

UNIVERSITY OF FORT HARE  
' CENTRAL PLANNING COMMITTEE

25 October 1993

TO ALL MEMBERS

Please note that the next meeting has been scheduled to take place on MONDAY, 1 NOVEMBER 1993 AT 14H15 IN ROOM 101.

YVONNE DE MILANDER

SECRETARY

A Q U E N D A

1. OPENING

1.1 Supplemental Items

2. CONFIRMATION OF MINUTES

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2.1 Meeting held on 1810511993 (8/ 198/93) (previously circulated)

2.2 Special Meeting held on 1110111993 (S/329/ 93) (previously circulated)

3. MATTERS ARISING

(Please note : All matters referred to Senate were approved unless stated otherwise)

3.1 Priori List as at 01 11 19 3

3.1.1 ATE RY A

(Items which are regarded as being of immediate importance, or which are already implemented)

Project completion Time Estimated Cost

(a) Honeydale labourers quarters 6 months R600 000

(b) Vacant Floor Plant Science 5 months R1,5m

(Awaiting response from DBSA)

(c) Teaching Block - Education 16 months Mn!

((1) Nursing Science Campus 14 months 16m

(Still investigating further possibilities

Le. King William's Town or Bisho)

Completion Time Estimated Cost

Upgrading of Residences

(EXCO had recommended that it be budgeted for annually for upgrading, if funding is available)

(f) Staff House 1 year

(Matter still being discussed by EXCO)

(g) Lecture Venue 14 months 18m

(Awaiting appointment of a Planner)

3.1.2 CATEGORY B

Nil.

3-1-3 W

(These items on the priority list which are regarded as being of long term (5 years) importance)

Project Completion Time Estimated Cost

(a) Faculty of Agriculture expansion 12 months R2 500 000

(b) Administration expansion 6 months R2 000 000

(Awaiting appointment of a Planner)

(c) Water for Fort Hare Farms 4 months R 800 000

(A feasibility study is being done on linkage of the farm with Bontfield Park Dam and upgrading irrigation)

3.1.3.1 Subsidies for University Labourers, Houses in Ciskei (para 3.1.3.1)

Matter was referred to Building Committee for re-assessment.

Item also to remain on this agenda pending possible re-incorporation of Ciskei into RSA.

3.1.4 CATEGORY D

(Items at present on the priority list which are regarded as of little importance at this Stage)

(a) New Science Workshop - if a building becomes vacant the two workshops could be consolidated for convenience.

(b) Computer Centre - should preferably be away from Chemistry Laboratories.

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(c) Science Centre - Still in the planning stage. Some funding has been provided by the Dutch Government and the Centre would be named after the late Chancellor, Oliver Tambo.

((1) Computer Learning Centre - For High School children and Adults is being planned. Four companies were interested in giving equipment and servicing free of charge.

Post of University Planner (par 3.2)

The Sub-Committee had been requested to work out a detailed job description and establish his level as compared to the previous incumbent.

Change of Name of Department of Soil Science and Plant Protection to Agromony (par 3.3)

For noting. Ministerial approval received (letter 1/2/1/1 dated 11/06/1993)

CU Hall - Faculty of Theology (par 3.4)

The Director of Technical Services to provide a sketch plan for the conversion.

Re-housing of Histog Department (par 3.5)

The Facultyis of Arts and Education to report on their negotiations. Also awaiting the return from study leave of the HOD of , the Department of History.

Securig in Faculty of Education (par 3.6)

The Director of Technical Services had been requested to obtain quotes for a security system for the whole university. Responses from Faculties to be obtained on this issue before it is referred to 'EXCO via the Building Committee.

Qhange of Name of Department of Curriculum Stgdies and Didactics to Curriculum Studies (par 3.7)

For noting. Ministerial approval received (letter 1/2/1/1 dated 11/06/ 1993).

Request from Faculg of Law : Extra space (par 4.1)

The request that the ADC and Department of Communication move from the Law building held in abeyance pending the report from the Director of Technical Services into the possible division of the Great Hall.

Space Recording Problems (par 4.3)

For noting. It was agreed that the numbering of rooms on campus, which is required for SAPSE and DNE returns, be carried out by the Technical Services Division.

The Director of Technical Services to report on the progress.

#### 4. NEW NON-ACADEMIC MATTERS

Nil.

#### 5. ACADEMIC MATTERS

5.1 Request for opening a branch of the University in Queenstown (par 5.1) (S/380/93 & S/381/93) ANNEXURE 1 & 2 .

For noting. Prof Jordan and Prof Fihla had been requested to arrange for a task force to carry out a feasibility study.

See reports attached.

5.2 Introduction of a Diploma in Sports Management (8/ 156/93 refers) (par 5.2)

For noting. Recommended by Senate and Council and awaiting Ministerial approval.

5.3 Proposal for the introduction of a two year coursework Honoursasters programme : Department of Sociology and Development Studies (8/ 173/93 refers) (par 5.3)

For noting. Recommended by Senate and Council and awaiting Ministerial . approval.

5.4 Restructuring of the Faculty of Arts (S /408/ 93) (new item) ANNEXURE 3  
ydm

1993/10/25

S/380/93

UNIVERSITY OF FORT HARE

EXTERNAL STUDIES TASKFORCE REPORT TO CPC

(meeting of 04.06.93)

The Chairman welcomed everyone present and reported that CPC at its meeting of 18.05.93 resolved that this taskforce be established with a mandate to carefully investigate options that are open to the University with regard to distance education in general and in response to the request of the students in the Queenstown area in particular. After much discussions the following options were identified and it was resolved that the costing of these options be worked out by experts in this field:

- i) Correspondence;
- ii) Queenstown Campus;
- iii) Satellite Teaching or beam approach as used by the Preton'a University;
- iv) Use of relief staff from Queenstown to teach at night; and
- v) Having summer and winter classes full-time.

On evaluating these options it was felt that:

i) correspondence was out of question in that Unisa was already established in this field and that it would be dimcult for the University to match Unisa in terms of the fees structure, the cost factor, the necessary expertise and the perceived status of Unisa degrees by the public in general.

ii) Queenstown campus - it was agreed that the financial and staffing implications made this option a non-starter. '

iii) Satellite Teaching - it was felt that this option merited further investigation in terms of setting up and maintenance costs as well as its feasibility.

iv) Use of relief staff from Queenstown to teach at night - it was felt that there would be a need to make an inspection in loco with regard to available accommodation.

v) Summer and winter schools full-time - it was noted that this option would entail renting a high school for use during the winter and summer vacations and after much discussion it was agreed that this option be investigated further.

It was resolved that the University engage itself in a Self analysis with regard to its strengths, weaknesses, opportunities and threats relative to the options available as wel  
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as workout what the total cost per student to the University is.

A document prepared by the Library Management, indicating the estimated cost if library facilities were to be established in Queenstown, was tabled at the meeting and accepted as a working document. '

The Chairman was mandated to arrange a meeting with the Queenstwon Group so as to discuss the options identified as well as to give the group an opportunity to discuss their options. . -

AGN/pnm

30 SEPTEMBER 1993

S/381/93

UNIVERSITY 12F F1 QRT HARE

EXTERNAL STUDIES TASKFORCE REPORT TO CPC

(meeting of 17.06.93)

RES REQUEST FOR OPENING A BRANCH OF THE UNIVERSITY IN  
5 QUEENSTOWN

The Chairman informed the Queenstown delegation that the External Studies Taskforce had been established by the Central Planning Committee in response to their request. He further informed the delegation that five options to address their request had been identified which he subsequently read out. He then requested the delegation to help towards identifying the most appropriate option. It was noted that the delegation was relying on the expertise of the University with regard to identifying the most appropriate

option. The Registrar Administration reported further that in terms of the Universities Act the seat of the University of Fort Hare is at Alice and as such ministerial approval would have to be sought before a branch of the University could be opened in Queenstown.

After much discussion it was resolved that the Queenstown delegation engage in the following exercise:

i) Furnish the University with the infrastructure available, including the total cost involved in terms of rental and overheads as well as the times these will be available;

ii) Furnish the University with a list of the teaching fraternity available, their qualifications and what they expect in terms of remuneration; and

iii) Re-do the survey to establish what courses need to be offered working out at a cost of R1 100.00 per course. It was noted that the exact cost per course could not be worked out until the demand had been established.

It was agreed that this exercise would help the University establish the following:

i) the target population;

ii) the subject areas based on the survey;

iii) the needs assessment - accommodation required;

iv) the professional staff needed and the cost involved; and

v) the Academic Support Staff needed.

It was resolved that the Deans in the interim must establish the reaction of the lecturing

staff to this request.

AKSPJ/pnnn

30 SEPTEMBER 1993

3/408/93

RAC/406

UNIVERSITY OF FORT HARE

PROPOSAL FOR THE ESTABLISHMENT OF A NEW FACULTY.

- 1 Name of proposed Faculty .EAQULTX.QF..\$9.C.I.AL..S.Q.I.EN.QE.S. ....
- 2 Proposed year of establishment .....1.9.9.6. ....

....

3 Motivation

Attach a full motivation, commencing on page 3.

MOTIVATION ATTACHED

4. Departments to be housed in proposed faculty (Mark all new departments with asterisk t and attach the necessary application on the set form for each department).

5. All degree/diplomas/certificates to be offered by proposed faculty (mark all new degree/diplomas/ certificates with asteriskl and attach the necessary application on the set for each one)

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6. Financial implications for each of the five years following introduction (This will include a summary of the information provided in respect of each of the new departments and new courses plus other expenses)

6.1 Staffing (give details).

## 1st Year

### 6.3 Capital expenditure

## 1st Year

[illegible]

Institution Total No. of students  
currently registered in faculty

[illegible][illegible]

Capacity



TO BE COMPLETED BY ADMINISTRATION.

8. Approved by Central Planning Committee on .7 ..... as  
fitting in with the longterm planning of the University.

9. Legal implications

Regulations .....

10 Approved by Council on

Capacity

RJ/mlg

19.10.93

UNIVERSITY OF FORT HARE  
FACULTY OF ARTS  
RESTRUCTURING FACULTY OF ARTS  
INTRODUCTION

The need for the restructuring of the Faculty of Arts was expressed as far back as 1990. The process has reached a stage now, after a process of consultation and inputs from the Departments in the Faculty, where the final product can be submitted to the various structures in the University. It is however important to note that the restructuring of the Faculty should also be viewed as part of the complex processes presently in progress regarding restructuring and transformation of the University as a whole.

The following aspects will be dealt with in this document: Motivation and aim; the process; outcome of sub-committee's work; recommendations and implementation.

#### 1. MOTIVATION AND AIM

The Faculty of Arts is presently servicing more than 3 000 students in the University. It has become unwieldy with particular consequences in terms of the quality of service that the Faculty can render to our students, both in terms of administrative and academic matters.

It was realized from the outset that the eventual success of the restructuring process should enable Faculty to deliver results in terms of both areas, namely academic and administrative excellence.

The restructuring of the Faculty should result in the establishing of two separate Faculties with the aim of enhancing the administrative quality of our service in the new Faculties, coupled to the delivering of academic excellence on all levels. It is envisaged that the academic restructuring culminates eventually in the restructuring of curricula and syllabi in terms of content and format. Restructuring should also encourage greater intra and inter-faculty contact.

#### 2. THE PROCESS

Faculty Planning Committee (Arts) was mandated to spearhead the investigation and process of restructuring. This resulted in the following practices:

2.1 Visits to the Universities of Zimbabwe, Botswana and Lesotho by  
Profs T N V Maqashalala and J C Aucamp (See annexure 1)

2.2 Consultations with the Registrar Academic Dr B A Khoapa and Registrar Admin Mr G Zide.

2.3 Establishing of two sub-committees in the Faculty dealing with academic and administrative matters. The academic sub-committee was chaired by Dr M M Balintulo. Prof M Prins chaired the Administrative sub-committee. These sub-committees comprised of members from various departments. (Annexure 2)

A variety of meetings, indepth discussions and consultations, plus the completion of a questionnaire formed part of the activities of these two sub-committees. The idea was, and hopefully has been achieved, to obtain maximum Faculty input.

### 3. OUTCOME OF SUB-COMMITTEE'S WORK

The two sub-committees submitted reports.

#### 3.1 Academic sub-committee (Annexure 3)

The aim of the academic sub-committee was to investigate and to submit an acceptable restructuring model. The following report has been submitted (see Annexure 3):

The Faculty of Arts supported and accepted the recommendations of the sub-committee at its previous meeting of 22 July 1993 namely that the present Faculty of Arts be restructured in terms of two faculties: Faculty of Arts and Faculty of Social Sciences. (See Annexure 3 for details). This division will put the University in the same cadre as for instance UCT, Rhodes, UOFS etc.

Faculty of Arts expressed its strong support for restructuring of curricula and syllabi by departments. Faculty is of the opinion that the benefit of restructuring should be found in both administrative and academic restructuring which should ultimately be to the benefit of our students. This process should be started in all sincerity by departments across Faculty.

The following recommendations were supported by the F.P.C.:

1. The Department of Criminology, as well as the Department of Political Science and Public Administration apply to the Faculties of Law and Economic Science respectively to become departments within those faculties. This application should be done through the normal channels.

2. The Departments of Music and of Human Movement Studies be formally invited, through the laid down procedures, to join the Faculty of Arts, a wish they had previously expressed.

3. The proposed change of name of the Department of African Studies be initiate.

4. The establishment of the Arts Academy be practically investigated by the Committee elected to pursue this issue.

### 3.2 Administrative sub-committee

The aim of this committee was:

t To investigate administrative related matters in the Faculty in order to provide a clearer picture of the status quo which in turn can assist Faculty in terms of future planning.

ll To investigate administrative practices in the Faculty with the hope of recommending changes or new proposals in terms of Faculty and or University policies.

A questionnaire (Annexure 4) was circulated to all departments in the Faculty in order to solicit information regarding the state of departments with reference to the aim of the sub-committee's investigation.

The rational of this investigation was that fundamental restructuring can only be successful once a clearer understanding of the status quo has been achieved, with the aim of recommending changes/improvements to the University which should support the restructuring/transformation process both in the Faculty as well as in the University at large.

See their report and recommendations from Faculty Planning Committee.

(Annexure 5)

#### 3.2.1 Cost estimates and location of new office for the new Faculg

The initial cost to be incurred by the University can be broken down like the following:

Secretary on the AOC level R22920 - R29808

Typists; mornings only AOD level R17856 - R20952

One service worker Grade 3 R13800 - R16518

Running expenditure :1: R70 000

(:t 50 % based on 1994 budget for Faculty of Arts)

Office Equipment:

Chairs, desks and general office furniture :1: R15 000,00

2 PC's and printers at R10 000 per set : R20 000,00

2 Photocopying machines at R10 000 : R20 000,00

1 Fax machine at ' R 3 800,00

The estimated cost for the first year of such a new Faculty office would roughly amount to: R196 000,00

This excludes the offices for the Dean and support staff. The location of the offices will have to be established closer to the implementation of the proposals because the implementation will take another year from now.

#### 4. RECOMMENDATIONS AND IMPLEMENTATION

(Please take note of all the different recommendations from FPC as presented throughout the documentation)

1. That the document on the restructuring of the Faculty of Arts be submitted to the next Senate and Council Meetings for approval in 1993 and that the changes to rules and regulations and syllabi be submitted to the May 1994 Faculty and Senate Meetings.

2. FPC resolved to meet as soon as possible with all HOD's to discuss the restructuring of the Faculty especially with regard to the following items:

a) Curriculum and syllabus changes

b) Rules and regulations

3. That in order to be able to realize our objectives namely that of restructuring of administrative and academic excellence, the consequences and implications, as spelled out in our recommendations, be seriously taken into account. The need is strongly expressed for planning in a coordinated fashion, as well as for the provision of support systems and infrastructure in this University.

UNIVERSITY OF FORT HARE

FACULTY OF ARTS

FACULTY PLANNING COMMITTEE

MEMORANDUM: THE RESTRUCTURING OF THE FACULTY OF ARTS.

1. TERMS OF REFERENCE

It was recommended by the Registrar Academic, Dr Khoapa, that Professors Maqashalala and Aucamp (Dean and Vice-Dean respectively of the Faculty of Arts) should visit the Universities of Zimbabwe, Botswana and Lesotho to investigate possibilities of restructuring the Faculty of Arts. The reasons why these universities should be visited, were, in the opinion of the Registrar, that they had . been through the process of transformation and that therefore they could give the University of Fort Hare a clearer indication than Southern African universities of its future development.

This report indicates the principles that these universities have used to determine their own structure and explores the implications of these principles for the restructuring of the Faculty of Arts.

2. BACKGROUND

In the annual planning report (AF/5/90) of the Faculty of Arts, it was suggested that a possible restructuring of the Faculty of Arts was necessary. The report stated: "In Faculty, 16 Departments, 23 degrees and diplomas are offered and 121 undergraduate courses are being taught (including 'courses from 6 of the 7 faculties). The danger is real that Faculty could become such an unwieldy and heterogeneous conglomerate that all unity of purpose and mission be lost. More . than half of the University's students are registered in the Faculty of Arts. Also in this respect, faculty may become a university within a university". It was also suggested that the creation of a Faculty of Social Sciences be considered.

This matter was then referred to the Teaching Committee (meeting 14 June 1991 ). The following was resolved: "The division of the Faculty into a Faculty of Social Sciences and a Faculty of Humanities; together with the possible repercussions to \_o.ther faculties in attaining this ideal, should be considered together with the creation of a Faculty of Social Sciences (in a rationalisation period) and creating of centres of excellence".

At the meeting of PFC (16 September 1991) three models were suggested (See Appendix 1) together with a report of Prof C R Botha (see Appendix 2). This document (Appendix 1), was regarded as a working document and HOD's had to submit any comments before 18 October 1991.

From these submissions (only half of the departments submitted comments) it was clear that all the departments which responded favoured the principle of the division of the Faculty. However, there were divergent ideas as to the composition of the various Faculties suggested. Seeing that only half of the departments responded, it was resolved that those departments which did not respond should do so before 25 March 1992. It was also resolved that an ad hoc committee comprising Profs J C Aucamp (convenor), T N V Maqashalala, C R Botha and Dr G de Wet, should collate submissions and relevant information and submit a detailed report.

This ad hoc committee, which met on 24 April 1992, felt that the restructuring of the Faculty of Arts was such a substantial development within the structure of the university that more information from other universities in South Africa would be advantageous. It was further felt that this information would help formulate a more clear and substantial report. From the comments received from the various departments, it was clear that more information was needed regarding:

a) Academic/Education matters (and motivations)

b) Administrative matters

c) Financial matters

- establishment of the faculty
- office space
- secretary
- typists
- equipment
- running expenses
- maintenance

This meeting thus resolved that Professors Aucamp (vice-dean and chairman of the FPC) and Maqashalala (dean) pay visits to the deans or vice-deans of the Faculties of Arts and Social Sciences of the universities of Cape Town, Western Cape, Stellenbosch, Rhodes, Durban-Westville and Natal. It was further decided that the ad hoc committee pay a visit to the Registrar Academic to inform him of the situation and discuss the planning and decisions of this ad hoc committee before undertaking the proposed visits.

At the meeting with the Registrar Academic on 7 May 1992, Dr Khoapa recommended that Professors Aucamp and Maqashalala should rather visit the University of Zimbabwe and, if necessary, also the Universities of Lesotho and Botswana. The motivation was that these universities had gone through the "socio-economic and political mill" and that the University of Fort Hare should make use of the opportunity to learn from mistakes they had made.

### 3. AN EVALUATION OF DISCUSSIONS HELD WITH ACADEMIC AND ADMINISTRATIVE STAFF OF THE UNIVERSITIES OF ZIMBABWE BOTSWANA AND LESOTHO

Professors Aucamp and Maqashalala visited the University of Zimbabwe from 29 June 1992 to 3 July 1992, the University of Botswana from 18 to 19 August 1992 and the National University of Lesotho from 20 to 21 August 1992.

People interviewed included Vice-Chancellors, or Acting Vice Chancellors, Deans and Vice Deans of Faculties of Arts (Humanities) and Social Sciences, Directors of Research Institutes, University Librarians and Heads of Departments of various subjects, inter alia Social Work, History, Economics, Sociology etc (See Appendix 3).

During the discussions that we held with these people, a wide range of academic and administrative related topics were covered. Of the three universities, Zimbabwe was the one most affected by transformation and restructuring. The following account summarises as accurately as possible the views of the universities that we visited.

#### 3.1.1 Mission of a university

Right from the beginning, people we talked to emphasized the importance of a clearly spelled out mission for a university.

They argued that a developing Southern Africa ought to aim to create better and greater prosperity for all. To be able to do this, the development and use of natural and human resources were of critical importance. Within the socio-economic and political climate, the universities in Southern Africa had, more than ever before, the responsibility to develop human resources in particular and thus create a basis for well trained and well equipped leaders. In this respect, education was probably the most important component that needs attention in South Africa.

To make this possible, universities had to maintain their autonomy. If a university lost its autonomy, it would not be able to maintain and execute its academic status, task, responsibility and/or mission. A university could therefore not commit itself to any government, or allow the government of the day to become involved in the running of the university. \_,

#### 3.1 .2 Transformation\Restructuring\democratization

It was clear to us that the process of transformation/restructuring of a university does take time. The top structure of the University of Zimbabwe, for example is not satisfied with its progress of transformation and restructuring since independence 12 years ago. Mistakes that were made were, inter alia, tokenism, rapid expansion, too close links with the government, enrolment of too many students when the infrastructure and resources did not allow for it (the government



pressured the university to register more and more students, e.g. enrolment in 1980 was 2 000 - in 1992 it is 11 000), duplication of equipment and other sources which cost the university millions of Z\$ and the collapse of overall discipline on campus which resulted in the lowering of academic and administrative standards.

As far as the democratization of a university was concerned, it was emphasized that one ought to handle this with great care. The danger was always to democratise just for the sake of democratization. If it was taken too far, it was said, it could destroy the academic strength of the university. It was mentioned that democratization on departmental level (rotationship of HOD's etc) was responsible for many well trained academics leaving, and in the long run this led to the lowering of academic standards. Since then, it had been difficult to recruit well trained academics. In this way, the university was academically undermined and this in turn sabotaged the general structure of the institution. One of the reasons why academics left the university was because too many young, inexperienced academics became HODs.

Another important danger that was raised was the democratization of a university in such a way that the students were indirectly "in charge" of the university. It was stressed that they were there to learn and not to have a say in the running of a university. They should have their representatives in the various structures, but it must only be in order to put their case. Those spoken to had the same attitude and policy towards the workers.

### 3.1 .3; Aggointments l Sugporting Staff l Salaries

It was emphasized that only competent people must be considered for vacant academic and administrative posts. The staff maintained that too many people were appointed in the past just because of close relationships or for other reasons, this at the expense of academic merit. It was stated that affirmative action was only valid if it was done on merit. A university was there to establish and maintain an ethos - an ethos based on academic grounds.

In the case of the academic appointments- at the universities of Lesotho and Botswana all staff members (from junior lecturer level and up) who are being considered for a post, must have at least a Master's degree qualification. Teaching ability and research experience are the main criteria when a person is considered for an academic post. '

It was further stated that no excellent academic work (neither research nor teaching) is possible without a realistic student/staff ratio. All the universities we visited put this high on the priority list. The universities of Zimbabwe and Botswana also made it a policy during the restructuring process to support the academic staff with departmental secretaries. Again it was stressed that no academic excellence is possible without a supporting service structure for the academics.

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Competitive salaries are also high on the priority list of all the top managements of the universities we have visited. They have gone out of their way to see to it that their academic staff are well remunerated. It is the policy of all the universities to see to it that their academic staff are happy and satisfied. They argued that there was no hope of creating academic excellence if your staff were not working in a relaxed and pleasant atmosphere.

#### 3.1.4 Research

Research was very important. Research was only possible, according to them, if a realistic student/staff ratio existed, if academic staff had supporting services and if adequate funds were available.

The university of Botswana budgets two million Pula (R1 --P1.42) every year just for research. They also have a National Institute for Research, which is part of the university, coordinating all research and related research matters (e.g. to organise conferences etc). This institute also does a lot of research for outside companies and other institutions. The University of Zimbabwe also budgets :1: two million Zimbabwe dollars each year for research (Z\$1 :R1.87). A full professor receives Z\$10 000 p.a., an associate professor Z\$5000 p.a. and a lecturer Z\$2000 p.a. for research. This money is available every year to do research. It is only for larger amounts of money that academics have to submit a research proposal.

#### 3.1.5 Admissions14 year degree

in the past, all students who passed "A"-level were admitted to the university of Zimbabwe irrespective of their academic performance and excellence. This policy - has recently been revised. Students are now being selected and admitted according to academic performance and merit.

Both Botswana and Lesotho have a 4 year B-degree system. The first year of the degree is there to bridge the gap between std 10 and the university. In Lesotho, for example, Statistics, Mathematics and English are compulsory in the bridging year.

#### 3.1.6 Linkages with other universities

What was very evident were the linkages the universities have built up over the years with universities and other academic institutions all over the world. The University of Botswana impressed us most in this regard. The contacts Botswana has with Universities in East and West Africa, the USA and Europe, filtered through in our discussions with the top management and other staff members. Their academic perspective and views impressed us.

All of them welcomed the visit of Fort Hare and expressed the hope that more visits and links would follow in future. With political changes taking place in South Africa, it was important to use the opportunities to initiate linkage programmes (see Rector's report to Senate: 31 August 1992) between Fort Hare and other universities in Southern Africa as well as in the whole of Africa.

#### 4. RESTRUCTURING OF THE FACULTY OF ARTS

During our visits to the above mentioned universities, we came to the conclusion that every university structured its academic system according to its own needs and situation. In the final analysis these universities have realised that in order to run a university effectively, faculties should be well structured according to academic criteria. This entails maintaining administratively manageable structures that are adequately financed, with a realistic student/staff ratio which will ensure effective teaching and research. Consequently, we have decided to recommend in the light of the above and according to our own needs that we should restructure the Faculty of Arts according to the original model B (see Appendix 1), albeit with a few changes.

Faculty of Social Science

W

African Studies

Communication

Development Studies

Political Science & Public Administration

Psychology

Social Work

Sociology

Primary Degrees Offered

BA(SW)

BA (Communication)

BA(PM)

a) A demi E in'm er n m

Faculty of Humanities

Department

African Languages .

Afrikaans/Nederlands

Applied Linguistics

Classical Languages

EngHsh

Fine Art

History

Human Movement Studies

Library & Information Science

Music

Philosophy

Primary Degrees Offered

BA

BA (FA)

B Bibi

B Mus .t

ivations

The above changes imply the creation of a new faculty under the broad heading of Social Sciences together with the remaining Faculty of Arts, now being designated as the Faculty of Humanities. . . . The departments of Music and Human Movement Studies requested that they be transferred from the Faculty of Education to the Faculty of Humanities. It is therefore suggested that they be added provisionally under the Faculty of Humanities, pending the decision of the Faculty of Education. The Department of Criminology requested that they be incorporated into the Faculty of Law. It is therefore suggested that Criminology be transferred to the Faculty of Law. A new department, the Department of Applied Linguistics should also be created (See appendix 2).

b)

The proposal has the following advantages: First of all, it provides two workable entities, viz. the Faculty of Humanities and the Faculty of Social Sciences. Secondly, the proposal offers a more definite structure for a combination of subjects within the Social Sciences and the Humanities respectively. (See Appendix 4)

#### Administrative matters

At the moment, more FAOs should be appointed (See report of Registrar Academic, June 1991-March 1992, pp 1-3). The suggestion is that an additional FAO be appointed and that a reorganisation of administrative responsibilities be worked out for all FAOs.

#### Financial matters

##### - Office Space

The suggestion is that the Psychology building be used as the administrative centre for the Faculty of Social Sciences. Additional office space should however be created for the Department of Psychology. An alternative should be a new building for Social Sciences or a new building for the Faculties of both Social Sciences and Education (an Education building is in the pipeline). Another option is to use the new Education building for the Faculty of Social Sciences.

##### - Secretary/Typists

. Posts for a Secretary and one typist should be advertised for the Faculty of Social Science. \_

##### - Equipment/running expenses/maintenance

Office furniture (for the Dean of Social Sciences and his secretariat), one photocopier and two computers will have to be budgeted for. The running expenses and maintenance will have to be worked out on the basis of current budgets once the above mentioned proposal is approved.

All departments including the Department of Psychology. must stay in the buildings where they are at the moment until the physical restructuring and planning of the university is realized.

The Faculty of Humanities should stay in the building where it is at the moment. Once the proposal is approved, the detail regarding office space in the Faculty of Arts (Humanities) building can be planned and worked out.

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The universities that we visited decided that, in order to run a university effectively, they had to be well structured according to academic criteria. These criteria include a coherent mission for a university, the control of academic programmes by the academics themselves, adherence to academic standards, support for research, planned programmes that meet the educational needs of students, adequate administrative support services, and finally the development of strong linkages with faculties of other universities.

In order to meet these criteria, Faculty of Arts recommends that the faculty be restructured on more rational lines into a Faculty of Humanities and a Faculty of Social Sciences.

PROF T N V MAQASHALALA PROF J C AUCAMP

DEAN: FACULTY OF ARTS CHAIRMAN: F.P.C.

14/09/92 14/09/92

17 March 1993

Dear

RESTRUCTURING : FACULTY OF ARTS

Thank you for your willingness to serve on this very important committee. Your contribution and hard work are sincerely appreciated by the Faculty.

The task of this committee is to evaluate, develop and implement practices, processes and procedures with the aim of restructuring the present Faculty of Arts into two separate and autonomous faculties in this University. The brief of the envisaged restructuring exercise permeates all aspects of restructuring. Two broadly defined areas of concern can be identified, namely : Academic and Administrative matters.

For the purpose of our discussion, as well as to serve as a starting point, the following areas/aspects can be identified:

1 . ADMINISTRATIVE MATTERS

1 .1 Management & Infrastructure

- Management policies for departments and faculties concerning administrative matters

- Budgets and control

- Mission - University, Faculties and Departments

- Office equipment, PCs, Photocopying, etc. costs

- Location of offices 1

- Venues/sizes : \_ -

- Departmental needs - equipment. 1

- etc.

1.2 Staff & Estimated Costs

- Secretary

- Typists

- FAO

- Service workers

- Staff-student ratio - Staffing implications

- etc.

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## 2. ACADEMIC MATTERS

### 2.1 Academic Division

- Management, procedures and policies concerning academic matters
- Budget control - academic matters - research, visiting lecturers
- Consultation with Departments - intra & interdepartmental
- Cross-faculty consultations
- Trends in other universities (selected)
- Trends in foreign countries
- Degrees offered
- New trends

### 2.2 Curricula & Syllabi

- Present situation - departmental inputs
- Proposed changes to rules/regulations
- Structured courses
- SAPSE requirements
- Consultation with Registrar Academic/Students etc.

The above divisions and identified sub-areas serve as discussion points. It is also clear that the enormity of the restructuring process speaks for itself.

In order to address the various issues, the proposed plan of action could include the following:

1. Selection of sub-committees consisting of 8 members to investigate the identified areas and the present proposals to the restructuring committee.
2. The selection of a sub-committee chairperson and a secretary for the coordination of committee work.
3. . A steering committee for the overall coordination, preparation of final documents and the implementation of the recommendations of Faculty, Senate and Council.
- . 4. A disciplined and realistic time. frame. ' Pre-determined feedback i meetings will be held at which progress reports, with full motivation, ,2 i i - will be delivered to the restructuring committee.
5. Workshops to be held with the aim of achieving greater participation of Faculty members, if required.

Once again, any other proposal/suggestion would be more than welcome. Our first meeting will be held on Monday 29 March at 11h00 in the Board Room, Faculty of Arts.

3

I am also aware of the fact that we all are very busy, but wish to urge you to attend this very important meeting. If possible let this meeting be priority number one.

Thank you once again for ybur contribution and time. We look forward to a very productive and constructive period.

Yours sincerely

DR G DE WET

CHAIRMAN : RESTRUCTURING COMMITTEE

cc Dean of Arts : Prof T N V Maqashalala

Reg Academic : Dr B Khoapa



Annexure 3  
ARTS RESTRUCTURING COMMITTEE  
ACADEMIC SUB-COMMITTEE  
REPORT

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This committee was constituted as a sub-committee of the Arts Restructuring Committee, and given the brief to draw up a proposal for the restructuring of the Arts Faculty, with special reference to the grouping of academic departments in the proposed new faculties.

The Restructuring Committee referred the sub-committee to proposed models which had previously been circulated for comment, but which drew an insufficient response from departments. It was decided that these be recirculated.

Based on the responses then elicited from departments, as well as discussions with the Dean of Economic Sciences and the Registrar Academic (the latter attended the first meeting of the sub-committee), it was decided that the proposed merger of Social Sciences with Economic Sciences be dropped (although the Registrar Academic noted that financial constraints might come into play in the final analysis).

This left the committee with two models to work from, one with a strong Social Sciences Faculty, and the other based on a split between the 3 year pure arts degrees and the 4 year "applied arts" degrees. The resultant Model F, proposed below, merges these two models, with the Social Science Faculty comprising most of the departments who offer a four year, career based degree, but allowing for exceptions when the departments expressed a wish to be in the Arts Faculty.

Proposal

The sub-committee proposes that the Faculty be restructured in terms of Model F, which is:

Faculty of Arts Faculty of Social Sciences

African Languages . Communication

Anthropology and Archaeology Criminology

Afrikaans/Nederlands Psychology

Classics Social Work

English Sociology .

History Library Science '

Philosophy Development Studies

Fine Arts Political Science &

Human Movement Studies Public Admin.

Music

Degrees offered: Degrees offered:

BA BA (SW)

BA (Fine Arts) BA (Com)

BA (HMS) BA (PM)

BMus B Bibl

Diploma in Linguistics

Advantages of this Model

1. Departments and degrees of a homogeneous character would be grouped in faculties.

2. Student numbers in faculties, as well as faculty administration work, would be distributed more widely, and more proportionate representation (e.g. on Senex) would be created.

3. Little immediate change would be needed to the present rules - restructuring would involve little more than a simple re-arrangement of the degrees and departments in the calendar. Further rule changes, and restructuring at departmental level, would be motivated by departments, through the new faculties.

4. i The principle that subjects are taught in one Faculty for a degree in another faculty is well established, and students who wish to tailor their degree to suit their needs, in terms of cross faculty courses, will not create a problem.

5. While more space would eventually be needed, the immediate needs would only be for a dean's office.

The sub-committee sees the restructuring of the faculty in terms of this model as only the beginning of a larger restructuring process, and urges departments to draw up their own proposed changes to courses, curricula, structure and so forth, as well as interacting with other departments to investigate possibilities for rationalization and structured curricula, for instance. The restructuring of the Arts "

Faculty as outlined above was seen as a mechanical first step aimed at assisting further changes at departmental level.

In Model F departments have been placed where they have indicated that they would like to go, but some have additional matters to attend to, and the sub-committee recommends that these be dealt with by these departments through the normal channel of motivating any changes through faculty, either as presently constituted or, later, in the new faculty structures. These matters include, for instance, the movement of Criminology to the the Faculty of Law, of Political Science and Public Administration to the Faculty of Economic Sciences, of Music and Human Movement Studies to the Faculty of Arts, the proposed change of name of the Department of African Studies, and the creation of an Arts Academy. A further recommendation from the sub-committee is that Music and HMS, from whom we have solicited responses to help in our deliberations, be invited to the further meetings of the Restructuring Committee, where all Arts departments are represented, as their input is often needed.

TO ALL HEADS OF DEPARTMENTS.  
RESTRUCTURING OF FACULTY.

## 1. MANAGEMENT AND INFRASTRUCTURE:

- 

[illegible]

- 1.8 Any recommendations? .....

2

1.9 Give details of community projects your Department is involved with:

1.11 Give a concise exposition of the mission of your Department, your aim and how you go about achieving them:

## 2. BUDGETS AND CONTROL:

2.1 If you would like any adjustments to be made to your Departmental budget, give details: \_

[illegible][illegible]

3. EQUIPMENT:

3.1 Which of the following types of equipment are currently used by your Department? (Please give numbers)

Record player: ..... , .....

Photocopier: .....

Overhead projector .....

Computer: .....

Tape recorders: .....

Video machine: ..... '.....

Details of equipment not listed above:

3.3 Which pieces of equipment do you have which you do not use?

3.4 Which additionalvequipment do you need? (Specify cost also).

3.5 Any recommendations in connection with the ghogocogyng needo of your Department?

4. OFFICES AND VENUES:

4.1 Location of gfficgo (per staff member):

4.2 Do you need extra office space? Please specify.

4.3 List the venues (per course) currently used by your Department for lectures and tutorials.

4.4 Any changes you would like to suggest in connection with teaching venues?

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7- W

What has the staff/student ratio been over the past 5 years in your Department.

student per staff member.

7.1 What is the current staff/student ratio in your Department?

-----  
7.3 Please make a projection of the envisaged growth / decline in student numbers in your Department over the next five years:

i.

7.5 Please comment on the current system of student admission at Font Hare. How can it be improved?

8. INVOLVEMENT AT THE DES.



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Annexure 5

QUESTIONNAIRE : RESTRUCTURING OF FACULTY  
(ADMINISTRATIVE ASPECTS)

1 . MANAGENIEN T AND INFRASTRUCTURE

1.1 What is your view in connection with the appointment of a full-time dean?

African Studies In favour.

Afrikaans-Nederlands Restructuring should make it unnecessary.

Classical Languages Part-time with assistance in Department.

Criminology In favour.

Fine Art In favour. Dean should not be connected to specific department.

Human Movement In favour.

Studies

African Languages In favour.

Communication In favour.

In favour.

Pol. Sci. & Public Admin For a maximum period of three years.

Sociology Not necessary.

Not desirable.

Philosophy Keep present system.

History Full-time dean.

Lib. & Information

Science

Very positive.

M

It seems that at least ten Departments would support the installation of a full-time dean ship.

RECOMMENDATIONS

The Faculty recommends that in the light of the above decision by the majority of the departments

to have a full-time Dean appointed, it is requested that Management implements the introduction

of full-time Dean in faculties.

1.2 Do you have a system of rotating headship?  
Africanswmes \_  
Afrikaans-Nederlands  
Classmal Languages  
No but deClSlon for Implementing has been taken  
Human Movement  
Studies

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—  
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The present situation does not allow for rotation of headship. However, the rotation of headship

will come into effect as from January 1994.

Yes.

No - but decision for implementation has been taken.

RECOMMENDATIONS

All departments in the Faculty will be required to hold elections for the election, by departments,

of heads of departments for the period 1994 to the end of 1996. ,

1.3 If yes, do you recommend the system?

SAMMIE

It seems to be generally acceptable in line with the Facultie's accepted position.

#### RECOMMENDATIONS

Faculty resolved that the system of rotation of headship is recommended for the three year period

to the end of 1996.

1.4 If yes, please motivate.

African Studies Administration distributed more evenly More time for research

African Languages Stimulates development of new methods and Ideas

Communication More scope for development of leadership potential

Sociology In line with democratic process. Allows for replaceability and accountability.

Pol. Sci. & Public Admin Good to relieve staff of burden of administration and attending meetings

Philosophy Follow proposal procedure

History Support rotation Idea

Departmental voice more strongly heard Unburdens HOD after some time.

W

Recommendations vary in terms of allowing more people to be exposed to leadership position, more

time for research as well as allowing for new ideas and methods to be tried departmentally.

#### RECOMMENDATIONS

Faculty sees the election of a head of department, as opposed to an appointment by Management,

as being democratic and a chance for the development of leadership potential in the departments.

1.5 Does your Department benefit from any financial sponsorship/do you raise additional funds?

African Studies \_

Studies

EngHsh

Philosophy

History

Lib. & Information

Science

1.6 If so, please give details.

Fine Art Research project. Sale of student work. Placed in student bursary fund.

Human Movement Sponsorship of community service work.

Studies

Pol. Sci. & Public Admin Two scholarships for best students in Public Admin. and Political Science respectively.

SUMMARY FOR 1.5 & 1.6

It seems that the overall position is that Departments do not receive any financial sponsorships

except Afrikaans/Nederlands HMS, Fine Art and Political Science.

RECOMMENDATIONS

Faculty resolves that departments should investigate all possible means to obtain financial sponsorship.

1.7 What is your view in connection with the current procedures in respect of fund raising by departments?

African Studies Should not be the duty of individual Departments.

Psychology In favour of idea.

Classical Languages What are "the current procedures"?

Fine Art Funds raised by a Department should stay within that Department.

Should be handled by Development Officer or professional fund raiser.

Human Movement

Studies

African Languages Should not be responsibility of individual departments.

Communication Inter-departmental co-Operation is necessary. To be co-ordinated by Admin. Departments to be allowed to initiate contact.

Pol. Sci. & Public Admin Department should be allowed a free hand. Monem should not be handled by Departments directly, unless publicly announced.

Sociology Departments should be allowed to do independent fund raising.

Departments should be more actively encouraged/assisted. Entity numbers should be allocated for such accounts.

Philosophy Should be allowed - only for the Department to use.

Lib. & Information

Science

Provided ethos of department does not become distorted.

1.8 Any recommendations?

Afrikaans-Nederlands Should be handled by the development section of the University. Communication Development officer should be placed in charge of well co-ordinated projects.

Pol. Sci. & Public Admin Linkage projects should be initiated by Departments & submitted to donors.

Philosophy Control should be firm. Department take responsibility.

History Can be done in departments if staff can be found.

Sociology Joint strategies among departments.

SUMMARY 1.7 & 1.8

The opinions expressed seem to support the idea strongly, but it should be coordinated and controlled by for example the Development Officer.

RECOMMENDATIONS

Faculty resolves that fund raising by departments should be encouraged and that funds collected

"held" by the Finance Section for the exclusive use of the department.

1.9 Give details of community projects your Department is involved with.

African Studies Making art accessible to all South African communities.

Afrikaans-Nederlands Lovedale choir; Adult Literacy Project; Zingisa Project (winter school).

Criminology ' Rape crisis intervention. Cooperative project on dispute resolution.

Human Movement

Studies

Assistance with and adjudicating of choir at choral competitions.

m Support to Alice English Association.

Philosophy Indirectly through teaching and material.

Lib. & Information Adult Literacy Project.

Science

Coaching courses, exercise testing, Davidson School coaching;

Posters; Athletic Development Programme; Adult Development

Programme; National Symposium on Development; Workshops

and seminars; Aerobics and Callenetics classes.

Literacy project. Campus radio station/media centre.

1.10 Which other community projects would you like to embark upon?

Criminology

Fine Art In-service art training course for teachers

Establishing of Institute of Sport and Fitness

Studies

—  
Law clinic. Institute for Human Rights. In-service training of magistrates, prosecutors, law enforcement officers, etc.

Summer/ Winter schools for teachers/Scholars. Creative writing workshops. Children 5 library hour

Philosophy Research centre for African Philosophy

Lib & Information Adult literacy project

Science

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Different community projects have been identified. At least 8 Departments seemed to be involved

whilst a large number of projects have been identified by different Departments.

RECOMMENDATION

Faculty notes that the necessary infrastructure is almost non-existent, apart from the community

service supplied by the Department of Social Work. The need for funds to reach out to the community is essential.

1.11 Give a concise exposition of the mission of your Department, your aim and how you go about

achieving them.

Afrikaans-Nederlands Praktiese Afrikaans : Understanding, speaking, reading and ' writing Afrikaans.

Afrikaans : Literary reading skills, insight in linguistic structure.

Lectures, assignments, tutorials, language laboratory.

Classical Languages Tradition of human values and their heritage. Knowledge of and insight into classical cultures/languages and their value. Critical thinking, vocational expertise, broad perspective on life, humanity and language.

Fine Art Provision of high quality theoretical and practical tuition, through being constantly aware of current trends in Literature and Philosophy and through on-going research programmes.

Human Movement Through sound teaching, research & community outreach Studies programme, to prepare students to play a meaningful role in society.

Communication To assist students with all means at our disposal to become well taught and trained in communication as discipline.

To develop and support a culture of learning.

To inculcate a spirit of inquisitiveness and objectivity.

Support for community development programmes.

Obstacles 2 shortage of staff. Inadequate equipment.

Large student numbers.

Pol. Sci. & Public Admin Developing understanding of basic concepts used in study of politics and public administration. Awareness and knowledge of governmental affairs.

Sociology High quality teaching, research and outreach.

English Reading literature with enjoyment, alertness and sensitivity.

Writing about literature. Development of a

philosophical/theoretical interest in literature. Using literature to talk about people, societies, the spiritual world and the environment.

Psychology Socially responsible and flexible curriculum with the aim of improving the quality of life of the individual.

Philosophy To excel on academic levels of research and teaching. To provide an example of academic achievement, locally and internationally, to develop a hermeneutical profile of philosophy, i.e. an open critical and self critical discipline.

To achieve academic excellence through encouraging staff and students.

Lib. & Information Vision of students' importance in South African development

Science process. Providing students with skills to comply with mission.

Emphasis on practical process of information dissemination.

SUMMARY .

A central theme in all the submitted mission statements is the strong emphasis on academic excellence, knowledge of the discipline and contributions to the development of our students to be functional beings in society.

RECOMMENDATIONS

Faculty resolves that it is vital that Mission Statements must be made known to every student in

a department. When a Mission Statement is made, every member of department must practise those ideals. Attitudes by staff are vital to impact positively on the students and fellow staff

members. It is however paramount that in order to attain mission goals, the infrastructure and

support systems in Departments and the Faculty should be upgraded.



## 2. BUDGETS AND CONTROL

2.1 If you would like any adjustments to be made to your Departmental budget, give details.

African Studies Amount allocated inadequate.

Afrikaans Nederlands More money needed for attending conferences.

Criminology More money for conferences and workshops relating to in-service training, stationery and phone calls.

Annual realistic budget asked for should be met by University.

Human Movement Increase in general running expenses as well as capital Studies equipment.

African Languages Would like it to be increased.

Psychology Need about R2 000 p.a. for test material. Budgeting for training of staff at the HSRC essential.

\_ Greater amounts for capital equipment.

i More money towards building up departmental reference library, hiring student academic support staff, helping students overcome Scelology

linguistic and writing impediments.

More money for visiting lecturers, conference attendance, equipment.

Philosophy Money to attend conferences needed.

Money to appoint staff-

Lib. & Information Increase so as to provide for at least two fields trips annually.

Science

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The most outstanding need expressed by departments is for more funds which would enable Departments to fulfil their academic missions in terms of teaching, conferences, databanks and the purchase of equipment etc.

### RECOMMENDATION

Faculty recommends that departments should liaise with the Development Office before contact

is made with possible donors. All avenues of possible donations must be followed up by departments.

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2.2 Any ideas as to how the present budgeting procedure could be improved?  
Afrikaans-Nederlands A more flexible approach with definite, substantial input from Departments.

Criminology Budget should relate to student/staff ratio.

Human Movement Money should be available earlier.

Studies

Communication Overarching budgeting programme for Faculty as a whole.

Budgeting period to be extended to 2 - 5 years. Budget

meetings with Departments to determine priorities.

Amounts should not be tied to specific accounts. Surplus funds

should be retained in Departmental account.

Pol. Sci. & Public Admin Prioritisation to be submitted by Departments. Cost of implementation. Three yearly budgeting.

Philosophy Achievements e.g. reading of papers should be rewarded.

m Departments should have more say in way money is allocated.

SUMMARY

Emphases vary but a need is expressed for stronger Departmental inputs on Faculty level in order

to determine priorities in Faculty as well as longer term budgeting.

RECOMMENDATION

Faculty sees that a bridging policy is needed to co-ordinate budget efforts. All departments must

have a long term budget plan e.g. 2-5 years.

10

### 3. EQUIPMENT

3.1 Which of the following types of equipment are currently used by your Department? (Please give numbers)

Record Players African Studies

Music

EngHsh

Photocopiers Human Movement Studies

Overhead Projectors Afrikaans-Nederlands

Fine Art

Human Movement Studies

History

Computers African Studies

Classical Languages

Human Movement Studies

Communication

Political Science and Public Admin

Criminology

EngHsh

Library and Information Science

Philosophy

History

Tape Recorders Music

Criminology

Video Machines , Fine Art

EngHsh

Human Movement Studies

Library and Information Science

Psychology

3.2 Details of equipment not listed above.

Afrikaans-Nederlands Visi-Pitch.

Classical Languages IBM Electric Typewriter (on loan from Faculty).

Large number" of equipment. Inventory available.

Human Movement TV, Slide projector, Laboratory equipment.

Studies - .

2 Apple computers (obsolete). 1 Printer (obsolete).

\_ Wide variety of musical instruments.

11

3.3 Which pieces of equipment do you have which you do not use?

Solna Lithographic Press.

\_ Certain musical instruments.

SUMMARY 3.1' 3.2 & 3.3

A variety of equipment exist with a limited number of PC's in the Faculty as a whole if one takes into account that the Faculty of Arts has an academic component of at least 85 staff members.

RECOMMENDED

All departments will have to build a computer capacity for use by their students. Post graduate

students, especially need to be computer literate.

3.4 Which additional equipment do you need? Specify cost also.

African Studies Video Machine and Screen.

Afrikaans Nederlands Cassette Recorder (:1: R400).

Photocopier for Stewart Hall.

Human Movement Laboratory equipment (:1: R50 000). Laser Printer/lnkJet

Studies (:t R2 500). Fax machine (R2 000).

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R6000)

3 CD Players (:t R6 000); MIDI Sound Equipment (:9: R12 000).

3 Computers (:t R18 000); Video Machine and Monitor (2!:

Software (-4- R6 000). '

w and (R4 000,.

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W

A number of additional equipment is required.

Psychology

RECOMMENDED

The necessity of donations to supplement the departmental budgets are high-lighted by the additional equipment required by the departments.

3.5 Any recommendations in connection with the photocopying needs of your Department?

Afrikaans Nederlands Better machines at the DES In the library : more machines

Classwal Languages Photocopier located In Stewart Hall

Criminology Photocopier should be In Stewart Hall.

African Languages Facilities should be expanded

Departments should share

Pol. SCI & PUBIIC Admln Photocopier nearer to department To be operated by some clerical staff member

Philosophy FaCUlty machine adequate - quahty is bad

Sociology Departmental photocopier.

W

There is a general position that the Faculty needs small, better quality and strategically better

placed photocopying machines in the Faculty.

Fme Art Technicians should be appointed permanently by the University to

keep machines in working order.

Human Movement Departmental photocopier rather old.

Studies

RECOMMENDED

Faculty requests the Administration to investigate the possibility of loaning photocopier s from

companies for distribution to all departments.

## 4. OFFICES AND VENUES

## 4.1 Location of offices (per staff member)

African Studies Professor E de Jager 3 Henderson Hall

Dr H Opperman 9 Henderson Hall

Mr W Sobahle 5 Henderson Hall

Afrikaans-Nederlands Professor M Prins L12

Mr J Uys L1 1

Mr M Yoyo L13

Miss A van der Merwe L10

Classical Languages Professor J Els Room 1 Stewart Hall

Mr R Jennings Room 5 Stewart Hall

Criminology Professor P Pienaar

B Haefele

G Moshoeu

D Gwagwa

. Fine Art Professor M Hallier Art School L807

Mr H Graham Art School L8011

Miss E Matthews Art School L804

Mr M Baloyi Art School L810

Human Movement Dr R Stretch

Studies Dr S Bassett

Mr V Oosthuizen

Mrs C Walter

African Languages Stewart Hall; Henderson Hall

Communication Professor G de Wet

Mrs l Lesame

Mrs E Heuer

Mr I Malherbe

M Van Dyk Below Science Workshop

A Eales Old ARDRI

. A Van Greunen Old ARDRI

Pol. Sci. & Public Admin Stewart Hall

Psychology 8 offices in Psychology Building, with one staff member in each

English Professor M Mzamane

Ms F Wood

Mr N Morrissey

Dr L Losambe

Mr G Green

Mr B Walter

Mr C Lagan

Mr G Ntombela

Philosophy Professor T Louw

Dr L Michell

Mr M Tsie

Lib. & Information Psychology Building  
Science

4.2 Do you need extra office space? Please specify.

Afrikaans-Nederlands Office for research assistant

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English Extra office; Tutors room; Honours room; Reading room; Store room.

SUMMARY 4.1 & 4.2 (See also 4.5)

Offices are scattered over a broad area in the University. Not all departments are housed in

clustered formats. A shortage of offices and tuition venues are experienced by a number of

Departments.

RECOMMENDED

Faculty requests that accurate information is submitted by departments on office and lecture space

utilized. Members of a department should be situated near one another. The appointment of a

University Planner should receive priority.

4.3 List the venues (per course) currently used by your Department for lectures and tutorials.

African Studies Anthropology 1 Blue Lecture Hall

Anthropology 2, 3 Henderson Hall ("Archaeology Lab")

Archaeology 1, 2 Henderson Hall ("Archaeology Lab")

Afrikaans-Nederlands Praktiese Afrikaans Psychology 100

Afrikaans 1 Biology Lecture Hall

Afrikaans 2 Seminar 79

Afrikaans 3 Seminar 79

Tutorials Old Language Laboratory

Classical Languages Greek IA Room 1 Stewart Hall

Greek IB Room 1 Stewart Hall

Special Latin Room 8 Stewart Hall

Classical Culture Room 8 Stewart Hall

Special Latin/Classical

Culture Tutorials Room 5 Stewart Hall

Criminology I Blue Hall  
Criminology II F : Henderson Hall  
Criminology III E/4 (Economic Sciences)  
Criminology  
History of Art I, II, III Art School Lecture Room L803  
Philosophy of Art and  
Aesthetics L803  
Fine Art  
HDE L803  
Human Movement Lecture venues in Departmental building  
Studies  
African Languages Stewart Hall, New Arts Block  
Communication Communication 1 Orange lecture Hall  
Communication 2 Law Building (R4)  
Communication 3 Law Building (R4)  
Honours Law Building (R3)  
Tutorials Arts 78, 79, 81; Orange Lecture Hall;  
Law Building R4  
Music Education Laboratory  
3 Venues (old ARDRI)  
Psychology Psychology 1 Green Lecture Hall; Psychology  
Labs  
Psychology II Green Lecture Hall; Psychology Labs  
Psychology III Blue Lecture Hall  
Psychology honours Psychology Honours Room  
Honours Law Building  
Tutorials Arts 78, 79, 81; Orange Lecture Hall;  
Law Building 7  
Sociology I Green Auditorium  
Sociology II Black Lecture Theatre  
Sociology III Psychology Building Lab. 1  
Tutorials New Arts Block and Stewart Hall  
Sociology  
English I Blue, Brown Lecture Theatres  
English II Henderson Hall  
English III Black Lecture Theatre  
Tutorials 71, 72, 73, 77  
Philosophy 1 Psychology Building  
Philosophy II L81  
Philosophy III L81  
Tutorials L81  
Philosophy I



Psychology Building  
Lib. Sc. I Room 100  
Lib. Sc. II Room 101  
Lib. Sc. III Room 101  
Lib Sc. IV Tutorial Room  
Lib. & Information  
Science

Info. Sc I Room 100 and Practical Room  
Info. Sc II Room 100  
Info. Sc III . Room 101  
Info. Sc IV Tutorial Room

4.4 Any changes you would like to suggest in connection with teaching venues?

African Studies Green Auditorium might be necessary to substitute Blue Lecture  
Hall for first year course.

Afrikaans-Nederlands Cleaning needs urgent attention. Broken furniture. Not suitable  
for small group discussion.

Communication Overhead projectors to be improved. Larger venues needed for  
second and third years.

A tutorial venue (20 - 25 seats).

More permanent venue for Sociology III lectures. Tutorial  
venues : sitting arrangements inadequate.

Philosophy I to be moved to Brown Hall.

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#### SUMMARY 4.3 & 4.4

Lecturing takes place in a large number of venues. Needs are expressed in terms of extra  
venues,

poor state of the venues in some cases, better supervision by janitor as well as the repair of

equipment in some venues.

#### RECOMMENDED .

Faculty requests better supervision of the cleaning staff by the janitor, especially after  
students use

venues in the evening, and the lecture rooms are still dirty and untidy in the mornings.

The removal of

of chairs should also be prevented by the presence of Protection Service Staff. r.

4.5 Any changes you would like to be made in connection with the location of your offices  
?

m New building for Faculty/Department.

## RECOMMENDED

' Departments must still submit outstanding or wrong information to the F.P.C. Faculties using the

Arts facilities must be identified.

## 5. STAFF

5.1 Do you need the service of a Departmental secretary? Please motivate.

Afrikaans-Nederlands Yes. HOD could devote more time to academic development.

Studies in research and community development.

Lib. & Information Yes. To ease admin burden of staff.

Science

5.2 A Departmental typist? Why?

African Studies (Part-time), for typing hnotes and keeping class lists.

Criminology Yes.

Human Movement Yes, if not secretary.

Studies

African Languages Yes, to enter data into computerf

Philosophy Extra typing to be dohe by Department if provided with it.

Yes. to do

Pol. Sci. & Public Admin Yes. HOD ought to devote himself to tasks more in keeping with his training.

W

A strong need is expressed for Departmental secretaries and/or typist to be made availabl e to

Departments.

## RECOMMENDED

Faculty recommends the administrative help to .all departments to enable academic staff t o

concentrate on academic teaching and research.

5.3 In what ways would you like the present system of Departmental promotions to be changed?

Psychology Student numbers should carry more weight.

Criminology Appraisal system should be implemented.

Whole system should be revised, especially as it touches on small departments.

Communication

Faculty should budget for new posts and for promotions each year for the following year due to a priority system as determined by Faculty and departments. \_

Promotion schedule to be draw up by departments.

Promotion structure should be made known to members.

Promotion criteria should be spelled out.

Promotions to be scrutinized by panel, making recommendations to admin.

\_ Should not be bound to rigid staffing structure.

Pol. Sci. & Public Admin Annual staff member evaluation and review. Made available to staff member. Involvement of all members of Department.

Monitoring system to ensure fairness should be developed by

Socmlogy

Academic Registry as well as Deans.

English ShOuld be brought closer to Faculty/Department.

Philosophy Academic performances should be priority.

Process to be investigated. - '

Lib. & Information Guidelines as to criteria.

Science

W

A variety of opinions have been expressed. A need for clarity in terms of criteria; promotions

should be done in terms of promotion schedules; Faculty should budget for promotions; . promotions should be brought closer to the Faculty and Departments.

RECOMMENDED

Faculty recommends that Faculty through their own structures, should have the power to implement promotion of staff and not the Staffing Committee. Management can however have inputs on that level. In the case of the creation of new posts and promotions, the Finance Section

should be informed to budget in the following year for the number of new posts required. Departments will have to submit information to the Dean's office prior to the commencement of

each financial year. If not all the needs could be met, Faculty in consultation with Departments will

determine a priority procedure which will have to be followed in order to determine who can be

considered for promotion and which new post can be created.

In both cases of promotion and creation of new posts the criteria must be made known to all

faculty members.

5.4 In what ways can the present control over and performance by service workers be improved?

Afrikaans-Nederlands On-going reporting procedures.

Criminology Each service worker should be allocated to specific section of campus.

Fine Art Should be housed at a central point and directed from there by their head.

Human Movement Privatization.

Studies

Lib. & Information Job description to be made available.

Science

SUMMARY

Opinions expressed included training, supervision, better job-descriptions, as well as to privatise services.

RECOMMENDED

Faculty recommends that the janitor should monitor the work of the service workers and report to

the Secretary; Lecturers to be requested to report problems encountered to Secretary.

5.5 What is the current staff/student ratio in your Department?

Studies

—

Lib. & Information 1:37

Science

5.6 Are you satisfied with the staff/student ratio specified above? Please specify.

African Studies Additional staff member needed, especially for first year work.

Afrikaans-Nederlands Praktiese Afrikaans : small group teaching essential.

No. Cannot cope with work-load.

No. No time for research. Marking scripts.

No. Student numbers should be much higher.

Human Movement Would prefer more students.

Studies

African Languages No. Too many students per lecturer.

No. Actually running a double programme. Should be 1:154.

Musuc No. Restricted by being allowed to offer the B. Ped (Mus) degree.

Pol. Sci. & Public Admin

Socmlogy No. Impossible to give tutorials to year 11 and 111 and to advise individual students.

Engsh

Philosophy

No. Academic excellence.

Lib. & Information Ideal ratio is 1:13.

Science

No. Students underprepared for university. Services of staff too

.widely spread. Too many students per lecturer.

'2.

SUMMARY 5.5 & 5.6 (See also 7.1 & 7.2)

The student/staff ratio varies, but the overall picture is a very depressing one with a huge ratio

difference. In virtually all cases, dissatisfaction is expressed for the unmanageable loads. This has

been an old problem which has been with some departments for many years.

RECOMMENDED

21

Faculty notes with concern the seriousness of the staff/student ratio in the Faculty. This is a matter that urgently needs to be addressed.

6. TIME TABLE

6.1 What changes would you like to be effected to the existing lecturing time-table? Motivate briefly.

Afrikaans-Nederlands

Criminology

Fine Art

Human Movement

Studies

Communication

Pol. Sci. & Public Admin

Sociology

Philosophy

W

(DES) : Praktiese Afrikaans to group X.

Groups should rotate annually.

More afternoon lectures. Time-table less congested. Better integration between lecturers and practical.

Subject grouping should be extended. Practical should be represented.

Morning and afternoon sessions.

Longer but fewer periods, e.g. 2 x 2 hours per week.

One hour lectures three times a week.

4 lectures and 1 tutorial per week. Use semesterising and modules. Modules failed can be repeated and not the whole year.

Double sessions on main campus.

Apart from specific needs expressed by individual departments concerning certain changes to their

slots, there seems also to be an expressed need for fewer and longer lecturing periods per week.

RECOMMENDED

Faculty requests departments to check to see if the information supplied is correct.

## 7. STAFF/STUDENT RATIO

7.1 What has the staff/student ratio been over the past five years?

African Studies 1989: 1:50 1990 1:50 1991 1:60 1992 1:65 1993 1:76

Afrikaans Nederlands 1989 1:81 1990 1:72 1991 1:63 1992 1:82 1993 1:57

Classical Languages 1989 1:14 1990 1:29 1991 1:22 1992 1:29 1993 1:28

Criminology 1989 1:150 1990 1:160 1991 1:160 1992 1:180

1993 1:180

1989 1:5 1990 1:8 1991 1:8 1992 1:8 1993 1:8

Human Movement 1989 1:14 1990 1:34 1991 1:24 1992 1:24 1993 1:16

Studies

Communication 1989 1:77 1990 1:77 1991 1:64 1992 1:68 1993 1:77

(Practicals excluded).

1989 1:5 1990 1:6 1991 1:8 1992 1:8 1993 1:8

Pol Sci &amp; Public Admin 1989 1:70 1993 1:130

Sociology 1989 1:110 1990 1:100 1991 1:120 1992 1:110

1993 1:110

Psychology 1989 1:176 1990 1:162 1991 1:183 1992 1:153

1993 1:171

1991 1992 1:93 1993

Philosophy 1989 1:38 1990 1:40 1991 1:42 1992 1:44

1993 1:40

History 1989 1:90 1990 1:90 1991 1:120 1992 1:120

1993 1:125

Lib. &amp; Information 1989 1:12 1990 1:9 1991 1:15 1992 1:21 1993 1:37

1 Science

7.2 Do you find this ratio manageable? Please explain your answer.

African Studies Especially in first year group, not enough time for individual attention.

Afrikaans-Nederlands No. Too high for effective language instruction

Classical Languages Yes. Classes small enough for individual attention.

Yes. Would be able to handle many more.

Human Movement Practical are a rather heavy burden.

Studies

African Languages No. Effective language teaching requires much more favourable ratio

No is mm W

No. Not sufficient individual attention.

Pol. Sci. & Public Admin No. Emphasis is on tests and marking instead of academic activity.

Sociology No. An inordinate amount of time spent on marking and on advising students.

No. Students mostly underprepared, second language. Lecturers act as tutors also Teaching at DES.

Philosophy Yes. Lecturers did their work well.

History No. Too many students - post graduate load of 24 honours and 2 MA and 1 PHD students

Lib. & Information No. Course has high practical component.

Science

\$\_UMMA\_R!

See also 5.5 and 5:6



7.3 Please make a projection of the envisaged growth/decline in student numbers in your ' Department over the next five years.

Afrikaans Nederlands 1994 : 230 1995 : 235 1996 : 240 1997 : 245 1998 : 250

Classical Languages 1994 : 40% (DES) 1995 : 5% 1996 : 5% 1997 : 5%  
1998 : 5%.

Criminology Student numbers are being restricted.

\_1994:38 1995:46 1996:54 1997:58 1998:62

Human Movement 1994 : 20 1995 : 25 1996 : 25 1997 :30 1998 : 35

Studies

1994:330 1995:350 1996:370 1997:380 1998:400

1994:900 1995:900

Psychology 1994 : 1300 1995 : 1450 1996 : 1600 1997 : 1750

1998 : 2000

1994:800 1995:900 1996:1000 1997:1100

1998 : 1200

Philosophy No dramatic changes. Post graduate load can increase.

1994 : 500 1995 : 600 1996 : 700 1998 : 700

Lib. & Information 1994: 140 1995 : 145 1996 : 150 1997 : 150 1998 : 150

Science

7.4 What would the staffing implications of this be?

Human Movement Additional staff may be needed

Studies

Sociology Adequate staffing Will be priority.

Psychology At least 5 staff members more by year 2000.

History Three more members - Junior lecturer.

Lib. & Information Additional staff member.

Science

SUMMARY 7.3 & 7.4

With the exception of a small number of departments, all departments expect to see an increase

in their student numbers which would have serious consequences for staff, lecturing loads, venues

etc. ' ' '

RECOMMENDED

Faculty resolves that the appointment of an Academic Planner has to be made if one considers the

facts as reflected in 7.3 and 7.4. The present situation is extremely difficult to handle. The

medium and long term implications can be disastrous without planning.

7.5 Please comment on the current system of student admission at Fort Hare. How can it be improved?

Afrikaans Nederlands Final date should be adhered to strictly.

Criminology Capacity of University should be taken into account. Standard nine as well as June standard ten results should be used.

Human Movement

Studies

A set number of applications should be kept open for smaller departments. Over the past 10 years more than 60% of students applying for FA did not receive admission letters and forms in time.

The needs of small Departments should be looked after better.

Departments should be involved. Students to be tested during counselling.

Academic merit should be taken into account. A school of transitional study.

Pol SCI & PUBLIC Admin

Sociology Departmental and faculty involvement.

Head should be taken of the suggestions and input of departments, departmental needs and capabilities, students' needs. Academic criteria should be used.

History To be investigated by admin in consultation with Faculty and departments.

Lib. & Information Proper criteria for admission to be established and strictly Science ' adhered to. \_ ' '- , a . , ,

SUMMARY

The involvement of departments in the selection and admission processes should be considered as

well as strict admission criteria.

RECOMMENDED

Faculty supports a process of selection and admission by departments. The Head of Admission to

be invited to address Faculty on the admission of students by Faculty.

## 8. INVOLVEMENT AT THE DES

8.1 Are you satisfied with the present set-up at the DES? Please explain.

Afrikaans-Nederlands Better transport. Offices for lecturers. Language Laboratory. Criminology Lecture venues too small. Offices for lecturers. Inadequate transport facilities.

African Languages Transport arrangements unsatisfactory, even dangerous.

After hours teaching should happen at main campus.

Not involved, but would like to become involved.

Pol. Sci. & Public Admin Training should be geared to professional requirements in order to

be more profession relevant.

Sociology Makiwane Hospital : Noise, Poor Acoustics, small tables and chalk boards.

Psychology Teach at Cecilia Makiwane

English No. Minimum reqUIrement : one office and one permanent staff member per department.

### SUMMARY

A general dissatisfaction concerning the following conditions was expressed: Transport, small

venues, dangerous road, offices, more staff and better facilities (Makiwane Hospital).

### RECOMMENDED

Faculty notes the general dissatisfaction of staff members and feels a re-evaluation of the Division .

of External Studies should be made.

8.2 How can teaching at the DES be made more meaningful?

Afrikaans-Nederlands 'Unisa system". Staff going only once a month. Students provided with study guides.

Criminology Full-time staff.

'Unisa system" plus consultations.

Sociology Library should be improved. More books. Longer library hours.

More photocopiers.

Psychology Full-time staff.

More staff to be appointed.

m Smaller classes. Staff specifically appointed to teach there.

W

Needs concerning more staff or permanent staff as well as a 'Unisa system" have been expressed.

#### RECOMMENDED

Faculty recommends that a skeleton staff be established at the DES.

8.3 Should Fort Hare continue teaching at the DES? Please explain.

Afrikaans-Nederlands Permanent staff to teach there

Human Movement Provides In the needs of those who are not In a position to study Studies ' full time

Sociology Yes Officers opportunity to people who would be deprived.

Psychology If full-time staff can be appointed.

More staff and better remuneration for work done at the DES.

#### SUMMARY

Departments seemed to be in favour of the DES concept provided that more staff and/or full-time

staff for the DES could be appointed.

#### RECOMMENDED

Faculty notes with concern the discrepancies in the facilities between Main Campus and DES,

especially with regard to library facilities. '

## 9. OTHER CONIMENTS

Afrikaans-Nederlands Restructuring started in 1991. Long overdue.  
Human Movement Looking forward to becoming part of Arts Faculty again.  
Studies  
Sociology Academic support programme to improve students language  
skills, study habits, note taking, time management, general  
Psychology  
attitude to learning. Renovation of staff offices. Health Sciences

## SUMMARY

to be relocated to Alice.

The upgrading and installation of a better equipped support system with reference to academic support programmes covering the broad spectrum of language skills, note taking etc should be considered. Renovation of staff offices, funds and material for practicals (psychological tests) and the relocation of Health Science to Alice were all suggestions from departments. Funds for material for practicals. Staff should be enabled to attend training in connection with psychological tests. Funds for buying new psychological tests needed.

10 September 1993