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10. Major findings & questions for future research

Appendix: Histories of ML Sultan Technikon and Technikon Natal
Contributors

Nareend Baijnath is Vice Principal: Strategy, Planning and Partnerships at the University of South Africa. He holds a MA from Durham University, and a PhD from the University of the Western Cape. He taught at the universities of Cape Town and Western Cape prior to joining Technikon SA in 1998, where he was Dean of Community Sciences and then Deputy Vice Chancellor Planning and Development. He has extensive experience in higher education research, evaluation, policy, and planning.

Following the merger of Unisa and Technikon SA, he was appointed Vice Principal: Research and Planning in the new Unisa. After a year his Portfolio was revised and expanded to the current one. His first task in the new portfolio was to spearhead a ten-year plan, which is widely acclaimed. His responsibilities include planning, international relations and partnerships, quality assurance, and management information and business intelligence, and more recently, organizational architecture. In 2007 he was a visiting fellow at St Edmunds College, Cambridge University, and simultaneously a visiting research professor at the Open University of the United Kingdom. In 2008 he participated in the CIES initiated Africa Higher Education Collaborative.

Teresa Barnes is Associate Professor of History at the University of the Western Cape. She holds an undergraduate degree from Brown University in the United States, and honours, Masters' and PhD degrees in African Economic History from the University of Zimbabwe. She has taught at Appalachian State University and the University of Minnesota in the USA, and since 1997 at the University of the Western Cape. She has guest-edited two issues of the journal Feminist Africa, and is a member of the editorial advisory boards of The Journal of African History and The Journal of Women's History. She has published two books and a number of journal articles in Zimbabwean history. Her research interests include gender and urban labour in southern Africa, and higher education studies.
Lesley Anne Cooke is a Manager in the Centre for Quality Promotion and Assurance (CQPA) at the Durban University of Technology. In 1977 she was awarded a BSc in Combined Studies in Science (Biology and Geology) from Sunderland Polytechnic (now the University of Sunderland) in the United Kingdom. She is a graduate of the Royal Institute of Biology (Microbiology Honours), and has a Cert Ed (Further Education) and an M Ed: Educational (Curriculum) Studies (*cum laude*) from the University of Natal (now the University of KwaZulu-Natal), which was awarded in 2001.

Lesley began her teaching career in England, teaching biology in a variety of types and levels of Further Education qualifications. She relocated to South Africa with her husband and daughter in 1992. From 1993 until the merger in 2002, she worked at the ML Sultan Techikon in Student Academic Development and Curriculum Development. In 2003 she was appointed to the CQPA at the newly merged Durban University of Technology. Her main research interests have focused around curriculum design and development, in particular the challenges of modularisation of the curriculum. She was a contributor to ‘Curriculum restructuring in post-apartheid South Africa’, which was published in 2001. Her recent research has concentrated on mergers in higher education and Work Integrated Learning in the context of universities of technology.

Benito Khotseng is currently the General Secretary of the Academy of Science and Technology of South Africa (ASSF). He also acts as the Director of BMBM Development and Research Consultancy. He holds MEd and PhD degrees in Comparative and International Education from the University of Natal. He has advanced training in leadership and management of higher education from Harvard University. He has also completed advanced training in the management of institutional diversity with National Coalition Institute (NCBI) in Washington DC.

He taught in a number of schools, and later became a rector of a training college. He was a dean of the Faculty of Education at QwaQwa branch of the University of the North, a deputy Vice-Chancellor at the University of Free State and the University of Cape Town, and a visiting Professor at Seton Hall University, New Jersey, in the School of International and Higher Education. His research interests are in higher education, leadership development and diversity management.

Nicolette Roman (PhD) is co-ordinator of the Masters in Child and Family Studies programme at the University of the Western Cape, where she also lectures in the Psychology and Social Work Departments supervising and mentoring research studies of postgraduate students across disciplines. Her teaching career began at a disadvantaged primary school in Eerste Rivier, and she has taught and lectured for 15 years, educating children (including children with learning difficulties), youth and adults. In 2008 she attained her Doctoral Degree in
Psychology at UWC. During her tenure as a student Nicolette was awarded scholarships by DAAD and VLIRR and received the Golden Key Award for academic excellence. In 2009 she was awarded a Fellowship at the University of Leuven in Belgium. Her research interests include child and family well-being and interaction, development studies in preadolescence and emerging adulthood/youth, as well as mixed methodological designs.

Kalawathie (Bella) Sattar is the Director of the Centre for Quality Promotion and Assurance at the Durban University of Technology. She was awarded a BSc degree from the University of Durban Westville (now the University of KwaZulu-Natal) in 1976. Subsequently she was employed at the ML Sultan Technikon (now the Durban University of Technology) and proceeded to study through the University of South Africa (Unisa), where she was awarded a Diploma in Tertiary Education (*cum laude*). Her further qualifications include the National Higher Diploma: Medical Technology from the ML Sultan Technikon, and in 1996 she was awarded an MMedSc degree by the University of Natal.

Bella has a keen interest in service learning; she has conducted collaborative research with the manager of the Community Higher Education Services Project (CHESP) of the Joint Education Trust on managing the quality of service learning. Another area of research is mergers and institutional culture. Currently her research is in the area of quality management of work-integrated learning with a specific interest in integrating quality and planning in a University of Technology.

Bella served as a member of the first Board of the Higher Education Quality Committee (HEQC) and subsequently was a member of the Audit Committee of the HEQC. She participated in the plenary panel of the 6th International Research Conference on Service-Learning in Portland in October 2006, and was one of five contributors to the publication *Service-learning in the curriculum: A resource for Higher Education Institutions* (June 2006), published by CHESP.

Devi Sarinjie holds undergraduate, honours and professional qualifications from the University of Durban-Westville and the University of South Africa, and MA, MPhil, MEd and PhD degrees from Columbia University. She has taught at Vista University in Soweto. She was the winner of a Fulbright Scholarship in 1982, and a Fulbright scholar-in-residence at Daytona Beach College, Florida from August 2007 until May 2008, where she taught composition and literature and conducted special seminars. Her research interests include women’s issues, masculinities, race relations, critical race theory and whiteness studies, and knowledge production and circulation.
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The Restructuring of South African Higher Education

Before 1994, South Africa supported 36 higher education institutions, a manifestation of the cancerous social engineering of apartheid. Enforced racial segregation resulted in the building or reshaping of a plethora of institutions to accommodate specific racial and language groups, although these institutions were managed and professionally staffed mostly by white males. Financially, these higher education institutions were an enormous burden for the new state after 1994.

The result of a three-year research project undertaken by the Centre for the Study of Higher Education at the University of the Western Cape, this book examines the processes of restructuring following on the government's decision in 2001/2002: to radically reform the legacy of 'the geopolitical imagination of the apartheid planners' in higher education. In this innovative attempt to get under the skin of what was clearly the most major intervention in South African higher education since 1959, two key elements formed the backbone of the research: a set of site-based observers on each campus, and regular interviews with key informants at each case-study site.

Because the decision to merge the institutions was far-reaching but widely contested – the aim of the study was to gather descriptive information to analyse to what extent the mergers were helping the sector towards the lofty goals of the 2001 National Plan for Education – were the mergers advancing the causes of equity and increasing student access to higher education?

The findings brought together here represent a comprehensive range of institutions. The main researchers, all institutional insiders, represent strong diversity in training and perspectives, and their contributions are enlivened by personal insights and supported by key tables and figures.