholarship Foundation since the inception of the Foundation in 2005. The Mandela Rhodes Scholarships aimed to help build leadership excellence in Africa. The Mandela Rhodes Foundation offered young Africans who exhibited academic prowess, as well as broader leadership potential, a unique educational opportunity. While pursuing postgraduate studies, each scholar benefitted from access to leadership development programmes and got the opportunity to interact with a diverse group of fellow scholars across the continent and academic disciplines. They became part of a wide-ranging network of young Africans of excellence who were expected to play leadership roles in their fields and societies in the future. The Mandela Rhodes scholars hailing from the University were Mr DM (David) Maimela and Mr BLMM (Boitumelo) Magolego (2007), Ms CA (Cynthia) Mutabaazi and Mr TE (Thabang) Tlaka (2008), and Mr XOM (Osmond) Mlonyeni and Mr MH (Marius) Redelinghuys (2009).

- The University also participated in the Abe Bailey International Travel Bursary programme, which was aimed at broadening the views of young South Africans by enabling outstanding students who showed exceptional leadership qualities and a strong service ethic to effect greater understanding and cooperation among those from different language and cultural backgrounds, foster enterprise, commitment and effective participation in a common future and promote South African unity. UP finalists since 2001 were Mr AJ (Adrian) d'Oliveira and Ms C (Carin) Labuschagne (2001), Mr RN (Ramesh) Dass (2002), Ms JLR (Jennifer) Ndhlovu (2003), Mr OA (Okyerebea) Ampofo-Anti and Ms C (Charlé) Steyl (2004), Mr NKP (Philip) Phatudi and Ms Z (Zelda) Swanepoel (2005), Ms T (Tarusha) Moonsamy (2006), Mr H (Hercu) van der Watt and Ms IN (Inger) Plaskitt (2007), Mr M (Mlungisi) Mahlangu (2008), and Mr HQ (Hector) Beyers and Mr R (Rick) de Villiers (2009).

Other national platforms in which the University facilitated the participation of its top achievers in the period under review were Brightest Young Minds, SIFE and the Sanlam Creativity for Progress Challenge. The latter community involvement competition was launched in 2008 and was won by a team from the University, which happened to have come through the Top Junior Leadership Development Programme.

Mamelodi Campus[281]

The incorporation of the Mamelodi Campus of the former Vista University into the University in 2004 posed many challenges. Consultation with student governance structures to explore different scenarios for the future of the campus started in 2005. A symposium for the development of a future vision for the Mamelodi Campus, involving student representatives, was held in October 2005. A long-term plan for the campus was developed during 2006 after consultation with stakeholders.

Subsequent to the incorporation, efforts were made to improve academic support and extracurricular student life on the Mamelodi Campus. Provision was made to accommodate the campus in the student governance structures. These students were also included in the annual RAG and Spring Day festivities. Efforts were made to ensure the distribution of the *Perdeby* student newspaper on the Mamelodi Campus and to include news that was relevant to that campus in an accessible language. Financial assistance was provided for campus-specific student life activities, including dances, sports events and cultural festivals. The nature and scope of student governance, student life and student support on the campus were dynamic, continually seeking to adapt to changes in the student body and activities on the campus.

Admission campaigns

In the 1990s the University started engaging with student groups who would come forward at the beginning of each academic year to raise problem cases of students with regard to admission, financial aid, accommodation and other related matters. By 2004, a specific protocol had been put in place to address such student problems, while actively engaging the student representative structures. In terms of agreements reached with the South African Students' Congress (SASCO) and the Pan-Africanist Student Movement of Azania (PASMA), in particular, support was given to two separate campaigns that sought to address problems experienced by students. Ongoing positive interactions by a multidisciplinary team of University officials with the student organisations and the SRC resulted in a large number of student problems being addressed. The positive partnership approach resulted in the refinement of existing processes and mainstreaming many of the extraordinary processes that were followed. There was therefore a significant decline in the number of problem cases coming forward at the beginning of each year.

Student unrest

The beginning of the 2005 academic year was marred by particularly disruptive student unrest at various campuses in South Africa. At the University's Mamelodi and Hatfield campuses, protests escalated to violence. UP was obliged to obtain a High Court interdict to prevent protesters from disrupting its activities, damaging property and injuring others. Negotiations between management and student protest leaders regarding student grievances effectively resolved the situation. Despite disruptions at other institutions in the years that followed, the University's campuses remained stable for the rest of the period under review, and they were generally recognised for their stability.

Towards the end of 2005, students, under the banner of the Freedom Front Plus, held a peaceful protest in support of strengthening the position of Afrikaans as language of tuition at the University. Their grievances formed part of the Language Policy Committee's investigations.

Lessons learnt from the protests in 2005 prompted a comprehensive review of the process and procedures relating to meetings, marches and protest action. Despite this and the relatively peaceful years that followed, illegal mass meetings and a disruption of the student governance election processes in September 2009[282] required a further confirmation of the High Court interdict. The incidents took place in the broader context of political and labour unrest nationwide. Strike action across the country, the violent protests of the South African National Defence Force (SANDF) that led to clashes with the police, riots and demonstrations at other universities all provided context. The issues that formed the basis for the student unrest were resolved peacefully by way of extensive multiparty talks. The High Court interdicts remained in force.

Ms Michelle Viljoen, Executive Assistant, Vice Principal: Student Affairs; Prof Niek Grové, Registrar (approved)

281 See Chapter 3.5.2: Mamelodi Campus incorporation and Chapter 4.14: Mamelodi as an academic campus.

282 Also see Chapter 2.2.8: Student Representative Council 2001 to 2009: Student governance.

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5.24 TUKSSPORT

In line with UP's strategic plans, TuksSport also regarded students as its core business, and considered every individual to be important – regardless of his or her level of participation. Supporting UP's student athletes in both their sport and their academic programmes became a focal point during the period under review. It provided a comprehensive multi-sport programme from recreation to competitive levels, as well as a performance support programme to all athletes participating on national and international level.

The University boasted world-class facilities and, with 30 sport clubs and 10 sport academies, TuksSport not only offered a home for dedicated sportspeople, but also created a secure environment in which students could participate. In close collaboration with the Student Sport Committee, TuksSport accommodated more than 9 000 participants per week throughout the year.

Departmental structure and functioning

The structure of TuksSport at the end of the period under review is illustrated in **Figure 5.24**.

Mr JS (Kobus) van der Walt had been Director of TuksSport since 1999. From the beginning of the period under review, he was supported by two deputy directors: Dr RI (Rendani) Mulaudzi (Sport Management)[283] and Mr MJ (Johan) Potgieter (Support Services).[284] In 2001, a 2000 Master Plan for Sport at UP was approved by the Executive. Its implementation led to many new initiatives.

In 2009, the staff complement of TuksSport comprised 44 positions, in addition to 34 coaches who were self-funded – either in the junior club structures or in the sport academy programmes in collaboration with the High Performance Centre (hpc).[285] More than 1 000 volunteers were involved as first-aid workers, coaches, team managers and service providers in various positions.

The UP Sport Grounds (the LC de Villiers Sport Grounds) was considered to be the most extensive sports complex in South Africa. The hpc, which was added in 2002, was considered as the venue of choice for international and national sports teams to prepare for major sports events during the period under review. During this period, a number of new facilities were added to the Sport Grounds. These included a new astro hockey turf, three clubhouses, four new tennis courts, floodlights for four football fields and for most of the tennis courts, as well as the upgrading and heating of the swimming pool complex. Approval and funding for a new tartan athletics track to be built in 2005 was also secured, and the official inauguration of the Absa Tuks Stadium Complex took place on 2 February 2008.

Milestones

Some of the milestones in this era included the close relationship with the practical training of Sports Science students, the focus in all clubs on brand-building and a renewed focus on the use of the TuksSport logo ("stripes") on all sportswear. In January 2004, students at the University's Mamelodi Campus became part of TuksSport. Only six sporting codes were presented at Mamelodi: netball, football, aerobics, volleyball, chess and softball. The Mamelodi students immediately made an impact by winning the UP football hostel league. Growth in the number of specific clubs, such as football, basketball and volleyball, could also be attributed to dedicated efforts to involve students from developing communities. TuksSport served the community through outreach programmes – primarily aimed at the education of coaches and identifying talented young athletes. By 2009, the priority sport clubs were athletics, cricket, football, golf, hockey, netball, rugby, squash, swimming and tennis.

TuksSport also had a close working relationship with the hpc and the Institute for Sports Research (ISR). The ISR conducted research, and performed training and sport testing, not only to support the University's sporting fraternity, but also to the benefit of South Africa as a whole. TuksSport achieved its success through partnerships on and off campus.

TuksSport boasted several national representatives during the period under review representing various sporting codes.[286] These included Victor Matfield (rugby), Alwyn Myburgh (athletics) and Desmarie Kotze (netball) (2001), Morné Nagel and Elizna Naudé (athletics) (2002), Jacques Freitag and Surita Febbraio (athletics) (2003), Mbulaeni Mulaudzi (athletics) and Natalie Fulton (hockey) (2004), AB de Villiers (cricket) and Tamaryn Laubscher (swimming) (2005), Wynand Olivier (rugby) and Elizna Naudé (athletics) (2006), Pierre Spies (rugby) and Amanda Kotze (athletics) (2007), LJ van Zyl and Oscar Pistorius (athletics) and Bridgitte Hartley (canoeing) (2008), and Roland Schoeman (swimming) and Caster Semenya (athletics) (2009).

Highlights and exceptional achievements

- In 2001, Pieter Botha won the prestigious Boyd Quaich Memorial Golf Tournament at St Andrews, Scotland, and in the process beat some of the best student golfers in the world.
- In 2002, five Tuks rugby players were members of the victorious national u/21 team that won the International Rugby Board (IRB) u/21 world championships.

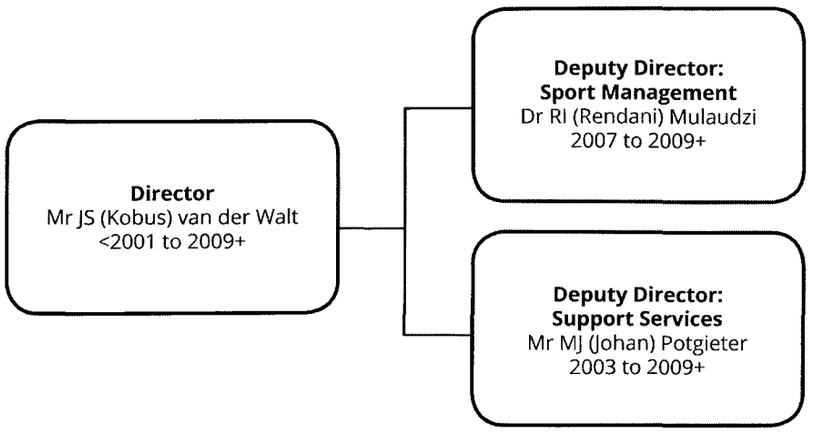

Figure 5.24: Structure of TuksSport at the end of 2009

283 Dr RI Mulaudzi was initially appointed as Sport Manager in 2000. As from January 2007, he served as Deputy Director: Sport Management.

284 Mr MJ Potgieter had been a member of the Department of Marketing and Communication before his appointment at TuksSport.

285 The hpc was South Africa's foremost sport science and athlete support centre.

286 The national representatives per year were as follows: 51 (2001), 64 (2002), 56 (2003), 73 (2004), 80 (2005), 100 (2006), 93 (2007), 89 (2008) and 68 (2009).

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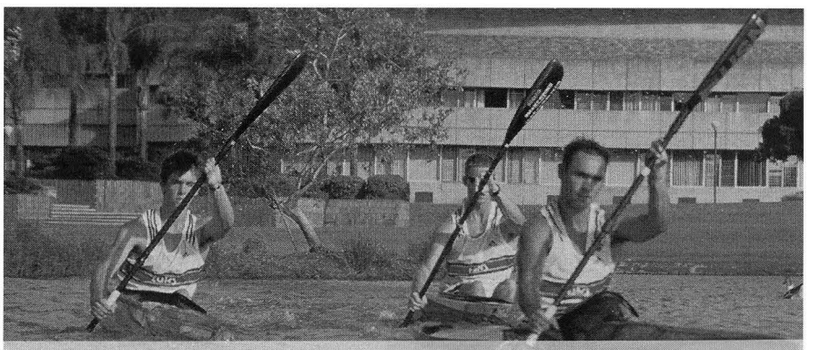
- In 2003, Jacques Freitag won a gold medal for high jump at the World Athletic Championships in France.
- In 2004, Oscar Pistorius set a new world record in the 200 m sprint at the Paralympic Games. Roland Schoeman and Lyndon Ferns were members of the team that won a gold medal in the 4 x 50 m freestyle relay, while also setting a new world record with Ryk Neethling and Darian Townsend at the Olympic Games in Athens. The University had 18 representatives in the South African team for the Olympic Games (16 athletes and two officials) and four representatives in the Paralympic team (two athletes and two officials).
- In 2005, TuksRugby contributed 15 players to the South African teams: nine u/21 and six u/19 players. These teams went on to win both the u/21 and u/19 IRB world championships.
- In 2006, 20 Tuks athletes and two officials represented South Africa at the Commonwealth Games in Australia, and brought home five gold, one silver and four bronze medals.
- In 2007, 26 Tuks athletes and nine officials were selected to represent the South African student team at the World Student Games in Bangkok. With the exception of the Olympic Games, these games were the largest multi-sport event in the world. LJ van Zyl reached the No 1 ranking in the world with a time of 48.23 seconds in the 400 m hurdles at a world championship event in Rome. Five Tuks rugby players were included in the Springbok team that won the World Cup in France.
- In 2008, 28 athletes and two coaches represented South Africa at the Olympic Games in Beijing, China, and two athletes and one coach represented South Africa at the Paralympic Games, where Oscar Pistorius won three gold medals.
- In 2009, three Tuks athletes were ranked No 1 in the world: LJ van Zyl (400 m hurdles), Bridgitte Hartley (canoeing) and Caster Semenya (800 m).

TuksSport Hall of Fame

The concept of a Hall of Fame was devised to give recognition to the University's great legends and to honour those who had contributed to the University's illustrious sporting history. Selection into the Hall of Fame was based on the following criteria:



TuksSport athletes wearing the University colours.

- UP alumni and members of TuksSport clubs who had represented South Africa at an exceptional level in sport.
- Individuals who, over time, had shown exceptional services to the University's sporting fraternity (as administrators and first-team captains) or had excelled in an individual sport to such a degree that they had become celebrated national personalities.
- Individuals who had achieved exceptional sporting success, for example, had won medals at major world championships or had served as president of a national sport federation.

The inaugural banquet was held in 2000. From 2002, the function was presented as the Absa Tuks Hall of Fame. During the period under review, 34 special awards were made, and sporting alumni representing the following sporting codes were inducted into the Hall of Fame: athletics (44), badminton (2), canoeing (7), cricket (2), duathlons (6), football (1), golf (3), gymnastics (7), hockey (2), judo (7), karate (3), korfball (1), netball (2), rugby (49), squash (3), swimming (5), tennis (1) and waterpolo (5).

The High Performance Centre

The hpc was conceived during Prof J (Johan) van Zyl's tenure as Vice-Chancellor and Principal, and construction started on a state-of-the-art sport training facility that would become the hpc. The building was completed soon after Prof CWI (Calie) Pistorius took office, and was inaugurated in 2002. Additional residences, called "lockers", were constructed the following year. The hpc was an ultra-modern training complex facility with a computerised comprehensive strength and conditioning gymnasium, sport science and medical facilities, and luxury accommodation and dining facilities that catered for the special dietary needs of the athletes. Many of the athletes who participated in the hpc's programmes were of high school age, and as such, a special high school was opened that integrated the athletes' school work with their sport training programmes.

The hpc soon attracted top local athletes and sportsmen and women. Numerous national and provincial teams also trained there. The word quickly spread, and international visitors became an everyday occurrence. They were attracted to the exceptional facilities, friendly and secure environment, and the opportunity of training at the high altitude that the location offered.

The hpc was a unique facility not only in terms of its facilities, but also with regard to its business models. The University operated the hpc through a company, TuksSport (Pty) Ltd, and hence the hpc was managed as a business.[287] An affiliate company, TuksSoccer (Pty) Ltd, was also established to manage the University's spectacularly successful soccer team, AmaTuks.

The business demands that the hpc brought were substantial, in part because it also delivered a service to the University and its students. The development of the hpc's business model, including the issues pertaining to the ownership of the building, was difficult, with many trial-and-error approaches. By the end of the period under review, it was headed by Mr T (Toby) Sutcliffe, and had an outstanding and well-deserved reputation as a world-class sport training facility, which was highly sought after by the world's best athletes and sports teams.

Mr Kobus van der Walt,
Director: TuksSport

287 See Chapter 5.4: Campus Enterprises.

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5.25 UP ARCHIVES

Since its establishment in 1994, UP Archives had expanded substantially in terms of facilities, collections, and the range of campus projects it undertook. The mission of UP Archives to act as the "memory bank" of the institution remained the same, as did the core functions of collecting, ordering, preserving and making information accessible and available to a broad range of users. UP Archives continued to pursue its goal of being an integral part of both the research and teaching environment of the University.

Departmental structure and functioning

Prof KL (Karen) Harris, who was a full professor in the Department of Historical and Heritage Studies, had been the Head of UP Archives since 1999 (see **Figure 5.25**). From 2001, she was assisted by two permanent full-time assistant archivists. The first assistant archivist, Ms R (Ria) van der Merwe, served in this position throughout the period under review, and provided UP Archives with indispensable continuity in terms of its core functioning. The second assistant archivist position was filled by Ms CH (Kriek) Grundling at the beginning of the period under review. She retired in March 2002 and was succeeded by Mr L (Louis) Changuion. When he emigrated to New Zealand in March 2006, Ms B (Bronwyn) Michler was appointed to this position. The UP Archives also employed postgraduate students as research assistants to facilitate the appraisal and sorting of material. In compliance with national legislation, UP Archives resorted under the Registrar, Prof NJ (Niek) Grové, who was also the chairperson of the UP Archives Advisory Committee.

The space allocated to UP Archives on Level 5 of the Humanities Building became inadequate for the increasing amount of documentation that had to be stored and did not comply with basic archival requirements. In addition, the quality of the air and lack of windows made it untenable for human occupation. A decision was therefore taken in 2003 to relocate the UP Archives's offices, reading room and core collections to the Old Arts Building and to set up two exhibition areas, while the area in the Humanities Building would be retained as an intermediate repository. After four years of restoration, UP Archives was finally transferred to the first level of the south wing of the Old Arts Building in 2007. Furniture with historical value was obtained for the new Archives reading room, as well as for the establishment of a "virtual classroom" (a room that was transformed into a classroom of yesteryear). Minor alterations made another exhibition area accessible from the central foyer of the Old Arts Building.

Due to a shortage of storage space, UP Archives also negotiated the use of an area on the ground level of the Old Merensky Library. The UP Library agreed to cordon off a space to the west of the building. This area was ideally situated for the storage of the UP Archives's core collections due to its proximity to its reading room in the Old Arts Building and the fact that the area already contained some compactus shelving, which was added to and afforded maximum storage space, and complied with general archive practice. UP Archives was instrumental in the installation of an air-conditioning system to create a viable, climate-controlled environment to house documentation.

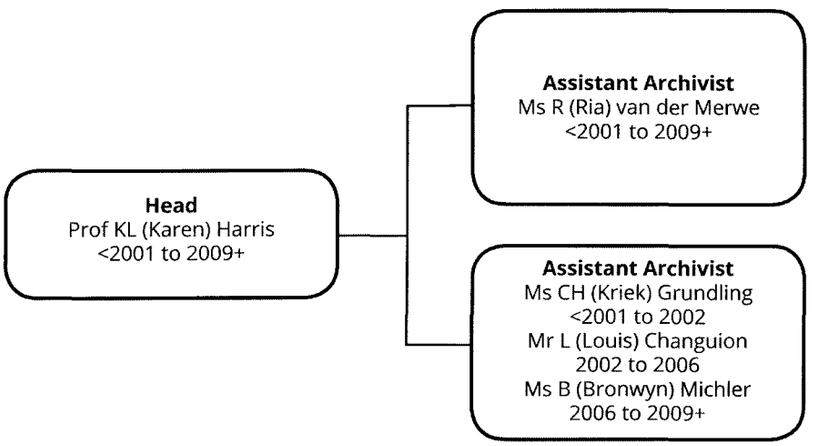

Figure 5.25: Structure of the UP Archives from 2001 to 2009

Highlights

- In positioning itself in the broader university community, UP Archives embarked on a number of projects, some of which were instated as annual events. In 2001, Prof KL Harris launched a photographic project with the initial sponsorship of Kodak and, since 2002, Q-Photo and Fujifilm. This involved photographic workshops for students and staff that were presented by professional photographers, as well as a student photographic competition. All photographs taken had to be related to UP and subsequently had to become the property of UP Archives. This augmented UP Archives's photographic collection, adding a particular student dimension and cultivating an awareness across campus of the need to preserve the University's past.

- In collaboration with the Student Representative Council (SRC) and the respective residence committee members, Ms R van der Merwe launched a project in 2001 to establish and maintain the various residence archives. This competition was coupled to the inter-residence cultural points, along with the annual compilation of a residence photobook depicting the respective years' activities. Ms R van der Merwe annually adjudicated both the residences' archives, which were awarded a "Bee of Archival Excellence", as well as the photobooks, which assisted in preserving an important aspect of UP's student history.

- In preparation for the University's Centenary Celebrations, UP Archives set up an exhibition in 2002 entitled "A Century of Campus Life"/"'n Eeu van Kampuslewe" on the fourth level of the Administration Building, in which enlarged photographs of students ("portraits") and a range of campus buildings ("landscapes") revealed how they had changed over the previous century. In 2007, an exhibition entitled "A Century in the News"/"'n Eeu in die Nuus" was mounted in the Old Arts Building. It was a walk-through exhibition using newspaper clippings enlarged onto banners that highlighted the various episodes in the University's history as reflected in the media. Another project that formed part of the University's centennial preparation was a visual presentation developed at the

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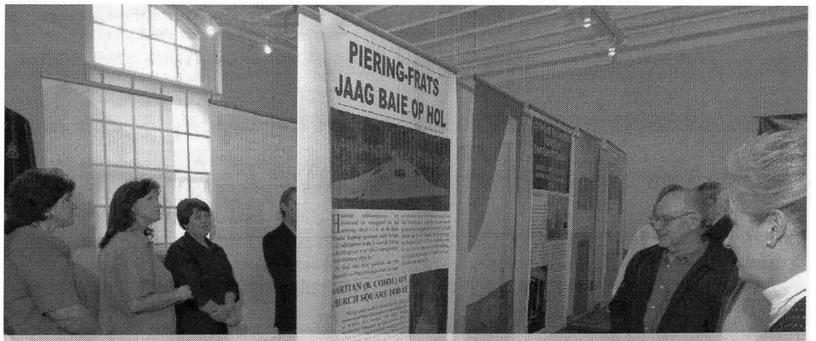
The goal of UP Archives was to be an integral part of both the research and teaching environment of the University.



The "A Century of Campus Life/'n Eeu van Kampuslewe" exhibition.

request of the Vice-Chancellor and Principal, Prof CWI (Calie) Pistorius, in 2004. Entitled "Reflecting the Times", this presented an overview of the history of the University in four phases: the Foundation Years (1889–1929), the Establishment Years (1930–1947), the Expansion Years (1948–1982) and the Transformation Years (1983–2004). These phases were used in the centenary sculptures created by Angus Van Zy-Taylor, as well as numerous other centenary projects.[288]

- In 2006, UP Archives coordinated a project for the Faculty of Veterinary Science at Onderstepoort, in collaboration with the Onderstepoort Veterinary Institute and South African Veterinary Society, for the Faculty's forthcoming centenary celebrations. Using archival material, final-year Information Design students from the Department of Visual Arts created web pages for a virtual museum, while research by honours students in the Department of Historical and Heritage Studies was used in the establishment of the South African Veterinary Museum at Onderstepoort. The following year, the Information Design students were involved in another collaborative project where they were tasked to develop a multi-visual digital presentation of the past 100 years of the University's history and achievements as part of their course work. Based on archival research, they produced animated presentations that were viewed on three plasma screens in the "virtual classroom". These were attended by visitors to the University, and were included in the itinerary of UP Campus Tours.[289] This later became an annual assignment with different themes, which continued to be screened.
- UP Archives also facilitated student research projects in a number of academic departments, and assisted with the research of both administrative and academic staff members, as well as local and international researchers. Publications that emanated from the collaborative research and assistance provided by UP Archives included *Ad Destinatum IV* (2002) edited by Prof PB (Flip) van der Watt, as well as his centenary publication, *Tuks oorskou sy eerste honderd jaar* (2008), and *Rectores Magnifici* (2003). Other publications included the *Campus building guide* of the Department of Corporate Communication and Marketing,[290] the publication of the Department of Research and Innovation Support, *Honouring our leading minds / Hulde aan ons denkleiers 1908–2008*, the University's centenary publication, *The Centenary Celebrations of the University of Pretoria: 1908–2008*, a publication of the Faculty of Economic and Management Sciences, *A celebration of 100 years: a short history of the Department of Business Management* (Prof EFdV (Edward) Maasdorp), a centenary publication of the Department of Geology, *Die groot krag agter die berg: 100 jaar geologie aan die Universiteit van Pretoria, 1908–2009*, and the UP Staff Association's *Children's centenary calendar*. The archival staff also provided information for contributions in the campus media on a regular basis. These included providing assistance to *Tukkievaria*, *Perdeby*, *Tukkie* and *Kampusbeeld*. UP Archives was involved in the research for a monograph by Mr E (Ebbe) Dommisse on Dr AE (Anton) Rupert, and Prof JD (Jonathan) Jansen's publication, *Knowledge in the blood*. In addition, the staff of UP Archives conducted independent research and published articles and chapters.
- UP Archives staff continued to be involved in presenting introductory workshops to UP students on archiving and also lectured modules in the Museum Science, and Heritage and Cultural Tourism courses. Staff members were regularly consulted by external institutions on archiving and records management, particularly in light of the Promotion of Access to Information Act (PAIA) of 2000 and continued to do so. In order to stay abreast of developments in the field, the archival staff attended local and international courses, participated in conferences and presented papers.
- UP Archives continued to receive key collections and documentation from alumni, as well as from staff members of the University's academic and support service departments. During this period, official documents transferred to UP Archives included UP's personnel records, which spanned almost a century, material from the former teachers' training colleges of Goudstad and the Normaalkollege Pretoria (NKP),[291] and the records of the Centenary Office, as well as documentation provided by members of the Executive and the former Chairperson of Council.

True to its mission, UP Archives continued to strive to preserve the history and heritage of the University, while at the same time making it accessible to students, staff and researchers. UP Archives also prided itself in the integral role it played in both the teaching and broader development of the student body through its various projects.

Prof Karen Harris,
Head: UP Archives

288 Also see University of Pretoria, 2012:137.

289 These tours were offered by the honours students in the Department of Historical and Heritage Studies.

290 This publication was produced with the assistance of the Department of Historical and Heritage Studies, UP Archives and the Department of Facilities Management.

291 This was necessitated because UP had become the legal custodian of all records of these colleges following the incorporation of the NKP (which had previously incorporated the Goudstad Teachers' Training College) into the University of Pretoria's Faculty of Education.

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5.26 DEPARTMENT OF UP ARTS

The Department of UP Arts represents the history of several smaller sections that were previously located in various other academic and support service departments. It eventually developed into one single support service department that was responsible for the management of all art-related resources at UP. Its aims were to support the academic endeavour, as well as to establish a more holistic art programme at the University. This accrual of resources started at the beginning of the period under review and came to completion with the official establishment of this new department in 2009.

Historical overview

The period 2001 to 2009 saw great changes and improvements in the management of art and culture at UP. Initially, all art and cultural activities were managed by the Cultural Affairs Unit, which had been an integral part of the Department of Corporate Communication and Marketing since 1998. This Unit continued to play an important role in promoting art and culture on the campus, but with the emphasis on its marketing potential.[292]

The Director of the Cultural Affairs Unit from June 1992 until the middle of 2006 was Dr A (André) Breedt. He was succeeded by Prof AE (Alex) Duffey in an acting capacity in 2007. This Unit managed diverse subdivisions: music concerts, art exhibitions, museums and collections, public lectures and Embassy productions. The three adult choirs of the University (Tuks Camerata, the UP Concert Choir for large choirs and the University of Pretoria Choral Choir), as well as the two youth choirs (the UP Youth Choir and the Jakaranda Children's Choir), were all part of the Music Department at that time,[293] but were all accommodated by the Cultural Affairs Unit.

However, during the period when Prof AE Duffey headed the Unit of Cultural Affairs, discussions for the establishment of a new specific support service department for arts and culture were already well under way in the Faculty of Humanities. This new support service department to manage and marshal the University's art and cultural resources was established in 2008 under the name Arts@UP with Dr M (Masitha) Hoeane as manager.

In line with the New Management Model, this new department reported to Prof AP (Antony) Melck, who had been tasked to curate all the University's art and cultural resources. Dr M Hoeane was appointed Director of the new Department of UP Arts in 2009 until beyond the period under review.[294] It then became known as UP Arts.

Departmental structures and functioning

The relevant departmental structures during the period under review are illustrated in **Figure 5.26**.

Although preoccupied by the challenges of its own institution, the units comprising UP Arts were a beehive of activity, which was heightened by events marking and celebrating the centenary year of the University of Pretoria in 2008. During 2009, UP Arts became a multi-faceted support service department that coordinated a team of 31 staff members, who were organised into several strategic units. This coherent and integrated department, guided by a common vision, comprised four units: the Administrative Unit, Museums Unit, Production Unit and Music Unit.

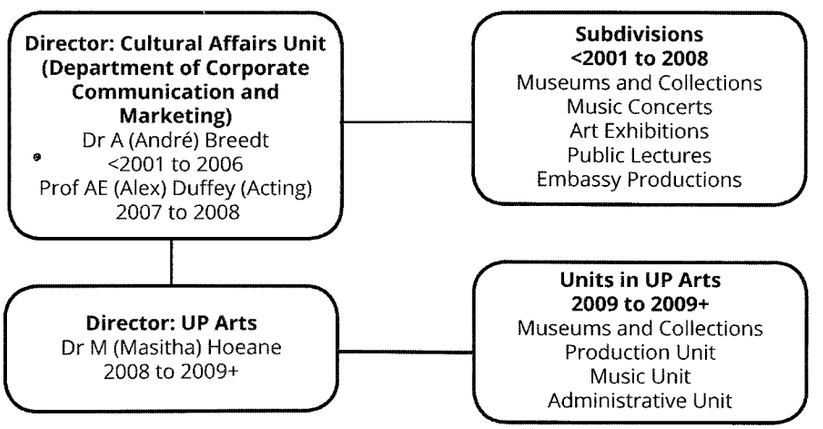

Figure 5.26: Structure of the Department of UP Arts by the end of the period under review

The activities of the subdivisions of the Unit of Cultural Affairs were also established at UP Arts. However, the Unit for Cultural Affairs prior to 2009 had excluded the production, music and administration offices (that were present in UP Arts).

Units in UP Arts

Museums and collections

This Unit was established to manage the University's museums and collections.

Some meaningful changes took place in the management corps of the museums. Firstly, Mr FU (Uwe) Gunther left the University in 2001 and was succeeded by Mr GC (Gerard) de Kamper as new curator of the Edoardo Villa Museum and the University of Pretoria Art Collection. In addition, Dr VE (Valerie) Esterhuizen retired and Prof AE Duffey was appointed as curator of the Van Tilburg Museum. Ms SL (Sian) Tiley-Nel was appointed curator of the Mapungubwe Museum in 2000 and continued to serve in this capacity until beyond 2009.

The four permanent museums of the University housed diverse and extremely valuable collections, and attracted many visitors nationally and internationally:

- The Van Tilburg Museum officially opened its doors in the Old Arts Building in 1996. It was donated to the University in 1980 and comprised a collection of European art and furniture, as well as Eastern ceramics. It represented one of the largest art donations to UP since its existence.
- The Van Wouw Museum was housed in the former residence of the artist Anton van Wouw, on the corner of Clark and Rupert streets in Brooklyn. The museum housed the sculptures of this illustrious South African sculptor. In 2008, due mostly to security reasons, all the sculptures of this museum were transferred to the Edoardo Villa Museum on the Hatfield Campus.

292 See Chapter 5.7: Department of Corporate Communication and Marketing.

293 Also see Chapter 4.6.2.2: Department of Music.

294 With the establishment of UP Arts, the position of the Head of the Unit was changed to that of Director (as opposed to Manager).

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- The Edoardo Villa Museum was opened in the Old Merensky Building in 1995 as the first formal museum on campus. It housed the bulk of the works of the South African-Italian artist, Edoardo Villa (born in 1915). This museum kept its name when it was amalgamated with the Van Wouw Museum in 2008.

- The Mapungubwe Museum (formerly known as the Sasol African Heritage Exhibition) was officially opened in 2000. It housed the archaeological artifacts excavated at the archaeological sites on the farm Greefswald in Limpopo from 1933 to 2003. Several of the objects on display, including the golden rhinoceros, were declared national heritage artefacts in 1996.

Music Unit

The core function of this unit was to arrange all the music concerts at the University (such as lunch-hour concerts and the Principal's Concert). It also managed all the University's music ensembles (choirs and the University of Pretoria Symphony Orchestra (UPSO)). It was under the direct management of Dr M Hoeane, with the support of the respective managers of the music ensembles .

In 2009, the university choirs (Tuks Camerata, UP Chorale, UP Concert Choir, Jakaranda Children's Choir and the UP Youth Choir), as well as UPSO, moved from the Department of Music to join UP Arts. Furthermore, the smaller choirs of Onderstepoort and Educantare (the choir of the Groenkloof Campus) were also moved to UP Arts.

Production Unit

From the beginning of 2009, all theatres, halls and other facilities (the Amphitheatre, Aula, Musaion, Masker, Lier, décor workshop and wardrobe) were combined into a single unit in UP Arts, moving from the Department of Facilities Management, as well as the Department of Music and the Department of Drama in the Faculty of Humanities. The main reason for this move was to save resources, eliminate duplication, optimise the use of synergies and lead to the more effective management and planning of stage productions at the University. This unit was managed by Ms ML (Marielle) Labuschagne.

Highlights and milestones

During the period 2001–2009, the Unit for Cultural Affairs (in the Department of Marketing and Communication/ Corporate Communication and Marketing), and since 2009, UP Arts, collectively presented several art and music events, and housed several museums and collections. The following collective highlights and milestones during the period under review can be mentioned.

Art events

- In 1997, the University signed a collaboration agreement with Frieda van Schalkwyk Art Consulting, a privately owned agency, to mount a variety of art exhibitions in the Old Arts Gallery in the University's Old Arts Building. Carefully planned and coordinated exhibitions resulted in a variety of exhibitions of a high standard.[295] In 2004, the Old Arts Gallery adapted its programme of exhibitions to mount 10 exhibitions in celebration of 10 years of democracy in South Africa. As a result of planned renovation work in the Old Arts Building during 2005, the contract with Frieda van Schalkwyk Art Consulting was terminated at the end of 2004.

- Between 2004 and 2009, all art exhibitions were managed by the Museums subdivision, and subsequently by the Museum Unit in UP Arts. Apart from many temporary exhibitions in the museum spaces, larger exhibitions were also mounted in the Rautenbach Hall and in the Merensky Library Foyer. An outstanding example was the exhibition "A view of Pretoria", featuring the art collection of Mr Alec Wapnick, which was exhibited in the Rautenbach Hall in 2008 (as part of the University's Centenary Celebration). It drew over 10 000 visitors.

Musical events

- During the period under review, the Unit of Cultural Affairs and UP Arts collectively presented nearly 220 lunch-hour and close to 330 evening concerts. As usual, the lunch-hour concerts,[296] generously sponsored by Leo Haese BMW, proved to be very popular – particularly when UPSO,[297] the various choirs on the campus and groups from feeder schools in the proximity of the University gave performances. In compiling the different programmes for the concerts, emphasis was placed on quality and a diversity of cultural tastes on the campus. Close collaboration with the different embassies in Pretoria added an international flavour to some of the concerts. Other partners who took hands to enhance the quality of the concerts on the campus were Salon Music, the Black Tie Ensemble and the Chamber Orchestra of South Africa (COSA). This prestigious orchestra used the University's infrastructure to mount high-quality performances, thereby giving unprecedented publicity to the University.

- At the turn of the century, an agreement was reached with COSA, which resulted in the residency of the chamber orchestra at the University of Pretoria. This added greatly to the cultural enrichment of staff, students and members of the community through the various concerts that were presented. COSA subsequently presented 33 concerts with highlights such as a concert conducted by the South African conductor, Gérard Korsten, and the Black Tie Ensemble's productions of *Cavalleria rusticana*. A musical highlight of 2003 was the re-opening of a refurbished and improved Aula on 31 August with a production of Mozart's *Requiem K626*, performed with overseas soloists, the University's choirs and UPSO. The installation of the Bosman Street church organ in the Aula at this time ensured that this theatre again became a focal point of the performing arts in Pretoria. An important highlight in 2003 was the first recital in Gauteng of *Haya Mntwan'Omkhulu* ("Sing Princess"), performed under the baton of the Dutch conductor Arjan Tien, with the international award-winning South African soloist, Sibongile Khumalo.

- In 2004, a decade of democracy in South Africa was celebrated with a variety of concert programmes, ranging from a concert of African music, performances by the Soweto Conservatoire, the Gauteng Youth Jazz Orchestra and a Brahms festival, to a concert dedicated to the Afrikaans art song. The programme of the prestigious Principal's Concert for 2004 was specially compiled to celebrate the 10th anniversary of the new democracy in South Africa, and appropriate music was provided by UPSO, the UP choirs and the Tuks serenade groups.

295 One of these was an exhibition in 2001 of the late Christo Coetzee, who had had a valued, long-standing relationship with UP.

296 These concerts provided a unique opportunity for learners from schools in the vicinity of UP, as well as promising music students from UP, to showcase their talents by performing in front of an audience.

297 Also see Chapter 4.6.2.2: Department of Music.

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- In 2005, UPSO, under the leadership of Prof E (Eric) Rycroft, launched an exciting programme, Introduction to the orchestra, which aimed to introduce classical music to a wider audience. It was presented to scholars in Eersterust and Mamelodi.

- During 2006, COSA presented *Rusticana* and *I Pagliacci,* as well as the Opera Africa production of *Romeo and Juliet*. The Principal's Concert, in which all the music ensembles (UPSO and all the choirs) participated, was an exceptional highlight with the production of Carl Orff's *Carmina Burana* with soloists Yolandi Nortje and André Howard.

- In 2007, the evening concerts in the Aula included the *Khoisan Heritage Indigenous Festival of Music and Dance*, five concerts by Salon Music, including highlights such as *Viennese gems* and *None but the lonely heart*, and 15 concerts by COSA. UPSO presented two concerts in the Aula, *Symphonic soloists shine* and the *French-Russian connection*, which included Tchaikovsky's *1812 Overture.*

- Almost all activities on campus in 2008 were focused on the University's Centenary Celebrations. Its art and cultural events were no exception. Lunch-hour and evening concerts, as well as a variety of exhibitions by local and international artists, centred on the Centenary Celebrations.[298]

Museum and collections: events

Mapungubwe Museum

- The Mapungubwe Museum continued to play an important role in the conservation and promotion of the country's rich cultural heritage. It was the first of its kind in the southern hemisphere that was dedicated to exhibiting the archaeological gold riches of southern Africa to the public free of charge. Since its inception, it had been curated by Ms SL Tiley-Nel.

- The fact that Mapungubwe was declared a World Heritage Site on 4 July 2003 meant that the Mapungubwe Museum was placed on the world map, which resulted in a large number of tourists visiting the museum. This museum, in partnership with South African National Parks (SANParks), won the best exhibition award at the World Parks Congress in Durban, and the museum and its collection were well marketed through the media and publicised on radio and television, in magazines, in academic journals, in newspapers and in other publications, including nine school textbooks and 27 media reports.

- In 2004, the Mapungubwe Museum became one of the most popular tourist attractions in Gauteng. In the spirit of celebrating the first decade of democracy, the museum, at the invitation of the Department of Environmental Affairs and Tourism and SANParks, participated in the official opening of the Mapungubwe National Park. It also took part in the Democracy X exhibition at Cape Town Castle.

- In 2007, the Mapungubwe Museum placed greater emphasis on expanding exhibition space, school programmes, conservation and object-based research projects. In collaboration with the Department of Anthropology and Archaeology, a new permanent display covering themes of southern African archaeology, rock art and the Stone Age was mounted. Several conservation projects were initiated and a gold restoration project was launched. The Mapungubwe Museum also played a role in two significant developments for the University: the motivation for a permanent Mapungubwe research facility in the Old Arts Building and the repatriation of human remains to the Mapungubwe National Park.[299]

Edoardo Villa Museum

- Edoardo Villa turned 90 on 31 May 2005. To coincide with this milestone, a book featuring his life and work, entitled *Villa@90*, was published by Jonathan Ball Publishers. It was launched in early August 2005 and was received with much enthusiasm.

- During the period under review, several large exhibitions were held in the venue: Edoardo Villa steel (2002), Villa behind the mask (2004), Monica von Molcke (2006), Armanda Baldinelli (2007), Edoardo Villa recent works (2008), Mike Edwards 50 years of portraiture (2008), Charles Sekano retrospective (2008) and Villa's war works (2009). Along with these exhibitions, 23 smaller exhibitions were hosted by embassies and other institutions.

Conservation activities

- The Museum Unit developed the UP Arts Conservation Facility, which was officially launched in September 2008. This facility for the restoration of objects aimed to advance interventive object conservation and provided training to students. This much-needed facility was, at the time, the only one of its kind at a South African university.

Collections

- The University's extensive and exceptionally valuable art collection was annually expanded by the addition of new ceramics, sculptures, paintings and other artworks, which were judiciously exhibited at strategic venues on the campus. In the process, attention was continually given to the quality and diversity of the acquired artworks.

- One of the most significant events concerning art and culture at the University in 2005 was the drafting and finalisation of a new policy document for all the art and heritage collections of the University. This policy, which was to be implemented in 2006, implied that all the collections of the University were to be placed under the control of a central Heritage Committee and brought in line with international guidelines and standards.

- During the centenary year, UP commissioned two artworks to commemorate the University's centenary. The first was by the sculptor Angus Van Zyl-Taylor, which comprised four separate monoliths, each portraying 25 years of UP history. It was placed in front of the library. The second was the Centenary Tapestry, a 15-m long textile work by rural women of the Kaross Embroidery Initiative in Limpopo. This work depicted UP as it was in 2008. The Centenary Tapestry was unveiled in the Merensky Library on 30 July 2008 by four of the women who had helped create this work.

Other highlights

- Publication highlights during the period under review included a book on the largest collections of the University in 2007, *The art and heritage collections of the University of Pretoria*, by the curators of the museums, a book on the

298 See University of Pretoria (2012) for full details of these centenary events.

299 See Chapter 3.6.3: Community engagement: Mapungubwe Cultural Landscape.

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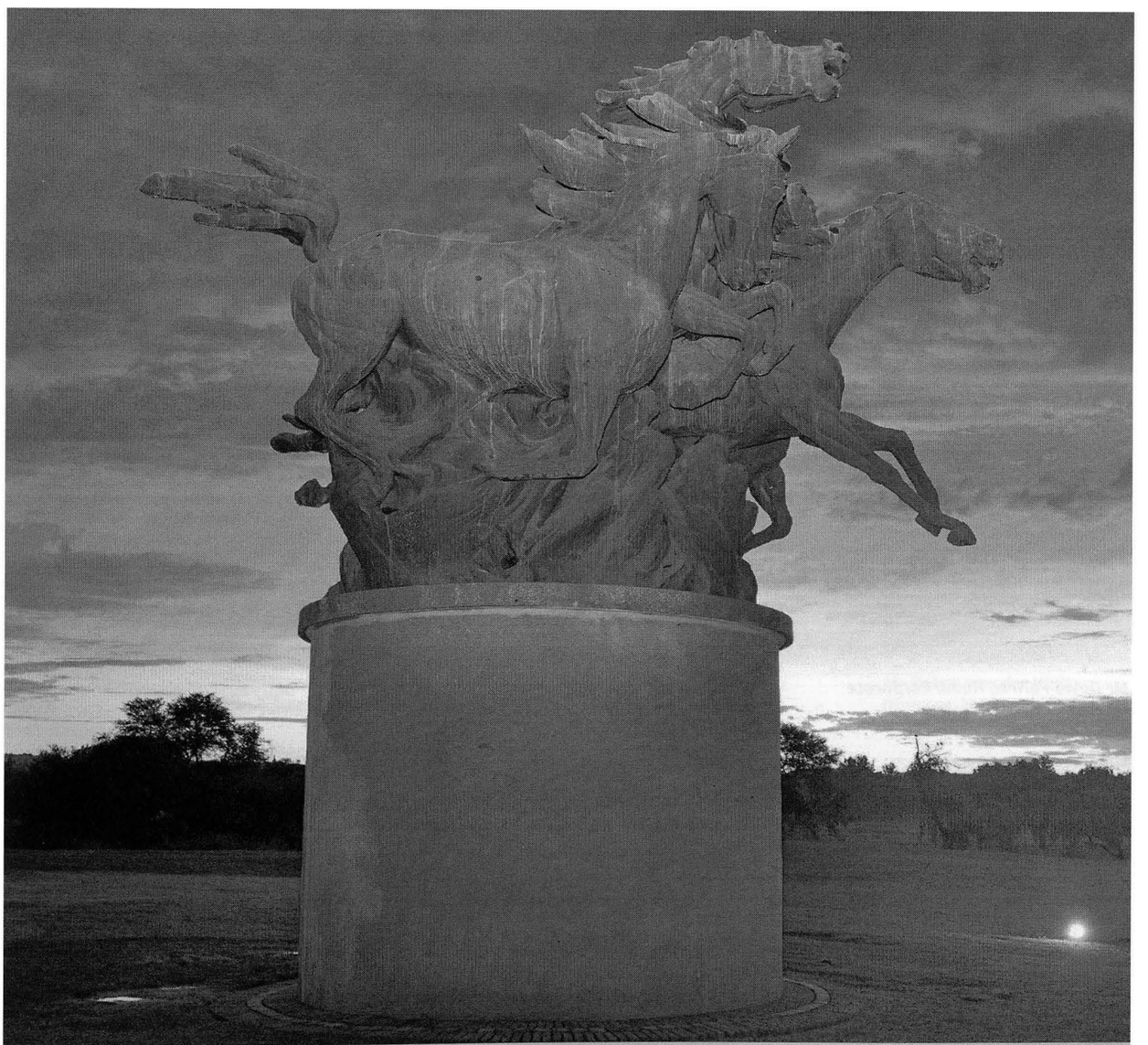
sculptures of Mike Edwards in 2008, *Mike Edwards, 50 years of portraiture, 1958–2008*, and a book on the history of Mapungubwe and the museum's collection in 2005, *Mapungubwe: South Africa's crown jewels*, by Ms SL Tiley-Nel.

- During the period under review, a concerted effort was made to systematically integrate the collections of the University's different museums into its academic programmes. Academic departments that benefitted from this included History and Heritage Studies, Visual Arts, Drama, Consumer Science, Music, Anthropology and Archaeology, and Architecture.
- The University was privileged to receive several large donations during the period under review. For example, in 2001, the University inherited Christo Coetzee's extensive estate and copyright to his artworks. In the same year, the University received a large donation of American graphic art from Jan van Schaik. In 2004, it received a donation of watercolour paintings by Maud Sumner from her former personal assistant, Albie Kachelhoffer. Following the incorporation of the Teachers' Training College (Normaalkollege Pretoria) (NKP)into the University in 2006, UP obtained ownership of the NKP art collection, comprising 143 works of art.
- In 2008, to coincide with UP's Centenary Celebrations, the UP Art Collection was fortunate to receive several significant new donations. These included 30 sculptures by Mike Edwards[300] and the colossal bronze equines of Danie de Jager that had been relocated from the city centre to the University's Sport Grounds.[301]

Dr Alex Duffey, Head: Cultural Affairs; Mr Gerard de Kamper, Head: Museum Unit, UP Arts

300 Mike Edwards, an alumnus of UP, had been a lecturer in Sculpture in the Department of Visual Arts and Laureate Award winner.

301 Also see Chapter 5.10: Department of Facilities Management.



The Danie de Jager equine sculpture on the University of Pretoria's Sport Grounds.

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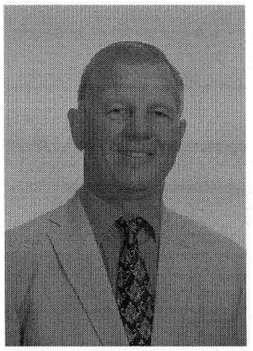
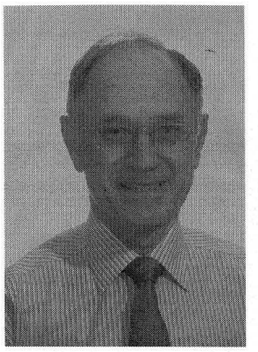
5.27 HEADS OF SUPPORT SERVICE DEPARTMENTS



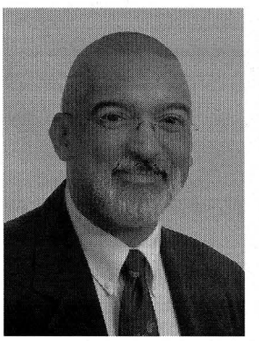
Dr Dawie Marais, Director: Academic Administration



Dr Pieter Vermeulen, Director: Bureau for Institutional Research and Planning

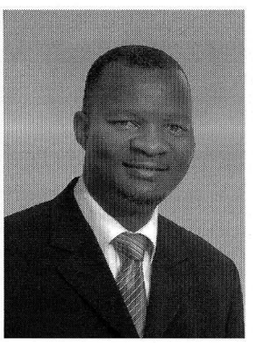
Mr Deon Herbst, CEO: Campus Enterprises

Dr Karen Lazenby, Director: Client Service Centre



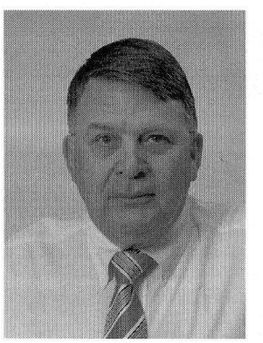
Prof Denver Hendricks, Director: Community Engagement

Ms Elizabeth Pretorius, Director: Corporate Communication and Marketing



Mr David Farirai, Head: Corporate International Relations

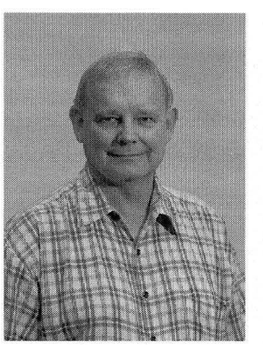
Dr Wendy Kilfoil, Director: Education Innovation



Mr Phillip Nel, Director: Facilities Management

Mr Tom Kruger, Director: Finance

Prof Annél van Aswegen, Director: Human Resources



Dr Jakkie Pretorius, Director: Information Technology Services

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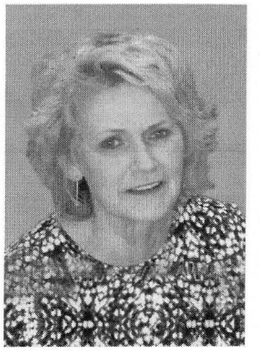
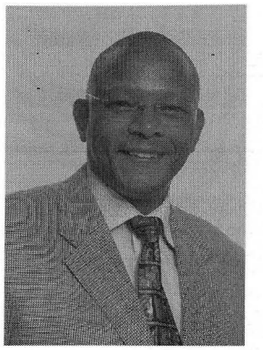
Dr Peter Thuynsma, Senior Manager: Fundraising/ Development

Dr Elmarie Liebenberg, Manager: Alumni Relations



Ms Elize Gardiner, Head: Legal Services



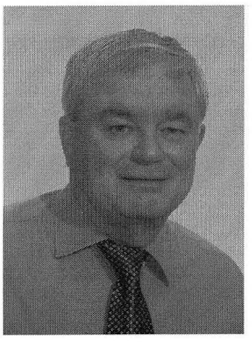
Mr Robert Moropa, Director: Library Services

Prof Susan Adendorff, Manager: Procurement

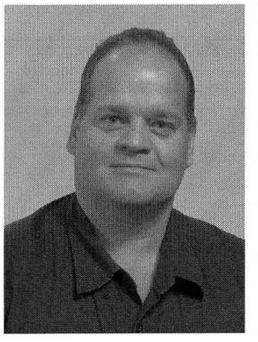
Ms Christa North, Manager: Quality Unit

Mr Dhesigen Naidoo, Director: Research and Innovation Support

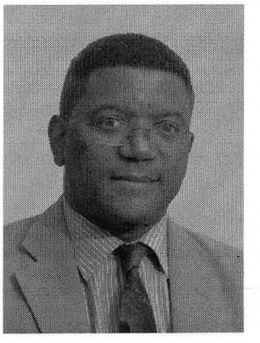
Prof Roelf Visser, Director: Residence Affairs and Accommodation



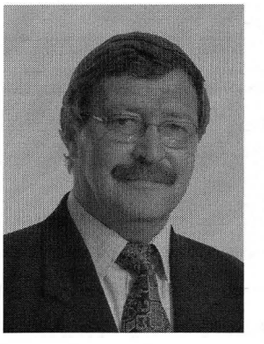
Prof Maynard van der Merwe, Director: Risk Management and Internal Audit



Mr Colin Fouché, Director: Security Services

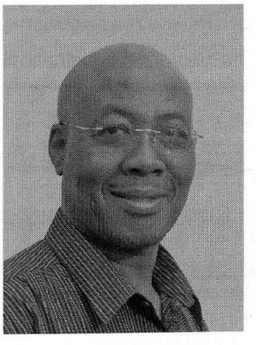


Prof McGlory Speckman, Dean of Students



Mr Kobus van der Walt, Director: TuksSport

Prof Karen Harris, Head: UP Archives



Dr Masitha Hoeane, Director: UP Arts

The heads of support service departments depicted here are those individuals who served in these positions in 2009.

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APPENDICES

APPENDIX A

EXECUTIVE SUMMARY: THE INNOVATION GENERATION: CREATING THE FUTURE 2007–2011

Becoming "...an internationally recognised South African teaching and research university..." is central to the University of Pretoria's mission statement. Accordingly, achieving this is the central theme and primary goal of "Innovation Generation: Creating the Future: 2007–2011". The other goals and strategies in the Strategic Plan have been selected to lend support to this primary goal.

Academic excellence, quality and innovation are essential characteristics of an internationally recognised research university; and being cross-cutting is discussed in the Strategic Plan's first chapter. Thereafter, the three key areas for achieving the University's primary goal are identified and addressed. These are as follows:

- Being a people-orientated institution, the University's first priority is having excellent people, both staff and students;
- which will make it possible to excel at the University's core functions: teaching, research and community engagement;
- provided that adequate assistance is given by the University's support departments.

The following objectives, each with its own strategies, are linked to these key areas:

- Attracting and retaining excellent members of staff, inter alia, through appointing staff on merit, providing attractive conditions of service, and providing staff support.
- Attracting and retaining talented students, inter alia, through using both merit and potential as selection criteria, eliminating financial barriers preventing access by gifted students, and ensuring the quality of student life on campus.
- Ensuring excellence in teaching and learning by promoting and rewarding good teaching and proving appropriate academic student support.
- Producing cutting-edge research by supporting excellent researchers and academics and leveraging the university's research capacity.
- Promoting community engagement, particularly on the Mamelodi Campus.
- Providing excellent support services, inter alia, in the areas of student administration, academic information services, information technology, and the University's environment and infrastructure.

In addition, in the University's Implementation Plan (which forms a supplement to "Innovation Generation: Creating the Future: 2007–2011"), achievement plans are identified in order to ensure that the objectives listed above are turned into reality. Underlying the achievement plans are projections of what the student composition of the University is likely to be in 2011. The projections were made after taking into account the needs of the country and the continent, particularly in the field of science and engineering. In terms of the projections, it is foreseen that, over the planning period, the University will grow at approximately 2% per annum, but that enrolments in science and engineering, and in postgraduate programmes in general, will grow at higher rates.

The achievement plans for attracting and retaining the best possible staff and students emphasise the careful identification of suitable persons to assist the University in attaining its primary objective, especially staff with research potential and postgraduate (research) students. However, as research students are drawn from the ranks of undergraduates, emphasis is also placed on providing excellent undergraduate teaching and good student support: both academic support, e.g. the provision of quality learning materials, tutoring, library and IT facilities, and non-academic support, e.g. the mentoring of first-year students.

Various mechanisms are identified to support research-active staff and research students within the parameters of an institutional research agenda. These range from assistance with the management of research by the Research Office to the development of e-research capacity within the library.

Community engagement, among other things, in the form of academic service learning, will receive increased attention with the Mamelodi Campus becoming the University's main delivery platform for these activities.

A variety of achievement plans has been developed to ensure effective support for the University's core functions, in particular by the departments of Human Resources, Information Technology Services, Education Innovation, Library Services and Facilities Management. These range from expanding the University's electronic teaching platform, clickUP, to all modules through the renewal of the University's enterprise IT systems, to the construction of additional facilities, such as those for the School of Engineering.

In addition to the activities in these key areas, it is an objective of the University to ensure that its local impact is relevant and meets the need of the country through addressing the skills requirements of the economy. Similarly, the University must be transformed to be the intellectual home of the academic diversity of South African and international academic talent. This requires that further attention should be given to achieving student and staff equality, increasing community engagement, ensuring that the delivery of education is such that students from disadvantage backgrounds are reasonably able to be successful and overcoming barriers caused by institutional culture.

It is the University's goal to maintain sound relations and communication with its communities: externally with the international higher education community through, for example, international collaboration and partnerships, and internally with regard to its students, staff and alumni.

Finally, plans for ensuring the University's sustainability and financial strength include doing prudent financial planning, implementing a responsible growth strategy, and establishing a Department of Institutional Advancement to raise additional funds for the institution.

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APPENDIX B

VISION AND MISSION STATEMENT OF THE UNIVERSITY OF PRETORIA[1]

The University of Pretoria strives to be:

- a leader in higher education that is recognised internationally for academic excellence and a focus on quality;
- a university that is known for international competitiveness and local relevance through continuous innovation;
- the university of choice for students, staff, employers of graduates and those requiring research solutions;
- a university with an inclusive and enabling, value-driven organisational culture that provides an intellectual home for the rich diversity of South African academic talent; and
- the premier university in South Africa that acknowledges its prominent role in Africa, is a symbol of national aspiration and hope, reconciliation and pride, and is committed to discharging its social responsibilities.

Mission

The mission of the University of Pretoria is to be an internationally recognised South African teaching and research university and a member of the international community of scholarly institutions, that:

- provides excellent education in a wide spectrum of academic disciplines;
- promotes scholarship through:
  - the creation, advancement, application, transmission and preservation of knowledge;
  - the stimulation of critical and independent thinking;
- creates flexible, lifelong learning opportunities;
- encourages academically rigorous and socially meaningful research, particularly in fields relevant to emerging economies;
- enables students to become well-rounded, creative persons, responsible, productive citizens and future leaders by:
  - providing an excellent academic education;
  - developing their leadership abilities and potential to be world-class innovative graduates with competitive skills;
  - instilling in them the importance of a sound value framework;
  - developing their ability to adapt to the rapidly changing environments of the information era;
  - encouraging them to participate in and excel in sport, cultural activities and the arts;
- is locally relevant through:
  - its promotion of equity, access, equal opportunities, redress, transformation and diversity;
  - its contribution to the prosperity, competitiveness and quality of life in South Africa;
  - its responsiveness to the educational, cultural, economic, scientific, technological, industrial, health, environmental and social needs of the country;
  - its active and constructive involvement in community development and service;
  - Its sensitivity to the demands of our time and its proactive contribution towards shaping the future;
- creates an intellectually stimulating and culturally vibrant, pleasant and safe environment in which its student and staff can flourish; and
- is committed to effective, efficient, caring and innovative approaches to teaching, research and community service, client-centred management and administration, and good governance.

1 A new vision and mission statement was formulated for UP in 2001 against the backdrop of the National Plan for Higher Education, which underpinned the direction in which the University would be steered during the next decade.

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APPENDIX C

TABLES

TABLE A: COUNCIL MEMBERS AND COUNCIL COMMITTEES WITH CHAIRPERSONS

Chairperson of Council:

Alberts, Mr BC	October 1999 – August 2003
Du Plessis, Prof ED	August 2003 – June 2004 (Acting)
	June 2004 – June 2008
Mtoba, Ms NT	June 2008 – February 2013

Deputy Chairperson of Council:

Du Plessis, Prof ED	October 1996 – August 2003
Hoods, Dr WR	August 2003 – June 2004
Moikangoa, Mr NL	June 2004 – October 2006
Mtoba, Ms NT	June 2007 – June 2008
Botha, Dr BP	June 2008 – October 2012

Members nominated by the Minister of Education:

Dibate, Ms B	October 2000 – March 2012
Gwagwa, Dr NN	October 2000 – February 2003
Mabena, Ms P	October 2000 – December 2007
Dandala, Rev Dr HM	January 2004 – November 2007
Ribeiro, Dr B-AJ	January 2004 – March 2012
Van der Westhuizen, Judge JV	January 2004 – December 2007
Dube, Dr PZ	March 2008 – March 2012
Mpumlwana, Ms NFT	March 2008 – March 2012
Taylor, Mr AW	March 2008 – March 2012

Members elected by the Convocation:

Alberts, Mr BC	October 1999 – August 2003 (later Chairperson)
Du Plessis, Prof ED	October 1996 – June 2008 (later Deputy Chairperson, Chairperson)
Botha, Mr AD	October 2000 – October 2012
Scheepers, Mr CHH	October 2000 – October 2004
Botha, Dr BP	October 2004 – October 2012 (later Deputy Chair)
Van Zyl, Dr J	January 2004 – December 2011
Botha, Dr EC	October 2008 – October 2012

Members elected by Senate:

Muller, Prof ME	March 1999 – April 2008
Pistorius, CWI Prof	October 2000 – July 2001 (later Vice-Chancellor and Principal)
Ligthelm, Prof AJ	September 2001 – September 2007
Sauer, Prof N	October 1994 – October 2002
Vil-Nkomo, Prof S	May 2000 – August 2003
Crewe, Prof RM	October 2002 – August 2003 (later Vice-Principal)
Jansen, Prof JD	September 2003 – March 2007
Mariba, Prof TJ	May 2007 – September 2009
Ströh, Prof A	October 2007 – September 2011
Koornhof, Prof C	May 2008 – May 2012

Members representing donors of the University:

Smith, Mr HJ	October 1998 – October 2006
Dippenaar, Mr LL	October 2000 – October 2012
Du Plessis, Prof DJ	October 2006 –October 2010

Members nominated by Council based on expertise and experience:

Hoods, Dr WR	May1994 – April 2006 (acted as Deputy Chairperson)
Moikangoa, Mr NL	October 1998 – October 2006 (later Deputy Chairperson)
Thahane, Mr TT	December 1998 – June2002
Barnard, Dr WJ	August 1999 – June 2012
Magau, Dr NM	August 1999 – June 2002
Mokgokong, Dr ATM	August 1999 – January 2003
Botha, Dr BP	October 2000 – October 2004
Seriti, Judge WL	October 2002 – October 2006
Van der Laan, Ms A	October 2002 – December 2004
Booysen, Dr S	February 2005 – February 2013
Mtoba, Ms NT	February 2005 – February 2013 (later Deputy Chairperson)
Loubser, Mr RM	March 2007 – March 2011
Fakie, Mr SA	March 2007 – March 2008
Skosana, Mr IB	March 2007 – March 2011
Magugumela, Ms D	June 2008 – June 2012

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Members appointed by the local authority to represent the community the University serves:

Ntuli, Mr L	April 2001 – December 2003 (appointed by Emalahleni Local Municipal Council)
Mohlala, Mr MJ	August 2000 – December 2003 (appointed by City Council of Nelspruit)
Chauke, Mr KT	August 1999 – March 2006 (appointed by Tshwane Metropolitan Municipality)
Pillay, Mr S	July 2001 – December 2003; April 2006 – March 2010 (appointed by Tshwane Metropolitan Municipality)

Student representatives (appointed by the Student Representative Council):

Fourie, Ms B	June 2001 – September 2001
Geerdts, Ms K	August 2000 – September 2001
Moodley, Mr L	August 2000 – September 2001
Swanepoel, Mr L	August 2000 – September 2001
Van der Merwe, Mr A	August 2000 – February 2001
Ndhlovu, Ms J	October 2001 – September 2001
Schoeman, Mr F	October 2001 – September 2001
Prinsloo, Mr L	October 2001 – September 2001
Oliphant, Mr S	October 2001 – December 2001
Danso, Mr C	January 2002 – September 2002
Van Jaarsveld, Ms H	October 2001 – December 2003
Sebei, Mr M	October 2001 – December 2003
Ndamase, Mr M	October 2001 – December 2003
Bleeker, Mr J	January 2004 – December 2004
Musoke, Ms I	January 2004 – December 2004
Jansen van Rensburg, Mr C	January 2005 – August/September 2005
Motalane, Mr M	January 2005 – August/September 2005
Kay, Mr J-H	November 2005 – December 2005
Balie, Ms C	November 2005 – December 2006
Van der Linde, Mr C	March 2006 – December 2007
Chani, Mr C	April 2007 – December 2007
Beyers, Mr H	January 2008 – December 2009
Mokwena, Mr I	January 2008 – December 2008
Oberholzer, Mr C	January 2009 – December 2009

Employee representatives (academic):

Maree, Prof L	June 1999 – December 2003
Scott, Prof TJ	June 1999 – April 2008
Potgieter, Prof JH	May 2008 – May 2012

Employee representatives (non-academic):

Beetge, Mr JH	June 1999 – December 2003
Kruger, Mr TG	June 1999 – December 2003
Van Aswegen, Prof A	April 2004 – May 2012

Principal and vice-principals (*ex officio*):

Van Zyl, Prof J (Vice-Chancellor and Principal)	1 January 1997 – 31 July 2001
Pistorius, Prof CWI (Vice-Chancellor and Principal)	1 August 2001 – 31 October 2009
De Beer, Prof CR (Vice-Principal)	1 June 1995 – 28 February 2009
	1 March 2009 – 31 July 2014 (as Senior Vice-Principal)
Sinclair, Prof JD (Vice-Principal)	1 April 1999 – 31 March 2003
Marx, Prof S (Vice-Principal)	1 January 1996 – 31 April 2001
Mogotlane, Prof RA (Vice-Principal)	1 September 2001 – 30 September 2005
Erasmus, Prof Dr T (Vice-Principal)	1 July 1991 – 31 March 2001
Malherbe, Prof JAG (Vice-Principal)	1 September 2001 – 31 August 2003
Manganyi, Prof NC (Vice-Principal)	1 January 2004 – 28 February 2006
Crewe, Prof RM (Vice-Principal)	1 September 2003 – 28 February 2006
Ogude, Prof NA (Vice-Principal)	1 October 2006 – 31 July 2012
De la Rey, Prof CM (Vice-Chancellor and Principal)	1 November 2009 onwards

COMMITTEES OF COUNCIL

Committees and chairpersons

Standing Committee of Council

Chairperson (Deputy Chairperson of Council):

Du Plessis, Prof ED	October 1996 – August 2003; October 2006 – June 2007 (Acting)
Hoods, Dr WR	August 2003 – June 2004 (Acting)
Moikangoa, Mr NL	June 2004 – October 2006
Mtoba, Ms NT	June 2007 – June 2008
Botha, Dr BP	June 2008 onwards

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Human Resources Committee of Council

Chairperson (Deputy Chairperson of Council):

Du Plessis, Prof ED	October 1996 – August 2003; October 2006 – June 2008 (Acting)
Hoods, Dr WR	August 2003 – June 2004 (Acting)
Moikangoa, Mr NL	June 2004 – October 2006
Botha, Mr AD	June 2008 onwards

Audit and Risk Management Committee of Council

Chairperson:

Botha, Dr BP	October 2000 ongoing

Investment Committee of Council

Chairperson:

Smith, Mr HJ	February 2001 – May 2003
Botha, Mr AD	May 2003 ongoing

Appeals Committee of Council

Chairperson (Chairperson of Council):

Alberts, Mr BC	October 1999 – August 2003
Du Plessis, Prof ED	August 2003 – June 2004 (Acting); June 2004 – June 2008
Mpumlwana, Ms NFT	June 2008 ongoing

TABLE B: SENATE MEMBERSHIP AND ITS COMMITTEES

The composition of Senate as prescribed by the institutional statute:

- Vice-Chancellor and Principal (Chairperson)
- Vice-principals
- Registrar
- Executive directors
- Representatives of the Council, i.e. Chairperson and Deputy Chairperson
- Deans, deputy deans and academic staff with a similar status
- Heads of academic departments and academic staff with a similar status
- Chairpersons of schools
- Directors of support service divisions whose line functions include academic support
- Chairperson of the Institutional Forum
- Student representatives
- Employee representatives (academic and non-academic)
- Two academic staff members from the Mamelodi Campus (2004 to 2007: while the academic programmes of Vista University were being phased out on the Mamelodi Campus)

Before 2004

- Deputy Chairperson of the Institutional Forum
- Representatives of other educational institutions

Standing Committees of Senate

Senate Executive Committee (2001–2009) – Chairperson: Vice-Chancellor and Principal

Academic Planning Committee (disbanded 2007) – Chairperson: Vice-Chancellor and Principal

Committee for Education, Research and Quality Assurance (disbanded 2004) – Members appointed by the Senate

Senate Committee for Research (established 2004) – Chairperson: Vice-Principal: Research and Postgraduate Studies

Senate Committee for Research Ethics and Integrity (became a subcommittee of the Senate Committee for Research) – Chairperson: Vice-Principal: Research and Postgraduate Studies

Committee for Admission, Evaluation and Academic Support (2001–2009) – Chairperson: Registrar

Timetable Committee (2001–2009) – Chairperson: Appointed by members of the committee

Student Disciplinary Committee (2001–2009) – Chairperson: A person with a legal qualification from within/outside the University appointed by the Registrar

Appeals Committee of Senate (Student disciplinary matters) (2001–2009) – Chairperson: Chairperson of Senate or his or her delegate

Faculty Boards (2001–2009)

Faculty appointment committees (established in 2002) – Chairperson: Dean of relevant faculty

Senate Committee for Student Cases (established in 2000) – Chairperson: Registrar

Senate Committee for Academic Matters at the Mamelodi Campus (2004–2007) (Committee established during the transitional period following the incorporation of the Mamelodi Campus of Vista University) – Director: Unit for Quality Assurance

Senate Committee for Student Life (established in 2005) – Chairperson: Vice-Principal responsible for Student Matters

Senate Language Policy Committee of Senate (established in 2006) – Convenor: Prof AP Melck

Senate Committee for Teaching and Learning (established in 2007) – Chairperson: Vice-Principal: Undergraduate Education

Senate Committee for Community Engagement (established in 2007) – Chairperson: Vice-Principal: Community Engagement

Senate Committee for GIBS (established in 2009) – Chairperson: Director of GIBS

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TABLE C: MEMBERSHIP OF THE INSTITUTIONAL FORUM

Executive

Grové, Prof NJ	Chairperson	2001 to 8 April 2003
	Member	8 April 2003 to 2009
De Beer, Prof CR	Member	2001 to 8 April 2003
	Chairperson	8 April 2003 to 2009

Council

Magau, Dr NM**	2001–2002
Du Plessis, Prof ED**	2001–2003
Hoods, Dr W**	2003
Moikangoa, Mr N**	2004–2006
Smith, Mr H**	2004–2006
Dibate, Ms B	2007
Dube, Ms P	2009
Botha, Dr EC	2009

**On a rotating basis with other Council members

Senate

Kleyn, Prof D	2001–2006
Heyns, Prof CH	2001–2009
Nieman, Dr G (UPWO)	2001–2003
Maree, Prof L (UPPA)	2001–2009
Biljon, Mr J (MWU Solidarity)	2001–2005
Sibisi, Mr J (NEHAWU)	2001–2002
Thokoane, Mr D (NUPSAW)	2002–2005
Jacobs, Mr J (UPWO)	2004–2009
Mashala, Mr T (NEHAWU)	2004
Molatsana, Mr B (NEHAWU)	2004–2008
Vos, Prof C	2007–2009
Mothutsi, Mr J (NEHAWU)	2009

[2005: Solidarity and NUPSAW fell below the membership threshold]

Alumni

Painter-Morland, Dr M	2002–2004
Vos, Prof C	2005
Liebenberg, Dr E	2006–2007
Van Deventer, Mr J	2008–2009

Persons with disabilities

Swart, Ms T	2001
Illsley, Ms T	2002
Mahlangu, Mr S	2002–2009

Member appointed at the discretion of Council

Speckman, Prof M	2007–2009

Members of the Student Representative Council

TABLE D: MEMBERS OF THE TUKSALUMNI BOARD FROM 2001 UNTIL 2009

(listed alphabetically)

2001 (as on 24 August 2001)

Mr NCJ (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Mr D (Danie) Briel: Member (President of the SRC)
Mr W (Wynand) Claassen: Member
Prof ED (Esmé) du Plessis: Convocation representative
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member
Dr J (Johan) Hendrikz: Member (marketing services)
Mr JF (Johann) Kriek: Alumni Relations: Secretariat
Prof ER (Elias) Mathipa: Member
Dr GF (Gert) Meyer: Member
Mr OM (Oliver) Morare: Member
Ms A (Andrea) Naudé: Member
Prof CWI (Calie) Pistorius: Member
Dr M (Mike) Tlale: Member
Mr FO (Frikkie) van der Merwe: Member
Mr FP (Ferdi) van Gass: Member
Adv JCW (Kobus) van Rooyen: Deputy Chairperson

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2002 (as on 23 August 2002)

Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Mr W (Wynand) Claassen: Member
Prof J (Johannes) Cronjé: Member
Prof ED (Esmé) du Plessis: UP Board member
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member
Mr JF (Johann) Kriek: Alumni Relations: Secretariat
Mr NI (Isaac) Magapa: Member
Ms A (Pleasure) Matshego: Member
Dr GF (Gert) Meyer: Member
Ms I (Ida) Nong: Member
Prof CWI (Calie) Pistorius: Member (UP Executive)
Mr FO (Frikkie) van der Merwe: Member
Mr FP (Ferdi) van Gass: Member
Adv JCW (Kobus) van Rooyen: Deputy Chairperson
Mr AL (Fonnie) van Schalkwyk: member (President of the SRC)
Dr J (Johan) van Zyl: Member
Prof T (Tom) von Moltke: Member

2003 (as on 30 May 2003)

Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Mr W (Wynand) Claassen: Member
Prof J (Johannes) Cronjé: Member
Prof ED (Esmé) du Plessis: UP Board member
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member
Prof NJ (Niek) Grové: Representative of the Executive
Mr JF (Johann) Kriek: Alumni Relations: Secretariat
Dr GF (Gert) Meyer: Member
Mr NI (Isaac) Magapa: Member
Ms A (Pleasure) Matshego: Member
Ms I (Ida) Nong: Member
Dr M (Mollie) Painter-Morland: Alumni representative: Institutional Forum
Prof CWI (Calie) Pistorius: Member (UP Executive)
Mr ET (Edwin) Smith: Member
Mr FO (Frikkie) van der Merwe: Member
Mr FP (Ferdi) van Gass: Member
Adv JCW (Kobus) van Rooyen: Deputy Chairperson
Dr J (Johan) van Zyl: Member
Prof T (Tom) von Moltke: Member
Mr AL (Wimpie) Weideman: Member (President of the SRC)

2004 (as on 24 August 2004)

Prof SA (Susan) Adendorff: Member
Dr JHB (Jan-Henk) Boer: Member
Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Prof ED (Esmé) du Plessis: UP Board member
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Mr JF (Johann) Kriek: Alumni Relations: Secretariat
Mr JM (Joseph) Maluleke: Member
Dr GF (Gert) Meyer: Member
Ms I (Ida) Nong: Member
Prof M (Mollie) Painter-Morland: Member
Prof CWI (Calie) Pistorius: Member (UP Executive)
Ms AS (Alisha) Smit: Member (President of the SRC)
Ms M (Michelle) Strydom: Member
Adv JCW (Kobus) van Rooyen
Prof T (Tom) von Moltke: Member
Mr W (Wimpie) Weideman: Member

2005 (as on 18 February 2005)

Prof SA (Susan) Adendorff: Member
Dr JHB (Jan-Henk) Boer: Member
Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Prof ED (Esmé) du Plessis: UP Board member
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member
Prof NJ (Niek) Grové: Representative of the Executive

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Mr CJ (Cornelius) Jansen van Rensburg: Member (President of the SRC)
Mr JF (Johann) Kriek: Alumni Relations: Secretariat
Dr K (Karen) Lazenby: Acting Director: Marketing and Communication
Mr JM (Joseph) Maluleke: Member
Dr GF (Gert) Meyer: Member
Ms I (Ida) Nong: Member
Prof M (Mollie) Painter-Morland: Member
Prof CWI (Calie) Pistorius: Member (UP Executive)
Ms S (Susan) Thembekwayo: Member
Adv JCW (Kobus) van Rooyen: Member
Prof T (Tom) von Moltke: Member
Mr W (Wimpie) Weideman: Member

2006 (as on 18 August 2006)

Prof SA (Susan) Adendorff: Member
Dr JH (Jan-Henk) Boer: Member
Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Mr W (Walter) de Fortier: Member (President of the SRC)
Prof ED (Esmé) du Plessis: UP Board member (Convocation representative)
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member
Mr CJ (Cornelius) Jansen van Rensburg: Member
Dr E (Elmarie) Liebenberg: Alumni Relations: Secretariat
Mr H (Hendrick) Makaneta: Member
Mr J (Joseph) Maluleke: Member
Dr GF (Gert) Meyer: Member
Mr TP (Thokwane) Moloto: Member
Prof CWI (Calie) Pistorius: Member (UP Executive)
Me IE (Elizabeth) Pretorius: Member (Director : Marketing and Communication)
Mr JFPJ (Jan) van Deventer: Member
Adv JCW (Kobus) van Rooyen: Member

2007 (as on 17 August 2007)

Prof SA (Susan) Adendorff: Member
Mr JCN (Nelson) Borman: Member
Dr BP (Piet) Botha: Chairperson
Mr C (Chilu) Chani: Member (President of the SRC)
Prof R (Roelof) Coertze: Member
Prof ED (Esmé) du Plessis: UP Board member (Convocation representative)
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof ED (Eggie) Gerryts: Member (co-opted)
Mr R (Rikus) Immink: Member
Mr CJ (Cornelius) Jansen van Rensburg: Member
Dr E (Elmarie) Liebenberg: Alumni Relations: Secretariat
Mr H (Hendrick) Makaneta: Member
Dr GF (Gert) Meyer: Member
Dr M (Mamsie) Motshekga-Sebolai: Member (co-opted)
Prof CWI (Calie) Pistorius: Member (UP Executive)
Ms IE (Elizabeth) Pretorius: Member (Director: Marketing and Communication)
Mr JFPJ (Jan) van Deventer: Member
Adv JCW (Kobus) van Rooyen: Member
Prof S (Sibusiso) Vil-Nikomo: Representative of the Executive

2008 (as on 3 September 2008)

Dr BP (Piet) Botha: Chairperson
Mr L (Lourens) Botha: Member
Prof R (Roux) Botha: Member
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Mr R (Rikus) Immink: Member
Mr CJ (Cornelius) Jansen van Rensburg: Member
Dr E (Elmarie) Liebenberg: Alumni Relations: Secretariat
Mr D (David) Lotz: Member (co-opted)
Mr H (Hendrick) Makaneta: Member
Dr GF (Gert) Meyer: Member
Dr M (Mamsie) Motshekga-Sebolai: Member (co-opted)
Prof CWI (Calie) Pistorius: Member (UP Executive)
Ms IE (Elizabeth) Pretorius: Member (Director: Marketing and Communication)
Mr W (Willie) Spies: Member (co-opted)
Ms Y (Yolandé) van der Westhuizen: Member (President of the SRC)
Mr JFPJ (Jan) van Deventer: Member
Adv JCW (Kobus) van Rooyen: Deputy Chairperson

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2009 (as on 15 May 2009)

Mr HQ (Hector) Beyers: Member (President of the SRC)
Dr EC (Liesbeth) Botha: Member
Mr L (Lourens) Botha: Member
Prof R (Roux) Botha: Member (co-opted on a representative basis)
Judge-President CF (Frikkie) Eloff: Member (President of the Convocation)
Prof D (Danie) Goosen: Member
Mr R (Rikus) Immink: Member
Mr CJ (Cornelius) Jansen van Rensburg: Member
Mr K (Kallie) Kriel: Member
Dr E (Elmarie) Liebenberg: Alumni Relations: Secretariat
Mr H (Hendrick) Makaneta: Member
Dr GF (Gert) Meyer: Member
Dr M (Mamsie) Motshekga-Sebolai: Member (co-opted on a representative basis)
Prof CWI (Calie) Pistorius: Member (UP Executive)
Ms IE (Elizabeth) Pretorius: Member (Director: Marketing and Communication)
Mr W (Willie) Spies: Member
Mr JFPJ (Jan) van Deventer: Member

TABLE E: MAJOR ACADEMIC POLICIES THAT WERE ADOPTED BY SENATE FROM 2001 UNTIL 2009[2]

Orientation of First-year Students in Residences	2001
Policy on Assessment and Accreditation of Prior Learning	2002
Tutor System	2002
Education Innovation Plan 2003–2005	2003
Growth Strategy/Enrolment Plan	2003
Policy on Religious Holidays	2003
Policy on Distance Education	2004
Criteria for the Performance Evaluation of Academic Staff	2005
Admission Policy	2005
Semesterisation	2005
Guidelines for the Evaluation of Creative Production and Outputs	2005
Policy on the Recognition of Research Excellence	2006
Rules for the Introduction and Activities of Units, Centres, Institutes and Bureaus	2006
Teaching and Learning Principles	2006
Framework for Assessment	2006
Academic Indicators for Faculties	2006
Rules for the Issuing of Certificates	2006
Third Language of Communication	2007
Policy on Postgraduate Student Cases and the Recognition of Prior Learning	2007
Policy on Community Engagement	2007
Qualification Level of Lecturing Staff and Supervisors	2007
Institutional Policy on Summer and Winter Schools	2007
Rules for Establishing Chairs	2007
Ethics Policy	2007
Policy on Student Life	2007
Policy on External Evaluation and Accreditation Visits	2008
Policy on Externally Funded Research	2008
Institutional Teaching and Learning Plan	2008
Sexual Harassment Plan (accepted by Council)	2008
Racial Harassment Plan (accepted by Council)	2008
Plagiarism Policy	2009
Procurement Policy	2009
Intellectual Property Policy	2009

2 Although a lot of work was done on drafting the Language Policy during the period under review, it was only officially approved in 2010.

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TABLE F: EXECUTIVE OF THE STUDENT REPRESENTATIVE COUNCIL AND THEIR RESPECTIVE PORTFOLIOS

2000/01

Briel, Mr D (Danie)	President
Manganyi, Mr W (Wilson)	Vice-President
Bleeker, Mr J (Johan)	Projects
Fourie, Ms B (Biance)	External Campuses
Griesel, Mr B (Bertie)	External Affairs and Forums
Khumalo, Mr P (Patson)	Infrastructure and Student Development
Labuschagne, Ms C (Carin)	Finance/Societies and Day Houses
Le Roux, Mr P (Pieter)	Academics
Minisi, Mr I (Ismael)	Transformation and Constitutional Development
Jooste Mr N (Nico)	Safety, Security and Student Services
Stiglingh, Ms L (Leoné)	Residences
Laubscher Mr F (Frikkie)	Marketing
Mazzone Ms N (Natasha)	Speaker
Eksteen, Ms L (Lizél)	Deputy Speaker
De Franca, Ms M (Michelle)	Student Court

2001/02

Van Schalkwyk, Mr F (Fonnie)	President
Van Jaarsveld, Ms H (Hanlie)	Vice-President
Bruwer, Mr J (Jacques)	Societies
Burger, Ms E (Elsje)	Safety and Security
Laubscher, Mr F (Frikkie)	Marketing and Liaison Officer
Le Roux, Mr P (Pieter)	Academics, Colours and Student Liaison
Mogoaneng, Mr S (Samuel)	External Relations and Forums
Mogotsi, Mr S (Segodi)	Finance
Pistorius, Ms L (Loa)	SRC Projects
Prinsloo, Mr H (Hannes)	Constitutions and Student Court
Sebei, Mr M (Mametlwe)	Transformation, Financial Aid and Accommodation
Smith, Mr T (Tony)	External Campuses and Day Houses
Van Niekierk, Mr A (Adriaan)	Student Projects
Van Zyl, Mr C (Cor)	Residences
Weideman, Mr W (Wimpie)	Finance
Van der Merwe, Mr A (André)	Speaker
Ferreira, Ms K (Karen)	Deputy Speaker
De Franca, Ms M (Michelle)	Student Court

2002/03

Weideman, Mr W (Wimpie)	President
Sebei, Ms M (Mametlwe)	Vice-President
Smit, Ms AS (Alisha)	Deputy President
Mosaase, Mr A (Abner)	Secretary-General
Bester, Mr C (Christi)	Finance
Burger, Ms E (Elsje)	Safety
Bruwer, Mr J (Jacques)	Academics
Du Plessis, Ms R (René)	Projects
Hoffeldt, Ms H (Hannericke)	Publications and Public Relations Officer
Lekoane, Mr T (Thabiso)	Community Outreach, Health, Arts and Culture
Louw, Mr A (Adolph)	External Campuses
Meshoe, Ms O (Olga)	Societies
Joubert, Mr T (Thomas)	Constitutions and Student Court
Van Schouwenburg, Ms M (Marie)	Residences
Van Schalkwyk, Ms J (Jolindie)	Speaker
Kellerman, Mr P (Phillip)	Deputy Speaker

2003/04

Smit, Ms AS (Alisha)	President
Pentz, Mr J (Janos)	Deputy President
Jansen van Rensburg, Mr C (Cornelius)	Deputy President
Ndamase, Mr M (Mlimandlela)	Secretary-General
Jooste, Mr G (Gerrit)	Safety and Security
Louw, Mr A (Abraham)	Academics
Meshoe, Ms O (Olga)	Finance
Mgwenya, Mr B (Bongani)	Societies
Mthunzi, Mr A (Ashley)	Community Outreach
Myburgh, Mr E (Ebert)	Publications and Liaison Officer
Prozesky, Mr W (Wimpie)	Residences
Scheepers, Ms M (Marni)	External Campuses
Smit, Ms Y (Yolandi)	Projects
Visagie, Mr J (Janus)	Constitutions and Student Court
Kellerman, Mr P (Phillip)	Speaker
Haskun, Ms L (Lizelle)	Student Court

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2004/05

Jansen van Rensburg, Mr C (Cornelius)	President
Boardman, Mr D (Deon)	Deputy President
Heshu, Mr J (Jabhavu Joe)	Deputy President
Botes, Mr B (Burger)	Sponsors and Student Activities
Du Bruyn, Ms M (Mari)	Safety and Security
Kay, Mr JH (Jan-Hendrik)	Academics
McLachlan, Mr W (Wilhelm)	Projects
Madlala, Mr O (Oscar)	Campaigns
Mjengu, Mr F (France)	Finance
Mogosoana, Mr T (Tebogo)	Student Justice and Constitutions
Mathope, Ms N (Neo)	Societies
Schreuder, Ms L (Laetitia)	Internal and External Liaison
Visser, Ms L (Lumari)	Residences
Waugh, Mr W (William)	External Campuses and Faculty Houses
Nordeje, Mr N (Neil)	Speaker
Marineowitz, Mr L (Leon)	Deputy Speaker
Venter, Mr AJ (AJ)	Student Court

2005/06

De Fortier, Mr W (Walter)	President
Vlok, Ms A (Adél)	Deputy President
Uys, Mr B (Barend)	Secretary-General
Balie, Ms C (Chandré)	Vice-President, Student Justice and Constitutions
Mutshembele, Mr M (Mpho)	Vice-President (Mamelodi)
Carles, Mr D (Dennis)	Projects
Coetzee, Ms M (Marlize)	Safety and Security
Lekhuleni, Mr T (Themba)	Assemblies and Forums (Mamelodi)
Lekotoko, Ms L (Lisbeth)	Community Outreach, Health, Arts and Culture
Mabutsela, Ms A (Angela)	External Campuses
Ntombela, Mr M (Mawande)	Internal and External Liaison
Oosthuize, Mr J (Josua)	Day Houses and Faculty Houses
Popo, Mr L (Lubalalo)	Student Support Services
Roets, Mr E (Ernst)	Societies
Theunissen, Mr J (Jaco)	Residences
Van der Linde, Mr C (Cobus)	Academics
Viljoen, Mr N (Nico)	Service Providers

2007

Chani, Mr C (Chilu)	Chairperson, Assemblies and Forums
Van der Linde, Mr C (Cobus)	Deputy Chairperson, Constitutions and Student Court
Mentz, Mr S (Sakkie)	Secretary-General, Residences
Van der Merwe, Mr G (Gérard)	Treasurer-General
Barnard, Mr H (Hennie)	Day Houses and Faculty Houses
Bouwer, Ms C (Christine)	External Campuses
De Jager, Ms T (Talita)	External Campuses
Engelbrecht, Mr H (Herman)	Societies
Gcezengana, Mr S (Siyabonga)	Sponsorships
Le Roux, Ms E (Elrita)	Academics
Mkhize, Mr S (Sandile)	Public Relations and Communication
Olivier, Mr J (Johann)	Safety, Security and Facilities
Orton, Ms L (Lizné)	Projects
Pienaar, Mr P (Petri)	Service Providers
Van der Westhuizen, Ms Y (Yolandé)	Marketing
Vollenhoven, Ms V (Vanencia)	Leadership, Community Development and Liaison
Zambane, Ms T (Thokozile)	Marketing and Projects
Mthethwa, Ms N (Nanvula)	Speaker
Papenfus, Ms T (Tessa)	Deputy Speaker

2008

Van der Westhuizen, Ms Y (Yolandé)	Chairperson, Service Providers
Beyers, Mr H (Hector)	Deputy Chairperson, Residences
Madikane, Mr L (Lucky)	Secretary-General
Oberholzer, Mr C (Charl)	Treasurer-General
Malatsi, Ms P (Phindele)	Internal Projects and Sponsorships
Mokwena, Mr I (Ivor)	Societies and Transformation
Mtshwene, Mr T (Thulani)	Mamelodi and External Projects
Otto, Ms A (Annezel)	Marketing and Centenary
Pooe, Mr P (Phillemon)	Student Affairs and Public Relations
Rohanlal, Mr S (Shamir)	Justice and Constitutions
Seele, Ms D (Daffodils)	External Liaison and Community Development
Thiart, Ms F (Fredalet)	Academics
Van der Ryst, Ms L (Léandri)	Day Houses and Faculty Houses
Van Heerden, Mr F (Frans)	International Students and Relations
Venter, Mr D (Derik)	External Campuses
Visagie, Mr J (Josias)	Safety, Security and Facilities
Phiri, Mr W (Wezi)	Speaker
Dafel, Ms G (Gisela)	Deputy Speaker

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2009

Beyers, Mr H (Hecter)	Chairperson
Oberholzer, Mr C (Charl)	Deputy Chairperson
Majoko, Ms T (Tiyani)	Secretary-General
Van Heerden, Mr F (Frans)	Treasurer-General, International Students and Relations, and Onderstepoort
Blignaut, Ms E (Elsjé)	Residences
Burger, Mr SW (SW)	Day Houses and Faculty Houses (Medical Campus)
De Kock, Ms L (Lelani)	Marketing and External Projects
Deetlefs, Mr F (Fouché)	Service Providers
Erasmus, Mr C (Coert)	Safety, Security and Facilities
Makuhleni, Mr Z (Zwelakhe)	Student Affairs, Public Relations Officer and Mamelodi
Malherbe, Ms EM (Enke-Mari)	Academic Affairs and Honorary Colours
Motswenyane, Mr L (Lebogang)	Societies
Steenkamp, Ms R (Rozaan)	Community Development
Van Tonder, Ms M (Monica)	Internal Projects, Sponsors and Groenkloof
Were, Ms N (Nerima)	Justice and Constitutions
Ellis, Mr M (Marius)	Speaker
Gresse, Ms N (Natasha)	Deputy Speaker
Otto, Ms A (Annézel)	Student Court

TABLE G: DEGREES AND DIPLOMAS AWARDED (CONTACT STUDENTS)

UNDERGRADUATE DIPLOMA	2001	2002	2003	2004	2005	2006	2007	2008	2009	GROWTH
Black	240	237	155	402	581	202	72	125	108	-55%
White	266	192	255	87	98	53	64	55	66	-75%
Indian	1	5	4	6	4	0	3	0	0	0%
Coloured	2	3	3	2	23	0	3	2	4	50%
Total	**509**	**437**	**417**	**497**	**706**	**255**	**142**	**182**	**179**	-64%

BACHELOR'S DEGREES	2001	2002	2003	2004	2005	2006	2007	2008	2009	GROWTH
Black	632	724	765	1 255	1 330	1 369	1 400	1 362	1 495	136%
White	2 905	2 931	3 090	3 217	3 394	3 601	3 507	3 663	3 619	24%
Indian	129	153	185	173	229	232	228	211	199	54%
Coloured	21	37	49	41	49	65	64	72	77	267%
Total	**3 687**	**3 845**	**4 089**	**4 686**	**5 002**	**5 267**	**5 199**	**5 308**	**5 390**	46%

HONOURS DEGREE	2001	2002	2003	2004	2005	2006	2007	2008	2009	GROWTH
Black	246	253	332	454	452	415	467	516	671	172%
White	901	969	1 051	1 128	1 147	1 041	1 123	1 148	1 261	40%
Indian	40	44	83	85	99	83	73	92	114	185%
Coloured	10	14	10	19	23	24	27	33	37	270%
Total	**1 197**	**1 280**	**1 476**	**1 686**	**1 721**	**1 563**	**1 690**	**1 789**	**2 083**	74%

POSTGRADUATE DIPLOMA	2001	2002	2003	2004	2005	2006	2007	2008	2009	GROWTH
Black	76	50	55	32	61	55	59	70	67	-12%
White	116	131	147	114	104	123	149	142	155	34%
Indian	16	8	11	9	12	22	11	19	16	0%
Coloured	4	3	4	0	4	4	2	6	8	50%
Total	**212**	**192**	**217**	**155**	**181**	**204**	**221**	**237**	**246**	16%

MASTER'S DEGREES	2001	2002	2003	2004	2005	2006	2007	2008	2009	GROWTH
Black	252	312	319	428	341	397	352	374	442	75%
White	611	781	821	702	707	715	648	675	616	0.8%
Indian	29	55	61	67	45	66	68	63	68	134%
Coloured	15	24	13	26	23	17	28	27	29	93%
Total	**907**	**1 172**	**1 214**	**1 223**	**1 116**	**1 195**	**1 096**	**1 139**	**1 155**	27%

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DOCTORAL DEGREE										GROWTH
	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Black	27	40	32	49	47	41	56	60	67	148%
White	103	104	105	119	132	98	99	100	111	8%
Indian	3	6	8	16	6	6	9	13	9	200%
Coloured	1	3	1	3	7	3	6	7	9	800%
Total	**134**	**153**	**146**	**187**	**192**	**148**	**170**	**180**	**196**	46%

TOTAL										GROWTH
	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Black	1 473	1 616	1 658	2 620	2 812	2 479	2 406	2 507	2 850	93%
White	4 902	5 108	5 469	5 367	5 582	5 631	5 590	5 783	5 828	19%
Indian	218	271	352	356	395	409	392	398	407	87%
Coloured	53	84	80	91	129	113	130	147	164	209%
Total	**6 646**	**7 079**	**7 559**	**8 434**	**8 918**	**8 632**	**8 518**	**8 835**	**9 249**	39%

TABLE H: INSTITUTIONAL AWARDS

HONORARY DOCTORATES

An honorary doctorate was awarded to a candidate who had distinguished himself or herself on a comparable academic level as having made a significant contribution in his or her field of expertise. The award was highly prestigious and required an outstanding level of excellence. The achievements of the candidate would normally be unequivocally recognised by the conferrers of the degree, experts in the particular field and the informed public.

Date	Name	Degree
28 March 2001	Miall, AD	DSc
29 March 2001	Naldrett, AJ	DSc
9 April 2002	Watson, WAJ	LLD
11 April 2002	Pettigrew, LE	DPhil
12 April 2002	Tyson, PD	DSc
16 April 2002	Cilliers-Barnard, B	DPhil
17 April 2002	De Leeuw, CP	DSc
17 April 2002	Du Plessis, DJ	MD
18 April 2002	Kamba, WJ	LLD
6 September 2002	Tutu, DM	DD
6 September 2002	Young, A	DAdmin
7 April 2003	Brink, AP	DLitt
8 April 2003	Kruger, PWB	DIng
11 April 2003	Mekoa, RJ	DPhil
11 April 2003	Walker, P	DSc
11 April 2003	Kambule, TW	DEd
13 April 2004	Kuhlmann-Wilsdorf, D	DSc
15 April 2003	Nabarro, FRN	DSc
16 April 2003	Nkuhlu, WL	DCom
15 April 2004	Dugard, CJR	LLD
18 April 2004	Hesse, VE	MD
23 April 2004	Mphahlele, E	DLitt
2 September 2004	Keys, DL	DCom
3 September 2004	Rao, CR	DSc
12 April 2005	Gordon, D	DCom
15 April 2005	Mokgokong, ET	MD
21 April 2005	Samoff, J	DEd
22 April 2005	Gerwel, GJ	DLitt
23 April 2005	Marasas, WFO	DSc
18 April 2006	Gallagher, GJB	PhD
21 April 2006	Motsuenyane, SM	DCom
26 April 2006	Harris, WL	PhD
3 May 2006	Strauss, SA	LLD
3 May 2006	Sutherland, DIM	DPhil
8 May 2006	Lloyd, LL	PhD
5 September 2006	Klein, H-K	DPhilSc

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Date	Name	Degree
11 April 2007	Hall, JW	PhD
12 April 2007	Joubert, EA	DLitt
13 April 2007	Chaskalson, A	LLD
18 April 2007	Stals, CL	DCom
20 April 2007	Otto, E	DD
23 April 2007	Maphai, TV	DPhil
24 April 2007	Lutjeharms, JRE	DSc
24 April 2007	Miller, JD	PhD
6 September 2007	Condie, KC	DSc
7 September 2007	Sullivan, LW	MD
7 September 2007	Trahar, AJ	PhD
9 April 2008	Mhlophe, G	DPhil
10 April 2008	Hamdi, N	DArch
11 April 2008	Pietsch, A	DSc
15 April 2008	Zaidel-Rudolph, J	DEd
18 April 2008	Bharuth-Ram, K	DSc
18 April 2008	Heitink, G	DD
21 April 2008	Pegg, GK	DSc
22 April 2008	Mokgoro, Y	LLD
23 April 2008	King, D	DSc
24 April 2008	Bigalke, DR	DVSc
2 September 2008	Van Wyk, JD	DIng
3 September 2008	Fogel, DB	DPhil
4 September 2008	Gourley, BM	DCom
4 September 2008	Lor, PJ	DPhil
5 September 2008	Atkins, BTS	DLitt
18 October 2008	Goh, CT	DBA
28 November 2008	Kellerman, TS	DVSc
14 April 2009	Salovey, P	DEd
17 April 2009	Eriksson, KA	DSc
20 April 2009	Savickas, ML	DEd
24 April 2009	Loader, JA	DPhil
29 April 2009	Naudè, TW	DVSc
2 September 2009	Ngwenyama, OK	PhD
10 December 2009	Pillay, JN	LLD

CHANCELLOR'S MEDAL

This award was made to individuals who had excelled in terrains outside the purely academic sphere, for example, the arts, welfare services and inventions.

Date	Name	Date	Name
8 April 2003	Van Dyk, A	29 August 2008	Hoek, PW
10 April 2003	Fagan, GT	29 August 2008	Howell, J
11 April 2003	Motshega-Sebolai, MSE	29 August 2008	Kuun, C du P
23 April 2007	Glennie, JA	29 August 2008	Smit, P
3 May 2006	Evans, JS	29 August 2008	Stals, CL
14 May 2008	Edwards, MC	3 September 2008	Roos, JS
14 May 2008	Hearne, RF	4 September 2008	Mokgokong, ATM
29 August 2008	Alberts, BC	4 September 2008	Odendaal, DC
29 August 2008	Du Plessis, ED	5 September 2008	Bam, BM
29 August 2008	Hesse, VE	14 April 2009	Chung, FK

VICE-CHANCELLOR AND PRINCIPAL'S AWARD

This award was presented to the best final-year student in each faculty.

Date	Name	Date	Name
23 March 2001	Fourie, KA	2 April 2001	Hefer, A
26 March 2001	Van der Westhuizen, E	3 April 2001	Jordaan, M
27 March 2001	Lemmens, J-C	22 June 2001	Sulliman, SH
29 March 2001	De Wet, GJ	8 April 2002	Margerison, B
29 March 2001	Reer, ES	9 April 2002	Jacobs, R

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Date	Name	Date	Name
11 April 2002	Potgieter, MJ	2 May 2006	Leipoldt, A
12 April 2002	Van der Wath, RC	3 May 2006	Greeff, LA
16 April 2002	Du Toit, EJ	4 May 2006	Brynard, M
16 April 2002	Pierce, S.R.	4 May 2006	Van der Bergh, RH
16 April 2002	Van der Merwe, C	8 May 2006	Schulz, CL
17 April 2002	Devenish, J-P	24 November 2006	Gerber, K
18 April 2002	Messerschmidt, R	13 April 2007	Budler, R
29 November 2002	De Wet, R	13 April 2007	Labuschagne, JPL
10 April 2003	Maasdorp, EL	13 April 2007	Oluka, BJ
10 April 2003	Verster, PR	16 April 2007	Van der Merwe, S
11 April 2003	Fourie, S	17 April 2007	Caddy, K
11 April 2003	Harty, L-A	18 April 2007	Heukelman, JF
11 April 2003	Penzhorn, LD	20 April 2007	De Jong, NJ
14 April 2003	Roew, B	26 April 2007	McGee, EC
16 April 2003	Hancke, GP	26 April 2007	McKechnie, M
28 November 2003	Browning, S	23 November 2007	Mauch, SP
13 April 2004	Els, J	11 April 2008	Conradie, DCU
13 April 2004	Swart, I	14 April 2008	Simila, TJ
15 April 2004	Blignaut, F	15 April 2008	Scrooby, KJ
16 April 2004	Van Wyk, AC	16 April 2008	Da Silva, HFM
17 April 2004	Van Heerden, N	18 April 2008	Suliman, R
20 April 2004	Du Plessis, Y	18 April 2008	Van Benecke, G
24 April 2004	Janse van Rensburg, H	22 April 2008	Grobler, M
28 April 2004	Michael, P	25 April 2008	Van Tonder, WT
13 April 2005	Joubert, EGA	28 November 2008	Snyman, HN
13 April 2005	Van der Zwan, P	18 April 2009	Jacobs, CJF
13 April 2005	Van Staden, SJ	20 April 2009	Menoita, J
14 April 2005	Steenkamp, Y	20 April 2009	Steyn, L
15 April 2005	Jurgens, ME	28 April 2009	Kroon, GP
18 April 2005	Lourens, HM	28 April 2009	Prinsloo, L
18 April 2005	Marais, V	29 April 2099	Das, GC
25 November 2005	Theron, E	30 April 2009	Lippi, C
20 April 2006	Da Costa, GR	30 April 2009	Smit, NY
21 April 2006	Pienaar, M-L	27 November 2009	McLean, JL
25 April 2006	Dutton, PL		

CHANCELLOR'S AWARD

Research
The Chancellor's Award: Research was made in recognition of exceptional achievement in the field of research aimed at the advancements of science and the associated promotion of the interests of the University of Pretoria.

Date	Name	Date	Name
2002	Rosinger, EE	2007	Wingfield, MJ
	Scholtz, CH	2008	Eriksson, PG
2003	Bennett, NC		Scholtz, CH
	Jansen, JD	2009	Cloete, TE
2004	Van Onselen, C		Taylor, JRN
2005	Walton, CR		

CHANCELLOR'S AWARD

Teaching and Learning
The Chancellor's Award: Teaching and Learning was made to prominent academics who excelled and demonstrated innovative creativity in both undergraduate and postgraduate education programmes.

Date	Name	Date	Name
2003	Heyns, CH	2008	Coetzer, JAW
	Viljoen, F		Fraser. WJ
2005	Cronjé, JC		
	Meiring, JH		

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EXCEPTIONAL ACADEMIC ACHIEVER AWARD			
This award was granted annually to senior academics who had already achieved professional status and had maintained a high standard of excellence in the field of undergraduate and postgraduate teaching and learning, research, community engagement and administration. (Persons who had received an NRF A-rating automatically attained the status of Exceptional Academic Achiever.[3]) The award was made annually and was valid for three years.			
2002			
Auret, FD	Huismans, H	Sandenbergh, RF	Van Staden, JF
Bennet, NC	Joubert, J	Scholtz, CH	Viljoen, FJ
Cloete, TE	Labuschagne, JMT	Scott, TJ	Wingfield, BD
Craig, IA	Lotz, S	Snyman, JA	Wingfield, MJ
Eriksson, PG	Malherbe, JB	Ubbink, JB	Wittenberg, DF
Grabow, WOK	Odendaal, JW	Van Aarde, AG	
Heyns, CH	Pistorius, PC	Van der Watt, JG	
2003			
Alant, E	Nicholson, SW	Taylor, JRN	Van Wyk, AE
Davel, CJ	Prinsloo, DJ	Van Aarde, RJ	Webb, VN
Lindeque, BG	Stander, HF	Van Heerden, WFP	
Miller, HG	Ströh, A		
2004			
Auret, FD	Malherbe, JB	Pistorius, PC	Wingfield, BD
Bütow, K-W	Maree, JG	Snyman, JA	Xia, X
Cloete, TE	Meyer, JP	Visser, PJ	
Kirsten, JF	Pattinson, RC		
2005			
Bester, MJ	Joubert, J	Odendaal, W	Van der Watt, J
Eriksson, PG	Ker, JA	Plastino, AR	Wingfield, MJ
Hassan, R	Korsten, L	Scott, TJ	
Huismans, H	Lotz, S	Van Aarde, AG	
2006			
Alant, E	Miller, HG	Steyn, M	Van Heerden, W
Bishop, JM	Nicolson, SW	Ströh, A	Van Wyk, B
Davel, T	Prinsloo, D	Taylor, JRN	
Eloff, JHP	Scholtz, CH	Van Aarde, RJ	
2007			
Auret, D	Heyns, CH	Maree, K	Viljoen, F
Bennett, NC	Jansen, JD	Meyer, JP	Visser, H
Bütow, K-W	Kirsten, J	Nel, LH	Wingfield, BD
Cloete, TE	Lubuma, JM-S	Pistorius, PC	Xia, X
Engelbrecht, AP	Malherbe, JB	Van Rensburg, E	
2008			
Alant, E	Hassan, R	Meyer, JP	Van Aarde, RJ
Auret FD	Heyns, CH	Miller, HG	Van der Watt, JG
Bennet, NC	Huismans, H	Nel, LH	Van Heerden, WFP
Bester, MB	Jansen van Rensburg, E	Nicolson, SW	Van Onselen, C
Bishop, JM	Joubert, J	Odendaal, JW	Van Wyk, AE
Bütow, K-W	Ker, JA	Pistorius, PC	Viljoen, FJ
Cloete, TE	Kirsten JF	Plastino, AR	Visser, PJ
Coetzer, JAW	Kortsen, L	Prinsloo, DJ	Walton, CR
Davel, CJ	Lubuma, JM-S	Scott, TJ	Wingfield, MJ
Eloff, JHP	Lotz, S	Steyn, M	Xia, X
Engelbrecht, AP	Malherbe, JB	Ströh, A	
Fraser, WJ	Maree, JG	Taylor, JRN	
2009			
Boezaart, CJ	Penzhorn, BL	Ströh, A	Van Heerden, W
Meyer, M	Rohwer, ER	Van Aarde, RJ	Van Wyk, B
Nicolson, SW			

3 In 2009, Prof NC (Nigel) Bennet and Prof X (Xiaohua) Xia received the Exceptional Academic Achiever Award on the basis of their NRF A-rating.

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EXCEPTIONAL YOUNG RESEARCHER AWARD

This award was presented on the grounds of exceptional achievements in research and reviewed against the broad strategic objectives of the University, and only to those who had not yet achieved full professional status, with the provision that a person could only receive it once. (One nomination per school or per faculty was submitted every year. The number of recipients was limited to 10 per year. Persons who had received an NRF P-rating automatically attained the status of Exceptional Young Researcher.[4])

2002			
Eloff, I	Reyers, B	Theron, J	Webber, LM
Niehaus, IA			
2003			
Engelbrecht, AP	Roux, J	Van Marle, K	Weldhagen, GJ
Lall, N			
2004			
Bastos, AD	Howie, SJ	Jordaan, Y	Roos, ND
Boon, JM			
2005			
Ebersöhn, L	Kriel, L	Sumner, P	Sehoole, C
Joubert, A			
2006			
Bloomer, P	Steenkamp, V	Swanepoel, D	
2007			
Bornman, J	Myburg, AA	Vandeyar, S	Van Vuuren, B
Majozi, T			
2008			
Gupta, R	Pretorius, E	Slippers, BS	Woolman, SC
Joubert, F	Schoeman, JP	Wolff, E	
2009			
Ayo-Yusuf, OA	McKechnie, A	Ozoemena, K	Venter, M
Cameron, EZ	Naidoo, V	Slippers, BS	

MEDALS OF THE SOUTHERN AFRICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (S_2A_3)

S_2A_3 GOLD MEDAL

This medal was awarded to a scientist who had made an exceptional contribution to the advancement of science, either on a broad front or in a specialised field.

Date	Name	Field
2008	Eriksson, PG	Geology

S_2A_3 BRITISH ASSOCIATION SILVER MEDAL

This medal was awarded to persons under the age of 40 who were actively engaged in research and had, by way of international participation and publications, shown outstanding capability and achievement.

Date	Name	Field
2007	Myburg, AA	Genetics
2008	Mojozi, T	Chemical Engineering

S_2A_3 BRONZE MEDAL

This medal was awarded to the student who produced the best master's dissertation in the University.

Date	Name	Field
2003	Van Zyl, AJ	Mathematics and Applied Mathematics
2004	Wells, GA	Biochemistry
2005	Marx, J	Anatomy
2006	Hart, L	Zoology and Entomology
2007	Lo, L-C J	Computer Science
2008	Zander, C	Physics
2009	Grobler, J	Industrial and Systems Engineering

4 In 2009, Prof DCD (De Wet) Swanepoel received the Exceptional Young Researcher Award on the basis of his NRF P-rating.

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CHAIRPERSON OF COUNCIL AWARD
This award was presented to an individual who was deemed to have reached the highest level of outstanding achievement.
2005
Fouché, CC

EXCEPTIONAL ACHIEVERS: SUPPORT SERVICES			
This award was presented to individuals who received campus-wide recognition.			
2005			
De Bruyn, NJ	Haumann, AJ	Machi, TSF	Van der Walt, AJ
Ferreira, M	Isaacs, W	Olivier, J	
Hammes, M	Jones, E	Raliphada, L	

LAUREATE AWARDS	
This award was the highest award an alumnus of the University of Pretoria or an outstanding achiever could receive from fellow alumni. These awards were made at the end of a year at a special alumni function.	
2001	
Cilliers, Mr P (Pieter) – alumnus	Prinsloo, Ms S (Sandra) – alumnus
Coetzee, Dr JD (Johan) – alumnus	Van der Laan, Ms A (Anette) – alumnus
Kriel, Prof DM (Dawie) – alumnus	Van Niekerk, Dr RJ (Dolf) – alumnus
Labuschagne, Mr W (Willie) – alumnus	Van Riet, Prof WF (Willem) – alumnus
Myburgh, Mr JP (Johan) – alumnus	Van Zyl, Dr J (Johan) – alumnus
Osterhoff, Prof DR (Dieter) – alumnus	Vermaak, Dr L (Leon) – alumnus
2002	
Botha, Prof E (Elize) – alumnus	Joubert, Ms I (Irene) – alumnus
Coertse, Dr M (Mimi) – alumnus	Phosa, Ms YN (Yvonne) – alumnus
Daniel, Archbishop GF (George) – alumnus	Rautenbach, Mr S (Fanus) – alumnus
De Klerk, Dr DJJ (Daan) – alumnus	Seriti, Mr WL (Willie) – alumnus
Du Pisanie, Prof JA (Johann) – alumnus	Swanepoel, Mr B (Bernard) – alumnus
Greeff, Dr OBW (Oppel) – alumnus	Visagie, Mr JJF (Hansie) – alumnus
2003	
Bodemer, Prof W (Wilhelm) – alumnus	Motshekga-Sebolai, Ms ME (Mamsie) – alumnus
Bothma, Prof JdP (Kobus) – alumnus	Rademeyer, Ms A (Andrea) – alumnus
Haese, Mr L (Leo) – alumnus	Staude, Mr PH (Peter) – alumnus
Kantor, Mr IR (Ian) – alumnus	Strydom, Ms A (Amanda) – alumnus
Le Riche, Mr EAN (Elias) – alumnus	Van Wijk, Mr JC (Jan) – alumnus
Maithufi, Prof IP (Papa) – alumnus	Verwoerd, Dr DW (Daan) – alumnus
Makwana, Mr M (Mpho) – alumnus	Viljoen, Mr P du T (Pierre) – alumnus
2004	
Booysen, Dr S (Steve) – alumnus	Molepo, Dr MJ (Maisha) – alumnus
Cupido, Ms E (Eloise) – alumnus	Mophatlane, Mr B (Benjamin) – alumnus
Cronjé, Mr T (Tobie) – alumnus	Mxenge, Ms N (Ntombekhaya) – alumnus
Havenstein, Mr R (Ralph) – alumnus	Van der Merwe, Mr J (Johan) – alumnus
Marwala, Prof T (Tshilidzi) – alumnus	Van Rooyen, Ms I (Irma) – alumnus
Meyer, Prof BJ (Bern) – alumnus	Viljoen, Prof M (Marlene) – alumnus
2005	
Barnard, Mr C (Chris) – alumnus	Mokoape, Major-General KM (Keith) – alumnus
Boyes, Ms C (Carrol) – alumnus	Singo, Mr NM (Moses) – alumnus
De Nysschen, Mr JC (Johan) – alumnus	Van Zyl-Taylor, Mr A (Angus) – alumnus
Kfir, Dr R (Rivka) – alumnus	Wingfield, Prof MJ (Mike) – friend of UP (employee)
Mokgokong, Dr ATM (Anna) – friend of UP	
2006	
De Villiers, Mr DE (Etienne) – alumnus	Roberts, Ms M (Margaret) – alumnus
D'Oliviera, Dr JAvS (Jan) – alumnus	Roos, Mr WT (Willem) – alumnus
Fraser-Moleketi, Ms GJ (Geraldine) – alumnus	Slabbert, Mr W (Wicus) – alumnus
Mabunda, Dr DM (David) – alumnus	Trengove, Judge JJ (John) – alumnus
Matooane, Ms M (Matsie) – alumnus	Van Wyk, Dr SH (Sarah) – alumnus
Meyer, Mr HP (Hillie) – alumnus	

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2007	
Barnard, Dr JL (James) – alumnus	Ngoepe, Judge BM (Bernard) – friend of UP
De Kock, Mr L (Louis) – alumnus	Njobe, Ms K (Khungeka) – alumnus
Hettema, Ms H (Helena) – alumnus	Pienaar, Mr PC (Pine) – alumnus
Kloppers, Dr MJ (Marius) – alumnus	Van der Merwe, Mr SW (Billy) – alumnus
Meyer, Mr H (Heyneke) – alumnus	Vundla, Mr M (Mfundi) – friend of UP
Mjwara, Dr PM (Phil) – friend of UP	Zaidel-Rudolph, Prof J (Jean) – alumnus
2008	
Botha, Prof EC (Liesbeth) – alumnus	Röhrs, Mr RF (Roland) – alumnus
Bungane, Mr K (Kennedy) – alumnus	Schoeman, Mr BJ (Ben) – alumnus
Canca, Ms A (Anati) – alumnus	Steijn, Ms EC (Elizabeth) – friend of UP
Manganyi, Prof NC (Chabani) – friend of UP (employee)	Terblanché, Dr AB (Andries) – alumnus
Mills, Dr PC (Cival) – alumnus	Wapnick, Mr A (Alec) – alumnus
Mtoba, Ms NT (Futhi) – friend of UP (Chairperson of UP Council)	
2009	
Botha, Dr BP (Piet) – alumnus	Olivier, Dr L (Louise) – alumnus
Ngozwana, Dr S (Skhumbuzo) – alumnus	Swiegers, Mr GJ (Giam) – alumnus
Nkeli,Ms M (Mpho) – alumnus	Trengove, Advocate WH (Wim) – alumnus

APPENDIX D

UNIVERSITY OF PRETORIA LANGUAGE POLICY

1. POINTS OF DEPARTURE

The University of Pretoria:

1.1 acknowledges that there are 11 official languages, that all official languages have equal status and that they should be treated fairly;
1.2 promotes the development of all the official languages, as well as other languages that are used by the South African community;
1.3 acknowledges the right of every individual to receive tuition at a tertiary institution through the medium of the official language or languages of his or her choice, provided that it is fair and feasible for a particular institution to provide tuition through the medium of the official language or languages concerned;
1.4 accepts the principle that a language policy may not have the effect that persons are denied reasonable access to higher education;
1.5 accepts the principle that a language policy should be affordable; and
1.6 understands and protects the value of the Afrikaans language as a tool for the practice of science.

2. LANGUAGE POLICY

With the abovementioned points of departure in mind, the following policy is proposed:

2.1 In conducting its business, the University uses two official languages, namely Afrikaans and English.
2.2 Training programmes can be presented in Afrikaans or in English or in both languages to the extent that there is a demand and it is academically and economically justifiable.
2.3 Afrikaans and English should be used and developed as academic languages with a view to excellence in academic communication.
2.4 The University promotes the development of other languages (official and otherwise) by presenting language courses and language programmes in these languages.
2.5 In respect of administrative and other services, clients shall have the right to choose whether the University should communicate with them in Afrikaans or in English.
2.6 There shall be no discrimination against any staff member or student who has a command of Afrikaans or English only or of both languages.
2.7 The University shall provide staff members with the necessary support and training to enable them to communicate in Afrikaans and English.
2.8 The University shall support students by providing tuition in the languages of instruction.
2.9 Each unit within the University shall be responsible for the appropriate implementation of the abovementioned points of departure and policy statements.

(University of Pretoria, 2001c)

Extract from the Statute of the University of Pretoria 2003, Chapter 2, paragraph 3

The relevant section of the University's statute that deals with the language policy states:

1. The University provides instruction in Afrikaans and English where it is reasonable and practicable.
2. The language policy of the University is based on the following factors:
   a) constitutional and statutory requirements;
   b) the demographic composition and language preferences of its students;
   c) the promotion and maintenance of Afrikaans and English as scientific languages and mediums of instruction;
   d) making a contribution to the development of the other official languages as scientific languages and mediums of instruction; and
   e) the practicability of instruction in a specific language in view of the financial, personnel and facility constraints within the University.
3. The language policy shall be implemented in such a manner that both Afrikaans and English as academic languages will, in the long term, be enhanced and strengthened.

(Republic of South Africa, 2003a)

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APPENDIX E

ANALYSES BY THE LANGUAGE POLICY COMMITTEE OF SENATE

In its analysis of the language policy, the Language Policy Committee of Senate (LPC) identified and studied three important objectives that underpinned the interim language policy of 1997, which could be deduced from the extract from the statute (see Addendum A):

- To enable students to think and communicate at an academic level in a language that had the vocabulary for expressing complex and abstract concepts.
- To expand the Afrikaans culture, since language was widely accepted as an important facet of culture.
- To ensure the sustainability of the language policy at UP by implementing it in an economically affordable manner.

Each of the abovementioned objectives delivered the following findings:

Improving academic literacy levels of students in Afrikaans and/or English[5]

As there was general agreement that the level of language proficiency impacts directly on academic achievement at university, the academic literacy levels of more than 58 000 new students at UP were measured over the period 2001 to 2009. The results consistently showed that the percentage of students identified as being at risk due to low levels of academic literacy consistently measured at an average of 30% of the annual intake. The academic performance of this cohort of students was regularly found to be compromised.

Further analyses of the results indicated that only about 39% of students who chose English as language of tuition actually had English as primary language,[6] the remaining section of the "English group" had English as a second to fourth language. Students in the latter group experienced various difficulties in academic literacy at university level. The predicted problems were addressed through special first-year programmes to improve academic literacy. Research on this cohort of students confirmed the positive influence of mother-tongue education on subsequent academic performance.

Expanding the Afrikaans language as a facet of culture

UP had traditionally been a custodian of the Afrikaans language and culture. Through the first century of its existence, it contributed to this by nurturing the Afrikaans language and its literature, as well as ensuring (together with other institutions) a progressive development of its vocabulary in line with rapid developments in modern science and technology. It was thus ideally placed to be a language of tuition for Afrikaans-speaking students at UP.

During the period spanned by this report, it was of grave concern that, in an age of globalisation, the benefits of cultural diversity would be sacrificed through the pressures of homogenisation and loss of languages. The relevance of this concern was paramount to the future existence of Afrikaans as a tertiary language in the face of potential dominance by the world academic language, English.

The LPC report concluded that the implementation of the language policy of UP had offered the "space" for Afrikaans to continue thriving as an academic language at tertiary level and ensuring "the continued existence of an important part of South Africa's linguistic diversity". The level of success it would further attain depended on the will of UP and its academics to do so.

Ensuring the financial sustainability of the language policy at UP

The University's statute of 2003, as well as the language policy of 1997, made provision for both Afrikaans and English as languages of tuition at UP, subject to "practicability" in view of financial, personnel and facility constraints within the University. The objective of the drafters of the existing language policy at the time was to create a reasonable environment for implementing these objectives: one that did justice to UP's bilingual teaching aims, while not imposing excessive opportunity costs on the University's other objectives.

In measuring the financial impact of implementing the language policy,[7] the analyses revealed that, in 2007, more than half of the undergraduate modules had student enrolments of 50 or less, and 75% had 100 students or less. In most disciplines, the "natural duplication point" (splitting a module in two) was at 150 enrolled students – a point that, in fact, excluded 80% of the modules at UP.

Repeating lectures (parallel teaching in Afrikaans or English) before these points had been reached gave rise to unacceptable opportunity costs.[8] It was thus decided to view opportunity costs as "trade-offs" that would have to be decided on between the competing goals as spelled out in the strategic plans.[9] All of the latter were subject to resource constraints.

The Committee concluded that, with regard to the language of tuition situation at UP, the mentioned factors suggested that teaching in both languages was subject to limits beyond which the additional costs would exceed the concomitant benefits.

5 At the turn of the century, Afrikaans and English were the only two of the 11 official languages in South Africa with vocabularies for expressing complex and abstract concepts.

6 These students outscored the remaining students in their group (for whom English was the second to fourth spoken language) with about a 13% average.

7 The analyses took into account the number of modules, their sizes (number of enrolled students) and the preferred language of tuition choices.

8 One of the opportunity costs for more teaching was less research.

9 Examples of the goals included enhancing UP's status as an internationally accepted South African research university, achieving excellence in teaching and learning, community engagement and access to disadvantaged students.

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APPENDIX F

ASSESSMENT OF THE IMPLEMENTATION OF THE LANGUAGE POLICY

Even though several challenges that were brought about by the flexible decentralised implementation of the language policy were progressively addressed, significant tensions, many of which the Koornhof Committee had identified, had arisen and were included in the mandate of the Language Policy Committee (LPC). Accordingly, the comprehensive institutional survey initiated by the LPC also included assessments on those identified tensions. The mandate for the functioning of the LPC also included addressing additional requests from Senate.

- In response to their specific brief, the LPC identified specific implementation issues and problems that required revision. First of all, it established the language profile and preferences of the 2007 cohort of UP's student corps, which indicated that the percentage of English-speaking (non-Afrikaans-speaking) students was expected to stabilise at about 60% within a few years, with a substantial percentage (40%) of the traditional Afrikaans-speaking students, all things being equal.[10]
- Analysing "home language" and "language of preference" indicated that, in 2007, there were about 2 700 (17%) Afrikaans-speaking students who preferred English as medium of instruction, and this number was expected to grow, especially at postgraduate level. Although there were substantial differences among the various faculties in the distribution of undergraduate students according to language of preference, this was not the case on postgraduate level, where only about 25% of students preferred to receive their tuition in Afrikaans, and 70% to 75% preferred English.[11]
- In ascertaining the language capabilities of the academic staff, the survey results indicated that, among permanently appointed academic staff members in 2007, approximately 78% were capable of lecturing in Afrikaans, whereas almost all members of the academic staff were able to lecture in English. However, of the 102 departments that responded to this question, almost 60% indicated that they did not have the capacity to lecture in both languages with their existing staff. One problem brought on by the fact that not all staff members were able to lecture in Afrikaans was that lower-level modules with higher "marking loads"[12] (in which the numbers of Afrikaans-speaking students were the highest) were mostly given to Afrikaans-speaking lecturers. Quite often, these lecturers of the junior classes were excellent teachers and well experienced in handling large groups of students. This often attracted English-speaking students to rather join those (Afrikaans) classes.[13] The Committee, therefore, recommended to Senate that the University's human resources policy be aligned with its language policy and faculty agreements in order to ensure the availability of sufficient Afrikaans-speaking lecturers. However, the language capabilities of the staff, as indicated in the survey in 2007, were considered sufficient to make the implementation of the language policy feasible at that time.
- The important university-wide survey also included an analysis of the advantages and disadvantages of different language delivery modes[14] and implementation possibilities. Table F1 summarises the responses from 108 heads of department that were received on the modes of addressing both languages of tuition in their departments.

Table F1: Modules grouped according to language of tuition in 2007[15]

Offering	Number of under-graduate modules	Percentage of under-graduate modules	Number of post-graduate modules	Percentage of post-graduate modules	Total modules	Percentage of total modules
Only Afrikaans (single medium)	30	1.3%	20	1.1%	50	1.2%
Only English (single medium)	624	26.1%	873	48.2%	1 497	35.6%
Only double medium (Afrikaans and English)	980	40.9%	732	40.4%	1 712	40.7%
Separate groups for Afrikaans and English (parallel medium)	655	27.3%	88	4.9%	743	17.7%
Separate groups for English and double medium	20	0.8%	0	0.0%	20	0.5%
Separate groups for Afrikaans and double medium	2	0.0%	6	0.3%	8	0.2%
Separate groups for Afrikaans, English and double medium	36	1.5%	1	0.0%	37	0.9%
Not categorised	49	2.0%	92	5.1%	141	3.4%
Total	**2 396**	**100.0%**	**1 812**	**100.0%**	**4 208**	**100.0%**

It should be noted that decisions on the modes of delivery of modules were based on the preferences of language of tuition of the students in the specific class. It is also important to note that the 108 departmental heads represented approximately 81% of relevant heads of department at UP in 2007.

10 Cognisance should be taken that, because UP was a large university, which was growing very rapidly, the actual number of students who preferred Afrikaans is dwarfed when referring to them in percentage terms.

11 This was not the case in the Faculty of Veterinary Science where 95% of postgraduate students preferred English.

12 Marking of assignments and answer sheets of tests and examinations.

13 Requests in class from these "additional students" often resulted in sections of the (specifically identified) Afrikaans lectures having to be repeated in English.

14 Single, double, parallel and hybrid modes.

15 This data does not include the faculties of Veterinary Science and Health Sciences since their language policies differed from those of the other faculties.

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Table F1 illustrates the following:

- Lectures offered in single and parallel medium actually catered specifically for unilingual students, whereas double-medium lectures worked best where students had bilingual abilities.[16]
- The dominant delivery modes in the courses were double medium, parallel medium and English single medium.
- Unilingual "English-speaking" (non-Afrikaans-speaking) undergraduate students were catered for to a greater extent than unilingual Afrikaans-speaking students, but cognisance should be taken that the former included a large cohort of students for whom English was their second to fourth language. Also worth noting is the fact that, in undergraduate teaching, bilingualism was reflected most strongly in dual-medium lectures.
- Even though the results obtained of postgraduate students illustrated a significant preference for English, it should be noted that several Afrikaans-speaking students switched their preference to English tuition when they reached postgraduate level. Afrikaans-speaking students from English high schools retained their preference to be taught in English. This was actually a growing trend.

Based on this analysis, the LPC report justifiably concluded that there was no simple solution to the question of how the University should address its language issues; each option had advantages and disadvantages, making it imperative for UP to choose a combination of measures that would optimise the overall net benefits. Thus, each mode could be justified in specific areas. The point was to make informed choices and avoid an ad hoc implementation of UP's overall policy.

Further requests from Senate

After analysing arrangements at other selected multilingual higher education institutions both locally and internationally,[17] the LPC emphasised the finding that as universities worldwide were products of the communities they serve, the problems that the communities experienced also became challenges of the universities in those communities. Of special interest was that, for logistical and political reasons, at most European universities, a shift towards English as the lingua franca had occurred, especially in research and postgraduate education. Special arrangements had to be implemented for "minority" languages to be retained as languages of tuition.

The members of the LPC also visited the North-West University to evaluate the simultaneous translation service mode offered on its Potchefstroom Campus. The members were impressed by this mechanism, but appreciated the significant differences between the two universities in class sizes and the language profiles of the majority group of students. Given the larger numbers of students and modules involved, it would not justify the logistical and financial impact of introducing simultaneous translation services throughout UP. The LPC did, however, identify situations in small modules in certain faculties and courses in which this mode of teaching could indeed be considered.

The LPC also did research on programmes that could potentially be offered fully in Afrikaans,[18] and concluded that it would be possible to combine programme and module approaches whereby a number of core programmes could be identified for presentation in Afrikaans up to the end of the second year of a three-year degree course, after which a module approach could be followed. Thus, the language of tuition in the third year would depend on the modules chosen by each student.

APPENDIX G

CAMPUSES OF THE UNIVERSITY OF PRETORIA: 2001 TO 2009

During the period 2001 to 2009, the University of Pretoria offered academic programmes on seven campuses.[19] The campuses are listed chronologically according to the date on which the University or its predecessor, the Transvaal University College (TUC), commenced academic activities on the specific campus.

The central administration of the University was housed on the Hatfield Campus, but all the other campuses had decentralised offices for the administration and management of their specific needs.

1. Hatfield Campus (1910) – also known as the main campus: Faculties of Humanities, Law, Theology, Economic and Management Sciences, Natural and Agricultural Sciences, and Engineering, Built Environment and Information Technology, in addition to a number of women's residences. Adjacent to the Hatfield Campus was the LC de Villiers Sport Grounds, which accommodated the University's main sports facilities, as well as most of the men's residences and the Experimental Farm.[20]
2. Onderstepoort Campus (1920): the Faculty of Veterinary Science and the University's Onderstepoort Veterinary Academic Hospital, as well as a residence for students of the Faculty.
3. Prinshof Campus (1943): the Faculty of Health Sciences and residences for students of the Faculty. Adjacent to the campus was the New Pretoria Academic Hospital (Steve Biko Academic Hospital). Clinical training of students took place at hospitals and clinics in Gauteng, Limpopo, Mpumalanga and North West.
4. Hammankraal Campus (1993–2006): The initial hub for community-based education, community engagement and outreach activities.
5. Sandton Campus in Illovo, Johannesburg (1998): the Gordon Institute of Business Science.
6. Groenkloof Campus (2001): the Faculty of Education, a number of residences and sports facilities.
7. Mamelodi Campus (2004): The hub of UP's service learning activities (foundation programmes) and many of the University's community engagement projects, as well as a residence for first-year students.

16 Experience had shown that non-bilingual students in double-medium classes tended to disrupt the flow of a lecture to such a degree with their requests for sections to be repeated in the other language that, to save time, these lectures tended to drift into English only (the majority of Afrikaans-speaking students could understand English).

17 Literature studies were done on the universities of Barcelona, Estonia, Helsinki, Maastricht, Ottawa and Stellenbosch, as well as the Free University of Bozen-bolzano and the Catholic University of Leuven. All these universities had had more than one language of tuition at a time.

18 To ensure that Afrikaans was maintained as language of tuition in a core set of programmes up to a bachelor's degree level to thereby support the continued development of Afrikaans's technical language. In principle, this should have happened in each faculty.

19 The Witbank Campus was closed down at the turn of the century.

20 After 2009, these facilities would become known as the Hillcrest Campus.

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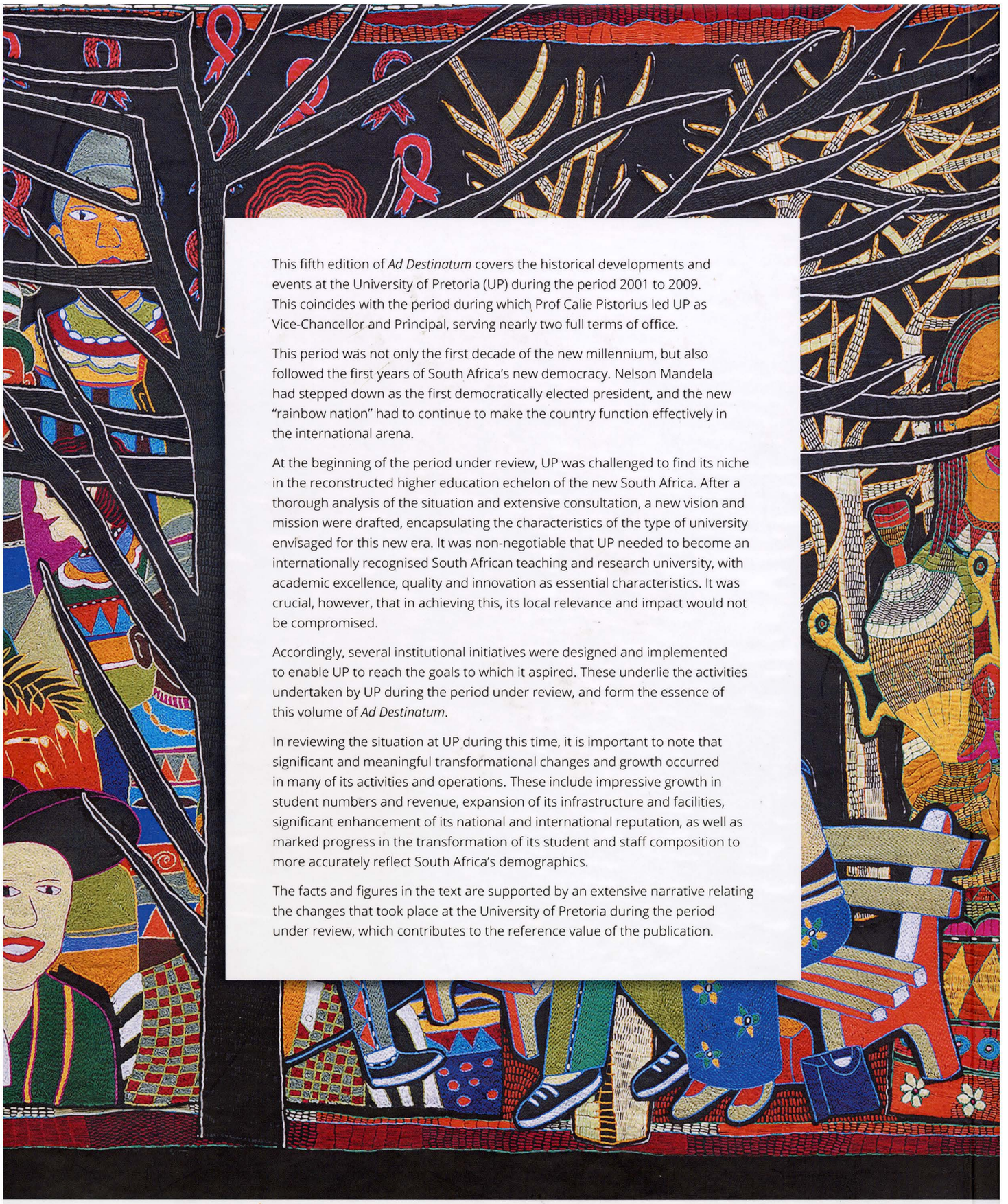

This fifth edition of *Ad Destinatum* covers the historical developments and events at the University of Pretoria (UP) during the period 2001 to 2009. This coincides with the period during which Prof Calie Pistorius led UP as Vice-Chancellor and Principal, serving nearly two full terms of office.

This period was not only the first decade of the new millennium, but also followed the first years of South Africa's new democracy. Nelson Mandela had stepped down as the first democratically elected president, and the new "rainbow nation" had to continue to make the country function effectively in the international arena.

At the beginning of the period under review, UP was challenged to find its niche in the reconstructed higher education echelon of the new South Africa. After a thorough analysis of the situation and extensive consultation, a new vision and mission were drafted, encapsulating the characteristics of the type of university envisaged for this new era. It was non-negotiable that UP needed to become an internationally recognised South African teaching and research university, with academic excellence, quality and innovation as essential characteristics. It was crucial, however, that in achieving this, its local relevance and impact would not be compromised.

Accordingly, several institutional initiatives were designed and implemented to enable UP to reach the goals to which it aspired. These underlie the activities undertaken by UP during the period under review, and form the essence of this volume of *Ad Destinatum*.

In reviewing the situation at UP during this time, it is important to note that significant and meaningful transformational changes and growth occurred in many of its activities and operations. These include impressive growth in student numbers and revenue, expansion of its infrastructure and facilities, significant enhancement of its national and international reputation, as well as marked progress in the transformation of its student and staff composition to more accurately reflect South Africa's demographics.

The facts and figures in the text are supported by an extensive narrative relating the changes that took place at the University of Pretoria during the period under review, which contributes to the reference value of the publication.

C/O Lynnwood Road and Roper Street
Pretoria, 0002
South Africa
Tel: +27 (0) 12 420 3111
Fax: +27 (0) 12 420 4530

www.up.ac.za

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