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UKZN TOUCH

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EDUCATION

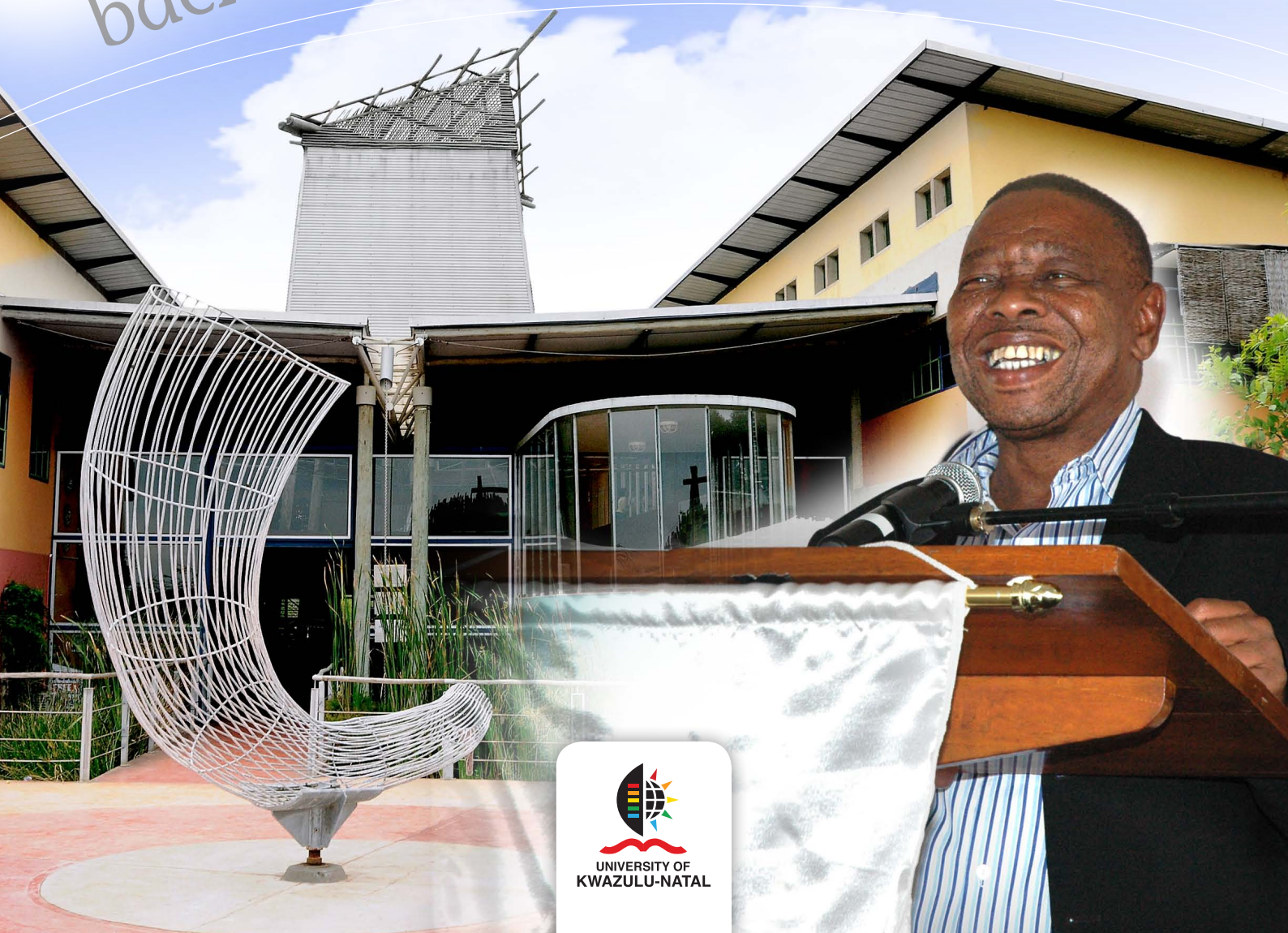
ACADEMICS TRAINED TO TEACH?
THE FUTURE OF THE OBE SYSTEM

RESEARCH

A DRIVING FORCE FOR UKZN

ALUMNI FROM AROUND THE WORLD

back to the **abc** of education



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Editorial team

Nomonde Mbadi, Sandile Ngcobo, Smita Maharaj, Len Mzimela, Deanne Collins, Finn Christensen

Contributors

Nichola Brouckaert, Vicky Crookes, Finn Christensen, Greg Dardagan, Sejal Desai, Thembeke Dlungwane, Deborah Ewing, MaryAnn Francis, Caroline Harben, Hazel Langa, Neesha Maharaj, Gerhard Maré, Zanele Ndlala, Sabelo Nyuswa, Xoliswa Zulu

Photography

Vicky Crookes, Thembeke Dlungwane, Anand Govender, Neesha Maharaj, Rod MacLeod, Zanele Ndlala, Sabelo Nyuswa, Jil Orpen, Xoliswa Zulu

The Premier University

of African Scholarship

MESSAGE FROM THE OFFICE OF THE VICE-CHANCELLOR AND PRINCIPAL, **PROFESSOR MALEGAPURU WILLIAM MAKGOBA**

The strength of the research endeavour at the University of KwaZulu-Natal (UKZN) is a measure of its success as an institution. The quality of the work done by all its researchers, senior as well as upcoming and younger researchers, in the sciences as well as the wider humanities, gives one ample reason for believing in the future of UKZN as a major South African research university, and one whose larger research endeavour relates both to national research priorities and international developments.

Today's fundamental investigations will provide tomorrow's knowledge, and it is this that will determine the quality of life and global competitiveness for generations to come, and on which people can base their opportunities and in which their hope for the future rests. It is notable that through its research endeavours UKZN has facilitated the training of young scientists who have substantially increased the research capacity in southern Africa particularly in the field of HIV and AIDS. I had the pleasure to host Mr Bill Gates, the co-Chair of Bill and Melinda Gates Foundation who visited UKZN on World Aids Day 2009 to gain insight and an understanding of the latest developments in HIV/AIDS research undertaken by scientists at the University. In this regard UKZN continues to play a leading role globally in its many HIV/AIDS research projects.

Research at UKZN provides a unique insight into the ways in which the separate components of the University's Mission are realised: what it means to be a truly South African university; how academic excellence is premised on innovative research and how this is benchmarked; how research can and should be informed by critical engagement with society; and how scholarship that has been constrained and denied in the past by an oppressive history now needs to be reclaimed and be driven by a transformative postcolonial, post apartheid ethos that addresses the inequities of that past and its



many legacies of disadvantage. I believe that in its real commitment to each of these aspects of the University's Mission, research at UKZN continues to give meaning and substance to the University's Vision of being a premier university of African scholarship. This is not simply modish rhetoric: African scholarship is what we do, and do best, at UKZN.

At its most responsible, such scholarship is conscious of where UKZN is located and explicitly positions itself in relation to the region and the communities that it serves. It is grounded without being parochial, and brings its deep understanding of local conditions, challenges and indigenous epistemologies to bear on global issues. Conversely, its engagement with its immediate social and physical context is also approached through the lens of the best of international knowledge. African scholarship, as practised at UKZN and exemplified by our leading researchers, is both local and global (lobal). It includes among its criteria for excellence those of relevance and benefits for the communities it serves, and it operates in an academic climate of unqualified freedom of inquiry and freedom to publish.

PROFESSOR MALEGAPURU WILLIAM MAKGOBA
VICE-CHANCELLOR AND PRINCIPAL

Challenges Facing Higher



MESSAGE FROM THE OFFICE OF THE
EXECUTIVE DIRECTOR: CORPORATE
RELATIONS, **MS NOMONDE MBADI**

Globally the Higher Education sector faces enormous challenges. The scarcity of funding, issues of transformation, changing curricula and teaching methodology are challenges that face all institutions of higher learning. And change we must - if the fundamental purpose of providing a relevant and competitive education that empowers graduates to utilise their skills in industry and as entrepreneurs is to become a reality.

As the custodian of the UKZN brand and image, I embrace the challenge to inform our readers through this edition of UKZNTOUCH of the University's thinking and expertise in the sphere of education. Our experts, Professors Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning and Michael Samuel, Dean of the Faculty of Education, widely regarded as global experts in education, share their insights into the many facets of education.

As a research-led institution UKZN is rated amongst the top three research universities in South Africa in terms of its research output. UKZNTOUCH features the multi million rand Africa Centre funded by the Wellcome Trust in the UK which is located in

Mtubatuba in Zululand. Researchers at the Centre have undertaken extensive studies in policy relevant health and population research. Thousands of HIV infected people in Zululand are receiving antiretroviral treatment through a special treatment and care programme run by the KwaZulu-Natal Department of Health in conjunction with the Africa Centre. This example illustrates the vital link that UKZN places on community engagement and participation through its research endeavours.

The news section highlights the major events in the latter half of 2009 that include the installation of UKZN alumnus, Dr Zweli Mkhize who is the Premier of KwaZulu-Natal as Chancellor of the University of KwaZulu-Natal.

I have begun my five-year term of office conceptualising and planning activities to mark the centenary of Higher Education in KwaZulu-Natal. The wealth of archival material that captures the rich history, the steely determination of so many individuals to transform Higher Education and the phenomenal infrastructural and programme growth will be recounted in a special souvenir brochure and photographic exhibition that my office has commissioned. There are also many remarkable family lineages that have had a very special relationship with Higher Education in the province of KwaZulu-Natal.

Should you have any documents or material that you would like to share with us please send us a copy.

I trust that you will enjoy this edition of UKZNTOUCH which gives you a glimpse into the core activities of the University. Your comments are welcome and should be emailed to me at: mbadin@ukzn.ac.za

MS NOMONDE MBADI
EXECUTIVE DIRECTOR: CORPORATE RELATIONS

Education



Impressive strides have been made in Higher Education since the advent of our democracy 15 years ago but there's still a lot of work to be done before redress is anywhere near complete. New age students demand new age philosophies which higher learning institutions are still grappling with in the face of the reality of needing to respond to the diversity among our youth and put in place mechanisms to teach in a way in which opportunities to learn are equalised.

Questions that are being asked include: Have traditional university teaching methods become outdated requiring a radical rethink about how knowledge is imparted? And just what is needed to move tertiary education from where it is now to where we want it to be?

OUR SPECIAL FEATURE EXAMINES THE CHALLENGES FACING HIGHER EDUCATION TURNING THE SPOTLIGHT ON:

- Plans to equip academics to teach
- Outcomes Based Education
- A looming crisis in the Further Education Training College sector
- The split in the Education Ministry
- Transformation issues
- Financial aid
- A lack of dialogue in Higher Education

Moves UNDERV

EDUCATION

FEATURE: UNPACKING THE DEMANDS ON FUTURE EDUCATION

COMMENTARY: GREG DARDAGAN



NAY

to train University Lecturers to TEACH

South African university academics, including professors, may soon be required to receive training on how to teach, how to organise systematic learning and how to engage with the use of assessment as a tool for learning. This broader conception of the identity of academics to incorporate strategies for activating learning beyond only a formal didactic lecture method would include issues concerning how to address the expectations and competences of the new age school-leaver entering Higher Education Institutions.

Many of these new students are inadequately prepared for the quantum leap. Many, however, bring into the Higher Education system new ways of learning, new attitudes about how to access and value knowledge, and new responses to the transient nature of previous canons of knowledge.

The reality is that a very small percentage of young people survive the schooling system – of the one million who enter Grade 1 each year just half make it through to matric. So universities are getting the best the system produces but many enter the doors of the institutions ill equipped to handle a scene and situations very different and far more

demanding than what they have experienced in their secondary school classrooms.

And there is an enormous diversity among students ranging from those who have graduated from well-resourced public or private schools to those less fortunate who arrive from under-resourced schools needing to adapt quickly to very foreign circumstances, perhaps in a lecture room containing 1 000 others! However, many of the students from under-resourced schooling are highly proficient in a multiple set of languages, which often are not celebrated or valued to the same degree in the Higher Education system as was the case in their secondary schools. The cultural dissonance between the world views of

EDUCATION

MOVES UNDERWAY TO TRAIN UNIVERSITY LECTURERS TO TEACH



secondary schooling and university education varies markedly for different learners. Do our university curricula adequately address the biographical heritages that this diverse student body brings with them in to the university system?

There are lots of firsts for newcomers: they are confronted on a large scale by lecturers with whom they (students) are not necessarily compatible. Historical patterns of race, gender, culture and teaching /learning patterns separate the worlds of the university lecturers and their students. For example, whereas multilingualism was perhaps a norm for the majority of learners in secondary schools, university classrooms are largely monolingual. Fostering independent learning styles rather than transmission modes of teaching and learning usually characterise university lecture rooms. A strong reliance on the ability to be technologically literate is highly valued as a university competence, which may leave some learners feel-

ing inadequate. However, research is showing that transference into the digital age is more easily accomplished by the new generation of learners, and that technophobia is more prevalent amongst the older generation of university lecturers.

A very real challenge for Higher Education in South Africa is to respond to the diversity by teaching in a way that opportunities to learn are equalised whilst at the same time providing avenues for those who have little problem making the transition from their secondary to university classrooms.

The University of KwaZulu-Natal (UKZN) is currently investigating the possibility of introducing a Postgraduate Certificate in Education (PGCE) course in which its lecturers will receive training in how to impart their knowledge or, put simply, how to teach, organise learning and activate assessment for learning within the Higher Education system. Even experienced lecturers,

including professors, may have to undergo courses to upskill their professional pedagogical capabilities.

The situation in South Africa currently is that there is no legislative requirement for university lecturers to have a teaching professional qualification and no assessments are done when they are appointed to determine teaching skills.

Professor Michael Samuel, who is Dean of the Faculty of Education at UKZN, fully supports moves to train lecturers in Higher Education to teach and went further saying legislation should be created requiring them to be registered with the professional council (the South African Council for Educators (SACE)), in a similar way to teachers at secondary and primary schools.

“We are considering the introduction of a PGCE in Higher Education and there will be an announcement in that regard fairly soon.

“Traditionally universities have been conceptualised around academics being dominantly experts in their disciplinary subject matter. Emphasis has also been placed on the university lecturer as researchers. This is understandable given that research is the hallmark of a Higher Education Institution. This, however, tends to underplay the importance of the university academic as a teacher within the Higher Education system. It may be argued that universities are not training institutions or skills development organisation, and that we are in the business of producing knowledge. This attitude transfers the responsibility for learning to the student who often is burdened with making the transition into the discipline by being a spectator rather than a participant. Insufficient attention is afforded to how students are making sense of the teaching and learning processes within the Higher Education system. Increasingly the identity of the university academic as a teacher is being foregrounded as pivotal to

the success and throughput of students. Such an identity needs to be accompanied by appropriate professional development in the discipline of pedagogy: teaching, learning and assessment considerations.

“One often finds that the best researchers producing new knowledge are the best teachers but the question remains are our lecturers equipped to be educators? Because you may be an excellent researcher but do you know how to organise systematic learning?” said Professor Samuel.

FORMAL INDUCTION FROM THE BEGINNING

“I am very strongly in favour of some kind of formal induction processes into teaching and learning assessment strategies for newly recruited educators in the Higher Education system. We definitely do not pay sufficient attention to that at present.”

Fully supporting the move, UKZN’s Deputy Vice-Chancellor: Teaching and Learning, Professor Renuka Vithal, said the worldwide trend was that academics were required to receive training and support for learning how to teach. “We propose that in the appointment of all new staff, part of their probation requirement is they undergo teacher training. Also proposed is that current lecturers will be assessed and where required, they will also receive teacher training.

“So there is a focus on providing support to lecturers in terms of training. There is undoubtedly a need to skill lecturers to teach but they also need to be skilled in how to work with a diverse student body in which you have young



PROFESSOR RENUKA VITHAL: UKZN’s Deputy Vice-Chancellor: Teaching and Learning, said the worldwide trend was that academics were required to receive training and support for learning how to teach. “We propose that in the appointment of all new staff, part of their probation requirement is they undergo teacher training...”

people with different language proficiencies perhaps struggling in large classes,” said Professor Vithal.

“Higher Education has the responsibility to respond to the diversity among all our students and teach in a way in which opportunities to learn are equalised. And that means not necessarily treating everyone equally – the challenge is to put in place the kind of academic support and monitoring programmes and processes that meet the needs of those individual variations and difficulties,” she added.

decisions related to their personal, financial, aspirational and academic levels of competences. How are secondary school learners guided in their post secondary career choices? What options exist for the vast majority of secondary school learners who cannot access university education because of being unable to meet entry requirements?

“The bigger question is epistemic access – do the students coming in have the necessary cultural capital to succeed at university? We are talking about whether they have the required levels of academic literacy

is all about? This might involve re-negotiating both what happens in secondary school education and university Higher Education curricula,” said Professor Samuel.

“We need to closely examine the students ‘lived experience’ of the curriculum. What experience of teaching, learning and assessment do students gain as a consequence of the way in which we educate them? It is not only what is taught in the curriculum, but also what is caught in the process. Many students report that their education experiences perpetuate patterns of hierarchy and discrimination: racism, sexism, and homophobia. This reflects a system of education which counters everything embodied in a democratic education.”

“Professor Michael Samuel, who is Dean of the Faculty of Education at UKZN, fully supports moves to train lecturers in higher education to teach and went further saying legislation should be created requiring them to be registered with the professional council (the South African Council for Educators SACE), in a similar way to teachers at secondary and primary schools.”

THE CONCEPT OF ACCESS

Professor Samuel said one of the major challenges facing Higher Education was the concept of access. The formal aspect involved asking whether students met the admission criteria for access into the university education system and it was common knowledge that only a small percentage of secondary school graduates were eligible to access Higher Education. The question was whether every school graduate needed to attempt to seek access to university. One needs to ask whether secondary students were making adequately informed career planning

and academic preparedness in order to engage with what Higher Education actually entails.

“I think therein lies a question for teacher education: are we preparing teachers who will activate school learners sufficiently to be able to develop readiness for Higher Education? If school education is insufficient, what do Higher Education teachers do to bridge that gap?

“In university education we need to look at how we are developing the academic literacy of students who come from a system of education where different ways of thinking are in operation – how do you move them into what Higher Education

MIDDLE CLASS WHITE SUBURBIA – PARADISE LOST?

Professor Samuel said the “experienced curriculum” continued to be very judgmental of people who didn’t fit in with normative patterns of middle class white suburbia.

“There’s a conception that white suburbia is a Garden of Eden and that somehow paradise has been lost. So we have a lot of academics unconsciously meting out a curriculum which predisposes Black students as deficient, although it might not be a conscious effort. So their full potential is not being realised.

“If we start looking at the curriculum from this point of view we need to be asking the question: what accounts for the lived experience of students? Invariably the reflections point to a further analysis of the biographical heritages of the students and the lecturers. But our university education curricula tend to ignore these biographical backgrounds and instead we engage in a superficial imposition of the value systems



PROFESOR MICHAEL SAMUAEL: Dean of the Faculty of Education at UKZN – “Insufficient attention is afforded to how students are making sense of the teaching and learning processes within the higher education system. Increasingly the identity of the university academic as a teacher is being foregrounded as pivotal to the success and throughput of students.”

of the powerful – usually the knowledge manager, the university lecturer. We need to engage deeply with our own biographies as teachers in the Higher Education system.

If we provide surface attention to communicating only disciplinary content in the university classroom, we would run the risk of not providing deep quality education. Deep quality learning entails touching the lives and worlds of students drawing from their past, their present and their aspirational futures”

Professor Vithal said UKZN had introduced a system of identifying students at risk in terms of their academic progress very early within the first semester. “Those at risk of not meeting the minimum progression requirements in any semester have to attend support programmes in which assistance ranges from academic help to counseling.

“We also have foundation or access programmes. For instance in the Science Faculty, students who do not meet entry requirements are admit-

ted into a foundation year and then depending on how they do in that year they gain access into science programmes. And in our augmented or extended curriculum the first year of a three-year degree is spread over two years by taking selected modules and stretching them,” said Professor Vithal. **n**





OBE

S Y S T E M

DEAN OF THE FACULTY OF EDUCATION,
PROFESSOR MICHAEL SAMUEL,
ON THE OUTCOMES BASED EDUCATION (OBE) SYSTEM

The old (apartheid) education system was very content driven so the majority of teachers understood the classroom teaching and learning environment in terms of promoting a 'banking education system'. This refers to teachers being constructed as the all powerful knowers of all the knowledge that the child had to receive.

T

he purpose of a classroom was interpreted to deposit the teacher's knowledge into the repository of the child's mind. Learners were constructed as passive receivers of knowledge.

By contrast, Outcomes Based Education (OBE) is a philosophy of pedagogy which shifts the responsibility from transmission of knowledge content only; it focuses instead on the end goals of a teaching-learning interaction. OBE asks us to reflect on what is the end point to which we wish to take our learners. Such an end points or outcomes do include knowledge of content, but could be broader and wider than that.

It includes focusing on developing learners to become independent and critical thinkers, about the knowledge that is being developed in their classrooms. It encourages us to think about what knowledge, whose knowledge and knowledge for whom?

It prepares us with appropriate values and dispositions. Learners cannot be constructed as passive recipients of content only.

For many teachers this OBE philosophy de-stabilised their central and focused role as transmitter of all that needed to be known in the classroom. This re-thinking of the role of the teacher has led to confusion that the teacher has no content to offer at all; that teaching and learning are merely about mindless activities to entertain the learners. The problem is not with OBE *per se*, but rather how the curriculum came to be understood and enacted, sometimes by officials who themselves were unclear about the goals of OBE.

What the data is showing is that learners coming out of the recent education system do not have sufficient content knowledge. They are unable to grasp basic conceptions of the discipline of knowledge in their learning areas or subjects.

A preoccupation with assessment of demonstrable “outcomes” has dominated teachers who have become less focused on teaching and learning and more obsessed with assessment. The problem is not with OBE *per se*; but with our theoretical and hence practical conception of what it is meant to be.

Part of the reason why the content has been marginalized is that many teachers, accustomed to the certainty of knowledge are confronted with the age of knowledge explosion, where knowledge is expanding at such a rate that teachers are unable to keep up to date with de-

velopments. Increasingly teachers will need to see themselves as demonstrating to learners how to access new knowledge, rather than how to store and regurgitate old knowledge. This is all very threatening for the teachers who were accustomed to certainty and fixed bodies of knowledge.

UNDER-QUALIFIED OR UNQUALIFIED

One must bear in mind that only a third of our teaching force has a university-based education with the rest being either under-qualified or unqualified. Being ‘under-qualified’ means they don’t meet the minimum requirement of four years of post-secondary education and ‘unqualified’ indicates they are teaching without professional teaching qualifications. It should be noted that most teachers were formally trained to enact an old apartheid education system under the transmission model. Thus the scale of reform needed to upgrade our teachers is massive. And not all of this is purely the fault of the teachers themselves: the apartheid system was designed to provide a differentiated and unequal education system.

All this focus on upgrading the professional development competences of teachers does not really address the fact that we have a more basic supply problem of new teachers entering the system. At present South Africa has about 450 000 teachers including those from Independent Schools. Based on an annual attrition rate of 5,5% of the teaching force we need to produce 22 500 teachers a year. The system is producing 9 000 and of those 3 000 are UNISA students already practicing as teachers in the schooling set up.

So, the education system is at best producing 6 000 teachers annually whereas the output figure should be around 22 500. This is not be-

cause Higher Education Institutions (HEIs) refuse to produce more teachers: instead the problem is that the 23 HEIs simply do not have the physical, human and financial capacities to expand to cope with the demand for new intake. Investment in teacher education faculties of education has been the focus of recent government interventions, but it is likely to take at least another five years before the impact is truly felt. A service contract bursary to attract students to become teachers is already yielding fruits.

In the meantime schools will continue to employ un- and under-qualified teachers. This means there is a knock-on effect on the qualified status and capacity of teachers in the schooling system which perpetuates itself. The need to upgrade teachers is a massive responsibility of the faculties and departments of education.

OBE – AN OUTDATED IMPORTED PHILOSOPHY OR A ROLLS ROYCE CURRICULUM?

A lot of unfair criticism has been placed at the doorstep of the OBE philosophy, without adequate attention to who were the targeted implementers of the sophisticated OBE curriculum.

The majority of the teachers were trained to implement an apartheid curriculum; we are now having to re-technologise them to the new curriculum. So two-thirds of the teacher force have to be upgraded – some of them to get the minimum qualification to be regarded as professionals.

OBE is demanding – it’s a different kind of education system, a

different philosophy. Yet we expect an underdeveloped teaching force to engage with a Rolls Royce kind of curriculum. I think a lot of the critics dismiss OBE simply because it is an importation from overseas. We need to move beyond fetishes about sources of the philosophy.

How can we re-appropriate, adapt, modify OBE to suit our purposes? Let's concentrate on what we hope to achieve for our learners here in the South African, African and globalised village of the international world. To be able to offer enduring sustainable solutions we as teachers need to learn how to organise our learning systems to achieve outcomes which make our learners locally and globally relevant, active and critical.

I appreciate that part of the difficulty teachers have is that there have been so many reformations of the curriculum as we rework and tweak the philosophy to suit our context. Teachers are suffering from a paralysis of curriculum re-engagement and re-development. If OBE was scrapped there would be another destabilisation in the system.

OBE is not necessarily brilliant but I think we need to stick with what we have for now – any new changes will not be beneficial for the system. **n**



Quality teachers

It is not possible to produce a completely formed teacher during an initial education degree. That formation of the professional teacher is an ongoing, lifelong process with teachers needing to be constantly renewed in their professional growth because technology and knowledge change so rapidly. Changes in curriculum and policies are an ongoing feature of an education system.

The challenge we face at present is that many teachers have been too specifically trained for meeting the technology of a particular time and place e.g. to enact the apartheid education curricula, and are not expansively predisposed to how to deal theoretically and practically with change and make epistemological judgements about changes as they occur in policy and curriculum.

South Africa needs quality teachers – those who are immersed in the contextual landscape of Africa with all its combinations of poverty and wealth, First and Third world development, and aware of the realities of the country's learners and the learning process. **n**

The Split



E D U C A T I O N M I N I S T R Y

in the Education Ministry

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING,
PROFESSOR RENUKA VITHAL,
ON THE CREATION OF A NEW MINISTRY

National Government management of education in South Africa is split between a Ministry of Higher Education and a Ministry of Basic Education. Is this a good idea?

U KZN Deputy Vice-Chancellor: Teaching & Learning, Professor Renuka Vithal: It is important and a move in the right direction because the extent to which South Africa will meet the economic, scientific and technological challenges of the 21st century is very much linked to how our higher education system develops as a whole. This includes the critical aspect of developing the FET college sector which is not happening at present. The FET sector should be bigger than the university institution and producing the artisans and the technicians we need. The creation of a new Ministry will hopefully create a better balance.

Professor Michael Samuel: The establishment of a dedicated Ministry for Higher Education and Training signals that this sector of the education system needs special attention. This is a welcomed recognition of the specific needs of this sector. The challenges for this sector are enormous and varied - for example, one has to deal with the question of access into the system: Who should be admitted? Another concern is about how much should the university sector expand? Should there be a re-direction of resources to the post

compulsory FET schooling system? What are the linkages between the FET College and the university higher education systems? Another major concern of the higher education system is the bottlenecks with respect to throughput of undergraduate students. And the large drop out rate from the university system needs attention.

The university system is also being challenged in relation to its output. For example, are we producing sufficient PhD graduates to fuel the economic development of the country? A recent estimate indicated that we need to increase our output of PhD graduates five-fold.

A concern is increasingly being heard about university graduates being insufficiently able to contribute practically to the world of work? Is the gap between academia and the world of work too wide? Are our graduates employable? Are our graduates able to realise the specificities of our contextual needs with respect to social justice concerns, Poverty alleviation, HIV and AIDS, etc?

In particular the Faculties of Education have to rethink their alignment to the 'world of work'. This has to date been largely focused on the

link with 'primary and secondary schooling'. Therefore the faculties are linked closely to the agenda of the Ministry of Basic Education. The goals of the GET and FET schooling system are important components of our responsibility. However, this is a 'loose fit alignment' since it is important that a sufficient critical distance between the two systems is maintained in order for HEIs to provide the needed academic commentary and research critique of the schooling system. Our dialogue and support of both the ministries of education is crucial and beneficial to the improvement of quality teacher education provision and commentary on the system of education. **n**

Further Education and Training College sector needs Urgent Attention

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING
PROFESSOR RENUKA VITHAL,
 IN AN INTERVIEW ON THE CHALLENGES FACING HIGHER EDUCATION

The Further Education and Training (FET) College sector is one of the most neglected in education in South Africa with the country not producing sufficient numbers of artisans and technicians needed for the many development projects underway in the build up to 2010.

The shortage of skilled people in the trades is evident in the numbers of overseas workers hired for projects such as the construction of new soccer stadiums in various parts of the country.

Deputy Vice-Chancellor: Teaching and Learning at the University of KwaZulu-Natal, Professor Renuka Vithal, emphasised the above during an interview on the challenges facing Higher Education in South Africa.

Professor Vithal said each year less than 20% of Grade 12 learners qualified to enter university and an even smaller number actually succeeded. Another small percentage entered the labour market, so the question was what happens to the rest?

There was no doubt a large percentage entered the ranks of the unemployed which was a tragic situation because many of them could be involved in training to become artisans or technicians.

“There needs to be a special focus on the FET colleges sector with the aim being to grow that sector significantly so it absorbs and trains the many thousands of artisans and technicians needed in our country. However, there is a shortage of adequately qualified teachers for the FET colleges,” said Professor Vithal.

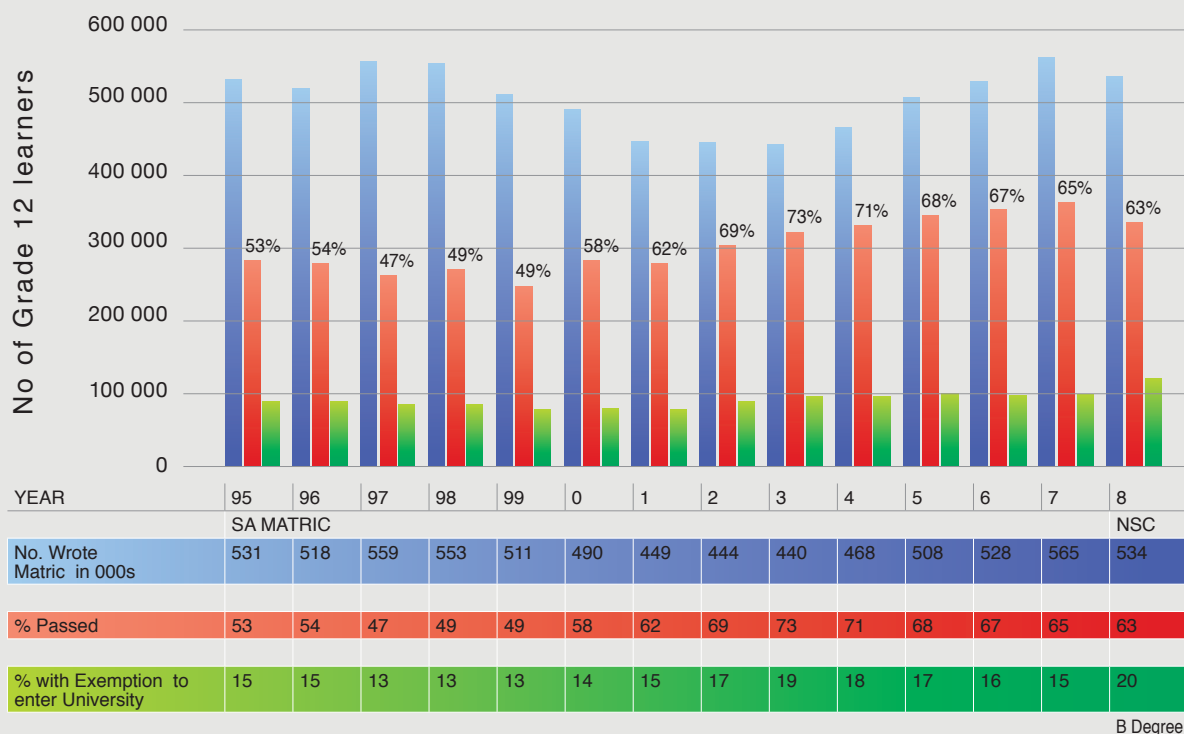
“A vibrant and well resourced FET sector would take the pressure off everyone trying to get access into universities and would create better and more realistic choices for students.

“Those who don’t make it into universities are lost to the system in a way, whereas they could be learning and acquiring skills at the Colleges bringing better balance to the Higher Education sector.

“There is a need to change the perception of a hierarchy – FET Colleges and Universities of Technology should be meeting a different need from research universities and should be the larger sector and not be regarded as second or lower.”

“There is a need to change the perception of a hierarchy – FET Colleges and Universities of Technology should be meeting a different need from research universities and should be the larger sector and not be regarded as second or lower.”

Grade 12 Learners 1995 to 2008



The Dean of the Faculty of Education, Professor Michael Samuel, agreed saying universities of technology and colleges should be involved with the training of teachers in the trade fields.

“In the days when they were technicians they used to do that but now they seem to have crossed over into the area of Higher Education. The FET system will implode if you don’t have a way of renewing who will be the trainers of the teachers in that system.

“The answer is that we need to be able to develop a particular type of model for the training of FET college lecturers as well as a professional qualification for them – that will have a knock-on effect for the type

of teachers we train and require for the system.

“Unfortunately there are only discussions about the issue at this stage.”

On the debate over whether teacher training colleges (TTCs) should be reinstated, Professor Vithal and Professor Samuel agreed it would be a harmful and backward move.

“The TTC model was floored. The process has to involve professional teacher growth and development as opposed to a training model.

“The call for a return to TTCs is partly driven by the two-thirds of teachers trained previously by colleges in which the alignment be-

tween their training and what they do in the school is very close.

“The question is: is it a luxury to have this professional education growth or should we go back to a training model? If we go back we are going to perpetuate poor quality teaching and learning because if the technology of the curriculum changes you will need to train teachers all over again like we are doing at present.

“The system must be geared for working towards a graduate profession,” said Professor Samuel. **n**

Transform



REPORT ON
TRANSFORMATION AND
SOCIAL COHESION IN
HIGHER EDUCATION
INSTITUTIONS

ation ISSUES

NEESHA MAHARAJ

Increasing the pace of transformation at Higher Education Institutions in South Africa requires each institution to develop individual transformative measures through reflection of its own historical narrative, institutional self-awareness and self-critique.

This is the view of Professor Crain Soudien, who presented a lecture based on the Ministerial Committee report on Transformation and Social Cohesion in Higher Education Institutions hosted by the University of KwaZulu-Natal at the Westville Campus on June 30. Professor Crain Soudien, Chairperson of the Ministerial Committee and the Acting Deputy Vice-Chancellor at the University of Cape Town (UCT), presented findings of the report before the University community.

The former Minister of Education, Mrs Naledi Pandor instituted an investigation into the extent of racism and transformation at universities across South Africa in 2008 after the discovery that the human rights of staff at the University of the Free State were violated by students.

According to Professor Soudien most South African universities have initiatives in place to address transformation. However the pace of change concerned the Committee.

“While there are good practices that have been developed at some of the institutions that might serve as models for change in the country, nobody must underestimate the difficulties which still exist. There is virtually no institution that is not in need of change or transformation,” stated Professor Soudien.

Factors contributing to the slow pace of change at Higher Education Institutions included: the inability of universities to attract and retain black and female academic staff; limited funds for the creation of new posts; resistance to transformation from middle management; poor account-

ability mechanisms to effectively implement policy; and the lack of gender sensitivity.

“An explanation for why we have not carried out the substance of the policies for transformation has a great deal to do with the real difficulty of doing so. This difficulty is about people having to confront their entire histories and to understand how these histories have come to play a role in their present positions.

“The request that is being made of academic leaders is that they reflect critically on their histories. This challenges the individual’s sense of having arrived at his or her position by dint of his or her hard individual efforts only and that they don’t owe the social arrangements in the country anything. This is a challenging position in which to be placed” said Professor Soudien.

Numerous interviews with staff and students indicated a disjuncture between institutional policies and their (student and staff) actual experiences. According to the Report white staff members believe “significant improvements” have been achieved in transforming universities over the last 15 years, while a sense of “disenchantment and alienation” remained among black staff members.

“The extent of this is a surprise to me personally. Why this is so I would say has to do with the insufficient steps we all have taken in the last 15 years to get to grips in an understanding way of the effects of our history and our faith, some of us, that a process such as the Truth and Reconciliation Commission (TRC) would do the job of healing the differences, the hurts and the resentments of the country’s different communities,” said Professor Soudien.

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REPORT ON TRANSFORMATION AND SOCIAL COHESION IN HIGHER EDUCATION INSTITUTIONS

According to Professor Soudien the country has focused on the macro-picture in attending to the questions of efficiency and service delivery which are important, while neglecting the politics that gets people reflecting on their own positions in society.

“The kind of discussion that gets people thinking about their roles as citizens with a sense of mutuality, as opposed to self-interest, which I would argue is where we are, is deeply important. And the school system and the universities are crucial public vehicles in this respect, and to that degree they have not fully made this issue a focus of what they do,” said Professor Soudien.

A suggestion that staff members speak freely about their concerns was made. Overcoming the prevailing ‘culture of silence’ among staff members who feared victimisation, which the Committee discovered existed across all institutions, was important for transformation.

While considerable progress had been made in Governance at many of South African universities, the report identified weaknesses within Councils that hampered transformation. Findings indicate that certain University Councils lacked vision and did not take the lead so far as transformation was concerned.

“When issues of transformation were raised Council representatives deferred to managers. Council members were complying with the requirements of the law but were not taking much interest in the implementation of transformation policy. Ambiguity about lines of responsibility existed with a reluctance of Council members to be seen to be interfering. Therefore, there is very little understanding of the nature of the institutions they govern,” stated Professor Soudien.

At the UKZN lecture it was noted that transformation had taken place as outlined in the Governance and Academic Freedom Report.

Another key area of concern was the lack of scholarly research into Student Residence Life which could be crucial for new students who need to adapt to the university environment and establishing the calibre of graduates respective universities would like to produce. Professor Soudien believed Higher Education institutions in South Africa should follow the example of the United States who has undertaken scholarly work on Residence Life and its relationship with the broader education project.

Discrimination was evident at student residences across the country, according to the report with historically white institutions being plagued by pervasive racism; xeno-



Professor Soudien: Chairperson of the Ministerial Committee and the Acting Deputy Vice-Chancellor at the University of Cape Town (UCT)

phobia in certain historically black institutions; sexual harassment at both historically white and black institutions; and racial tensions between African, Coloured and Indian students in historically black institutions.

“This is an area which we know very little about empirically in the country. We know anecdotally how challenging the situation is, but the kinds of deep questions which involve the sociologies of growing up and becoming adults through these institutions, which are deeply important for helping us understand

the kinds of young people our institutions produce, we don’t know enough about.

“We need to be learning a great deal more about these institutions because it is in them that critical forms of self-understanding are acquired. This is particularly so in the heavily symbolically encoded environments of the Afrikaans hostels where inter-generational relationships are responsible for producing and reproducing understandings of the ‘proper’ role and place of one-self and of others who are deemed not to be of one’s own kind. It is also particularly so in the hostels of the historically black universities where the very opposite has occurred,” said Professor Soudien.

According to Professor Soudien the institutional climate at historically white universities has not been conducive to curriculum reform, while historically black institutions showed little curriculum innovation.

The report found the language policies adopted by certain universities discriminated against black students and staff.

“In the historically English-medium and black institutions, English is the default language of instruction. It could be argued, as indeed UCT acknowledges, that this ‘may be a basis for unfair discrimination’, given that black students and staff are not first-language English speakers,” added Professor Soudien during his presentation.

The University Teaching and Learning Office (UTLO) stated its intention to set up research funding to investigate areas of transformation highlighted in the report. The various University constituencies were expected to draw up their plans for transformation. **n**

Financial Aid

NEESHA MAHARAJ

Challenges concerning student financial aid have marred the South African Higher Education landscape with students at certain tertiary institutions across the country taking to protest action.



he National Student Financial Aid Scheme (NSFAS), responsible for the provision of loans and bursaries to assist needy students finance their studies, has come under pressure to meet the high demand for financial aid. The nearly R2 billion annual government funding the Scheme receives is inadequate in covering the costs of tuition fees among financially needy students.

The University of KwaZulu-Natal (UKZN) has not been untouched by challenges relating to financial aid with students embarking on protest action in February 2009 to voice their concerns about what is seen as inadequate funding, with numbers of eligible entrant students left unfunded.



Mr Trevor Wills: UKZN
Executive Dean of Students
(2005-2009)

Statistics show that that financial packages funded by NSFAS at UKZN amounted to R95.4 million in 2006 covering the costs of 22 bursaries and 5 755 loans. In 2007, R113.9 million provided 5 316 loans and 273 bursaries to students. 2008, saw the allocation of 535 bursaries and 5 360 loans through NSFAS funding of R147.2 million. Funding is further boosted by additional UKZN allocations (e.g. R23 million p.a. for scholarships) and external donors, creating the opportunity for a further 6 421 bursary or scholarship awards to deserving students.

Executive Dean of Students at UKZN (2005-2009), Mr Trevor Wills said the challenge both the UKZN Student Funding Centres and students faced was purely the lack of adequate funding to distribute.

“While government has increased the allocations to NSFAS each year with the total amount allocated nearly R2 billion a year, the real demand for funding requires that nearly double that amount be provided.

“Students do not protest because there are not adequate mechanisms to allocate financial aid, but because there is not enough funding to support all needy students who are eligible.”

According to Mr Wills entry level students were worse affected by financial aid woes due to the fixed number of financial aid packages offered to specific Faculties to fund new students. He said many entrant students who were financially needy were not selected for funding because they did not meet certain criteria.

Ms Bavelile Hlongwa, the Central Students’ Representative Council (CSRC) President at UKZN (in 2009) said students had to contend with several financial aid challenges. She expressed con-

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cern that the NSFAS was the only source of funding for needy students and that funds allocated to students did not cover all education costs, for example textbooks. An added constraint placed on certain students was that while their parents' worked they do not want to bear the tertiary education costs incurred by their children.



Ms Bavelile Hlongwa:
CSRC President, 2009.

The CSRC believe the challenges of student financial aid should not be addressed solely by the NSFAS, but a concerted effort of other roleplayers including the private sector and government departments.

Ms Hlongwa said: "I do not believe the NSFAS should be the only one addressing the issue of financially needy students. I believe those who are suppose to take responsibility (for financial aid) are quick to point fingers to the NSFAS and say they are failing. The NSFAS is doing what it can and it's time for the private sector, all government departments and South African citizens join hands with the NSFAS to assist financially needy students get an education."

Ms Hlongwa's suggestion to address the student financial aid question was an increased investment by the Department of Higher Education and Training in NSFAS. She believes Government should look into the possibility of freeing up funding from other State departments and diverting it towards Higher Education.

Ms Hlongwa was not in support of students having to liaise directly with the NSFAS in seeking financial aid; instead she suggested an assessment of service delivery (of financial aid) at an institutional level.

"I think there should be an assessment of service delivery in institutions checking efficiency on administration of SFA. Institutions that are lacking should be assisted to ensure more flexible administration.

"I think if you were to say the NSFAS should deal with administration one would end up with a lot of mismatches, because as much as it has standard regulations and rules the truth is that there are just too many students in the country... and the process will be too slow," added Ms Hlongwa.



Professor Roy du Pré: Higher Education South Africa (HESA), Executive Board Member.

Higher Education South Africa (HESA), Executive Board Member, Professor Roy du Pré believes a critical look at the calibre of students entering universities should be taken into account when addressing the financial aid problem.

Professor du Pré said financial aid students who were unprepared for the complex university academic environment were likely to drop out before completing their degrees and repaying their loans, further exacerbating the financial pressures of the NSFAS.

According to Professor du Pré alumni who now fill key positions within the private sector could play a key role in alleviating the financial aid burden of students.

"It is important for universities to keep in contact with their alumni who may now be CEOs or Human Resource practitioners within the private sector. They (alumni) through their Corporate Social Responsibility projects can assist with the provision of bursaries and scholarships for students. This will allow universities to re-distribute financial aid more efficiently among its students. Secondly, alumni who are HR practitioners can assist graduates seeking employment which will assist them (graduates) to more quickly and easily re-pay their student loans," said Professor du Pré.

According to Professor du Pré school leavers should consider alternate Higher Education options like FET (Further Education and Training) Colleges for example.

"With the high drop out rate at universities across the country we should encourage students to attend FET Colleges. This will reduce financial pressures on student funding mechanisms and reduce the excessively high drop out rate at universities," said Professor du Pré.

He said Government's funding was not unlimited with the highest percentage of the annual budget allocated towards education. He said universities needed to keep fee increases as low as possible and therefore spend a lot of time and effort generating additional funding from the private sector to augment university finances and assisting with financial aid for students. ■

A Lack of Dialogue in Higher Education



XOLISWA ZULU

REPORTS ON A SPEECH BY DR BLADE NZIMANDE

When UKZN alumnus, Dr Blade Nzimande, was tasked with leading the Department of Higher Education and Training, he said one of his goals was to improve access and success, particularly to poor, African and female students in tertiary institutions.

Dr Nzimande, who is also the General Secretary of the South African Communist Party (SACP), expressed grave concern over some of the issues plaguing Higher Education in South Africa. He was the guest of honour at a special event hosted by the Central Student Representative Council (CSRC) to celebrate and mark a five year milestone of the establishment of the University following the merger in 2004.

Dr Nzimande said the department is extremely concerned about the deteriorating culture of dialogue across tertiary institutions in the country. He issued a stern warning to lazy students who spend years at tertiary institutions, saying it costs government lots of money to fund students who study “permanently”.

“We don’t want professional students who are going to study permanently. If you are not going to apply yourself, you are taking a chance away from another student and costing government lots of money,” he said.

He said: “We are concerned as a department about the state of dialogue and engagement in Higher Education and indications point to the fact that institutional law is dysfunctional in most universities. It is important to revise institutional forums and dialogue because I do not have the time to go to every university and put out fires.”

Dr Nzimande announced that in the first three months of 2010, the department will convene an educational summit, which will bring together student representative councils from all tertiary institutions, trade unions and management from tertiary institutions to discuss issues of transformation in Higher Education. He added that the summit would also look at issues of fee disparities, student engagement, financial support and other challenges facing Higher Education.

He said: “As a department, we are also concerned about why a law degree would be more expensive at one university compared to another. We need to explore these issues and discuss matters of funding at university and how to increase support for poor students.”

Dr Nzimande said the Ford Foundation conducted a study in 2007 amongst 6,8 million young people between the ages of 18 to 24. The study found that 2,8 million of those surveyed were either not at school, university or college or were unemployed.

“There are a significant number of matriculants who commit suicide for failing to attain an exemption. What we want to do is strengthen colleges and FET Colleges for those who have not attained an exemption and in order for them to further their studies. As a department we want to increase opportunities for students to gain access to colleges once they have finished school. Not achieving an exemption is not the end of the world.”

The department, said Dr Nzimande, is also reviewing a number of weaknesses in the National Student Financial Aid Scheme (NSFAS). [n](#)



The success can be attributed to the University's strategic drive to encourage all its academics to engage in research and publication, which is supported by a generous productivity award scheme.

The University has also distinguished itself in terms of the national criteria of research excellence having secured several of the prestigious South African Research Chairs in the National Research Foundation's SA Research Chairs initiative.

“The quality of the work done by all our researchers,



a driving force at UKZN

FEATURE: A RESEARCH-LED INSTITUTION

COMMENTARY: GREG DARDAGAN

senior as well as upcoming and younger researchers in the sciences and the wider humanities, gives one ample reason for believing in the future of UKZN as a major South African research university, and one whose larger research endeavour relates to both national research priorities and international developments.

“Today’s fundamental investigations will provide tomorrow’s knowledge, and it is this that will determine the quality of life for the generations to come, and on which they can base their opportunities and hope for the future,” said Professor Makgoba.

UKZN researchers have engaged more fully with the evaluation and rating system of the National Research Foundation (NRF), which provides a benchmark for research standing. By 2007 more than 137 UKZN academics had succeeded in being rated.

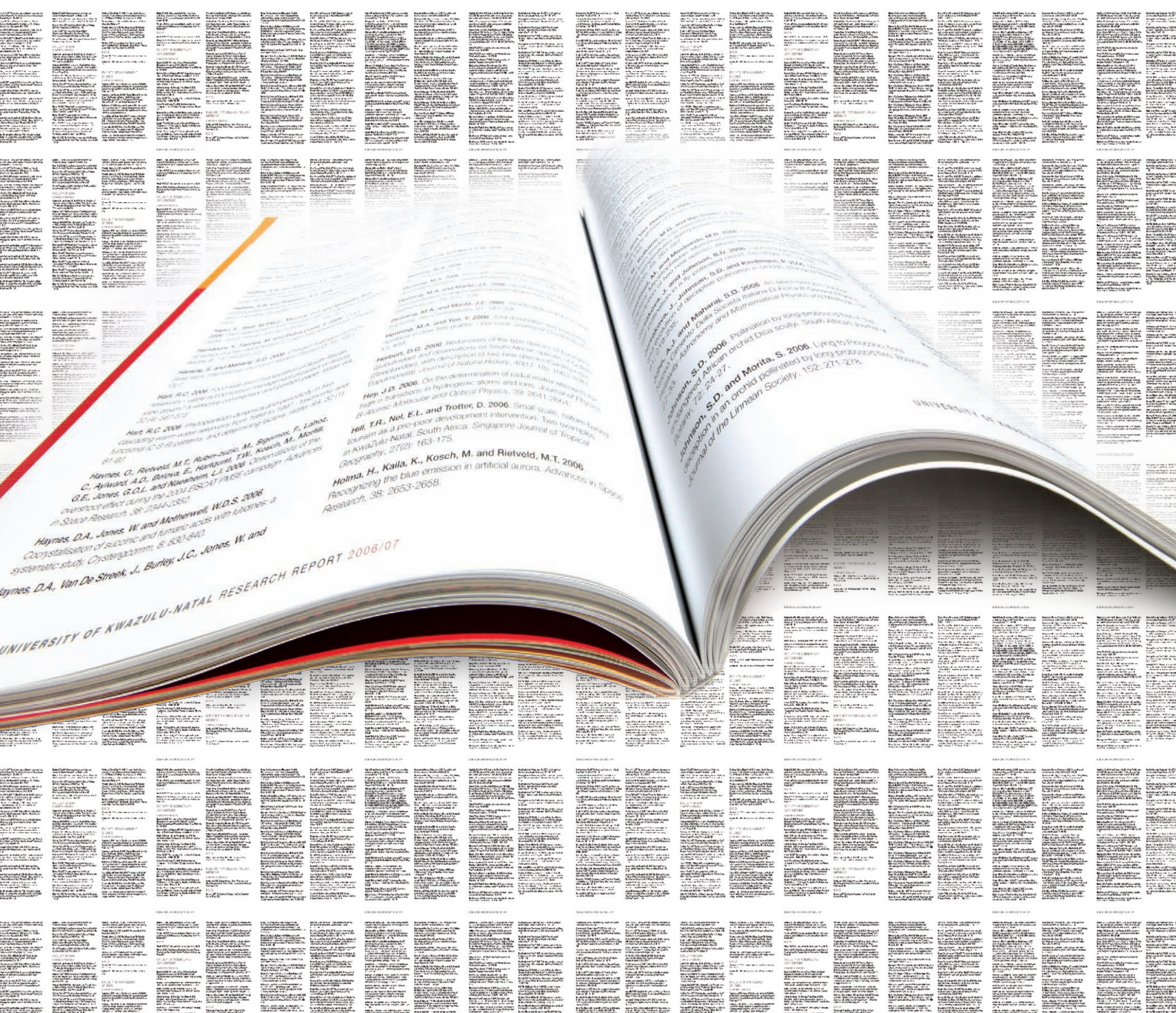
Research success is dependent on the resources made available to its researchers from the University which in 2007 amounted to about R42 million. UKZN is reliant for the major source of its research income on external grants and contracts. In 2007, the Research Office processed new contracts and grants worth R614 million while the UKZN Foundation managed to raise more than R100 million from donors for research and development purposes.

Professor Nelson Ijumba, Deputy Vice-Chancellor for Research, said UKZN researchers generated funding for ongoing research projects through productivity awards earned through their research output. However, the bulk of funding was provided through grants by government departments and agencies such as the NRF, the Department of Science and Technology and the Department of Trade and Industry.

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REPORT ON THE STATUS OF RESEARCH AT UKZN

“ Department of Education statistics shows 1083.71 publication units in 2006 – the second highest figure for all universities and science councils in South Africa. ”



“UKZN researchers are also funded by international and local funders. Our recent research report indicates a number of funders both local and international who funded new grants exceeding R500 000. International funders in the latter category include the Wellcome Trust, Embassy of Ireland, National Institute of Health, Programmes for a Green Revolution in Africa, and the International Development Research Centre. Local funders who donated amounts exceeding R500 000 included the NRF, Lifelab, and the Water Research Commission,” said Professor Ijumba.

Professor Ijumba said the University placed a large amount of emphasis on research as it was the Institution’s understanding that any university which claims excellence had to produce new knowledge through conducting research and disseminating the findings.

“However, teaching and learning and service influences research and *vice-versa*. Teaching and learning does not ‘suffer’ because of any ‘publish or perish’ pressures as often teaching informs publication and publications informs teaching.

“This is similar to what is happening at any top university in the world. For promotion purposes, UKZN takes into account academics’ contributions to publications, service and teaching. In terms of research productivity UKZN is among the top 500 universities in the world,” he said.

UKZN had many research achievements to be proud of. The fact that it was ranked as one of the top research universities in the country was an achievement.

“UKZN has a number of leading research centres such as the Centre for the AIDS Programme of Research in South Africa (CAPRISA), Health Economics and HIV & AIDS Research Division (HEARD), the Africa Centre, the Astrophysics and Cosmology Research Unit, the Centre for Critical Research on Race and Identity (ccrri) and the Africa Centre for Food Security.

“All of these centres are independently funded and the fact that funders are prepared to support these research centres indicates the research standing and reputation which UKZN has both nationally and internationally. UKZN has a number of NRF A-Rated researchers as well as professors who have been awarded the prestigious South African Research Chairs Initiative,” said Professor Ijumba.

“The fact that UKZN has been able to attract a number of senior academics both to management and mainstream positions in the past year is closely linked to the past and present research achievements of the University. It is not only our established researchers who have achieved. UKZN can also be proud of emerging researchers. Recently one of our emerging woman researchers was recognised during Women’s Month by the NRF for her research related to breast cancer in young girls and women.”

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“Professor Ijumba said the University placed a large amount of emphasis on research as it was the Institution’s understanding that any university which claims excellence had to produce new knowledge through conducting research and disseminating the findings. “

Academy for Women Researchers

GREG DARDAGAN

A Women in Research Academy will be established in 2010 to assist women researchers publish their scientific findings.



Professor Cheryl Potgieter:
Dean of Research at UKZN.

This was announced by the Dean of Research at UKZN, Professor Cheryl Potgieter, and Deputy Vice-Chancellor for Research, Professor Nelson Ijumba, who are both passionate about increasing the number of senior women academics at UKZN - especially those who have doctoral degrees.

The academy will also assist women in publishing, managing and developing their academic profiles as well as helping them make strategic career decisions.

Professor Potgieter said it was hoped the academy would play a major role in increasing the number of women - particularly Black women - with PhDs in leadership positions in South African universities.

Professor Potgieter said a task team was currently working on establishing structures for the academy which would definitely not be just a talk shop but rather an institution which would make a difference to the lives and careers of women researchers at UKZN.

“Women who register for the academy will need to have clear deliverables and be committed to what they want to achieve. They would all need to do research and publish an article within about a year of joining the academy.



“At present Professor Ijumba and I are looking at a launch date sometime in March to coincide with International Women’s Day.”

Professor Potgieter said UKZN scientist Ms Cecilia Snyman had recorded a major achievement in Women’s Month when she received a grant of R100 000 towards her research after being awarded a fellowship at the department of Science and Technology’s South African Women in Science Awards evening in Johannesburg.

Ms Snyman is attached to the Department of Experimental Pharmacology in Pietermaritzburg and her research is aimed at defining and controlling the mechanisms involved in the development of breast cancer in young girls and women.

Ms Snyman said in her submission for the fellowship that breast cancer had become a dominant pathology in women of all ethnic groups in South Africa.

Professor Potgieter said a workshop took place during August 2009 which examined the challenges facing women researchers and academics. There was an overwhelming response to the workshop and a second one took place in November 2009.

“We initially planned for about 20 participants but we now have 45. These are the type of workshops we will run when the academy opens in 2010.”

Professor Potgieter joined UKZN towards the end of 2008 from the University of Pretoria where she was a Professor of Psychology. She attributes her position as a professor to the opportunities she had while an academic at the University of Western Cape.

“In 2000 I was the first black woman professor to join the Psychology department at the University of Pretoria and when I left I was still the only Black woman professor in the department. This indicates the challenges which universities are faced with.”

She says her key priority is to ensure UKZN maintains its reputation as one of the top research institutions in the country.

“Currently UKZN has several star researchers and what is important to me is to increase the number of these researchers. These stars need to reflect the race and gender diversity of our country.” **n**

A-RATED Researchers

NEESHA MAHARAJ

PROFILES FIVE A-RATED RESEARCHERS AND RECIPIENTS OF THE VICE-CHANCELLOR'S RESEARCH AWARDS

National Research Foundation (NRF) A-rated researchers are defined as “researchers who are unequivocally recognised by their peers as leading international scholars in their field for the high quality and impact of their recent research outputs.”



Professor Patricia Berjak

Professor Berjak of the School of Biological and Conservation Sciences is the only woman at UKZN to achieve an A-rating from the National Research Foundation.

In her academic career spanning 35 years, Professor Berjak has pioneered the understanding of recalcitrant seed biology in collaboration with her partner and husband, Mr Norman Pammenter and students. Inroads made in the understanding of and genetic resources conservation of seeds have earned Professor Berjak a slew of accolades and publications in peer-reviewed scientific journals. These include in 2001,

achieving the ‘A’ rating from the National Research Foundation on her research standing – at a time when only 42 South African scientists were so-rated. She considers this sustained ‘A’ status, which is based on international peer-review, as her best achievement. She is a Member of the Academy of Science of South Africa (ASSAf), in which she plays an active part as a Vice-President, as well as being an elected Fellow of the Academy of Sciences of the Developing World (TWAS).

The South African Association for Botanists presented Professor Berjak with the Gold Medal in 2006 for her contribution to the Plant Sciences in South Africa, and in the same year President Thabo Mbeki presented her with the Order of Mapungubwe in Silver, for her contributions to the understanding of seed science.

In July 2008 Professor Berjak who holds the title Professor Emeritus, was formally instated as the President of the International Society of Seed Science at its triennial congress in Olsztyn, Poland.

Professor Berjak attributes her success to input made by her husband and students over the years.



Professor Michael Chapman

A lecturer at the School of Literary Studies, Media and Creative Arts, Professor Chapman has done the Faculty of Humanities, Development and Social Science proud by being the only NRF A-rated researcher within the Faculty.

Professor Chapman has earned international recognition for his contributions in the genre of South African and African literature.

Among his numerous literary publications is *A New Century of South African Short Stories*, an anthology of oral tales from post-apartheid South Africa which Professor Chapman believes is a reflection of South

Africa's rich literary culture and in line with UKZN's vision of African Scholarship.

"In fact, African Scholarship is a complex concept and practice. The stories in this anthology draw on diverse traditions – African, European and American. Some suggest that South Africa has closer affinities with Brazil than Nigeria. Our very challenge is to be found in our diversity," Professor Chapman said following the book's publication in 2004.

Two of Professor Chapman's publications, *South African English Poetry: A Modern Perspective* (1984) and *South African Literature in English* (1987) made him the recipient of the National Sanlam Prize for best academic literature.

A more recent achievement was the launch of Professor Chapman's *Art Talk, Politics Talk* at the Time of the Writer Festival in 2009.



Professor Rob Gous

Respected academic, leading scientist and Research Fellow, Professor Rob Gous of the School of Agricultural Sciences and Agribusiness, was awarded the prestigious A-rating status by the NRF following a re-evaluation of his research progress. This is

the second time that Professor Gous has received this rating – the first time being 10 years ago. In both instances this has been in recognition of his contributions in the field of poultry science.

Professor Gous' research over the past 15 years has involved the development of simulation models that predict food intake and growth of broilers and pigs. The simulation models initially provided answers to "what-if?" scenarios, but he and his team have moved on from there and are now optimising the way in which broilers and pigs should be fed to maximize any one of a number of objective functions – such as margin over feed cost or feed conversion efficiency. These models are being used successfully around the world.

As part of his commitment to the community, Professor Gous is a founder member of the KZN Poultry Institute where the purpose is to train prospective poultry managers by providing them with the skills needed to manage people, finances, poultry operations and even themselves! Professor Gous has been chairman of the South African Branch of the World's Poultry Science Association for many years and was recently elected Senior Vice-President of the world body of the Association, having previously served in that position from 2000 to 2004.

Professor Michael Henning

Developing new techniques in the mathematical area of graph theory and embarking on collaborative research projects that have advanced research in his field earned Professor Henning the NRF A-rating in 2009.

The NRF commended Professor Henning for his "deep breadth in his

collaborations" and "for introducing completely new techniques and results in a very accessible way".

Professor Henning, a Pure Mathematician based at the School of Mathematical Sciences in Pietermaritzburg has focused his recent research on the interplay between total domination in graphs and transversals in hypergraphs.



His research accomplishments to date include the publication of over 250 research papers in international mathematics journals, like the *Journal of Graph Theory*, *Graphs and Combinatorics*, *Electronic Journal of Combinatorics*, *Discrete Mathematics*, *SIAM Journal of Discrete Mathematics*, and the *Journal of Combinatorial Optimization*.

Professor Henning received the award for Research Distinction by the South African Mathematical Society in 2005, and was the recipient of the Hall Medal in 2000 which "recognises outstanding research achievements" by the Institute of Combinatorics and its Applications based in Canada. He serves on the editorial boards of two international scientific journals and is a sought after keynote speaker at international and national mathematical conferences.

Professor Henning who obtained his PhD in Mathematics through the former University of Natal in 1989 attributes his success in a large

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PROFILES OF FIVE A-RATED RESEARCHERS

part to the outstanding mentoring he received from Professor Henda Swart, his PhD supervisor and undergraduate lecturer.

He was reported to have said: "She nurtured me for eight years as a student at the University of Natal and during this time she trained me to think and write like a mathematician and to appreciate the beauty of graph theory. Her enthusiasm for mathematics in general and graph theory in particular was contagious."

A research problem can often take several hundred hours to solve. Where does he source the strength to see a research problem to the end?

"For me, the strength comes from within. Christ in me, my hope of glory. One does not create mathematics. One discovers it," added Professor Henning.

Professor Steven Johnson

Professor Johnson of the School of Biological and Conservation Sciences joined the ranks of the NRF A-rated researchers in January 2009.

An expert in the field of evolutionary biology, Professor Johnson's research interest in evolutionary biology leans towards plant-pollinator interactions.

According to Professor Johnson plant-pollinator interactions are crucial to seed production for most plants and contribute to the evolving range of flowers available in the world.

On receiving this rating Professor Johnson, who leads a group of internationally active postdoctoral and postgraduate researchers, said: "It is very important in any field to work

within a global context, to keep up to date with literature and to know the important questions and latest techniques in science."



In awarding an A-rating, the NRF takes into account the research achievements of researchers over a seven-year period. Professor Johnson has authored more than 150 scientific publications and has been cited almost 2000 times by his peers. High ranking journals including *Evolution*, *Ecology*, *Proceedings of the Royal Society* (London), *American Naturalist* and *Trends in Ecology and Evolution* have published his work. He has also written an award-winning book on Table Mountain and many popular science articles aimed at the general public.

The A-rating is the second major accolade received by Professor Johnson in the past few years. In 2007, the South African Research Chairs Initiative awarded Professor Johnson the Chair in Evolutionary Biology valued at R7.5 million over a five-year period. **n**

Vice-Chancellor's Research Awards

Professor Orde Munro

PROFESSOR ORDE MUNRO OF UKZN'S SCHOOL OF CHEMISTRY RECEIVED THE VICE-CHANCELLOR'S RESEARCH AWARD FOR 2007.

Professor Munro played a pivotal role in resuscitating research infrastructure within his discipline when he joined the former University of Natal in 1997.



His research focus over the last 10 years has been in the areas of synthetic, structural, computational and supramolecular chemistry.

Since 2007 Professor Munro has been in the forefront of research in the development of compounds for the production of novel metal-organic drugs used in the treatment of cancer. AuTEK, the biomedical unit of Mintek, South Africa's mineral research organisation and the NRF have allocated funding

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VICE-CHANCELLOR'S RESEARCH AWARDS

for this innovative project which ultimately intends to produce a drug that would treat cancer with limited side effects. In recognition of this "original work showing outstanding promise" the South African Chemical Institute awarded Professor Munro the 2008 Raikes Medal.

Acknowledgement by the NRF in 1999 as a P-rated researcher for research excellence, his appointment by the International Union of Crystallography to serve as co-editor of an international crystallography journal for 18 months, receipt of a certificate of excellence in research by the Deputy Vice-Chancellor of Research, and the Vice-Chancellor's Research Award are among career highlights for Professor Munro.

His enthusiasm for research since joining UKZN has increased research output in inorganic chemistry and inspired many of his colleagues to develop their own areas of chemistry research. This in turn has created opportunities for infra-structural development within his Department which has enhanced research.

Reputed international scientific journals have published more than 60 of Professor Munro's authored and co-authored research papers. These include: *Inorganic Chemistry*, *Organic Chemistry*, *Journal of the American Chemical Society* and *Chemistry – A European Journal*. Professor Munro's first full international patent application on novel anticancer compounds has been reviewed by UKZN's IPTO team and is earmarked for a 2009 filing date.



Professor Deane-Peter Baker

PROFESSOR DEANE-PETER BAKER RECEIVED THE VICE-CHANCELLOR'S RESEARCH AWARD FOR 2008.

In his 10 years at the UKZN's School of Philosophy and Ethics, Associate Professor Deane-Peter Baker has divided his research endeavours between Philosophy, Ethics and Security Studies.

Described by his peers as one of South Africa's leading scholars, Professor Baker (who holds a PhD from Australia's Macquarie University) research into the philosophy of religion has resulted in several publications in reputed journals including the *Heythrop Journal* and *Philosophy of Religion*. Eminent scholars the world over have commended his various publications including *Taylorian Reformed Epistemology*, a book he published in 2007. Renowned US philosopher Jean Bethke Elshtain, of the University of Chicago and Georgetown University, has described the book as "a lucid, compelling and important work" which "does contemporary moral philosophy a genuine service." Professor Baker's research on the ethics of armed conflict, commenc-

ing in 2005, has also received international recognition. A paper he wrote titled: *National Defence after Rodin* has achieved multiple publication in the *Journal of Applied Philosophy* and the book *War, Torture and Terror*, and was highlighted in Philosophical Books. This research thrust has developed his interest in security studies resulting in Professor Baker's appointment as editor of the journal the *African Security Review*. Inroads made in security studies research earned him the role of consultant to the South African Army's Vision 2020 project, an example of theoretical research being put into practice.

Having been a visiting Research Fellow at both Duke University's Triangle Institute for Security Studies and the US Army War College's Strategic Studies Institute, Professor Baker has become sought after by the national and international print and broadcast media for his analysis relating to security studies.

The Founder and Director of the UKZN Strategic Studies Group, Professor Baker has to date had 21 papers in peer-reviewed journals, nine book chapters, one monograph, four edited or co-edited books, and two sole authored books published or accepted for forthcoming publication. He has, in addition, received significant research grants from the NRF and the British Academy. **n**

The Centre for Critical Research on Race

FEATURE: ccrrri

COMMENTARY: Gerhard Maré

With some notable exceptions, scrutiny of race-thinking and its multiple manifestations in society is becoming increasingly rare in academic and popular discourse both in South Africa and elsewhere. Yet racialism, or perhaps more appropriately 'race thinking', and other forms of fixing difference between social groups, have not been conjured away magically amidst the founding ideals of post-apartheid society and global networking. Quite the contrary: they persist globally, in both old and emerging guises, as some of the most complex and potentially destructive phenomena of contemporary times.

In a society that continues to be beset by large-scale conflict driven by racism, xenophobia, sexism, and other forms of intolerance and bigotry, there is a clear need to rekindle the study of race thinking and other forms of differentiation and their pervasive impact on the social world.

The Centre for Critical Research on Race and Identity (ccrrri) at the University of KwaZulu-Natal (UKZN) is intended to achieve precisely this. In his Inauguration Address on 30 September 2005, UKZN Vice-Chancellor, Professor MW Makgoba, announced the establishment of the ccrrri. Following an extensive international feasibility study, the Centre was approved of in 2006. The ccrrri is dedicated to facilitating the study of race thinking and changing identities so as to improve understanding of, and stimulate public dialogue about the various

bases for perceptions of human diversity and difference. It aims to use South Africa as a complex, multi-layered backdrop to study and suggest practical solutions to local and global issues of race and identity.

The ultimate goal is to contribute towards social justice and tolerance of human diversity, and to confirm and explore that which humans share, in this country and elsewhere. This cannot be realised except through concerted and co-ordinated effort – in which universities have an important role to play, through their own practices, research and teaching.

The Centre, its staff, and other collaborators have been active in participating in and organising events and initiating projects that confront critically the ways in which we come to believe as 'fact' and 'common sense', ideas that enable us to continue in behaviour that separates and denigrates. Staff and associates have participated in forums that

addressed racism and xenophobia; have undertaken research and written on the processes of classifying people through census taking, legislation, and bureaucratic practices. The Centre has hosted and is facilitating research on 'cross-racial' relationships; on the implications of 2010 for negotiating urban spaces and identities; on inter-generational social identities; on discrimination against refugees, the integration of inner-city areas, and on the meaning of 'blackness' in comparative perspective. The Director chaired the Task Team that produced the UKZN submission to the Ministerial Committee on 'Transformation, Discrimination and Social Cohesion' in 2008.

We have organised seminars and talks focusing on insecurity and notions of race held by Afrikaner youth at a university in South Africa; redress and race; entangled identities and urbanity in South Africa; understanding the conflict in Dar-

& Identity



Professor Gerhard Maré.

fur; the 2010 football World Cup; classification as a process of sense-making and control; 'bi-racial' marriages; the genetics of pigmentation; race and neoliberalism; as well as a discussion series on classification. Amongst speakers from other institutions it has hosted Professor Jonathan Jansen (now Vice-Chancellor of the University of the Free State); Professors Sarah Nuttall and Achille Mbembe (WISER at Wits University); Professor Heather Dalmage (Roosevelt University in Chicago); Professor Valerie Corfield (University of Stellenbosch); Dr Neville Alexander (University of Cape Town); and Professor Mahmood Mamdani (Columbia University).

The Centre sees its role as facilitative, and its success will be measured in terms of the effect of a multiplicity of interventions, some of which have been mentioned here. The website provides a much wider picture, at <http://ccrri.ukzn.ac.za>. 

“PROJECTS”

‘Race thinking and the law in post-1994 South Africa’

– this project examines the continuation of race thinking and racial classification in post-1994 legislation.

Project in collaboration with the Industrial Organisational and Labour Studies Research Unit (IOLS Research) on **‘Race classification: Practitioners and sites of race classification in contemporary South Africa’**.

SANPAD funded project on **‘Exploring cross-generational construction of social identities in contemporary South Africa: notes from the emergent margins’**.

Census categories – the Centre is developing a project on this topic through national and international collaboration to explore the manner in which these categories shape society.

City cultures – there is a growing body of research which positions the city as site and symbol and brings new theoretical lenses to bear in order to understand the intersections between urban space, class and identity in the South African city. While the focus is on the present, an historical perspective is essential.

The skin lighteners industry – there are many aspects to this complex and important area, including: marketing of these products, production of the products, black market in banned substances, distribution, historical wealth from skin lighteners.

Race thinking: continuation of common sense or disruption of the past in contemporary SA – this project would examine race thinking through the lens of adoption and marriage.

A proposed project on the **‘second diaspora’** would look at notions of ‘home’ held by the voluntary and often involuntary participants in this second trans-national move.

Africa Centre

GREG DARDAGAN

Thousands of AIDS-infected people in Zululand are receiving antiretroviral treatment thanks to a special treatment and care programme run by the KwaZulu-Natal Department of Health in conjunction with UKZN's Africa Centre.

The HIV Treatment and Care Programme (HIV-TC) concentrates on the Hlabisa sub-district following a decentralised model which is nurse and counsellor driven at the primary care clinic level. The programme which began in October 2004 has grown exponentially with more than 10 000 HIV-infected people – of whom 10% are children aged 15 or younger – receiving antiretroviral treatment by September 2009.

The Director of the Africa Centre for Health and Population Studies, Professor Marie-Louise Newell, said Voluntary Counselling and Testing (VCT) services were widely available, making it quick and easy for anyone to go to a clinic or VCT site for a free and confidential HIV test.

“The programme is also bringing together a number of NGOs which aim to provide home-based care for HIV-infected people who cannot get to a clinic as well as giving training to lay-carers and strengthening their ability to help those in need.

“We are also supporting the Department of Health in the tuberculosis treatment services (because many people with TB are also HIV infected) and the prevention of mother-to-child HIV infection programme so as to ensure optimal care for people in this area. We have a way to go yet, and it is not always easy, but I can tell you that this programme in its totality is already one of the best in rural southern Africa,” said Professor Newell.

Professor Newell said she was also excited about the Africa Centre's Youth Intervention programme, which addresses the vulnerability of young people in acquiring HIV infection.

“We have acquired funding from the Wellcome Trust to start the development of this research, initially on a limited scale. It will be a school-based intervention for Grade 8 to Grade 11 pupils - and those who have dropped out of school but would have been in those grades had they remained - with support for teachers and outreach to the school community.

“This wide scope is, we believe, necessary to achieve not only some increased health-related knowledge in young people but also to try and make them responsible for their actions and to engage their community and environment,” said Professor Newell.

“We are very excited by all the recent developments in research-based data we gather in our ongoing surveillance and from the activities we are involved in at the clinics in our area.”

Historically, maternal and child health have been strong focus points of the Africa Centre with one of the first Prevention of Mother-to-Child Transmission Programmes (PMTCT) in South Africa originating at the institution in 2001, together with one of the largest African observational studies on breastfeeding, HIV and maternal and child health care.

The Vertical Transmission Study (VTS) enrolled about 3 000 HIV positive and negative mothers and





HIV Treatment and Care Programme

The Africa Centre is funded by the Wellcome Trust and was established in 1997 near Mtubatuba in Zululand as a joint project of UKZN and the Medical Research Council of Southern Africa.

The Centre conducts research on population and health issues of importance to developing countries; develops local research capacity and identifies ways to overcome the health challenges facing sub-Saharan Africa.

Professor Newell said more than 500 people were employed by the Centre which also oversees about 500 home-based carers within the HIV treatment and care programme.

The Centre's mission is: to conduct policy-relevant health and population research, in an ethical manner, in partnership with the community in which it works and to enhance the capacity of sub-Saharan Africa to do research. As a Wellcome Trust-funded site, it adheres to the principles of open access and broad collaboration in the pursuit of excellence and the subsequent impact on health and population science.

their children into a breastfeeding intervention and followed the participants for two years with in-depth health care, nutrition, and biomedical and developmental data.

Professor Newell is an eminent and internationally-ranked maternal and paediatric epidemiologist and the Centre is considered a nucleus for research among international experts in the field of maternal and child health research.

“We are a Wellcome Trust Centre and have received a R225 million grant for the five-year period October 2007 to September 2012. We receive research grants for specific projects, including the Kesho Bora Mother-to-child transmission trial (from EDCTP) and the microbicide trial (from UK MRC/DFID), from NIH for modelling of the HIV dynamics on a population level, and for social science work to help us understand the behaviour of the community.

In addition we receive funds from PEPFAR *via* USAID to support

the HIV treatment and care programme,” said Professor Newell

Along with unique opportunities provided through the centre's ongoing Demographic and Health Surveillance System activities, both the VTS and the HIV-TC programmes create exciting platforms for cutting-edge research on children and families from biomedical, demographic and social science perspectives.

“Recently we showed that HIV-related mortality among adults between the ages of 25-50 years (those most affected by HIV) declined significantly following the roll-out of the treatment programme, and similarly the decline in mortality among children up to two years of age was associated partly with the decline in the number of infected infants with the PMTCT programme, but largely by the survival of their HIV infected mothers, which is of benefit to both infected and uninfected children,” said Professor Newell. **■**



Vice-Chancellor to serve on Scientific

Biotechnology Board

XOLISWA ZULU

UKZN Vice-Chancellor and Principal, Professor Malegapuru Makgoba, has been elected to sit on the Scientific Advisory Board of the Mymetics Corporation in Switzerland.

Mymetics is a Swiss-based, US biotechnology company, focused on the development of the next generation of preventative vaccines, using virosomes as a vaccine delivery platform combined with rationally designed antigens that induce protection acting on early transmission and infection events, including the mucosal immune response as a first barrier against the infection. Mymetics currently has five vaccines in development: HIV, Influenza, Respiratory Syncytial virus (RSV), Malaria and Herpes Simplex Virus (HSV).

On his appointment, Professor Makgoba said: "I feel honoured to be part of this important global process that will bring prestige to the University. I am part of a group of exceptional scientists with a strong track record in HIV vaccine research development.

"Vaccine research is a highly com-

petitive area of development and this Board consists of people who will give advice and have the ability to pick up novel ideas that will take the whole field forward. The diversity of expertise on the Board will allow us to properly address, evaluate and interrogate upcoming projects."

An outspoken critic of AIDS denialists, Professor Makgoba played an important role in developing a strategy for dealing with South Africa's AIDS pandemic, and was the initiator and project leader of the South African AIDS Vaccine Initiative (SAVI). During his time as the President of the Medical Research Council, he focused the Council's programmes into clusters to address the major health challenges and priorities in South Africa and the African continent. One of the major research clusters was Infection and Immunity, which focused on HIV and AIDS, Tuberculosis and Malaria. He was a founder member and Founding Chair of the UNAIDS/WHO African AIDS Vaccine Programme (AAVP) and continues to

serve in an advisory capacity to several initiatives of the World Health Organisation (WHO) and UNAIDS. Through participation in the AAVP and membership of the Global HIV Vaccine Enterprise Council, Professor Makgoba continues to advocate, promote and shape a coherent and co-ordinated approach to HIV vaccine research and development nationally, continentally and globally.

The Scientific Advisory Board comprises of illustrious scientists such as Dr Stanley Plotkin (Chair), Consultant to Sanofi Pasteur; Dr Marc Girard (Vice-Chairman), who has over 20 years experience in the development of an HIV vaccine; Dr Morgane Bomsel of the Cochin Institute; Dr Ruth Ruprecht of Harvard University; Dr Ronald H. Gray of Johns Hopkins University; Dr Souleymane Mboup of the Cheikh Anta DIOP University; Dr Juliana McElrath of the University of Washington, and Dr Odile Puijalon.

Traditional Healers



DEBORAH EWING

The fact that traditional health practitioners (THPs) are the primary healthcare providers to some 85 percent of South Africans is widely acknowledged.

However, the response of the scientific world to this reality has often been dismissive, cynical and hostile. A recent study found that 90 percent of people consulting a THP in KwaZulu-Natal did not disclose this to their general medical practitioner but that their doctors 'suspected' this was the case.

This is a sad reflection on the state of interdisciplinary co-operation at a time when South Africa, and many other countries desperately need a holistic and complementary approach to providing safe, effective, affordable health care and developing sustainable health care systems.

There have been several initiatives in various countries to encourage collaboration between traditional and 'Western' medical practitioners. These include training of THPs in the prevention and management of HIV and AIDS-related illnesses, and projects to validate the properties of certain traditional medicines. However, such initiatives have often proceeded from the premise that THPs need to learn from medical doctors, that they need to be regulated, that they must be taught to refer, and that their medicines must pass scientific tests to be deemed useful. The idea that THPs had anything to teach the scien-

tific world was largely discounted. Among those who have taken a different view is Professor Nceba Gqaleni, Research Chairperson on Indigenous Knowledge Systems and Health, and head of the Traditional Health Systems Research Programme at UKZN. Professor Gqaleni's department is dedicated to validating traditional medical knowledge through scientific processes that directly involve the originators of that knowledge.

"This has been part of the strategy of the faculty from 2000, when Professor Barry Kistnasamy was here", explains Professor Gqaleni. "The Faculty felt it was not proper that we graduate doctors who are not prepared for the fact that patients may come to them from a traditional healer, or leave them and go to a traditional healer. We need to prepare students to practice in that African reality.

"The programme started with the idea of establishing a traditional, complementary and alternative medicine (TCAM) programme, to include Ayurvedic, Chinese and Unani practitioners. It didn't quite come together. I decided to start with a focus on traditional medicine but I was starting from scratch, with nothing documented. So I became the negotiator on behalf of the medical school, to approach THPs

RESEARCH

TRADITIONAL HEALERS

and tell them ‘we want to work with you’. I told them I am a scientist with no knowledge of traditional medicine and you are the experts. They thought I was joking. They asked what we wanted to do and we said: ‘We don’t know – we want to build a relationship with traditional healers; what do you think our doctors need to know?’ ”

At the beginning, the department engaged the traditional healers’ organization Mwelela Kwelipesheya and through them the KZN Traditional Healers’ Council, which is part of the national structure of traditional healers’ associations.

The programme also engages with individual healers who have prod-

“It’s almost like drug discovery – not a short-term thing.” A clinical trial, in which THPs are directly involved, is underway at Edendale hospital in Pietermaritzburg. The trial is a collaboration with the University of the Western Cape (UWC) and the University of Missouri, to evaluate Sutherlandia for early HIV infection.

“We want to be sure that the intellectual property belongs to the originator – we would add value through science but we are clear that we would be adding value to knowledge that is not ours.”

- Professor Gqaleni

Not surprisingly, given South Africa’s history, and THPs’ experience of finding herbal preparations they used, researched and then commercially marketed, people were distrustful. They worried that the University wanted to steal their knowledge and medicine.

“I explained that there was a lot that THPs could teach about health without disclosing how they prepare their medicines. For example, a traditional birth attendant can teach about childbirth without talking about medicines. In fact, we don’t teach our students all about pharmaceutical products; the best thing is to teach diagnosis and referral.”

The department drafted a memo committing to the development and recognition of traditional medicine, and to mutual learning through research. The idea was for traditional and scientific practitioners to be part of a journey of discovery.

The programme is also promoting conservation, recognizing that many important medicinal plants have become extinct and supporting efforts to conserve plants and protect indigenous knowledge.

ucts they want researched. The approach is not to start by asking about the ingredients but to ask about the process and history of use.

Despite the commitment to collaboration and shared learning, the question of validation is fraught.

Professor Gqaleni says: “We are using science to validate traditional medicine, which does not have a germ theory, so we are using something whose theory is not based on science, not even claiming to deal with disease in a similar way to western medicine. The challenge therefore is that we need to develop the correct scientific tools to evaluate traditional medicine on its own claims.”

The programme embarks on trials to validate the claims made for traditional medicine. Safety, quality and efficacy are considered together. Ideally, says Professor Gqaleni, the scientists should do clinical work, because the medicines are used on patients; but because of safety they need to use laboratory tests and then proceed to an animal trial.

“It is fundamental that THPs are involved. Dr Douglas Wilson is the principal investigator at Edendale and we have five THPs dedicated to working with him. He and his team visit the facility where the THPs practice and prescribe Sutherlandia. They are involved in the generation and translation of the research tools. The tools must speak to where the patient is. We have written two papers describing the process with the healers as co-authors. These are currently under review.

“We are only at the laboratory stage. It is frustrating when you are doing pioneering work without guidelines but we are hopeful that this trial will create a framework for such studies for the whole country.”

Professor Gqaleni’s vision for a traditional medicine laboratory is two-fold. It is to document knowledge based in communities and with practitioners, so that it is clear who is the source of that knowledge. It is also to scientifically and clinically validate products for commercialization.

“We want to be sure that the intellectual property belongs to the originator – we would add value through science but we are clear that we would be adding value to knowledge that is not ours.

“We will assist with getting patents, trademarks, copyright etc, so there is a series of agreements to this effect. We don’t say ‘give us your product and leave our laboratory, and close the door’. We say ‘come in and work with us.’”

UKZN

South Africa's second satellite includes a UKZN EXPERIMENT

XOLISWA ZULU

In the short life of the University of KwaZulu-Natal (UKZN), its researchers, academics and students have made their mark in the global scientific arena.

UKZN Physicists, Dr Andrew Collier and Professor Arthur Hughes were part of a team of scientists who played an important role in the production of the R26 million low-orbit micro satellite, SumbandilaSat (meaning showing the way in Tshivenda), launched in September 2009 as a secondary payload on a Russian Soyuz rocket.

The physicists designed a Very Low Frequency (VLF) radio experiment which formed part of the suite of instruments on board the satellite. Other instruments included an architectural radiation experiment, a forced vibrating string experiment and an amateur radio transponder and digitalker.

The UKZN experiment took approximately a year and a half to implement. It involved input from Hun-

garian scientists who had experience with satellite instrumentation.

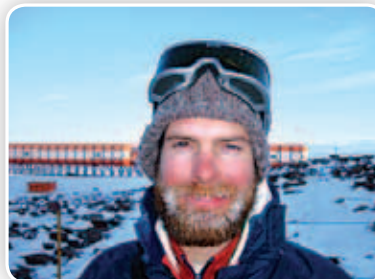
The objective of the experiment is to study the transmission of VLF waves through the Ionosphere and the VLF wave content of the Magnetosphere. Once the satellite is in orbit, the VLF experiment will yield important data that will reveal the nature of the VLF wave population in the space close to the surface of the Earth. VLF waves are an important constituent of the magnetosphere and through their interactions affect the energetic particles' populations of the radiation belts. A complete understanding of the dynamics of magnetospheric particles depends crucially on understanding their interactions with VLF waves.

The satellite, which will orbit at a height of 300-500 km, will also generate valuable data for use in the management of natural disasters

The satellite, which will orbit at a height of 300-500 km, will also generate valuable data for use in the management of natural disasters such as floods and fires; the estimation of crop yields; the monitoring of land use and the management of water resources.

such as floods and fires; the estimation of crop yields; the monitoring of land use and the management of water resources.

Dr Collier said: "We have been involved with this type of research for a number of years, mostly doing ground-based studies and using data from other satellite missions. SumbandilaSat represented a fantastic opportunity for us to get directly involved in space-based research. It also appealed to us as a fantastic way to enthuse students. The fact that they could be directly involved with a satellite experiment is very exciting for many students. The experiment was designed in collaboration with the Electronic Engineering department at University of Stellenbosch. They fabricated an instrument which fulfilled our design requirements.



Dr Andrew Collier

"We will use the data from the experiment to relate the VLF waves in near-Earth space to their sources, which are either lightning activity on the surface of the Earth or wave-particle interactions in space. Global lightning activity is very closely linked to temperature and a small change in the Earth's average temperature will result in a significant increase in lightning activity, which in turn will produce more VLF waves."

Dr Collier and Professor Hughes will gather data for the full duration of the satellite mission.

The satellite, sponsored by the Department of Science and Technol-

ogy (DST), was developed by Sunspace, the Council for Scientific and Industrial Research (CSIR) and the University of Stellenbosch. It is the second South African satellite and follows SunSat 1 which was launched in 1999 from an air force base in California. The CSIR will be responsible for its mission control. The CSIR will receive the image data from the satellite and will be tasked with the monitoring and controlling of the satellite, which will include maintaining the satellite and programming it to perform its various functions in orbit.

Professor Hughes joined the University of Natal in 1975 having completed an Honours degree and MSc at Trinity College Dublin and a PhD at the University of Sheffield. His PhD involved the design of a VLF satellite experiment for the first British satellite and the present experiment is an extension of this work using more modern electronics and data analysis techniques. Professor Hughes became Director of the University Geospace Physics programme in Antarctica in 1993. Dr Collier, who has already made a significant contribution to this programme, will be taking over this role in 2010.

Dr Collier, who has had an interest in physics since his school days, completed his undergraduate studies at the former University of Natal. He has worked on several research projects with Professor Hughes, whom he says inspired him through his University days. He worked for the Atomic Energy Corporation for a number of years before emigrating to Belgium. He returned to South Africa in 2001 to start working towards his PhD. He was awarded his PhD in 2006 for work of great merit in the field of Geospace Physics. He is now a Research Associate at UKZN and a Research Scientist at the Hermanus Magnetic Observatory.

New Research Chair

NEESHA MAHARAJ

UKZN's National Research Foundation (NRF) Chair in Applied Poverty Reduction Assessment has been bestowed upon Professor Julian May – a Research Professor at the School of Development Studies - for research which profoundly addressed poverty and inequality in South Africa.



Professor May, the second researcher at the School of Development Studies to be a recipient of a Research Chair was presented with this accolade by the Minister of Science and Technology, Mrs Naledi Pandor, at the launch of the 3rd round of the South African Research Chairs Initiative in Pretoria.

Over the years Professor May has developed a reputation for his analysis of persistent poverty and its relationship with asset accumulation and vulnerability to shock. His research endeavours have extended beyond South Africa's borders as far afield as Peru, Mali, Uganda, Tanzania, and Rwanda.

A plethora of research including into the economic impact of adult mortality as a result of AIDS related illnesses, land redistribution in South Africa and the potential of Information and Communication Technologies to poverty reduction

in East Africa was pivotal to Professor May's success as a researcher, earning him the prestigious Chair.

Professor May was the principal investigator of the KwaZulu-Natal Income Dynamics Study (KIDS), a survey of families in the province conducted in 1993, 1998 and 2004. This study has garnered widespread interest both locally and internationally and prompted decision makers in South Africa's Departments of Social Development and Finance to use the data for policy development.

Upon receiving the award Professor May said: "This acknowledgment of the activities of this School is of particular importance to me. I was a student in the precursor to this School in the 1980s and eventually became the Head of School from 2005 to 2007. I believe the School to be a centre of excellence within the University which makes a noteworthy contribution to the achievement of the University's vision. This Chair affirms that belief and I hope it will serve as a stimulus for an even greater contribution."

Professor May's priorities for the advancement of research into Applied Poverty Reduction Assessments would be addressing the challenges between policy, its implementation and the effects it has on improving the quality of life for the poor.

"By using mixed methodologies and a trans-disciplinary approach, by broadening the conceptualisation of poverty beyond a narrow income-based approach, and by assessing separately the outputs, outcomes and impacts of policy, the Chair will contribute towards a more insightful analysis of South Africa's poverty reduction strategies," said Professor May.

According to Professor May, the challenge facing postgraduate research in the country was the recruitment and retention of high calibre students who had the potential to succeed as researchers. He said the provision of grants and the flexibility of admission regulations needed to occur to address these challenges.

Professor May has produced over 50 papers in accredited publications to date. Over the past five years his work has been published in *AIDS*, *Natural Hazards*, *Journal of African Economies*, *Social Indicators Research*, *Development Southern Africa*, the *South African Labour Bulletin* and *Journal of Development Studies*.



The Heat is On

GREG DARDAGAN

CLIMATE CHANGE

About ten years ago a group of leading international scientists put forward a series of future projections about greenhouse gas emissions which cause global warming and climate change - every year since then reality has exceeded their worst case scenarios!



Expert on climate change: Professor Roland Schulze of the University of KwaZulu-Natal.

Of the 14 warmest years ever recorded on earth, 13 have been in the past 14 years. And the situation is not improving, not even stabilising, rather it gets worse every year.

Roland Schulze, emeritus professor of Hydrology and senior research associate at the University of KwaZulu-Natal (UKZN), was discussing issues around some of the findings made and presented in part in a publication he has co-authored titled: *Water for the Future*, which examines the impacts of climate change on water resources in the Orange-Senqu River Basin.

The Basin is one of the largest in the world covering an area of almost 900 000 square kilometers across South Africa, Lesotho, Namibia and Botswana.

Results from the research, which focuses mainly on South Africa and Lesotho, show that climate change will result in possible increases in temperature of between 3,5 deg C and more than 6 deg C by the year 2100 .

Rainfall will increase in intensity and duration in most of the area except in parts of the Western Cape where more droughts are predicted with serious consequences for agriculture, especially the fruit industry.

Furthermore, increased climate variability will reduce the ability to manage water resources easily, hence water planners will need to improve their planning capabilities.

The research identified a need to make provision for more severe flooding and determine whether infrastructure in the area has been designed and built to withstand projected future increased stream flows.

Professor Schulze, who is attached to the School of Bioresources Engineering and Environmental Hydrology (BEEH) based at UKZN's Pietermaritzburg campus, is regarded internationally as an expert in the field of climate change and is in demand as a keynote speaker at associated events throughout the world.

“The world has always experienced climate change but the difference

today is what took a 1 000 years to happen in the past now takes 50 years to occur. Never in the history of the earth have we had carbon dioxide concentrations as high as they are now so we are really in uncharted territory.

“And, of course, the greenhouse gases are already in the atmosphere so the damage has been done – those gases don’t disintegrate quickly. So even if all the damaging aspects stopped now, temperatures on earth would continue rising for several decades,” said Professor Schulze.

Global warming was manifesting itself most obviously through changes in temperature as well as occurrences related to that change such as frost, more heat-waves, fewer cold spells and changes – either increases or decreases – in rainfall.

Professor Schulze said scientists looked at two scenarios into the future – one about 40 years from now and the other 80 years ahead.

“Why 80 years into the future? If you look at water resources, when you build a dam it is there for next 100 years – it is very expensive and irreversible and therefore our planning in water resources has to account for possible changes up to 100 years from now.”

Projections indicated that in the next 40 years temperatures would increase on average by about 2 deg C and in the next 80 years by about 4 deg C.

“If you consider the hottest and coldest summers you have ever experienced that difference is only two degrees but now we are talking about permanent changes of what are now our extremes.

We also need to remember that it is not only the averages of temperature and rainfall that are likely to change but also the extremes.

“For example in the case of temperatures we’ll see frost occurrences being reduced, heat-waves being increased and cold spells being reduced. Rainfall, drought and flood patterns will change,” said Professor Schulze.

However, he said it was highly dangerous for scientists to attribute, for example, the massive fires experienced in the Karkloof or the heavy surf which battered the KwaZulu-Natal coast a few years ago to climate change.

“Climate change may have been responsible but it is unwise to make that statement now although we may in the future be in a position to say it. What is likely to happen is that with a warmer atmosphere we have a more energized atmosphere and thus we do expect more extreme events.”

The South African Government was giving serious attention to climate change and the public was generally very aware of the problems attached to the phenomenon.

“We are No 1 in Africa in the science of climate change, awareness and being proactive, while we are regarded very highly internationally in those spheres. The problem is that we do not have enough active scientists in the field and we need to develop centres of excellence not just ‘silos’ of excellence.”

Temperature and rainfall changes as well as carbon dioxide changes in the atmosphere were the clearest evidence of climate

change and global warming. To have any chance of halting this, there had to be a total consciousness about the need to reduce carbon emissions.

“The world needs to reconsider nuclear power which unfortunately is not in vogue at present and at the same time consider cleaner power from coal.”

The worst case scenario is that more extreme climate-related events are likely to become more common, including short duration events such as thunderstorms and long term events like floods and droughts which have already become evident. Africa was likely to be one of the worst hit because its people were more vulnerable to the events.

“One picture that is becoming more evident in South Africa is that things are not going to change equally. Projections are that the Western Cape will be hit harder than the rest of the country while KwaZulu-Natal will probably have more rain coupled with high temperatures producing positive and negative spin-offs for the province.

“With the projections that the Western Cape will experience less rain and higher temperatures there is cause for great concern for the agricultural sector there. The fresh fruit industry, especially apples, is threatened because a long term strategy is needed in that field – it’s not like annual crops such as wheat, where if things go bad you can change to a sorghum crop the next year.”

Desk

Convocation experiences history in the making

We witnessed history in the making when, during a moving ceremony, the Premier of KwaZulu-Natal, Dr Zwelini Mkhize was installed as UKZN's second Chancellor on 19 August. Dr Mkhize is not new to the University. He is an alumnus who is known for his commitment to changing the lives of the people in KwaZulu-Natal and the country at large. We are confident that he will be an ardent champion of UKZN's vision.

As part of the Installation, Convocation hosted a celebratory dinner where we honoured 11 ministers and four MECs in the new national and provincial government who are UKZN alumni. This is a record for any Higher Education institution in South Africa.

Why is this important to us as Convocation? The answer is that these individuals are role models in our communities and to our students at UKZN. We are confident that they will support the University to further our academic, research, teaching and learning enterprise.

We are also aware that there are countless UKZN alumni who have achieved great things in their lives throughout the world. I call upon these alumni to remember their alma mater in any form that can assist the University. Such efforts and contributions will also have a direct impact in addressing the socio-economic challenges that we are facing as a country.

In 2009 I spent some time travelling around the country meeting our alumni. It is exciting to see the energy and interest in contributing and participating in the affairs of UKZN. We all know that best universities in the world rely heavily on links and networks with their alumni. I am confident that at UKZN we are on the right track to achieve just that. I want to encourage each and every one of you to get in touch with your University...It is yours; your contributions will help build a great African university for the next generation.

Until then: Friends for Life!

SANDILE NGCOBO
PRESIDENT AND CHAIR OF CONVOCATION



New Executive members appointed

The year 2010 heralded new Executive appointments at UKZN. Professors Joseph Ayee and Rob Slotow have been appointed Deputy Vice-Chancellor and Head of the College of Humanities and the College of Agriculture, Engineering and Science respectively. Ms Nomonde Mbadi is the new Executive Director: Corporate Relations. Dr Mojaki Mosia takes up the position of Executive Director of Human Resources and Equity. Ms Mochaki Masipa is the new Executive Dean of Students.

The new appointments were made after the five year contracts of former Executive Members expired last December. According to Ms Phumla Mnganga, the Chair of the Senior Appointments Committee of the UKZN Council, there was widespread interest in the advertised positions with 132 applications received from countries as far afield as Europe, the Middle East, North America and South East Asia.

The Chair of Council, Mr Mac Mia, commented: "To ensure the University achieves its objectives over the foreseeable future, it is imperative that we have the best available persons within UKZN's Executive structure. We have



Professor Joseph Ayee: Deputy Vice-Chancellor and Head of the College of Humanities.

ensured that the process is transparent and has been conducted in accordance with our policies and procedures. I am confident that the new members will add value to the Executive as a whole and broadly in the University."

Deputy Vice-Chancellor and Head of the College of Humanities **Professor Joseph Ayee** joins UKZN after a 30-year academic career in the Disciplines of Political Science and Public Administration.

The former Dean of the Faculty of Social Studies at the University of Ghana in Legon ventured into academia as a Teaching Assistant at the University's Department of Political Science in 1979 before his climb up the academic ladder. Based at the University of Ghana for most of his academic career, Professor Ayee also lectured at two other African universities: the College of Administration in Sokoto, Nigeria in 1982 and the University of Swaziland in 1987.

Professor Ayee has made his mark as an academic and scholar. He has published 140 peer-reviewed articles and six books, including *An Anatomy of Public Policy Implementation: The Case of Decentralisation Policies in Ghana* and *Decentralisation and Conflict: The Case of District Chief Executives and Members of Parliament in Ghana*. Professor Ayee rates his appointment as Chair in Leadership Studies at UNESCO (United Nations Educational, Scientific and Cultural Organisation)/United Nations University Leadership Academy in 2000 as his best leadership success.

Regarded as an accomplished teacher in Public Administration and Public Policy, Professor Ayee scooped the University of Ghana 2006 Best Teacher Award in Humanities and was elected Fellow of the Ghana Academy of Arts and Sciences in December 2005.

Training and development of staff within the College of Humanities aimed at increasing human resource capacity would be a priority for Professor Ayee who is intent on making the College "a better place of excellence in African Scholarship and learning".

His vision is to lead the College to produce relevant teaching and research that will make its disciplines and programmes the best of their types on African scholarship in the world. Strategies to achieve this vision include the rationalisation of some units, a review of programme offerings, and encouraging research through staff and graduate training.

In response to his appointment Professor Ayee said: "I am grateful to the Council, Senate and Senior Executive Appointments Committee for



Professor Rob Slotow: Deputy Vice-Chancellor and Head of the College of Agriculture, Engineering and Science.

the confidence they reposed in me and I will not let them down. It is an honour for me to work at the prestigious and well-rated UKZN."

Professor Ayee is a member of the African Association of Public Administration and Management, the Policy Studies Association, the African Association of Political Science and a Fellow of the Ghana Institute of Management.

Educational Qualifications: *Bachelor of Arts Honours (University of Ghana), Master of Public Administration (University of Ghana) and PhD (The Hebrew University of Jerusalem).*

Deputy Vice-Chancellor and Head of the College of Agriculture, Engineering and Science **Professor Rob Slotow** began his academic career at the former University of Natal 13 years ago as a lecturer in Biological Sciences with a specialisation in Behavioural Ecology of animals.

The former Deputy Dean of the Faculty of Science and Agriculture is an eminent researcher known for extensive research in the areas of management of ecologically and economically important large mammals, evolutionary and ecological processes driving biodiversity and conservation management

decision-making. Professor Slotow has published 110 peer-reviewed journal articles and nine chapters in books.

He has carved a reputation as an accomplished academic leader. At a Faculty level Professor Slotow was instrumental in developing the Faculty Strategic Plan and leading the 2004/2005 School of Biological and Conservation Sciences Strategic Planning. Professor Slotow served as Academic Co-ordinator at the School of Biological and Conservation Sciences before his appointment as Deputy Dean.

Provincially he has made an invaluable contribution towards elephant management planning at the Ezemvelo KZN Wildlife reserves in Northern Zululand and the Isimangaliso Wetland Park. The eThekweni Municipality has sought Professor Slotow's expertise on environmental management decision-making. Scholarly research undertaken by Professor Slotow from 1996 to 2007 generated research funding to the tune of R15,2 million for UKZN from the National Research Foundation and donors from inside and outside South Africa.

Professor Slotow who was the recipient of the Vice-Chancellor's Research Award in 1999 has supervised more than 43 science students.

Commenting on his appointment Professor Slotow said: "I am greatly humbled by the trust that the University community is placing in me to provide academic leadership to our College. I see this role as a great challenge, both personally in terms of increasing my own capacity, but also in leading the important disciplines within the College in a manner which enhances their contribution to our country, continent, and globally."

Acknowledging that the hard work of staff contributes to the success of the College, Professor Slotow plans to lead in three areas: building on the College's research reputation by doubling research publication and PhD graduates and ensuring its relevance both nationally and internationally; maintaining its strong teaching and learning foundation through the revision and transformation of the curriculum to better prepare graduates for the community they will serve; and leading the transformation of the culture of the College to provide a collegial environment for both staff and students to reach their full potential.

Educational Qualifications: *Bachelor of Science (Rhodes University), Bachelor of Science, Honours (Rhodes University), Masters of Science in Zoology (University of Natal) and PhD in Biology (University of California, Santa Barbara).*

Ms Mochaki Deborah Masipa, the Executive Dean of Students successfully led the Student Affairs Division at the University of Limpopo as its Acting Director before taking up her new position.

Ms Masipa believes her expertise in student affairs coupled with years of experience in teaching and research will stand her in good stead in her new role. Lecturing in Human Movement Science at the University of Zululand and in Sports and Research at the University of Limpopo for over five years before her secondment to the Student Affairs Division has developed Ms Masipa's

understanding of student needs.

Reading for her doctoral degree in Social Science Research Methodology (Evaluation of research in South African HEIs) through the University of Stellenbosch has provided her with skills on institutional research, which enables Ms Masipa to view the needs of students with a research eye. Ms Masipa is of the opinion that universities should not only educate students in their chosen disciplines for their personal wellbeing but to also become better citizens.

Ms Masipa drove an array of projects aimed at student development over the past five years. These include: participation in the Higher Education Research and Development – South Africa (HERD-SA) student retention research project; co-ordinating a Department of Education-funded HIV and AIDS programme; planning the South African Association of Senior Student Affairs Professionals (SAASSAP) national conference in 2007; chairing and participating in a regional research project on poverty in universities and participation as panelist in the Internal Evaluation Process of the University of Fort Hare.

Facilitating collaborations between the University of Limpopo (and now SAASSAP) and foreign universities, particularly on the "professionalisation" of student support services forms part of Ms Masipa's initiatives aimed at enhancing the area of student development.

Ms Masipa's interest in research led to her presenting papers at conferences on student matters. She is a member of the South African Association of Senior Student Affairs Professionals and the South African Association for Research and Development in Higher Education.



Ms Mochaki Deborah Masipa:
Executive Dean of Students.

Educational Qualifications: *Masters in Human Movement Science (Rhodes University, 1989); Bachelor of Arts, Honours (University of the North, 1985); University Education Diploma (University of the North, 1984); Bachelor of Arts (University of the North, 1983) and B Dental Therapy (Medunsa, 1995).*

Ms Nomonde Mbadi, Executive Director of Corporate Relations, holds an MBA from the former University of Durban-Westville. Prior to her appointment at UKZN, Ms Mbadi was the Executive Director of Corporate Affairs at the Durban University of Technology (DUT), a division she led for six years.

A love for the dynamic Higher Education sector has seen Ms Mbadi dedicate 13 years of her career to educational institutions in the capacity of lecturer in the Disciplines of Marketing and Management before her promotion to Director of the Tabeisa Enterprise Centre at the DUT.

Key projects she successfully managed while at the helm of Corporate Affairs at DUT included: leading the R8 million Creative Name Change Campaign which re-branded the Durban University of Technology from the Durban Institute



*Ms Nomonde Mbadi, Executive Director:
Corporate Relations.*



*Dr Mojaki Mosia: Executive Director of
the Division of Human Resources and Equity.*

of Technology; promoting community outreach through management of the Tabeisa Project aimed at helping entrepreneurs start businesses; and participation in a project intended to improve the University's student throughput rate by offering bursaries to needy students.

Excited at the prospect of leading Corporate Relations at UKZN, Ms Mbadi said: "I am looking forward to my new role ... I am under no illusion about the enormous task at hand but I also know that colleagues in that Division are committed and dedicated individuals who would be able to support the new direction of the Division."

Creating an understanding of Corporate Relations among the University's constituencies and formulating a plan together with colleagues to assist Faculties achieve their strategic goals will be a priority for Ms Mbadi.

Ms Mbadi is a member of the Black Management Forum (BMF), Public Relations Institute of South Africa (PRISA), is the Deputy Chairperson of Marketing Advancement and Communication in Education (MACE) and a Council member of the Mangosuthu University of Technology.

Educational Qualifications: MBA (UDW), BCom (UNITRA), BCom (Honours) (UNISA).

Executive Director of the Division of Human Resources and Equity **Dr Mojaki Mosia** is a specialist in leadership development and strategic management processes.

Passionate about maximising human potential, Dr Mosia who holds a PhD in Leadership Performance and Change has over the years contributed to individual, team and organisational coaching.

Dr Mosia joins UKZN after a two-year tenure at BMW South Africa as the Director for Human Resources. He has attained an impressive track record as a human resources practitioner through appointments at the South African Post Office, Sasol, Tiger Brands, and Adcock Ingram Healthcare.

Dr Mosia said of his appointment: "It is received with honour and great appreciation because UKZN is a reputable university led by such people too."

Asked about any immediate challenge apparent in his first week at the helm, Dr Mosia said like other organisations,

the critical thing for Human Resources was proper alignment with University structures – to ensure strategic relevance.

"Further than this, I think UKZN can benefit greatly from an integrated automated talent management process," he said.

To the members of the Human Resources and Equity Division, Dr Mosia said: "Let us join hands to create the future and the legacy we will be proud to inherit and/or associated with by the next generation. Everyone will be given the platform to perform and the space to be creative."

The inspirational force behind Dr Mosia's success in human resources over the past 15 years has been to enable others to create meaningful lives for themselves and their organisations. "So, at the end of my five year tenure I will measure my success by how well I have fulfilled this purpose," he added.

Dr Mosia has continued links with both the University of Johannesburg and the North West University as a guest lecturer and moderator to postgraduate students.



Mr Gates and Professor Makgoba with postgraduate students.

Bill Gates visits UKZN

Mr Bill Gates, the Co-Chair of the Bill and Melinda Gates Foundation was informed of the latest developments in HIV research undertaken by the University of KwaZulu-Natal's leading academics and postgraduate students during a visit to the Nelson R Mandela School of Medicine on World Aids Day (December 1, 2009).

Vice-Chancellor, Professor Malegapuru Makgoba led a roundtable discussion on HIV Pre- Exposure Prophylaxis together with Professors Willem Sturm, Dean of the Nelson R Mandela School of Medicine; Salim Abdool Karim, Director of CAPRISA; Nhlanhla Mkhize, the Head of the School of Psychology; Dr Regina Osih, Reproductive Health Unit; Professor James McIntyre, Perinatal Health Research Unit; Mr Jonathan Berger, AIDS Law Project,

Medicines Control Council; and Mr Roger Phili HIV/AIDS, STI and TB Director for KwaZulu-Natal.

Discussions provided Mr Gates and other Foundation representatives with an insight into advances made in HIV programmes in various disciplines at UKZN and an overview of current research pursuits by both academics and postgraduate students.

A presentation by Professor Bruce Walker, one of the Founding Members of the HIV Pathogenesis Programme (HPP) based at the Doris Duke Medical Research Institute (DDMRI) informed Mr Gates and his representatives of in-roads the Programme has made towards the development of a vaccine against HIV and AIDS. According to Professor Walker a critical area of research the HPP is currently undertaking

concerns the group of HIV positive people referred to as the "elite controllers" who are able to maintain a viral load of below 50 virus particles per millilitre of blood. The HPP had been a recipient of funding from the Bill and Melinda Gates Foundation three years ago. Professors Thumbi Ndung'u, Director of HPP and Hoosen (Jerry) Coovadia, participated in the discussions.

Nine postgraduate students engaged in research relevant to HIV and AIDS attended a luncheon with Mr Gates and Professor Makgoba. They were Ms Portia Mutevedzi, Mr James Ndirangu, Mr Bongiwe Ndlovu, Mr Manuel Macia, Ms Christina Thobakgale, Ms Jaclyn Wright, Ms Kerry Vermaak, Ms Bronwyn Joubert and Mr Vivek Naranbhai.

UKZN

medical

student makes history

UKZN's Dr Vivek Naranbhai (22) has become the first South African medical student to graduate with an undergraduate MBChB and an honours degree in Medical Microbiology in the same year.

Dr Naranbhai finished at the top of his 2009 undergraduate class while at the same time successfully completing his honours degree during the year.

Professor Willem Sturm, Dean of the Medical School, said: "Vivek is a unique student. As a rule no student can be registered for more than one degree at the same time. He has accomplished something unique and has set a precedent.

"The result of this is that we have unofficially created a situation where top students can achieve more."

Encouraged by Dr Naranbhai's success, other top students have already approached the Medical School for the same kind of opportunity and received a favourable response. Professor Sturm says there are ongoing talks of formalising an official MD-PhD program at the school. The graduate class of 2009 excelled overall with an 85% pass rate, with many students having achieved *summa cum laude* and *cum laude* passes.

"Bored" in his first year of medical school, Dr Naranbhai found he had loads of spare time and was keen to learn more than what was offered in the undergraduate curriculum. Encouraged by the student's enthusiasm, Professor Sturm reviewed a request from Dr Naranbhai to take up an immunology course offered in the honours programme. Usually the honours programme is open only to students with a



Dr Vivek Naranbhai interacts with Mr Bill Gates at UKZN's HPP Laboratory.

Bachelors degree, but based on his academic performance, Professor Sturm granted the request in Dr Naranbhai's second year of MBChB study.

Dr Naranbhai exceeded all expectations, completing the entire Medical Microbiology honours programme over the course of two years and winning the national Pfizer Young Health Scientist's prize in laboratory medicine for his Honours research in 2008. He then registered for his masters in immunology, in his fourth year of study, all this while completing his undergraduate studies and continuing an active research interest.

At the year-end Medical School banquet, Dr Naranbhai received a standing ovation from his peers and was later presented with the annual top student award by Professor Yacoob Seedat, honorary professor of medicine at UKZN.

"I have been in association with the Medical School since 1957 and this is the first student that has distinguished himself so well, it's extraordinary," said Professor Seedat.

"Never before has a student of this medical school achieved a *summa cum laude* with distinction in all his subjects in undergraduate MBChB studies, obtained an honours degree, and developed a productive research interest at the same time."

Dr Naranbhai says he is proud of what he has accomplished, and hopes that his success will open a door for other students to follow. He dreams of becoming a "bench to bedside" scientist.

"To see a patient in the morning as a physician and to work at the bench as a scientist in the afternoon, makes for effective clinical and research work."

Having ventured into the unknown and returned triumphant, Dr Naranbhai sees himself playing a role in creating an MD-PhD program that the University "will have to allow".

MD-PhD programmes provide training in both medicine and research, much like what the young student has done on an unofficial basis. They are specifically designed for those who want to become research physicians. There are a few universities in countries such as the US and Germany that offer the MD-PhD over a period of eight years. No such formal programme exists in SA.

The high flyer was the first MBChB student in the country to receive the annual Fogarty Ellison Fellowship in 2007 – an exciting clinical research training experience previously open to qualified medical doctors only. The former Crawford, La Lucia pupil, matriculated in 2004 at the top of his class and was ranked 1st in KwaZulu-Natal. His ambition in medical science was stimulated by his parents, a biotechnology scientist and a practising paediatrician.

Dr Naranbhai has had good mentors, including researchers Professor Salim Abdool Karim of the Centre for the Aids Programme of Research in South Africa (CAPRISA).

Adopted as a CAPRISA/LIFElab research fellow, Dr Naranbhai has made a great contribution to the centre's HIV research and as part of his masters programme he has in the past year worked mainly in the HIV Pathogenesis Programme (HPP) – a key research group in the Doris Duke Medical Research Institute which has played a significant role in advancing UKZN's strategic research endeavor in areas of HIV.

Dr William Carr, senior researcher and lecturer at UKZN, and research instructor at Harvard University and at the Region Institute, says he is proud of Dr Naranbhai's achievements, "Vivek has demonstrated that it is possible to combine the teachings of clinical medicine and of research into one degree. This is critical for developing a new generation of medical scientists. He has actually created the structures of a new programme."



The Chair of Council, Mr Mac Mia officially installs Dr Zwelini Mkhize as the second Chancellor of the University of KwaZulu-Natal.

Installation

In a colourful and moving ceremony, the Premier of KwaZulu-Natal, Dr Zwelini Mkhize was installed as UKZN's second Chancellor on 19 August.

The ceremony, at the MH Joosab Hall on the Westville campus, was attended by Government ministers, diplomats, KwaZulu-Natal government representatives, academics and students. Dr Mkhize's appointment as Chancellor is particularly significant, as he is a UKZN alumnus who was awarded his medical degree at the former University of Natal in the 1980s. In his role as Chancellor, Dr Mkhize will preside over ceremonial events on UKZN's academic calendar, particularly the conferral of degrees at graduation ceremonies.

Accepting the appointment, Dr Mkhize said he was humbled and privileged by the honour bestowed upon him. Acknowledging UKZN as an institution which has developed a reputation for academic excellence at a global level,

Dr Mkhize said it was important for academic institutions in South Africa to work towards rebuilding the African continent.

"Universities have to continuously evaluate their roles and significance in the face of demands imposed by their own local communities and the rapid changes of the global world. This becomes particularly complicated for academic institutions in developing countries where poverty and under-development pose demands that are at complete variance with imperatives of affluent societies which propel the waves of globalisation," said Dr Mkhize.

Welcoming guests to the Installation Ceremony Vice-Chancellor Professor Malegapuru Makgoba said UKZN had a legacy of producing graduates who filled prominent positions in society. He said it was a special privilege to have Dr Mkhize take over the reins of Chancellor.

Professor Makgoba added that UKZN continued to strive to create an enabling environment for both staff and students through infrastructural development and advancing research. He expressed his confidence that Dr Mkhize would inspire the University community to embrace African Scholarship.

Welcoming Dr Mkhize to the UKZN fold, the Chairperson of Council, Mr Mac Mia; Mr Sandile Ngcobo, President and Chair of Convocation; Dr Nirmala Gopal, representing staff; Professor Roy Du Pré, representing Higher Education South Africa and Ms Bavelile Hlongwa, Central Students' Representative Council President concurred that Dr Mkhize's passion and drive for peace, stability, skills development and human upliftment would stand him in good stead as the University's ceremonial head. Shortly after Mr Mia announced Dr Mkhize's appointment, praise singer, Mr Siphamandla Xaba, a UKZN student

commenced with his poem extolling the successes of the new Chancellor. This received enthusiastic applause from guests.

Committing himself to serve the University in its role in uplifting and developing South Africa and the African Continent as a whole, Dr Mkhize stressed the importance of academic freedom, autonomy and academic responsibility, underpinned by the commitment to uphold institutional integrity and ethics in relation to society.

The First Lady of KwaZulu-Natal, Dr MM Mkhize, who is also a UKZN alumnus, expressed delight at being associated with UKZN.

"We are indeed honoured to be part of this University that has shaped our lives. The University is an important role player in our province, Africa and the world in general and to be associated with it means a lot to us and is humbling. As a family we will provide all necessary support for the Chancellor in his quest to sustain its reputation and its success," she said.

New Mace for UKZN

UKZN's new Mace was used for the first time at the Chancellor's Installation. The Mace was created and designed by local sculptor, Mr Zamokwakhe Gumede.

In 2007 the Academic Ceremonials Committee decided to commission a Mace for the University. Registrar, Professor Jane Meyerowitz said: "The request was that the Mace would be uniquely ours, reflecting both the African context and global reach of the Institution as well as having a strong local character about it. A preference was voiced for the Mace to be carved in an indigenous wood, in keeping with the African woodcarving tradition."

A working group, comprising members of staff in the University's Centre for Visual Art, members of the Academic Ceremonials Committee and student



UKZN's new Mace was used for the first time at the Chancellor's Installation.

representatives drawn from the School of Architecture and the Centre for Visual Art, was set up to take the process further.

The working group identified local sculptor Mr Gumede as an artist well suited to doing the work.

Mr Gumede has worked in several public galleries in KwaZulu-Natal and has received major public commissions for his sculpture designs. His sculptural style is bold and direct utilising simplified or stylized forms with clear evidence of the process of carving through the rough-hewn chisel marks. He was asked to consider ways of conveying the local context of the Institution in the work which continued the long established African and European traditions of a Mace signifying authority and protection. Mr Gumede started work on the final piece early in 2009 and completed the project in June.

The final design incorporates several features of the earlier prototype versions. The head of the Mace is made up chiefly of three opened book-like forms, suggestive of scholarship but also the massive landscape forms of KwaZulu-Natal, onto each of which is placed a small simplified implement specifically a ruler, a pen and a pencil. These refer respectively to the scientific and computational, the text-based and the creative sides of the University's work. Below this is the neck component, comprising an encircling set of six

heads, (not actual portraits), representing the diverse University community.

This is all surmounted by an impressive alighting secretary bird, an elegant and active bird found throughout the province and indeed much of southern Africa. It has been carved in Mr Gumede's distinctive way, which is not given to intricate detail but rather to clean, simplified planes of wood resulting in a strong and expressive shape with high visibility for the audience.

The shaft of the Mace has been left unadorned but has at its foot a hoof-like shape, giving a sense of contact with the soil. The wood used is Drakensberg bottlebrush, *greyia sutherlandii*, in isiZulu *umBande*, gathered from the artist's home near Bergville.

All vulnerable projections, such as the bird's wings, have been under-pinned with stainless steel rods. The length of the mace is 1.2 metres while it is 35cm across at its widest. It weighs 3.5kg, but this will reduce slightly over time as the residual water content diminishes.

"I would like to thank Professor Fikile Mazibuko, Deputy Vice-Chancellor and Head of the College of Humanities (2005-2009) who led the project and Professor Terrence King of the Faculty of Humanities, Development and Social Sciences who oversaw the details of its design and execution through the various stages," said Professor Meyerowitz.



Professor Peter Alexander (centre), keynote speaker at the Alan Paton Centre 20th Anniversary Conference, at the launch of his new book *Alan Paton: Selected Letters*, with Chairperson of the Van Riebeeck Society, Professor Howard Phillips, and Deputy Chairperson, Dr Elizabeth van Heyningen.

Alan Paton Centre

THE Alan Paton Centre (APC) celebrated its 20th anniversary with a conference on UKZN's Pietermaritzburg campus which attracted a group of scholars, researchers and academics who presented a variety of interesting papers.

The conference and the associated 16th Alan Paton Lecture were organised by APC staff Mrs Jewel Koopman and Dr Estelle Liebenberg-Barkhuizen.

The conference was opened by Professor Nelson Ijumba, Deputy Vice-Chancellor, Research, and by Mrs Anne Paton, Alan Paton's widow, and major donors of material to the APC, who travelled from England in order to attend. The keynote speaker was Professor Peter Alexander of the University of New South Wales in Australia who is the author of *Alan Paton: A Biography*. His new publication, *Alan Paton: Selected Letters*, in which he has edited a large number of previously unpublished letters for the Van Riebeeck Society, was launched at the conference.

Professor Alexander's keynote speech was titled: "I will give you the man": *Paton's Spirituality*, which took a fresh

look at Paton's religious background and thought processes.

Speeches of welcome were made by UKZN's Professor Donal McCracken; the Mayor of Pietermaritzburg, Councillor Zanele Hlatshwayo; and Alan Paton's son, Dr David Paton. The introduction was given by Dr David Levey, a Paton scholar who lectures at UNISA. Two of the other delegates were from the United States – Professor Bernth Lindfors, Emeritus Professor at the University of Texas, and Ms Anne Reef of the University of Memphis, Tennessee.

A total of 24 papers were presented of which 19 were the work of delegates from various South African universities. A cocktail party was held on the first evening in the Hexagon Dive, where readings were made from a selection of Alan Paton's poetry contained in the work, *Songs of Africa*.

The conference was sponsored by the Faculty of Humanities, Development and Social Sciences, and Corporate Relations. The Alan Paton Lecture was sponsored by the Liberal Democratic Association.

Public Lecture

highlights the potential of solar energy

SOLAR energy expert, Dr Tim Bruton, delivered a public lecture entitled *Photovoltaic Technology: Present and Future* on the Howard College campus on 12 August.

Photovoltaics (PV), a solar power technology that converts sunlight directly into electricity, is the world's fastest-growing energy technology.

Dr Bruton highlighted the urgent need to perfect this technology and more importantly, to reduce the capital and operational costs associated with its use. According to Dr Bruton, by the year 2050 only nuclear and solar energy will be able to meet the world's energy needs.

"Solar energy is totally sustainable and is available anywhere on the earth," said Dr Bruton.

The lecture, which was attended by 140 people, was well supported by UKZN's Engineering Faculty, the Durban Chamber of Commerce and Industry, the South African Institution of Mechanical Engineering and the South African Institute of Electrical Engineers.

Dr Bruton also discussed the strengths and weaknesses of each solar cell technology and focused on the cost effectiveness of photovoltaics versus fossil fuel generation of electricity.

A Fellow of the UK Institute of Physics, Dr Bruton possesses a wealth of experience in the solar energy field. For 20 years he was involved in the growth of BP solar where his team made significant advances in products for building integration and concentrating solar systems. He is an independent consultant providing assistance to a number of international companies, commissions and conferences.



From left: Mr Hein Els National Project Manager of the Fuchs Foundation; Professor Miriam Adhikari, Head of the Department of Paediatrics at UKZN, Dr Riaan Els, Chief Executive Officer of the Fuchs Foundation and Professor Anna Coutsooudis of UKZN's Department of Paediatrics.

NEONATAL CARE BENEFITS FROM FUCHS FOUNDATION DONATION

The Department of Paediatrics and Child Health has obtained generous funding of R540 000 from the Carl and Emily Fuchs Foundation to enable them to address critical issues in neonatal care.

The issues include appropriate feeding; care of low birth weight infants; and supporting mothers in newborn care practices. These practices empower mothers to care appropriately for their newborns and they have a large impact on neonatal and child mortality.

The grant has enabled the refurbishing of one of the rooms in the nursery at King Edward VIII Hospital as a Breastmilk Bank and a second one to provide a comfortable place for mothers to relax and express milk. This room also serves as a counselling room.

The Breastmilk Bank room is utilised for pasteurisation and storage of mothers' own milk and donor milk. The method used for the pasteurisation of mothers' milk is by simple low technology that makes HIV positive maternal milk safe for their own babies. Research by UKZN's Professor Anna Coutsooudis and her collaborators has shown that flash heating of HIV positive mothers' milk destroys the HI virus (and other viruses and bacteria) with minimal destruction of nutrients and immunological components in the milk.

The first HIV positive mother who trained in this method fed her baby for six months and he is now a healthy HIV free baby. This mother now comes to the Unit and encourages, counsels and trains other mothers in this method. To date, about 100 mothers have been

trained in the flash heating method over about nine months.

The availability of donor milk to babies of mothers who could not provide their own breast milk initially, due to post operative effects of anaesthesia or illness, sparked a great deal of interest from other mothers in the Unit. HIV negative women are donating their milk which is pasteurised and frozen for the babies in the Unit.

Since this method of pasteurisation started, the utilisation of formula feeds has declined. The cost of pre-packed formula feeds was about R13 000 a month last year but has now declined to about R6 000 a month.

The grant also financed the re-furbishment of one of the obstetric wards into a Kangaroo Mother Care (KMC) Unit in which mothers nurse their small preterm infants against their skin on their chest. Research has shown that KMC reduces the duration of the hospital stay; has physiological effects by stabilising the heart and respiratory rate and positively influences breast feeding practices.

The effect on the mothers is increased confidence in handling their babies and being empowered to care for their babies with a better understanding of their needs. Fathers and other family members can practice this as well.

To support this work the involvement of the counsellors and nursing staff is critical. On site in-service training has been conducted. An outreach programme

has also started in an attempt to reach as many hospitals as possible in the eThekweni Municipality.

The private-public partnership between the King Edward VIII Hospital management and the Carl and Emily Fuchs Foundation has made neonatal care policies a practical reality and ensured successful implementation using interventions based on science.

UKZN Students Excel In SAICA's Qualifying Examination

First attempt candidates at UKZN's School of Accounting excelled in the 2009 Qualifying Examination (Part 1) of the South African Institute of Chartered Accountants (SAICA).

Part One of the qualifying examination is the standard-setting examination which is written after completing the Certificate in the Theory of Accounting (CTA) and is an assessment of core competence.

Out of the 133 first attempt candidates from UKZN, 110 were successful, representing a pass rate of 83 percent. This compares favourably with an 82 percent pass rate achieved in 2008.

Of the 3 373 candidates who wrote the examination (first attempts and repeats) in South Africa this year, 1 972 (58 percent) were successful, with only 28 achieving Honours passes.

Two of the honours achievers, Mr Alistair Marais and Ms Nadine Talbot, are from UKZN (to achieve Honours, a candidate must attain an aggregate of at least 75 percent).

"I feel extremely relieved at passing and quite shocked at achieving Honours because after I had written the exam I felt as though I had failed because it was so difficult," said Ms Talbot.

The route to becoming a chartered accountant is very challenging. Candidates have to graduate with a Bachelor of Commerce (Accounting) and a postgraduate CTA, pass two externally-set qualifying examinations and complete a three-year training contract.

Mr Marais advises fellow students: "You are not going to get anywhere if you don't work hard."

Mr Marais is currently serving the first year of his training contract at Deloitte in Pietermaritzburg while Ms Talbot is at Ernst and Young in Durban.

In 2008 UKZN produced four of the top ten students in SAICA's Part 1 Qualifying Examination. This was a significant achievement considering no other university in the country had more than one candidate in the top ten.

Professor Nicholas Wood, Head of the School of Accounting, commented: "I am very pleased with the results and congratulate our successful candidates. I also want to pay tribute to my team of hardworking, dedicated staff who have equipped our students to perform so well."

INDIGENOUS GARDEN CREATED AT EDGEWOOD CAMPUS

A new indigenous garden, which will serve as a teaching resource for Biological Sciences students, was developed on the Edgewood campus to celebrate Arbor Day on September 3.

A large group of students attended the event and planted indigenous trees and shrubs. Information on and uses of trees of the year was presented by Dr Nadaraj Govender, Head of the School for Science, Maths and Technology Education. Trees of the year for 2009 include the Monkey Thorn (*Acacia galpini*), Tree Fuchsia (*Halleria lucida*) and Round-leaved Teak (*Pterocarpus rotundifolius*).



Enthusiastic students and staff planting indigenous trees and shrubs on the Edgewood campus.

Dr Allan Pillay, a keen biologist who is retiring this year, planted a Tree Fuchsia which is indigenous to KwaZulu-Natal and provides food for birds and wood for timber, while the leaves are used as traditional medicine for skin problems. The Edgewood Environmental Forum (EEF) has been "greening" the campus by developing indigenous gardens for more than five years. This year, planting was done between Wings 1 and 2.

"We need to bring environmental knowledge education back into the classroom so that we can fully focus on the issues of global warming. This garden will serve as a stimulus for teaching and learning activities in science education," said Dr Govender.

Cato Manor Writers

.....KZN
Literary
Trails...



NEW WRITERS' TRAILS FROM KZN LITERARY TOURISM

UKZN's Professor Lindy Stiebel, Project Leader of KZN Literary Tourism, has developed two new literary trails: the Inanda, Ntuzuma and KwaMashu (INK) Writers' Trail and the Cato Manor Writers' Trail.

The first literary trails to be developed were Grey Street Writers, Alan Paton and Rider Haggard. The project's main objective is to create interest both in writers and the places to which they are linked in KwaZulu-Natal.

Professor Stiebel, Acting Head of the School of Literary Studies, Media and Creative Arts, has been involved with developing KZN Literary Tourism since 2001.

The INK Trail, developed in partnership with the eThekweni Municipality, outlines

a very rich heritage and features literary luminaries such as Mandla Langa, Angelina Sithabe, Mewa Ramgobin, John Dube, Ellen Kuzwayo, and Manilal and Sita Gandhi.

The trail starts at KwaMashu Library and includes the Phoenix Settlement, Ohlange Institute, Inanda Seminary and the Shembe Village. The trail pamphlet gives a brief description of each place, linking each to various writers who have lived or worked there and who went on to write about these spots.

Launched last year at Phansi Museum in Glenwood, the Cato Manor trail traces the rich cultural heritage and intense political struggles of the area. The trail pamphlet gives brief descriptions of important historical moments such as the 1949 Race Riots, and the 1959 Beerhall Riots.

The history of this area is traced through the written works of celebrated writers linked to Cato Manor, including Ronnie Govender, Lewis Nkosi, Gladman Ngubo, Kessie Govender, Mi S'dumo Hlatshwayo and Kenneth Bhengu.

This pioneering research project has contributed significantly to the growth of Literary Tourism in KwaZulu-Natal.

Professor Stiebel said: "The project has generated great interest from national and international researchers and tourists who are passionate about visiting places made famous or significant by writers. The KwaZulu-Natal Literary Tourism website (www.literarytourism.co.za) receives more than 5 000 hits per month."

Another important aspect of the project is the training of community guides. Professor Stiebel worked with the INK Area Based Management, a section of eThekweni Municipality, to train a group of local youngsters who call themselves Creative INK.

"The workshop is about trying to network the community guides with tourism and writers."

The four day intensive training workshop was aimed at helping the community guides to interact with tourists, informing them about the local community, writers and their work together with heritage sites en route.

Professor Stiebel said: "I feel very happy with the progress made. The trainees are really excited; they are part of writers groups that want to connect with the wider world... There is a lot of potential in literary tourism."

The trainees were given a training manual that covers the background history, writers and selected writings for the featured INK Writers' Trail.

As part of their training they completed a number of practical projects: they went on the INK Writers' Trail; the Cato Manor Writers Trail and visited Phansi Museum; and the Grey Street Writers' Trail with a visit to the provincial tourism authority's offices at Tourist Junction. At each of these places the group met with other guides and relevant officials.

Through the support of a recently awarded National Arts Council grant, Professor Stiebel is working towards producing the Midlands Writers' Trail which should be ready for launching in 2010. Other potential trails include one for KwaDukuza / Groutville should funds become available.

Alumni Profiles

GREG DARDAGAN

Philani Makhanya News Editor, The Mercury



Being News Editor of KwaZulu-Natal's top-selling English morning daily newspaper, *The Mercury*, is a challenge University of KwaZulu-Natal alumnus, Philani Makhanya, relishes.

Up with the birds most weekday mornings, 32-year-old Makhanya devours newspapers rather than eggs and bacon before absorbing all the "meat" of early a.m. news broadcasts on radio and television to ensure he's aware of what's on the media menu when he arrives at his desk at Independent Newspapers in Durban.

Then there's time for a quick bite and a cup of coffee before he gets down to the business of the day - making sure the next day's *Mercury* is packed with interesting and informative stories as well as the important news breaks.

Makhanya needs to use all his skills to come up with innovative story ideas as well as handle his 15-strong reporting team.

"It is a challenging position. A news editor has to ensure the news of the day is well covered while at the same time managing the newsroom. Fortunately for me the task is made easier because I have a great team of reporters - there's a good mix of senior writers complemented by bright and enthusiastic youngsters... and that's ideal," said Makhanya.

"Newspapers are in my blood - I enjoy the hustle and the bustle. Perhaps the biggest thrill is to see a great *Mercury* edition out on the streets when I go to work in the mornings - the fruits of your labour are out there in hard copy which is great."

Makhanya is a Durban boy, born and bred. He grew up in Chesterville and completed his matric at the local high school.

"My grandma was a domestic worker and often brought newspapers home, including the *Daily News* and *Ilanga*. I loved soccer so I always read the sports sections but eventually developed an interest in the other news. I soon became a newspaper addict and when I left school my goal was to be a journalist."

There were obstacles - his attempt to join the journalism school at the former Natal Technikon was thwarted as all the classes were full so instead he signed up for a BA degree at the former University of Durban-Westville (UDW). He completed his BA in three years majoring in English, Politics and History and went on to do his Honours in History, later teaching the subject for a few months at high school level.

He was given a chance to study journalism and he grabbed it with both hands doing a post graduate B Tech (Journalism) Degree at the Technikon

during which time he was identified by his Practice of Journalism lecturer as being the top student of the year winning a six-month contract to work as a junior reporter at the *Mercury* ... and the rest is history!

Makhanya developed at a fast-track rate in the *Mercury* newsroom cutting his teeth on various beats and making his mark in local government reporting before being appointed news editor about four years ago. Recently he has done part time lecturing for the journalism department at the Durban University of Technology.

"There's no doubt my time at UDW gave me a very good background for my journalism career. I have a very high regard for the work UKZN does both in the development and education of its students and in the various fields of research it is involved in.

"During my time as an education reporter I interacted closely with the University and was impressed with the research work their academics do in the fields of HIV/AIDS, social science and medicine. The Institution is a leader in the field of research and its image has been enhanced through the merger," said Makhanya.

After four years on the newsdesk he still enjoys his work immensely but admits looking forward to testing himself in new pastures when the right opportunity arises.

"I have been at one newspaper for all of my career and I feel the time is near when I need to branch out. The media is my life and I certainly don't see that ever changing - I still have a lot to achieve."

Alumni Profiles

DEBORAH EWING

Nazrien Kader, Lead Director, Financial Services Taxation at Deloitte & Touche



Kader advises a wide range of corporate clients, including banks and insurance companies, on corporate tax issues. She has been with Deloitte for 15 years, although she says she found herself there “quite by accident”.

“I completed three years of Articles at Andersens in KwaZulu-Natal and had no real idea of what to do after that, so I opted for a stint at Deloitte Taxation Services, which was then the largest tax practise in KZN. I thought I’d stay for perhaps two years and then move onto something dynamic like banking. But here I am.”

Kader is usually in her office by 7:15 am. “The nature of our work is generally deadline-driven. If a job needs to

be prioritised, I do it. There are many crises in this type of work. I might arrive to find there is nothing in my diary that morning and suddenly there are five meetings scheduled back to back.”

She normally works straight through lunch. “My day runs at top speed. There are internal meetings, for example, to discuss results, revenue growth, profitability and talent management with the Executive Committee for Tax. Then I might meet with a client of many years’ standing. The mood might be relaxed, with a level of comfort. Then I might have to switch to a very formal, relatively reserved mode with another client. Then I might be meeting with SARS, representing a client on serious issues with contentions on both sides. There may be presentations...”

“I have to deal with varied personalities, among colleagues and clients. Emotions can get out of hand when SARS is being, shall we say, resilient!

“By nature I am energetic and demonstrative but at work I am impartial and can be quite detached from the tax problem at hand.”

After a very early start, Kader may get away by 6pm, but on some days it could be 7.30pm – and there could be a hefty stack of tax documents in the briefcase for “bedtime reading”. However, she has mastered the art of “switching off” at the end of the working day. When she arrives home, she is invariably greeted by the smiles of her sons, Shaheed, aged 6 and Muhammad, aged 10, who appear at the door to conduct a ritual of guiding Mom’s car into the garage.

“From that moment, I don’t think about work. Unless I have to.”

Kader’s husband, Junaid, who works with a professional services company, also has a demanding schedule but together they ensure they spend quality time with each other and the children. Weekends are sacrosanct.

“We have been married for 18 years - before I started my Articles. Junaid is the rock in my life and our children keep me grounded!”

Kader studied at the former University of Durban-Westville (UDW) from 1988-1991.

“I remember it so well. The purple rain ...Those were trying times. The student body was so passionate. There were fiery mass meetings; such vibrancy. We were not scared to act; we didn’t weigh the consequences because we believed in what we were doing.

“There was a different ethos on campus at that time because of the political environment. UDW had a totally black student population and the lecturers were there to make sure that we came out with good degrees. There were +/- 1 000 students in Block T but the lecturers knew the people who were there to work.

“It was a beautiful experience, to be among a thousand students staring down at a lecturer. People would even throw paper jets. Amid all the turmoil and pressure there was a “lightness of being”.”

After completing her Bachelor of Accounting and Honours degree, Kader went on to do her Masters (then a Higher Diploma) in Tax, at the Howard College campus, under Professor Lindsay Mitchell.

Her university years shaped Kader not only academically but professionally and personally.

“I came from a family and a university environment where the ethos was ‘You will succeed. You will make it work.’ It taught me resilience and perseverance.”

Alumni Profiles

DEBORAH EWING

Bronek Masojada Chief Executive Officer, Hiscox, the Bermuda- based specialist insurer



Anyone who has had to insure a Picasso, secure cover for space travel or protect themselves against the risk of a terrorist attack or a hurricane will be familiar with Hiscox. The FTSE 250 listed company specialises in what CEO Bronek Masojada describes as 'slightly esoteric' cover – for high-profile and high-risk clients and everything they value.

Bronek has led Hiscox through the fallout of 9/11, Hurricane Katrina and the credit crisis. In 2008, the company posted record interim pre-tax profits and in August 2009 reported an investment return of 7% (£85 million) compared to 1.6 percent in the same period the previous year. Yet he insists that a lot of his work is routine and that his success depends entirely on teamwork.

Bronek operates from London. "Like it or not everyone who works in an office environment has a routine. If I am

working at the office, I take the 7.06 train from Surrey to London Bridge, followed by a 15-minute walk across the Thames. Much of my day is spent reading or talking to people – in person, on the phone or in video conference.' That said, he spends about a third of his time travelling. 'I enjoy it and I try to make sure it is not just travelling from the airport to the hotel to the office and back. I always arrange to see something of the country I am in and what makes it special.'

Bronek attributes Hiscox's resilience and rising returns in a recessionary climate to the company 'holding its nerve'. As much as he is responsible for this, the Hiscox 'nerve-centre' is a select team of people entrusted with making astute analysis.

"All the decisions I make on a daily basis are about people and their capabilities – making sure that you have the right people in the right places. It is always teamwork. I'm not an investment guru, so I encourage the people who are to make the right decisions. It's all about appointing good people, questioning them about the decisions they want to make and then backing them."

Part of the daily routine is analysing the risk associated with unique items or unprecedented activities. Hiscox covers the finest art, the fastest racehorses and the richest 10 percent of the population, against theft, injury, kidnapping and ransom and every other disaster. The most unusual risk that Bronek has been asked to cover was a space trip for a wealthy individual (you have to guess who).

"He paid to go into space and was worried about getting sick and being unable to make the trip. Actually, he did get sick but he waited until he recovered and was still able to make the trip, so everyone was happy." That does not mean Hiscox insures anything. "We refuse cover every day, based on the analysis of the risk. It's about the people and not just the nature of risk."

Bronek is also Chairman of the Lloyd's Tercentenary Foundation, a charity that funds medical, scientific, technical and business-related research and education into issues that affect the insurance industry. The science of risk analysis has become very sophisticated.

"We have recently commissioned an ethnographic study comparing how we do business reinsurance business in London and how they do it in Bermuda. Instead of an anthropologist studying Bushmen in southern Africa, we are studying two tribes of businessmen in two important insurance centres – London and Bermuda."

Bronek also makes time – perhaps every other week – to go kite-surfing on the English Channel. Speeding across the cold water is when he most misses his hometown. "I wish I was doing it in Durban!"

After attending Durban High School, Bronek completed a BSc in Civil Engineering at the former University of Natal (1979-82). "I remember the whole experience fondly – but especially the pedal car races around the Durban campus and the camaraderie of life on campus."

His wife, Jane, is also South African and they come back when they have the chance – the Soccer World Cup is on the agenda. Jane and Bronek have five children, aged 10-22, and they ensure he takes time out.

"As soon as I get home, other responsibilities and pleasures take over and provide distraction from work."

Bronek won a Rhodes scholarship to study management studies at Trinity College, Oxford. On leaving Oxford, he joined management consultancy McKinsey & Co, working in its Sydney, then London, and Tokyo offices. He moved to Hiscox in London as managing director in 1993. He served as Deputy Chair of Lloyds from 2001 – 2007.

Out & About



Message from the Alumni Affairs Team

The Alumni Affairs Team had an exciting and busy 2009 - having interacted with over 100 000 graduates at a range of lunches, dinners, workshops and graduation ceremonies and via email, written and telephonic communication. The Cape Town, Pretoria and Johannesburg dinners, the Kokstad lunch, the London and New York receptions as well as the Entrepreneurship and Project Management Workshops (aimed at the more recent graduates) are particular highlights and more detailed information on some of these and other events is included within the publication.

A number of interesting and important activities are planned for 2010. These include a series of Faculty Alumni Reunions. The main objective of these Faculty Alumni Reunions is to establish and maintain mutually beneficial relationships between the University of KwaZulu-Natal and its graduates. The Faculty Alumni Reunions will provide networking opportunities for alumni as well as the opportunity to receive updated information (both through addresses and information packs) on their particular Faculty and College. The University in turn benefits as it secures the support of graduates as UKZN ambassadors, spokespeople, donors and key contacts per sector. It is also envisaged that Faculty Alumni Associations will be formed at each reunion - so establishing a core group of committed alumni who will drive future Faculty-specific alumni get-togethers/events.

In order to invite alumni to the planned events and to keep everyone updated on University events, we are eager to secure the current contact details of alumni, especially e-mail addresses. Also, please encourage any friends or relatives who are graduates and have not received any correspondence from the University in the past 12 months to provide us with their updated contact details. This can be done via the website.

The Alumni Affairs Team looks forward to another successful year of interacting and meeting with alumni and welcomes suggestions on how we can build stronger relationships with all our fellow graduates.

With our very best wishes,

Mr Finn Christensen
Alumni Affairs Manager



Left: UKZN's Pro-Vice-Chancellor (2009): Corporate Relations, Professor Dasarath Chetty, Darius Brubeck, Ms Caroline Harben and President of Convocation Mr Sandile Ngcobo at South Africa House. Above: Five members of the Meth family attended the function – with a record 13 UKZN Degrees between them!

Record attendance at Alumnus Association gathering in London

The annual function of UKZN's Alumnus Association in Europe – the largest ever with more than 100 people attending – was held at South Africa House in London in 2009.

South Africa House is a much-loved venue because of its elegance, its significant role in the changes in South African history and for its remarkable collection of South African artwork, both old and new.

UKZN's music maestro Darius Brubeck delivered an address titled: *Struggle, Transition and Drinks at Five*, in which he spoke about his part in the development of jazz in recent South African history.

It was obvious to the audience that it was his commitment, dedication and creativity which ensured that this uniquely South African musical language was shared with as many as possible - certainly a host of talent has passed through his hands.

Brubeck was instrumental in putting together music groups which travelled abroad during the 1980s, putting South African jazz, and its contribution to world music on the map. Guests

were then treated to what has become almost an institution at the Alumni functions: a musical treat from the Brubeck quartet, comprising both South African and English musicians.

There were two guests from UKZN: Pro-Vice-Chancellor: Corporate Relations, Professor Dasarath Chetty, and Mr Sandile Ngcobo, the President of the UKZN Convocation, who honoured the Association with the first visit from Convocation. Mr Ngcobo is also a member of the University Council.

The Chairman of the Alumnus Association, Ms Caroline Harben, told the gathering that the number of people registering to become affiliated with the Alumnus Association in the UK had grown significantly in 2009.

The Alumnus Association seeks to provide a forum for networking in the UK among those with the unique and shared background of a common university, both in its previous and current forms.

Several people helped to contribute to making the annual event the success it has become and the following were thanked by Ms Harben.

The High Commissioner for South Africa in London, who has graciously allowed the Association to use South Africa House for its annual function,

The UKZN Foundation, represented by Mr Bruno van Dyk, which generously supports the function, the wonderful work done behind the scenes by the Alumnus Office in Durban headed by Mr Finn Christensen, and the Committee of Mr Mike Miller, Ms Jil Orpen and Mr Burt Browne.

The event is considered the most successful event ever held in the UK by the Alumnus Association.



Students arriving at the University College Campus (Salisbury Island) by ferry 1964.

Salisbury Island Reunion

(UNIVERSITY COLLEGE) - 50TH ANNIVERSARY

The response to the article published in UKZNTOUCH (Issue1:2009) in connection with the impending University College 50th Anniversary celebrations is encouraging and overwhelming. Over 460 names have been included on the database and we are still counting. (Please refer to the website: <http://alumniaffairs.ukzn.ac.za>.)

Just to recap: In 1961 the University College was established on Salisbury Island. This establishment had a profound political and social impact on the

country with intense and far reaching emotional implications at that time. The College was eventually closed when it was re-incarnated as the University of Durban-Westville on Chiltern Hills in 1972. It is felt by many that the unique attendant factors leading up to and surrounding the formation of the College, as well as peoples' association with it, should be remembered and recorded for historical purposes.

An Interim Committee has been formed to work towards hosting the celebrations which will be held in 2011 (50th Anniversary). This event will be open for participation by all those people who are interested in the occasion, more especially those who were associated with the College as students and/or staff.

The Interim Committee has placed in the pipeline a plan of action and several critical steps with the view to facilitating the realization of this vision. Invitations

have been sent out to all those people on the database to attend a meeting at which an Organizing Committee will be formally constituted and members will be elected to serve on the various sub-committees. By the time you read this article, this would have been put into place. We will issue missives from time to time to keep as many people as possible informed of progress.

Those of you who have not yet submitted your contact details kindly do so to: Esmé Estrice, Email: estrice@ukzn.co.za or Fax: 031-260 3265/2236 or Post: Alumni Affairs, UKZN, Private Bag X54001, Durban, 4000. We will continue to receive contact details and updates to ensure that everyone is kept abreast of developments and has the opportunity to participate in this dynamic initiative. Suggestions and contributions are most welcome.

ClassNotes

Keeping in touch!

Class Notes is a collection of short biographies sent to us by alumni from all over the world, highlighting their personal and professional achievements. Through these notes, alumni keep in touch and find old friends.

1970s

MARGARET MARIE MALHERBE – BA'70

Known as Pixie was a member of the SRC in 1967 and 1968.

Email: pixiem@mweb.co.za

PAT DAVIES – B ScEng (Elec)'70

Received a MBL from UNISA in 1984. After starting his career at Rand Water Board in 1970 Pat joined Amcor, which changed its name to Samancor, then the largest producer of ferrochrome in South Africa. In 1982, Pat together with two other engineers set up a company Titaco (Pty) Ltd, which listed on the JSE in 1987 and which concentrated in the ferroalloy industry. This company had a reverse takeover of Batepro (part of Bateman Group) which listed on the JSE in place of Titaco (Pty) Ltd in 1996. After completing his restraint of trade agreement with Bateman in 2003 Pat together with other colleagues set up a new Company, Metix (Pty) Ltd which also operates in the ferroalloy industry, and has become one of the prime world suppliers of such process and technology

equipment to that industry. Pat and his wife enjoy golf, have two children and recently became grandparents of twins. Email: Pat@metix.co.za

PETER SPILLER – BA'72, LLB'76 and PhD'83

Is presently Principal Disputes Referee of the New Zealand Disputes Tribunals (equivalent to the South African Small Claims Courts). He has just been appointed as a Judge of the New Zealand District Court, and also as an Honorary Professor at Waikato University, Hamilton. Email: Peter.Spiller@justice.govt.nz

MIKE BARROW – B Sc (Agric)'74, MSc (Agriculture)'78, PhD (Agriculture)'91

Is the Maize Research Manager (Africa) for a seed company in Greytown, KwaZulu-Natal, where he and his wife Trish have lived for the past 32 years. He develops maize hybrids in Greytown specifically for small and commercial farmers in Africa, where severe disease outbreaks and harsh environmental conditions severely limit yields. His work takes him all over

Africa evaluating the hybrids. He has an indigenous tree nursery on their smallholding outside Greytown, and is a very active squash and tennis player. When time permits, pottery and painting take up the rest of his time. Email: mike.barrow@pannar.co.za, <http://www.pannar.com>

TONY MORRIS – B SocSc'76

Worked in Durban after finishing his degree before relocating to Johannesburg for 13 years before moving to Cape Town. Tony owns picture framing shops (Framers Workroom / Fabulous Frames) and does some consulting work in Human Resources and Industrial Relations. Email: tony.morris@absamail.co.za

EDEN PRINGLE (NEE O'SHAUGHNESSY) - B SocSc'78

Has an HDE (Pretoria) and a post graduate Remedial Teaching qualification (UNISA) and is currently in charge of the Discovery Unit at HCA, Hillcrest. She is married to David Pringle who is also an alumnus of UKZN.

Email: pringles@phatisa.co.za

PAT RAINEY – B SocSc'79, PG Dip SocSc'82

Went on to receive an Honours degree in Sociology from Stellenbosch in 1983. Many years later he completed his Masters in Evaluation from Melbourne University (2004). After working at the Institute of Race Relations Durban office he worked at the NBRI (CSIR), UNISA and UNISA's SBL before opening a consulting company in Swaziland that specialised in sociological research and social impact assessment on a variety of rural development projects such as the Maguga Dam Feasibility study. Pat then moved to Botswana to work on a USAID funded project assisting the regional southern African mission there with performance management. Staying with USAID he then moved to work for USAID in Guinea (Conakry) and Accra, Ghana with the West Africa Regional Programme in their program offices overseeing strategy development, monitoring, evaluations, reporting and communications. Pat subsequently became what is known as a Chief of Party (aka project director) for USAID funded projects in Nigeria

and currently Uganda. Pat has specialized in performance management and evaluation for development projects and essentially stayed within the profession in which he qualified.

Email: pvrainey@gmail.com

1980s

DUNCAN PRINGLE – B Sc (Agric Eco)'81

Obtained his Honours from the University of Pretoria. Duncan holds additional qualifications which include a Diploma in Credit Management with additional certificates in Strategic Planning and Marketing and is currently Head of Agri Business South Africa for Phatisa and MD of Phatisa Equity, an agri-empowerment company specialising in transactional advisory and specialist consulting services. He is married to Eden Pringle (nee O'Shaughnessy). Duncan's areas of speciality are in Agricultural Development Planning, Agricultural Finance and Financial products, Agricultural economic assessments, Project Planning, Business Strategy and Financial Modelling of business operations and Value Chain analysis. Duncan has over 26 years experience in the agri-business development and development finance field.

He has previously held the position of Divisional Manager: Agri-Business, Ithala (a regional DFI) for 13 years. During this time he served on the Board of Directors of a number of agricultural, agricultural development and agri-business companies. In addition he has served on Development Trusts and Community Trusts.

Duncan is currently leading a team of consultants in identifying and securing land for a 15,000 ha irrigated sugar cane development. Duncan's assignments cover enterprises such as tea (both black and green), sugar, dairy, citrus and sub-tropical fruit, essential oils, forestry, amadumbe crisps, Spirulina, cashew and tilapia and policy research in areas of land reform. He has undertaken assignments in Zimbabwe, South Africa, Swaziland and Zambia, with study tours to Zambia and Malawi. Duncan's clients include, IFAD, Mondi Business Paper, Tongaat Hulett Developments, Tewkani Sawmills, Institute for Natural Resources, ECDC/Magwa Tea, CDE, National Department of Agriculture, KwaZulu-Natal Departments of Agriculture, Economic Development and Trade and Investments KZN.

Email: dpringle@phatisa.co.za, www.phatisa.co.za

GÉRARD BOUIC – BSocSci'82

Is the Managing Partner of Core Services (Mtius) Ltd, DCDM Recruitment Services. Ltd in Mauritius and International Development Partners (East Africa) in Kenya for De Chazal Du Mée. He is a member of the Chartered Institute of Personnel and Development (CIPD - UK) and the Association of Human Resources Professional (AHRP - Mauritius). He has been working in the HR Management field for more than 25 years. He started his career in Mauritius in 1982, working as the Assistant Personnel Manager/Public Relations Officer in one of the major

sugar estates on the island. After four years, he joined a mechanical engineering company as Personnel Manager. He joined the De Chazal Du Mée (DCDM) Firm in 1989 as Human Resources Manager and was promoted to HR Director in 1993. DCDM is one the largest Firm of Chartered Accountants and Management Consultants in the region, employing more than 700 professionals in regional offices on the African continent and Indian Ocean islands. Since 1995 he has been leading the Human Resources Consulting activities of the DCDM organization. He is currently the Managing Partner of Core Services (Mtius) Ltd, DCDM Recruitment Services Ltd and International Development Partners (East Africa). Gérard has been the Engagement Partner / Project Manager on a number of very large HR consulting assignments in Mauritius and Africa. His areas of expertise are Performance Management, Team Development, Job Evaluation and Remuneration Management. He has also strong interest in organizational behavior and change management. Gérard is a certified DDI (Development Dimensions International) Facilitator and a certified trainer in Thomas International Behavioural Assessment Technology. He is also a certified trainer and job evaluator in TASK (Tuned Assessment of Skills & Knowledge) Job Evaluation System and has completed the Arthur Andersen Advanced Skills Training in Change Management in the USA. Gerard is a registered Management Trainer with the Mauritius Qualifications

Authority (MQA) and the Directorate of Industrial Training (DIT) in Kenya. His achievements include receiving Half Blues and Full Blues colours award in 1980-81 at the University of Natal for outstanding achievements in sportsmanship and sports leadership, Natal Provincial colours in 1980-81 in volleyball, South African Universities (SAU) Colours (Protea Team) in 1979, 1980, and 1981. He also made President of the Grand Bay Yacht Club, Mauritius in 1993 and 1994. Email: gerard.bouic@dcdm.intnet.mu

RICHARD SWART – BA'84 BA (Hon)'85 HDE'86

Was SRC President, University of Natal – Durban, 1984 – 1985, and editor of the University newspaper, The Times. Richard went on to work as a journalist for the Sunday Tribune newspaper, before leaving in 1988 to establish a manufacturing business in Durham, United Kingdom. A few months ago he was appointed Managing Director of the Berger Group (Europe) with locations in Germany, United Kingdom, Spain, France, Holland and Slovakia. He currently manages global contracts on the supply and customer side as well as exploring joint ventures in India, China and Brazil. Email: richard.swart@berger-closures.com

BRAD OLIVER – BA'87, LLB'90

Is a family lawyer, who with his wife Debbie Wybrow, run a practice, Wybrow and Oliver, Attorneys that specialises in abductions and matrimonial matters. Their Constitutional Court success has paved the way

for inter-country adoptions of South African orphans. They have recently been inducted into the National Council for Adoption Hall of Fame in America in honour of their international work with children, and continue to live in Gillitts with their sons and daughter.
Email: wyboli@icon.co.za

DEBBIE WYBROW – BA'87 LLB'89

Is a named partner in Wybrow-Oliver Attorneys (see above).
Email: wyboli@icon.co.za

HANS FRANSEN – PhD (Arts)'88

Was a senior lecturer in Art History at the Fine Art Department in Pietermaritzburg between 1980 and 1989. Hans was appointed Director of the Michaelis Collection museum of Netherlandish old master art in Cape Town in 1990. He retired in 2001, but still chairs the Friends of the Michaelis Collection. He has remained active in the art world and is an activist and consultant in the preservation of the local built environment, producing several standard reference works on the subject. In 2001 a "knighthood" in the Order of Orange Nassau was bestowed upon Hans by the Queen of the Netherlands. In December 2008 he received an Honorary Doctorate (DPhil honoris causa) from the University of Stellenbosch, at the same ceremony where a similar degree was awarded to Professor Njabulo Ndebele, former Vice-Chancellor of the University of Cape

Town. Hans's wife Anneen is a retired art teacher and their daughter Karin a music graduate from UCT. Hans Fransen is a veteran of 6 Comrades Marathons and 16 Argus Cycle Tours.
Email: fransen@telkomsa.net

1990s

DEBORAH EARLY – B Sc'92, B Sc (Hon)'93, M Ed'94

Received her PhD in Toxicology in the UK. She has lived in the USA for almost seven years and last year started her own writing, editing and publishing business. She recently opened an Australian office. Her business, Waratah Communications (<http://www.waratahcommunications.com/>), offers services for health and science professionals. Itineravoy is Waratah Communications' travel writing imprint. Deborah studied at the Pietermaritzburg (1991), Durban (1992) and Medical School (1994) campuses. She has visited over twenty-two countries and lived in four (SA, USA, Australia and USA).
Email: info@waratahcommunications.com.

CHRISTOPH PECHEL – B Sc'90

Is working as a Process Engineer in the Oil Refinery Industry for Aker Solutions in Gelsenkirchen/Germany. He visits South Africa in summers regularly.
Email: christoph.pechel@web.de

BIDDY MADDOCK (NEE LOUW) – BA'90, LLB'92

Still remembers the great times she had at UKZN and would like to get in touch with her old friends from University.
Email: bmaddock2@optus-net.com.au

GEORGE R. BRITTON – MEd' 95

Also known as Dicky qualified as a teacher and "walked" through the various "promotions" and served as a principal for 12 years. He also served in Teacher Opportunity Programs (TOPS) which included managing an adult learning centre, and training trainers for school leadership (youth and teachers) and was Lecturer at PE Technikon (now NMMU) teaching students in Educational Management including post-graduates. George went on to establish a Management and Empowerment Consultancy to assist organizations in management and leadership. He is presently submitting a D Phil in Land Restitution at NMMU with the Department of Social Development (completed M Ed, 95 and two bachelors' degrees completing his research and course work at universities in California and South Carolina). George is a Board Member of a Land Restitution Project in PE (a unique urban land settlement project) and does life skills training at St Albans Prison on a one on one basis after working with awaiting trial youth. He currently designs workshops after identifying organisational needs, as well as working

as a Freelance facilitator in skills development and a Motivational speaker.
Email: dickybritton@telkomsa.net

ARNOLD MBEJE – B SocSc'96, PG Dip (Personnel Management)'97

Entered the world of work as the HR Clerk at Masonite (Africa) LTD in 1997. He now serves as a Divisional HR Director at Nampak Limited. He has worked for Mittal Steel SA and Pioneer Foods (Pty) Ltd.
Email: Arnold.Mbeje@za.nampak.com www.nampak.com

JENNIFER NEWMAN – BA'91, BA (Hon)'92, Adv Univ DIP in Info Studies'93, B Lib & Info Sc'96

Lived and worked in England for 13 years. She has been living for the past year in Bicester, North Oxfordshire working as a cataloguer of academic books for university libraries around the world via an academic bookseller called Yankee Book Peddler. She would love to hear from anyone who studied with her.
Email: peasantjenny@yahoo.co.uk.

2000s

RAJESHREE SHOLAIN GOVENDER-BATEMAN – BA'03

Worked at The Star, Pretoria News from 2004 to 2007 and The Times, Johnnyc in 2007. She is currently Deputy Director: Features Editor in the Government Communications

department - GCIS, BuaNews online (www.buanews.gov.za). Rajeshree is married to Barry Bateman and has one daughter, Isobel.
Email: sholain@webmail.co.za

GARETH HAYES –
B SocSc'07

Is currently teaching English at the Atlanta Children's American School in Changhua in Taiwan.
Email: ahead@iafrica.com

GARETH REES –
B SocSc'08

Spent the first half of 2008 playing rugby for the Ombak Rugby Club in San Diego, California and the second half working for the NHS in Taunton, U.K. He is currently teaching English at the Atlanta Children's American School in Changhua, Taiwan.
Email: rrees@stannes.co.za

OAMOGETSWE SEBONGO – BSc Agric (Animal Science)'06

Also received a Certificate in Small Scale Business Management from Botswana College of Distance and Open Learning (BOCODOL) in 2007/2008. His professional achievements include becoming the Scientific Officer (Department of Animal Production – Botswana) in 2008 and Temporary Research Assistant at African Comprehensive HIV/AIDS Partnerships (ACHAP) in 2006. He is currently interested in running his own company and is doing market research on dairy, beef, poultry and pig production to find one best suited to his business needs and locality.
Email: oamss@yahoo.com

PHUTI PHUKUBJE –
B Com'05

Also known as Professor Fanta is an audit manager at AGSA, Pretoria head office and would like to meet all former graduates from his classes.
Email: pphukubje@agsa.co.za

KERISSA NAIDU – BSc (Bio Sc) '07, PGCE '08.

After completing her PGCE, she went on to work as an educator at Avonford Secondary School. Kerissa teaches Natural Sciences and Life Sciences and enjoys instilling a passion for science in young minds as well as educating the youth about the importance of environmental conservation. She is also a trained Geography educator and is currently furthering her studies through a private institution to qualify as a Mathematical Literacy

educator. She hopes to one day continue her tertiary education and return to the field of Marine Biology which is her passion in life.
Email: kerissan@gmail.com

Please send contributions to:

Desiree Govender
Email: govenderd@ukzn.ac.za or
Fax: 031-260 3265/2236 or

Post:

Alumni Affairs
UKZN
Private Bag X54001
Durban, 4000
South Africa.

On the Bookshelf



AFRICAN ETHICS

An Anthology of Comparative and Applied Ethics

edited by **Munyaradzi Felix Murove**

This is the first comprehensive volume on African ethics, centred on *Ubuntu* and its relevance today. Important contemporary issues are explored, such as African bioethics, business ethics, traditional African attitudes to the environment and the possible development of a new form of democracy based on indigenous African political systems.

In a world that has become interconnected, this anthology demonstrates that African ethics can make valuable contributions to global ethics. It is not only African academics, students, organisations or those individuals committed to ethics that are envisaged as the beneficiaries of this book, but all humankind.

A number of topics presented here were inspired by a Shona proverb that says, *Ndarira imwe hairiri* (One brass wire cannot produce a sound). The chorus of voices in *African Ethics* demonstrates this proverbial truism.

Munyaradzi Felix Murove is deputy head of the School of Philosophy and Ethics at the University of KwaZulu-Natal.

RE-IMAGINING THE SOCIAL IN SOUTH AFRICA

Critique, Theory and Post-apartheid Society

edited by **Heather Jacklin and Peter Vale**

This subversive volume seeks to revive the tradition of intellectual argument that marked apartheid's final years. Using critical theoretical perspectives, the contributors offer explanations of why post-apartheid discourses are narrowly focused, and imagine different conversations around contemporary South African life. *Re-imagining the Social in South Africa* aims to revitalise thinking on twenty-first century South Africa by positioning the humanities, especially its critical spirit, at the very centre of the national conversation.

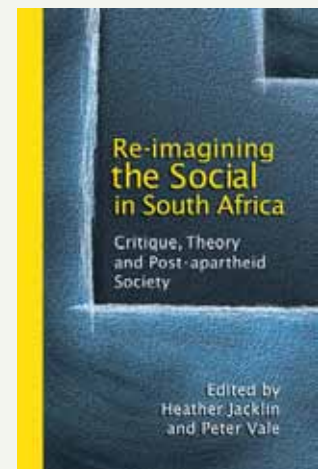
'For the first time since 1994 we have a book that allows us to exhale: to ask fresh questions about state power; to interrogate without fear the purposes of the university; and to date to imagine a society beyond what is given as the natural order. Here, in one place, the skilled editors assemble the leading intellectuals in South African society to take on questions of citizenship, representation, theory, colonialism, and the role of the humanities. This brilliant compendium of critical writing unsettles knowledge and power in equal measure.'

Jonathan D. Jansen, Vice Chancellor, University of the Free State

Heather Jacklin is a Senior Lecturer in the School of Education at the University of Cape Town, South Africa.

Peter Vale holds the Nelson Mandela Chair in Politics at Rhodes University, South Africa.

Contributors: Ivor Chipkin • John Higgins • Heather Jacklin • Premesh Lalu • Michael Neocosmos • Bert Olivier • Suren Pillay • Richard Pithouse • Nick Rowe • Theodore R. Schatzki • Peter Vale





JOHNNY BOSKAK IS FEELING FUNNY AND OTHER PLAYS

by **Greig Coetzee**

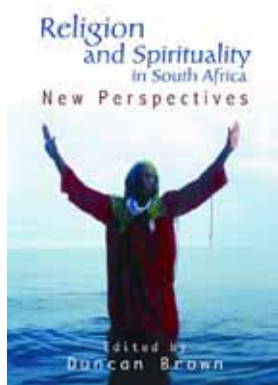
This collection of Greig Coetzee's plays reflects the development of a unique contemporary voice in South African theatre: a voice which speaks to the common experience of people in South Africa and beyond it. While all of Coetzee's work is grounded in an ability to create multi-dimensional and believable characters, the plays also indicate his interest in theatrical form and his fascination with language. The anthology includes: *Johnny Boskak is Feeling Funny*; *White Men with Weapons*; *Seeing Red*; *The Blue Period of Milton van der Spuy*; *Breasts: a play about men*; *Look Out*; and *Happy Natives*.

Greig Coetzee has been active as a writer, director and performer and received numerous South African and international accolades for his work, including the Scotsman Fringe First Award for innovation in theatre and outstanding new production at the Edinburgh Festival Fringe 2000 and 2006, and being named SA Playwright of the Year by the National Vita Awards 1997. Aside from his stage plays he also writes for TV and radio, both in South Africa and the UK. He was born and grew up in KwaZulu-Natal and is currently based in Johannesburg, Gauteng.

Contact
The University of
KwaZulu-Natal Press
at:

Post
Private Bag X01
Scottsville
3209

or
Tel: 033 260 5226
Fax: 033 260 5801
Email: books@ukzn.
ac.za



RELIGION AND SPIRITUALITY IN SOUTH AFRICA

New Perspectives

edited by **Duncan Brown**

Religion and spirituality are closely woven into the fabric of South African public and private life – though not always seamlessly or in matching thread. This book is concerned with the role of religion and spirituality in individual identity and belief, as well as in the public spheres of governance and policy-making. It brings together significant researchers from various disciplinary perspectives, ranging from law and politics to theology, literature and media studies, with the aim of investigating new critical approaches to religion and spirituality, particularly in the postcolony/South. The authors engage seriously with the challenge of accounting for the range and power of religious and spiritual discourses that run through individual and communal identification.

Duncan Brown is Dean of the Arts Faculty at the University of the Western Cape, South Africa. He is also a Fellow of the University of KwaZulu-Natal and Research Fellow at the Ferguson Centre for African and Asian Studies, Open University, United Kingdom. He has published widely in the field of South African literary and cultural studies and his books include *Voicing the Text: South African Oral Poetry and Performance* (1998), *Oral Literature and Performance in Southern Africa* (1999) and *To Speak of this Land: Identity and Belonging in South Africa and Beyond* (2006).

Contributors: Suleman Dangor • Michael Green • Patrick Lenta • Subeshini Moodley • Mbulelo Vizikhungo Mzamane • Laurence Piper • Nkosinathi Sithole • Tahir Fuzile Sitoto • Cheryl Stobie • Dennis Walder • Dale Wallace • Gerald West

Where are they now

Adams, Rodney David <i>B Com</i> '91	(Mr)	Hansraj, Rajashree <i>B Com</i> '95	(Miss)	Moodley, Deenadayalan <i>B Acc</i> '98	(Mr)
Angamia, Nazier Ahmed Moosa <i>BA</i> '79	(Mr)	Haribhai, Jayshree Chimanlal <i>MBChB</i> '84	(Dr)	Moodley, Sathamoney Tommy <i>LLB</i> '73	(Mr)
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Bhengu, Thandi Brenda <i>B Ed (Hon)</i> '02	(Miss)	Hodges, Christine Frances <i>BA</i> '85	(Ms)	Oosthuizen, Pierre <i>B Com (Hon)</i> '02	(Mr)
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Chacko, Mepparathi <i>B ScEng</i> '02	(Mr)	Kheswa, Lihle Prudence <i>B Admin</i> '98	(Miss)	Somarchand, Deepa <i>B Com</i> '02	(Miss)
Chetty, Irene Patricia <i>BA</i> '84	(Miss)	Kweyama, Amanda <i>B SocSc (Psych)</i> '07	(Miss)	Thabethe, Octavia Thembelihle <i>BA</i> '02	(Miss)
Chellan, Loganagie <i>B Sc</i> '97	(Miss)	Latib, Mohamed Riaz <i>B Sc</i> '89	(Mr)	Thomas, Shelley <i>DIP Acc</i> '93	(Miss)
Clark, Samantha <i>B SocSc</i> '96	(Miss)	Lawrance, Inga Justine <i>BA (Fine Art)</i> '92, <i>HDE</i> '93	(Mrs)	Thusi, Bongumusa Thuthukani <i>B ScEng (Civil)</i> '06	(Mr)
Dayaram, Reevas <i>B Com</i> '08	(Mr)	Lund, Clynton Benjamin <i>B Com</i> '94	(Mr)	Wilkinson, Glenn Malcolm <i>B ScEng (Electro)</i> '86	(Mr)
Dlamini, John November <i>B SocSc</i> '88, <i>HDE</i> '89	(Mr)	Mabaso, Nomathamsanqa <i>BA</i> '99, <i>LLB</i> '01	(Miss)	Wittstock, Kirsty Megan <i>B SocSc (Psych)</i> '07	(Miss)
Ebrahim, Amina Aboobaker <i>LLB</i> '86	(Miss)	Mabika, Thulani Mbopheni <i>PGDip (BusMgtDistL)</i> '03	(Mr)	Zulu, Funokwakhe Cedric <i>B SocSc</i> '93	(Mr)
Edmonds, Brandon <i>BA (Hon)</i> '00	(Mr)	Maharaj, Avind Surendranath <i>B ScEng (Electro)</i> '08	(Mr)	Zulu, Towela Musenga <i>B Com</i> '05	(Miss)
Elliot, Anine Drummond <i>B SocSc (Social Work)</i> '81	(Miss)	Mahomed, Shenaaz <i>B Pharm</i> '85	(Miss)		
Gcaba, Sazi Sibusiso <i>B SocSc</i> '00	(Mr)	Marshall, Barry Guy <i>B Theo</i> '94	(Rev)		
Goolam, Ebrahim <i>B ScEng</i> '79, <i>M ScEng</i> '90	(Mr)	Masinga, Cyprian Bonginkosi <i>ACE (SchLibDev)</i> '07	(Mr)		
Govender, Ansuyah <i>MBChB</i> '88	(Dr)	Mhlongo, Mdumiseni Darlington <i>B Com</i> '02	(Mr)		
Greeff, Lynn Joy <i>BA</i> '99	(Miss)	Moagi, Tabane <i>MBChB</i> '95	(Dr)		
Gumede, Sharon Zabanguni <i>BA</i> '99	(Miss)	Moodley, Annabeth Soobrayan <i>BA</i> '95	(Miss)		



Produced by
Corporate Relations
University of KwaZulu-Natal

Email
alumni@ukzn.ac.za

Alumni Affairs office
031 260 2016/2823

Alumni Affairs website
www.alumniaffaires.ukzn.ac.za

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