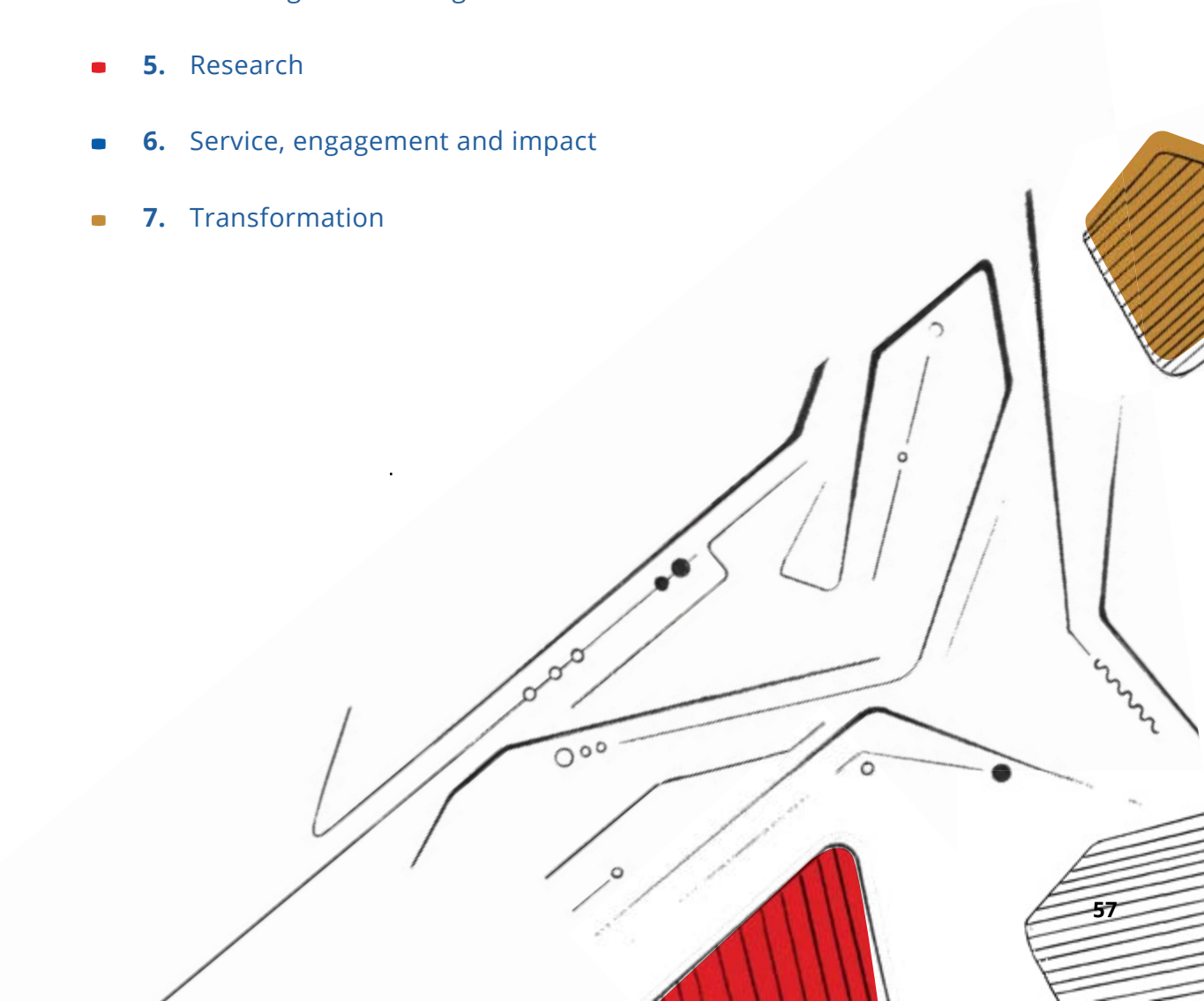


UP 2025 strategy



- 1. UP 2025, in a nutshell
- 2. Approach to planning
- 3. Enrolment planning
- 4. Teaching and learning
- 5. Research
- 6. Service, engagement and impact
- 7. Transformation



1 | UP 2025, in a nutshell

The University of Pretoria's long-term vision and strategy, UP 2025, initiated at the start of the leadership era of Prof Cheryl de la Rey as Vice-Chancellor and Principal, was informed by several investigations. It was formally adopted by Council in November 2011,¹ with 2012 marking the first year of implementation.

The focus of Chapter 3 is on the implementation of this strategy. UP 2025 set a clear and unambiguous pathway for the University's development, with the vision captured as follows:²

To be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.

Also significant were the 'navigational markers' — relevance, quality, diversity and sustainability — which became inscribed in the long-term strategy and the cycles of planning and implementation.

UP was deliberately positioned as a university that would pursue a research-intensive identity in South Africa's diverse and differentiated higher education landscape. As a large residential university with a comprehensive spread of academic offerings and research endeavour, this meant that choices needed to be made between competing priorities to ensure the successful implementation of the strategy.

From the onset, it was clear that a central challenge would be to focus research on local relevance and existing areas of capacity and strength, which were recognised on the international stage. Entailed, therefore, was the importance of developing a model for growth that would keep in balance the 'shape and size'³ of the University.

In parallel, access remained a critical transformation imperative for the University and for the South African higher education sector. This has meant fair and equitable access that broadens participation and, at the same time, is aligned with national imperatives and the skills demands of the economy and South Africa as a developmental state.

In equal balance for UP was the ratio of undergraduate to postgraduate programmes, and of general-formative and professional programmes across levels of study.

Differential growth was also planned from the onset. The UP 2025 strategy describes in some detail what was meant by carefully planned and managed growth being at the heart of the University's long-term strategy:

"The overall size of the University in the next 15 years will be determined to ensure that the University can realistically provide quality facilities to all its students and staff, and still have sufficient resources to be a research-intensive university".

In addition, "managed growth needed to make provision for significant variation between and within faculties". At the time, it was planned that undergraduate numbers would grow by an average of 1,4% per annum until 2025, and contact postgraduates by 2,2%, which would result in approximately 55 000 students.⁴

A third area of the UP 2025 strategy was to build on areas of research strength in order to increase the University's research capacity and knowledge intensity, to have an impact, and to make a difference. This central refrain of making a difference was perhaps not new in the history of the University of Pretoria, but the ways in which this commitment was enacted most certainly were unique during this period in the history of the University. So, for example, the subsequent branding adopted by the University of 'make today matter' and doing 'research that matters' took on a specific commitment to having a positive impact on its immediate and broader communities and environments.⁵

¹ University of Pretoria. 2011. Strategic Plan: the vision, mission and plan of the University of Pretoria for 2025 (UP 2025). [Rt 673/11]

² UP 2025, pp. 3-5.

³ 'Shape' is used in reference to the balance between general-formative and professional qualifications, and between different levels of study (i.e., undergraduate and postgraduate programmes), and scarce skills fields, whereas 'size' is in reference to enrolment numbers.

⁴ UP 2025, p.13.

⁵ UP 2025, pp.2, 4 & 6.

Further, the UP 2025 strategy was deliberately positioned in the contexts of the history of the University and the broader socio-political and economic environment, by:

- Recognising its early beginnings and strength in existing diversity
- Positioning its strategic trajectory within a changing socio-political, economic and higher education environment
- Declaring its vision, mission and values
- Foregrounding the core activities of research, teaching and learning
- Embedding community engagement and civic commitment in its academic mission
- Harnessing its strength as a large residential university to steer the research-intensive identity it wishes to attain
- Embracing diversity to enrich the University's intellectual environment and improve graduate outcomes
- Setting overarching goals, targets and key performance indicators.

The sections that follow elaborate on the major catalysts in the implementation of this strategy, and on progress achieved. In broad terms:

- Laying the groundwork for the University's long-term strategy
- An approach to planning, performance indicators and differentiation
- Enrolment planning in steering UP's shape and size
- Access with success, inquiry-led curricula and decolonising the curriculum
- Research relevance, internationalisation and an Africa strategy
- Contributing to social and economic development and foregrounding the public good of universities and the development of a critical citizenry
- Transformation — among others, a new language policy.

Laying the groundwork

As noted in Chapter 1 and above, the period following Prof De la Rey's taking up office in November 2009 was in large part dedicated to engagement, discussions, analyses and foresight planning that resulted in the formulation and final approval in November 2011 of the University's long-term strategy, UP 2025.

Four task teams were appointed, in addition to the many parallel projects and discussions on the way forward for the University.⁶ The task teams undertook, respectively, in-depth environmental scans of the socio-political, economic and education contexts in which the University was likely to operate in the medium and longer term, and a SWOT analysis of strengths, weaknesses, opportunities and threats. More specifically, the thematic foci were:

- The socio-political conditions in which the University operated and the likely impact of current and future trends on its role and identity.
- Prevailing economic factors, including the skills needs of the economy, and possible changes to the way public universities will be funded.
- Developments in the South African and international education sectors, and trends in modes of delivery flowing from advances in technology.
- The University's overarching strengths and weaknesses, and the opportunities and/or threats that should be harnessed, managed or guarded against.

The reports by the task teams were presented to the Executive and Deans for discussion in November 2010, and finalised for discussion at a Senate workshop held in January 2011. For the information and engagement of the broader University community, the reports were also placed on the UP Intranet, and a consolidated report developed on the outcomes of these think-tank groups, the latter including a timeline for the completion of the UP strategic framework and plan.

In broad overview, there were recurring themes foregrounded in these investigations.⁷



While it was unlikely that fundamental long-term strategies in research and education would change over a period of 15 years, it was inevitable that major external factors would impact on these strategies. The external factors were associated with globalisation, the impact of new technologies and environmental challenges. The findings of the environmental scans and analyses of global trends clearly indicated that in a shrinking world “the research we do and the way we teach” will increasingly be placed in the international spotlight; therefore the imperative for the University to grow its international strength and reach.

From this starting point, it was important to identify strengths and opportunities that would help to distinguish UP from other universities and would provide a unique advantage as a major research university in Africa and in the rest of the world.

Global trends and socio-political conditions pointed to the need for UP to become an engaged African university recognised for its contribution as a trend-shaper in Africa, the global South and the wider international community. The University was well-positioned to lead research on African issues and to provide education relevant to African needs. By responding to both these roles and imperatives, the University would strengthen its African identity. Embedded in the University's vision therefore needed to be recognition for UP's contributions and excellence in addressing some of the intractable problems of our times.

Also pointed out by the task teams, albeit in different forms, was that universities in the global South faced all the challenges encountered by their counterparts in the developed North, but that challenges were compounded by contexts where there were much higher levels of poverty and resource constraints, at a time when the generation of human capital was at a premium. Strategic choices would therefore need to be made, as the spheres of potential influence were many and multi-dimensional. However, it was also pointed out that futures are not inevitable. Whilst the aim of a developmental state and its institutions was, at least in theory, to emphasise social and economic inclusion, it would be difficult to predict what the relationship between the state, markets and society would be in 2025. In this regard, it was critical to recognise that universities have agency and the potential to impact on their immediate and broader environments.

Linked, therefore, was the understanding that universities, as one of the most enduring institutions in society, would be identified for the ways in which they respond to, engage with and manage the challenges of their contexts in an increasingly knowledge-driven world and economy.

The University's long-term strategy, UP 2025, was therefore designed to serve as a framework for the implementation of institutional priorities that meet the challenges of the contexts in which it operates, and to strengthen the quality of its research, education and outreach or societal engagement.

⁶ See, for example, the study undertaken by Prof Christof Heyns and colleagues in 2010. *Africa's Global University: Report to the Executive by the Task Team to Develop an Internationalisation Strategy* (August 2010).

⁷ Consolidated Report, January 2011, pp.28-32.

2 | Approach to planning

A SUITE OF POLICIES

Following on the heels of the development and final approval of UP 2025, a new Academic Plan (2012)⁸ and the first five-year implementation plan (2012–2016) were developed. Both were presented at a Senate Workshop in January 2012, held at the Gordon Institute for Business Science (GIBS). The first five-year plan was approved by Council at its meeting in March 2012.⁹

In essence, the University's 'nested' model of plan—act—review would allow for flexibility and the opportunity to realign strategy over one- and five-year planning horizons. This has meant that information needs to be gathered continually to monitor UP's actions and performance, and factors in the external environment that may have an impact on the strategy and trajectory of the University. Figure 3.1 depicts this nested model of planning.

In 2016, the second five-year plan (2017–2021)¹⁰ was developed and, beyond this review period in 2021, a third and final five-year plan (2022–2026). Within the scope of

these five-year implementation plans, one-year institutional plans and budgets were developed. The iterative planning and realignment processes would ensure that UP remained responsive to contextual factors, and that faculty and support service plans were aligned in planning and review cycles with the institutional strategy.

The second five-year plan was particularly important as it was developed in the context and aftermath of the 2015/2016 #FeesMustFall student movement, and resulted in a refocusing and reformulation of the strategic goals the University had set itself.

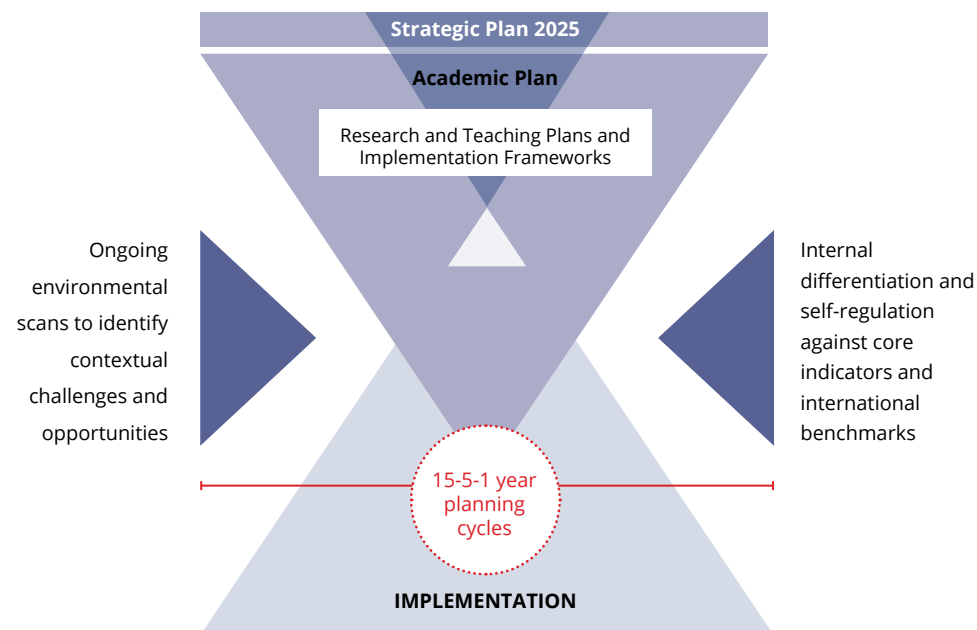


Figure 3.1. UP 2025 nested planning model

⁸ University of Pretoria. 2012. Academic Plan, January 2012
⁹ University of Pretoria. 2011. Five-year Implementation Plan.
¹⁰ UP Strategic Plan (2017–2021).

UP 2025, 2012–2016	UP 2025, 2017–2021
To be a leading research-intensive university	To enhance access and successful student learning
To strengthen the University's international profile	To strengthen the University's research and international profile
To strengthen the University's impact on economic and social development	To foster and sustain a transformed, inclusive, and equitable University community
To pursue excellence in teaching and learning	To optimise resources and enhance institutional sustainability
To increase access, throughput and diversity	To strengthen the University's social responsiveness and impact on society

While the long-term vision of the University was retained, the sea change brought by student protests, nationally and at UP, called for a renewed focus on students to ensure that the University was sustainable and would thrive in a context of great instability and complexity.¹¹

To illustrate:

- Students were positioned as the first priority and, in this sense, became an anchor strategy, together with fostering and sustaining a transformed, inclusive and equitable University community;
- Research and strengthening the University's international profile were combined into one goal;
- Social responsiveness and impact were constructed differently from the original focus on social and economic development; and
- Sustainability was foregrounded and linked to optimising resources; although sustainability is addressed in UP 2025,¹² it was not explicitly positioned as one of the five strategic goals until 2016.

In the context of disruption, sustainability became an overarching priority for the University and permeated "all aspects of UP's institutional life, inter alia, staff and students, resource utilisation, procurement, campus services, the built environment, energy and water utilisation, waste management and information and communication technology."¹³

¹¹ UP Institutional Plan and Budget. 2017, pp.3–4.

¹² See UP 2025, p.21.

¹³ UP Institutional Plan and Budget. 2017, p.6.

¹⁴ UP Institutional Plan and Budget. 2017, pp.3–4.

¹⁵ UP Institutional Plan and Budget. 2017, p.4.

¹⁶ The South Africa Higher Education Management Information System (HEMIS) is an electronic database maintained by the DHET. HEMIS data are audited and submitted to the DHET by individual institutions and include data on programmes and qualifications, student enrolment and graduation, staff employed, as well as financial data.

¹⁷ See the summary of goals, strategies and performance indicators in UP 2025, p.11.

This disruption is vividly captured in the 2017 UP Plan:

"Academic programmes have been disrupted and many universities have been forced to close. This instability has significant implications for the sustainability of UP. [...] The immediate priority for UP is to ensure the successful completion of the 2016 academic year, and, for 2017, to ensure that the University is sustainable and thrives within the envisaged context of instability and complexity."¹⁴

The volatility of the 2015/2016 period also re-emphasised the importance of cycles of planning and review to allow for the realignment of institutional priorities. Key drivers in navigating the complexities of this changed landscape became "responsiveness and agility, entrepreneurship and innovation, partnerships and networks, harnessing the power of data analytics, and a dynamic institutional culture."¹⁵

Evaluating performance

UP 2025 was developed in the context of the University's widely recognised history in monitoring performance over time, and its use of performance indicators and well-established metrics, HEMIS data,¹⁶ other sources of information, and bibliometrics.

Thus, from the baseline year 2012, the goals, strategies and performance indicators articulated in UP 2025 could be used and refined to track progress, set targets and benchmark performance nationally and internationally.¹⁷ Although the core indicators remained consistent, as is reflected in the performance reported on in this volume in the *Ad Destinatum* series, there were inevitable adjustments over the period, specifically in relation to one- and five-year plans.

As noted in a 2010 report on performance indicators:

“In principle, an institution’s goals and strategies can be viewed as a pyramid, the apex of which is formed by its vision and mission, and from which more detailed plans cascade down to lower levels. At the highest governance level, i.e. Council, the performance indicators must be comprehensive whilst avoiding detail, so as to provide an overview of the institution’s total performance.

Furthermore, performance indicators should be developed as a set because there are usually ‘trade-offs’ between an institution’s objectives, making it important to monitor the cross-cutting effects of attaining separate objectives on the other strategic goals.”

An institution’s basic set of indicators should remain relatively stable to allow trends to be identified. “Where a benchmark has not yet been reached, the trend may nevertheless indicate change in the right direction.”¹⁸

It was clear from the onset that a ‘one size fits all’ would be inappropriate for an institution such as the University of Pretoria, given its size and shape, and the large diversity in programmes and research endeavour. Internal differentiation would be an important mechanism in steering the trajectory the University wished to pursue.

Performance indicators, benchmarks and targets

Performance indicators are statistical measures designed to provide empirical data on the degree to which an institution is achieving its goals. Performance indicators may be qualitative or quantitative and are often presented in the form of ratios that can be compared to internal targets to which the institution aspires, as well as to external benchmarks.

Benchmarks are norms or standards to which the performance indicators of an institution or university can be compared. They can be external to the university, for example comparable figures from a different higher education institution or an average for a group of universities; alternatively, they could be internal, for example the previous year’s values. Nowadays, benchmarking also refers to comparing processes to determine how the successes of other institutions can be ‘adopted’ and ‘imported’ into the home institution.

Targets indicate positions that an institution hopes to reach within a specific period of time and may be determined by referring to benchmarks.

Given its strong history of monitoring performance, the University of Pretoria was well-positioned to prepare its annual reporting and audited consolidated financial statements for submission to the Minister and Department of Higher Education and Training (DHET). As from 2013, these reports became a single integrated annual report, prepared in accordance with the Higher Education Act, 1997 (as amended).¹⁹

Differentiation

Access and differentiation were concepts that had been under discussion for some time in the South African higher education sector, and were closely tied to the restructuring and transformation of the system. As captured in the 2013 *White Paper*, South Africa needed a university sector that was “purposefully differentiated”:

“Differentiation has long been debated in the higher education sector. There is broad agreement that South Africa needs a diverse university sector which is purposefully differentiated in order to meet a range of social, economic and educational requirements. Both *White Paper 3* and the National Plan for Higher Education recognise the importance of a diverse higher education system with different institutional missions and programmes. [...]

Differentiation is a way of ensuring a diverse system that will improve access for all South Africans to various forms of educational opportunities, improve participation and success rates in all higher education programmes, and enable all institutions to find niche areas that respond to various national development needs.”²⁰

A basic premise has been that all universities must offer high-quality undergraduate education, and must have clearly defined mandates. It will be in the “mix and level of programmes” that institutions will be differentiated. Also specified in the 2013 *White Paper* was that the three institutional types will not change — traditional universities, comprehensive universities and universities of technology. In 2014, the DHET published a policy framework on differentiation that codified the extensive debate in the sector on differentiation and the steering mechanisms best suited to shaping a diverse and integrated system aligned to institutional mandates and the economic and development needs of South Africa.²¹

To return briefly to the 1997 *White Paper 3*, the focus in post-apartheid South Africa was on building a single coordinated

system, increasing access, and ensuring greater efficiencies and effectiveness. In the Foreword, the Minister of Education, Sibusiso (SME) Bengu, summed it up as follows:

“The *White Paper* outlines the framework for change, that is, the higher education system must be planned, governed and funded as a single national co-ordinated system. This will enable us to overcome the fragmentation, inequality and inefficiency which are the legacy of the past, and create a learning society which releases the creative and intellectual energies of all our people towards meeting the goals of reconstruction and development.”²²

The National Plan for Higher Education (2001), in turn, foreshadowed the restructuring of the university sector that needed to address the problem of dysfunctional institutions and an inefficient system.²³ There were several analyses on differentiation that followed on the two *White Papers* of 1997 and 2013. The Council on Higher Education (CHE)²⁴ and the Centre for Higher Education Transformation (CHET)²⁵ spearheaded sector-level engagement over several years, aimed at refining the categories of institutions that made up the sector.

Badsha and Cloete (2011) comment, in a background paper developed for the National Planning Commission, that sector-level differentiation was not adequately addressed in the earlier post-apartheid years of policy formulation, given political contestation at the time. However, 15 years after the National Commission on Higher Education, at the first Higher Education Summit in 2010, a broad spectrum of the higher education community accepted differentiation as a strategy to bring greater diversity and “mission for purpose” into the system. There was also agreement that there should be a continuum of institutions differentiated in relation to their strengths and purposes, and linked to regional and local economic networks, and which facilitate the mobility of students, academics and knowledge across the sector. But, as

they observed, “of course, summit resolutions never resolve tough choices”.²⁶

Nevertheless, differentiation evolved over time in the South African system, firstly based on institutional performance; and secondly, as a result of institutions both anticipating and responding to a fluid policy context. Key indices of performance have included the profile of students and staff, and output variables such as the level and number of graduates and an institution’s research output.

Three groups of institutions evolved that were characterised on a continuum of knowledge-intensity,²⁷ in broad terms corresponding to traditional universities, comprehensive universities and universities of technology. The University of Pretoria was grouped with the universities of Cape Town (UCT), Witwatersrand (Wits), Stellenbosch (SU) and KwaZulu-Natal (UKZN) as research-intensive universities, based on performance.

For UP, strengthening its identity as a knowledge and research-intensive university was critical in maintaining its position nationally, regionally and globally. In order to do so, the University used internal differentiation as a self-regulating mechanism to ensure that it would achieve the targets it set itself in UP 2025. Figure 3.2 illustrates one of the ways in which differentiation was depicted.²⁸

A recurrent theme was that ‘good strategies emphasise difference’.²⁹ In the first instance, internal differentiation meant ‘smart growth’ and, through enrolment planning, to achieve an optimal balance between general-formative and professional qualifications, and between different levels of study. Secondly, internal differentiation meant different research output norms across disciplines and academic departments should be expected and needed to be agreed to in faculty and institutional planning processes. In this manner, it was anticipated that UP would manage its diverse mix of research and teaching programmes to ensure sustainability.

¹⁸ See University of Pretoria. May 2010. Performance Indicators, p.2.

¹⁹ Department of Education. 2007. Implementation Manual for Annual Reporting by Higher Education Institutions (2nd edition); followed in 2014 by Government Notice No R464, in Gazette No 37726 of 9 June 2014.

²⁰ DHET. 2013. *White Paper for post-school education and training: Building an expanded, effective and integrated post-school education and training system*.

²¹ DHET. 2014. Policy framework on differentiation in the South African post-school system, July 2014.

²² DoE. 1997. *White Paper 3. A programme for the transformation of higher education*.

²³ DoE. 2001. The National Plan for Higher Education. Pretoria. See also Jansen. 2001. Does the national plan effectively address the critical issues facing higher education? *SA Journal of Higher Education*, Vol 15(3), 5–9.

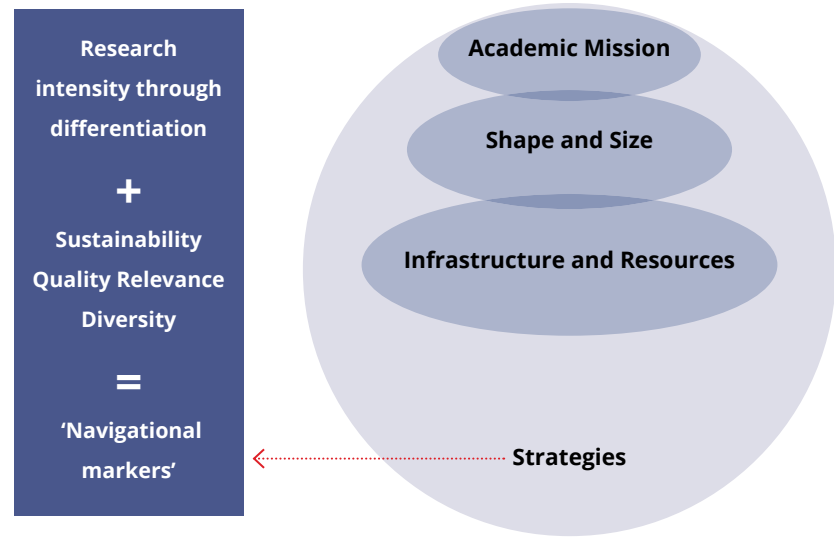
²⁴ CHE. 2000. Towards a new higher education landscape: meeting the equity, quality and social development imperatives of South Africa in the 21st century. Pretoria: CHE Shape and Size of Higher Education Task Team.

²⁵ See N Cloete. 2014. The South African higher education system: performance and policy. *Studies in Higher Education*, 39:8, 1355-1368, DOI: 10.1080/03075079.2014.949533

²⁶ N Badsha and N Cloete. 2011. ‘Higher Education: Contribution for the NPC’s National Development Plan’.

²⁷ N Cloete. 2014.

²⁸ Academic Plan. 2012, p.9.



Academic and enrolment planning

Figure 3.2. UP 2025 internal differentiation

A third component in UP's differentiation strategy was to focus on consolidating areas of research strength for maximum impact and visibility, hence the focus on institutional research themes (IRTs) to increase capacity in areas of existing strength.³⁰

By the time the Vice-Chancellor commissioned a study on how best to manage and sustain internal differentiation in 2012, the University of Pretoria had well-established categories of differentiation.³¹

²⁹ R Bradley et al. 2011. Have you tested your strategy lately? Constructing your 2011 Agenda. McKinsey & Company, pp.41 and 49.

³⁰ H Griesel. 2013. Differentiation at UP — a compilation of uses and ideas. University of Pretoria, February 2013.

³¹ R Stumpf. 2013. University of Pretoria: Project on internal differentiation as a way of achieving the University's strategic goals for 2025. An implementation framework.



Credit: Marcholette Minnaar

3 | Enrolment planning

Enrolment planning has been central to the University of Pretoria’s annual planning processes. Firstly, the most visible contribution UP has made to the South African economy and society is in the number of graduates produced, not only in terms of the overall skills pool, but also in the urgent scarce skills areas identified by the DHET. Secondly, enrolment planning has been pivotal in steering the ‘shape and size’ of the University in alignment with its academic identity and the strategic goals it has set itself as a research-intensive university.

In essence, as mentioned earlier, ‘smart growth’ needed to ensure that an optimal balance was achieved between general-formative and professional programmes, and between different levels of study. Further, enrolment planning needed to be responsive to the national policy context, most directly, the 1997 and 2013 *White Papers*, and the 2011 *National Development Plan*,³² tied to South Africa’s developmental needs.

At undergraduate levels in particular, equity and redress needed to be reflected in student profiles that were in balance with the demographics of South Africa, whilst growth in postgraduate enrolment also needed to strengthen the pipeline to research programmes and knowledge production and dissemination. In different terms, equitable access and increased participation — or access with success — remained high priorities for the University of Pretoria. At undergraduate levels, the challenge was to commit to quality teaching to safeguard the retention, success and graduation of students.

At the same time, maintaining the relationship between teaching and research was important not only to strengthen postgraduate studies, but also to embed the knowledge-intensive identity the University wished to pursue.

Over the 2009 to 2018 review period, UP developed four enrolment plans which, in agreement with the DHET, were finalised for implementation: the enrolment plans 2009 to 2011, 2011 to 2013, 2014 to 2019, and the mid-term enrolment plan, 2017 to 2019.³³

UP 2025 set the long-term trajectory, linked to strategies and performance indicators, refined in subsequent planning cycles. The goals remained to pursue realistic growth in line with the academic vision; to steer the future shape of UP; to improve the ratio of postgraduate to undergraduate enrolments; and to improve the ratio of coursework to research postgraduate studies. The target was to reach enrolment of 55 000 contact and 20 000 distance students by

2025. The differentiated enrolment strategy is summarised on page 68.³⁴

However, as has repeatedly been emphasised in the University’s annual reviews and enrolment plans, several factors impact on enrolment figures, hence the need continually to re-adjust targets. In addition — and although UP uses a robust set of goals, targets and performance indicators, and forecasts are derived from mathematical principles — several changes occurred in the higher education landscape and external environment during this review period that had an impact on enrolment.

Figure 3.3 summarises the headcount enrolment figures of undergraduate (UG) and postgraduate (PG) contact students for the period 2009 to 2018.

Table 3.1 (on page 70) shows the diversity profile of undergraduate and postgraduate students and in major fields of study in the review period, 2009 to 2018. The increase in international students over this period is summarised in Table 3.2, illustrating the contribution UP has made to the region, especially with respect to postgraduate education.

Figures 3.4 to 3.7 (on pages 70 and 71) show UP’s graduate output, both with respect to the number of undergraduate (UG) and postgraduate (PG) students; and the percentage black students.

Enrolment is closely tied to students’ success and several performance indicators were used to monitor achievement and to identify areas of risk in this review period. This aspect is reported on below, with further metrics provided in faculty profiles in Chapter 4.

FACULTY	FOCUS OF GROWTH	REASON
Engineering, Built Environment and Information Technology	Growth mainly in Engineering and PG levels	High-level skills and research intensity
Education: • Contact • Distance	Strong UG and PG growth Low growth	National need and relevance Revenue and demand
Economics and Management Sciences	Growth largely at PG levels	High-level skills and revenue
Health Sciences	UG growth and moderate at PG levels	High-level skills, national need and strengthen research intensity
Humanities	Low UG growth and emphasis on PG levels	Strengthen research intensity
Natural and Agricultural Sciences	Strong PG growth	Research emphasis
Law	Growth only at PG levels	Strengthen research intensity
Theology (and Religion)	Moderate UG and low PG growth	Currently, PG and research orientated
Veterinary Science	Medium UG and PG growth	National need and research intensity

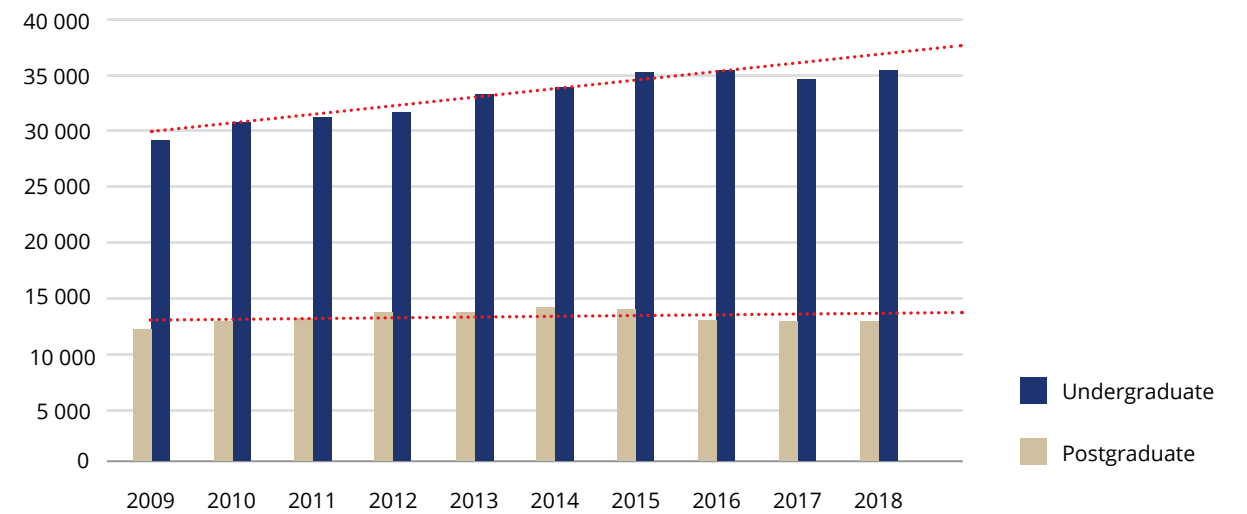


Figure 3.3. UG and PG headcount enrolment, contact students, 2009 to 2018

³² National Planning Commission. 2013. National Development Plan — Vision for 2030. The Presidency.

³³ The text is adapted from these three-year rolling plans.

³⁴ UP 2025, pp.12–13.

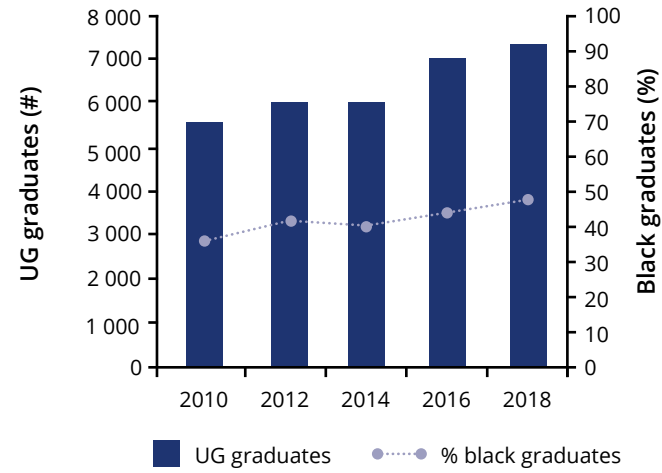


Figure 3.4. UG graduates and percentage black graduates, 2009 to 2018

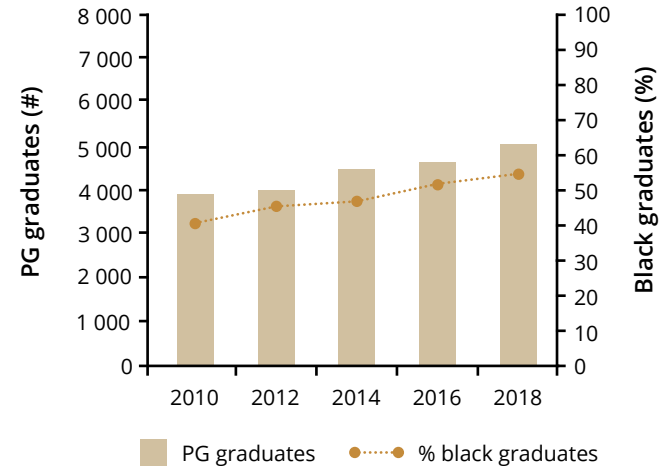


Figure 3.5. PG graduates and percentage black graduates, 2009 to 2018

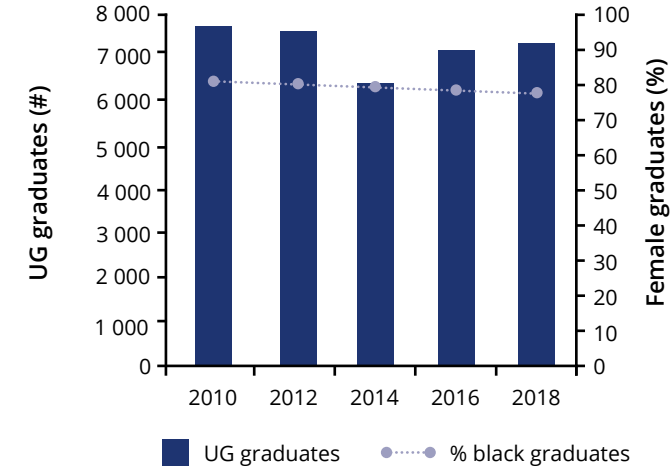


Figure 3.6. UG graduates and percentage female graduates, 2009 to 2018

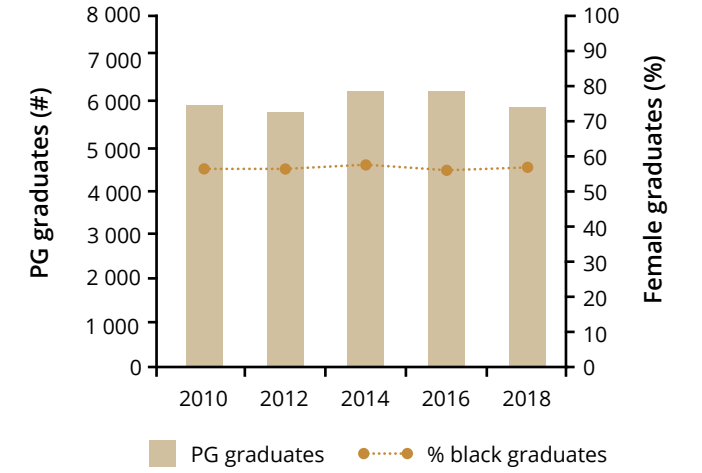


Figure 3.7. PG graduates and percentage female graduates, 2009 to 2018

Table 3.1. UP student diversity headcount enrolment, 2009 and 2018

Year	Level of study	Headcount student enrolments			Black students as % of headcount	Female students as % of headcount total
		Contact	Distance	Total		
2009	Undergraduate (UG)	29 211	6 998	36 662	52,3%	60,1%
2018		35 542	0	35 542	55,8%	56,6%
2009	Postgraduate (PG)	11 956	7 116	19 072	67,9%	55,7%
2018		12 536	1 916	14 452	66,0%	55,7%
2009	TOTALS	41 620	14 114	55 734	27 292	28 693
2018		48 515	1 916	50 431	28 106	27 099

Source: HEMIS, September 2020

Table 3.2. UP international student headcount enrolment, 2009 to 2018

	UNDERGRADUATE				POSTGRADUATE				Combined TOTAL
	SADC	Other African countries	Other countries	Total	SADC	Other African countries	Other countries	Total	
2009	1 165	180	282	1 627	720	393	268	1 381	3 008
2010	1 257	152	292	1 701	813	408	258	1 479	3 180
2011	1 492	176	423	2 091	1 011	468	328	1 807	3 898
2012	1 493	151	525	2 169	1 096	599	355	2 050	4 219
2013	1 560	153	540	2 253	1 175	659	372	2 206	4 459
2014	1 546	130	398	2 074	1 228	634	388	2 250	4 324
2015	1 534	137	352	2 023	1 207	654	414	2 275	4 298
2016	1 473	157	350	1 980	1 238	681	378	2 297	4 277
2017	1 306	130	294	1 730	1 245	661	372	2 278	4 008
2018	1 184	134	312	1 630	1 234	613	398	2 245	3 875



4 | Teaching and learning

ACCESS WITH SUCCESS

UP 2025 describes teaching and learning as “key to fulfilling the primary function of the University; i.e. to producing knowledgeable and high-level skilled graduates in line with the needs of the South African economy and society, and to replenishing our own human capital needs and those of other knowledge institutions”.

This means:

- Developing an inquiry-led curriculum in building the foundation for knowledge, high-level skills and the pipeline of postgraduate students and researchers.
- Embedding a question-based approach in undergraduate teaching and using assessment as a tool for learning.
- Recognising the diversity of learning styles, experiences and histories represented within the student body, and responding in ways that creatively harness this variation.
- Providing multiple learning opportunities in a resource-rich environment in support of teaching and learning, and considering the most effective “blended” learning model to adopt.

- Focusing on the attributes desired in a research-led university that simultaneously develop skilled and compassionate students and graduates that can engage with developmental issues and compete in the global marketplace of the developed and developing world.

The crux of the University's teaching and learning strategy would be “to deliver independent learners who fit the profile of a research-intensive university, wherever their future career trajectories may lead — replenishing the human capital for the University, or as high-level skilled professionals entering the public or private sectors.”³⁵

The Academic Plan (2012) elaborates on attributes, *what* is taught and *how*, and further, *who* the students are and the curriculum challenges associated with different learning histories and varying levels of preparedness:

“The first poses a unique opportunity to make explicit the epistemic assumptions about ways of knowing and knowledge production, while simultaneously taking cognisance of the history of ideas and formalised bodies of knowledge that constrain engagement in disciplines in particular ways. The second requires a deliberate layering of teaching, learning and assessment practices in order to allow students effective opportunities to engage in the form and content demands of disciplines.”³⁶

Recognised in these planning frameworks was the dual challenge of diversity in learning histories, and the need to address the needs of intellectually talented learners who may in varying degree be underprepared for university studies.

Also important was the research undertaken that informed the policies developed in support of teaching and learning, which included:

- Policy on academic professional development: teaching and learning [2016, S4671/16 (amended), replacing S4490/10]
- Policy on teaching and learning [2016, S4463/16]
- Guidelines on curriculum design, development and implementation [2017, S4691/17]
- Policy on assessment [S4481/17].

Recalibrating goals

While UP 2025 advocated a blended model for teaching and learning at the time, and the University increasingly adopted hybrid education as an enriched model of education, it would be the #FeesMustFall movement and student protests that propelled UP to go fully online with teaching, learning and assessment, particularly in 2016, in order not to forfeit the academic year. In addition to inquiry-led curricula, it also brought to the fore the idea embedded in UP 2025 of the need to develop a critical citizenry, especially in South Africa as a young democracy, which shifted to an emphasis on decolonising the curriculum.

One of the important outcomes of a lekgotla between student societies and UP leadership, held in March 2016, was that three workstreams were formed — on language, institutional culture and curriculum. Apart from the workstreams on

language and institutional culture (see Section 7 below), the work stream on curriculum transformation considered in detail what would constitute a transformed curriculum.³⁷ The framework document developed by this work stream was approved by Senate, first in September 2017, and the amended version in October 2018.³⁸

The purpose of the document was to serve as a guideline for departments and faculties in the ongoing transformation of curricula; and the point of departure, “that every field of study holds implications that either advance or deter human and non-human life. Therefore, academic endeavour, prominently visible in curricula, must be in service of the public good and the actualisation of human potential”. The eloquently constructed document identified four drivers for curriculum transformation, each considered in some detail in this framework:

- Responsiveness to social context
- Epistemological diversity
- Renewal of pedagogy and classroom practices, and
- An institutional culture of openness and critical reflection.

For example, with respect to responsiveness to context, the following:

“A transforming curriculum is one that registers and is attuned to local and global contexts, histories, realities and problems. Such a curriculum promotes both a critical and self-critical stance. It acquires concreteness, relevance and purpose by being located within a specific social, economic, environmental, intellectual, political and legal context. Questions concerning development, social justice and globalisation, among other issues, should be central to teaching and research.” (2018, p.2)

Also stated is that the four drivers are intended to guide an inclusive process of engagement on what curriculum transformation entails in a societal context where exclusion, marginalisation and social injustice remain stark and are mirrored in higher education, and the particular histories of institutions such as the University of Pretoria.

The interlinked transformation imperatives included the demographic profile of students, institutional culture, governance and curricula.

³⁵ UP 2025, pp.9–10.

³⁶ Academic Plan. January 2012, p.15.

³⁷ University of Pretoria. 2022. Institutional Audit Self-evaluation Report, May 2022.

³⁸ University of Pretoria. 2017. Curriculum transformation framework: reimagining curricula for a just university in a vibrant democracy. [S4466/17 (amended)]

As noted earlier, the second five-year plan (2017–2021) focused on a reformulation of the strategic goals the University had set itself. While the long-term UP 2025 vision was retained, the sea change brought about by the Fallist movement, nationally and at UP, called for a renewed focus on students. “To enhance access and successful student learning” was positioned as the first strategic priority, tied to fostering and sustaining a transformed, inclusive and equitable university community.

Student success

The University has, since 2009, developed an integrated approach to student success with a strong focus on the first-year experience through orientation (face-to-face and online), mentoring, advising and tutoring. The early identification of at-risk students remained central to student success efforts, therefore the importance of the Student Academic Readiness Survey (STARS) already administered during orientation. Students at risk are referred to Faculty Student Advisors (FSA) and the STARS mentorship programme.

In 2016, FLY@UP, ‘the finish line is yours’, was launched. It has been a multi-faceted campaign, led by the Department of Education Innovation, aimed at encouraging and supporting students to complete their studies in the minimum time.³⁹

Table 3.3 gives an overview of the scope of undergraduate modules and of the aggregate pass rate, which increased from 79,3% in 2009 to 82,5% by 2018. This is also illustrated in Figure 3.8 (right).

This strong performance is particularly noteworthy in relation to the increase in student to staff ratios over this period, from 16,9 full-time equivalent (FTE) students⁴⁰ to staff in 2009 to 25,4 in 2018.

Teaching and learning are closely linked to research, as captured in UP’s 2016 policy on teaching and learning:

“Scholarly teaching draws no hard distinction between research and teaching, recognising that the best teaching draws on, and is informed by, the newest developments in research. At the same time, scholarly teaching and the scholarship of teaching and learning, at their best, extend and enrich knowledge, thereby raising new questions for advanced inquiry. In this way, a symbiosis between teaching and research is maintained.”⁴¹

In the same vein, UP has pursued a strong trajectory of evidence-based decision-making about students’ progress. Also in 2016, the Vice-Principal: Academic established an analytics team, Tshebi,⁴² to monitor undergraduate student success. Faculty representatives include deputy deans of teaching and learning, and the departments of Education Innovation, Information and Technology Services, Enrolment and Student Administration, and Institutional Planning. The focus, in large part, has been on the use of the Higher Education Data Analyser (HEDA) data system and dashboard, developed by Institutional Planning and which is available to all faculties. Of particular relevance is student success, including throughput and graduation, and understanding student engagement as a factor in stemming high drop-out rates.⁴³

The retention of students and their successful completion of studies is an issue that is closely monitored at UP. Table 3.4 (page 76) gives, in overview, comparative data on the overall percentage of modules passed in relation to registrations, the exam pass percentage, and importantly, the drop-out percentage over the period 2012 to 2018.

Table 3.5 (page 76), in turn, provides a detailed breakdown of throughput with respect to graduates over the period, 2009 to 2018. Contact mode graduates increased from 9 247 in 2009 to 12 681 graduates in 2018, while the overall graduate output increased by a few hundred from 12 922 to 13 273, mainly as a result of the phasing out of the distance programme leading to the Advanced Certificate in Education (ACE) offered by the Faculty of Education.

Table 3.3. FTE undergraduate module pass rates, 2009 to 2018

CONTACT FTE	Passed UG FTEs	Total UG FTEs	Modules pass percentage
2009	24 058,9	30 338,8	79,3%
2010	24 657,9	30 786,0	80,1%
2011	21 868,1	27 172,8	80,5%
2012	22 227,9	27 274,1	81,5%
2013	23 602,2	29 066,0	81,2%
2014	24 490,9	29 704,3	82,4%
2015	25 074,1	30 432,5	82,4%
2016	25 514,0	30 460,4	83,8%
2017	23 819,2	29 101,2	81,8%
2018	24 062,3	29 163,6	82,5%

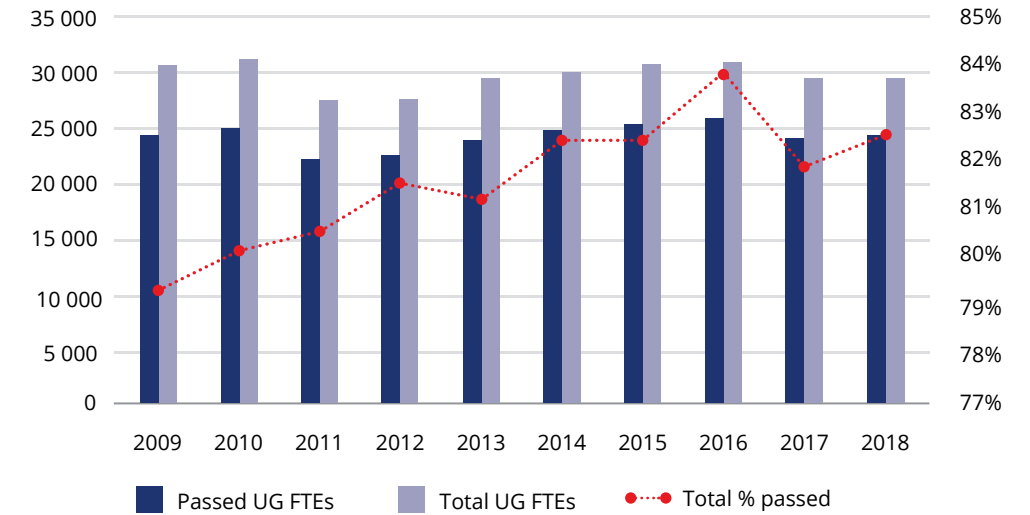


Figure 3.8. FTE undergraduate module pass rates, 2009 to 2018

³⁹ UP Annual Report. June 2018, pp.42–43.

⁴⁰ Full-time equivalent (FTE) student enrolments are calculated by assigning to each course a fraction representing the weighting it has in the curriculum of a qualification, and by multiplying the headcount enrolment of that course by this fraction. See DHET. 2019. Statistics on Post-School Education and Training in South Africa.

⁴¹ University of Pretoria. 2016. Policy on Teaching and Learning. [S4463/16]

⁴² Tshebi means the data-driven approach to monitoring student success which was spearheaded by the Department of Education Innovation.

⁴³ UP Department of Education Innovation. 2018. Annual Report.

Table 3.4. Average undergraduate module pass rates for contact students, 2012 to 2018

	Term	Number of modules	MPP %	EPP %	DP %	AP %
Totals	2012	2 386	80,34%	88,79%	7,15%	2,46%
	2013	2 304	80,31%	89,05%	7,94%	1,95%
	2014	2 127	81,79%	90,24%	7,68%	1,75%
	2015	2 089	81,61%	90,26%	8,17%	1,48%
	2016	2 105	83,18%	89,74%	5,38%	1,99%
	2017	2 148	81,60%	90,60%	8,50%	1,40%
	2018	2 129	82,60%	90,50%	7,40%	1,40%

KEY

MPP = Module pass percentage: Proportion of students who passed the examination in relation to the total number of initial registrations expressed as a percentage.

EPP = Examination pass percentage: Proportion of students who passed the examination in relation to the number of students who wrote the examination, expressed as a percentage.

DP = Drop-out percentage: Proportion of students who dropped out (cancellations PLUS exclusions) in relation to the total number of student registrations, expressed as a percentage.

AP = Absenteeism percentage: Proportion of students who were absent from the examination in relation to the number of students admitted to the examination, expressed as a percentage.

Table 3.5. UP contact and distance mode graduates, 2009 to 2018

	CONTACT MODE						DISTANCE MODE				OVERALL TOTAL
	PhD	Master's	Honours	PG other	UG	TOTAL	Honours	PG (other)	UG	TOTAL	
2009	196	1 154	2 083	365	5 449	9 247	1 249	6	2 420	3 675	12 922
2010	188	1 267	2 256	437	5 531	9 679	1 825	0	2 196	4 021	13 700
2011	206	1 342	2 171	420	5 976	10 115	1 476	6	1 876	3 358	13 473
2012	200	1 400	2 226	408	5 976	10 210	1 562	3	1 633	3 198	13 408
2013	242	1 476	2 290	491	6 477	10 976	1 753	8	1 435	3 196	14 172
2014	237	1 621	2 371	525	5 972	10 726	1 539	3	454	1 996	12 722
2015	333	1 897	2 395	508	6 501	11 634	1 623	2	182	1 807	13 441
2016	302	1 811	2 282	532	7 030	11 957	1 373	0	169	1 542	13 499
2017	354	1 866	2 034	834	7 058	12 146	1 124	0	3	1 127	13 273
2018	424	1 993	2 098	828	7 338	12 681	611	0	0	611	13 292

Of particular relevance for the University's research-intensive strategy, is the steady increase in the number of doctoral and master's students over this period.

5 | Research

A RESEARCH-INTENSIVE IDENTITY

At the heart of the University's research strategy, and UP 2025, remained the commitment to pursue research related to problems and issues of contextual relevance — be it at local and national levels, or regionally and globally. In the implementation of the University's long-term strategy, the mantra became 'doing research that matters'; phrased differently, research that engages complex and urgent societal challenges. These included, as extrapolated in 2018, the environment, climate change, food security, poverty alleviation, health, education, and evidence-based policies for development, among others.

The focus on relevance was expressed in UP 2025, as a dual focus on increasing international visibility and research capacity "in areas of importance to developing nations, especially those of Africa and in the global South."⁴⁴ A central challenge was to strengthen UP's position as a research- and knowledge-intensive university, and on ways in which to attain the University's ambitious targets over the medium to longer term. In order to maximise the international and national impact of research, a theme-based approach was adopted in which resources were concentrated, in the first instance, in a select number of Institutional Research Themes (IRTs), and in some instances, Faculty Research Themes (FRTs). This enabled a critical mass of researchers in areas of institutional strength, and, as a result, increased research capacity and output.

Research relevance also became closely associated with frameworks for development, with the University's commitment to generating knowledge increasingly framed — in direct and indirect ways — by the UN Sustainable Development Goals (SDGs), the African Union's *Agenda 2063*, and *South Africa's National Development Plan*. So, for example, in reporting on progress achieved in 2018, it was reiterated that the University's research strategy focused on increasing productivity and achieving higher impact, and on "research that is both contextually relevant and speaks to major challenges globally, and in particular in Africa as a developing region".⁴⁵

Research productivity⁴⁶

There were several indices that show UP's strengthened research identity, with core performance indicators (PIs) including the percentage of staff with PhDs, research

output and the total weighted research output per full-time equivalent (FTE) academic staff, and the number of master's (M) and doctoral (D) students.

Table 3.6 (page 78) provides a summary of the indicators used over time that shows that in all areas there had been a strengthening in research capacity and productivity from 2012, the start of the implementation of UP 2025, to 2018.

The DHET report on sector-level research performance⁴⁷ shows that UP achieved, with the University of KwaZulu-Natal, the highest percentage (10,8%) of the total research output units of South African universities for 2018, and the highest weighted output per capita in the sector at 3,70. This performance was constant over the period 2009 to 2018, with UP achieving the highest outcomes, or placed among the top performing universities in the sector.

Table 3.7 (page 79) shows the overall research output units per publication type.

While there was a steady increase in the overall research output between 2012 and 2016, the slight tapering off in 2017 and 2018 could have been the result of a combination of factors; for example, new cohorts of young academics who were still to become productive researchers.

Figure 3.9 (page 79) shows a comparison of weighted research output between five research-intensive universities in South Africa for the period 2009 to 2018, illustrating the strong relative position of the University of Pretoria.

UP's performance with respect to normalised publication output shows that, in 2018, it achieved the highest among comparator universities in:

⁴⁴ UP 2025, p.8.

⁴⁵ University of Pretoria. June 2019. Annual Report, p.45.

⁴⁶ The text here is adapted from the UP Annual Reports, 2018 and 2019.

⁴⁷ DHET, 2020. Report on the Evaluation of the 2018 Universities' Research Output.



Prof Tjaart Kruger (Department of Physics), with MSc student Asmita Singh (l) and PhD student Alexander Paradzah (r)

Table 3.6. Key areas of research capacity and performance, 2012 and 2017-2018

Indicators	2012	2018
Staff with PhDs	43,03%	69,6%
NRF-rated academic staff	433	507
Accredited publication units per academic FTE staff	0,7	1,11
Weighted M and D output per academic FTE staff	0,68	1,56
M graduates	1 400	1 993
D graduates	200	427
PhD students enrolled	1 860	2 307
M students enrolled	6 559	6 116
Diversity profile: % black PG students	53%	62%
Postdoctoral fellows	109	253
International postdoctoral fellows	78	164
International academic staff	62	180

Source: DRI and HEMIS, Annual Report 2019: 46; DHET 2020.

Table 3.7. UP research output units per publication type, 2012 to 2018

	Journal articles	Book publications	Proceedings	TOTAL
2012	1 279,12	159,62	154,33	1 593,07
2013	1 407,07	70,36	136,84	1 614,27
2014	1 470,05	123,47	155,00	1 748,52
2015	1 583,44	153,76	177,81	1 915,01
2016	1 714,97	251,92	159,16	2 126,05
2017	1 721,12	210,46	118,02	2 049,60
2018	1 702,54	266,80	85,20	2 057,05

Source: DRI, June 2022; and 2018 data, DHET, 2020.

Table 3.8. UP's comparative position in relation to per capita publication outputs, 2018

Category	Per capita publication output	Weighted per capita publication output	Academic staff with PhDs (%)
UP	1,71	3,70	69,6
UKZN	1,54	3,33	55,6
UCT	1,51	2,56	64,0
SU	1,64	3,19	57,2
WITS	1,59	3,03	65,9
Sector average	0,97	1,91	48,0

Source: DHET 2020.

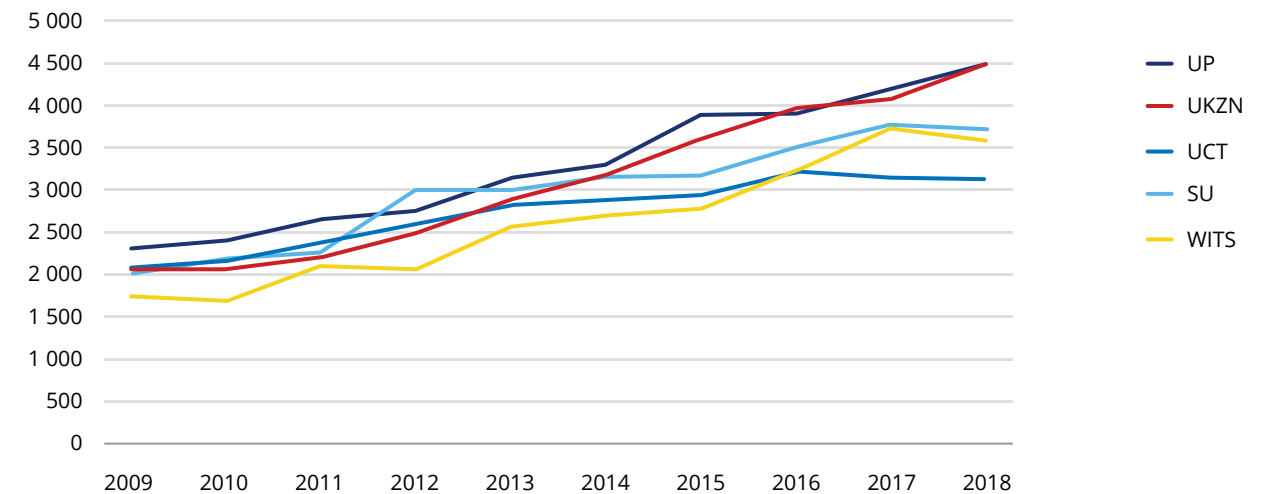


Figure 3.9. UP's comparative position in weighted research output, 2009 to 2018

- Per capita research publication output (1,71) — i.e., the total number of publications divided by headcount academic staff.
- Weighted per capita research output (3,70) — i.e., total number of publications plus master's and doctoral graduates divided by the headcount academic staff.
- The proportion of academic staff with doctoral degrees (69,6%).

The comparison of five research-intensive universities is shown in Figure 3.9.

Internationalisation, visibility and impact

Internationalisation has been closely associated with the University's research strategy and the focus on impact and visibility. As noted earlier, two of the five overarching strategic goals in UP 2025 were linked to research and internationalisation:

- to be a leading research-intensive university; and
- to strengthen the University's international profile.⁴⁸

In the second five-year plan, UP 2017–2021, the two goals were combined into one: to strengthen the University's research and international profile.⁴⁹

An important element to the University's international profile is the visibility of the institution, its researchers, and the research published. With respect to research, visibility relates to citations, impact and world rankings. In the second five-year plan (2017–2021), the context in which the University

operated was depicted as one of competition and adaptive strategies:

“The competition for talented researchers is driven mainly by the pursuit of research excellence and reputational capital by universities. [...] The intense competition among universities has fuelled a number of adaptive trends such as partnerships, differentiation, specialisation in areas of research where there is demonstrated strength, re-inventing the student experience, online delivery and internationalisation.”

In all of these adaptive strategies, the University has been proactive, and several measures were used in this period to monitor international activity, such as the number of active agreements with international organisations and institutions. In 2018, the total number of active agreements with international partners stood at 202, which reached across 70 countries and six continents.

One of the most stable indicators of the extent of internationalisation is the number of co-authored papers published with researchers globally. This measure serves as a proxy for the effectiveness of partnerships and international networks of collaboration, especially linked with field-normalised citations which can be used as a measure of impact and visibility — see Figures 3.11, 3.12.

Figure 3.10 below shows the percentage increase in co-authored papers between 2009 and 2018, an increase from 35,6% to 46,9%. The field-weighted citation impact (FWCI) shows that UP consistently performed above the global norm of 1,00 as shown in Figure 3.11.

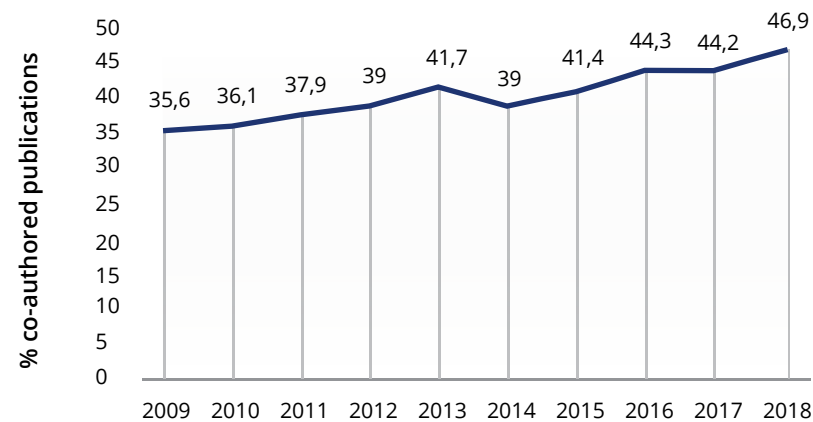


Figure 3.10. UP's increase in the percentage of co-authored papers, 2009 to 2018

Also based on citations, Figure 3.12 shows the increase in the number of articles published that appear in the top quartile of journals globally.

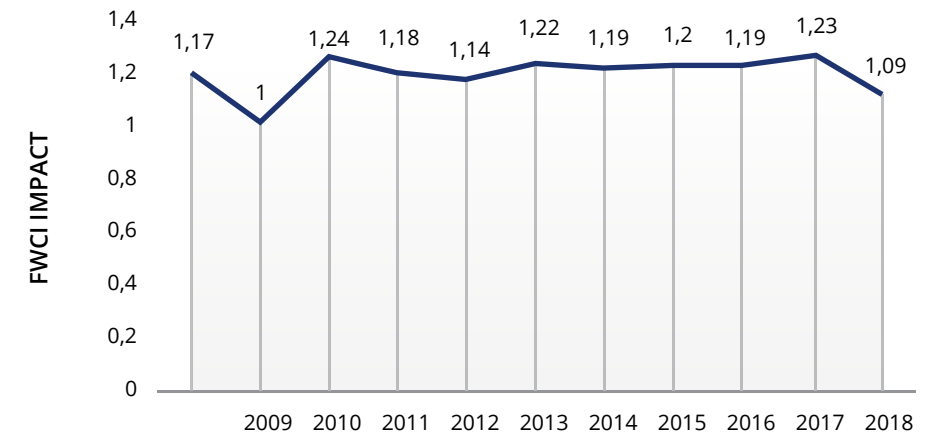


Figure 3.11. UP's field citation impact performance, 2009 to 2018

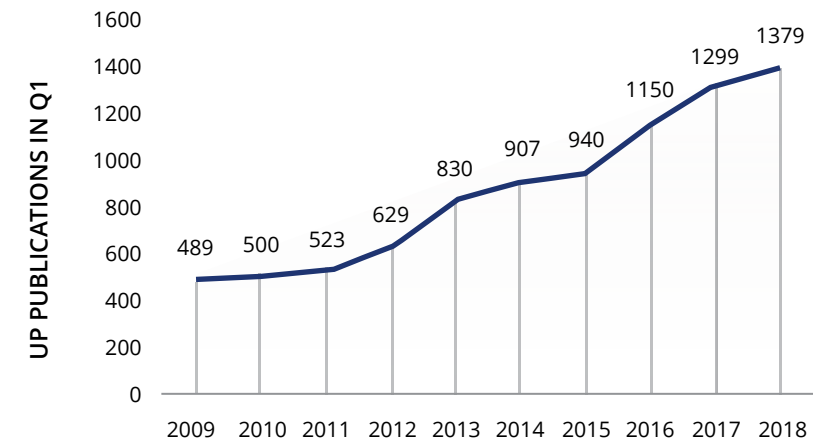


Figure 3.12. Increase in the number of papers in Q1, 2009 to 2018

⁴⁸ UP 2025, p.6.

⁴⁹ University of Pretoria. Strategic Plan 2017–2021. November 2016 [R38/16]

Knowledge fields and visibility

The visibility of UP's lead researchers is demonstrated in the Essential Science Indicators (ESI) database which provides performance statistics based on articles published in journals indexed by the Web of Science (Clarivate Analytics), and the citations of those articles.

The ESI database covers 22 broad knowledge fields. For several years, UP was rated in the top 1% globally in six of the 22 knowledge fields, as is shown in Table 3.9. In 2017, UP gained two further fields, Immunology and Microbiology, taking to eight the knowledge fields in which UP's research output was ranked among the top 1% globally.

A further ESI measure identifies the top 1% of scientists internationally, based on citations. In January 2019, 53 UP scientists were positioned in this top international category (compared to 35 in 2017), illustrating the strengthening of research excellence and visibility achieved at UP. The same ESI database identifies 'top papers', based on citations. In 2018, 145 papers co-authored by UP researchers fell in this category, compared to 100 in 2017 (and 101 in 2016).

Table 3.9. UP's international standing in ESI knowledge fields

	# of papers			Citations			Citations per paper		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Agricultural sciences	505	554	580	3 122	3 600	3 995	6,18	6,50	6,89
Clinical medicine	1 007	1 203	1 306	9 325	11 915	13 740	9,26	9,90	10,52
Engineering	915	1 060	1 157	5 244	7 303	8 956	5,73	6,89	7,76
Environmental/ Ecology	791	898	999	8 779	11 131	12 556	11,1	12,40	12,57
Immunology	–	344	373	–	4 714	5 070	–	13,70	13,59
Microbiology	–	470	508	–	5 560	6 290	–	11,83	12,38
Plant & Animal sciences	2 858	3 135	3 241	22 833	27 306	30 585	7,99	8,71	9,44
Social Sciences, General	1 145	1 297	1 383	3 944	4 773	5 319	3,44	3,68	3,85

Source: UP Library Services, ESI (InCites), 2018 (27 Nov 2018); 2017 (11 Jan 2018); 2016 (2 Dec 2016).

⁵⁰ Adapted from UP's Annual Report, June 2019.

World rankings

By 2018, world rankings had become, to a great extent, part of the higher education landscape, and served as a useful benchmark for the performance of institutions. As the number of universities included in the world ranking systems increased, competition has intensified to retain or improve on the relative position of institutions. This reality, among other factors, has meant that universities continually need to focus on strengthening their performance, and national systems, on sustaining investment in higher education.

In summary below, UP's position in 2018:⁵⁰

In the Academic Ranking of World Universities (ARWU) rankings, released in August 2018, UP was the only South African university to improve its ranking. From being positioned in the 501–600 range in 2017, UP was now placed in the 401–500 band, and third nationally (together with Stellenbosch University). In the 2019 Quacquarelli Symonds (QS) rankings, released in October 2018, UP was positioned in the 561–570 bracket, and fifth nationally. In the QS Emerging Economies University rankings, also released in October 2018,

UP was placed in position 45 overall, and in the third position among South African universities, after UCT (22) and Wits (40).

While UP's position in the 2019 Times Higher Education (THE) rankings, released in September 2018, was lower than in the previous rankings (positioned in the 601–800 range and fifth nationally), it was a significant achievement to be placed at 350 on the research measurement globally, and 210 with respect to industry income, both bearing testimony to UP's areas of distinct strength.

The THE Subject Rankings for 2019, released in October 2018 (Arts and Humanities), and in early November 2018 (Sciences), ranked UP in nine subject fields: Law was ranked 76 globally (up 16 positions from 92 in the previous ranking); Arts and Humanities (251–300); Life Sciences (301–400); Clinical, Pre-clinical and Health Sciences (401–500); the Social Sciences (401–500); and, for the first time, Education, and Business and Economics (both in the 301–400 range); Psychology (401+); and Life Sciences (301–400).

In the 2019 QS Subject Rankings, released in February 2019 and based on 2018 performance, UP was ranked in 17 subject fields in the top 500 internationally, six of which are ranked in the top 200: Veterinary Science (43), Development Studies (51–100), Theology and Religious Studies (51–100), Agriculture and Forestry (101–150), Archaeology (151–200), and Architecture (151–200).

In the UK Financial Times ranking of the world's top 100 Executive MBA programmes, released in October 2018, the Gordon Institute of Business Science (GIBS) moved up 20 places to position 67, confirming its position as Africa's top Executive MBA provider. This was the sixth year that GIBS had taken Africa's only spot in the top 100 global business schools worldwide.

As world rankings have become one of the defining features of global higher education — and have gained in influence — it is a significant achievement for UP to have retained its position among universities globally.

UP's Africa strategy⁵¹

The University of Pretoria is a university in and of Africa in a multitude of ways. Its identity and strategic trajectory, as captured in UP 2025, are inextricably linked to its place on the continent — from the explicit positioning in the vision statement, to partnerships, academics, students, and research and teaching programmes.

Nevertheless, in 2015, it was considered important that the University develop an intentional Africa strategy. This followed in the footsteps of an earlier investigation, undertaken in 2010, at the time of the development of UP 2025, which explored the full scope of internationalisation. As captured in that report, it is perhaps in the 'way of doing things' that the University's identity is best exemplified and its Africa strategy has found expression. Building on the recommendations of the earlier 2010 investigation, UP's Africa strategy explored in some detail the motifs and assumptions that would inform a formalised Africa strategy. It was clear that the strategy needed to be more than statements and numbers — be this of partnerships, joint projects and students; it also needed to be about values and a conceptual delineation of "strategic positional choices".⁵³

In August 2015, the United Nations (UN) published its development agenda, *Transforming Our World: The 2030 Agenda for Sustainable Development*. Precursors to this global framework for development were the African Union (AU) *Agenda 2063: The Africa We Want*, and South Africa's *National Development Plan*.⁵⁴

The AU, and many African governments, had for a while recognised the importance of higher education in development — from technology, innovation and economic development to scientific advancement and knowledge production. The AU *Agenda 2063* is a call to action, as is the *National Development Plan*; both recognise the role of higher education in national and continental development.

On 24 April 2014, Her Excellency Dr Nkosazana Zuma-Dlamini, then the Chairperson of the African Union Commission,

⁵¹ UP's Africa Strategy. 2015. Research excellence from Mamelodi to Cairo. Scholarship from Africa to Africa.

⁵² University of Pretoria. 2010. Africa's Global University. Report to the Executive by the Task Team to Develop an Internationalisation Strategy, 31 August, pp.7–8.

⁵³ T Maluleke. 'Towards an African Strategy for the University of Pretoria.' Report prepared for the UP Africa Strategy (UPAS) reference group appointed by the Vice-Chancellor. July 2015, p.6.

⁵⁴ UN Sustainable Development Goals 2030; the African Union Agenda 2063 – The Africa We Want; the National Development Plan – Vision 2030.

delivered a guest lecture at the University of Pretoria. It would be a few months later, in June 2014, that the *AU Agenda 2063* was adopted as an integrated vision and framework for the development of Africa at the AU Summit held in Equatorial Guinea. She commended UP for its efforts in consolidating its identity as a research university, and having done so “as an integral part of the African continent”.⁵⁵

One of the critical problems that remained, was the funding of higher education given the many competing socio-economic needs. This issue was an important discussion point at the first African Higher Education Summit held in Dakar, Senegal in March 2015. UP was selected as one of 15 universities on the African continent to be part of the African Research Universities Alliance (ARUA) launched in Dakar, on Tuesday, 10 March 2014. The aim of this Alliance is to use the pan-African network as a platform through which to strengthen research and postgraduate training on the continent.⁵⁶

South Africa’s problems are tied to the continent’s problems, and so are the solutions. In the same vein, UP’s Africa strategy has been at the heart of the University’s pursuit of excellence. It is a necessity and an imperative that will enable the University to make unique contributions to the development of the people of Africa and the world.

Three examples illustrate impactful inter-continental collaboration during this review period, which also involve international consortia:

ARUA Centre of Excellence in Food Security

As mentioned above, ARUA was launched in 2015 in Dakar, and together 16 of Africa’s leading research universities committed to contribute to this pan-African network and platform. In 2017, the first call for expressions of interest for ARUA member universities to host Africa Centres of Excellence (ACoE) was announced, with ten subsequently awarded. UP was successful in its bid to host the ARUA CoE in Food Security, in collaboration with the Universities of Nairobi and Ghana, with Prof Hettie (HC) Schönfeldt appointed as the Director.

The ARUA CoE in Food Security was launched in December 2018 at the University’s Future Africa Campus, where keynote speakers and panel discussions focused their respective inputs on the future of food in Africa. Food systems remain a key challenge at the intersection of hunger, poverty and health in Africa. Women and children are particularly at risk. In order to find solutions to food security challenges, a clear imperative is creating a critical mass of researchers who work on common goals to address seemingly intractable challenges related to food systems and security. The focus of the ACoE will be on seeking solutions to addressing food insecurity in Africa.

The Australia–Africa Universities Network

The Australia–Africa Universities Network (AAUN) was established in 2012. Prof Cheryl de la Rey was the African Co-Chair until 2018, with Prof John (JP) Hearn, University of Sydney, as the Australian Co-Chair of the AAUN. Three new member universities were added in 2018 on the African side: Addis Ababa University, University of Botswana, and Tshwane University of Technology, bringing the total number of institutions in this network to 23 (11 Australian universities and 12 African universities). Priority thematic research areas were food security, mining and minerals, public health and education.

In 2018, Prof Elna (EM) Buys (UP lead researcher), and a team from the universities of Ghana, Makerere and Mauritius, and the universities of Murdoch and Curtin in Australia, was one of eight successful bids to receive funding for a collaborative research project on the foodborne pathogen *Listeria monocytogenes* (Listeria).

The South Africa–Sweden University Forum

The South Africa–Sweden University Forum (SASUF) was launched in May 2018 at the University of Pretoria in collaboration with the Uppsala University (Sweden), and involved 30 universities. The aim is to strengthen cooperation between academics, students and other relevant stakeholders from industry and government in research, education and innovation. The inaugural SASUF Innovation Week attracted approximately 1 200 researchers participating in the main launch events and in a number of satellite events held across 12 cities in South Africa.



I to r: Prof Lindiwe Sibanda, Prof Alice Pell (Cornell University), Prof Cheryl de la Rey, Prof Louise Fresco (Wageningen University) and Prof Hettie Schönfeldt, at the launch of the ARUA CoE in Food Security

In the 2018 SASUF call for proposals, three UP researchers were granted seed funding with a further nine involved as co-applicants. The three projects, with lead researchers from UP, were:

- User-centric identity management for IoT environments — Prof Jan (JHP) Eloff, the Faculty of Engineering, Built Environment and Information Technology.
- A comparison of postgraduate studies: South Africa and Sweden — Dr Maitumeleng (M) Nthontho, Faculty of Education.
- Symptom management for children with cancer — Dr Ensa (E) Johnson, Centre for Augmentative and Alternative Communication.

The University’s focus on research partnerships in Africa is closely related to pursuing science that transcends disciplinary and institutional divides, and advances the type of science leadership needed to address key challenges in Africa. To

this end, UP actively contributes to the continent’s knowledge base, new research frontiers and planned intervention strategies.

Research frontiers and new platforms

While UP had an established reputation for excellence in research and remained in the top cluster of research-intensive universities in South Africa, the aspiration to advance the frontiers of knowledge found expression in three platforms initiated during this era which have shaped the future direction of research at the University: the Future Africa Institute and Campus, the Javett-UP Art Centre, and the start of the Engineering 4.0 and the Future Transportation Hub development. In each instance, the research platforms illustrate the nature of research bridging disciplinary and university-community-industry divides, allowing for convergence science and ‘translational’ research, and therefore maximising relevance and impact.

⁵⁵ N Zuma-Dlamini. ‘Research Universities and African development’. Lecture delivered at the University of Pretoria, 24 April 2014, p.13.

⁵⁶ On 20 April 2014, the University received a letter of congratulations from the Speaker of the South African National Assembly conveying the motion of congratulations on its inclusion in this important body.

Chapter 6 in this volume focuses on these, among others, that bear testimony to the legacy of the University's Vice-Chancellor and Principal, Prof De la Rey.

In brief overview, the following:

- **Future Africa**, established as an institute in 2017, and developed as a research platform and campus on the University's Hillcrest Campus.

Launched on 29 March 2019, the Future Africa concept and infrastructure development recognises that research needs to transcend disciplinary boundaries, and build strategic partnerships and networks. More specifically, Future Africa's vision is to be the place where Africa's leading scientists and scholars from across the world and from a broad range of disciplines will come together to leverage the benefits of transdisciplinary research to address the grand challenges that face Africa and the world.⁵⁷

The interconnected nature of research, and inter- and transdisciplinary research practices, are driven by two pivotal shifts in science: the realisation within the broad science (and science policy) community that the challenges facing humanity are of a global nature and cannot be solved at local scales alone; and related, given the complexity of the problems, disciplinary interconnectedness is required, drawing on a network of expertise often from outside institutional and national boundaries. Different elements that define this context, taken together, require new science leadership and new methods of doing science.

Two programmes aimed at new leaders in the sciences were already well-established by 2018: The African Science Leadership Programme (ASLP), with its fifth group of young researchers from across Africa completing their programme in 2018; and the Tuks Young Research Leader Programme (TYRLP), a capacity development programme aimed at UP's young researchers, which ran its fourth programme in 2018.

- **The Javett-UP Art Centre**, designed to be a major driver of transdisciplinary research, is a distinctive feature in the capital city's landscape.

The infrastructural development at the iconic site bridges the Hatfield and South campuses, and was nearing completion in 2018. It will house the Javett Foundation's seminal collection

of 20th century South African art, the Mapungubwe collection of which UP is the custodian, selected pieces from the University's collections, and the Centre's own curated and visiting collections. The Javett-UP Art Centre will also promote new developments in conservation and storage methods. With funding from the Andrew W Mellon Foundation, the University will be the first in the country to offer a master's degree in Tangible Heritage Conservation. This programme, launched in 2018, draws on the humanities, social sciences and the natural sciences.

Research themes such as historical studies and tourism, capital cities, the human economy, inequalities, decolonisation, and demography were already active at the time, and were identified as key focus areas, funded through the Javett Foundation and the AW Mellon Foundation.

- **Engineering 4.0**, developed as a three-way partnership between the University, the South African National Roads Agency Limited (SANRAL), and the Council for Scientific and Industrial Research (CSIR).

The Engineering 4.0 development demonstrates the impact of partnerships between government, industry and science where collective strength and institutional mandates and priorities are aligned.

The research platform is part of UP's research focus on future transportation and smart cities, linked to the impact of the fourth industrial revolution (4IR). The vision is to have a research hub where industry, academia, government and research students can develop future innovation to make South Africa and Africa a smart country and continent. The space planning and designs that were produced for this facility promised a vibrant interactive and state-of-the-art facility that would hold its own among the best in the world, while exposing both students and the industry to cutting-edge research, training and materials testing.

The Future Transportation Hub will be housed in the new Engineering 4.0 facility on the Hillcrest Campus, which is strategically situated in the Innovation Corridor between the University, the Innovation Hub and the Department of Science and Technology. The sod-turning ceremony took place on 4 December 2018, with the completion of the facility planned for December 2019.

6 | Service, engagement and impact

UP 2025 commits the University to proactive engagement, extending from activities tied to local communities, to societal engagement and service. As expressed in the long-term strategy:

"In essence, community engagement is about civic responsibility and citizenship, and linking the best of the research and teaching skills of staff and students to the specific needs of diverse communities, thus giving effect to one of the 'public good' dimensions of universities. In turn, student life and the attributes developed are enriched through their service and engagement."

The three sections that follow describe different elements of engagement, service and sustainability that were characteristic of this review period.

Community engagement

Depending on the position taken, the purpose of community engagement has variously come to be known as building social capital, acting on social responsibility, or developing a critical citizenry. By 2018, the University had successfully run community engagement programmes for more than a decade. Students earned credits towards their degrees, while applying their knowledge in the service of communities. Volunteers supported activities in communities or initiated projects of their own. Faculties structured community engagement to fit the purposes of programmes and to expose students to the lived realities of communities whom they were likely to serve as professionals, once graduated.

The Community Engagement Office, located in the Department for Education Innovation, was mainly responsible for curriculum-related community engagement activities. In 2018, approximately 30% of all students (19 500) were involved in community engagement for credit. In addition, volunteers from approximately 120 student societies contributed to the sustainability of the many community sites of learning.

There is little doubt that UP's community engagement initiatives were significantly strengthened by the involvement in two global networks of universities, the University Social Responsibility Network (USRN), and the Talloires Network of Engaged Universities. Both are committed to strengthening the civic roles and social responsibilities of universities. In

April 2017, eighteen members of the USRN from nine member universities visited the University of Pretoria for an exchange of ideas on social responsibility.

Prof De la Rey served as Vice-Chair of the Talloires Network from 2014 to 2018.

UP's anchor strategy

Over time, the University has maintained close links with government and industry. These relationships have shaped UP's research and teaching programmes at many levels. The University's responsiveness to contexts within its sphere of influence is also demonstrated in its engagement with community stakeholders, and more broadly, with society. Deliberate efforts are made to create space for dialogue and the exchange of ideas related to the welfare of local communities.

As Prof De la Rey noted in her inaugural address,

"... a strong, resilient and peaceful democracy depends on a shared sense of civic responsibility, social interconnectedness and social justice. It is our firm intention to embrace a social, developmental perspective to our human capital development role so that we produce graduates who are valued not only for their academic and technical skills but also for their role in bringing about a more harmonious and equitable society."⁵⁸

⁵⁷ See <https://www.up.ac.za/future-africa>

⁵⁸ Installation of Vice-Chancellor and Principal, Prof Cheryl de la Rey, 16 April 2010.

There are numerous examples of such collaboration and dialogue at departmental, faculty and institutional levels which have become inscribed in the actions of the institution. Two anchor strategies are described below, followed by a brief sketch of the University's economic impact.

The Hatfield precinct

In 2015, planning started towards the development of an anchor strategy rooted in the idea that universities can create social change "beyond the university gates".⁵⁹ A central premise was that improving neighbourhoods would help attract students and staff, as well as businesses and services, and may represent a new model for socio-economic integration beyond the 'gated' framework typical of ivory tower institutions.

In support of this anchor strategy, UP established the Office of Government Relations and Special Projects (GRaSP), with Prof Denver Hendricks as manager of this initiative in the Office of the Vice-Chancellor. The focus of GRaSP was to work closely with the Hatfield City Improvement District (HCID) to create a clean, safe, secure and attractive environment beyond the University's physical boundaries.

A baseline document was prepared for the City of Tshwane (CoT) for incorporation into its regional spatial development framework. UP secured funding for the development of an urban design framework from the Kresge Foundation (US), and a consortium of engineering firms was awarded the contract to develop plans for the future Hatfield.

The project was highly successful and received the 2018 Gauteng Premier's Service Excellence Award in the category: Creating Safer Communities. It also resulted in increased collaboration between the University and the CoT.

Linked to the Hatfield anchor strategy was the Mamelodi learning collaborative.

The Mamelodi Collaborative

The Mamelodi Campus, home to UP's extended degree programmes, is in many ways regarded as 'an oasis' in the community. One of the initiatives, started in 2017 with the US-based Rutgers University-Newark, is the Mamelodi Community of Learning Collaborative (MCLC).

The aim of the Collaborative is to reduce the cycle of poverty that underprivileged communities typically face. In aid of this goal, the Kresge Foundation granted partnership funding to UP and RU-Newark to implement anchor institution strategies in Mamelodi and Newark, respectively. These are handled in two ways. First, multi-level interventions at the pre-university level for school-going youth via after-school programmes and mentoring; and secondly, the establishment of on-campus clinics and other community initiatives.

The pre-university programmes involve learners from Grade 8 to Grade 12 at all 20 high schools in Mamelodi. Clinics include a Business Clinic, a Legal Clinic, an Animal Health Clinic, and Siyathemba Occupational Therapy Clinic.

Underpinning the aim of 'softening the hard borders' between campus and community is the belief that UP and, indeed, universities everywhere have the ability to effect substantive change in these hard-pressed communities, if they bring to bear all their resources on the challenges facing those just beyond the walls.



Members of the Mamelodi Community of Learning Collaborative, UP and RU-Newark University

UP's economic impact

In 2018, UP commissioned a study on the economic impact of the University of Pretoria in Tshwane, Gauteng and South Africa. The study, based on 2016 data, found that the University and its value chain contributed significantly to the local, regional and national economy, inter alia in the following ways:

Its employment constituted 0,5% of total employment in Tshwane, while the University, its suppliers and their suppliers added R7,6bn (or 7%) to Tshwane's GDP.

UP made a significant contribution to the national economy through its capital expenditure, the payment of tax, the employment of staff, the use of suppliers, as well as the consumption expenditure by students, leading to a contribution of R39bn to the South African economy.

UP supplied 4% of Gauteng's formal workers and UP graduates represent 13,7% of the highly skilled workforce in Gauteng and 7,7% of the highly skilled workforce in South Africa.

The report, using official statistics from the DHET, from 2001 to 2016, shows that UP contributed, cumulatively, 10% of all graduates in South Africa, 23,8% of Gauteng-based graduates, and 33,9% of Tshwane-based graduates.

Over the longer term, the University had contributed significantly to the knowledge base of South Africa. In respect of the period between 1930 and 2016, UP graduates accounted for 18,5% of all graduates living in Gauteng and 12,5% of all graduates nationally.

⁵⁹ D Hendricks and J Flaherty. 2018. Integrating the edges: University of Pretoria's neighbourhood anchor strategy, *Development Southern Africa*, 35:5, 689-700, DOI: 10.1080/0376835X.2018.1433024

UP Expert Lecture Series

The Expert Lecture Series, initiated by the Vice-Chancellor and Principal in 2010 at the time of the development of UP 2025, is an example of an outreach activity of the University where it opens to the public some of the excellence achieved. The purpose is to provide a platform for top scholars at UP to engage with a general audience on significant developments

in their fields of expertise that are likely to have an impact on the future.

The general audience typically includes industry representatives who serve on faculty advisory boards, members of government and the diplomatic corps, sponsors and donors, UP alumni, members of Council, and the university community.

Prof Robin Crewe delivering the first Expert Lecture, 26 August 2010



Hosted by Prof De la Rey, this prestigious series of public lectures showcased some of the best intellectual endeavour at UP and became a feature of the intellectual life of the University. Between 2010 and 2018, there were 22 expert lectures.

1	Prof Robin Crewe, 26 August 2010	Doomsday scenarios and the fate of the African honeybee population
2	Prof Christof Heyns, 27 October 2010	Universal Human Rights — asking for too much?
3	Prof Stella Nkomo, 13 April 2011	Woman in Leadership: progress and challenges
4	Prof Madeleine du Toit, 16 May 2011	Welding — the Achilles heel of the South African manufacturing industry?
5	Prof Thokozani Majozi, 25 May 2011	21st Century clouds above synthesis of batch chemical processes
6	Prof Sarah Howie, 4 August 2011	Quality education for all — South Africans quest for the 'Holy Grail'
7	Prof David Medalie, 1 November 2011	'To retrace your steps': The power of the past in post-apartheid literature
8	Prof Julian Müller, 5 September 2012	(Practical) theology: A story of doubt and imagination
9	Prof Michael Pepper, 31 October 2012	Stem cells: Current reality and future promise
10	Prof Lorenzo Fioramonti, 7 May 2013	'Gross domestic problem': The dark sides of GDP and why they matter for Africa's future
11	Prof Frans Viljoen, 12 June 2013	Human rights in a time of homophobia: an argument for equal legal protection of 'sexual minorities' in Africa
12	Prof Sunil Maharaj, 21 August 2013	The broadband divide: Where is the digital highway going?
13	Prof Mike Wingfield, 23 October 2013	Global tree health: Can we rise above the gathering storm?
14	Prof Maxi Schoeman, 5 March 2014	A crisis of leadership? Reflections on 20 years of democracy
15	Prof Nick Binedell, 20 August 2014	Grand strategy and leadership: Prospects for the next 20 years of democracy
16	Prof James Ogude, 15 October 2014	'Great expectations and the mourning after': A literary anatomy of post-independence politics in Africa
17	Prof Xiaohua Xia, 4 March 2015	Energy efficiency and demand-side management: Do they still come to the rescue?
18	Prof Robert Millar, 26 August 2015	A hitchhiker's guide to the galaxy of brain/body dialogues
19	Prof Charles van Onselen, 21 October 2015	'Sunny places for shady characters'. The making of work class cultures in Southern Africa's mining revolution, c.1886-1914
20	Prof De Wet Swanepoel, 28 March 2017	Rise of an invisible epidemic — fighting hearing loss with advances in technology and connectivity
21	Prof Martin Schwellnus, 17 August 2017	The drug everyone should take: Why, how and what?
22	Prof Mike Sathekge, 1 August 2018	Theranostic: See it, treat it!



Ad Destinatum VI | 2009-2018

7 | Transformation

Transformation is essentially about change — at individual and institutional levels. It is “a permanent ideal”.⁶⁰

In the broadest sense, transformation at UP is anchored in the University’s core functions and therefore in the different dimensions that make up its long-term strategy, UP 2025, and subsequent one and five-year plans. Tethered to the policy development era that culminated in the first post-apartheid *White Paper* (1997), the transformation imperatives seemed clear. As stated by Minister Bhengu:

“The higher education system must be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities.”⁶¹

Informed by several policies, commissions and frameworks developed at national, continental and global levels, transformation at UP became a cross-cutting project for change, spearheaded by the University’s leadership, and driven by line managers at all levels of the institution.

UP 2025 sets out to align the University’s processes of transformation with the ‘navigational markers’ where diversity is “embraced as a necessary condition for improving the quality, relevance and impact of the University.”⁶²

It was understood, at the time of developing UP’s long-term strategy, that the challenges, in the main, related to increased access and institutional transformation, as articulated in the 1997 *White Paper*. Equally important were the demands on higher education to ‘make a difference’. These were some of the great expectations of universities at the time. It was within this historic context that the long-term plan attempted to capture “the cornerstones of a common vision and understanding of the University’s role and identity in the context of multiple and changing demands”.⁶³

In writing this sixth volume in the *Ad Destinatum* series, the view was often expressed⁶⁴ that the previous two volumes — *Ad Destinatum IV* (1993–2000) and *Ad Destinatum V* (2001–2009) — give detailed historic reference to transformation at UP during these periods. While the period 2009 to 2018 built on these eras, it also became a distinct period in the history and development of the University.

However, it has been pointed out that “what needs to be transformed and the direction of that transformation are not static: they are both contextual and dynamic”;⁶⁵ in other words, the nature of transformation (or social phenomena) means that institutions need continually to recalibrate their strategies and priorities. So, for example, achieving access, equity and redress would have manifested differently in 1997, as opposed to the start of the development of UP 2025; or

what curriculum change meant in 2016 would be different from the broad consensus understanding in 2010, as reflected in the UP Academic Plan. In the context and aftermath of the #FeesMustFall movement, decolonising the curriculum became an institutional imperative.

There were important historic markers in this era which necessitated a realignment of institutional strategies.

As noted in UP’s second five-year plan (2017–2021), “significant changes in the University’s external environment, especially the seismic changes in 2015 and 2016”, meant that UP’s strategic goals needed to be reconsidered. At the height of nation-wide student protests, in 2016, transformation was placed at the centre of the University’s agenda.

“Transformation is an overarching institutional imperative that requires a fundamental change of the University’s culture by embedding diversity, inclusion and equity, in every effort, aspect, and level of the University. The goal is to make transformation a norm that is practiced by everyone within UP.

Key outcomes:

- Enhanced student and staff diversity profiles.
- University of choice for talented students and staff from diverse backgrounds, and also an institutional partner of choice.
- Institutional cultures and practices that are welcoming to students and staff from diverse socio-economic and cultural backgrounds.
- Positive image as a transformed university.”⁶⁶

⁶⁰ Former Chief Justice Pius Langa, quoted in the Report of the Independent Transformation Panel of the University of Pretoria Council, 23 November 2016, p.21.

⁶¹ *White Paper 3*, 1997. Foreword.

⁶² UP submission to the South African Human Rights Commission. Investigation into allegations of racism at tertiary institutions in South Africa. 1 August 2014.

⁶³ UP 2025, pp. 2 & 4.

⁶⁴ This important point was raised by members of the editorial board who were closely involved in the construction of the previous two *Ad Destinatum* volumes.

⁶⁵ L Lange. 2014. Rethinking Transformation and Its Knowledge(s): The Case of South African Higher Education. *Critical Studies in Teaching & Learning*, Vol2(1), p.6. DOI: 10.14426/cristal.v2i1.24.

⁶⁶ See also L Lange and T Luescher-Mamashela. 2016. ‘Governance’. *South African Higher Education Reviewed: Two decades of democracy*. (CHE: Pretoria).

Several initiatives were set in motion to strengthen transformation at UP across all levels of the institution.

In Chapter 1, two vignettes are presented, the first capturing a new era of leadership; and the second, a student perspective on protests, from the Editor, at the time, of the student newspaper *Perdeby*. In [Chapter 5](#), a brief history is given of developments, leading up to the establishment of the Transformation Office in early 2019, and the approval of the Anti-Discrimination Policy and Manual.

In the sections that follow below, an overview is given of the main events and initiatives during the period 2009 to 2018.⁶⁷

Core Committee for Transformation

In the latter half of 2009, a Core Committee for Transformation was established. The eight-member committee was chaired by Prof Nthabiseng (NA) Ogude (Vice-Principal: Teaching and Learning). The name of the Committee was later changed to the Committee for Transformation. The mandate was to refine the institutional objectives and priorities related to transformation; to facilitate a rigorous assessment of transformation at UP; and to develop an appropriate response to what came to be referred to as the Soudien Report.⁶⁸

The Committee met for the first time on 9 September 2009.

UP faculties and departments were requested to take stock of their transformation initiatives. Transformation committees were established as sub-committees of the institutional Committee for Transformation and were overseen by the respective Deans and Directors. In addition, a portfolio for transformation was added to the Student Representative Council and other student leadership structures, including Residence House Committees.

The report of the Ministerial Committee on Transformation, Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions had widespread repercussions in the university sector. Chaired by Prof Crain Soudien, the report concluded that seemingly little had changed in post-apartheid higher education institutions, given the widespread perceptions of racism and social exclusion documented across the sector.

Although the study was criticised for its methodology and the use of anecdotal evidence, it was a wake-up call for universities who scrambled to review transformation processes, policies and institutional practices.

At the request of Higher Education South Africa (HESA), the umbrella body for public universities, UP prepared an Integrated Transformation Plan, submitted in 2011.

Institutional culture survey

In 2010, UP's Committee for Transformation recommended that external consultants be appointed to undertake a survey of UP's institutional climate and culture. An open tender process was followed to identify suitable consultants, and an internal stakeholder reference group was established.⁷⁰

The consultants, Laetoli, were appointed. The survey was made available in English, Afrikaans and Sepedi, and sought to determine the perceptions of staff and students. The consultants' report on the survey results was received in December 2011, and presented to faculties, departments and student structures in 2012. The results served as a baseline for further interventions.

It was agreed that a follow-up survey would be conducted five years later (in 2016) to monitor progress made in identified areas that required change. This did not happen at the time, as the higher education sector was mired in instability, as a result of the Fallist movement. Nevertheless, the findings and recommendations arising from the institutional culture survey informed the development of a transformation framework and plan, *UP Journey for Change*, approved by UP Council in 2012.⁷¹

UP Journey for Change

The framework and plan for transformation was future-oriented and placed a premium on the recognition of difference, diversity and inclusion. As a dynamic and evolving roadmap, the *UP Journey for Change* and associated departmental and faculty transformation plans were revised and updated several times between 2012 and 2017, with regular reporting and ongoing oversight.

Several opportunities for dialogue were created, among which were the *Re-a-bua* dialogues.

Re-a-bua dialogues

The *Re-a-bua* dialogues were developed and rolled out over a period of 12 months, starting in September 2013. The name *Re-a-bua* is Sesotho for 'we are talking'.

Facilitated by the Diversi-T Change Management Consultancy, and led by a member of the Executive, Patience (P) Mashungwa (Executive Director: Human Capital and Transformation), this facilitated intervention provided a platform for dialogue, enabling individuals to break down stereotypes, and positively to contribute to building social cohesion and an inclusive culture at UP. In essence, the dialogues provided a safe space for staff and students to have

conversations about the kind of transformed university they envisaged. About 2 000 staff and 300 students from various student structures participated in the dialogues.

Initiatives undertaken in *UP Journey for Change* and the *Re-a-bua Dialogue Series* were advanced by the Transformation Lekgotla Workstreams of 2016.⁷²

Student life dialogues

An extensive, participatory process was followed to review and update residence rules and practices. The project was finalised in 2014.

⁶⁷ UP Plan 2017–2021, pp. 9&13.

⁶⁸ This section is adapted from a text prepared by Michelle Viljoen, Executive Operations Manager, Office of the Vice-Principal: Students.

⁶⁹ The Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions, released in June 2009.

⁷⁰ HESA, the representative body of the public universities in South Africa, was renamed Universities South Africa (USAf) in July 2015.

⁷¹ The group comprised representatives of the Institutional Core Group, the Institutional Forum, union/employee organisations, the Student Representative Council, Department of Human Resources, as well as organisational development and legal expertise.

⁷² University of Pretoria. 2012. *UP Journey for Change*.

In 2015, a two-day Student Life Indaba was held on 31 July and 1 August with a view to developing a shared vision for student life at UP. The theme was 'Together, creating the ideal student life'. The programme for the indaba did not spend significant time in plenary. Instead, the 130 participants from student and staff stakeholder groups shared their experiences in pairs, small groups and in breakaway sessions. There was a specific emphasis on how campus life could support students academically, and how students could contribute. Considerable time was spent in 'appreciative inquiry', sharing stories of success and looking at how UP could build on what was working well across the University. The constructive conversations were facilitated by two external professionals.⁷³ Main challenges and themes were identified, along with proposed strategies to address challenges. The shared vision for student life was subsequently approved by the Senate Committee for Student Life.⁷⁴

In 2015, the Minister of Higher Education and Training, Dr Blade Nzimande, called a meeting with the four former Afrikaans universities — UP, and the universities of the Free State, North-West, and Stellenbosch. The purpose of the meeting was for the Minister to be briefed on matters of transformation, specifically related to recent acts of racism at the institutions. Council Chairpersons, Vice-Chancellors and Registrars of the universities were invited to attend.

The meeting was held in Parliament Chambers, Cape Town, on 16 April 2015.

The Fallist movement

The #FeesMustFall movement was by far one of the most extraordinary transformative developments in the history of South Africa's post-apartheid higher education. It destabilised campuses for extended periods and impacted on all institutions.

Widespread student protest action across the country saw violent disruptions, the destruction of property and campus closures. The transformation project was hijacked, leading to some unintended consequences. It had, nevertheless, a huge impact on the moral fibre of South Africa, and even a global impact, prompting a push for decolonising the curriculum and the insourcing of service staff.

The University of Pretoria did not escape these protests, and campuses had to close. Academic activities were suspended during a resurgence of violence and intimidation in September 2015 as part of the #UPrising and #AfrikaansMustFall protests that erupted on the Hatfield Campus.

On 26 and 27 October 2015, the Vice-Chancellor and Principal, Prof Cheryl de la Rey, signed an agreement on behalf of the University, with the formal and informal student organisations who had submitted a memorandum of demands under the banner of #UPrising. The University committed itself to a zero percent increase in the fees (including initial instalments, tuition, residence accommodation and meals) for all students for 2016. This agreement marked a watershed moment in the history of the University of Pretoria and would have far-reaching, long-term financial implications for the University.

There were several demands, which included that:

- The University would not institute disciplinary action against students who participated in the initial protest action or were arrested during this time for defying a Court Order prohibiting violence and the destruction of property.
- The academic programme would be reorganised to ensure that students could catch up on academic work that they missed during campus closures.
- Residence students whose accounts were in arrears, would not be refused residence re-admission in 2016. The residence food model would be re-evaluated to accommodate student needs and preferences; that UP would provide additional meal support, transport services for students and more affordable student housing options.
- The University would assist, from its own funds, all students who qualified for NSFAS in 2015 and 2016, and who were not assisted.
- The Vice-Chancellor would consult with all stakeholders on the demand for a single language of instruction.

The consultative processes on the language of instruction that followed, ultimately resulted in the change of language policy, with English becoming the only language of instruction in all but a select few programmes that require teaching in other languages (see below).

At the beginning of 2016, and sporadically throughout the year, there was a resurgence of protest action. In addition to fees, further rallying points remained Afrikaans as a language of instruction, and the outsourcing of workers.

An Insourcing Commission was established, and extensive negotiations resulted in agreements about permanent employment, salary increases, the harmonisation of conditions of service and operational measures to accommodate the large cohort of service staff who were to be placed on the UP permanent staff establishment.⁷⁵

There were many individuals and groups who supported the University of Pretoria through these tumultuous times, and who made themselves available to assist. The University also solicited the assistance of the South African Council of Churches (SACC), the University's team of chaplains, and the Higher Education Parents Dialogue (HEParD) who played a crucial role in mediating between various groups of students and UP management.

In response to a question posed by the Independent Transformation Panel of Council relating to an allegation that UP management refused to recognise protesting students as having any stake in the University, Prof De la Rey commented as follows:

"The protesters act in support of a worthy social justice cause and the University community is deeply concerned about the plight of poor, academically meritorious students, but intimidation, violence and threats cannot be tolerated. South Africa's democracy has been hard-won and all citizens including students should utilise our democratic institutions to resolve issues."⁷⁶

Lekgotlas and workstreams

In the context of student protest and disruption at the University, two facilitated Transformation Lekgotlas were held on 5 March and 28 May 2016, respectively. The full-day proceedings took place off-campus and were facilitated by a team appointed by #AccessThuto, led by retired Constitutional Court Judge Yvonne (Y) Mokgoro. The chief facilitators were Jabu (J) Mashinini and Prof Julian (J) Sonn. The services were delivered *pro bono*.

An important outcome of the first lekgotla was that three internal workstreams were constituted — on institutional and residence culture, curriculum transformation and language:

Prof Anton (A) Kok was the coordinator of the internal workstreams on transformation — curriculum; institutional culture and residence culture.

- Prof Derick (D) de Jongh was the chairperson of the workstream on institutional and residence culture, which was split into two groups with Edwin (ET) Smith the facilitator of the residence culture workstream.
- Prof Norman (D) Duncan was the chairperson of the curriculum workstream. He also led the earlier 2015 Senate-appointed task team on UP's language policy.
- Prof Eric (E) Buch was the chairperson of the language workstream.

The workstreams reported on progress at the 28 May 2016 lekgotla, and over the months that followed, developed concrete, actionable proposals and recommendations that would feed into the relevant UP structures, including the Institutional Transformation Committee. All documentation produced was also made available to staff and students on the UP Intranet.

Curriculum workstream

In 2016 alone, eight meetings of this workstream were held between 8 April and 26 October, with the work undertaken placing renewed emphasis on teaching and classroom practices. The curriculum transformation framework developed went through several iterations. Titled, '*Reimagining curricula* for a just university in a vibrant democracy', it was approved by Senate in 2017.

In addition, a public lecture series, 'Curriculum transformation matters: The decolonial turn', was initiated in 2016 by Prof Duncan. The lecture series sought to stimulate interest and facilitate participation in the formal curriculum transformation process. All faculties developed curriculum transformation plans and, at departmental and faculty levels, a series of lectures and workshops were initiated on curriculum transformation.

⁷³ As reported by Prof Tinyiko Maluleke at the Council Workshop of 14 September 2017. [R29/17]

⁷⁴ Anthony Wilson-Prangle and Leon Mdiya.

⁷⁵ By the end of the period under review, these harmonisation processes still were not concluded.

⁷⁶ Report of the Independent Transformation Panel of the UP Council. 23 November 2016, p.34.

Also, as documented in Section 4 above, and in Chapters 4 and 5, there were several initiatives that strengthened curriculum transformation and UP's commitment to student success and well-being.

Institutional culture workstream

Given the complexity and vast scope of the work of the institutional culture workstream, a decision was taken at the second lekgotla held in May 2016, to disaggregate residence life from institutional culture.

The institutional culture workstream held ten meetings in 2016, and developed a planning framework that included guiding values, themes and concrete proposals. Detailed documentation was collected over the period as a future resource. Recommendations included the promotion of robust dialogue on transformation between staff and students, using key structures and representative bodies; the establishment of a communication campaign to inform,

advocate and engender co-ownership of the UP brand; and the design of physical social learning spaces on campus to promote dialogue about institutional culture transformation.

Residence workstream

In the transformation focus on residence life, facilitators were trained who were previously residents and leaders in the residence community to facilitate conversations which started with heads of residences. A total of 19 residences conducted these discussions.

Following on the discussions held in 2016, and in line with the goal of transforming student residence life, a series of workshops were held in 2017, covering the topics of inclusivity, diversity and transformation. These workshops, facilitated by Inclusivity South Africa (InSA), focused on cultural inclusiveness in the residences. In the same year, the Residence Placement Policy was revised, with a deliberate focus on supporting integration and diversity in residences.

Language workstream

On the basis of the work undertaken by the language work stream, Senate and Council approved a new language policy in 2017, for implementation in 2019 (see also below).

This was a major historic marker of change at the University of Pretoria. For the first time since the early years of the University's establishment in 1908, UP adopted English as the medium of instruction. Afrikaans would be maintained as a language of scholarship, while support and resources would be allocated to develop Sepedi to a level of scientific discourse.

The amended language policy, it was argued, was in response to the changing student demographics, aimed at promoting social cohesion, facilitating student success and preparing students for a globalising world. Even though the policy was carefully considered, there were divergent views.

Legal action instituted against the University to declare the new language policy unconstitutional did not succeed. The application by AfriForum against the decision of the University's Council to phase out Afrikaans as medium of

instruction was heard in the High Court on 1 December 2016. On 15 December 2017, the High Court rejected the application, with costs.

Independent Transformation Panel

In addition to the work of the transformation lekgotlas and workstreams, the UP Council, at its extraordinary meeting on 27 February 2016, agreed to appoint an Independent Transformation Panel to advise Council on issues of transformation. The Panel, it was agreed, would comprise a small number of independent, high-profile persons.

Chaired by retired Judge Johann (JV) van der Westhuizen, the members were Khanyisile (K) Kweyama, Dr Danie (D) Langner, Prof Sheila Onkaetse (SO) Mmusi, Judge Jeremiah (JBZ) Shongwe, and Prof Adam (A) Small.

The Panel functioned independently from the Executive and the internal transformation workstreams. Two reports were prepared, the first, on language policy, was submitted to Council on 17 June 2016; the second, on institutional culture, was submitted on 23 November 2016.

Prof De la Rey and members of the Executive meeting with students, October 2015



Judge Johann van der Westhuizen, was the founding Director of the UP Centre for Human Rights and a previous member of the UP Council. After retiring as a judge of the Constitutional Court, he took up an appointment as an extraordinary professor at the Centre for Human Rights.

Khanyisile Kweyama, was the CEO of Business Unity South Africa (BUSA), Chair of the Board of Trustees of Brand South Africa, and member of the National Planning Commission.

Dr Danie Langner, was the MD of the *Federasie van Afrikaanse Kultuurvereniginge (FAK)*, MD of the NP van Wyk Louw Centre for Community Studies, and leader of the Voortrekker movement.

Prof Sheila Onkaetse Mmusi, was the Chairperson of the Setswana Language Commission of the Academy for African Languages (ACALAN) of the African Union, member of the Board of Director at Plus94Research, and Head of the Department of Media Communication and Information Studies at the University of Limpopo.

Justice Jeremiah Shongwe, served as judge in the Court of Appeal and was former Deputy Chief Justice of the North Gauteng High Court.

Prof Adam Small, was a philosopher, poet and playwright. Sadly he passed away on 25 June 2016, before the second report of the panel was completed.

TRANSFORMATION CHARTER of the University of Pretoria

Language policy

On 25 May 2016 an open invitation from the Panel was sent to internal and external stakeholders, inviting written submissions, and indicating the broad areas of interest. Seventy-eight submissions were received, which reflected a divergent range of viewpoints. There was broad consensus, however, that UP's language policy should be "based on principles of fairness and equality and that it should aim to uphold the dignity of students and their rights".⁷⁷

The Independent Panel referenced, in its report, the entire proposal of the Senate-appointed Language Task Team. It noted that this proposal was presented at the internal

workstream lekgotla held on 28 May 2016; and that it would be placed before Senex and Senate meetings on 2 and 20 June 2016,⁷⁸ and Council on 22 June 2016.

The Panel's own recommendations concurred with the draft policy developed by the internal language workstream; in essence, that the existing UP language policy of 2010 be replaced by a new or amended policy; and that English was recommended as the primary language of teaching and learning. There were twelve recommendations linked to these main points which, in varying degree, illuminated the complexities involved in bringing about a contextually appropriate and fair language policy for the University of Pretoria.

Institutional culture

As with the language policy, internal and external stakeholders of the University were invited to make submissions to the Panel. The invitation for submissions was widely distributed to national institutions and political parties, and internally, to Deans, individual academics and registered student societies.

Forty-seven submissions were received. In addition, the Vice-Chancellor and her management team were asked to respond to specific questions posed, based on the issues raised in the submissions received. Prof De la Rey's detailed response was received on 21 November 2016.

The Panel's final report was submitted to Council at its meeting on 28 November 2016. Recommendations, similar to those of the workstreams, focused on both short- and long-term proposals for action.

Long-term recommendations included the review of policies on student admission and financial support mechanisms to ensure equity; the evaluation of graduation rates; and the possible impact of funding to develop better support programmes. Short-term recommendations included a range of issues, from the need to formalise human rights awareness training, to cultivating a culture of social responsibility for staff and students.

Transformation Implementation Plan

In 2012, the Minister of Higher Education and Training, Dr Blade Nzimande, established a seven-member Ministerial Oversight Committee on Transformation. Prof Malegapuru (MW) Makgoba, the Vice-Chancellor and Principal of the University of KwaZulu-Natal at the time, was appointed as chairperson. The purpose of this Committee was to monitor progress on transformation in South Africa's public universities, to serve as an expert advisory body, and to provide independent and external advice to the Minister and the DHET on matters related to transformation.

In July 2017, the Minister appointed new members to the Oversight Committee for a three-year term, and membership was extended from seven to ten members. Prof André (A) Keet, Director of the Institute for Reconciliation and Social Justice at the University of the Free State, succeeded Prof Makgoba as the new chairperson.

⁷⁷ The application by AfriForum against the decision of the University's Council to phase out Afrikaans as medium of instruction was heard in the High Court on 1 December 2016. On 15 December 2017, the High Court rejected the application, with costs.

⁷⁸ Report of the Independent Transformation Panel of UP Council, 17 June 2016 [R26/16]; Report on Transformation and the UP Institutional Culture. [R46/16]

⁷⁹ UP Transformation Implementation Plan, August 2017, p.8. [Rt 478/17]

⁸⁰ T Maluleke, September 2017. 'Towards a Framework for the Transformation of Institutional Culture at UP'.

Towards the end of the review period, in August 2017, a Transformation Implementation Plan was finalised and approved by Council. The overarching goal was "to foster and sustain a transformed, inclusive, and equitable University community"; described at the time, "as the very thread that connects the fabric of the tapestry that we wish to create".⁷⁹

Performance indicators were aligned to the University's core indicators.

While institutional transformation cannot be reduced to numbers, it was clear that the leadership of the University had, over three decades, made a concerted effort to develop clear goals, deliberate actions, and concrete targets to achieve the transformation goals it had set itself.

Anti-discrimination policy

Significant changes were made to many of the University's policies to give substance to the promotion of an inclusive culture and an environment in which students and staff could thrive. Central to these policies was the approval of the Anti-discrimination Policy and Manual in early 2019, the culmination of the many efforts undertaken by the University which created a regulatory framework for transformation, going forward.⁸⁰