

APPENDIX A

INTERVIEW SCHEDULES

A.1 MR KEVIN MCLOUGHLIN

(MANAGEMENT INFORMATION UNIT)

Financial System

- What was the past system called?
- How did it operate in relation to the relationship between the central administration, faculties and departments, that is, with reference to policy and strategy, allocation, cross-subsidisation, monitoring and evaluation?

Allocation and cross-subsidisation

- How was and is it decided how much would be allocated to faculties and cross-subsidised between faculties?
 - Where were and currently are decisions with respect to this taken?
 - What are the issues in debate with respect to allocation and cross-subsidisation?
- Who were the key managers involved in this and what were the structures?
- Where is Financial Resource Allocation Committee (FRAC) located within this structure and what is its importance?
- There has been devolution of, for example, finance to faculty level. How has this changed the operations of the previous system?
- How is or will the financial systems between the faculty and schools or department (In the case of Health Sciences) be established?
- What is the name of the current system?
- Will there be a new system, if so what will the new system be called and how will it work?
- When will the new system be implemented?

- Why has there been a change from the old to the new system?
- What in your view have been the advantages of the changing system and what have been the disadvantages?

Accounts are they all reflected in a central accounting system, for example, Wits Foundation, consulting work, incomes from new programmes and short courses, incomes from endowment chairs. – INCOMES, Expenditures; especially student numbers. - **Revenue**

- How are decisions made with respect to income at faculty level with respect to endowment chairs, short courses, consultancy work, Health Consortium, IGP? Is this kept within the faculties or would this be placed in a larger pool and allocated from there?
- Was this the way in which the system operated before?

Information Systems

- What was the past system called?
- How did and does it currently operate in relation to the relationship between faculties, the centre and departments or schools?
- What is the name of the new system?
- Why the change from the old to the new system?
- What are the differences?

Management Information Systems

- What are the different categories of information available through the system?
- How could I access this? That is, what would be the procedure?

Information required;

Student numbers across faculties from 1990-2002; race and gender change.

Shaping the Future 1999; Have there been updated versions? Also there have been documents that have attempted to elaborate upon shaping the future; How can I access these?

A.2 DR DEREK SWEMMER (REGISTRAR)

Focus of the Interview: *Changes to the Academic Registrar's Office*

- What was the academic administration system like before?
- What are the different components or aspects that this office oversees? (this is expressed in the document entitled; "Registrar's Helpdesk-policies and procedures"
- How has it changed in relation to the **centre and devolution**?
- Are faculties entitled to make academic administration decisions? Which? Is this different from the past?
- What are the different components or aspects of the office currently and how is it likely to change in the future?
- The changes to this office were made as a result of the **support services review process**. A number of reasons were mentioned as to why restructuring of the support services was necessary. These included; improving service levels to students and staff and improving cost effectiveness of the services offered. *What did that mean for academic administration?*
- What are the **advantages** of the new system?
- What are the **problem areas**?
- Is the **Centre for Student Enrolments** part of the Registrar's office?
- Is a new **Information Technology System** being implemented? Did one exist before? How did it work? How is the new system meant to work and what is its significance?
- **Documentation:**
- Policy, strategy, evaluations, correspondence and minutes within the academic registrar that refers to the restructuring of the academic administration.

A.3 PROFESSOR RICHARD PIENAAR (DVC ACADEMIC INTERNAL)

Background

Which other positions did you occupy?

Since when have you been in the current position?

In which ways were you involved in the restructuring of Wits?

Devolution

What are the underlying principles and assumptions of the new devolved framework of academic administration?

Policy at centre; what kinds of functions are retained at the centre and what kinds of functions are devolved?

New responsibilities

Has academic planning changed? How?

What was the position of DVC internal Academic like before?

In which ways has it changed as a consequence of the restructuring of academic functions?

In which ways have the lines of reporting been altered?

What are the tasks and responsibilities of the DVC of academic internal? How does this compare with the DVC academic external?

What are the current debates with respect to the roles and functions of the DVC and specifically your position?

Programmes

One of the key changes that have been considered within the institution is the development of academic programmes, which take into account the current needs of society. In which way is this being pursued within the institution?

Short Courses

A key aspect is ‘third stream’ funding. One of the ways through which to obtain this is through the presentation of short courses, which are the main avenues through which this is pursued?

How many are on offer?

What is the price range of these short courses?

Have there been increases post restructuring?

How could I obtain this kind of information?

Background

Do you have management experience?

On Wits Plus

1. What is Wits Plus meant to do?
2. What are the goals of Wits Plus and in which ways have they changed?
3. What are the prices of the courses and how do these relate to the market value of these courses?
4. To what extent is Wits plus an Entrepreneurial venture for the institution?
5. How does Wits plus Operate Financially?
6. What is the relationship between Wits Plus and the rest of the university and particularly the Faculties?
7. What are the challenges for Wits Plus in its relation here?
8. The attributable income model – what would be the implications of this for Wits Plus?

A.4 PROFESSOR BELINDA BOZZOLI (DVC RESEARCH)

Focus of the interview: Research – Changing conceptions of knowledge.

What is **the role of the DVC research** with respect to research at the university?

In which ways has research been affected through the restructuring process?

Devolution of research

What has this entailed?

What are the criteria for accessing research funds?

How has the changed from the past?

How is this shaped by national changes in research allocation and criteria?

Have allocation of research funds changed between faculties and within schools?

What are the implications for research units?

Global level; discussion about the changing conceptions of knowledge production; the shift from mode 1 to mode 2; to what extent has this become part of the research domain at Wits? Shift from blue sky research to socially relevant research.

Relations with Industry

Which faculties and schools have established relationships with industry through the kind of research they conduct?

Which are the most significant projects in the university?

Is this an important source of third stream funding?

How does industry benefit?

How does the university benefit?

Is industry increasingly shaping the research agenda within the institution?

Relations with the community

Which faculties and schools have relationships with communities? What is the nature of these communities?

Which are the most significant projects within the university?

Is this an important source of third stream funding?

In which ways do communities benefit from this?

In which ways does the university benefit?

Are communities in any way shaping the agenda of university research?

A.5 PROFESSOR ALAN KEMP

(DVC FINANCE AND ADMINISTRATION)

What were you involved in? – Mission Statement Group and Strategic Planning?

What were your proposals?

What were you hoping to change?

What was the underlying thinking of changing the system?

How does this relate to the Simkins Threefold model?

How were you hoping to bring about this change?

Why was this change important?

Who else should I speak to who was involved in that process?

Why are you not currently involved?

A.6 DEANS AND HEADS OF SCHOOL

Background

- Where did you work before?
- Where you a head of a department before?
- Why do you think you were selected for this job?

Appointment of Head of School?

- The process can be followed both through internal and external appointment? What was the procedure in your case?
- “Procedures and dismissal” comply with LRA. Was this the case before? What does this represent for you?

New Responsibilities

- “Framework document”? Which is that?
- There has been a process of devolution of, for example, human resources, finance and academic registrar and there are the new responsibilities of the Dean. How have these changes shaped your responsibilities and how has it shaped what happens now at school level?
- With respect to the devolved functions, how does is a support structure created at school level, for example, bookkeepers at school level who work with the business manager? What exists for the other functions?
- What is the nature of the relationship between head and Dean?
- What training programmes have you been required to attend?
- Do you find that you spend more time on your academic or management responsibilities?

Funding for the school

- Simkins three-fold model and the Attributable income model – three aspects, namely, staff, student and space ratio is taken into account in determining allocations.
- What are the student numbers like in the school in relation to the staff? Is it in line with the 1:12 ratio which was suggested during the faculty restructuring?
- What is the financial position of the school? Does it have a deficit or a surplus?
- To what extent is the school cross-subsidised or does it cross-subsidise other schools and faculties?
- What impact has this had upon the school?
- Schools are expected to contain costs but also to improve their funding levels, what is being done in this area? – ‘third stream funding’, for example, contracts, short courses?

- What are the various proportions of incomes from the various sources thereof?

Other Operational Functions

- How has devolution impacted upon the school?
- What has been devolved and what still needs to be devolved?
- What have been the advantages and disadvantages?

School and Faculty Structures

- Which structures do you work in at school level and at faculty level?
- During the restructuring, the numerous committee structures were to be scaled down, is this the case?
- Has any of this happened at school level?
- How has this helped you in your job?

A.7 MR ANDRE DE WET

(EXECUTIVE DIRECTOR OF FINANCE)

Devolution and the Economic Model

To what extent has finance been devolved? Has it been devolved to different degrees within the different faculties and why is this case?

Why has there and will there still be the further devolution of finance?

What is to be the relationship between the faculties, schools and centre?

What is the role of the centre with respect to finance? What are the monitoring and evaluation mechanisms that are built into the system?

What are the different committees through which finance or resource allocation is discussed?

What is the current economic model? How does it differ from the past and how will this differ with the future? Where does the *Simkins threefold model* fit into the economic model? What is the relation to *Barrett and Attributable income model*?

What is the thinking behind implementing such an economic model?

On what basis will resource allocation to faculties and schools take place?

How will cross-subsidisation take place and to what extent will it take place?

With devolution there is added responsibilities – changing positions, for example, Deans, Heads of School and executive management, has there been a change in the executive salaries? What is the range of the salary scale?

Third Stream Funding

There is a drive towards third stream funding, what are the other 2 streams?

To what extent is third stream funding increasing and over what period?

Where is this information stored? Is it at school, faculty or central levels?

How could I obtain this information?

From where is the largest third stream funding coming and to where, which faculty and which schools?

What is the nature of the relationship between the source of the third stream funding and the institution?

In which ways is the institution becoming more entrepreneurial through third stream funding or any other mechanisms?

Endowment Chairs, short courses and contract research which are the most significant sources of 3rd stream funding?

Wits Foundation

What is the purpose of Wits foundation and how does this contribute to the universities finances?

Financial Technological Systems

What were the systems before?

Have these systems been changed?

What is the aim of this with respect to accounting systems and financial systems?
What in your view have been the advantages and disadvantages of changing the system?

A.8 MR PETER BEZUIDENHOUT (MARKETING AND COMMUNICATIONS DIRECTOR AND CEO OF WITS ENTERPRISE)

Marketing and Advertising

What was the system of advertising and marketing like before?
 What does “Marketing and Advertising” encompass, that is, what does “Marketing” refer to and what does “Advertising” refer to?
 What are the various components of the marketing and communications strategy?
 For example information days at schools.
 When was the new system introduced?
 How was the system introduced?
 Why has this new system been introduced?
 How does the division work with reference to its relationship to faculties and schools?
 What are the different feeder schools?
 What are the names of the schools from which students are drawn from the different faculties?
 Which institutions is Wits competing with?
 What is the thinking behind Wits Brand identity?
 What kind of student does the institution want to attract?
 How does this differ from the past?

Wits Enterprise

Wits Commercial Enterprise – legally registered as why a different trading name?
 Where is it based?
 Does Wits Enterprise have any partners, outside investors?
 With which institutions and operations does it have linkages, for example, Public-public and public-private arrangements? “Egoli consortium”.
 In what form does it exist currently, specifically up to the end of 2002. Have any faculties approaches Wits Enterprise to establish a subsidiary company? How does the Health Consortium articulate with Wits Enterprise?
 What are the various components of Wits Enterprise? For example, Incubation Support?
 What are the implications of Wits Enterprise acting as a “Monopoly in the commercialising Intellectual Property”?
 Where are you in the process in the establishment of Wits Enterprise?
 What is the thinking behind the formation of Wits Enterprise? How will research and research units relate to Wits Enterprise?
 Intellectual property or capital – Who owns it, does the producer? What are the laws, procedures arrangements with respect to this?
 You do have consultants working on various aspects of Wits Enterprise. What are they focusing on and who are they?

Which companies have approached the services of Wits Enterprise thus far?
Does Wits Enterprise market itself, if so with whom?

The Matrix

When was it established?

What was the thinking behind it?

What are the institutional and governance arrangements of the Matrix?

Who was involved in that?

A.9 MR IAN BURNS (RESEARCH OFFICE)

Background

What did you do before?

How long have you been in this current position?

Focus of Interview; Devolution of Research

How was research funding allocated before? What were the criteria, application process? And where was it located?

There have been current changes in the research allocation of funding.

How does research allocation work; Criteria, application, location, allocation of research funding?

Who have been the major funders of research to the institution?

How has this changed? Have there been external pressures that have led to the changes within the research office?

Particularly in the Science faculty there has been a cut in the funding how did this come about?

Is there any documentation that speaks to the devolution of research office and the various offices and the change in the criteria that I could make use of?

With respect to research; Intellectual Property issues pertaining to research, does this office play any role in the governance of research? When was the Ip policy developed and was there an IP policy before? What is the significance of this?

Have there been any examples of disputes or conflicts pertaining to IP issues that have arisen within the institution?

Do you perhaps have; Standing Orders for Private Work by Academic (including Research) Staff.

A.10 MS MIRIAM ABRAMS

Adhoc committees – which have been established? Who decides upon the establishment of these adhoc committees?

The selection of the Dean, in the past there was a process of election, how does the current process differ from the past?

Is it not true that the Senior Executive Team has greater powers in decision making or greater authority than faculty or senate as representative of faculty?

How important is the university forum in the process of decision making within the institution at large?

In which has the structure been altered? What were the committee structures before, what do they look like now? How have they been changed?

Do all staff members, even junior staff have the ability to influence decisions as do senior staff or does the final decision making power rest with the senior management or the SET of the institution?

What are the different governance structures within the institution? What is the relationship between the different bodies?

What was done away with during the restructuring process? What new was implemented as a consequences of the restructuring process? What has been the impact of this upon the decision making process and particularly collegiality?

A.11 MS LINDA MURRAY (DIRECTOR ACADEMIC PLANNING)

Background – Experience brought to job.

Job Description?

Role of the Academic Planning Office?

Do you work across faculties and schools?

In relation to the state, DVC, Registrar, Deans, Heads of School and Academics.

Framing courses within the new legislative requirements.

In which ways does the legislative requirements of SAQA, Skills Authority, NQF, etc impact upon the work you are doing?

With whom do you work on this?

What is the purpose of this?

What has been the reaction of academics?

New Courses and new programmes, new degrees?

What are they?

Where are they flourishing?

What is the nature of the new courses?

Are they of an interdisciplinary nature?

What is the purpose of the new courses or why are new courses being designed?

What is the **procedure for recognition of new courses**?

How is it decided which new courses should be accepted?

What role do accreditation bodies play with respect to this?

A.12 MR MIKE BAILEY (CHIEF ACCOUNTANT)

Financial Situation pre and post restructuring.

What was the strategy? To save on non-core services and focus on core.

What has been the impact of this?

Financial System and its relation to state subsidy

What was the past system called?

What are the different aspects of the financial system?

What is the relation between the financial system and state subsidy allocation?

From policy documents it seems that faculties are understood as cost centres?

How does this articulate with “responsibility centred budgeting”? How did it

operate in relation to central administration, faculties and departments, that is,

with reference to policy and strategy, allocation, cross-subsidisation, monitoring

and evaluation? – Professor Sears Attributable Income Model – How does it

work? Top Slicing? Are there other People working on the economic income

model at Wits?

Three Year Rolling Plans

What financial and economic thinking informs this?

How many are there?

Do Faculties have their own three year rolling plans?

Allocation and cross-subsidisation

How was and is it decided how much would be allocated to faculties and cross-subsidised between faculties?

What was Simkin’s role in the financial systems and What is the Simkin’s model attempting to do? (Academic Restructuring)

Where were and currently are decisions made with respect to this?

What are the issues in debate with respect to allocation and cross-subsidisation?

Who were the key managers involved in this and what were the structures?

Where is Financial Resource Allocation Committee (FRAC) located within this structure and what is its importance?

There has been devolution of, for example, finance to faculty level. How has this changed the operations of the previous system?

How is or will the financial systems between the faculty and schools or department (In the case of Health Sciences) be established?

What is the name of the current system?

Will there be a new system, if so what will the new system be called and how will it work?

What is the approach to implementing the new system?

When will the new system be implemented?

Why has there been a change from the old to the new system?

What in your view have been the advantages of the changing system and what have been the disadvantages?

Accounts If I wanted to establish who the institutions main benefactors are which account would I look at? If I wanted to establish sources of income, for example, consulting, new programmes, endowment chair which account would I consult

Has there been any restructuring in these sources of income, for example, Endowment Chairs?

How are decisions made with respect to income at faculty level with respect to endowment chairs, short courses, consultancy work, Health Consortium, IGP? Is this kept within the faculties or would this be placed in a larger pool and allocated from there? (Check the annual report)

Was this the way in which the system operated before?

A.13 MS DIANE HILDEBRAND (DIRECTOR OF COMPS)

Background

When was it formed?

Why was COMPS formed?

What has been the purpose of COMPS?

In which ways has its role and purpose changed?

About COMPS

Who does COMPS work for? – client list – who are the largest clients?

How big is COMPS?

Who are the main funders of COMPS?

What are the fees that COMPS charges?

What kind of work does COMPS do?

How does the relationship COMPS has with industry affect the kind of courses that are taught at WITS?

Wits Enterprise and COMPS

What is the relationship with COMPS and Wits Enterprise?

Intellectual property agreement

In which way does the Intellectual Property agreement affect COMPS?

Funding and the attributable income model

What is COMPS sources of funding?

What proportion is external or third stream funding?

Does the budgeting system of the university affect COMPS in any way?

What would be the implementation of the BARAT model be for COMPS?

A.14 MR DON PENDOR (ATTRIBUTABLE INCOME MODEL)

BARAT – Budgeting, Accounting and Reporting on the basis of the ATtributable Revenue Model

Background

Since when have you been at Wits?

Since when have you been working on the Attributable Income Model?

What is the difference between the Attributable Income Model and the Barat Model?

During the restructuring there was also a model presented by UMA; What did this model entail? How does it differ to BARAT and why was it not adopted?

Background to the Model

Who worked on the model before?

In which ways has the model been changed or refined?

Discussion on Government Subsidy Allocation

How has the government subsidy allocation worked before?

There have been discussions to change it?

How is it working presently?

How will it work in the future?

Discussion on the Model

What are the assumptions of the model?

How does the cross subsidisation work? How is it to be calculated? How was this calculated in the past?

What are the implications of the model? – General level.

How does BARAT change for example the accounting system? Or what is the new financial system with reference to strategic management process, budgeting system and financial reporting? With future planning, what are the time frames – is it in line with the university's 3 year rolling plans?

What are the implications for the different faculties?

What are the advantages and disadvantages of the model?

Have different scenarios based upon the model been worked out?

What are the implications of the different models?

Has the model been implemented?

How will the model be implemented?

What are the differences between this model and the previous or current system?

What is the significance of calculations based on ESS and not FTE?

Decision making process with respect to the budget

How did the process work in the past? What was the role of FRAC, what is it currently, what will it be in the future? What is the role of SET in this? What has it been and what will it become with respect to funding allocations?

How is it working now?

How will it work in the future?

What role do faculty and staff have in discussions pertaining to the budget?

Focus Group

Interview Schedule: Academics

Has your relationship with management (E.g. Dean and Head of School) changed in any way over the last five year? How/ Why? Give Examples.

Has your workload changed in the past 5 years?

Teaching more classes? (percentage increase)

Teaching part-time?

Administration work?

The number of meetings?

Marking load?

Research time?

Is there greater pressure to publish? (In which journals?)

Has the physical working environment changed? (Pleasant or not?)

Has your salary increased or decreased?

Do you do private work?

-Teaching?

-Marking?

- Contract research?

How effective has the staff association been for you if you are a member?

Do you travel more or less to conferences? (which countries)

Have your relations with your colleagues changed in any way?
(How/explain/examples)

APPENDIX B: LETTER FOR ACCESS

Page 1 of 1

Bernadette Johnson

From: "Felicity Coughlan" <CoughlanF@registrar.wits.ac.za>
To: "mcloughlin" <197kevin@atlas.wits.ac.za>; <johnsonb@educ.wits.ac.za>
Cc: "Loyiso Nongxa" <nongxa@vco.wits.ac.za>
Sent: 18 February 2003 09:51
Subject: Request to Prof Nongxa for access to Strategic Issues file for research purposes

Good morning Ms Johnson

I was requested by Prof Nongxa to deal with your request and have consulted with the Registrar. My sincere regrets that there has been such a delay in getting back to you and I trust this has not unduly affected your research timetable. We have agreed that you can have access to the file you are wanting to have access to under the following conditions:

1. You provide my office with confirmation that you are registered for a PhD and provide us with the name of the school in which you are registered and the name of your supervisor.
2. You work on the file under the supervision of Mr McLoughlin and do not take the file out of his office. If you need to make copies of anything you will need to get his consent and will not be able to make copies of any documents considered too sensitive or potentially damaging to any person or unit -- for instance if any documents pertain to a particular school or person you will not be able to make copies.
3. You assure us in writing to my office that no individual or unit will be identified in such a way that could cause harm or distress.
4. That Mr McLoughlin goes through the file before you look at it to take out anything that would be considered to have harmful repercussions for any individual or would violate the privacy or industrial relations rights of any person.
5. This permission does not extend to publication of any material and that should you wish to publish any of the information that you would need to apply for permission on an article by article basis.

I trust that you understand that this level of caution is required to protect the rights of people who were affected by the restructuring and that the intention is to give you as wide access as can be given without harming anyone else.

Please do not hesitate to contact me should you require clarification.

Dr Felicity Coughlan
 10021b Senate House
 Tel: 7171221
 Fax: 7171229

19/02/2003

APPENDIX C

GENDER/RACE OF UNIVERSITY ADMINISTRATORS

Name	Position	Gender and Race
1. Professor R.W Charlton	VC	M/W
2. S A G Anderson	Chairman of Council	M/W
3. Professor P D Tyson	DVC	M/W
4. Professor JPF Sellschop	DVC	M/W
5. Professor Shear	DVC	M/W
6. Professor J T Steele	DVC	M/W
7. E N Finsen	President and Chairman of the Convocation	M/W
8. Professor Elizabeth A Rankin	Dean of the Faculty of Arts	F/W
9. Professor M Sears	Dean of the Faculty of Science	M/W
10. Professor F J Milne	Dean of the Faculty of Medicine	M/W
11. Professor A R Kemp	Dean of the Faculty of Engineering	M/W
12. Professor W D Reekie	Dean of the Faculty of Commerce	M/W
13. Professor J D Sinclair	Dean of the Faculty of Law	F/W
14. Professor CB Preston	Dean of the Faculty of Dentistry	M/W
15. Professor D J C Radford	Dean of the Faculty of Architecture	M/W
16. Professor D K Freer	Dean of the Faculty of Education	M/W
17. Professor K A Yeomans	Dean of the Faculty of Business Administration	M/W
18. K W Standenmacher	Registrar	M/W

19. D F Pender	Financial Controller	M/W
20. The Hon Mr Justice R J Goldstone	Chancellor	M/W
21. Professor C J Bundy	Vice-chancellor and Principal	M/W
22. The Hon Mr Justice F C Bam	Chairman of Council	M/W
23. Mr Cooper	Acting Chairman of Council	M/W
24. The Hon Mr Justice R J Goldstone	Chancellor	M/W
25. Professor A Kemp	DVC	M/W
26. Professor Ogunrinade	DVC	M/A
27. Professor L Patel	DVC	F/I
28. Professor M W Makgoba	DVC	M/A
29. Professor I P Steadman	Dean of the Faculty of Arts	M/W
30. Professor Olivier	Dean of the Faculty of Arts	M/W
31. Professor JCA Boeyens	Dean of the Faculty of Science	M/W
32. Professor Crewe	Dean of the Faculty of Science	M/W
33. Professor Wright	Dean of the Faculty of Science	M/W
34. Professor MJR Hoch	Dean of the Faculty of Science	M/W
35. Professor TH Bothwell	Dean of the Faculty of Medicine	M/W
36. Professor GAD Hart	Dean of the Faculty of Medicine	M/W
37. Professor M Price	Dean of the Faculty of Health Sciences	M/W
38. Professor Adams	Dean of the Faculty of Engineering	M
39. Professor JP Reynders	Dean of the Faculty of Engineering	M/W
40. Professor MB Dagut	Dean of the Commerce	M/W
41. Professor E Mureinik	Dean of the Faculty of Law	M/W
42. Professor CM Lewis	Dean of the Faculty of Law	M/W

43. Professor AS Skeen	Dean of the Faculty of Law	M/W
44. Professor D Samson	Dean of the Faculty of Architecture	M/W
45. Professor JG Muller	Dean of the Faculty of Architecture	M/W
46. Professor L Bremner	Dean of the Faculty of Architecture	M/W
47. Professor PR Randall	Dean of the Faculty of Education	M/W
48. Professor P Christie	Dean of the Faculty of Education	F/W
49. Professor R Lee	Dean of the Faculty of Management	M/W
50. Mr MN Lee	Financial Controller	M/W

Notes: Prior to 1999 the senior management of the university was white male dominated. 44 of the above officials of the institution are white males, 3 are white females, 1 black female and 2 black males confirming that the 'White Male dominated nature of the institution cannot simply be dismissed as an unfounded perception.

APPENDIX D

CHANGES IN THE VC AND DVC POSITIONS

The Table is based upon a summary of the General Prospectus of the university

Year, Period and Notes to Table	Title of “Officers of the University”	Name of the “Officers of the University”
The Baseline year is 1990. All Footnotes are from 1990-1999	Chancellor	AM Rosholt ⁷⁶¹
	VC and Principal	Professor R.W Charlton ⁷⁶²
	Chairman of Council	SAG Anderson ^{763 764 765}
	Deputy vice-chancellor and Vice-Principal ⁷⁶⁶	Professor Tyson ⁷⁶⁷
	Deputy Vice- Chancellors ^{768 769 770 771}	Professor Sellschop ⁷⁷² Professor Shear ⁷⁷² Professor Steele ⁷⁷³

⁷⁶¹ The Hon Mr Justice R J Goldstone replaces Rosholt as Chancellor in 1997.

⁷⁶² Professor C J Bundy replaces Professor R W Charlton in 1998.

⁷⁶³ The Hon Mr Justice F C Bam replaces Mr. Anderson in 1997.

⁷⁶⁴ Mr Cooper Acting Chairman of Council in 1998

⁷⁶⁵ The Hon Mr Justice E Cameron appointed 1999.

⁷⁶⁶ This category is removed from 1993 to 1996 and re-appears in 1997 in the general prospectus. In 1997 Professor Kemp is noted as Vice Principal.

⁷⁶⁷ Professor Kemp instead of Professor Tyson but no category as Deputy Vice- Principal appears in 1994.

⁷⁶⁸ In 1997 no other DVCs other than Professor Kemp

⁷⁶⁹ Other than Professor Kemp, Professor Ogunrinade became DVC in 1998.

⁷⁷⁰ Professor L Patel appointed as DVC in 1999. While Professor Ogunrinade remains, Professor Kemp is no longer in position of DVC in 1999.

⁷⁷¹ New positions created immediately after DVC positions are Executive Directors of Finance which still had to be appointed as Professor Mendelow as Executive Director of Research in 1999.

⁷⁷² Professor Sinclair replaces Professor Shear in 1991.

⁷⁷³ Professor M W Makgoba replaces Professor Steele as one of the DVCs in 1995.

APPENDIX E

1994 MISSION STATEMENT



TOWARDS THE TWENTY-FIRST CENTURY: THE UNIVERSITY'S MISSION

The University of the Witwatersrand is located in the largest metropolitan area and the industrial and commercial heart of South Africa. Wits is recognised both nationally and internationally for the quality of its graduates and its excellence in teaching, research and service to society. It has a longstanding commitment to university autonomy, academic freedom and non-discrimination.

Vision

As democracy takes root in South Africa, Wits will

- develop its standing as a centre of excellence and academic freedom which fosters free and open enquiry and the search for knowledge and understanding
- continue to take decisive steps towards becoming representative of the society it serves
- make a fundamental contribution towards reconstruction and development in South Africa.

Central Goals

Wits is committed to

- ensuring that its graduates are comparable in their levels of skill, knowledge and understanding to graduates with equivalent degrees from leading universities worldwide
- continuing to develop its courses to serve the needs of South Africa, recognising that this requires a solid foundation in basic, theoretical and comparative studies
- broadening access to the University for students from disadvantaged communities who have the potential to succeed academically
- promoting student development, and increasing the success rate of students through improved teaching and learning and coherent academic development programmes
- continuing to support excellent basic, strategic and applied research, especially research of particular relevance to South Africa
- fostering staff development at all levels, and correcting imbalances in race and gender through affirmative action and equal opportunity policies.

Immediate Priorities

Recognising its history, its location, its strengths and the needs of South Africa, Wits aims to

- foster its capacity in science and engineering and increase its output of graduates in these areas, especially from under-represented groups
- prepare students for managerial positions in the public and private sectors, and produce social scientists with the capacity for skilled research on issues of critical importance to the country
- contribute substantially to the production and upgrading of school teachers in the key subjects of English Language, Mathematics and Physical Science
- produce more postgraduates, especially from under-represented groups, in its areas of strength
- develop flexible study programmes to facilitate interaction between disciplines, mobility between institutions in post-secondary education, and part-time study
- participate with other institutions and the State in developing a rational and effective system of higher education and research.

A National Resource

The University of the Witwatersrand has a distinctive capacity to contribute to the development of South Africa through research, social criticism, partnerships with the public and private sectors and the community – and, most importantly, through the production of skilled, critical and adaptable graduates. In order to maximise this contribution, Wits will maintain and foster its strengths, and pursue its goals and priorities with determination.

**UNIVERSITY OF THE WITWATERSRAND,
JOHANNESBURG**

APPENDIX F

TASK GROUPS

Task Group	Name of TG
TG1	Communication with Government and Community
TG2	Development of Managers
TG3	Development of SET
TG4	Financial Strategy
TG5	Growth in Student Numbers in Selected Areas
TG6	Links with other Institutions
TG7	Management Information Systems
TG8	National Commission on Higher Education
TG9	Partnerships with Black Feeder Schools
TG10	Protecting/Enlarging Donor Base
TG11	Research Policy
TG12	Staff & PG Student Development
TG13	Service Quality
TG14	Teacher Training (English, Math, Science)
TG15	Uniform Credit Rating System, Timetable, Flexible Structures, Part Time Study

Based on the Links Wits Mission Implementation Bulletin

APPENDIX G

A COMPARISON OF COUNCIL PRE AND POST RESTRUCTURING

Year	Position
1990	Chairman Secretary Members ex officio; Vice-chancellor, Vice-Principal, The Deputy Vice-chancellors, His Worship the Major of Johannesburg Appointed by the State President ⁷⁷⁴ Elected by Convocation Elected by the Senate Appointed by the Council of Education, Witwatersrand Elected by Past Students and Donors Appointed by the City Council of Johannesburg Appointed by the Johannesburg Chamber of Commerce Appointed by the Transvaal Chamber of Industries ⁷⁷⁵ Appointed by the Chamber of Mines of South Africa Appointed by the Students' Representative Council ⁷⁷⁶

⁷⁷⁴ Category becomes; Appointed by the Minister of Education and Culture.

⁷⁷⁵ Category removed in 1992.

⁷⁷⁶ This category was introduced in 1992.

1998	<p>Chairman</p> <p>Secretary</p> <p>Members ex officio</p> <p>Appointed by the Minister of Education</p> <p>Appointed by Convocation</p> <p>Elected by the Senate</p> <p>Elected by the Deans of the Faculties</p> <p>Elected by academic staff</p> <p>Elected by Support services Staff</p> <p>Appointed by the Premier of Gauteng</p> <p>Appointed by the greater Johannesburg Metropolitan Council</p> <p>Elected by Donors</p> <p>Appointed by the Council</p> <p>Appointed by the SRC</p> <p>Appointed by the PGA</p> <p>Appointed by business and labour organisations ⁷⁷⁷</p>
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⁷⁷⁷ Instead of this category two new categories are introduced viz. Professional persons appointed by council and Appointed by NEDLAC.

APPENDIX H

1998 MISSION STATEMENT

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The fundamental role of any university is to promote freedom of enquiry and the search for knowledge and truth. Wits has a reputation for itself in this role, establishing itself at the industrial and commercial heart of South Africa as a centre for research of the highest quality. Wits's mission is to build on this foundation in a way that takes account of its responsibilities in Africa today; and to maintain and enhance its position as a leading university in the Republic, in Africa, and in the World to globally competitive standards of excellence in learning, teaching and research.

ACHIEVEMENT OF THE MISSION ENTAILS COMMITMENT TO:

- academic freedom, autonomy, accountability, tolerance of difference of opinion, and transparency
- democracy, justice, equality, and freedom from racism and sexism as enshrined in the Constitution
- playing a leading role in addressing historical disadvantages in the education of the majority of the population of Africa
- fostering a culturally diverse, intellectually stimulating and harmonious environment within which there is vigorous exchange and communication
- supporting, developing and unifying its staff and students, through providing opportunities for all to participate in activities of the University, its governance and its cultural and sporting activities
- creating and maintaining accessible, safe, friendly and well-resourced campuses

STATEMENT OF PURPOSE

- to communicate with the people and institutions of the community in which it works, so that the community will effectively in fulfilling the goals and priorities of the University
- to continue to support and enhance basic, strategic and applied research, especially research of particular relevance to Africa
- to ensure that its graduates achieve levels of skill, knowledge and understanding comparable with those of the best universities world-wide
- to continue to develop its courses to serve the needs of Southern Africa, recognising that this requires a solid foundation in theoretical and comparative studies
- to improve the success rate of students through enhanced teaching and learning, and coherent academic development programmes
- to continue to attract and retain excellent staff, providing ongoing development opportunities at all levels
- to eliminate discrimination based on race, class, gender, sexual orientation and disability, through effective labor policies and affirmative action programmes leading to equal opportunity

IMMEDIATE PRIORITIES

- to foster dialogue and interaction between different cultural communities within the University, with the goal of mutual respect and trust
- to ensure that the campuses are safe, well-resourced and clean, so as to build a sense of pride on the part of all
- to foster capacity in science and engineering and increase the number of graduates in these areas, especially from disadvantaged groups
- to prepare students for managerial, professional and leadership positions in the public and private sectors and to scientists with the capacity for skilled research on issues of critical importance to the country
- to maintain a commitment to studies in the humanities and social sciences
- to contribute to the production and upgrading of school teachers, particularly in English, Mathematics and Natural Sciences
- to increase the number of post-graduate students, especially from historically disadvantaged groups
- to develop flexible study programmes that will improve interaction between disciplines, mobility between institutions, secondary education and opportunities for part-time study
- to provide executive and certificate courses to sectors of the society it serves including organised labour, business sector, thereby also increasing income to the University
- to participate with other private and public institutions (nationally and internationally) in developing a rational system of higher education in South Africa

Wits will seek to use all its assets - both human and physical - to serve the intellectual, professional and educational needs of South African society

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APPENDIX I

ACADEMIC STAFF REDUCTIONS IN THE FACULTY OF ARTS

Department	Excess SLEs Jan 2000	Achieved
African languages	2.97	0
Afrikaans and Nederlands	2.67	3
Classics	1.38	1
Dramatic Art	0.64	0
English	7.45	4
Fine Arts	2.12	1
History	6.86	1
History of Art	3.23	1
Linguistics	2.71	1
Modern Languages and Literatures	6.38 (6.78)	2
Music	0.03	2
Philosophy	3.05	2
Political Studies	3.79	1
Psychology	3.09	1
Religious Studies	1.3	1
Social Work	1.04	1
Sociology	4.84	2
TOTAL	53.55	24

Source: Table based on S2000/2274 (6) and memo to all staff entitled Staff reductions in the *Faculty of Arts* 12 November 2000, page 1.

APPENDIX J

STEPS FOLLOWED IN SUPPORT SERVICE AND ACADEMIC RESTRUCTURING PROCESS

Support Services Restructuring

Step one: The services for review were identified.

Step two: nine support service review committees were established in May 1999; one for each of the support services. The stakeholders invited to participate in the support service review committees were; the 'service user community', employees who were represented through the union and staff association, nominees from the non-aligned staff, students, the management of the specific service and the university management.

Step three: UMA undertook a situational analysis of the various support services with the aim of identifying ways in which the 'effectiveness, service levels and cost-efficiency' of these services could be improved. The situational analysis focused upon: (i) service users views on the service levels of the various services, (ii) the cost structures, (iii) the efficiency of the operational processes, (iv) organisational structures, (v) management practices, (vi) technology applications and (vii) a comparison with best practices with other relevant institutions.

Step four: The review committees during their conception discussed their composition, representation and terms of reference. Most review committees met twice in workshop mode. At their second meeting they considered UMA's situational analysis. At their third meeting they considered various options for the respective support services.

Step five: UMA drew together the various reports of the review committees, considered their own analysis and put forward a number of recommendations.

Step seven: Recommendations were discussed by Council and endorsed during June 2000.

Step eight: Given the human resource implications of these recommendations, Council instructed the senior management to consult with the staff unions to discuss how to deal with the staffing implications. For this purpose the Consultative Committee, (Con Com) was established on the 21st of October 1999. This was in accordance with the consultative process required by the Labour Relations Act (LRA) (Bundy Communiqué #4 February 2000, Extract from the

Unconfirmed Minutes of the special meeting of Council Held on Friday 25 February 2000 p1)

Step nine: A social plan was implemented to provide opportunities for retrenched workers such as retraining or establishing their own businesses (Recommendations to the University Management: November 1999: p4-5).

Academic Restructuring

The process of restructuring the academic heartland entailed the following;

Step one: On 11 December 1998 the University Council appointed a Task Group on Faculty Restructuring to make recommendations for new academic structures.

Step two: During July 1999 the Task Group submitted its recommendations to the VC. By August the report of the task group discussed by members of SET, the Task Group, representatives of the Deans and senior members of staff from the UCT and Natal at a two day workshop. Amendments were made to the original report of the Task Group.

Step three: On the 27th of September 1999 a special Senate meeting was held and the amendments to the report of the Task Group was discussed.

Step four: On the 29th of September 1999 the Executive Council decided to make provision for the establishment of Academic Restructuring Review Committee (ARRC) which was established in December 1999 with the Academic Planning and Review Committees (APRCs) established in all the various faculties as a joint committee of Senate and the Council with the view to making recommendations to council on new academic structures (S2000/2274:1; C99/ 589 Process for Achieving Academic Restructuring; S2000/193 Tabled at Senate on 23 February 2000). Furthermore, the Vice-chancellor too announced that a “Change Management Team” had been established to coordinate and integrate the Support Services Review and academic restructuring through “Wits 2001”.

Step five: At the end of 1999 the Senate and Council approved the procedure for the appointment of executive Deans and the process for achieving of academic restructuring was approved by the Council

Step six: During February 2000 the SET and the Deans drew up a document, “Framework for Academic Restructuring”. The Academic Restructuring and Review Committee met to consider this document. A special meeting of Senate approved the proposals related to the norms and principals for academic restructuring and the powers and functions of faculties and academic entities in principle.

Step seven: The Academic Planning and Review Committees (APRCs) had their first inaugural meeting. The tasks of the APRCs included developing academic plans and considering the resource implications (including staff and academics) of the academic plans by the 17th August 2000. On 23 June 2000, Council noted that

there would be human resource implications arising from round one of the APRC and therefore the ARRC constituted itself as a consultative committee under section 189 of the LRA (S2000/2274:1)

Step eight: During October 2000 the Section 189 action (retrenchment) was instituted against academics. This was concluded by the start of the 2001 teaching year.

APPENDIX K

THE COMPOSITION OF THE ACADEMIC PLANNING AND REVIEW COMMITTEES

The Academic Planning and Review Committees had the following representation:

- A Chair appointed by the VC and the Chair of Council

- The Deans of the Relevant Faculty/ies

- Two members of Senate drawn from each of the faculties that are being merged. Such members to be nominated by the Executive Committee/ies of the relevant faculty/ies;

- Two lecturer members from each of the faculties being merged. Such members to be nominated by the Executive Committee/ies of the faculty/ies;

- One student from each of the faculties being merged. Such students to be nominated by the relevant Faculty Student Council or, in the case of those faculties where this is no faculty student council, by the Student Representative Council;

- One student representative from each of the faculties being merged. Such students to be nominated by the Postgraduate Association (S2000/ 193 (5) Tabled at Senate on 23 February 2000)

APPENDIX L: FACULTIES AND SCHOOLS

Faculty	School	Explanation
Commerce Law and Management	Accountancy	Faculty of Law Before these two schools were part of the faculty of Management
	Economic and Business Sciences	
	Law	
	Graduate School of Business Administration	
	Graduate School of Public and Development Management	
Engineering and Built Environment	Architecture and Planning	
	Civil and Environmental Engineering	
	Construction Economics and Management	
	Electrical and Information Engineering	
	Mechanical, Industrial and Aeronautical Engineering	
	Mining Engineering	
	Process and Materials Engineering	
Health Sciences	Anatomical Sciences	Health Sciences as the faculty was not affected by the 1999 restructuring as it had undergone restructuring in 1996.
	Clinical Medicine	
	Oral Health Sciences	
	Pathology	
	Public Health	
	Therapeutic Sciences	
	Physiology	

Humanities, Social Sciences and Education ⁷⁷⁸	Education	Was a faculty in..., department in and school in 1999 restructuring.
	Human and Community Development	Merged psychology, social work, special education and speech pathology and audiology.
	Literature and Languages Studies	African languages, African literature, applied English language studies, classics, English, French, German and IT for Humanities.
	Social Sciences	History, International Relations, Philosophy, politics, sociology and social anthropology
	Wits School of Arts	
	College of Education	While JCE was incorporated into Wits. It exists as a separate entity to the School of Education which focuses on post graduate education while the college focuses on undergraduate education.
	Graduate School for the Humanities and Social Sciences	The Graduate School was established in(Interview with Professor Hamilton)

⁷⁷⁸ Before this was the Faculty of Arts with the departments that were merged having recognized departmental status.

Science	Animal, Plant and Environmental Sciences Chemistry Computational and Applied Maths Computer Science Geography, Archaeology and Environmental Studies Geosciences Mathematics Molecular and Cell biology Physics Statistics & Actuarial Science College of Science	Merged
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Faculty of Arts	African Languages African Literature Afrikaans and Nederland Division Linguistics (Applied English Language Studies) Classics Dramatic Art Education Division of Adult Education Division of Physical Education Division of Specialised Education English Fine Arts History of Art History Music Philosophy Political studies Psychology Religious Studies Social Anthropology School of Social Work Sociology Speech Pathology and Audiology Graduate School of Translators and Interpreters Graduate School of Humanities and Social Science International Relations Modern Languages and Literature
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Faculty of Health Sciences	Anatomical Pathology Anaesthesia Biochemistry School of Biology Botany Chemical Pathology Clinical Microbiology and Infectious Diseases Community Health Experimental and Clinical Pharmacology Experimental Odontology Family Medicine Forensic Pathology Genetics Haematology and Molecular Medicine Human Genetics Immunology Medicine Virology Neurology surgery Nursing Education Obstetrics and Gynaecology Occupational Therapy Ophthalmology Prosthetics Dentistry Psychiatry Radiation Services Radiology Restorative Dentistry Surgery Physiotherapy Oral Medicine Oral Pathology Orthodontics Orthopaedic Surgery Paediatrics School of Pathology Pharmacy Physiology
Faculty of Science	Anatomical Science Archaeology Chemistry College of Science Computational and Applied Mathematics Computer Science Geography and Environmental Studies Geophysics Geology Mathematics Microbiology Paleontology and Paleoenvironmental Studies Physics School of Science Education Statistics and Actuarial Science Town and Regional Planning Zoology

Faculty of Engineering	Architecture Building and Quantity Surveying Civil Engineering Electrical Engineering Mechanical Engineering Mining Engineering Process and Materials Engineering
Faculty of Management	Graduate School of Business Administration Graduate School of Public and Development Management
Faculty of Commerce	Business Economics Economics Division of Economic History Information Systems Accounting

Based on the University's General Prospectus 1999