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UKZN WELCOMES First year students

UKZN pulled out all the stops to welcome first year students and their parents to the University this year.

WORDS: CORPORATE RELATIONS STAFF PHOTOS: LUNGA MEMELA, MARYANN FRANCIS

Anxiety mingled with excitement on the faces of first year students as they lined up at the registration and orientation venues. The Orientation Programme was compulsory for first year students. The Programme, hosted by all UKZN's Faculties, provided guidance on academic life and also introduced students to the variety of societies and sporting clubs available at the University.

With over 6 500 current students and 1 300 new students under its wing, the Faculty of Management Studies held an extensive Orientation Programme. Dean of the Faculty Professor Lesley Stainbank encouraged students to work hard and not to get left behind. She added that to ensure that this happens, they need to complete all their assignments and to attend all their lectures.

The Faculty of Law's Orientation Programme this year was shorter than previous years' Programmes and more informative. Students were provided with information on the registration process, student services and the experience they would encounter as first years. The different student law organisations also encouraged students to join their ranks. These organisations focus on community projects and programmes to help students gain skills they will require when they qualify.

Students enjoyed the fun and games organised by the Student Leadership Development Office in the Quad on the Westville campus. They were also given



Students take part in games organised by the Student Leadership Development Office in the Quad on the Westville campus.



First year students sign the Hippocratic Oath at the Nelson R Mandela School of Medicine.

an opportunity to have their eyes tested for free by the Optometry discipline. Activities included blindfolded students taking part in games to encourage awareness of visual impairment and blind-

ness. Students with disabilities were encouraged to get involved in the University's sporting activities.

The Nelson R Mandela School of Medicine held its an-

nual Opening Ceremony in February. After an official address by the Dean of the Faculty, Professor Umesh Laloo, first year students signed the Hippocratic Oath, pledging to abide by the

rules and standards of the medical profession.

International students were not forgotten and a special orientation was organised for them on the Pietermaritzburg campus on February 1.

Organised by Ms Marie-Anna Marais and Ms Nombuso Mtshali of the International Student Office on the Pietermaritzburg campus, the orientation equipped the international students with survival tips both for their studies and their social life whilst in South Africa.

Ms Frances Robert-Gregory from Spelman College in Atlanta and Ms Elsie Essien from Hobart and William Smith Colleges in New York who have been in South Africa for just over a week said they found the programme both helpful and informative. Apart from their studies, they are also looking forward to doing some voluntary work and learning about other cultures.

Parents' Day

Parents play an important role in ensuring student success. Successful Parents' Days were held on all five UKZN campuses on January 29 and 31.

Due to the increasing intake of students, Parents' Day 2011 took on a different format to previous years. Parents attended Faculty-specific programmes, designed to familiarise them with all that is expected and available in each Faculty.

The programme included presentations from the University's Executive Management,

Deans, Student Funding, and Student Services. Parents said that they found the question and answer sessions most enlightening and also benefitted from sharing their concerns with other parents.

The Speaker of the KwaZulu-Natal Legislature, Mrs Peggy Nkonyeni, addressed parents at the Nelson R Mandela School of Medicine on behalf of the MEC for Health in KwaZulu-Natal.

She stressed the importance of parental support for students who are entering the health profession. Parents were assured the 210 first year medical students selected from an estimated 5 000

applicants, were the best.

Dean of the Medical School, Professor Umesh Laloo also stressed the demanding nature of the medical profession to the parents and the importance of their active engagement and support for their children's studies. The parents present were excited about the physical infrastructure development happening at the Medical School and expressed confidence that their children are in capable hands.

Three hundred parents of students registered for Agriculture, Engineering and Science filled the DSLT Lecture Theatre on the Pietermaritzburg campus. They listened attentively to the presentations and participated actively in the question and answer sessions.

Among their concerns were campus security, access to computer equipment and LANs, housing, changing from one academic programme to another and the rules governing credits and electives. One parent, who attended a Parents' Day a few years ago, congratulated the academic

staff on their achievements, remarking that she had noticed that many of them had progressed up the academic ladder and had become Doctors and Professors.

During tea time parents had the opportunity to interact one-on-one with academic staff from different disciplines. Deans and Deputy-Deans were also available to field questions. One of the parents commented on the intimacy and friendliness of the Pietermaritzburg campus.

The Faculty of Humanities, Development and Social Sciences (HDSS) which has the largest enrollment of students at UKZN saw an impressive turn-out of parents at both the Howard College and Pietermaritzburg campuses.

One of the biggest concerns for parents was student funding and student housing, which were addressed during the presentations. The Student Funding presentations highlighted that the University offers certain scholarships and bursaries based on merit, and also outlined student loan options.



International students look forward to their stay at UKZN.

Mazda Wildlife supports UKZN conservation research

WORDS: VICKY CROOKES

The School of Biological and Conservation Science's Nile Crocodile Research Project ended the year on a high note when they took possession of a research vehicle sponsored by the Mazda Wildlife Fund. The Mazda vehicle, which has been loaned to the project and is renewable annually, will enable Professor Colleen Downs and her cohort of postgraduate students to continue their research work on Nile Crocodiles in the Zululand area.

The loan vehicle will be fully maintained by a Mazda dealer and all service and maintenance costs will be covered by the Fund. The servicing dealers will also continually monitor the vehicle

to ensure that it operates at peak efficiency.

The Nile Crocodile Research Project is one of 29 non-government and non-profit organisation projects supported by the Mazda Wildlife Fund which is "dedicated to protecting and preserving our rich and irreplaceable heritage." Over the past 10 years Mazda has invested over R26 million into the Fund and are committed to a future investment of R1.5 million per year.

Led by Professor Downs who was recently named UKZN's Top Published Women Researcher for 2008, the four-year project focuses on the conservation needs of the Nile Crocodile in the iSimangaliso Wetland

Park. Initiated in 2009, it involves the collection of a variety of important data related to the ecology, physiology, epidemiology and genetics of the Nile Crocodile. The outputs of this research will benefit the scientific and conservation management communities both nationally and internationally. Among other things, it will generate comprehensive management plans, expand the understanding of crocodilian ecology and promote and facilitate its protection.

The UKZN postgraduate students working on the Nile Crocodile Research Project include: Mr Xander Combrink, Mr Pete Calverley, Mr Garreth Champion and Mr Jon Warner.



UNjingalwazi Colleen Downs (kwesokudla) nabafundi bakhe ngesikhathi benikezwa imoto ngabakwa Mazda eArmstrong Barloworld ePietermaritzburg.



Deputy Vice-Chancellor and Head of the College of Health Sciences, Professor Tahir Pillay and Dean of the Faculty of Health Sciences, Professor Sabiha Essack with parents of first year Health Sciences students.

Mazda wildlife Isize ithimba locwaningo eUKZN

UMBHALI: VICKY CROOKES

Nile Crocodile Research Project eyenziwa isikole se Biological and Conservation Science iphothule unyaka odlule ngenjabulo ngesikhathi bezitholela imoto abayinikezwe abakwa Mazda Wildlife Fund ezobasiza uma benza ucwaningo labo. Lemoto yakwa Mazda, evuselelwa njalo ngonyaka, ibolekwe uNjingalwazi Colleen Downs nethimba lakhe labafundi ukuze benze umsebenzi wabo wokucwaninga ngezingwenya zomfulakazi iNile endaweni yase Zululand ubelula.

I-Nile Crocodile Research Project eyeyodwa kwawu 29 asizwa ilesisikhwama saka Mazda Wildlife esibhekelele ukugcina nokugada izilwane namahlathi ezwe lethu. Konke okufanele kwenziwe emotweni noma kulungiswe kuzokwenziwa

abakwa Mazda. Kanti bazobuye babheke futhi ukuthi isasebenza ngendlela efanele.

UDowns osanda kunikezwa umklomelo wokuba i-UKZN's Top Published Women Researcher ka 2008, uholo lelithimba elibhekelele izidingo zezingwenya endaweni yaseSimangaliso Wetland Park. Baqale ngo 2009 ukucwaninga ngalezizingwenya ukuthi zidlani, zihlalaphi nalolonke olunye ulwazi abangalithola ukusiza lezizilwane. Lolulwazi luzosiza izindawo ekuhlaleni lezizilwane emhlabeni wonke ukuze zihlale zivikelekile.

Abafundi base UKZN abasebenza kulolucwaningo uXander Combrink, Pete Calverley, Garreth Champion no Jon Warner.

Students urged to be the guardians of the Constitution

As part of their induction process, 260 first year students in the Faculty of Law took part in a pledge swearing ceremony on February 11.

WORDS: SITHEMBILE SHABANGU PHOTO: THE DAILY NEWS

Keynote Speaker Professor Karthy Govender from the Faculty of Law told students that success breeds success and that no one will ensure their success better than themselves. He reminded students that they will in time become the guardians of the South African Constitution and that they, especially those that exercise public power in the future, should always act in a manner that promotes the spirit, objects and purport of the Constitution at all times.

Dean of the Faculty of Law, Professor Managay Reddi welcomed the students to the Faculty, and wished them well in their studies. She led the procession through the pledge signing ceremony. The students signed their pledges and all went onto the stage where they were each handed a copy of the Constitution.

The pledge states that the students will conduct themselves with decorum; abide by the rules of the University; treat their fellow students and academic and

support staff with respect; use the resources of the University in a proper manner, appreciating that these resources have been made available for this and future generations by the people of South Africa; give of their utmost best as a student; and act with integrity in all their actions both now as a student, and in the future as a professional.

The number of top students enrolled in the Faculty has increased this year compared to the previous years.



Dean of the Faculty of Law, Professor Managay Reddi and first year Law students at the pledge signing ceremony.

Storytelling workshop Empowers learners

A workshop sponsored by UKZN's Centre for Visual Methodologies for Social Change and the NRF-funded Every Voice Counts project empowered learners on HIV and AIDS.

WORDS & PHOTOS: SUPPLIED

Over three days, a group of 11 grade eight learners from Gobindlovu Secondary School worked tirelessly to create digital stories about what they think and know about youth, HIV and AIDS, and their community. The *Youth, HIV and AIDS and My Community* project focused on learning how young people both experience and engage with the issue in a context where there are high rates of HIV and AIDS.

The project used digital storytelling – a participatory arts-based method – to explore this topic with the participants. Digital storytelling is both an educational and research method that combines photography, music, voice-over, and (in this case) Microsoft Power Point to create visual essays that tell a story from the perspective of the participants.

The workshop was sponsored

by UKZN's Centre for Visual Methodologies for Social Change and the NRF-funded Every Voice Counts project (PI Naydene de Lange). Two visiting graduate students from McGill University, Montreal, Canada, Ms Katie MacEntee and Mr Lukas Labacher, facilitated the workshop. The learners worked in three, single sex groups to produce three complete stories on the prompt "Youth, HIV and AIDS, and My Community". The boys told a story about a young, HIV positive learner who gets support from his community when his family abandoned him. One of the groups of girls reflected in their story on how, despite sexual desire, young people (males and females) can choose to abstain from sex when no condom is available. And the third group, also made up of girls, created a story which dealt with stigma in the community. In

the story the community at first stigmatised and rejected a young girl who becomes pregnant and HIV positive as a result of having unprotected sex. In the end, the community, the girl's mother, her boyfriend, and her peers come around to supporting her.

Two representatives from the workshop presented on the stories and their experiences over the three day workshop to their community during a larger event to mark World AIDS Day and the 16 Days of Activism Against Violence Against Women at Gobindlovu School on December 3. On stage with doctors, researchers, school principals, teachers, and community leaders, the youth held the attention of their peers and elders. This experience highlights the equal importance young people's perspectives and knowledge have in addressing HIV and AIDS.

UKZN Press publication wins

Academic Book of the Year award

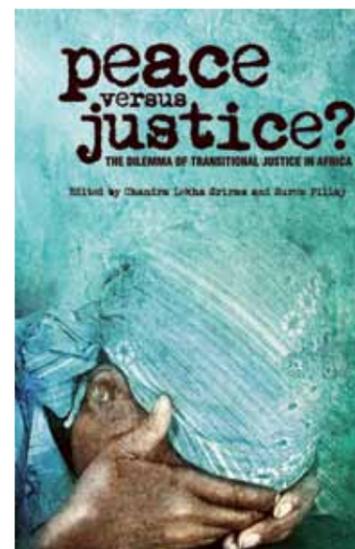
The University of KwaZulu-Natal's publishing house, UKZN Press, is proud to announce that one of its publications has won a CHOICE Outstanding Academic Book of the Year award.

WORDS: LUNGA MEMELA

Pace versus Justice? The Dilemma of Transitional Justice in Africa edited by Chandra Lekha Sriram and Suren Pillay was co-published with James Currey Publishers, leading academic publishers in the United Kingdom. The book offers fresh insights on the so-called 'justice versus peace' dilemma, examining the challenges and prospects for promoting both peace and accountability, specifically in African countries affected by conflict or political violence

Choice is a United States reviewer of academic books. Every year in the January issue, in print and online, Choice publishes a list of Outstanding Academic Titles that were reviewed during the previous calendar year. This prestigious list reflects the best in scholarly titles reviewed by Choice and brings with it the extraordinary recognition of the academic library community.

More than 35 000 academic librarians, Faculty, and key-decision makers rely on the reviews in Choice magazine and Choice Reviews Online for collection, development and scholarly research.



UKZN Press is a quality publisher of scholarship and general expertise books for both academic and general readers in sociology, political science, economics, gender, current affairs, natural sciences, literature and selected novels, and prides itself on the quality of its publications. This Award is a reflection of the high standards maintained by UKZN Press in its selection of manuscripts and its editing and production services.

Management Studies Dean invited to Millennium Awards in Ghana

Dean of the Faculty of Management Studies, Professor Lesley Stainbank was invited to attend the 2010 Millennium Excellence Awards in Ghana in December.

WORDS & PHOTO: SUPPLIED

The Millennium Excellence Awards Foundation recognises visionary and enterprising people who have made a positive impact on Africa in a number of categories. Started in 2000, the award ceremony takes place every five years.

The theme of 2010's Awards was *Repositioning Africa: New Values and New Strategies*. The winners included Cyril Ramaphosa of the Shanduka Group for African Economic Development, Asha Hagi from Somalia for African Peace, and Wole Soyinka for African Cultural and Traditional Preservation. The full list of prize winners and information about

the event is available on www.eafgh.org.

Stainbank was honoured to meet His Majesty, Otumfuo Osei Tutu II, Asantehene, the life patron of the awards at the Royal Dinner held at Manhyia Palace, Kumasi.

She also used the opportunity to visit the University of Ghana Business School where she met with Dr Emmanuel Sakyi who is the Head of the Department of Public Administration and Health Services Management. The University's Business School has similar Schools to that of UKZN's Faculty of Management Studies and it is hoped to develop a close working relationship at a Faculty level.

NEW APPOINTMENTS AT UKZN



Miss Zandile Blose
Senior Tutor
School of Audiology,
Speech Language
Pathology and
Occupational Therapy



Mrs Doli Mbambo
Human Resources:
Development
Manager Human
Resources



Ms Cookie Mona
Production Manager
Audio-Visual Center,
Howard College



Miss Nokuthula Ndlovu
Senior Library
Assistant Library,
Westville campus



Ms Gugulethu Nyawo
Trainee Accountant
College of Health
Sciences

Information supplied by Human Resources Division

Leading Pulmonologist Appointed Dean of the Medical School

A leading pulmonologist, medical scientist and expert in HIV medicine has been appointed as Dean of the Nelson R Mandela School of Medicine.

WORDS: MARYANN FRANCIS PHOTO: RAJESH JANTILAL

Professor Umesh Laloo who is Professor and Chief Specialist at the medical school succeeded Professor Willem Sturm as head of the prestigious Faculty. His illustrious career spans over three decades. An expert in respiratory diseases and the former President of the South African Thoracic Society, Laloo is Head of the Respiratory and Critical Care Unit at the medical school.



Professor Umesh Laloo.

As the Executive Director of the KwaZulu-Natal Enhancing Care Initiative (ECI) and the Principal Investigator of the International Clinical Trials Unit of the US Division of AIDS he is passionate in his research to stem the suffering of those affected by HIV/AIDS. His passion transcends medical research to train and empower health professionals, especially in the rural areas, in the clinical knowledge and understanding of HIV/AIDS and tuberculosis. Through the Medical Education Partnership Initiative (MEPI) of which he is the programme Director, Laloo is at the helm of spearheading initiatives that would benefit communities. The MEPI is designed to support the United States Presidents Emergency Fund for AIDS Relief (PEPFAR)'s goals to train and retain 140 000 new health care workers and improve the capacity of partner countries to deliver primary health care.

Laloo was instrumental in securing over 15 million US Dollars for both the MEPI and the ECI last year. The ECI will over the next five years utilise the funds for medical training of health professionals in the management of HIV and TB.

In 2002 Laloo was at the helm of the successful 72 million US dollar grant from the Global Fund – a significant resource to fund HIV and TB care in KwaZulu-Natal. He leads one of the largest HIV graduate programmes in HIV which he developed and is funded by the Global Fund.

Recognised both nationally and internationally as an expert in the field of Respiratory and HIV Medicine he has played an integral role in the training of

health care workers and the general public in HIV and TB management over many years. His appointment to the Board of Directors of the Medical Research Council of South Africa by the national Minister of Health, Dr Aaron Motsoaledi, is testament to his outstanding leadership skills. He is currently the International Regent of the American College of Chest Physicians and was re-elected for a second three year term in 2010.

Laloo's remarkable career began as a student in the MBChB programme in 1979 and in 1993 he graduated with a MD (PhD equivalent). He has received honorary degrees from the American College of Chest Physicians and the Royal College of Physicians in the UK, respectively. In 1986, Laloo was appointed as specialist lecturer in the Department of Medicine at the former University of Natal and King Edward VIII Hospital. In 1989, he was appointed as Head of the Respiratory Unit at the Medical School. From 1993-1995, Laloo was a visiting clinical scientist at the Royal Brompton National Heart and Lung Institute in the University of London, UK.

From 1997-2003, Laloo served as Professor and Chief Specialist and headed up both the Department of Medicine and the Respiratory Unit at the Nelson R Mandela School of Medicine.

He serves on the editorial board of the prestigious inter-

national journal, *Clinical Infectious Diseases* and is section editor for the International Journal of TB and Lung Diseases. He has been invited to deliver lectures at several international congresses such as the American Thoracic Society, the American College of Chest Physicians and the Indian Chest Society.

During his career, he has received many awards including the SA Pulmonology Society Best Publication Award in 1997 for best publication in an international peer reviewed journal; the Golden Peacock Award of the South African Indian Academy for Service to the Community; the SA Pulmonology Society/Pharmacare Visiting Lecturer Award 1999 – for outstanding service to the development of respiratory medicine in South Africa; the International Governors Award by the American College of Chest Physicians for Community Service for HIV/AIDS Training Programs in 2003; and the American Association of Physicians of Indian (AAPI) Origin 2002 in recognition of his contribution to the advancement of Health Care in Durban and to AAPI's Medical Education Program.

He was listed amongst the top 10 percent of reviewers for the journal *Chest*. He was elected the Arthur Landau Lecturer of the College of Physicians of South Africa in 2007. He also served as President of the SA Thoracic Society for two terms and is the chairperson of the credentials committee of the SA Thoracic Society. He is also Vice-President of the Society of Pulmonologists of the Indian Ocean Islands. Laloo was the founding Co-President of the Pan African Thoracic Society.

Given its unique place in the history of medical education in South Africa, the rainbow "nation" of staff and students, the challenges of health care, and the number of elite research units within its precincts, the NRMSM can be the premier medical school in country, if not in the world, said Laloo. He added that academic excellence must be the beacon.



Dr Bernhard Gaede.

Centre for Rural Health Appoints New Director

The Centre for Rural Health (CRH) on UKZN's Howard College campus is proud to announce the appointment of Dr Bernhard Gaede as its new Director on February 1.

WORDS & PHOTO: LUNGA MEMELA

After qualifying as a doctor, Dr Gaede joined the Health Systems Trust (HST) as a facilitator in 1998 in the Initiative for Sub-District Support in Bergville, in the Drakensberg. Thereafter, he stayed on in the Bergville area, working at Emmaus Hospital from the year 2000 as Hospital Manager, Medical Manager as well as Medical Officer at different stages.

He has been extensively involved with rural health advocacy through the the Rural Doctors Association of Southern Africa (RuDASA) as well as the Rural Health Advocacy Project.

The CRH works to improve the health of rural communities through research, capacity building and advocacy. The Centre works closely with the public health system, community networks and the University to improve the health care offered to underserved communities in rural areas.

"It is an intensive learning experience working out in the

rural areas. It opens your eyes to how much change you can make working away from urban medical centres," Gaede said.

Happy to have been received warmly by the Centre and colleagues at UKZN's Nelson R Mandela School of Medicine, Gaede looks forward to working closely with medical students and encouraging 'rural friendliness' during their years of study and practice. His appointment is the first step in setting up the new Department of Rural Health at UKZN – the first academic department of its nature in the country.

Gaede admitted that it is tough working at a health practitioner in rural areas, which, while home to 43 percent of the country's population, have few medical facilities and a shortage of medication. "It's really a human rights issue for me," said Gaede. He considers it unfair that the area in which one is born in South Africa determines how much access one has to health care.

Study on seafaring labour A First for South Africa

It's a first for UKZN and South Africa. Whilst many researchers have examined economic issues in the maritime industry, there has not been much focus in South African scholarship on understanding the sociology of labour markets for sailors in the global labour market at doctoral level.

WORDS & PHOTO: SITHEMBILE SHABANGU

For his PhD work on understanding the way labour markets and human resources practices impact on seafarers' occupational lives, Dr Shaun Ruggunan, a senior lecturer at the discipline of Human Resources (HR) Management at the School of Management recently received a Y-rating from the National Research Foundation (NRF). The Y-rating recognises a researcher, under the age of 40, who is recognised by all or the overriding majority of reviewers as having the potential to establish him/herself as a researcher as demonstrated by recent research products.



Dr Shaun Ruggunan.

Ruggunan's work focused specifically at how employment trends have changed in the shipping industry in South Africa (SA), the Philippines and the United Kingdom (UK) for the past 30 years. He spent about three months in each country and in South Africa conducted most of his field work in Durban and Cape Town.

He said that his work has the potential to contribute to maritime studies which is one of UKZN's research focus areas for 2011. He added that his thesis is interdisciplinary since it involves

studies looking at economics, human resources development and industrial sociology which makes it an interdisciplinary study.

Another importance of this study is that it will help contribute to job creation strategies for South African sailors. Ruggunan found that South Africa has the least number of sailors in commercial shipping and the Philippines have the most. He added that the numbers of sailors in the UK have declined rapidly - this is caused by the fact that sailors in the UK and SA are regarded as 'expensive'. The study also

compared the strategies used in the Philippines to those in the other two countries. He said that the wages paid to the sailors are tax free, paid in dollars and the rates are set globally.

Ruggunan was also commissioned by the Transport Education and Training Authority to research and investigate strategies that can be used to create employment opportunities for South African seafarers. He said government has recently invested money to examine a national training scheme to ensure that sailors obtain the requisite skills to complete their qualifications.

Exchange student enjoys Education Programme in Canada

Ms Sindisiwe Msimango, a student at UKZN's Faculty of Education is treasuring every moment away from her homeland in a student exchange programme at the Wilfrid Laurier University in Canada.

WORDS: LUNGA MEMELA PHOTO: SUPPLIED

Msimango is amongst the few students selected annually by the University's International Office and relevant Faculty to participate in an exchange programme overseas.

On her departure on December 30, 2010, Msimango could not believe her dream was coming true. She was encouraged to apply by another student from her Faculty who had gone on a similar programme to Drake University in the United States of America the previous year.

"I'm here in Canada and I'm so excited about this opportunity," said Msimango. "It is my wish to see more students at the University participating in this programme in future. Being

in other institutions around the world is one experience that all students should desire in their tertiary life. It's a good time to explore and learn the different cultures as well as being exposed to other pedagogical approaches that are far different from those applicable in our home University," she said.

Msimango is enrolled for a programme in the Arts, taking four modules: Philosophy of Minds; Geomorphology and Soils; Values and Society; and Women Studies. "I'm enjoying the classes and I have already adapted to their style of teaching although it is so different from that in our University," she said. She will be returning to South Africa on May 4.



Ms Sindisiwe Msimango is having the time of her life in Canada.



Dr Mkhethwa Maluleke.

New director of Intellectual Property and Technology Transfer

UKZN's new Director for the Intellectual Property and Technology Transfer Office, a division of the Research Office, Dr Mkhethwa Maluleke brings a wealth of experience to the University.

WORDS & PHOTO: SITHEMBILE SHABANGU

One of the main challenges Maluleke faces in his new role is assisting UKZN researchers to understand what the new Intellectual Property Rights Act for Publicly Funded Institutions entails and how it affects the way they have been used to conducting research and publication of their findings. Another main challenge is to assist in turning their research into applicable products that have commercial potential and positive societal impact.

Maluleke previously worked at the Technology Innovation Agency (TIA) in Pretoria and has extensive Higher Education experience, with a PhD in Chemistry from the University of the Western Cape and an MBA from Stellenbosch University.

His other achievements include being registered as a South African patent for "Electrochemical membrane containing proton conductors of Inorganic origin" (1999), receiving the James Moir Award of the South African Chemical Institute for Best Chemistry Student (2000), the NRF Prestigious Scholarship for Master of Science degree (2001), SAIAA Scholarship second prize for best Analytical Chemistry proposal (2001), the NRF Prestigious Scholarship for PhD studies (2002). He has developed electromembrane prototypes for the purification of industrial effluents polluted with organic compounds (PhD studies).

Maluleke hopes to use the commercialisation experience

gained from working with experts at the TIA to take products emanating from UKZN research to the market.

Intellectual property (IP) rights are valuable assets for South Africa because today's global economy depends on IP. Most of the country's IP is developed through hard work on the part of researchers and it is the duty of the the Intellectual Property and Technology Transfer Office to assist researchers in ensuring that their work is protected and commercialised through various commercialisation models, e.g licensing.

Maluleke says that he is hoping to encourage researchers not to conduct basic research but be actively involved with research that addresses real problems in South Africa and globally - for example, energy storage or acid mine drainage etc. "Our research should be geared at creating products of high value, and new economies as well as new jobs for our graduates and the unemployed people of our society," he said.

He encouraged the University community to use Office, which is there to make the lives of researchers easier. He added that one of his duties is to establish a Regional Office of Technology Transfer between all the universities in KwaZulu-Natal. A memorandum of understanding between some of these universities has been signed and the Regional Office will ensure more collaboration among the institutions.

The glass is half full

Students reflect on the role of journalism in Africa

Journalism is not about branding. This might seem a contentious statement in South Africa's current atmosphere of reporting good news. But, a journalist's job does not concern branding the news for country or continent.

WORDS: SJOERD VAN GROOTHEEST AND JONATHAN DOCKNEY PHOTOS: SUPPLIED

The media is a vital institution for the healthy functioning of democracy. The promotion of the media's independent functioning is paramount.

However during the 2010 5th Africa's International Media Summit (AIMS) in Durban, journalists were requested to engage in reporting that would benefit the cause of a 'united Africa'. The Summit was hosted by amongst others Dr Erieka Bennett, Vice-President of the African Communications Agency (ACA), and Mr Desmond Orjiako, Spokesperson for the AU. The ultimate ambition of the AIMS was to erect an African news agency in the style of CNN, enabling the elite of Africa to better control the body of representations from and about Africa. Bad news is bad for business, after all.

It was striking that nobody at the Summit seemed to be alert to the potentially dangerous effects of branding through journalism. Not a soul dared to critique the 'CNN model' of news reporting as the ultimate in fair and objective journalistic practice. CNN may be an effective model of reporting to an extent, however, it certainly cannot be taken as the role model for balanced and objective reporting. Precise, objective and fair reporting did not appear to be the main goal of the AIMS anyway.

Only two questions of any pertinence were put forward at the Summit. The first was written on the pamphlet advertising AIMS: what were the effects of the FIFA World Cup on South Africa's image? As soon as the Summit began, Bennet repositioned the question as a self-serving generalisation. She told the audience that the World Cup had been "extremely successful". Granted, she had a point: the World Cup had been a success in some regards (particularly in fattening Sebb Blatter's wallet).

Bennet later stated that the main objective of the AIMS was "the celebration of Africa". The AIMS presented itself as an organisation that takes pride in Africa, and wants Africans to unite. The negative image of Africa has its evil roots in "our own journalists", and it was stressed that in order for Africa to unite, journalists must engage in balanced and objective reporting. But what exactly does Bennet



Mr Jonathan Dockney.

mean? How do those who implore journalists to find good things to report on reconcile this logic with the logic of objective reporting? Are journalists to a) put a spin on the news, b) decide whether they want to be a good news or bad news reporter, or c) actively turn a blind eye to bad news?

A good journalist aims to report on newsworthy events objectively, irrespective of whether it is good or bad news. True objectivity is, strictly speaking, impossible of course. However, the aim should be there; rising from the need to inform 'the people'. Yet, it would seem that journalists are being asked to engage in a re-branding of Africa project. Journalists are to cut out their objective and critical edge and celebrate Africa through positive reporting. And there is, indeed, plenty to celebrate about this place. However, laying the blame and responsibility for Africa's image at the feet of journalists is ignorant of the real problems that Africa faces. The strategy seems sinister at the very least.

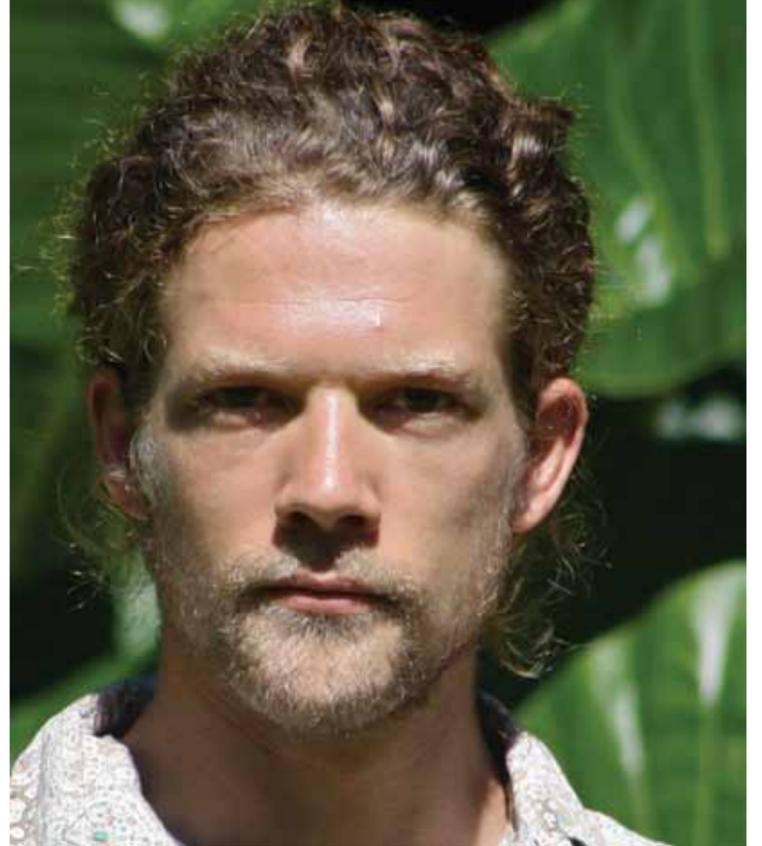
It would seem that agents from the private and public spheres are attempting to push journalists in a direction that suits their own self-serving purposes. The South African government, in particular, seems hell bent on bringing the media in line with its own agenda. The Protection of Information Bill and the Media Appeals Tribunal are some of the

weapons of choice.

The second interesting question was posed by a first year student from the Durban University of Technology. He asked what it meant to "take the momentum forward" and explicitly asked for a direction. The first truly critical question of the day shocked the organising committee's pants off. Genuine criticism is a rarity in Africa.

Those who ask journalists to stop being so critical and help Africa unite have a shallow and wilfully naïve view of democracy. Democracy ideally establishes spaces where diverse and conflicting voices can be expressed freely and without prejudice. Democracy is not about the will of the majority taking precedence over everyone else. Democracy is about unity through difference. A free and independent media can facilitate this.

After lunch, Mr Rich Mkhondo (Head of Communication of the South African Organising Committee of the FIFA World Cup) got to the point: Africa needs re-branding. A common corollary to Mkhondo's remark is that Africa has a negative image outside the continent and that journalists choose, for whatever ungodly reasons, to report lies and bad news on Africa. However, this approach conveniently sidelines the real problems that face Africa. What about African leaders who consistently mutilate



Mr Sjoerd Van Grootheest.

whatever good representations there may be of Africa?

The question then is: who does this 'celebrating Africa' really benefit? When we view the government and private sector in a softer hue, what do we ignore? Are we so hypnotised by the gains of re-branding that we sacrifice truth and justice at the altar of fat and arrogant bigwigs? Have any of us stopped and asked precisely what constitutes the 'pro-Africa attitude' and who will set the agenda?

Mkhondo urged the journalists present to "go back to [their] newsrooms, and think of ten positive stories about South Africa". This is a fine idea, sir, but perhaps you should go back to your office and think of ten ways in which you could get back in touch with reality? Addressing Africa's image does not begin with journalists.

Africa is to be 're-branded', and Mkhondo and the organising committee of the AIMS want the South African independent media to be their (bloody) agents. The real challenge for the AIMS is to take the momentum of the World Cup forward, unite the African people and build on a positive image of Africa.

The AIMS discussion panel was not eager to discuss who is to benefit from a re-branded Africa. The ACA, the first African marketing partner of CNN, could stand to gain from the outcomes of the AIMS. The fact that

the AIMS is sponsored by the World Bank – a powerful global monetary institution that favours the implementation of neo-liberal policies in third world countries, and is currently run by the neo-conservative Mr Robert Zoellick, a former Enron, Goldman Sachs and Bush administration employee – did not ring any bells with the journalists in the room, leading us to question the true aim of the AIMS. We were clearly not to be critical.

But then again, this is what the glass is half full *modus operandi* (as practised in South Africa) is really about. There is nothing wrong with seeing the glass as half full; but when it is at the expense of real and necessary critique then it is cause for concern. Moreover when positivity is elevated so as to take the sting out of reports of government and private sector crime and corruption, and make the elite even richer, then we indeed have kak on our plates.

Edited by Eldrien Jooste

This article by two of UKZN's Centre for Communication, Media and Society (CCMS) students was published in the Sunday Tribune of January 23 under a slightly different title. CCMS and Independent Newspaper have an agreement that students' work will be considered for publication in order to assist them build their portfolios and to help them position themselves for the job market.

Graduate Opinion Survey

Provides valuable feedback from students

The Graduate Opinion Survey 2010 conducted by UKZN's Quality Promotion and Assurance (QPA) is the sixth such survey since the merger of the former Universities of Durban-Westville and Natal.

WORDS & PHOTOS: LUNGA MEMELA

The objective of the Survey is to gain a broad range of graduate opinion by asking graduates to assess the quality of their University education. The Survey seeks to discover not only how satisfied graduates are with their educational experience at UKZN, but to ascertain what proportion of graduates are employed and how many are involved in further study. It also aims to give graduates a voice on issues that are important to them.

The Graduate Opinion Survey was first designed in 1999 by the Quality Promotion Unit and Division of Management Information. The Survey instrument has undergone a number of changes since its inception. The 2005 Graduate Opinion Survey serves as the baseline data for the newly merged Institution.

The questionnaire, which is administered during Graduation Ceremonies, comprises of five main sections, covering:

- A number of **demographic questions**;
- A section that assesses **graduates' satisfaction with their degree/diploma as a whole**. This section is further sub-divided in terms of qualities for effective educa-

tion: quality of teaching, clarity of goals and standards, nature of assessment, level of workload and enhancement of generic skills;

- Graduates' **current employment status**;
- Graduates' plans for **further study**;
- **Comments on the questionnaire**.

A total number of 4 463 graduates participated in the 2010 Survey. There has been an increase in the number of graduates completing the questionnaire over the years. In 2010, the highest number of respondents came from the Faculties of Education, Law and Management Studies.

Sixty five percent of the respondents were female and 35 percent were male. English was the first language of 48 percent of the respondents, and 93 percent were South African citizens. Although not all respondents chose to indicate their race group, the demographics reflected that of KwaZulu-Natal, with 47 percent African and 37 percent Indian. 2010 saw a slight increase in the number of international students graduating from UKZN.

Of concern is the finding that only 53 percent of the respondents were under the age of 25,



Computer skills were an area of concern for graduates.

bearing in mind that most degrees are three-to-four-years in duration and the national school leaving age is 18 years.

Regarding the overall quality of their degree/diploma, 86 percent of graduates said that they were satisfied; three percent were not satisfied, and 11 percent opted for a neutral response. Seventy percent of graduates indicated that the learning environment at UKZN had helped them to study effectively.

Employment Status

Sixty eight percent of graduates at the April 2010 Graduation Ceremonies had just completed their first degree or diploma. Forty six percent said they were employed, while 17 percent indicated they were employed while studying further; 22 percent of graduates said that they were not employed, but were studying further; one percent was self-employed; 13 percent were unemployed and another one percent said they were involved in other

activities. In total, 78 percent said they were satisfied with their current activity (see pie chart).

At a Faculty level, 2010 appears to have been a positive year for graduates from the Faculties of Education, Humanities, Development and Social Sciences, Management Studies, Health Sciences and the Nelson R Mandela School of Medicine.

One of the University's strategic goals is to promote teaching and learning through creative and innovative curriculum design and development, pedagogical strategies, and assessment practices in accordance with the highest quality management principals. The results of the Survey make significant input into this commitment.

"The value of the report of this kind is to stimulate discussion among all stakeholders of the University," said the researchers. It avoids presumptions when it comes to planning, budgeting, and management. "Data collected from surveys must be transformed into information that can

be used within the Institution," the researchers added.

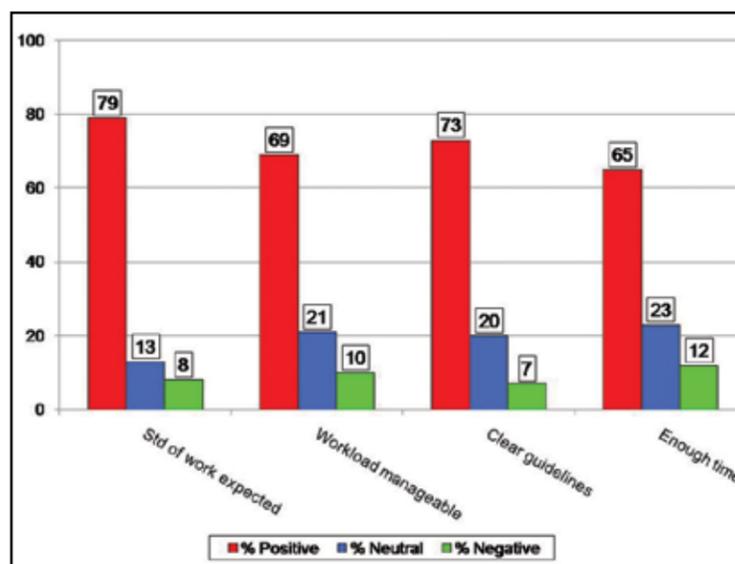
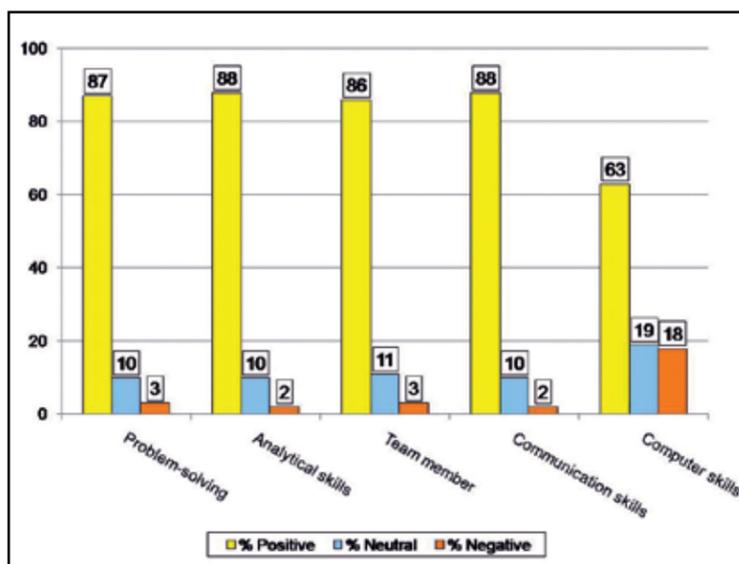
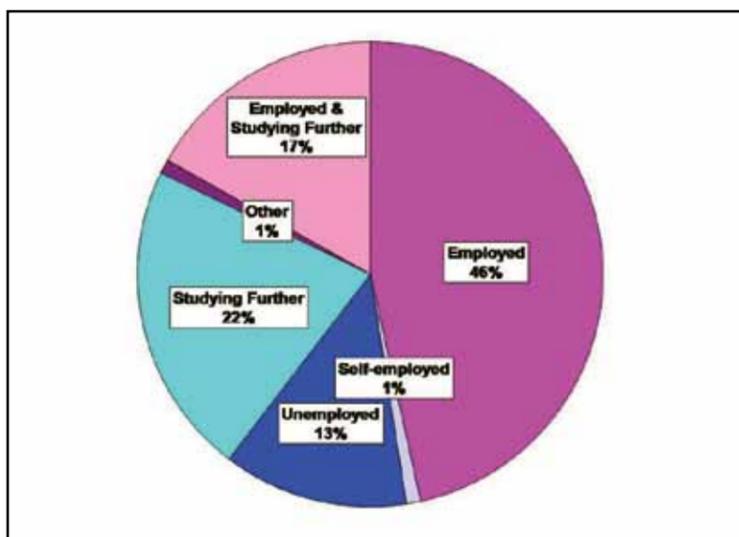
An area of concern across all Colleges in terms of skills development for students was computer skills. The vast majority of graduates believe that their studies led to the sharpening of their analytical skills, helped develop their problem-solving skills and ability to work as a team member, and developed their oral and written communication skills. However, graduates rated their computer skills much lower than the other listed skills. "Most skills have shown a slight increase in levels of graduate satisfaction from 2009 to 2010 with computer skills showing the largest decrease by 1.1 percent," said the researchers.

To aid with curriculum planning, graduates were asked to assess their workload and the standard of work they were expected to produce at UKZN. Seventy nine percent said they understood the standard of work that was expected from them throughout their studies but fewer (69 percent) found the workload manageable.

A major strategic thrust for UKZN is to establish the University as an institution of choice for students - an institution that values students in all their diversity and has a student-centred ethos, providing students with curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent and sought-after graduates. The Graduate Opinion Survey is a positive tool towards the realisation of this goal.

An electronic copy of the report is available from Ms Tarryn Zank at QPA. zankt@ukzn.ac.za

Graphs courtesy of Quality Promotion and Assurance, UKZN.



The UKZN Griot Of Teaching and Research

When I was at school we were called “pupils”, but more often just “school children”. Now these youngsters are called “learners”.

WORDS: KEYAN TOMASELLI

This semantic engineering does not of course conceal the fact that only quarter or so of any undergraduate class actually learns anything substantive, or learning how to learn in the process. The majority simply learn how to write exams and how to manoeuvre through their degree without learning very much at all.

A Swedish lecturer who addressed our students last year about “the experience economy” linked this concept to what he called “learned helplessness”. Those who have learned to be helpless are all around us. Schools, universities, and educational institutions of all kinds seem to teach this passive, dependent and debilitating condition. Entertaining the masses is now the job of lecturers where students enrolled at taxpayer expense think that *they* are clients paying for a product. This instrumentalist attitude is the kiss of death as far as critical thinking is concerned.

Last year SUBtext published an article by Gail Robinson entitled, *Academics: Researchers or Teachers?* She was debating an article published in *UKZN-TOUCH* where terms like “up-skill” and “teachers bridging gaps” were invoked. This language sits uneasily with the research discourse that emanates

from other sectors of the University. In between are found artists and performers who claim to be doing both teaching and research. It’s not clear what they are doing though the NRF rating committee on the Performing and Visual Arts seems to think it knows what its constituency is doing. But that’s another argument that goes to definitions of research and how it is reported, in print, clay, song or dance.

The polarisation of the argument between ‘teaching’ on the one hand and ‘research’ on the other often forgets that the best researchers are also often the best teachers. This is because researchers are located at their respective disciplinary coalfaces: they educate from practices in the field, from direct experience, from the empirical and theoretical fronts, so to speak. They are not relying on a textbook that someone else wrote, based in a different context, far removed from the daily experience of UKZN students. Researchers/educators critique the textbooks – a positively unsettling experience for students. Theory and method come alive in the actual practice of the discipline – made possible by research-led education.

Researchers (and indeed activists, anyone who is socially involved), engage students *via* methods designed to break dependency, replace passivity and

promote agency. Regrettably, the word ‘teaching’, suggests that it is the lecturer who does the work while students respond like ‘clients’ – waiting for the ‘service’.

Students learn best when they are educating themselves. The ‘teacher’ is basically the facilitator/educator. The educator should be asking questions, not delivering answers, uploading notes and power points on Moodle, creating a day-care environment. In the US I learned the Socratic method: ask questions in class and encourage students to debate answers that they themselves offer. This method can be a really daunting experience for the best of educators. Trying to elicit productive debate from often sullen and under-prepared students (even from the minority who actually come to class) takes a lawyer-like doggedness.

Teachers may need to be trained and held accountable to regulating bodies, but educators and researchers take responsibility for their own practices. Regulation encourages instrumentalisation where students imagine that ‘doing time’ is the equivalent of learning. Learning is a dynamic negotiation in the thick of things. Evaluation delivers numbers for the auditors, while education facilitates learning for the students. This is known as critical pedagogy a la Paulo Freire.

Just when one thought that instrumentalist rationality had reached its zenith, then I opened an email and read about the way that Texas A&M University is attempting to calculate a profit-and-loss statement for each Faculty member, weighing annual salary against numbers of students taught, tuition generated, and research grants obtained. The 265 page document includes balance sheets of which lecturers earned profits for the institution and those who are operating in the red.

This kind of productivity spreadsheet imposes a symbolic violence that reduces everything to that which can be measurable, instead of measuring that which is symbolically valuable. (I do agree however that staff who are under-performing do need to be made accountable.) Not everything can be measured, and neither should it. How would one measure immeasurable individual and institutional contributions to the NRF, CSIR, Academy of Science, National Heritage Council, etc.?

Algebra, after all, is about relationships, propositions and possibilities. Knowledge, especially indigenous knowledges, exist in the collective rather than the individual mind, they resist the tour-niquet of monetarisation. DNA sequencing may never have been discovered had its inventors been



told to earn their keep through the spreadsheet economy. Brutal instrumentalisation heralds the death for humankind. As Lenin once observed, the capitalist will happily sell the rope to his executioner. Similarly, the educational bureaucrat now auditing the US tertiary sector via profit and loss statements will claim fiscal accountability at the very moment that there is nothing left to be accounted for.

Forget climate change, productivity audits of the kind envisaged by Texas A&M will reduce the academy to a state of entropy already assumed by students – nothing more than a service (even as we head towards extinction of the species).

Keyan G Tomaselli is Director of The Centre for Communication, Media and Society. He used to be a science fiction buff, now he knows it is not fiction.

Sudoku

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14th TIME OF THE WRITER

14-19 MARCH
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