UNIVERSITY OF KWAZULU-NATAL
COLLEGES AND GOVERNANCE STRUCTURES
(Approved by Council on 14 October 2004)

Preamble

By international standards, the new University of KwaZulu-Natal (UKZN) resulting from the merger of the former Universities of Durban-Westville and Natal is a very large and complex institution, with approximately 40,000 students and 4,000 staff spread across five campuses and two urban centres. The challenge for the new University is to design appropriate academic organisational structures that will: i) underpin the vision, mission and goals of the University; ii) ensure the efficient and integrated management and administration of an academic operation of this magnitude and complexity; iii) ensure better co-ordination between operations and strategy.

In 2003, during the pre-merger phase, it was decided that in the merged university, academic governance structures should not be duplicated and that single university-wide Faculties and Schools would operate across delivery sites. In many respects this decision represents a founding principle that serves to integrate fully not only the two previous institutions but also the various centres and campuses of the new institution.

Bearing in mind this formative principle and the University’s vision, and taking account of the particular profile and constituent parts of the new institution, we need to develop and implement an organizational infrastructure to ensure maximum operational efficiency throughout the institution. The purpose of this document is to outline the proposed operational structure for academic administration, governance and management.

During the past ten years, major changes in teaching, research, knowledge production, innovation and outreach, as well as the impact of globalisation, and state-driven imperatives such as public accountability and funding policies, have led to the restructuring and reorganization of Higher Education in a number of countries.

In South Africa most Universities embarked on some form of restructuring, and both the previous Universities of Durban-Westville and Natal underwent significant changes. In line with national and international trends, most of the changes involved a reduction in the number of single-discipline Departments and the formation of larger multi-disciplinary Schools. Although the rationalization was driven primarily by financial concerns, the larger academic units did provide opportunities for new kinds of thinking about inter-disciplinary programmes. Although there were some changes at the Faculty level these were limited. However, in other countries, such as Australia and the UK, the process of aggregating smaller functional entities into larger units was extended to Faculties, with the result that Colleges emerged as a natural or logical extension of the process. In parallel with the formation of Schools, restructuring at the Faculty level also attempted to improve efficiency by devolving administrative and management functions away from the centre and closer to the actual operational sites of delivery.
It is well understood that within a functional system, changes in one part or aspect have an impact throughout the system and clearly a College model has implications for the structure of the Executive, in particular the traditional academic portfolio that in South Africa is designated as Deputy Vice-Chancellor: Academic.

On 28th June 2004, with an overwhelming majority Senate approved in principle the adoption of a College Model as the preferred organizational structure for UKZN and appointed a sub-committee ¹ to further develop the concept, taking account of comments and concerns expressed by Faculty Boards. This document is the result of the Sub-committee’s deliberations and was presented to Senate by the Interim Vice-Chancellor, Professor MW Makgoba, as the Chair of Senate, and the Pro-Vice-Chancellor (Planning), Professor R Miller, as the Convenor of the Sub-committee, and adopted by Senate on 8 September 2004. ².

The main feature of the College Model is that it provides an appropriate structure to facilitate the devolution of core academic administrative functions such as Human Resources and Finance. By clustering cognate Faculties into a smaller number of Colleges that can function as operational units, it is possible to devolve most of the administrative functions from the centre to smaller, more manageable, and more homogeneous functional units. Bringing together cognate Faculties promotes cross-disciplinarity and reduces the silo effect. Although primarily a function of size, complexity and a need for better academic performance, the College Model appears to have evolved as a consequence of the changes that have occurred internationally in the Higher Education sector.

Context and Principles

The following principles were taken into account in arriving at the College Model proposed:

- The University’s vision to be “The Premier University of African Scholarship” that is both internationally distinguished and research-led; (The University is currently ranked third nationally and rated amongst the top 500 universities of the world.)

- The need to create academic units large enough to provide the critical mass necessary to compete in the national and international arena, and flexible enough to respond to the changing needs and challenges in higher education and society;

- The need for UKZN to respond to the specific challenges presented by national human resource capital needs, the national policy framework (including public accountability, quality assessment and an output/outcomes-driven system), and the funding policies of Research Councils and State, both nationally and internationally;

¹ The names of the members appear at the end of this document.
² It represents a refinement of the document entitled “Academic Structures and Functions” that served before Senate on 28 June 2004.
The need to enhance the University’s strategic planning to facilitate responsiveness to new trans-disciplinary research and teaching initiatives at all levels of the institution;

The provision of a coherent academic, administrative and management framework for a very large, complex, multi-site institution created by the merger³;

The provision of a structural framework that would break down the geographical silos and institutional disparities of the past, and facilitate the redistribution of human and physical resources in a manner consistent with the mission of UKZN;

The devolution of budgets, personnel management, technical support and decision-making away from the central administration to the Colleges;

The need to increase the amount of academic time available for teaching, research and outreach by simplifying, standardising and improving the quality of the administrative processes and support;

The avoidance of unnecessary layers of bureaucracy and the proliferation of bureaucratic structures such that the new framework should not cost more than the combined cost of management in the two former institutions;

The need to minimise the “silo effect” by exploiting synergies across faculties within Colleges;

More focused participation in committees specific to College interests, while recognising the need for mechanisms to ensure cross-College input and a strong role for Senate;

Improved access for Deans to Executive Management and decision making, and improved communication between Deans and Executive Management;

Organisational flexibility, to allow structures to determine their own organisational design according to their particular needs and purposes within an agreed framework;

The need for regular review of organisational structures.⁴

³ Staff and student numbers, as well as budget allocations to the proposed Colleges, give some indication of the sheer size of the UKZN. This information is contained in Annexure A.
⁴ Regular external reviews every three years are proposed.
Rationale for the College Model

In-depth research has been conducted by the Planning Office, and the Vice-Chancellor has personally contacted his counterparts at a range of overseas and local institutions where the model in various forms is in operation, or proposed, including the Universities of Aberdeen, Edinburgh, Imperial College London, Newcastle upon Tyne and UMIST/Manchester in the United Kingdom; the University of Sydney in Australia and the new University of South Africa.\(^5\)

The comments received and the large volume of documentation considered support the view that the College Model has been successful where it has been implemented and that without it, medium to large institutions are virtually ungovernable.

Experience of the model elsewhere has identified the following elements as key to the successful implementation of the model, and these elements have been incorporated into the version here proposed for the University of KwaZulu-Natal:

- The subdivision of strategic and Executive management responsibility for academic leadership, planning, finance and human resources into manageable portions across clusters of cognate Faculties;

- Three or four Colleges are the norm;

- Heads of Colleges are part of the Executive Management and work together as a team, both to lead their Colleges, improve communication, facilitate cross-College interaction and build institutional loyalty;

- Devolution and decentralization of financial and human resource functions to Colleges, with adequate professional support. This provides more scope for strategic redirection of resources, and more flexibility in budgets.

- Structures should also promote efficiency and not increase the administrative burden.

These key elements for successful implementation coincide with the principles applied in the development of organisational structures outlined at the beginning of this document, and lead us to the conclusion that the College Model as here proposed should be adopted for the University of KwaZulu-Natal.

\(^5\) The University acknowledges the contribution of the Vice-Chancellors of these institutions to this process, both in terms of documentation provided and insights shared.
Application of the College Model to UKZN

Colleges

Four Colleges consisting of clustered Faculties are proposed, as follows:

Agriculture, Engineering and Science
  Faculty of Engineering
  Faculty of Science and Agriculture

Health Sciences
  Faculty of Health Sciences
  Faculty of Medicine (to be called the Nelson R Mandela School of Medicine)
  Faculty of Nursing

Humanities
  Faculty of Education
  Faculty of Humanities, Development and Social Sciences

Law and Management Studies
  Faculty of Law
  Faculty of Management Studies

The College Heads, to be styled Deputy Vice-Chancellor and Head of College, will have a key role to play as the academic leaders of their Colleges. They will be members of the University Executive at the same rank as other senior executives such as the Deputy Vice-Chancellor (Research) and the Deputy Vice-Chancellor (Students), and will take on the wider University-level roles and functions previously performed by a Deputy Vice-Chancellor (Academic). The Heads of College will be top level budget holders, operating with devolved budgets from the Vice-Chancellor, and will work collaboratively with the Deans and Heads of Schools, with a specific brief to devise and implement appropriate measures to foster cross-disciplinary activity both within the College and across College boundaries. The four Heads of College will be expected to operate as a team to ensure that their dual role - leadership of the College and various University-wide (central) functions - are effectively discharged.

To facilitate teamwork and strategic thinking, and to promote cross-College institutional planning and co-ordination, an Academic Affairs Executive Committee, chaired by the Vice-Chancellor and comprising the Heads of College, other members of the Executive responsible for academic matters, and key members of the administrative staff such as the Chief Finance and Human Resource Officers, will meet weekly.

Each College will have an Academic Affairs Board (AAB) that will perform the functions in relation to its constituent Faculties that previously were performed by Senex

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6 The Senate Sub-committee was of the view that, subject to review, there was still a need for a centralized Deputy Vice-Chancellor (Research) at this stage in the development of the institution. In addition, research management and promotion could be devolved to the Colleges in the person of a College Dean of Research and Postgraduate Studies.
and certain university-wide committees. The role of Senex in UKZN will be to serve as a management committee on behalf of Senate rather than as the central academic administrative committee of the University.

In this regard it is important to understand that Colleges do not constitute an additional layer of bureaucracy, because, as illustrated diagrammatically in Annexure B, the previous Senex, whose functions will be subsumed by College Academic Affairs Boards, was itself essentially a level of academic bureaucracy.

Senate will be the pre-eminent academic policy-making body in the University. In the College Model the role of Senate as the custodian of academic standards, and sound academic policies and procedures, is enhanced. Senate should apply its mind to ensuring that the policies that are centrally developed and implemented are in the best interests of the University. Structurally, Senate will serve to reduce the silo effect of the College Model by providing a forum for cross-College interaction, innovation, policy development and regulation. This will mean that the structure, role and function of Senate will need to be re-conceptualised and strengthened to serve this purpose in the College Model.

On the principle that nothing should be discussed twice, and that AABs are performing the functions of the previous Senex, decisions taken at AAB level should not serve before Senate for ratification. However, Senate should have a monitoring role and ensure that decisions taken at College level do not conflict with university-wide policies enacted by Senate. As a regulatory mechanism, to ensure information flow, and to counteract the silo effect, the agenda and minutes of AAB meetings in all Colleges will be circulated electronically to members of Senate and placed on the LAN Noticeboard. Members of Senate will be given the opportunity to place any issues of concern arising from these minutes on the agenda for discussion at Senate.

In addition to Academic Affairs Boards, each College will have standing committees to deal with issues such as Quality, Access, Staff Development, etc. College Quality Committees, which will be responsible for teaching and learning issues including the recommendation of new programmes and modules to the AAB, should include a representative from each of the other Colleges to ensure uniformity of standards and consistent application of policies across Colleges.

It will also be necessary for Inter-College Boards of Study to provide a formal link across Colleges to regulate inter-College curriculum issues.

Faculties

Within each College there will be single University-wide Faculties, operating across campuses where appropriate.
As required by the Standard Institutional Statute, each Faculty will have a Faculty Board, the composition and functions of which are set out in Annexure C.

For operational reasons, each Faculty will have a Faculty Executive Committee, the composition of which is set out in Annexure C.

Each Faculty will have standing committees as required. These should be minimised and consolidated as far as possible, and the use of specific task teams with focussed terms of reference and limited life-spans will be encouraged.

Schools

There will be single University-wide Schools, operating across campuses where appropriate. A list of the Schools is provided in Annexure D.

A School is an academic administrative unit within a Faculty, consisting of a single discipline, or a set of cognate disciplines.

Schools will be the primary academic units of the university and will be the smallest financial units to which financial responsibility and accountability will be devolved.

Each School will have a School Board and a School Executive Committee to ensure that it performs the functions outlined in Annexure C.

All research and teaching units should be part of a School structure for administrative purposes.

Professor MW Makgoba (Interim Vice-Chancellor)
Professor R Miller (Convenor)
Professor J Bradbury
Professor R de Kadt
Dr N Gqaleni
Professor T King
Reverend J Ngomane
Professor DV Soni
Professor P van Uytrecht
Professor R Vithal
Professor P Zacharias

Senate Sub-committee
Revised 26 September 2004
ANNEXURE A
UNIVERSITY OF KWAZULU-NATAL

Staff Numbers by College

<table>
<thead>
<tr>
<th>College</th>
<th>Academic</th>
<th>Support</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Engineering &amp; Science</td>
<td>530</td>
<td>489</td>
<td>1019</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>346</td>
<td>385</td>
<td>731</td>
</tr>
<tr>
<td>Humanities</td>
<td>554</td>
<td>268</td>
<td>822</td>
</tr>
<tr>
<td>Law &amp; Management Studies</td>
<td>269</td>
<td>196</td>
<td>465</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1699</td>
<td>1338</td>
<td>3037</td>
</tr>
</tbody>
</table>

In addition, there are 1562 staff in central support services, giving a total of 4599 for the University as a whole.

Student Summary by College

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Engineering &amp; Science</td>
<td>8734</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>4922</td>
</tr>
<tr>
<td>Humanities</td>
<td>12516</td>
</tr>
<tr>
<td>Law &amp; Management Studies</td>
<td>16522</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42694</td>
</tr>
</tbody>
</table>

Budget Allocations by College

<table>
<thead>
<tr>
<th>College</th>
<th>R'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Engineering &amp; Science</td>
<td>R195,849</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>R101,890</td>
</tr>
<tr>
<td>Humanities</td>
<td>R161,041</td>
</tr>
<tr>
<td>Law &amp; Management Studies</td>
<td>R93,879</td>
</tr>
</tbody>
</table>

\(^7\) Distance and contact enrolments combined.  
\(^8\) Figures include staff compensation, supplies and services and equipment budgets only.
ANNEXURE B

BOX 1
PREVIOUS STRUCTURES

LIV VC
LIII DVC
LII DEAN
LI HOS

FACULTY BOARD
FACULTY BOARD
FACULTY BOARD

FAC OFFICE
FAC OFFICE
FAC OFFICE

SCH SCH SCH
SCH SCH SCH
SCH SCH SCH

SENATE
URC SENEX UTLC

BOX 2
COLLEGE STRUCTURES

LIV VC
LIII DVCs/EXECUTIVE DIRECTORS

LII DEAN
LI HOS

FACULTY BOARD
FACULTY BOARD
FACULTY BOARD

FAC OFFICE
FAC OFFICE
FAC OFFICE

SCH SCH SCH
SCH SCH SCH
SCH SCH SCH

SENATE/SENEX

COLLEGE ACADEMIC AFFAIRS BOARD
COLLEGE ACADEMIC AFFAIRS BOARD
COLLEGE ACADEMIC AFFAIRS BOARD
ANNEXURE C

ACADEMIC STRUCTURES: COMPOSITION AND FUNCTIONS

The composition and functions of the structures that constitute the College Model may be summarised as follows:

Colleges

College Executive Committee

The College Executive Committee will consist of the Deputy Vice-Chancellor and Head of College (chair) and the Deans, together with the College Finance Officer and the College Human Resource Manager.

This Committee will be responsible for the development of financial plans; budget devolution to Faculties, Schools and other units, and monitoring of policy implementation on behalf of the College and for ratification by the Academic Affairs Board.

Academic Affairs Board

The Academic Affairs Board will be constituted as follows:

* Deputy Vice-Chancellor and Head of College (Chair)
* Deans of the constituent Faculties
* 2 other academic representatives from each Faculty in the College
* 1 support staff representative elected by support staff of the College
* 1 student representative, appointed by the SRCs, and who is a registered student in that College
* Co-opted members as required\(^9\).

Functions:

The Academic Affairs Board will take responsibility for those academic matters pertaining to the constituent faculties of the College that are presently performed by Senex, including the following:

* To recommend to Council the establishment or discontinuation of programmes leading to formal qualifications, and the approval of changes to the curricula or outcomes of existing programmes;
* To consider new, and changes to, Faculty rules proposed by constituent Faculties;
* To approve honorary appointments and recommend to Senate and Council where appropriate;

\(^9\) The composition of AABs may need to be modified to ensure adequate representation for delivery sites. It is also recommended that Boards include a representative from each of the other Colleges to receive agendas and minutes and attend meetings where matters pertaining to that College’s interests are to be discussed.
➢ To register students whose academic achievements are not in conformity with the rules;
➢ To register students subject to special conditions;
➢ To exercise Senate’s discretion where this is provided for in the rules;
➢ To consider appeals against student exclusions as a result of unsatisfactory performance;
➢ To consider any other items referred by Senate or the constituent Faculty Boards.

In addition, the Academic Affairs Board will coordinate College activities internally, and with regard to the rest of the University.

Faculties

Functions:
- Prepare a Faculty budget.
- Market programmes of the Faculty.
- Select and admit students to the Faculty.
- Appoint internal/external examiners.
- Administer postgraduate registration and examination, appoint postgraduate research supervisors.
- Finalise examination results.
- Approve the award of degrees and other qualifications by the Faculty.
- Determine merit awards and prizes.
- Formulate Faculty rules, recommend amendments to, grant exemptions from and concessions relating to Faculty rules.
- Approve changes to the outcomes of modules and the introduction of new modules.
- Formulate proposals for the introduction of new programmes, or for changes to the curricula or outcomes of existing programmes.
- Deal with such staffing matters as are devolved at Faculty level (e.g. staff selection).
- Manage quality improvement of programmes offered in the Faculty.
- Represent the Faculty in university-wide debates.

Schools

Schools, through their various structures, will be required to:
- Recruit appropriate students to sustain programmes;
- Allocate resources appropriately within the School;
- Manage human resources in the School;
- Draw up and control the School budget;
- Plan academic programmes and modules and submit them timeously for approval;
- Evaluate modules and programmes appropriately;
- Ensure that teaching, supervision and assessment are carried out effectively;
- Promote and coordinate research projects in the School;
- Promote and coordinate service delivery where applicable;
- Promote and coordinate staff development in the School.
To assist in the performance of these functions, a School would have a School Executive Committee consisting of the Head of School (chair) and the Chairpersons of Disciplines/Programme Directors of the School as appropriate in each case.

A School Board consisting of all academic staff members, and specified numbers of support staff and students chosen by those sectors will recommend rules and proposals for submission to the Faculty Board, and consider academic management matters internal to the School.
## ANNEXURE D

### PROPOSED COLLEGES, FACULTIES, & SCHOOLS

<table>
<thead>
<tr>
<th>College Name</th>
<th>Faculty Name</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture, Engineering and Science</td>
<td>Faculty of Engineering</td>
<td>Bioresources Engineering and Environmental Hydrology, Chemical Engineering, Civil Engineering, Surveying and Construction, Electrical, Electronic and Computer Engineering, Mechanical Engineering, Faculty of Science and Agriculture, Agricultural Sciences and Agribusiness, Biological and Conservation Sciences, Biochemistry, Genetics and Microbiology, Chemistry, Computer Science, Environmental Sciences, Geological Sciences, Mathematical Sciences, Physics, Statistics and Actuarial Science, Centre for Science Foundation and Access</td>
</tr>
<tr>
<td>College of Humanities</td>
<td>Faculty of Education</td>
<td>Adult and Higher Education, Education and Development, Education Studies, Human and Social Sciences, Literacy, Media and Drama Education, Science, Mathematics and Technology Education, Faculty of Humanities, Development and Social Sciences, Anthropology, Gender and Historical Studies, Architecture, Planning and Housing, Development Studies, isizulu Studies, Language, Literary Studies and Linguistics, Literary Studies, Media and Creative Arts, Music, Philosophy and Ethics, Politics, Psychology, Religion and Theology, Social Work and Community Development, Sociology and Social Studies</td>
</tr>
<tr>
<td>College of Health Sciences</td>
<td>Faculty of Health Sciences</td>
<td>Dentistry, Medical Sciences, Pharmacy and Pharmacology, Physiotherapy, Sport Science and Optometry, Therapeutic and Rehabilitation Sciences, Faculty of Nursing, Nelson R Mandela School of Medicine, Clinical Medicine, Laboratory Medicine, Maternal, Child and Women’s Health, Family and Public Health, Surgical Disciplines, Undergraduate Medical Education</td>
</tr>
<tr>
<td>College of Law and Management Studies</td>
<td>Faculty of Law</td>
<td>Faculty of Management Studies, Accounting, Economics and Finance, Information Systems and Technology, Management, Public Administration and Development Management, Graduate School of Business, Faculty Education Unit</td>
</tr>
</tbody>
</table>