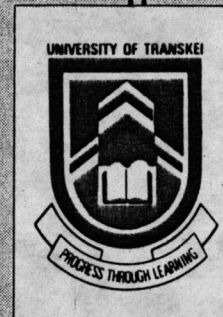


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University of Transkei

**MISSION & POLICY
STATEMENT
1991**



Endorsed by the
Academic Planning Committee
of Unitra
As a Discussion Document
on 6 February 1991

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FOREWORD

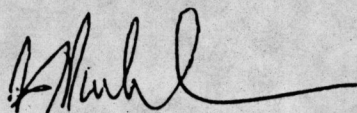
It is with great pleasure and hope that we issue the revised Mission and Policy Statement of the University of Transkei for general discussion.

The main purpose is to focus the attention of the University community on the need to examine very carefully the future of Unitra in the light of recent political developments in South Africa. The first section presents a short history of Unitra and is intended to provide background information for understanding current initiatives. In the second section, an attempt is made to highlight environmental conditions and trends which are likely to impact on the future of Unitra.

The Mission Statement is presented in section three and is followed by a statement of objectives and policies.

We sincerely hope that the document will stimulate interest and discussion among students, staff and the community at large.

In conclusion, we are confident that Unitra has a very important role to play as a regional university in a post-apartheid South Africa. We are doing our best to reposition the University and to prepare for the challenges that lie ahead.



PROF W L NKUHLU
PRINCIPAL & VICE CHANCELLOR

1. A short introduction to UNITRA

The University of Transkei was established as an autonomous, open non-racial University in January 1977. Although not clearly articulated, it is evident from statements made during the early years that the main purpose for establishing a University in Transkei was to upgrade the qualification and skills of teachers, public service employees and persons in leadership positions in the private sector. This was seen as crucial in the development of Transkei as an autonomous entity.

To ensure that the working people could take advantage of the opportunities offered by the University, a policy decision was taken to offer all classes in the evenings. Students were admitted from all over South Africa on a non-discriminatory basis.

The faculties of Arts, Economic Sciences, Science, Education and Law were the first to be established. Initially, temporary facilities situated on the grounds of the UMTATA Technical College were used for both teaching and administration. A move to the modern facilities at the main campus in UMTATA was made in January 1980. The immediate result was a significant increase in student numbers in response to the opening of student residences and the introduction of day classes in addition to the evening classes (Table 1). The open, non-racial policy of the University attracted an increased number of experienced academicians from South Africa and abroad. As a consequence, the University of Transkei (UNITRA) obtained immediate recognition as a progressive University and its young faculty members participated very actively in conferences all over South Africa.

The first six years (1977-1983) were characterized by progressive initiatives and innovations. A number of academic departments introduced changes aimed at making the syllabuses more appropriate and relevant to the predominantly African Community served by UNITRA. In the area of teacher upgrading, in addition to inservice short courses offered to teachers of mathematics and other problem subjects, all the teacher training colleges were affiliated to the University in 1981. This arrangement enabled the University to play a significant role in improving the academic standards at the teacher training colleges. Another important development was the establishment of the Institute for Management and Development Studies (IMDS) in 1979. Through the IMDS, the University was able to focus on the problems of the less developed regions in South Africa. Research into poverty, literacy, unemployment and major constraints to development received priority attention.

There were promising innovations in academic support as well. The Student Guidance Department was established with a specific mandate to give attention to first year students. Academic departments supplemented the teaching with additional tutorials and practicals. In general, both students and lecturers were highly motivated and this showed in the academic performance of students as evidenced in the examination results. The 1983 examination results remain the best ever achieved at Unitra, as a result of these initiatives.

The exciting developments of the early years were brought to a sudden end in 1984, when the Transkei authorities deported six members of the academic staff and destabilized

the University through continuous interventions. This politically motivated action damaged the standing of the University considerably. It became extremely difficult to fill posts and student numbers dropped significantly in 1985 (Table 1). As a consequence, the University operated under very difficult circumstances for over three years. Normality was only resumed during 1988. Therefore, it can be said that Unitra is now in a phase of reconstruction.

In spite of the difficulties experienced as a result of the 1984 episode, significant projects were initiated during the five year period 1985 - 1989. These included the establishment of a branch which specializes in teacher training and the construction of a Technikon Campus in Butterworth. Teacher training is regarded as a high priority in improving the quality of primary and secondary education in the country. Technikon training in engineering, building technology and management is seen as being equally important in addressing the needs of Transkei as a developing region. The two projects were introduced in 1985 and 1986 respectively.

The most exciting development was the establishment of Medicine and Health Sciences as the sixth faculty in 1985. What sets this development apart is that the University was able to adopt a Community-based training model, which focuses on acquainting the trainee doctors with conditions in the community as well as preparing them for service in the community instead of concentrating all the training in a high-technology academic hospital environment. This is a first in South Africa and there are strong indications that other medical schools in the region are considering innovations in the direction chosen by the Unitra Medical School. In addition to the training of Doctors, the Faculty of Medicine and Health Sciences offers a degree in Nursing Science and diplomas in Nursing Administration, Community Health Nursing Science and Health Education.

An investigation into the merits and demerits of distance education as a model for extending University education to as many regions as possible at affordable cost was commissioned during 1988. The model envisages the use of study guides and contact lectures once every two weeks for students living close to distance education centres. Radio broadcasts will be used to supplement study guides for students who live in remote areas far away from distance education centres. The idea is to extend tertiary education at affordable costs without sacrificing all the advantages of contact teaching. The project has reached an advanced stage and testing will start during 1991.

The final addition to areas of involvement was accomplished with the affiliation of the Tsoelo Agricultural College to the University in 1989. With the addition of agriculture the University can claim that it is addressing all the priority development areas which are: primary and secondary education, technical training, provision of medical doctors and health officers, training of agricultural extension officers and the provision of high level manpower for leadership positions in both the public and the private sectors.

Student Academic support received a boost in 1988. Special funding received from the Anglo American and De Beers Chairman's Fund was used to connect the University to the Rhodes University Computer mainframe which runs the Plato system. This arrange-

ment enabled the University to enhance academic support to first year science students by combining Computer Assisted Instruction with an intensive tutorial system. Unfortunately for a number of reasons which are receiving attention, the system is not effective as yet. Other elements of the student academic support which have been intensified since 1988 include tutorials on study skills as well as counselling services by the Student Guidance Unit.

There have been significant extensions to the campus since its official opening in 1980. Hostel accommodation was doubled from 500 beds to 1000 beds in 1985 and an additional 314 beds were provided in 1989 giving a total of just over 1300 beds. At present (1991) there is a shortage of 1000 beds and attempts are being made to obtain funding to meet the demand. An extension was added to the lecturing facilities in 1986 and additional science laboratories were completed in 1990. The double shift system ensures a high level of classroom utilization. A survey conducted in 1990 revealed that the utilization rate of lecture halls is on average approximately 75 per cent. It is only the small tutorial rooms which seem to be underutilized.

Only limited student recreation facilities were provided in phase 1 and there were very minor additions during the first six years (1980 - 1985). The first major addition - an All-Weather International Standard Athletic Track - was completed during 1989. The most pressing need at present is a student centre to cater for the basic needs of students on campus, such centre would, among other things, accommodate the Student Representative Council offices, student cafeteria, offices for student Societies and other facilities. An In-door Sport Centre is also required urgently. Fund raising for both projects has been initiated but the major restraint is the fact that the University has already raised loans for the expansion of the teaching facilities and the residences; and for this reason, it would be unwise to increase its liabilities at this stage. The situation is further complicated by the fact that a huge loan had to be negotiated for the construction of the Unitra Technikon in Butterworth and another big loan is being negotiated for the building of a new Campus for the Faculty of Medicine and Health Sciences. Under the circumstances the University is not in a position to raise loans for the construction of student recreation facilities. The financial position is such that these facilities will be provided only if efforts to obtain grants either from the public or the private sector are successful.

Recruitment of academic staff has improved recently, but this has been a major constraint in recent years. A number of chairs are vacant in the faculties of Arts, Economic Sciences and Science. The total academic staff establishment is 358 and details are shown on Table 2. A staff development scheme was introduced in 1988 and a number of young academics have already improved their qualifications through making use of this facility. Additional funding is required in order to extend this programme.

Participation in research has increased significantly since the slump in 1984. Unitra academics are increasing their participation at conferences and their contribution to accredited journals. The three bureaux - Bureau for Development Research and Training (BDRT) which replaced IMDS, Bureau for Academic Support Services (BASS) and the

Bureau for African Research and Documentation (BARD) are very active in their respective fields. The first and the last being mainly research orientated and BASS rendering academic support to lecturers who wish to improve their teaching skills and also responsible for the student academic support programme.

Finally, at the end of 1990, Unitra has six faculties - Arts, Economic Sciences, Science, Education, Law and Medicine and Health Sciences. All 14 teacher training colleges in Transkei and the Tsolo Agricultural College are affiliated to the University. A branch which specializes in teacher training and a Technikon Campus have been established in the Butterworth area. Therefore, Unitra is well placed to play a significant role in all the areas that are crucial to socio-economic development. These are:

- the improvement of the quality of primary and secondary school education;
- provision and extension of health care services at affordable costs;
- agricultural training and development;
- technical training at artisan and technician levels; and
- education for leadership positions in both the public and the private sector.

The main challenge which has to be met is to consolidate and improve effectiveness in existing faculties.

The total number of students enrolled in 1990 is 5305 (full-time 3379 and part-time 1926) and the projected annual growth rate is between 5 and 7 percent. (These figures exclude students registered at the Technikon Campus and at the affiliated colleges). The major constraint to future growth in student enrolment is residential accommodation. Unitra is situated in a less urbanized environment and this makes it difficult for students to obtain accommodation in the community.

Between 550 and 650 students successfully complete their studies every year, but this number is expected to grow to between 700 and 900 during the next few years.

The majority of students come from poor homes in rural areas and this means that they require more academic support and financial assistance than students studying at urban universities.

Unitra graduates who register for senior degrees at other universities perform very well and the signals coming from the market indicate that the Unitra standard of education compares very well with other universities in the region.

2. Conditions and developments which are likely to have a significant impact on operations during the next few years:

- The re-incorporation of Transkei into South Africa will change the status of Unitra from being the only university in Transkei to being one of many universities in South Africa. This means that the role of Unitra will be evaluated in the context of the university system in South Africa. Funding will also be brought in line with South African universities' funding norms. However, the fact that this university serves a big region of more than three million people, guarantees its continued existence and the unique role it must play in the new South Africa.
- Unitra as a predominantly black campus will be expected to play an important role in increasing the supply of black university graduates in the country. The fact that in 1985 Africans accounted for only 11,4 per cent of the total number of the economically active population with university degrees and/or post matric diplomas will be viewed with concern by a non-racial democratic government. To reduce the concentration of political and economic power in one group, there will be deliberate policies to increase the supply of University graduates from the black community.
- The high priority that a post-apartheid democratic government will have to give to the improvement of the quality of life of the millions of blacks who have hitherto, been excluded from meaningful economic participation, will require that in addition to training for general leadership, universities concentrate more on those areas which experience has shown to be the most crucial determinants of development and economic progress. It follows therefore, that Unitra as a University serving mainly the African community in a highly deprived region will be expected to demonstrate a high level of commitment to the upliftment of blacks. This will have to be reflected in curricula, research, community service and initiatives aimed at enhancing the performance of students originating from deprived backgrounds.
- Demand for pre-service and in-service training to prepare members of the black community for managerial and technical responsibilities in a variety of institutions, including public service, local authorities and community organizations, will increase.
- The need to address the huge backlog in social services and to catch up with developed countries, means that Academic standards and the ability to apply scientific knowledge in solving problems will become very important. Therefore, universities will have to pay particular attention to the preparation of university graduates for a rapidly changing technological environment. This requires a university education with a sound scientific base coupled with competence in the practical use of scientific knowledge.
- Current trends indicate that there is going to be a substantial increase in the number of students applying for admission to Unitra. To accommodate the demand both teaching and residential accommodation will have to be extended. Even if attempts to direct more

students to technikons are successful, universities like Unitra will have to provide for an increase in the enrolment of black students.

- Student Admission and Academic support policies and procedures will become key issues in equalizing opportunities and improving student performance.
- An increasing number of students applying for admission will originate from the low income groups. They will require assistance in respect of both tuition and residence fees. The process of equalizing educational opportunities will be greatly influenced by the approach adopted in addressing this issue.
- To prepare themselves for the increased challenges universities will have to give more attention to academic staff development including initiatives aimed at increasing the number of blacks in teaching and research positions.
- Funding will remain a major constraint. A democratic government committed to the improvement of the quality of life of all South Africans will be compelled to give a high priority to health care services, primary and secondary education, rural development and other community development programmes. As a result, it will be difficult to increase the financing of universities.
- Transition to democracy and the re-incorporation of Transkei will provide Unitra with new opportunities for funding and academic co-operation with overseas universities.
- The university system will be under increased pressure to improve efficiency through rationalization. This means that Unitra will be called upon to use both staff and physical resources more efficiently and where possible to share facilities with neighbouring universities and technikons. At the same time, care will have to be taken to ensure that the ability of Unitra to contribute meaningfully in increasing the supply of black graduates in areas which are crucial to black advancement is not undermined.
- The democratization process in the country requires universities, including Unitra, to adopt practices that are truly democratic and perceived to be so by all sectors. This must permeate the whole university from top to bottom.
- A threat that is unique to Unitra is the shortage of staff housing. This has become a major constraint to further development.

3. Mission Statement:

In the light of the foregoing, the mission of Unitra is to contribute to the advancement of scientific knowledge and to the improvement of the quality of life of all South Africans, especially the majority that has been disadvantaged over the decades, through:

- The planning and offering of University level courses and programmes aimed at building the leadership capability of the people served by the university and at providing high level manpower to support scientific, technological, developmental, managerial and cultural advancement.
- The promotion of research focusing on developing essential scientific skills, making a contribution to scientific knowledge and providing new insights and solutions to situations relevant to the society served by UNITRA.
- The rendering of community service directed at enhancing the managerial, and technical skills of public service employees, commerce and industry personnel and development practitioners, improving the qualifications and professional skills of teachers already in employment and assisting high school students to cope with the transition to University.

4. Long-Term Objectives:

4.1. Primary Objectives

- To design and implement instruction programmes and syllabi which satisfy accepted university standards as well as promote awareness and sensitivity to the needs of disadvantaged communities.
- To give a high priority to educational programmes and training models directed at preparing students for leadership positions in both government and the private sector and for empowering and supporting the development of disadvantaged communities.
- To develop a university wide academic support programme aimed at improving student academic performance at all levels and at extending degree options for students admitted with a weak foundation in mathematics.
- To consolidate and improve the performance of existing faculties and departments. This includes review of departmental objectives and curricula; improving the success rate at all levels, increasing enrolment of post graduate students in all departments and enhancing research output, staff development and community service.
- To produce graduates who compare with the best in the world in terms of both scientific knowledge and analytical skills.
- To develop centres of excellence in selected areas which must include African Studies, Teacher education and in-service training, Education/Research and Development, Medicine and Health Sciences Education, Life-sciences, training of accountants and business managers, development and community empowering research and training.
- To expand support to development initiatives in the region through increased research, preparation of feasibility studies and community service.

4.2. Complementary Objectives

- To improve the performance of academic departments by recruiting staff with appropriate qualifications and experience, maintaining an effective staff development programme, introducing appropriate incentives to stimulate productivity and excellence, setting performance standards and measuring performance against standards.
- To enhance student support services through student guidance and counselling, extension of facilities, negotiation and mobilization of additional bursaries and support of the student representative council initiatives.
- To manage available resources efficiently by promoting a high level of productivity and allocating and utilizing space optimally. This refers in particular to expensive facilities like the library, computer facilities, laboratory equipment and teaching space.
- To expand essential services like the library and computer facilities in tandem with the development of the university.
- To plan and implement a building programme that will ensure the availability of essential facilities for teaching, research and student recreation and residential accommodation.
- To promote good human relations on campus and endeavour to provide good working conditions for all employees.
- To encourage a high level of productivity, creativity and loyalty through appropriate incentives and rewards.
- To establish and maintain good management of financial resources. This entails a high standard of financial management, effective internal control measures and adequate regular reporting. To achieve this attention has to be given to the development of systems and the selection of key persons to work in this department.
- To organize and implement training programmes to improve the productivity and commitment of employees in all sections and categories.
- To increase and improve student and staff participation in the formulation of policies and setting of performance standards in all areas. This is essential in ensuring a commitment to public accountability and academic excellence.
- To improve and extend both internal and external communication through the public relations department. In order to win the support of all sectors of the university and of key players in the country and abroad the university has to communicate effectively and on a regular basis its achievements, needs, and proposed projects. The University convocation has to be strengthened in order to play its role in this regard.
- To establish and maintain a professional fund-raising unit with the capacity and expertise to mobilize private sector funding for new projects.
- To build and maintain a management team that has the capability to manage the long-term development of the university and the skills to administer the implementation process.

4.3. Short-Term Goals

- To complete the planning of the Medical school campus and commence with construction during 1991.
- To build accommodation for an additional 250 students on campus in 1991.
- To plan and negotiate funding for the provision of hostel accommodation for 750 more students.
- To finalize plans for the new administration building with a view to moving the academic departments currently accommodated in the library building.
- To plan and negotiate funding for a student centre and an in-door sports centre.
- To review the academic support programme and have a more appropriate model with a revised management structure ready for implementation in 1992.
- To plan the change of Computer Assisted Learning from mainframe to personal computers.
- To initiate an intensive recruitment campaign to fill all the chairs in the faculties of Arts, Economic Science and Science.
- To examine very carefully the academic departments which must be developed into centres of excellence.
- To initiate the process of developing performance standards with all heads of departments.
- To formalise training strategies and programmes for administration, technical and maintenance staff.
- To complete the planning of the School of Diplomacy and International Relations
- To develop further the Distance Education project.
- To plan carefully the University's role in the upgrading of the Tsolo Agricultural College.
- To review student admission policies and the utilization of both the lecturing and laboratory space in order to make sure that the university is playing its role in meeting the increased demand for university places.
- To complete the development of the SAPSE reporting system.

5. Guiding Policies:

- The admission of students is based on academic criteria and is not influenced by factors like gender, race, nationality or creed.
- The appointment of staff members is determined on merit and is not influenced by gender, race, nationality or creed.
- The principles of justice and fairness and the protection of the rights and dignity of individuals are central in the administration of the University and must guide the relations among staff members, and among students as well as between staff and students.
- Academic norms and standards are strongly upheld and protected and they constitute the basis for student admission, evaluation and the awarding of degrees and diplomas.
- A commitment to render service to the community is encouraged and supported.
- Creativity and innovation in all spheres is fostered in both staff and students.
- The University is committed to the principle of democracy with responsibility. This entails broadening representation and participation at all levels of decision making without abandoning the principle that for any organization or activity to succeed there must be leadership that acts as custodian of its values and champion of its main objectives.
- The principle of public accountability for the national resources allocated to the university is taken very seriously. This means that funds paid to the university or under the custody of the university can be used only for projects and activities that are consistent with the mission and this must be done in a cost-efficient manner.
- The autonomy of the university with regard to the management of its affairs and academic matters in the context of declared national objectives and priorities is jealously guarded.

6. Concluding Statement

Through the policies and goals it pursues, and in all its academic and non-academic activities, the University of Transkei:

endeavours to promote the values of excellence, creativity and accountability in an open, non-racial society where only merit counts, and where all persons, irrespective of their stations in life, are deemed equal and free to express themselves;

also subscribes to and seeks to uphold the principles of university autonomy and equal opportunity, while being fully aware of and committed to the promotion of the underprivileged sectors of our population.

TABLE 1
UNIVERSITY OF TRANSKEI

STUDENT STATISTICS (MAIN CAMPUS & BUTTERWORTH BRANCH)

YEAR	TOTAL	PART-TIME ENROLMENT	FULL-TIME	GRADUANDS
1977	294	294		
1978	474	474		
1979	659	659		17
1980	908	908		34
1981	1 431	726	705	63
1982	1 724	824	900	73
1983	2 274	1 085	1 189	197
1984	2 870	1 255	1 615	265
1985 *	2 884	1 345	1 539	106
1986	3 315	1 667	1 648	335
1987 **	4 320	2 360	1 960	373
1988	4 549	2 098	2 451	483
1989	4 694	1 876	2 818	525
1990	5 305	1 926	3 379	641

* In 1985 total enrolment at the Main Campus dropped from 2 870 in 1984 to 2 672. The increase reflected in the 1985 figures is as a result of the opening of a University branch in Butterworth.

** The big increase from 1986 to 1987 is attributable to uncertainty caused by the take over of the University of Fort Hare by the Ciskei Government.

NOTE: The annual growth rate is affected by a number of factors which reflect the unstable conditions at the secondary schools but the average for the last five years excluding 1987 is 9 per cent.

TABLE 2
FACULTIES

ACADEMIC DEPARTMENTS AND STAFFING

FACULTY	NO. OF ACAD DEPTS	TOTAL PROFES STAFF	PROFESSORS	SNR LECT	LECT/ TUTOR	NON SA STAFF MEMBERS
Arts	16	101	11	25	65	18
Economic Sciences	4	33	2	11	20	9
Science	8	60	9	8	43	18
Education	9	36	9	7	20	5
Law	5	14	3	2	9	1
Medicine & Health Sc.	25	95	18	16	61	54
TOTAL	67	339	52	69	218	105

BUREAUX

BASS	-	11	3	-	8
BDRT	-	6	1	-	5
BARD	-	2	1	-	1
		19	5		14
TOTAL		358	57	69	232

SOUTH AFRICAN BLACKS

FACULTY	PROF & SNR LECTURER	LECTURER/TUTOR	TOTAL
Arts	14	35	49
Economic Sciences	5	11	16
Science	5	12	17
Education	8	12	20
Law	5	3	8
Med & Health Sciences	6	12	18
	43	85	128