

PART A

FOREWORD

THE HISTORY OF THE RAND AFRIKAANS UNIVERSITY

“Knowledge for a new generation.” – Motto of the RAU (Rand Afrikaans University, 2000a).

1. INTRODUCTION

This doctoral thesis is specifically written for application in the Rand Afrikaans University by one of its employees who have been involved in the financial management of the institution during the period February 1999 to December 2001. As such, some of the views held and courses of action suggested, may be subjective in nature. Furthermore, this author has had a long relationship with the institution as a student and academic.

So as not to cloud the very important issues addressed later on in this thesis with a love for the institution and high regard and admiration for its management and employees, this chapter is intended to provide a positive, concise history of the Rand Afrikaans University and the growth and extent of transformation in this institution. In addition, this foreword will reflect briefly on the relative position of the Rand Afrikaans University in the higher education landscape in South Africa and the size of the higher education sector.

2. A BRIEF OVERVIEW OF THE HISTORY OF HIGHER EDUCATION IN AFRICA

The Association of African Universities commissioned a study of the history of higher

education in Africa in 1996 that provides valuable insight into the growth of higher education on the continent.

According to the study, the roots of the universities in Africa as a community of scholars, with an international outlook (but also with responsibility within particular cultures), can be traced back to two particular institutions in Egypt being the Alexandria museum and Alexandria libraries that flourished in the last two or three centuries B.C. (Ajayi, Goma & Johnson, 1996:5).

Although many scholars later moved to Rome, the legacy of Alexandria remained and played an important role in doctrinal controversies of the early Christian Church (Ajayi, et al. 1996:7).

The oldest Islamic “university” in Africa was Karawiyyin that was founded in 859 A.C. in the city of Fez which became a centre for propagating the orthodox Islamic religion (Ajayi, et al. 1996:9). For many years, Islamic universities flourished in Northern Africa.

The slave trade between 1600 and 1850 had a devastating effect on education in Africa. Thereafter, as European countries started colonising Africa, the need for Western based education became more intense. Christian missionaries in particular, transformed education in Africa. On the initiatives of missionaries, the first modern university in Africa, the Fourah Bay College, was opened in 1876. The university was affiliated to Durham University in England (Ajayi, et al. 1996:23).

After the second World War, Africa was decolonised (1945 to 1960). African leaders immediately realised the dire need to train Africans to take over positions previously held by Europeans. Assisted by the retreating colonial powers, great advances were made in respect of education and training during that time (Ajayi, et al. 1996:53-55).

As African countries attained their independence, universities realised that they needed to become independent of old colonial power and donor money. The African academics of the time faced four main issues, being:

- Access to universities had to be widened past a small elite;
- The curricula of universities and colleges had to be broadened to cover African and

European languages, philosophy and religion, education, banking, finance and other subjects;

- New degrees had to be developed with inter-related subjects that were relevant to the needs of the countries concerned; and
- Universities had to be brought closer to the people in location as well as in emphasizing the importance of adult education (Ajayi, *et al.* 1996:72-75).

Post the nineteen-seventies, African universities were widely assisted by International powers such as the United Nations and the United States of America and many African students started studying overseas (Ajayi, *et al.* 1996:76-78).

African higher education expanded from six institutions in the nineteen-sixties to some ninety-seven institutions by 1992. By that time, the Africanisation of the civil service in most African countries had been accomplished and a number of notable engineering projects had been completed (Asmal, 1999:2).



3. A BRIEF OVERVIEW OF THE HISTORY OF HIGHER EDUCATION IN SOUTH AFRICA

In South Africa, some attempts were made at providing higher education at the start of the nineteenth century, but these initiatives were largely private. The first meaningful attempt by Government at higher education was the establishment of a Board of Public Examinations in Literature and Science in 1858. The Board was replaced in 1873 with the University of the Cape of Good Hope (Ajayi, *et al.* 1996:32).

With the proclamation of the Union of South Africa in 1910, the University of the Cape of Good Hope was reorganised into the University of South Africa (hereafter UNISA) in 1916. UNISA incorporated six other university colleges, being Rhodes University College, Huguenot University College, Grey University College, Natal University College, Transvaal University College and the Kimberley School of Mines and Technology. The university and colleges were only for students from white communities. By 1921 there were three Afrikaans colleges in South Africa in Bloemfontein, Pretoria and Stellenbosch (Ajayi, *et al.* 1996:33).

The first South African university or college for non-white students was the Inter-State Native College that was opened in 1918. In 1951 the running of the college was taken away from missionaries. The college was then affiliated to Rhodes University and renamed the “University College of Fort Hare”. Fort Hare produced some of Africa’s most prominent leaders, including former South African President, Nelson Mandela, the founder of the Pan Africanist Congress, Robert Sobukwe, Minister Mangosuthu Buthelezi, former President of the African National Congress, Oliver Tambo, the former President of Botswana, Sir Seretse Khama and Zimbabwean President Robert Mugabe (Ajayi, et al. 1996:36-37).

The policy of apartheid had a profoundly negative effect on higher education for non-white citizens and very few non-white students were educated at universities. In 1957, Government established four new university colleges for non-white students being:

- The university college of the North, near Pietersburg for the Sotho-Tsonga and Venda communities;
- The university college of Zululand in Natal for the Zulu and Swazi communities;
- The university college of the Western Cape for coloured communities; and
- The university college of Durban for Asian communities (Ajayi, et al. 1996:71-72).

However, these separate institutions did not make a meaningful contribution towards addressing the educational needs of non-white students.

“Apartheid education had as its deliberate objective the systematic underdevelopment of intellectual skills and human potential...what apartheid education has done – not as an incidental effect but as deliberate policy – is criminal” (Gerwel, 1991; as quoted by Ajayi, et al. 1996:73).

4. A BRIEF HISTORY OF THE RAU

The Rand Afrikaans University (hereafter RAU) is a young university in the context of African universities. Although founded in the apartheid era, the RAU has a proud history dating back to the early sixties when the idea of an Afrikaans university in the Johannesburg

area was first mooted.

On 5 November 1963, 468 delegates at a conference unanimously accepted a motion to work for an Afrikaans University. This decision culminated in the acceptance of an act of Parliament on 4 August 1965 that an independent Afrikaans university was to be started in the Witwatersrand (RAU, 1974:1).

The RAU was officially opened on the 24th of February 1968. The first chancellor of the RAU, dr Nico Diederichs (the then Minister of Finance) was inaugurated on that day by the chairperson of the council, dr PJ Meyer (RAU, 1968a:6). The first rector of the university was prof G van N Viljoen (RAU, 1971:2).

The RAU spent its first years on a temporary campus in Braamfontein. In September of 1968, Government paid R1,8 million for 130 acres of land in Aucklandpark where the RAU campus was built and currently is still situated (RAU, 1968b:1).

By the middle of October 1968, the RAU planning committee had completed work on the requirements for the first phase of the building of the permanent RAU campus and the first brief had been given to the architects (RAU, 1968c:1). On the 1st of February 1969, the RAU unveiled its long-term development plan. In terms of the plan, the new campus building was envisaged to be ready in 1972 with full facilities for between 4 000 and 5 000 students. The estimated cost of the building project was R16 million. The photographs of the building models unveiled in 1969, well resembles the campus as it stands today (RAU, 1969a:8-9).

Nineteen-sixty-nine was a memorable year for the RAU in many respects. At the start of 1969, the RAU coat of arms was unveiled (RAU, 1969a:10) and the university held its first graduation ceremony where 21 students were awarded degrees (RAU, 1969a:15). Nineteen-sixty-nine was also a year in which student unrest became part of the South African tertiary landscape. However, on the campus of the RAU, there was hardly any unrest. In June of 1969, the RAU students' representative council accepted a motion that supported the stance of the Government that had accepted legislation in April of 1969 to create separate universities for different racial groups. The motion, which was accepted unanimously, was an attempt to express the feeling of students who attended the RAU. The students' representative council followed the motion up with 2 lectures to enlighten RAU students on the education of non-

white students (RAU, 1969b:4).

The RAU continued to grow and by 1971 student numbers had grown to 1 500. As a city university, the RAU endeavoured to make a contribution to deliver Afrikaans speaking students *in the city for the city*, whilst maintaining Christian values. By 1971, the university had conferred 239 degrees, of which only 101 were first degrees and had a personnel corps of 330. Development of infrastructure also progressed further with the building of a sports complex (RAU, 1971:1-2 and 8). By 1972 the RAU had put student support structures in place, including career guidance services, the office of a dean of students, academic advisors and a welcoming programme for first year students (RAU, 1972:3-4).

The RAU changed its position in respect of non-white students in 1973. In that year, a number of post-graduate non-white students were accepted on secondment basis, as well as non-white academic personnel from other institutions who were on study leave. At the time, reports said that Government accepted the decision. These reports also made it clear that no social interaction was envisaged and that the RAU campus was not to be used as a political zone. However, from within Afrikaner circles, this step was an attempt to assist in the development of non-white students (RAU, 1973:6).

During 1974 the RAU moved into the campus building that it still occupies in Aucklandpark. The long term plan for the new building envisaged that it would be sufficient to service the needs of 15 000 students by the year 2010 (1974:1).

The terrorism threat of the eighties brought with it a new face on campus, being the inception of RAUME, the RAU military unit, the purpose of which was to create a civil defence unit through which male students could fulfil their post national military service duty, without it affecting their studies (RAU, 1985:14).

Under the rector-ship of prof JP de Lange, the student numbers at the RAU grew to over 7 000 in 1986 from an initial enrolment of 741 students in 1968 (RAU, 1986:2).

In 1987 prof Cas Crouse was appointed as the rector of the RAU when student numbers reached the 10 000 mark for the first time (RAU 1991b:5). Although South Africa was politically generally unstable at that time, RAU students were not confronted by political

turmoil on campus. As a first year student in 1987, this author perceived the RAU to be tolerant and focussed on academic achievement. At that time, more than one non-white students' representative council member had already been elected democratically and growing numbers of English speaking students elected to study in Afrikaans at the RAU in order to escape political unrest on English university campuses.

Statistics comparing the years 1985 and 1990 show that the Coloured, Indian and Black student head count at the RAU increased from 103 to 568 (Hendry & Bunting, 1993:7).

By 1991, 15% of students registered at the RAU did not use Afrikaans as home language (RAU, 1991a:1).

The twenty-fifth birthday of the RAU in 1993, saw a year of great celebration in which the university reflected over a number of achievements and statistics, including (RAU, 1993:2-8):

- Twenty thousand alumni who had taken up their places in society;
- The education of students in professions such as law, optometry, accounting, social work and psychology continued with great success;
- The home language of three out of every four students were Afrikaans;
- Ninety-six percent of all students belonged to the Christian faith;
- The RAU continued its focus on five pillars, being excellence in science, character building, the Afrikaans language, Christianity and community service and development; and
- More emphasis was being placed on opportunities for all.

Prof JC van der Walt, was inducted as rector on 13 October 1995 and in the same year, the RAU formally started its transformation process to a truly South African university that provides education for all.

In 1997 the RAU Transformation Forum was established as a base for consultation through which transformation could be fostered through the participation of all parties concerned (RAU, 2000b:2).

In 1997, the Registrar (Academic) wrote that the RAU needed to foster democracy even

further by maintaining high universal institutional university norms with an important place for the Afrikaans language, an orderly evolution of change, as well as the protection of the position of the personnel corps (Von Staden, 1997:1).

In order to achieve these objectives, the university set the following goals:

- Obtaining a student corps that would be more representative of the different ethnic and cultural groups in South Africa, who are accepted to the university on merit and who are supported through special programmes;
- A representative personnel corps appointed on merit through equal opportunities for all;
- More accommodating measures in respect of non-Afrikaans speaking students, including parallel medium instruction (as far as is practicable) in Afrikaans and English; and
- Financial support for students from previously disadvantaged backgrounds (Von Staden, 1997:1).

In 1997, the RAU embarked on the first steps of a project to build a shopping centre of 3 000 square meters on the campus ground that would house fast food outlets, bookshops, medical facilities and other independent traders (RAU, 1997:15).

In 1998 the number of students enrolled at the RAU was 21 400. As regards the language preference, the RAU had transformed itself completely to provide tuition in both Afrikaans and English in nearly all programmes. In 1998, 45% of contact students indicated their language preference as Afrikaans, whilst 55% chose English as their medium of instruction (RAU, 1998:4).

In terms of the personnel corps, statistics in respect of filled academic posts as at 31 December 1998, were as follows:

- Professors 111;
- Associate professors 40;
- Senior lecturers 88;
- Lecturers 75; and
- Junior lecturers 11 (RAU, 1998:7).

The Equal Opportunities Committee came into being in 1999 with a view to creating equal opportunities for all in terms of new labour legislation. The Institutional Forum also continued and still continues to play an important role in the transformation of the RAU (RAU, 2000b:2).

In 1999, 2 500 first year students registered with the RAU, whilst 4 000 post-graduate students registered for advanced studies (RAU, 1999a:1).

The 1999 annual report of the RAU sets out the mission and vision statements of the institution as shown in Table A (RAU 1999b:1).

RAND AFRIKAANS UNIVERSITY

MISSION

- *RAU must be, and remain, a leader in the field of tertiary education in South Africa.*
- *RAU must enjoy high esteem in the international academic community.*

VISSION

- *In its capacity as a member of the international community of universities, RAU strives for excellence in the fields of:*
 - *Teaching*
 - *Research*
 - *Community service and development.*
- *The University serves the South African community in its entirety and continually attempts to identify the special needs of certain sectors of the community and to address these by way of applied teaching, research and community development programmes.*
- *The University nurtures and promotes its historical relationship with the Afrikaans-speaking community in the country.*

TABLE A – MISSION AND VISION OF THE RAU

On the issue of diversity and quality, the 1999 Annual Report of the RAU includes a statement by the then vice-rector, prof TR Botha, which is included in Table B (RAU 1999b:5).

“The quality of the University’s functioning is primarily dependent on the quality of personnel and students. During 1999 prominence was given to the identification, recruitment and training of personnel and students with due cognisance being taken of the diversity and quality that exists in the target population of the University.

RAU’s student body reflects inclusivity and variety. On the other hand, progress with introducing diversity into the composition of the personnel of the University has been less striking. The main reasons for this are, on the one hand, that people from historically disadvantaged groups who qualify for appointment to the University are also in demand in the public and private sectors. On the other hand, the spontaneous turnover of personnel at the University by way of, for example, resignation and retirement is low. The positive actual situation is therefore that the University is retaining high-quality personnel, while continuing to attempt to recruit quality personnel from the diversity of candidates in the South African community in particular. Owing to the limited turnover of personnel, it may in the future be necessary to create senior academic posts in order to stimulate more diversity among academic personnel.

In order to promote diversity and quality among staff members, it was decided among other things, that an Equal Opportunities Committee (according to the Employment Equity Act: 55 of 1998) be established. In 1999 this committee began the preparatory work towards creating an Equal Employment Plan that fulfils the needs of the University as well as the relevant legal requirements. Among other things, a variety of information sessions were presented on the structure and content of the Employment Equity Act, as well as the implications thereof for the University. Consultation with employees is one of the important guidelines in this Act and therefore ample opportunity was created for all members of staff to acquire information about the legislation. The Equal Employment Committee’s key function is fundamental planning and co-operation with all interested groups in order to establish a more representative, high-quality personnel corps at the University.

The activities of this committee were characterised by positive co-operation and consensus decisions were conveyed as advice to the Management Committee and other decision-making bodies.

Skills development, which is also a legal requirement (cf. The Skills Development Act: 97 of 1998), is closely associated with the work of the Equal Opportunities Committee in the sense that the training of personnel, with the emphasis on historically disadvantaged persons, is involved. During the year, training of academic personnel was conducted by the Bureau of University Education, while Personnel Services took responsibility for the training of non-academic personnel. It became clear that a more integrated method of dealing with all the facets of such training is required and that adjustments in this regard must be planned. Skills development is regarded as an important instrument for the promotion of capacity and quality in our personnel corps.

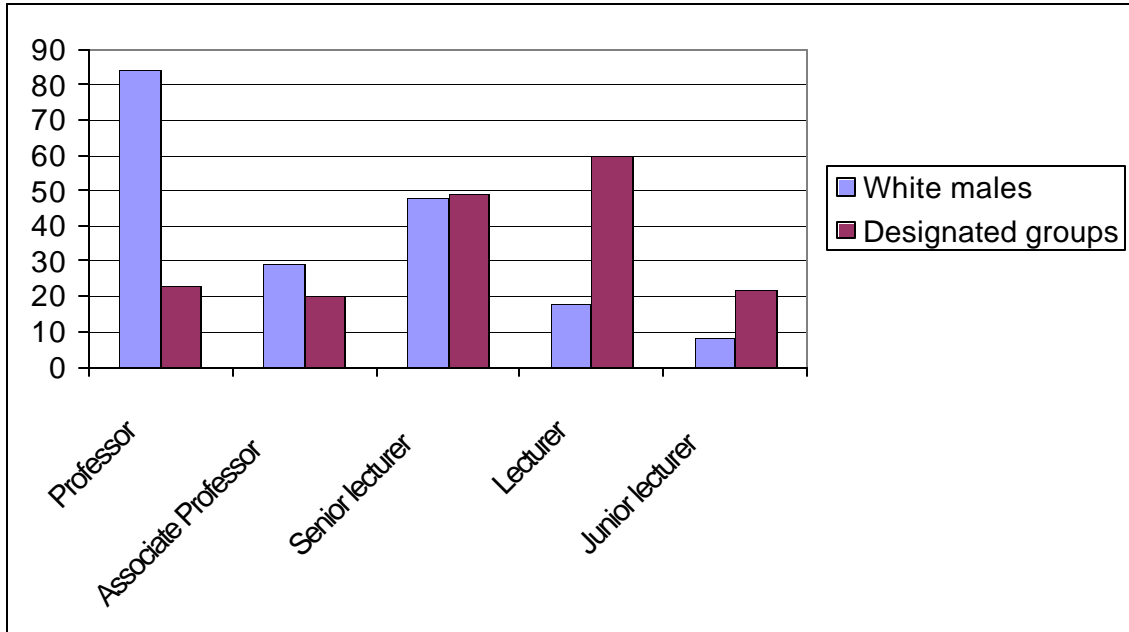
Viewed realistically, the process of personnel transformation at South African universities will proceed at a slower tempo than in other sectors. The challenge remains to promote diversity and quality in the personnel corps in a systematic and orderly manner.

TABLE B – DIVERSITY AND QUALITY, RAU 1999

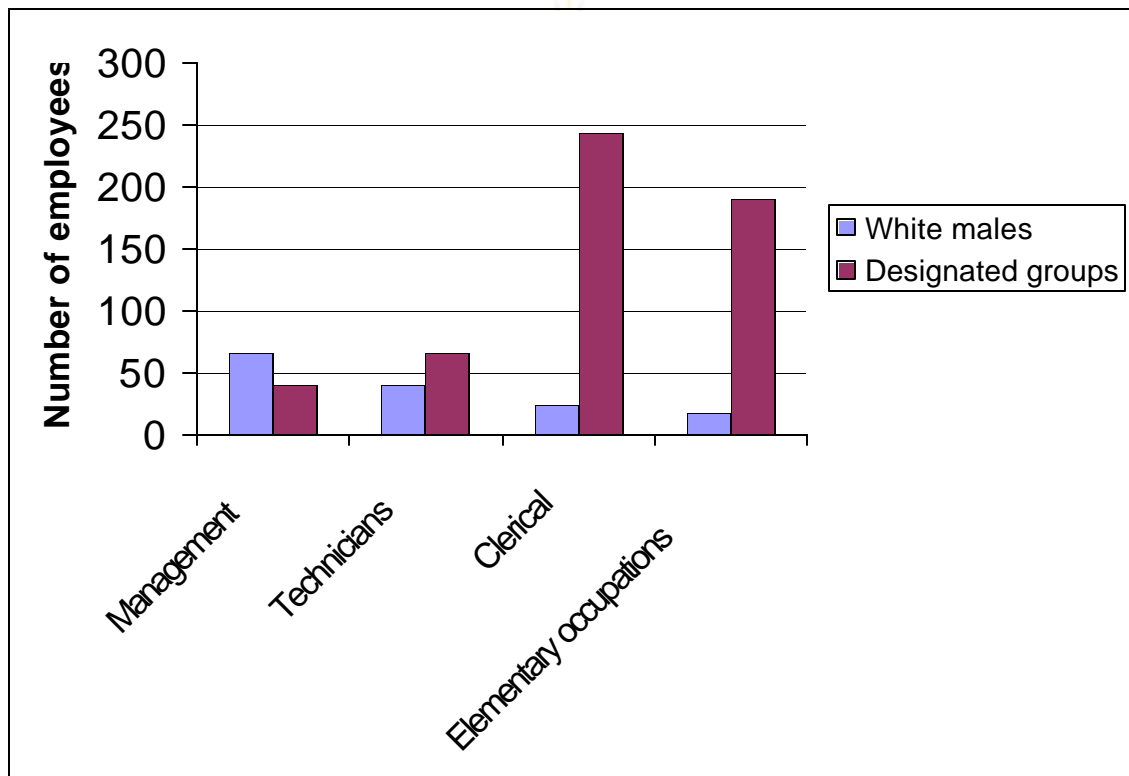
In terms of the personnel numbers as at the end of 1999, the mix between white males and

designated groups (black, Indian and Coloured personnel, as well as white women) for academic personnel (Graph A) and non-academic personnel (Graph B) are set out below (RAU, 1999b:6).





GRAPH A – ACADEMIC PERSONNEL



GRAPH B – NON-ACADEMIC PERSONNEL

Although the composition of the personnel corps of the RAU has not changed dramatically, the composition of the student body has changed (RAU, 2000b:2) to start to show the face of a truly African university.

Student enrolment numbers for 2000 as received by this author from the Registrar (Academic) on 18 January 2001 are shown in Table C below:

	TOTAL	CONTACT PROGRAMMES	DISTANCE PROGRAMMES
Number of students enrolled	18 500	13 000	5 500
Language preference of students:			
- Afrikaans		45%	7%
- English		55%	93%
Percentage per race			
- White students		75%	10%
- Non-white students		25%	90%

TABLE C – STUDENT ENROLLMENT STATISTICS 2000

Apart from student activities and learning functions, the RAU has also embarked on a project in terms of which land, belonging to the RAU, which is not being used for university purposes, is being developed commercially.

A long lease was entered into with a McDonalds restaurant that has already opened on land belonging to the university. Furthermore, an 18 000 square meter shopping centre, a part named “Campus Square”, will be built, as well as a 5 000 square meter office development (Moodie, 2001:14). The value of the project is estimated to be R500 million (although the RAU will only receive rental income from the project) and is expected to be completed within six to eight years. The thinking behind the commercial development is that universities such as the RAU should, in light of falling subsidies, begin to pro-actively seek other sources of funding (Badenhorst, 2001:2).

As at the 1st of January 2001, the main office bearers of the RAU were:

- Chancellor, Mr P du P Kruger;

- Council chairman, mr A du Plessis;
- Rector, prof JC van der Walt;
- Vice-rector, prof TR Botha;
- Registrar (Academic), prof PMS von Staden;
- Registrar (Development), prof AC Redlinghuis;
- Registrar (Finance), prof KN Mans; and
- Registrar (Operations), mr CD Labuschagne.

The RAU presently comprise of six faculties, being law, engineering, economic and management sciences, arts, sciences and education and nursing. The academic functions of the RAU is supported by five sections, being student services, public relations, central administration, library and security services (RAU, 2000b:1).

After an extensive election process, prof TR Botha (previously vice-rector) was appointed as rector with effect from 1 February 2001 after the retirement of prof JC van der Walt.

As at 1 July 2001, the main office bearers of the RAU after a restructuring of the management positions are:

- Chancellor, mr P du P Kruger;
- Council chairman, mr A du Plessis;
- Rector, prof TR Botha;
- Vice-rector (Academic), prof PMS von Staden (until 31 December 2001 after which the position will be taken up by prof D van der Merwe);
- Vice-rector (Development), prof AC Redlinghuis;
- Vice-rector (Management and Support Systems), prof DD Vorster;
- Registrar (Finance), prof KN Mans; and
- Registrar (Operations), mr CD Labuschagne.

Two of the above management committee members are from “designated” groups.

Thus, although the RAU is a very young university, one may well summarise the current position of the RAU by the words set out in the Prospectus of the RAU being (RAU, n.d.:1):

“The RAU vision is to remain a truly South African university, comparable with the

best institutions abroad, which aspires to accommodate and promote the multicultural needs and aspirations of all its students. Our academic programmes are aimed at providing professional basis for meaningful careers and professions. In fact, RAU prepares its students for full participation in terms of the demands of the global economy, which are increasingly being determined by quality education for meaningful careers.”

5. THE RELATIVE POSITION OF THE RAU AND THE SIZE OF THE HIGHER EDUCATION SECTOR IN SOUTH AFRICA

The RAU is one of 36 registered public higher education institutions in South Africa that consists of 21 universities and 15 technikons. The RAU is not the only university in the Gauteng province. The University of the Witwatersrand, University of Pretoria, Vista University, as well as the distance education university UNISA, are also situated in the province (The Institute for Higher Education Policy, 2000:19).

Countrywide, enrolments in South African universities and technikons have fluctuated as presented in Table D below (The Institute for Higher Education Policy, 2000:33):

	1995	1997	1998	1999
Universities	384 000	394 000	397 000	372 000
Technikons	185 000	202 000	208 000	192 000
TOTAL	569 000	596 000	605 000	564 000

TABLE D – HEADCOUNTS, UNIVERSITIES AND TECHNIKONS

The headcount trends in universities and technikons by race between 1995 and 1999 has changed as presented in Table E below (The Institute for Higher Education Policy, 2000:35):

	1995	1997	1998	1999	% change, 1998-99	% change, 1995-99
All universities total	384 978	398 985	398 282	372 930	-6,37%	-3,13%
White	142 510	132 421	130 947	126 087	-3,71%	-11,52%
Indian	27 120	28 427	30 882	30 507	-1,21%	12,49%
Coloured	18 768	17 906	18 334	16 480	-10,11%	-12,19%
African	196 580	220 231	218 119	199 856	-8,37%	1,67%
All technikons total	185 259	201 732	208 212	192 411	-7,59%	3,86%
White	71 960	50 119	48 208	37 693	-21,81%	-47,62%
Indian	9 188	9 020	8 760	7 873	-10,13%	-14,31%
Coloured	14 210	13 633	13 392	12 075	-9,83%	-15,02%
African	89 901	128 960	137 852	134 770	-2,24%	49,91%

TABLE E – HEADCOUNT BY RACE

Statistics in respect of Government spending on higher education are presented in Table F below (The Institute for Higher Education Policy, 2000:36):

	1995/96	1996/97	1997/98	1998/99	1999/2000	% change, 1995/96 to 1999/2000
Expenditures on higher education, in billions of Rands	4 072	5 207	5 432	6 003	6 545	60,73%
Total Government expenditures in billions of Rands	154 836	182 984	199 964	206 995	219 602	41,83%
Government expenditures on higher education as percentage of total expenditure	2,63%	2,85%	2,72%	2,90%	2,98%	13,33%
GDP, in billions of Rands	497 295	556 206	606 993	654 000	708 400	42,45%
Government expenditures on higher education as percentage of GDP	0,82%	0,94%	0,89%	0,92%	0,92%	12,83%

TABLE F – GOVERNMENT SPENDING ON HIGHER EDUCATION

Based on Government formula subsidy allocations for 1998/1999, spending on individual universities and technikons were as follows as presented in Table G below (The Institute for

Higher Education, 2000:19):

University	R'000	Technikon	R'000
Cape Town	268 820	Border	38 923
Durban-Westville	132 358	Cape	102 392
Fort Hare	90 587	Eastern Cape	53 872
MEDUNSA	104 111	Free State	64 971
Natal	275 505	ML Sultan	96 716
North	209 013	Mangosuthu	68 936
North West	91 646	Natal	102 233
Orange Free State	179 515	North West	41 802
Port Elizabeth	80 045	Northern Gauteng	96 213
Potchefstroom	149 001	Peninsula	94 726
Pretoria	448 720	Port Elizabeth	87 070
RAU	189 591	Pretoria	161 589
Rhodes	78 386	Vaal Triangle	94 181
Stellenbosch	258 130	Witwatersrand	138 929
Transkei	109 367	SA	212 427
Venda	85 052		
Western Cape	143 061		
Witwatersrand	292 154		
Zululand	86 835		
UNISA	402 877		
Vista	179 681		
TOTAL	3 854 455		1 454 980

TABLE G – FORMULA SUBSIDY ALLOCATIONS 1998/1999

From the information presented above, it is evident that RAU is a medium sized university within a tertiary landscape that has changed over the past number of years. Although there is evidence of social redress in the make-up of the racial headcount, the results in the case of universities have been poor and the situation is exacerbated by a decline in university enrolments directly as a result of lower numbers of matric exemption candidates who qualify for university entrance.

6. SUMMARY

In 2001, the RAU will be thirty-three years old. Although an infant in the history of universities world-wide, the RAU has managed to transform itself from a traditionally white Afrikaans university to a university that may soon be representative of post-apartheid South Africa, providing tuition in both Afrikaans and English to large numbers of students from different ethnic and racial backgrounds.

Although the RAU is only a medium sized institution, it plays an important role as educator of highly skilled South Africans in our economic heartland.

This study is devoted to the continuous improvement of financial management of particularly procurement at this institution.



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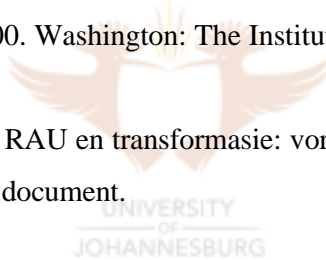
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Note: As the Rand Afrikaans University is now a fully bilingual institution, no distinction has been made between the "Rand Afrikaans University" and the "Randse Afrikaanse Universiteit" in the bibliography. The same will apply in all other chapters of this thesis. This is in line with university policy that all publications are now issued in both Afrikaans and English.