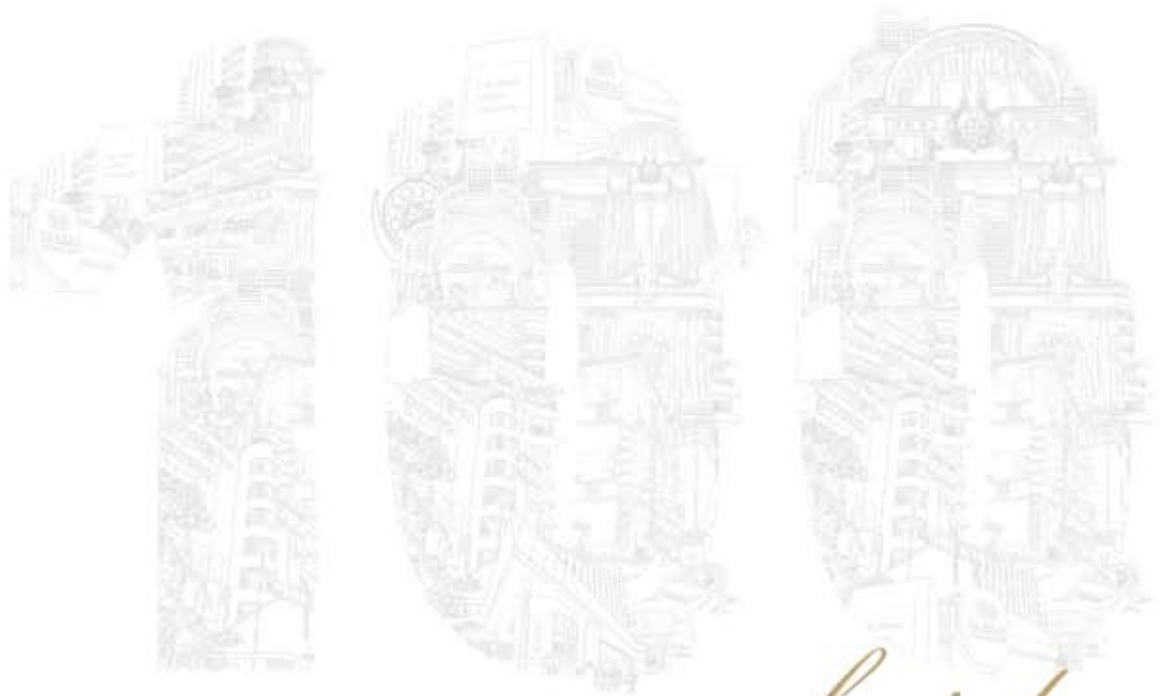


Heralding the Centenary

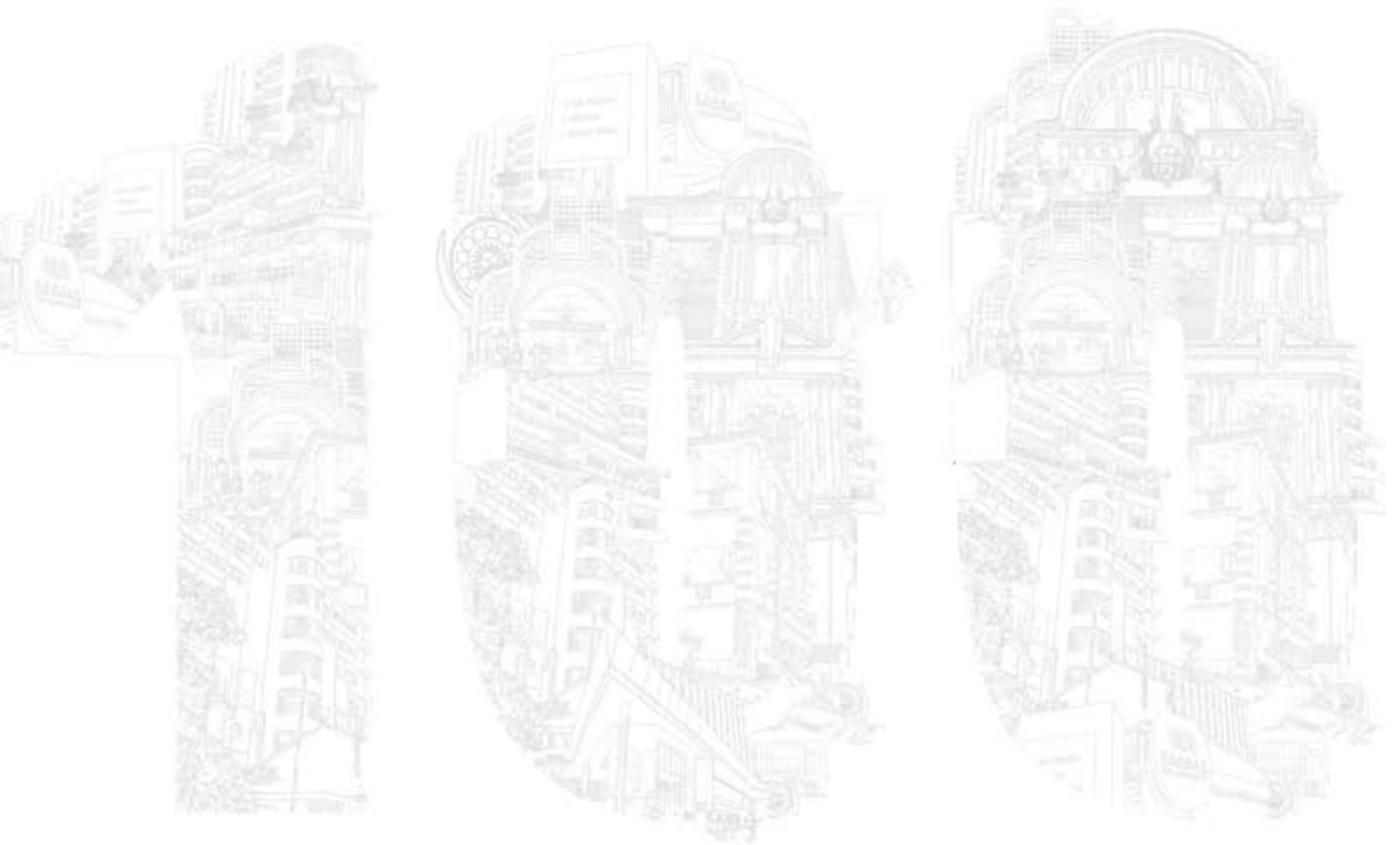


years of wisdom



D U R B A N
UNIVERSITY of
TECHNOLOGY

A Leading University of Technology in Africa



years of wisdom

CONTENTS

Durban University of Technology	2
History of ML Sultan Technikon	4
History of Technikon Natal	9
History of the Midlands Campus	14
From DIT to DUT: The Timeline	15



100 Years of Wisdom
100 Years of Wisdom
HERALDING THE CENTENARY // 100 YEARS OF WISDOM
100 Years of Wisdom

DURBAN UNIVERSITY OF TECHNOLOGY

Introduction

With the heralding of its centenary year in 2007 the Durban University of Technology (DUT) takes its place among the distinguished seats of learning in our country and on our continent.

Spanning a century, the institution's graduates have left an indelible mark on the history of this country. The concept of producing a publication that celebrates the history of the institution has indeed been a long time coming.

From a chrysalis to a butterfly

The past 100 years have seen a great deal of change. Vice-Chancellors, professors and students have come and gone; tens of thousands of lives have been enriched by the education received at the Durban University of Technology, and its predecessors. Its dedicated staff, some of whom have been at the institution all of their working lives, have all contributed to the development of a vibrant institution.

As a butterfly develops from a pupa, so have the students at our institution. From the moment they register as freshers, to their capping at the hallowed graduation ceremony, our students undergo an intellectual evolution.



Ever-changing landscape

The Higher Education landscape changed in South Africa in 2002 when ML Sultan and Technikon Natal merged to form the Durban University of Technology on 1 April 2002.

In order to further streamline and harmonise the academic activities of all tertiary institutions in South Africa, the Department of Education recommended additional restructuring to ensure that South Africa's tertiary education institutions were able to position themselves against global benchmarks to attract the finest students and staff; to provide a complete set of practical and academic campuses;

100 Years



to offer an optimal mix of academic and vocational qualifications; and to provide for the development of skills required by the country. The former technikons were redesignated Universities of Technology.

In line with this development, Durban Institute of Technology formally changed its name to the Durban University of Technology (DUT) in March 2006. The impetus of the name change was to align DIT with the rest of the technology Higher Education sector which has adopted the new nomenclature.



100 Years of Wisdom
HERALDING THE CENTENARY // 100 YEARS OF WISDOM
100 Years of Wisdom

HISTORY OF ML SULTAN TECHNIKON



ML Sultan Technikon represents a supreme example of what can be achieved through determination and the community spirit in the face of adversity. Unlike Technikon Natal, the institution with which it officially merged in 2001, ML Sultan Technikon was not a direct beneficiary of the apartheid regime, especially in the early apartheid years. Against a backdrop of racism that underpinned educational policies in South Africa for over a century, ML Sultan Technikon emerged to become a leading tertiary education provider.

The origins of ML Sultan Technikon and the provision of educational opportunities for Indian people in KwaZulu-Natal, go back long before Hajee Malukmahomed Lappa Sultan donated funds for a technical college in Durban in 1941.

The early years

In the late 1800s and early 1900s, labourers came from India to KwaZulu-Natal to work on the sugar plantations. In 1927, the Cape Town Agreement threatened Indian people without educational qualifications, with repatriation. Thus, the need to educate KwaZulu-Natal's Indian community became pressing. Before long, adult classes started up at St Aidan's Mission School in Durban, followed soon after by the launch of technical classes in

a range of subjects, including commerce, type-writing and book-keeping.

The establishment of the Worker's Congress by Advocate Albert Christopher in 1928 marked the launch of a powerful forum which assisted many Indian people in gaining qualifications, especially in technical and commercial skills. The Congress pushed for educational facilities for working Indians. Working alongside Advocate Christopher was Mr PR Pather, and both men became important leaders in contributing to the advancement of working class people through education.

Advocate Christopher was elected as the Worker's Congress first President, heading up an organisation which had neither funds nor premises. Many voluntary teachers offered their services to the Congress out of a genuine commitment to uplifting people. As a result of the work, afternoon classes commenced in August 1929 at the Carlisle Street Government Indian School, and evening classes at the Hindu Tamil Institute in Cross Street. By the end of 1929, over 230 students had enrolled.

Meanwhile, Afrikaner nationalism and separate development were spreading across South Africa and into all sectors of society. In a strategic move, Advocate Christopher invited Dr BM Narbeth, the

100 Years



A building construction class photographed in 1953, the year in which the Durban City Council presented the College with the Title Deed to the six-acre site at Curries Fountain.

campus was needed to co-ordinate teaching and classes. However, financial reserves for such an undertaking were simply not available. Hopes for this dream were realised in 1941 when Hajee Malukmahomed Lappa Sultan pledged £33 000 for the construction of a technical college. The government agreed to subsidise construction of the building on a pound for pound basis, while the Durban City Council resolved to donate a building site and provide initial funding.

The donation by Sultan dramatically changed the face of the education sector in KwaZulu-Natal and provided new educational opportunities to "non-white" people that had previously not been available in the region.

Principal of the government-run Natal Technical College, to visit the classes in Carlisle and Cross streets. Narbeth drafted a report for the Minister of Education and was subsequently given permission to assist the Indian Committee of Management.

In June 1930, volunteer teachers and interested people assembled for the first meeting of the Indian Technical Education Committee, which marked a key stepping stone towards the establishment of the ML Sultan Technical College. The following year, government pledged an annual grant-in-aid of £150, with the Durban City Council

swiftly following suit. The Carnegie Corporation funded equipment and machinery while the Indian community also contributed generously. In this way, educational facilities developed and classes grew rapidly. Soon, relocation to larger premises at Sastri College and the Hindu Tamil Institute became necessary, while further diversification of courses attracted more and more students.

A turning point for education – ML Sultan pledges funds for a new College

By 1941, with student numbers topping 600, it was clear that a consolidated

Part-time classes continued until 1946 when the Minister declared the ML Sultan Technical College an approved institution for Higher Education, in terms of the Higher Education Act of 1923. Its first principal, Major H Natrass, a soldier turned educationist, was appointed in 1947.

With the National Party coming to power in 1948, the Durban Corporation stalled in finding a satisfactory site for an Indian institution. Plans for the new College were drawn and re-drawn as the site for the College was changed again and again. Finally, in 1953 the Durban City Council



Hajee ML Sultan



Mr H Natrass
Principal
1948 - 1962



The Foundation Stone of the first College Building was laid by Dr Benjamin Narbeth on 2 October 1954



Mr A Pittendrigh
Principal
1962 - 1970



presented the title deed to a site at Curries Fountain. In July 1954, Advocate Christopher turned the first sod, and construction in Centenary Road began. Later that year, the foundation stone was laid by Dr BM Narbeth, Chairman of the College Council and Principal of the Natal Technical College.

Before the completion of the new building in Centenary Road, the administration of the ML Sultan Technical College took place from a single room on loan from the University of Natal. At times, 250 students were in attendance every evening, and examinations were arranged for around 3 000 candidates. Despite the cramped conditions, a spirit of goodwill prevailed.

In addition to grants from the ML Sultan Charitable and Educational Trust, financial support for the College was obtained from the Durban City Council, the Natal Indian Cane Growers Association, the Catering Industry of Durban, the Indian Building Workers Union, the Natal Indian Master Printers Association, and the Durban Branch of the South African Typographical Union. As a result, an assembly hall and theatre and facilities for home-craft, catering services and secretarial classes were established.

In the years that followed, there was substantial progress. The number of students grew as the advantages of technical and commercial education were realised, while facilities were extended to Tongaat in the North and Umkomaas in the South.

A new landmark for Durban

On 7 August 1956, the ML Sultan Technical College was officially opened, an impressive three-storey building with a frontage of 90 yards standing back from Centenary Road. With 240 full-time students, 4 760 part-time students and nine branches in full operation, the College Council and all those who had worked towards that moment, could congratulate themselves on the creation

of an outstanding institution.

By the late 1950s, the Nationalist government had been in power for over a decade, and apartheid extended its influence in the education sector.

Legislation promotes college status

Following the passing of the Indian Advanced Technical Education Act, the institution became a College of Advanced Technical Education in March 1969. This meant that the College was on par with other colleges in South Africa engaged in tertiary education. However, the ML Sultan Technical College remained unique because it retained several facets of education not offered by other Colleges.

In May 1979, the status of the College was changed to that of a Technikon. In 1984, the ML Sultan Technikon became a full tertiary institution consisting of nine schools. Five years later, these schools were restructured into four faculties: Arts, Engineering and the Built Environment, Science and Commerce.

Growth of the ML Sultan Technikon's facilities continued with a new seven-floor academic block completed in 1987, and the relocation of the Hotel School to new premises in Ritson Road in 1989. By 1991, a new multiple-storey administrative and academic block had been erected.

A new era dawns for education

The Technikon Act of 1993 empowered technikons to respond to the challenges of transformation, and the pernicious era of apartheid finally began to shut down. The revised Technikon Act of the same year allowed technikons to award degrees. Empowered to offer nationally and internationally recognised qualifications, technikons could align themselves with other higher education institutions. They could determine their own statutes and rules in consultation with unions and Student Representative Councils.

However, it became clear that legislation

100 Years



alone could not address the challenges and changes facing ML Sultan Technikon. Transformation needed to be real and not merely symbolic. The transformation of ML Sultan Technikon was initially characterised by conflict between staff, management and students. The resignation of the executive management in 1996 paved the way for the establishment of an interim management team comprising Professor CF Cresswell as Acting Vice-Chancellor and Principal and Mr US Purmasir as Executive Administrator. Together with the Broad Transformation Forum, change was more strategically addressed.

Professor BC Goba served as Vice-Chancellor and Principal from 1997 and faced the difficult task of balancing the needs of change, with the imperative of retaining the positive aspects of ML Sultan Technikon's culture. Upon Professor Goba's retirement in April 2001, Professor DJ Ncayiyana took up the reins, leading the institution through its final year as ML Sultan Technikon. It was a challenging year, during which both staff and students sought strong leadership as ML Sultan Technikon moved beyond its historical status as an Indian institution, to one reflecting the demographics of KwaZulu-Natal - poised to respond to national developmental needs.

Hajee Malukmahomed Lappa Sultan

Hajee Malukmahomed Lappa Sultan came from a lineage of deeply religious men who understood both secular and spiritual issues, and had great empathy for the human condition. ML Sultan arrived in South Africa from Southern India in 1880. He worked as a porter at the Berea Road Station in Durban, later relocating to the Transvaal where he worked as a waiter in a hotel. Three years later, he returned to Natal, and after a short stint farming at Bellair, moved to Escombe where he specialised in the production of bananas, paw-paws and pineapples, and established a dairy.

In 1905, he married Mariam Bee. The marriage was blessed with four sons and six daughters. The tragic loss of his wife in 1933 came as a deep shock and Sultan sought refuge in his work, launching a wholesale and retail business in Durban. The success of this business saw him investing in property and establishing a soft goods industry, called ML Sultan and Sons.

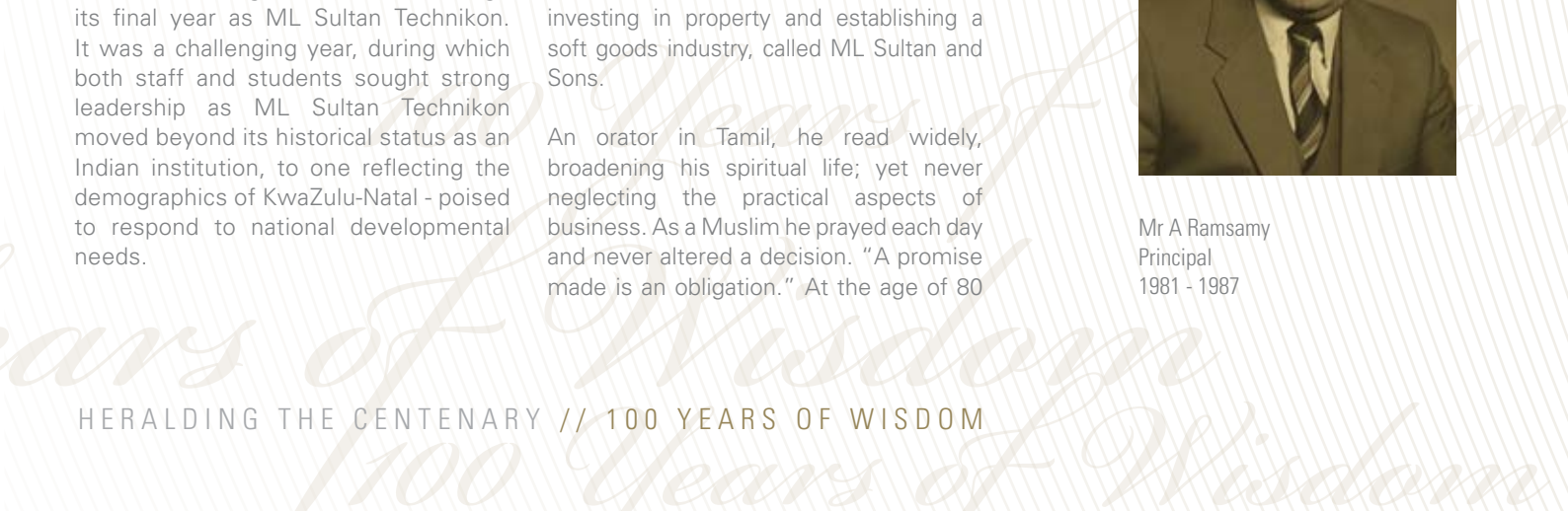
An orator in Tamil, he read widely, broadening his spiritual life; yet never neglecting the practical aspects of business. As a Muslim he prayed each day and never altered a decision. "A promise made is an obligation." At the age of 80



Dr A Soloman
Principal
1970 - 1981



Mr A Ramsamy
Principal
1981 - 1987





Prof R Soni
Principal
1987 - 1996



Prof CF Creswell
Principal
1996 - 1997

ML Sultan walked 12 miles from Escombe to Durban to keep an appointment because the trains were out of service.

By 1942, he was a wealthy man and was able to make his dream of building a technical education facility for Indian people a reality. He strongly believed that young Indians should have opportunities for education to prepare themselves for employment in industry, business or a profession of their choice.

In 1949, the ML Sultan Charitable and Educational Trust was formed. Of the capital sum of £100 000 donated by ML Sultan, £33 000 were allocated for the establishment of the College. Sultan also expressed his wish that education be carried to Pietermaritzburg and to the north and south coasts.

One of the bright memories of his last few weeks was the praise that he rendered to God when he held the title deed from the Durban City Council of the plot earmarked for the new College. ML Sultan died at his home in Escombe, KwaZulu-Natal, on 6 September 1953, a few days after learning of the grant of £11 250 by the Durban City Council towards the College that was to bear his name.

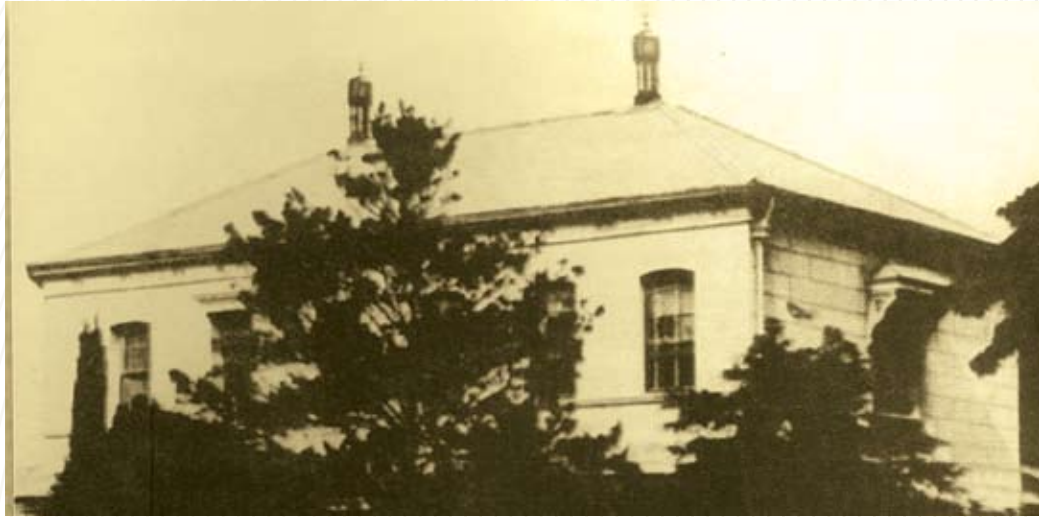


Prof BC Goba
Principal
1997 - 2001



Prof D Ncayiyana
Vice-Chancellor
2001

HISTORY OF TECHNIKON NATAL



The institution that came to be known as Technikon Natal was founded in the early 1900s. Upon the celebration of its 50th anniversary, the College Council commissioned Wyn Rees, then a senior lecturer in History at the University of Natal, to write "The Natal Technical College: A Jubilee History". The book documents in great detail the first 50 years of the institution. The next 30 years or so are captured in two massive volumes written by historian Norman Partington. Between the hard, royal blue covers of these books is a wealth of information, honestly written and compiled in accordance with the typesetting technology of 20 years ago. These books in themselves are important milestones in the history of Technikon Natal prior to its merging with ML Sultan Technikon, and should be treasured as such.

The first fifty years

Technikon Natal was founded by Dr Samuel George Campbell in 1907. Known as the Durban Technical Institute, it operated out of cramped premises in Russell Street, providing courses for 382 part-time students. Dr Campbell was a widely-respected physician who dedicated himself to establishing higher education and professional technical training institutions in KwaZulu-Natal. He became the first chairman of the Council of the Institute.

The Technikon's first Principal, Benjamin Narbeth, arrived from Wales on 10 January 1909. During his 24 years of service, Narbeth made a profound contribution to the development of both the institution itself and to education in the region. His focus as Principal was on re-organising the system of studies, forging contacts with local industry and pressing for the erection of additional buildings. In addition, he was a key player in improving primary education in the region and promoting education opportunities for Indian people.

When the 1910 Act of Union was passed, Natal ceased to exist as a colony. The Institute learned that the former Natal government had neglected to transfer cost estimates for the running of the Institute, including development of new premises in Warwick Avenue, Smith and West Streets, to the new Union government. Dr Campbell wasted no time in reminding government that the Duke of Connaught had been invited by General Botha to lay the foundation stone for the new buildings later that year. To save itself from embarrassment, Union officials rapidly found funds and a few months later, the first stone of the new premises in Warwick Avenue and Smith and West Streets was laid by the Duke. Foundations for ongoing antagonism between the institution and the national

Department of Education, had also been laid.

In 1912, the newly-completed buildings were officially opened and the Institute's crest and motto, *Per Adua Ad Alta* (Through Work to the Heights) were launched. In 1915, the Institute was renamed the Durban Technical College.

World War's impact on Technikon Natal

Despite the fact that "half [the College's] staff ploughed through the blood-soaked trenches of Flanders" (Norman Partington) during World War 1, growth of the College continued at a steady pace. An ambitious expansion scheme was developed and set in motion at the end of hostilities on 11 November 1918.

Around this time, the College also began its campaign for a University College in Durban, an initiative which eventually culminated in the establishment of Natal University as a separate institution in 1931.

In accordance with the Higher Education Act of 1923, the College became the Natal Technical College. The death of its founder, Dr Samuel George Campbell, in 1926, represented a profound loss for the College. For a time, this event diverted

attention from the restricting effects of Union control on the work of the College. Yet, establishment of the Association of Technical Colleges in 1926 demonstrated a direct response to this trend.

Meanwhile, the College continued to grow with extension projects boosted by generous donations from Arthur May, AH Smith, Alfred Okell and TB Davies, the latter in memory of his son Howard, who had been killed in the war.

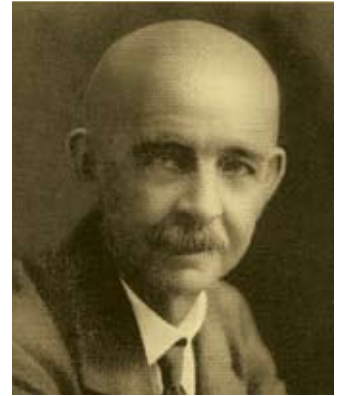
With the advent of World War 2 in 1939, the Central Organisation of Technical Training (COTT) was established to train technicians to service the machinery of 'modern' warfare. "For seven years, under the guidance of Principal Humphrey Jones, the College played its role in training men and women for war and later to train them for the needs of peace in the burgeoning industrialised society that South Africa had become." (Norman Parkington)

Apartheid government comes to power

With the coming to power of the National Party in 1948, bilingualism (English and Afrikaans) became government policy by 1949. In subsequent years, government further restricted the regulations governing technical colleges. The Vocational Education Act of 1955 placed technical colleges in South Africa in the hands of the State.

Against this backdrop, student numbers continued to rise and in 1957 the College celebrated its Golden Jubilee. In fifty years, the institution had accomplished in the main those things for which it had been founded: To train apprentices and to provide a higher education in the arts, humanities and technologies.

In 1960, the College's first Principal, Benjamin Narbeth, died; the British Prime Minister, Harold Macmillan, delivered his 'Winds of Change' speech in Cape Town; South Africa withdrew from the



Dr Samuel George Campbell was the founder of the College and its president from 1907 to 1926.



Humphrey Edward Jones
Principal
1933 -1948



Humphrey Jones, Benjamin Narbeth and Aston Williams at the Golden jubilee in 1957. Aston Williams was Technikon Natal's Leader from 1948 to 1969.

Commonwealth; and the Sharpeville Massacre took place.

A watershed year for education in South Africa

Legislation of 1967 was a watershed for education in South Africa as it moved to provide exclusively for the needs of the white population group. Between 1953 and 1965, the provinces shed 'bantú', 'coloured' and 'Indian' education and become responsible for 'white' education only. The Advanced Technical Education Act of 1967 established Colleges of Advanced Technical Education (CATES) and all students admitted were required to possess at least a senior certificate. This was supported by the National Education Policy Act around which the entire white educational school system revolved. On the positive side, the Act granted these senior colleges the classification of post-school institutions of higher learning, and the College actively set about improving the qualifications of its staff.

Around this time, the search for a new site for the institution began, triggered by the publication of the Holford [Town Planning] Report on Durban in 1968. From 1970, a recurrent theme in Technikon Natal's history was the development of the campus on Durban's Berea. At

the same time, the institution actively engaged in recruitment, with Director Alan Pittendrigh saying to staff: "It's your job to get new courses going and my job to find accommodation for them."

Technikon's status boosted

The first Diploma Ceremony, held at Durban's Ocean City Theatre complex in 1971, marked a turning point for the institution as it took its place as a serious player in South Africa's evolving tertiary education landscape.

The resignation of George Campbell in 1974, who had been President since 1935 and a member of Council since 1927, brought an end to the Campbell family's 70-year association with the institution. The following year, George Campbell was awarded an Honorary Life Presidency by the College.

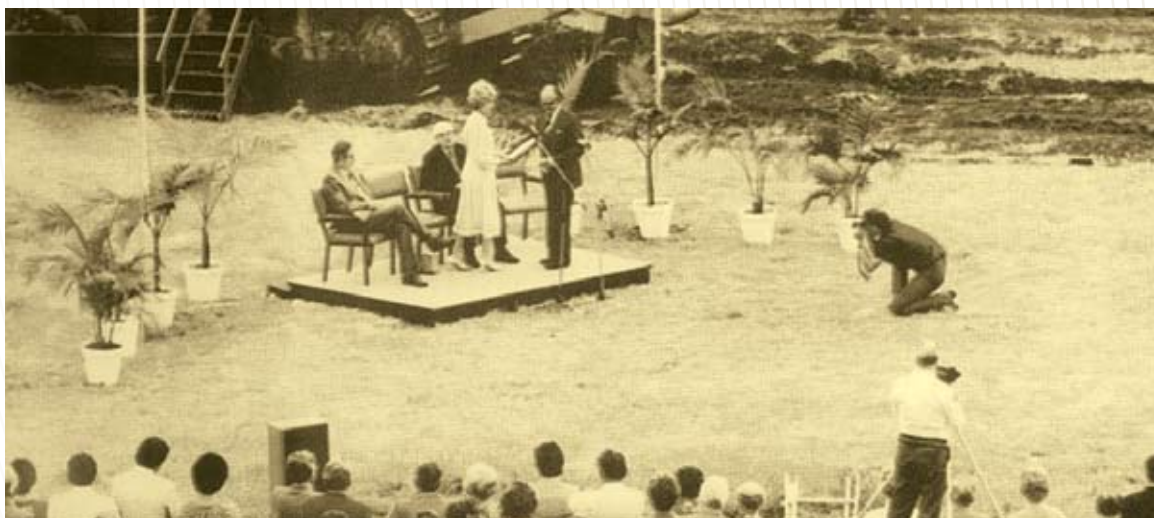
In 1979, the College took on the new designation of Technikon Natal; the number of full-time students exceeded the number of part-time students for the first time; and the academic ceiling of technikons was raised above diploma level. The introduction of a range of higher diploma brought technikons into academic parity with universities.



Director Allan Pittendrigh
Director
1970 -1983

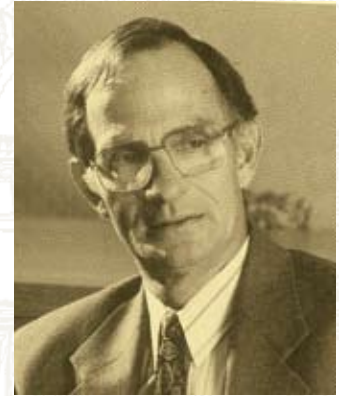
The campus on Durban's Berea is born

The Master Plan for the new Berea campus was approved by the national Minister of Education in 1977. The plan envisaged the campus as functionally efficient, environmentally attractive and a major place of learning in the heart of the city. In 1981, the R13.5 million contract was awarded for the erection of the first three pairs of towers adjacent to the freeway. The first sod-turning took place on 9 March that year and the first foundation stone was laid on 30 September 1982, the year which marked the 75th anniversary of the institution.



"Turning the first sod" 9th March 1981. On stage: Director Pittendrigh, Professor Phillips, the Mayor Councillor, Sybil Hotz and the leader of the consortium of architects: 'Sonny' Tomkin

On 1 April 1983, the retiring Director, Professor Alan Pittendrigh formerly handed over to the new Director, Professor André Lorenz du Preez, who had left the University of Durban Westville to take up the position at Technikon Natal. One month later, the sounds of music penetrated the new buildings as the Department of Performing Arts prepared for its first concert. Five floors above them the Department of Photography hustled around in its splendid new studios and darkrooms. By 16 May 1983, the first tower block, S3 and S4, came into use.



Prof A du Preez
Principal
1983 - 1996

The next ten years represented a decade of incredible change within Technikon Natal, coupled with a steady increase in the autonomy of the technikon sector. In the external political environment, profound changes were gathering momentum which would present new and unprecedented challenges to the institution.



Prof B Khoapa
Principal
1996 - 2002

Building on the groundwork of Alan Pittendrigh, André du Preez continued to lead Technikon Natal as it fast became a national institution with a reputation for scholarship, innovation, commitment and practical application. "I want this technikon to be the best in the country. I want graduates to be proud they received their diplomas here." - André du Preez, 1983.

Within the institution, the nature and range of courses continued to extend, hi-tech business management principles were applied to all facets of technikon operations. This progress was made in the face of increasing inflation and the struggle for higher subsidies.

Following a donation of R250 000 to the Technikon Natal by Cecil Renauld, the Cecil Renauld Lecture Theatre Centre was officially opened in 1988.

A period of great change

In August 1991, the approval of the Certification Council for Technikon

100 Years



Education authorised Technikon Natal to issue its own certificates or diplomas to graduates, representing an important development for technikons. Prior to this, diplomas had to be certified by state examiners. The Technikon Act of 1993 enabled councils to create their own statutes and rules. Council was required to elect a chancellor, with the rector or principal being designated vice-chancellor.

During the build up to South Africa's first democratic elections in 1994, political instability cut across all sectors and the education sector was not spared. Violence erupted on campuses across the country, including Technikon Natal in 1993, when students stormed the Rector's offices and burned the national flag on the steps. The following year, technikon students demanded representation on the institution's governing board.

The year 1994 was a landmark year for South Africa and for Technikon Natal. The country's first democratic elections took place and the ANC was peacefully voted into power. Prof Bennie Khoapa was appointed Vice-Rector in charge of the new Student Affairs division, the first black executive to be appointed at the technikon to a position at this senior level. The Student Affairs division was created at Technikon Natal as a direct

response to the rapid social and political changes taking place in South Africa. A black consciousness stalwart and returned exile, Prof Khoapa tackled head on the many issues that arose, as more and more "non-white" students entered what was historically a "white" institution.

For the first time, on registration day at Technikon Natal in 1995, an applicant did not have to state his or her race or colour. That year, student numbers at Technikon Natal rose to over 12 000, 40% of which was "non-white".

However, a certain sense of unrest continued to be experienced at Technikon Natal during the course of that year. The refusal by certain students to pay their fees further aggravated the political situation on campus, which seriously affected the financial situation of Technikon Natal.

In 1996, Prof Khoapa was appointed Vice-Chancellor of Technikon Natal, and the first discussions with ML Sultan Technikon around the merger got underway. Khoapa steered Technikon Natal through the difficult and sometimes volatile years between 1996 and 2002 which saw it shed its "white" institution stigma and embrace the challenges of transformation, while addressing issues such as gender, equity on campus and the restructuring of curricula.





HISTORY OF THE MIDLANDS CAMPUS

Original Idea

The establishment of the Midlands Campus did not result from a structured plan. Instead the campus developed from a series of ad hoc decisions taken with the object of providing tuition to students in the area who were unable to attend lectures in Durban. The operation was originally conceived as an extension of part-time lectures to students.

It was not envisaged that the enrolment would ever warrant a permanent operation. When student enrolments started to grow from year to year, it was not clear whether annual growth rates achieved in the earlier years could be sustained until a permanent presence of the Technikon could be considered.

Although it was not stated explicitly, the Technikon carefully sought to avoid any long-term commitments regarding staff and premises. Such a hesitant policy towards the emerging campus was understandable. It can also be argued that if the Technikon had taken a bold decision to develop a campus in the Pietermaritzburg area, growth could have been more rapid and orderly. The fact is that the campus evolved, driven by the needs of students not only from the city, but also from a wide catchment area comprising the greater part of the Midlands. The original idea of serving these students through the vehicle of extramural classes organised from the Main Campus in Durban, has largely since been superseded.

Courses/Programmes Offered

Since inception, the Campus has confined its offerings to the commerce field. A limited number of commerce courses such as accounting, management, human resource



management, and marketing, were packed into programmes packaged as certificates and diplomas.

In addition to subsidised courses, the Campus offered a more basic educational programme intended to strengthen the students' educational background, thus preparing them for more rigorous programmes. The need to consolidate the students' academic maturity had been manifested for many years. The Campus appeared to be located to fulfil this need, especially in regard to students in the rural Midlands area.

Expansion in the range of programmes was restricted by, among other things, the kind of premises that were available to the Technikon from time to time. There were, of course, a number of other factors such as student enrolments, availability of lecturing staff and finance, that made expansion difficult even within the commerce disciplines.

Premises Used

For a number of years operations in Pietermaritzburg were conducted on a variety of premises. At one time, evening classes were held in lecture halls at the University of Natal.

In 1991, temporary accommodation was obtained in premises in Boom Street. This

arrangement served for only one year, after which the Technikon took over the premises of the Voortrekker Primary School situated on the corner of Pine Street and Mayor's Walk.

The site on the corner of Pine Street and Mayor's Walk gave the Technikon a distinct appearance of a satellite campus. For the years 1992 – 1995, these were the only premises of the Midlands Campus. In 1995, a limited operation was also undertaken in the Bergville area. This remote operation was riddled with communication and administration problems. After a brief investigation towards the end of 1995, it was decided to terminate the Bergville operation.

In 1996, the Campus was located at premises that were occupied by the Gert Maritz School. The move was completed in July 1996. For the first half of the year the majority of lectures, and most academic work, still continued at the Pine Street Campus.

Staffing

During the first few years, the operation in the Midlands was manned mainly by academic staff from the Durban Campus. In time, staff were appointed exclusively to serve the campus. Academic staff dedicated to the Midlands grew to 28 in a period of four years, and administrative staff grew from one to 14 during the same period.

Riverside Site

The Riverside site is situated within the suburb of Scottsville, next-door to the Golden Horse Casino. This is predominantly a commerce campus with departments such as Tourism, Office Management, Public Relations and others. The campus has about 700 students.

INDUMISO COLLEGE OF EDUCATION

The Indumiso site has mainly the Education and Civil Engineering Departments. The Indumiso Site became part of DIT with the merger of Technikon Natal and ML Sultan. Situated in Imbali, Pietermaritzburg, the Indumiso site was formerly Indumiso College

of Education, a teacher training institution. It was established as a teacher training school in 1981. In 1983, Indumiso was granted the status of a College of Education and empowered to award Teachers' Diplomas requiring three years of post-matric study. Student enrolment stood at over 1300 and academic staff numbers at almost 100, making Indumiso one of the biggest teacher training establishments in the country. The majority of students were accommodated in seven residences.

The various academic departments employed highly competent and experienced staff with sophisticated technology to cater for the demands of contemporary education.

FROM
DIT TO DUT:
THE TIMELINE

**2002
THE MERGER**

The end of apartheid rule in 1994 provided a new set of opportunities, especially for the higher education sector. The councils of the former ML Sultan Technikon and Technikon Natal vowed to knock down the crooked white fence that separated the two institutions for the better part of the last century. By the time that Education Minister, Kader Asmal, first announced his bold proposals in 2001 to turn apartheid education on its head, the governing councils of the two neighbouring technikons had declared themselves well on the road to setting the trend in the transformation of higher education.

The official merger of ML Sultan Technikon and Technikon Natal on 1 April 2002 was South Africa's first. It marked an exciting turning point for higher education, representing the first of several tertiary



Prof Dan Ncayiyana
Vice-Chancellor
2001 - 2005



Prof Bonganjalo C Goba
Vice-Chancellor
2005 - 2006



Prof Ngabomzi Gawe
Acting Vice-Chancellor
1 January 2007 - 31 July 2007



Prof Roy H du Pré
Vice-Chancellor
1 August 2007 - to date



On 4 January 2002, the merger of ML Sultan Technikon and Technikon Natal into a single public higher education institute was published in the Government Gazette.

institution mergers designed "to create a system that is equitable in its distribution of resources and opportunities, academically and financially sustainable and productive so that it can more actively meet the teaching, skills development and research needs of our country." – Professor Kader Asmal, Minister of Education. (Annual Report 2002)

The establishment of the Durban Institute of Technology positioned the institution as a leader and forerunner of change in the tertiary sector. Effective media during the merger helped in communicating positive and encouraging messages, which spoke to the great things that were to come for this new university of technology in Africa.

On the other hand, when the Durban Institute of Technology came into being, it set in motion a new higher education system in South Africa; consistent with the vision, values and principles of a democratic society, and geared to contribute to meaningful social and economic development in the KwaZulu-Natal region and beyond. Professor Ncayiyana, previous Vice-Chancellor of ML Sultan Technikon, was appointed by the interim council to lead the new institution.

ML Sultan Technikon and Technikon Natal were founded in the context of a political system based on racial segregation. During apartheid, education was administered by different government departments that catered for different race groups. Separate institutions were built for African, White, and Indian students, dividing people and creating wasteful duplication. The result was an uncoordinated sector characterised by inequality, duplication and inefficiency.

2003

The year 2003 was DIT's first full year as a meaningfully merged institute of technology. The consistent focus was on strengthening its academic fundamentals - quality teaching, learning and research. For the second year running, DIT made the top spot in the Central Applications Office (CAO) regional tables, ranking as the first choice academic institution by prospective students. More than 5000 graduates in 2003 received the first DIT diplomas and degrees, including higher degrees up to doctoral level.

On the research front, DIT continued to make significant strides both in increasing the quantum of publications and the scope and quality of its scholarly initiatives. It must be borne in mind that the technikon sector was historically not conceived as being research-driven and that higher qualifications among academic staff was not as highly regarded as at the traditional universities.

Executive management conceived of the Audit and Integration of Management Systems (AIMS) project. Over a period of four months the AIMS team gathered data on areas as diverse as teaching loads and market demand of academic programmes, to procurement processes and administrative bottlenecks. It also confirmed the inordinately high ratio of personnel cost to income that was the single most serious risk in terms of sustainability. The exercise provided, for the first time, credible and defensible data on which to base our academic and financial planning. We were not entirely out of the woods but the recommendations emerging from AIMS had produced not inconsiderable efficiencies and savings. It was intended that the AIMS findings would remain the planning framework for the foreseeable future.

During 2003 Patricia de Lille was appointed Chancellor of the then Durban Institute of Technology. The number of postgraduate students increased significantly. A total of 259 MTech and 19 DTech students were registered in 2003, and 75 MTech and one DTech student graduated.

2004

Stabilising the executive leadership was among DIT's chief concerns in 2004. With

the impending conclusion of Professor Dan J Ncayiyana's term as Vice-Chancellor, DIT embarked on a search for candidates of appropriate skills and experience. The university succeeded in appointing a full complement of executive deans; a Deputy Vice-Chancellor for Resources and Planning, and an Executive Director for Student Services. The outstanding appointments were timetabled for completion in 2005.

More than R5.1 million in a single grant from the ML Sultan Foundation towards capital projects was obtained.

DIT had a clear responsibility to provide the finest quality education to more than 22 000 students enrolled in various programmes ranging from diploma to doctoral level. It was quite an achievement that the Central Applications Office (CAO) ranked DIT highly in the region as a preferred study destination.

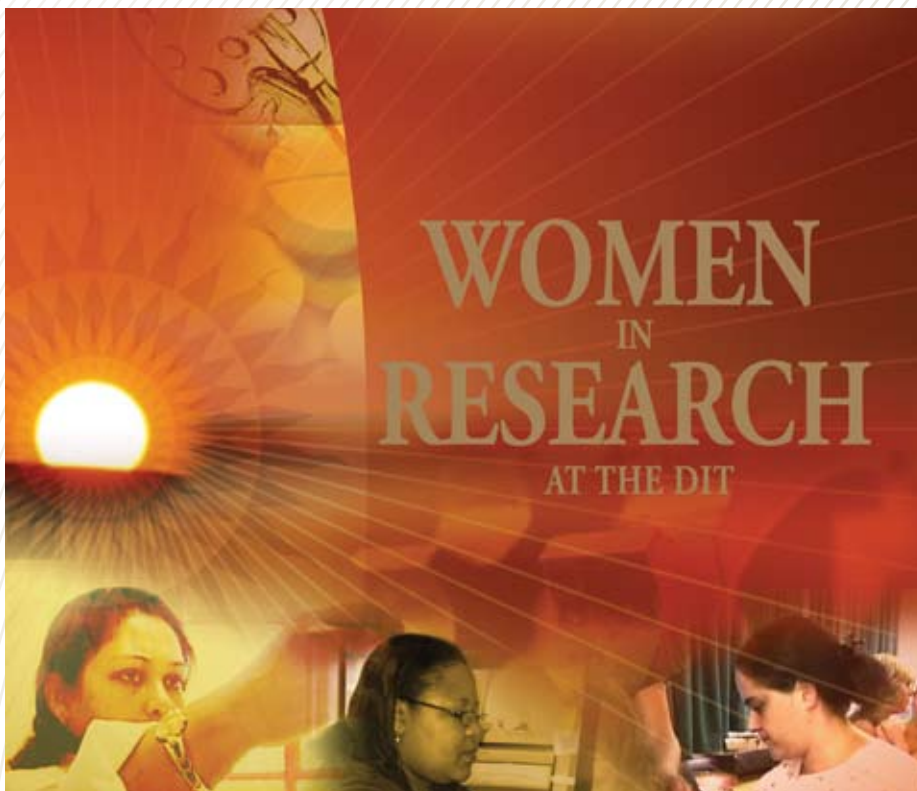
Student numbers reached capacity at sites in Durban. The Midlands operations at Indumiso and Riverside showed impressive growth figures.

There were three donors or donor-supported projects, namely the ML Sultan Foundation, the USAID-funded Tertiary Education Linkages Project (TELP) and the European Union-funded Tabeisa project.

In 2004, DIT made available an amount of R4 million to the Centre for Research Management and Development (CRMD) to support research conducted at the institution by its academics and researchers.

B M Patel Library's 50th anniversary celebration

The B M Patel library at the ML Sultan Campus celebrated its 50th anniversary in November 2004. A celebratory lunch for members of the Patel family, current and former members of Council, Executive Management and Deans, academic staff, directors of libraries and book suppliers was held to mark this event. Plans were put in place to extend the celebrations into 2005. This would take the form of a gala book fair, various book launches and the launch of a "Culture of Reading" drive.



2005

In the latter part of 2005, Ellen Tshabalala was elected to Council to take up the baton from Mrs Vanessa Leo as Chair of Council, along with Advocate Karthi Govender who served as the Deputy Chair of Council.

In February 2005, Council approved the appointment of Professor Bonganjalo C Goba on a fixed term contract. He assumed office in early April, immediately following the conclusion of Professor Dan J Ncayiyana's term of office.

The University's property portfolio was expanded, with Council approving the purchase of the Gardens Guest House property in Botanic Gardens Road, as a training facility for the Department of Hospitality Management Sciences. It was expected that it would be both a training centre and an income-generating facility, by also offering accommodation to the general public.

With the passage of new legislation, it became necessary for DIT to amend the nomenclature to identify itself more explicitly as a University of Technology. Accordingly, the Durban Institute of Technology changed its name to the Durban University of Technology.

The outcomes of that exercise were Mission

and Vision statements and a Strategic Plan that had enabled it to set course for the next five years.

As a newly-merged institution DUT believed it needed to address the outstanding issues that created alienation, mistrust and a lack of shared purpose and direction for the future. Promoting its new Mission and Vision enhanced a sense of belonging among staff and students.

Council set aside a sum of R2.5 million in 2005 as a special allocation to advance equity objectives. DUT began identifying promising students to serve as junior staff under a new programme, called 'GOOT' - "Growing our own timber".

Women in Research

Extraordinary circumstances demand extraordinary interventions. It was well known that there were too few active women researchers at DUT at the time and in South Africa. It was also known that most active researchers in our country were ageing. The statistics on women researchers made dismal reading. DUT needed to change that immediately, through visionary interventions that contributed to a paradigm shift and that placed women as key drivers and champions of research. There also had to be a systematic thought leadership for innovation and sustainability.

and external audiences. Additionally, the Division of Corporate Affairs engaged in developing a fresh and revitalised corporate image, timetabled for roll-out during the course of 2006.

Community Engagement

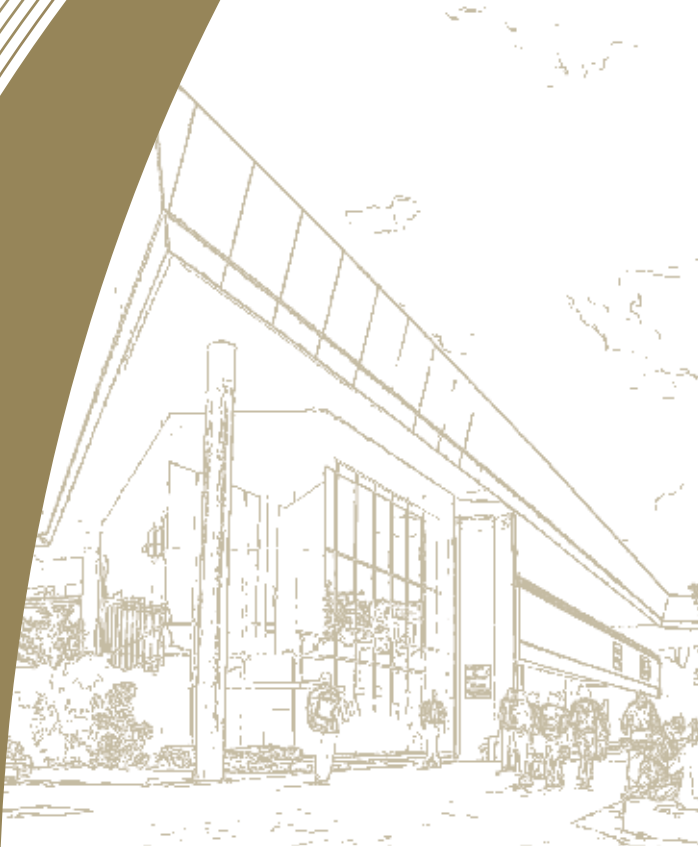
The university through its research programmes, contributed to another core function of the institution, viz., Community Engagement. The currency of DUT's research was measured by its impact on the communities it served.

DUT's relationship with the United States had, historically, been a strong one. A long-standing partner, Savannah State University in Georgia, through the good offices of Dr Alex Kalu, had collaborated on a number of renewable energy projects, the latest of which was handed over to His Majesty, King Goodwill Zwelithini kaBhekuzulu. This was in the form of a groundwater pumping station in the KwaMajomela district, near Nongoma. The station used power from solar panels to draw water up to a village located a significant height above sea level and which had, hitherto, not been on the potable water grid. DUT also collaborated with Savannah State in water projects in Mozambique.

2006

ADMINISTRATOR'S TERM

2006 was a difficult year for DUT. Following a damning Assessor's report and the formal dissolution of Council, the highest decision-making body at a university, the Minister appointed an Administrator, Professor Jonathan Jansen, in August 2006. The task of the Administrator was to carry out the functions of Council, conclude a forensic audit, institute effective management practices, and eventually appoint a new Council. Up to that point, DUT had suffered poor governance and a compromised management. Governance had, in key areas, become indistinguishable from management. There were all kinds of questions within and outside DUT about the financial integrity of the institution; staff morale was at a dangerous low; and the public had a negative impression about this merged "university of technology".

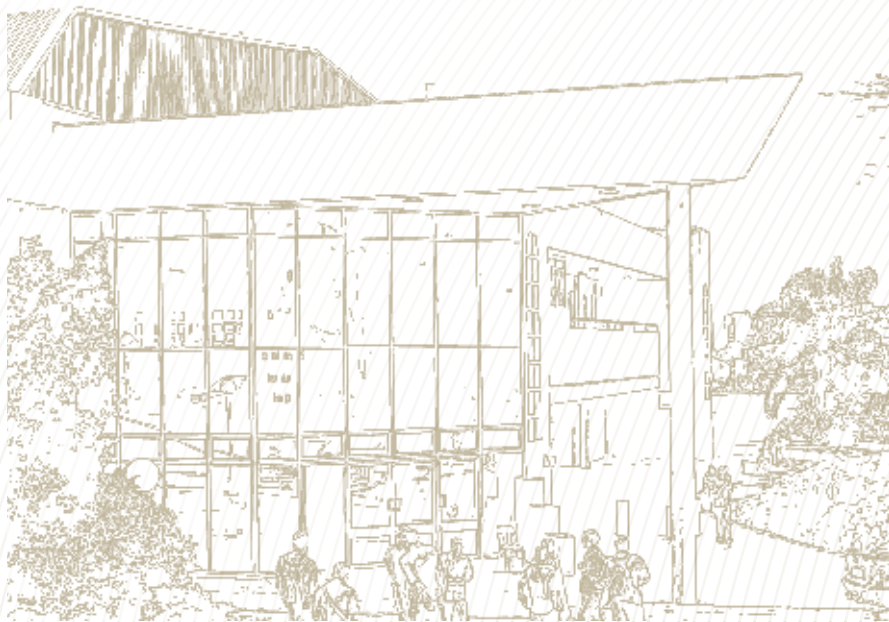


The leadership at DUT was committed to ensuring that this was achieved over the next few years through the provision of targeted resources for women engaged in research. The leadership was aware that an enabling environment should be created so that it ensured that research efforts were accelerated, incentivised and appropriately rewarded. No fewer than 110 women researchers at DUT were engaged in high-quality research in subjects as diverse as assessing milk quality using the electronic nose; to neural network modelling mammalian cell cycle regulation; to the translation of computer software into indigenous African languages; to the interface between literature and tourism. With these growing strengths, it was hoped that there would be no further obstacles to identifying more women for key academic and leadership positions within the University.

Branding DUT

Soon after the Minister of Education gazetted Council's recommendation to change the institution's name to the Durban University of Technology, DUT successfully repackaged the university brand and launched it among stakeholders

100 Years



Towards the end of 2006 it became clear that ordinary people at DUT desperately wanted the institution to succeed; students wanted their degrees to matter; staff wanted to develop and become better teachers and researchers; secretarial and administrative staff were tired of indecision and uncertainty; yet virtually everyone was involved in community service of one kind or another. It was certainly possible.

At the end of 2006, the Vice-Chancellor and Principal of DUT, Professor Bonganjalo Goba, decided to resign after many years of service to higher education, to DUT and one of its forerunners, the ML Sultan Technikon. A humble and generous man, Professor Goba had steered the new institution through a very traumatic period. It had it not been for his humanity, things could have been much worse for staff and students of DUT. He was a man of integrity, one who cared deeply about healing the divisions of race, ethnicity, gender and religion within DUT. In fact, Professor Goba spent much of 2006 dealing with these difficult issues.

Ironically, throughout 2006 there were constant reports in the media about the achievements of DUT students and staff. In the midst of all the institutional troubles, there were achievements in each faculty as students won national awards, staff achieved higher degrees, and the National Research Foundation awarded prestigious grants. Under difficult conditions, lecturers continued to teach, secretarial and administrative staff maintained operational systems, and the management of DUT tried, at considerable

cost, to keep the university functioning.

In the same year DUT began the process of developing an Operational Plan. Through an inclusive process, the plan was produced and approved by the university. This plan sought to address seven imperatives:

- » Throughput
- » Relevant Research
- » Staff Development
- » Student Experience
- » Improved Management
- » Community Partnership
- » Enabling System

Other significant developments in 2006 were the introduction of the Teaching Development Grant scheme which was a Department of Education intervention intended to improve teaching outputs, and an in-depth review of its role by the Centre for Higher Education Development (CHED) aimed at clarifying its mandate within the institution as a whole. It was also gratifying to note that academic staff were making serious attempts to improve their academic qualifications. The Library continued to play a major role, which included stepping up the availability of textbooks and extending opening hours where feasible.

By the end of 2006, under the guidance of the Administrator, Senate and Executive Management, the academic sector stood poised to grow in strength, enabling it to provide the kind of higher education expected of a university of technology.

Research

As a developing research institution, DUT continued with numerous interventions to address capacity building in research. These were made possible through a Research Development Grant received from the Department of Education (DoE).

An amount of R500 000-00 was allocated to the Women in Research initiative. The focus of the intervention was to fund those women researchers at DUT who were in the latter half of their masters and doctoral degrees to fast track completion.

Work Integrated Learning

The Experiential Learning Policy was approved by Senate. There had been a progressive increase in the number of companies that considered DUT students for Work-Integrated Learning (WIL). The Co-operative Education Unit dealt with 375 companies in this regard. This figure did not take into account casual placements and placements handled by the academic departments. Several of the Health Science departments, for example, had ongoing agreements with the Health sector to place students on a regular basis.

2007

In 2007, the Durban University of Technology reached a milestone. Its two constituent institutions of the merger, ML Sultan Technikon and Technikon Natal separately celebrated 100 years as educational and higher education institutions in this region. The year 2007 also marked the fifth anniversary of the merger of these two illustrious institutions.

The University began the process of appointing a new Chancellor in the highly respected person of Ela Gandhi. A new Vice-Chancellor and Principal was soon appointed. A new Council was instituted at the same time. New faculties had been announced, and a new Strategic Plan was about to be adopted. The financial profile of DUT was healthy, and academic administration was on a sound footing.

At the end of the year the institution consolidated the merger and ensured that many of the outstanding issues were being rounded off. This was designed to ensure that when the Durban University of Technology (DUT) opened its doors in 2008, it would be ready to begin with the next, and probably

most important journey in its history, viz. preparing itself to become a University of Technology.

A number of milestones marked the year 2007 at DUT:

The forensic audit which was launched by the previous Council was concluded by the Administrator. On the basis of the forensic audit investigation, several urgent steps were taken to reduce the likelihood of corruption and fraudulent behaviour within the university.

Another critical step taken was to develop a comprehensive Risk Register and to require that senior and middle-level managers undertake intensive training in risk management.

In the absence of the vital committees of a fully operating Council, an Interim Expert Committee of Council (IEC) was established to guide the Administrator on complex matters in which broader expertise was required.

The following Executive Managers were appointed in 2007: Professor L Slammert – Deputy Vice-Chancellor (Academic); Professor R du Pré – Vice-Chancellor & Principal; Professor T Nepal - Executive Dean : Faculty of Accounting & Informatics.

Dr M Smout and Professor N Grové were appointed by the Administrator to assist Executive Management in the review of all DUT policies. A suite of key and selected policies has now been developed, refined, processed and approved.

In August 2007 the Council on Higher Education conducted a university-wide quality audit. A brief glance over the shoulder emphasises the long road DUT has walked to get to where it is now.

TODAY AND BEYOND

A message from Professor Roy H du Pré Vice Chancellor and Principal

Over the years DUT, in its previous life as the two technikons, had undergone a host of seminal changes. A hundred years ago the two were established as separate institutions in accordance with the policies and laws of the country - serving different groups, religions, cultures, etc.

By the end of 2007, DUT faced the task of reorienting and redefining itself as a University of Technology and reshaping the institution

based on the five pillars as identified by a Committee of Technikon Principals' task team, when it developed a philosophy for universities of technology in 2001 and 2004 respectively.

DUT into the future as a University of Technology

As a University of Technology, DUT will prioritise the quality of teaching and learning by ensuring, amongst others, that its academic staff possess the highest possible qualification that they can get. Consequently, DUT has begun a drive to ensure that all academic staff attain the minimum of a Masters degree, and then aim for 40% of them to have doctorates. This is in accordance with the benchmarks and criteria set by the Department of Education to be reached by universities of technology. DUT is starting late and from a low base because, firstly, it came from a technikon background and, secondly, it had to divert its time and energy in the last five years towards the merger. By 2012 it will be expected that all permanent teaching and research staff at DUT will have the minimum of a Masters degree and that a substantial number would have a doctorate.

As a university of technology, DUT will focus on applied research and move strongly towards technology transfer and innovation. A special department has been created to drive this process from 2008. DUT will have to strengthen its relationship with industry and the community to transfer technology and knowledge to help meet and solve the needs and problems of society. By commercialising its research and supporting spin-offs, incubators and a spirit of enterprise and entrepreneurship, DUT intends increasing its third stream income for the benefit of staff and students.

DUT recognises the need for a University of Technology to be engaged with the community. Although the university has been active in the broader community in a number of projects for a number of years and in a number of ways, the institution is consolidating all its activities and prioritising the academic and research link with the community which is characteristic of a University of Technology. Of course, as was the case with the former technikons, the greater involvement of DUT with the community will be through the concept of Co-operative Education, specifically Work Integrated Learning which is a compulsory module in most of its programmes requiring students to do "on-the-job" training before they can graduate.

Thus, DUT will begin to forge strongly ahead in its role as a University of Technology. It will however have to respond to a host of external stimuli and organisations, and so in its relationship with the South African Qualifications Authority (SAQA), the Department of Education (DoE), the Higher Education Quality Committee (HEQC), Council on Higher Education (CHE), Department of Science and Technology (DST) and the Tshumisano Trust, amongst others, DUT will continue to make adjustments to particular programmes and syllabi to ensure that it responds on a regular basis to what comes from outside, so that it is able to reach the benchmarks and criteria expected of universities of technology. DUT also has to ensure that it remains relevant in the higher education sector and the greater community.

There will be major challenges ahead for DUT in the next five years. Among them will be to ensure that the senior management of DUT provides ethical and inspiring leadership, to ensure financial stability; be cognisant of the needs of disadvantaged students; see that the funds are wisely spent to fulfil its mission of turning out graduates of quality; undertake relevant and meaningful research; and remain engaged with the community.



Produced by the Division of Corporate Affairs
Material has been sourced from University publications and archives

December 2008

Design and Layout:  ARTWORKS COMMUNICATIONS

ISBN NUMBER: 978-0-620-42842-2



D U R B A N
UNIVERSITY of
TECHNOLOGY

A Leading University of Technology in Africa

Division of Corporate Affairs

P O Box 1334 • Durban • 4000

Tel: +27 31 373 2106

dpac@duf.ac.za