



SMU raises funds for needy students at annual Golf Day event

The SMU 2021 Golf Day took place on 18 November at the Blue Valley Golf Estate as part of the University's fundraising efforts. Members of SMU Council led by the Chairperson Ms Maria Rambauli and accompanied by Deputy Chair Ms Mmanare Mamabolo and Mr Thabiso Lekoana, joined golfers on the course for tee off. The University Management, led by Vice-Chancellor Professor Peter Mbatlana also got an opportunity to hit the ball.

The activities culminated in a gala dinner where winners received prizes for their performance.

More about the Golf Day will follow in a special edition of Focus.

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Shining the spot light on the Anatomy Department



Headed by Prof Robert Ndou, the Anatomy Department's (AD) research programme is at its infancy stage. Despite this, it is ranked among the top 10 research active departments, based on its publication outputs in 2020.

The AD comprises of thirteen academic and twelve technical support permanently employed employees, supported by two secretaries. There are also eleven part-time AD demonstrators assisting students in smaller groups in the dissection halls. All these demonstrators are either doing Masters or PhDs in Anatomy. The Department also retained the services of Prof G.T Lebona following his retirement in 2019. Prof Lebona, was Acting Head of this Department at some stage and students continue to benefit from his vast experience.

Six academic staff of the Department have PhDs and the remaining seven are all registered for a PhD, either at SMU or elsewhere. The Anatomy Department serves most of the Schools in the University with the exception of the School of Science and Technology.

Extra teaching and learning opportunities are provided to Registrars in various clinical and surgical disciplines. Plastic Surgery Registrars attend Anatomy sessions once a week to either learn or to fine tune their skills, using a cadaver (dead body).

On 29 October, the Anatomy Department held a departmental planning meeting where amongst others, they discussed ways to explore possibilities for future community engagement. This will involve going to the community to provide information on careers in Anatomy, and educating the communities about how Anatomy is crucial in the training of health care providers. The community will also be engaged on the importance of body donation as the AD has significantly revived the body donor programme.

The covid-19 pandemic has fast tracked plans for digitising teaching and learning activities in addition to the physical dissections. As a result, Primal Pictures®, which is a virtual dissector was procured through the University library.

Primal Pictures is accessible both on and off campus to all registered students. This has enabled AD to get students into the dissection halls on a rotational basis given the limited number of students that can participate in the practicals due to lockdown restrictions. Students were allocated time to engage with this virtual dissector before going to dissection halls. This encouraged self-learning as the students arrived at the dissection halls having engaged with the day's learning material, virtually.

AD has a skeletal collection used for Biological Anthropology research and an Immunohistochemistry laboratory used for Phytomedicine studies. Since most academic staff are

relatively young, there is an anticipation that growing and developing research capacity will lead to future National Research Foundation (NRF) ratings. AD currently has one NRF C rated researcher, Professor AC Oettle, who is also a Full Professor.

Curriculum review was aimed at addressing several issues such as regulating the number of assessments per year, the identification of redundancy and preparing students in a progressive manner such that each academic year adequately prepares the students for the material that will be encountered in the subsequent (higher) year.

Anatomy consists of Gross anatomy, Embryology and Histology. Lectures have been revamped to reflect this by teaching these 3 aspects in succession so that students obtain the full picture at once. This solved the problem of students

finding it hard to understand how an organ looks like (gross), how it developed to look as such (embryology), and its cellular structure (histology). All these aspects of anatomy are now assessed as one and this has drastically reduced the number of yearly assessments while enhancing students understanding of anatomy.

Commencing in 2020, Anatomy for medical students will start in the 2nd semester of first year and will then continue to the regular 2nd year. This is made possible because the review process identified some first-year work that needed to be removed as it was covered in Matric. The Review process also aligned everything to what the trainee doctor needs to know in Medical Physics, Medical Chemistry etc. These changes were effected because students must be prepared for the core 2nd year Anatomy from first year level.

Survey on Mandatory Vaccination

Dear SMU Community,

We encourage everyone to spare about 2 minutes of their time in completing the short survey which is designed to understand how the SMU community views mandatory vaccination.

***Please complete the form
in full by following the below link:
<https://forms.gle/YSegQyG1jKvYu5FF9>***



SMU Labour and Management Relationship Building Workshop

Management and Organised Labour (NEHAWU and APSA/SAPTU Collaboration) met at a venue off Campus for a one-day relationship building session. It was an opportunity to move 'out of the fire' and to engage each other in a non-confrontational setting. Such approach aligns well to the work we are doing around the SMU Culture project arising from the Institutional Dialogue session that was held earlier in the year with both staff and students. A healthy and productive relationship between Management and Organised Labour is critical given the importance of the strategic partnership that is needed to move the University forward, as well as to realise the shared goals around employee wellness and simultaneously driving the core academic project of the university.

The session was organized by the Employee Relations Office, ensuring a conducive environment that lent itself to engagement in a comfortable atmosphere and facilitated by an external party, selected by Organised Labour. The purpose of the workshop was to define and set objectives, which will create desired outcomes that will lead to a contextual framework of a future improved relationship between SMU Management and Organised Labour, inclusive of the roles and functions of Organised Labour in engaging Management. The main objective being to reassess the way we ENGAGE for the better good of the entire organization through accepted governance and ethical platforms.

Given the importance of the session, it was opened by the Vice-Chancellor, using the analogy of a rear view mirror, stating that 'Like a rear view mirror, the 2019 culture survey report and the 2020 Root Cause Analysis reports mirror how we see ourselves and how others see us. Importantly these reports allow us to introspect, refocus and re-energize our efforts in building a world class SMU'. In his address the Vice-Chancellor posed a number of pertinent questions to the participants as to 'What is the role of labour in Higher Education?' 'Is labour at SMU seen as a vehicle that enhances excellence in both the academic core business and operations of a University?' 'Do they see themselves as agents of excellence?' He challenged both Management and Organised Labour to recognize that each one of us has a role to contribute to excellence.

The Vice-Chancellor emphasized that partnerships work when the parties have a shared vision, which is based on respect and on both parties understanding their respective roles, and in so doing, appreciating that we support each



other but at the same time, how do we hold each other accountable. He pointed out that you cannot have success when partnerships are not working, and that success never happens by chance but requires the parties to work hard at it to get to where they want to get to. Using his words, the Vice-Chancellor said “there is no magic, it is sweat and hard work”. He advised that there will always be disagreements, but these must be on principle and not on personalities, as our respective roles is not about setting each other up for failure. The Vice-Chancellor ended his address, and challenged the parties to ponder on the following basic but fundamentally important questions:

- What are the roles and responsibilities of Management?
- What are the roles and responsibilities of the academic core of SMU?
- What are the roles and responsibilities of administrative/support staff?
- What are the roles and responsibilities of Organised Labour?
- What are the roles and responsibilities of the SRC?

Following the VC address, the ED: Human Resources took the meeting through the findings of the Culture Survey undertaken in 2019, and highlighted key concerns from employees on the culture of SMU, and the interventions that would be needed to turn these around. Both Chairpersons, Mr Tshifhiwa Mulaudzi for NEHAWU and Mr Jacob Lekabe for the APSA/SAPTU Collaboration, addressed the workshop expressing words of encouragement, and the importance of all parties putting SMU first.

The parties left the workshop with some key Rules of Engagement which will assist in improving the relationship. These rules included:

The parties left the workshop with some key Rules of Engagement which will assist in improving the relationship. These rules included:

- 1) No one should dominate the conversation
- 2) Everyone has a voice!
- 3) There are no such things as 'stupid questions’
- 4) Debate the issue and not the person!
- 5) The best way to participate is to listen more
- 6) It is always OK to agree to disagree
- 7) Do not discourage your colleagues from participating, and always show that you value their contribution!
- 8) Respect for each other, will always lead, to collectively finding solutions!
- 9) Issues which are of a personal nature will be 'Parked'
- 10) A collective vision is more important than a personal view or opinion!
- 11) Remember, everyone has the same value to add.

The parties were also reminded of the following pillars of good engagement or governance, and the importance of adhering to this as they foster a healthy partnership:

- Stakeholders always work together as individuals and as a team
- Leaders understand their roles and responsibilities
- Stakeholders always strive to ensure the total delivery of organizational purpose
- Stakeholders will always exercise effective control in terms of their mandate
- Stakeholders will always behave with integrity and should be transparent and accountable.



How has it been like to serve as Covid-19 Compliance Officer for SMU?

It has been very rewarding as I took it as an honour to have been entrusted with keeping all of SMU Community safe at a time when we all knew little of the Covid-19 Pandemic. Of course, there were a few occasions where I was disappointed, especially when the members of Senior Management or Senior Academic staff chose not to comply with the set out protocols. It is however understandable that these were unusual times and it was sometimes difficult for people not to be able to do the usual things.

What would you say has been your achievement during your tenure?

I believe an important achievement was the development of the SMU Covid-19 symptoms screening App, which together with our Campus clinic surveillance and reporting protocols, allowed us to pick up spikes and put out communication to ask the Campus community to exercise more restraints. With these set of complimentary monitoring tools in place, we were able to limit infection rates and had no Covid-related deaths from students residing on Campus or off Campus. The development of a set of SMU Covid-19 protocols, which was one of the first in the sector, was also a notable achievement. We developed these protocols very early in the pandemic, and some Universities actually used our protocols to develop theirs.

What is your last message to the SMU Community on Covid-19:

We have done relatively well but we cannot afford to lose focus now. The virus is still with us and we must continue to comply with all non-pharmaceutical interventions (NPIs) such as always wearing our masks, sanitise our hands and keep safe physical distance in our social interactions. Importantly, let us all get vaccinated so that we can reach the Community immunity level and be able to return close to normal life activities again.



Prof Ayo Yusuf's reflection on serving as SMU Compliance Officer for Covid-19



Prof Demana appointed as the new Covid-19 Compliance Officer for SMU

How do you feel about being appointed the new COVID-19 Compliance Officer at SMU?

Well, firstly let me take this opportunity to thank my predecessor, Deputy Vice-Chancellor for Research, Postgraduate Studies and Innovation, Prof Lekan Ayo-Yusuf for having done exceptional work as the first Covid-19 Compliance officer at SMU. I do indeed get inspiration from what Prof Ayo-Yusuf has contributed to SMU in this regard. Secondly, I am very sure that with the support of the Vice-Chancellor, Prof Peter Mbatia, his Executive Management, Covid-19 Task Team led by Dr Matsontso Mathebula, and the entire SMU community, we will win.

Together as a team, we will ensure that the University succeeds in the implementation of the safety measures and the monitoring of the adherence to the Covid-19 requirements, thereby making our University a safer place to both our students and staff alike.

Thirdly, it is a huge responsibility in my personal view taking into account that should this not be implemented properly, it has a potential institutional risk in terms of the University's reputation. I am therefore honoured and privileged to be appointed in this role to service the SMU community, but as I have said before, working together as one family will determine whether we are successful or not.

What are the immediate tasks you are going to focus on?

The immediate tasks could be to get immunity for the whole SMU community by advocating for all students and staff to be vaccinated for the safety of everyone. However, at the same time we should make sure that even those who are vaccinated do not stop following all COVID-19 protocols that have been put in place for students and staff to comply with.

What do you think are the challenges facing SMU regarding compliance on COVID-19?

The challenges facing SMU regarding compliance on COVID-19 remain the fact that when we do not have high infectious rates, people tend to become complacent about complying with COVID-19 protocols. Unfortunately, such non-compliance will lead to a resurgence or new wave of COVID-19 infections. So, we need to continue with non-stop communication by various ways and if needs be, we can perhaps try to find ways even to incentivize SMU community, especially in particular with regard to the students to continue following the COVID-19 protocols, including daily symptom screening using the SMU COVID-19 Screening App.



Diphetogo Secondary School thanks SMU for helping it improve its results

SMU recently paid a visit to Diphetogo Secondary School in Klipgat as part of its Community Engagement efforts. The University was represented by Mr Moses Raseuku who conveyed a message of support on behalf of the Deputy Vice Chancellor of Teaching, Learning and Community Engagement Prof Seekoe, under whose leadership Community Engagement falls. The School was represented by its Principal, Ms Loselo, together with members of the School governing body.

The aim of the visit was to strengthen the relationship between the University and the School which has been in existence for the past three years. The intention of the relationship is to assist the School to improve results. This is done through the use of the SMU mobile laboratory bus which is fitted with modern lab equipment. This allows learners and teachers an opportunity to use the equipment and conduct experiments. Since the relationship began, Diphetogo Secondary has seen significant improvements on its Mathematics and Science results due to the support provided by the University. During the presentation the University assured the School that the office of the DVC: Teaching, Learning & Community Engagement and the School of Science and Technology together with other Deans, have agreed to

continue helping the school, especially with the gateway subjects that the school has been struggling with.

The School Principal thanked SMU for assisting Diphetogo Secondary. She said at first when she was approached by Mr Andrew Leso; an employee of SMU and a member of the School Alumni and others, she was doubtful as many people approach the school with promises and do not often return. She was grateful that Mr Leso and other Alumni members such as Ms Rose Moerane kept their word to help the school. The learners through their student representatives said since SMU came on board, they have improved and were now exposed to a lot of areas in the field of Maths and Science. They expressed their desire to come and study at SMU once they complete their Matric.

Members of the SMU Golden Key Society Chapter formed part of the delegation that visited the School and got an opportunity to speak to learners as part of motivating them to perform well and later join SMU. The Golden Key Team was led by its Secretary Mr Jabulani Nkosi, Community Outreach Officer, Ms Kamogelo Mokhari, and Treasurer, Ms Thendo Tshingowe.



MEET THE SMU ADVANCEMENT TEAM

We are pleased to announce the establishment of our new Advancement unit, which will be responsible for the University's comprehensive fund-raising strategies for the qualification, cultivation, solicitation, and stewardship of gifts and pledges from individuals, corporations, and foundations.

The SMU Advancement team's mission is to lead an integrated and collaborative effort to develop the University's image and academic reputation; to build and nurture relationships with its constituents; and to secure philanthropic investment to support the university's strategic goals. The Advancement Team's goal is to find donor interest, match it to university financial requirements, and arrange stewardship programs for both current and previous donors. The advancement team's responsibilities include the following:

- Alumni and friend qualification, cultivation, solicitation, and stewardship; donor communications, and donor recognition efforts.

The primary initiatives of the Advancement Team are:

- launching stewardship initiatives;
- Increase opportunities to recognize lifetime giving society donors, such as planned giving and consecutive years of giving.
- Create a reporting structure to track down lapsed donors and give society threshold donors.
- Begin the public phase of a large-scale fundraising campaign;
- increase overall results annually in annual gifts and pledges throughout the campaign, while achieving or surpassing the campaign goal;
- Continue to increase visit activity, including qualification visits.
- Organizing planned giving campaigns;
- On an annual basis, raise total planned giving expectations.
- Continue planning giving education initiatives.

The Advancement team has a combined experience of more than two decades in South African higher education, as well as extensive understanding of project administration, grant management, and fundraising.

Efforts to raise money for the university should be coordinated and streamlined through the Office of Advancement Uniy. This office welcomes contact from faculty, students, and project leaders. The team will be introduced to various meetings and committees through a series of gatherings.



MEET THE TEAM



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The Network and Infrastructure Renewal Project is well under way at SMU

The network and infrastructure renewal project is proceeding well under the leadership of Mr Ignatius Makgoka, the Director of the Department of Information and Communication Technology (ICT).

The Infrastructure Renewal Project aims to refurbish the old existing ICT infrastructure of the University. This will see new infrastructure that being installed to enable SMU to function efficiently in terms of its ICT to meet the expectations of customers.

Some of the material to be used for the project has already been delivered and stored in a secure place. The equipment in the storage area will be for the two phases of the project, namely the cabling and data centre parts, while the network equipment is still in the process of being procured.


The project for the data centre/server room has already commenced. The new data centre pod has been installed and the contractor is finalising electrical reticulation and sundry

requirements. The cabling portion has also started, with the contractor currently busy marking network points.

The plan is to keep interruptions to a minimum and all planning to this stage has included the possibility of disruptions. But there might come a time when the disruptions may be inevitable, and in the event of disruptions, the ICT department will ensure that there is no loss of data during the implementation of this project. Furthermore, ICT is keeping a full project risk register to keep track of all risks and to address and mitigate risks as identified.

Currently the ICT Department has not identified an area where SMU's Academic Department of Computer Science will play a role. However, the ICT Department held a meeting with Mr Taurai Hungwe, the Computer Science Lecturer, around the possibly of allocating some of the outgoing equipment for use in the computer studies laboratory to be used by SMU students.





Celebrating World Anatomy Day the SMU way

Along with many, in the world, the Department of the Anatomy joined to celebrate World Anatomy Day recently. The International Federation of Associations of Anatomists (IFAA) declared 15 October as the occasion to celebrate the day and as a consequence, SMU has been celebrating the occasion, ever since.

Assembled in SMU branded tents on the library square, students played Anatomy cross word puzzles with music blaring from speakers with SMU FM DJ's mixing the sounds. Colourful balloons added colour to the festive ambience which aroused the curiosity of students, staff and patients who were on campus for consultation with SMU's specialists.

“Every year we recognise Anatomy not only as a discipline, but also all those people who have donated their bodies to help the medical profession and medical research. As you may well know, you cannot study Anatomy based on pictures. There is a need for human bodies - to dissect so that students can understand and by the time they reach clinical years, as health practitioners, they have a good grounding, in Anatomy”, said Prof Robert Ndou, the Head of the Department of Anatomy, which organised the event.

The game which proved more popular was the 3 D Anatomical torso. Playing in pairs, the students were expected to place the heart, lungs, liver and a diaphragm in the correct positions in the chest and abdomen. Those who correctly placed the organs within time won different prizes.

With the other game, students got blindfolded and had to pin organs as well as feel and take out organs and name them while not seeing them. With eyes blindfolded, a student must place the vital organs in the correct spot, on the image of the human torso, on the board. The cross word puzzle was another major feature of the event, which involved writing the anatomy words correctly in the puzzle.

Prof Ndou congratulated the Anatomy postgraduate students for having organised the celebrations. The use of popular culture such as music, games, cross word puzzles and anatomical mannequins, is aimed at creating an enabling environment for the students to learn given that some of them find it difficult, to learn anatomy.

Prof Ndou also added that the discipline of Anatomy, has over the years matured to an extent that processes and regulations have been put in place to regulate how the bodies are donated which end up being dissected by medical students, as cadavers.

Prof Dini Mawela, a Neonatologist and the Acting Deputy Dean, School of Medicine, highlighted that studying Anatomy helps the students to understand why some babies are born with some abnormalities and why others are born without them.



SMU Lab Manager wins SAAHE logo design competition



Animal Laboratory Manager at the Department of Physiology at Sefako Makgatho Health Sciences University, Phindile Matsebane, strives for excellence in whatever she does. This time she is the winner of the South African Association of Health Educationalists (SAAHE) logo design competition for virtual conference 2022. The conference prize for the winning design was a R500 Takealot Voucher. The theme of the 2022 conference is **Healing Higher Education** and sub-themes include learning, assessment, skills & simulation, research and collaboration. The conference will be hosted from 27-30 June 2022 by SMU and its Norther Region Partners, which include Universities of Pretoria, Witwatersrand, North-West, Johannesburg and Venda.

"I never really thought much about it when I entered the competition, I just saw the global email and thought Hmm, I wonder if I should draft something. I do not have much experience in designing other than what I used to draw back in my old high school days. Therefore, drawing was the easy part. I initially drew a tree inspired by one of the old designs I once saw in some movie whose name I cannot recall. Then I drew a woman holding out her hands, which was inspired by the healing of which as a former hand and microsurgery instructor fit perfectly," said Phindile.

"But neither looked proper, so when I showed the designs to my sister and her business partner they suggested that I merge the two designs and I must say they had never been more

right. They critiqued every element of every phase and I am grateful for their help and support. Getting the design to come to life on the computer was the hard part for me. However, with a few hours of YouTube tutorials, suddenly all seemed possible," she explains further.

SAAHE is an association of health sciences educators from Southern African universities, NGOs, government and private sectors. It focuses on improving the quality of teaching and learning in Health Sciences Education to enhance the delivery of high quality, affordable and sustainable health care in both the public and private sectors. SAAHE has members from all professions and disciplines in health education, including Teaching Medical Practitioners (doctors), Physiotherapists, Occupational Therapists, Nurses, Pharmacists, Speech Therapists and Audiologists, Psychologists, to name a few. Members are committed to improving Teaching, Learning and Research in medical and health professions education. The organizing committee chose Phindile Matsebane's design because of the tree that symbolises growth and is rooted in sound educational practices, and the hands symbolising the nurturing and caring relationships health professions have become known for.

"Winning the R500 voucher came as a complete surprise to me but since I did put in the work like everyone else, I guess it is warranted. Therefore, I thank SAAHE and SMU for giving us office/lab people a chance to display other hidden talents we did not believe we had," she concludes.

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choose between
the J&J and
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THE SMU/DGMAH
Vaccination Site.**

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today!**

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site today to get your jab*

The site is open from 8 am to 3 pm

Monday - Friday

