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Foreword by the Vice-Chancellor and Principal

Transformation is about strategically reinventing our existential core to assert our position in society as the custodian of the aspirations of the young minds of our country - young minds and hearts yearning to be sharpened and used.

We must define ourselves by the word ‘excellence’. It is about ‘excellence’ in TUT’s academic project, its research and community engagement. It is really about all of us - our academics, researchers, support staff and students - to be the embodiment of ‘excellence’ itself in our attitude, commitment, passion and quality of academic and research activities. In other words, it is creating, developing and sharing knowledge for the good of our students, our communities, our country and our continent.

What better way is there to speak of bringing together the notion of the transformation of TUT and academic excellence? Transformation is about not accepting mediocrity or second-class academic and research performance, or poor service delivery to our students - we must constantly strive for nothing less than the highest quality research and academic standards and outputs!

It is the knowledge or experience present in our University which we can use both to solve our challenges and make the creative leaps in leading us to become a better and meaningfully transformed People’s University. As a learning organisation we treat all opinions with respect and acknowledge the perspectives and the intelligence embedded in them.

We are presented with an opportunity as the TUT community to embrace transformation as a University priority. It is something that we must do in deep solidarity with higher education in South Africa and the broader South African community. We must be our own agents of change. Transformation is our responsibility. We face the challenge of developing an institutional identity whilst we are on the road of transformation.

We cannot ignore the harsh realities of the world in which we live. Let us remember that the majority of our students are from poor and rural backgrounds - we cannot - we dare not - forget why we exist as a University and as a public institution for the good of society. Our conscious talking of being the People’s University must transcend sloganeering. It’s a transformative commitment to our people, country and continent.

This Transformation Framework will serve as a guide in the development of our institutional plans and strategies, taking into account the imperative of transformation in the University’s future role and positioning as a South African university.

I encourage all TUT stakeholders to read and engage with this document. Let it be a living document to guide our plans, actions and behaviour in the coming years. Together, we can make a positive difference in the lives of our students, staff and communities.

Prof Lourens van Staden
Vice-Chancellor and Principal
Executive Summary

In 2017, transformation of higher education in South Africa remains a priority for the sector. Universities have had limited success to effect comprehensive transformation since the advent of democracy in spite of recent legislative documents and two Higher Education Transformation Summits convened in 2010 and 2015. In addition, a critical report was released late in 2016 by the South African Human Rights Commission on the transformation of public universities twenty years into South Africa’s democracy.

In this period, a key transformational change was the decision to merge universities, and in the case of TUT, three institutions were merged in 2004 into the Tshwane University of Technology (TUT). It established TUT as the largest contact and residential university in the country. A number of achievements have been realised in the merger period for the University, but there remain outstanding and incomplete aspects from the merger which require ongoing attention. Some of these issues include consolidating the institutional culture, finalising human resources-related issues and fashioning a new and comprehensive transformation narrative for the University.

The context in which TUT operates in the latter part of the second decade of the 21st century is impacted by the global effect of the massification and democratisation of higher education, the national imperative of transformation of the post-school education system, the politicisation of higher education, the call to become a “South African” university, and, in the last few years, the #must fall protests. This has occasioned opportunities to rethink the national university system and chart a new course for the University. However, these developments also place the University in a position of volatility, uncertainty, super complexity and ambiguity. This is made more difficult by a global trend towards seeking populist, short-term, and what may be non-sustainable, solutions.

There are four major challenges which increasingly loom large over the university system in South Africa. These are ensuring sustainable funding for higher education, managing the impact of political developments, handling chronic instability at universities, and the disruption of the academic project, where the foundations of the academy is questioned in a context of some mistrust of leadership and management.

All of these factors impact significantly on TUT. Specific challenges confronting the University include: refining its role and purpose as a University of Technology and a People’s University in the national, regional and international context; strengthening its governance, leadership and management systems; developing the academic and research project of the University; strengthening the institutional support and human resources functions for quality service delivery; addressing green campus and sustainability priorities; and transforming the institutional culture of the University.

Based on the 2010 National Higher Education Transformation Summit outcomes, the development and implementation of the TUT Integrated Transformation Plan 2013 - 2017, required by the DHET of all universities, was reviewed in the second quarter of 2016 to identify progress and areas that need attention in 2017. While the Plan, which was developed under the leadership of the then Vice-Chancellor with the participation and oversight of the EMC in 2013, reflects a sincere effort to advance the
transformation agenda at the University given sectoral understandings, it must be noted that, in retrospect, the Plan has a number of conceptual and structural limitations. It lacks a sound and comprehensive theoretical and intellectual frame within which the focus areas, the projects and activities are cohesively inter-related. Secondly, many of the projects are not well linked and integrated. In addition, the document is somewhat mechanical and superficial in the way it approaches transformation. Thirdly, insufficient attention was given to monitoring by the EMC of the extent to which the focus areas worked together to achieve greater integration and to advance institutional transformation. A strength of the Plan has been the setting of targets and deliverables. The sum outcome is that the potential benefits of such a plan have not been achieved, given the fragmented nature of the document and its related activities. Some of these limitations will be addressed in 2017, the final year for the Plan’s implementation. However, it has forced a rethink of the TUT approach to transformation.

This document sets out the national and institutional context in framing how transformation at TUT could be addressed in a holistic manner. In preparation for this document, there were limited discussions with leadership, some management, students, staff and stakeholders of the University community on what ‘transformation’ means at TUT, what a transformed TUT would look like and what areas should be addressed to develop a comprehensive and shared Framework which is conceptually sound and intellectually robust. This Framework intends to inform and contribute to the next iteration of the University’s strategic and operational plans and staff performance agreements, which include transformation as an accountable deliverable to each portfolio or area of responsibility. These will be closely monitored, reviewed and improved for the period of the next Strategic Plan.

A major feature of the Framework is to establish a deep and shared understanding of transformation with moral purpose across the University, which will underpin its strategic and operational priorities, set measures and targets for the various operational environments, and enable effective monitoring of the extent of implementation and identified improvements. Council and the leadership of the University will be expected to closely track the transformation developments and achievements.
1. Introduction

This Tshwane University of Technology (TUT) Transformation Framework responds to and broadly sets out the unfinished and ongoing task of transforming the higher education sector. This began with the establishment of South Africa into a constitutional democracy in 1994 and comprises the creation of a just society which embodies the principles and values of an inclusive, non-racial and non-sexist nation framed on the centrality of human dignity. It is recognised that higher education is a public good and within which democratic citizenship and the right to dignity critically underpin a university’s mandate to produce and disseminate knowledge, quality graduates for society and the economy, and engage with local communities for mutual benefit (engaged scholarship). The University has a significant developmental role to play in redressing inequalities in the broader South African society and contributing to continental social and economic priorities.

The task of transformation unfolds in a context of the apartheid and colonial past of South Africa, characterised by exclusion, oppression and a colonial exploitative socio-political and economic system. More than two decades after democracy the impact of the inequalities and inequities of the past persist. Left unaddressed, they will continue and will imperil the long-term sustainability of democracy and threaten the contribution which universities make towards the public good of society and the economy.

In 2017, transformation of the higher education sector in South Africa and beyond remains a priority. Since the early days of the democratic era, including more recent legislative documents, and since the two Higher Education Transformation Summits convened in 2010 and 2015, respectively, universities have shown to have had limited success to effect comprehensive transformation on their campuses and in their core functions.

The South African Human Rights Commission (SAHRC) reported in the 2016 Transformation at Public Universities in South Africa report that:

1. This Framework acknowledges the contributions made during the transformation interviews, formal discussions and textual contributions and comments on the draft text by more than 500 TUT stakeholders comprising Council members, students and staff between August 2016 and November 2017. The document draws on the Constitution of the Republic of South Africa (1996); relevant national higher education legislative and policy documents; documentation produced by the two national Higher Education Summits on Transformation held in 2010 and 2015, respectively; the TUT Integrated Transformation Plan 2013 - 2017; the TUT Transformation Summit held on 12 - 13 September 2017; the South African Human Rights Commission (SAHRC) 2016 Report on Transformation at Public Universities in South Africa. Lastly, the Framework acknowledges and draws on ideas in parts of a document related to transformation prepared by Mark Hay with other consultants for the University of the Free State in mid-2016.


3 The First Stakeholder Summit on Higher Education Transformation was held at Cape Peninsula University of Technology in April 2010. See the full Report and Summit Declaration (p23): http://www.dhet.gov.za/summit/Docs/General/he_transformation_summit_report.pdf

More than 20 years into the country’s democracy, South Africa continues to face deeply entrenched inequalities in all spheres of our society, including our public universities. Despite notable progress made in addressing historical inequalities in public universities, patterns of systemic exclusion, marginalisation and discrimination persist.

While acknowledging that some progress had been made in transforming the higher education system in South Africa, there remains insufficient change at public universities. The SAHRC stated that:

In essence, the Report finds that our public universities have not sufficiently transformed in the past 20 years and that discrimination remains prevalent in public universities in South Africa, particularly on the grounds of race, gender, disability and socio-economic class. The Report also finds that despite the relative gains, transformation in the higher education sector has been relatively slow.

Ensuring the prudent implementation of transformation that achieves an enduring and sustainable change is a priority for TUT.

1.1 Purpose

The purpose of this document is to provide a Framework on transformation for the University which will:

• Frame the task of transformation in the context of national and higher education developments;
• Outline the legislative framework for transformation in higher education;
• Offer a shared definition of transformation which reflects the national and University-stakeholder views;
• Provide principles for transforming the University;
• Conceptualise the broad transformation implications for research, learning, teaching and community engagement, including the University support areas;
• Place a focus on students at the centre of its strategy;
• Inform the next iteration of the University’s plan and strategy which will have firm transformation deliverables and monitoring; and
• Identify threats to achieving transformation at the University.

1.2 Vision

The vision for transformation at TUT is based on it being conscious of becoming the People’s University, which:

• Advances knowledge in all its forms, including indigenous knowledge, through research;
• Provides quality service to students, staff, local communities and society;
• Educates well-rounded students, appreciative of their culture and contribution to the good of society for 21st century challenges;
• Develops students as graduate leaders, critical citizens and agents of change;
• Fosters freedom, democracy, and social and economic justice;
• Strengthens identity, belonging and inclusion of students and staff;
• Prioritises gender redress and tackling discrimination in its various forms; and
• Promotes shared values and symbols.

1.3 Principles

There are principles which inform the transformation of the University. These include:

• Alignment with the Constitution of the Republic of South Africa, particularly the Bill of Rights in Chapter 2;
• Commitment to the 1997 Higher Education White Paper 3 priorities to
  ◦ Promote equity of access and fair chances of success to all, ...while eradicating all forms of unfair discrimination and advancing redress for past inequities.
  ◦ Meet, through well-planned and coordinated teaching, learning and research programmes, national development needs ... [for] a growing economy operating in a global environment.
  ◦ Support a democratic ethos and culture of human rights...
  ◦ Contribute to the advancement of all forms of knowledge and scholarship, and, in particular, address the diverse problems and demands of the local, national, Southern African contexts, and uphold rigorous standards of academic quality.
• Differentiate the University from the sector in its vision, mission and values to be a quality, transformed institution in service of the public good in both the national, social and economic spheres;
• Attention to demographic interventions around the imbalances of race, class, gender, disability or language;
• Acknowledge the location of the University on the African Continent which comprises distinctive strengths, opportunities and challenges that call for institutional recognition and comprehensive engagement and responsiveness;
• Commitment to raise the standards of teaching and research to recognised international levels to ensure that all students benefit from high quality education;
• Ensure academically-deserving students gain access to study, regardless of their social, cultural or economic background;
• Gain a deeper understanding of what academic and support practices enable student success and implement such practices;
• Give attention to distribution of political and economic power in society and the processes through which social inclusion and exclusion are effected in a university environment;
• Ensure that University policies and practices are informed by data analytics, are evidence-based, and informed by research of the highest quality;
• Attain a healthy balance between institutional autonomy and accountability in the context of transformation;
• Adequately internationalise to benefit from the global student and academic talent pool, collaborate in research, and attract and retain top academics or researchers and students;
• Provide interventions to retain quality graduates and staff for a
sustainable, transformed University.

- Respect for academic freedom and innovation at a transforming University;
- Recognise the various responsibilities of governance structures, leadership, management and stakeholders for implementing and monitoring transformation;
- Foster tolerance and respect for the views of all stakeholders on transformation;
- Take account of the attitudes and values towards transformation at the human and social levels which require change, for example, racism and/or sexism;
- Build personal and collective responsibility for advancing transformation at the University;
- Enable participation by University stakeholders in the development and advancement of the transformation priorities of the University;
- Involve parents and society, in general, in developing TUT as a South African university; and
- Communicate to University stakeholders the progress, achievements and challenges in the implementation of transformation.

1.4 Transformation Challenges

The First Summit on Higher Education Transformation in 2010 focussed on “debates centred on the need for a broader understanding of transformation and a better fit between transformation policy and practice at the institutional level, with appropriate levels of accountability.” The Second Summit occurred in a context where there was “heightened social and political activism that has placed universities and the higher education system in the public eye. This growing activism is fuelled by frustrations of students, staff and other stakeholders about the slow pace of transformation in many areas.” Noting that the notion of university transformation is complex and broad, the 2015 Summit called for a “…focus on the key levers of change, including higher education funding, student access and success, curriculum, institutional environments, leadership, governance and management, and research and engagement.” The University concurs with the Summit that “transformation must extend beyond changing equity numbers and demography …it must be accompanied by meaningful and real opportunity and, for example, chance of academic success for students.”

1.5 Towards a Shared Definition of Transformation

The Second Higher Education Transformation Summit provides background to what is generally meant by the concept ‘transformation’ in South Africa and in higher education, in particular:

The term “transformation” refers to a profound and radical change. In South Africa as a whole it refers to such change from the apartheid system to the type of democratic and equitable society that is envisaged in the Constitution. Transformation in South Africa refers to radical changes in all aspects of life, including the political system, the law, the economy, housing, internal relations, healthcare, education, and so on.

In higher education, principles that guide transformation are largely contained in the 1997 White Paper, A Programme for Higher Education Transformation (also known as White Paper 3) and the 2013 White Paper on Post-School Education and Training. These principles
include the building a non-racial, non-sexist higher education system with redress for previously disadvantaged groups; expanding access to higher education; community engagement; adherence to the inter-linked concepts of academic freedom, institutional autonomy and public accountability; and responsiveness to the needs of society, the economy and of individual students; linking education and work. The 2013 White Paper elaborates on these, indicating priorities and adds the important principle of integration into the post-school system.

The Ministerial Oversight Committee on Transformation in South African Public Universities noted the shared transformation challenges confronting most, if not all, universities:

The common challenges are: “Disempowering and Alienating” Institutional Cultures; Poor Equity Profiles; Poor Staff Qualifications; Poor High-level Knowledge and Skills Production; an Imitative Approach to Knowledge Production; Poor Understanding of the nature of our Students and Staff; Failure to confront the politics of epistemology and a pervasive culture of passive resistance to transformation. All these challenges are linked to “recalcitrant colonial-apartheid values and whiteness culture (euro centrism)”.

The Summit recognised the centrality of the academic project and the importance of thinking through key transformation issues.

The Summit reaffirmed that universities are places of debate and contestation which provide space for new knowledge to be created, intellectual activity and freedom of thought. Debates about transformation involve fundamentally questioning the state of our universities, who is teaching and researching, what they are teaching and researching, and what the qualitative experiences of students in our universities are like.

The Ministerial Oversight Committee on Transformation further called for a new narrative for transformation:

After 21 years, taking into account both evidence and experience, the time is ripe for a new narrative. A narrative of Transformation that confronts our reality: Africans in Africa living through a globalising world and places Knowledge at the centre of transformation.

At TUT, transformation is understood as profound and radical change across the University (both personal and institutional) towards establishing a non-racial and non-sexist university that places knowledge at the centre and which supports democracy and responsiveness to the needs of society, the economy, and of individual students and staff.

### 1.6 Threats to Transformation

Common with other universities, at TUT there remains many issues core to meaningful transformation which have only been addressed superficially, or have not been tackled comprehensively due to the merger or institutional instability. Examples identified by a number of TUT staff and students during some conversations held in 2016/2017, where failure to address them constitutes a threat to a sustainable and progressive institution, include addressing issues related to:

- The nature of a transformed university and its features;

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4 Second Higher Education Transformation Summit, Annexure 8, Section 2. Its emphasis.

5 Ibid, Annexure 8, Section 5, iii. Its emphasis.
• The intellectual enterprise and centrality of the academic project reflected in the three core functions of higher education;
• A transformed university with students at the centre of its strategy;
• Institutional culture as a key element of transformation;
• Campus spaces which provide a vibrant 21st century and African environment for intellectual and social engagement, and which actively develop critical citizenship and social responsibility;
• Comprehensive transformation of the curriculum (and engaging with concepts across the disciplines, such as Africanisation, indigenous knowledge and decolonisation, let alone programme design, appropriate and aligned pedagogy, assessment and student support);
• Attention to enhancing the human resources function (leadership, equity, gender equity, the next generation of staff - academic, professional and support), reducing the salary percentage of the distributable income, developing shared understanding of 'staff attributes'; and
• Improved work ethic and attitudes of staff, aligned to becoming a transformed university.

Staff expressed hope that TUT would consider addressing a number of issues as part of the transformation process in the next years. These include actions to:
• Enhance student success through providing a holistic student experience and comprehensive support;
• Use the research and innovation agenda as a transformation tool;
• Ensure that governance structures enable, train for and support the goals of transformation;
• Increased and ongoing attention to funding and sustainability issues;
• Use technology across all spheres of the University for effectiveness and efficiency;
• Enhance communication with staff, students and stakeholders as a transformational instrument;
• Empower female colleagues for positions of leadership across the University;
• Use comprehensive internationalisation as a transformation tool;
• Foster the development of being an ‘engaged university’ (including engaged scholarship) in the way that community engagement is integrated with teaching, learning and research in service of social and economic transformation;
• Ensure that the intellectual capacity of the University is mobilised, where academics and researchers are entrepreneurially active (and which is reflected in academic programmes);
• Review the University's programme and qualification mix (PQM) for maximum impact and use of programme advisory committees to ensure the quality of outcomes and employability of graduates as a transformed University;
• Enhance and make strong and active the University governance system for a transforming TUT;
• Empower leadership and ensure delegation of responsibility at various levels;
• Attend to equivalence across campuses with respect to
infrastructure and educational quality;
- Implement the Resource Allocation Model as a vehicle for transformation;
- Strengthen human resources and implementation of disciplinary processes;
- Address the work ethic of staff - the importance of urgently implementing issues of accountability and effective performance management across the University;
- Increase financial sustainability and stability, including the importance of 3rd-stream income;
- Resource further the ICT environment (hardware and software) and use of cleaned data in data-analytics for strategy, planning, reporting and monitoring purposes;
- Review and develop the effectiveness of University processes - administrative, support and academic;
- Reduce bureaucracy and streamline committees;
- Address social responsible sustainability issues, e.g., green campus and energy efficiency commitments;
- Affirm the important role of the EMC in advancing institutional transformation, and
- Ensure an integrated approach to Institutional Advancement across the University.

The SAHRC Report identified a number of system-wide factors which have contributed to the slow progress of transformation at universities. Some of these are the:
- Lack of a shared understanding of what transformation means;
- Lack of institutional will to transform university culture at some universities;
- Poor integration of the transformation project at all levels of institutional life;
- Lack of commitment to multilingualism, as well as the lack of real commitment to the development of indigenous languages as academic and scientific languages for use as mediums of instruction and research;
- Insufficient attention given to the role of sport in the transformation agenda;
- Failure to diversify the student demographics on their campuses;
- Slow progress in changing the demographics of academic staff (particularly at management levels) and university management toward greater representivity with development programmes for identified staff;
- Insufficient supply of adequate university accommodation and ineffective residence placement policies which hinder racial integration at residences;
- Under-funding of the system of higher education by the State;
- Ineffective complaints-handling mechanisms which result in festering tensions, at times manifesting in destructive forms; and the
- Myriad of persisting social challenges, resulting in inequitable access to and academic success. (pp viii-ix)

To be the People’s University the institution must resolutely tackle these
and other issues. A number of the issues above are contextualised and discussed below to demonstrate that they are conceptually integrated into comprehensive, institutional strategies and plans which are to be developed.

It is important to note that comprehensive transformation at TUT will not spontaneously occur in response to a ministerial instruction, as if decreeing it will make it happen. Legislation is a necessary, but not sufficient condition to ensure the intended transformation of the university system. Sincere leadership effort and resolve is required by the University Council, leadership, management, staff and all stakeholders.

Universities are exceedingly difficult places to change and, therefore, transformation requires a clearly articulated rationale, roadmap and leadership that understands its role and practice in bringing it about. Institutional leadership must be able to articulate and engage with the breadth and depth of what it means to be a transformed university. It takes trust by Council, students, staff and stakeholders in this leadership to move from one position to another. In this respect, the University has partially succeeded. However, meaningful trust is yet to be gained and the University’s leadership will be required to continue to work hard in this regard.

2. **Contextual Influences on Higher Education and Transformation**

There are five factors which have the potential to offer some perspective on the changes that have impacted and continue to impact on the University in recent decades and years. The first factor addresses the ‘National Question’ in which the university system and TUT operate. The second explores the notion of a South African university. The next deals with massification, the shift from elite to universal access. The fourth addresses the South African imperative of the transformation of higher education in the era of democracy. The fifth factor is a result of the #mustfall movement which seeks to bring change to South African higher education through, for example, a change to funding higher education, an end to fees for students, changing the institutional cultures of the universities, and curriculum transformation (with a focus on decolonising and Africanising the curriculum to enable greater relevance and alignment to local and continental socio-economic and African epistemological realities).

2.1 **The National Question**

What constitutes a democratic South Africa, or the National Question, is a decades-long debate, which remains unresolved in South Africa. This is clear in the enduring divisions in the post-apartheid South Africa, which are a major impediment to the identity and building of a supra-ethnic nation state. Much of these are manifest at universities, where the urgency of rethinking their position in society and their relevance in the continental, global twenty-first century is increasingly becoming the preoccupation of the imagination of the future of the idea of the University. The transformation of the University is an important task of engaging with the National Question. The role imagined for the University and the university system is necessarily multifaceted and complex. There are some issues relevant to the future of the university system which require some thought. For example:
• The direction of research, especially in the humanities and social sciences, is critical in addressing the National Question. For example, the rich history of academic debate on the specific nature of apartheid, exemplified in the race/class debate, virtually came to an end with the political demise of apartheid. It can be argued that this debate probably should have been even more relevant after the end of apartheid in the drafting of the new policy terrain for a democratic South Africa. In other words, to what extent do universities provide thought leadership, informed across disciplines, on the National Question in shaping the evolution of the post-apartheid society and economy?

• Assessing the link between the university and the state in terms of its contribution, however causally remote, to the project of the nation state.

• Evaluating engagement with other players in the political economy of South in terms of the ability of universities to be inclusive in the University’s research and teaching. The establishment of firm links with organised labour should be a major area of interest to address social and economic challenges.

2.2 A South African University

What exactly constitutes an ‘African’ university has always been on the agenda of the transformation of higher education in South Africa. A question that frequently arises in these debates is the manner in which an African university in South Africa can be created. A concern has always been that, in Africa, there are universities, but not African universities. This suggests that an African university is not a function of geography. In other words, it is not about location. While some argue that there is nothing like an African university (because a university by its nature is universal) others argue for its establishment. In so far as the latter is concerned, yet another question that may appear cynical to some, while it is fundamentally existential to others is the extent to which characterisation as an African university makes a university an African one. On the other hand, it may be just an exercise in nostalgic romanticism with ideological illusions bereft of conceptual depth. Questions must be explored as to the epistemological orientation of a university’s academic programmes, or access to students, or the extent of its embeddedness in society. It may be that the formulation of this question is steeped in the naivety of the binary discourse.

There is a proposition put forward that decoloniality is a means towards becoming an ‘African’ university, but further work has to be done to establish its potential as a specific discourse within the South African higher education sector. The concept of decoloniality has emerged more vigorously in the transformation narrative as a response to the lasting tendency of universities in Africa to emulate university cultures, structures and practices from outside of the continent. This has been a source of disquiet through most of the continent’s postcolonial history. There are cogent arguments that this reliance of African universities on models which were developed in other contexts, has limited their contribution to the development of the political and social economies on the continent as reflected in their research, teaching and community engagement. It is imperative that universities in Africa become African universities, that is, sufficiently indigenous to reflect the concerns of development on the continent, while retaining relevant commonalities with global university communities of practice. In considering whether
this means decoloniality (taking into account efforts to conceptualise and theorise decoloniality as a concept), consideration should be given to talking about not just an African university, but a South African university which avoids nationalist postures while supporting Pan-African pursuits. Engagement by university stakeholders around identifying common factors, which may be used to designate the ‘African’ university and the development of appropriate measures to influence the evolution of TUT’s institutional culture towards fostering a stronger indigenous identity, whether country or region specific, sets an agenda for various areas at the University.

In addition to this, understanding ‘technology’ as a University of Technology must be thoroughly interrogated and acted upon, or changed. There has been limited attention, except in a patchwork manner, to critically restructure the University’s approach to, and thinking and ideas about, becoming a vibrant South African university and consider the prospects posed by an emerging consciousness in a post-liberation and 21st century context. Rethinking the idea of a university can neither be taken for granted nor postponed any longer.

2.3 Massification

In the transition from an elite to a mass-based university system, the South African university sector continues to undergo changes which have been, or continue to be experienced, in other national systems and globally. Reforms and changes have had to be made by these systems apropos their fundamental conceptualisations of the new sociological, and other realities confronting them. These are realities that young black people (in the context of TUT, those from poor and rural backgrounds) bring with them through different social and cultural histories, to those that might have been predominant in the last decades, let alone half a century ago. These changes require new ways of conceptualising the purpose and role of higher education, in ways that reach into the very heart of a university.

The university context in South Africa has become increasingly diverse and complex and institutions are in different positions from where they were 10 years ago. Universities are increasingly compelled to think about and consider a number of issues related to governance, management, institutional culture, residences, social inclusion, forms of academic administration, curriculum models and pedagogical practices, attitudes and approaches to student access and selection, quality and standards, nature and type of academics and researchers, institutional autonomy and academic freedom, funding and financial sustainability, and reviewing the locus of institutional power and decision making.

The challenges faced by the University are a feature of the greater challenge for the national university system. At issue is the power to re-imagine the idea of a university since the ground-breaking foundation documents, such as the National Plan, Higher Education White Paper 3 and the 1997 Higher Education Act, noted above.

Notably, universities, as they exist today, were never designed for the challenges that society faces now, nor had the current social pressures and funding needs pressing upon the national conscience been envisaged, nor had universities reckoned sufficiently with the idea of an African identity requiring a rethinking of history and aligning with the idea of an African, as in African Renaissance. Nor did they seriously think,
except for a few visionaries, that universities would have to consider
decolonising their institutions by putting themselves in the centre and
displacing the North. In the notion of Ngugi wa Thiong’o, necessitating
an individual and collective ‘decolonisation of the mind’.

2.4 Wide-ranging Transformation

Massification of our universities and transformation is not simply about
dealing with race, but about a university changing from giving access to
an elite few to study, to an active inclusion of previously excluded social
constituencies. South Africa remains constrained by historic conceptions
of race from the apartheid era. A balanced, sophisticated view of
transformation related to race and gender has not yet been adequately
adopted at universities. At the heart of South Africa’s challenge is that
government has failed to deal comprehensively with the issue of race.
The legacy of the past has not been sufficiently addressed. Important
policy and practice changes have been made at the University, many
of which have national significance, but the complexity and scale of
the challenges require even deeper consideration. Issues such as redress
and resourcing continue to affect universities, particularly the way in
which former historically disadvantaged university (HDI) campuses were
incorporated during the 2004 merger process into new universities. More
than two decades into democracy and more than a decade after the
mergers, stark inequalities remain at these campuses in comparison to
former historically advantaged campuses. This remains true for TUT.

2.5 #mustfall Movement

A fifth issue which confronts higher education is the #must fall movement.
In many ways, it has forced universities to confront some home truths
about themselves, and, if anything, has shattered any notions of
complacency or elitism. In many ways, universities have become sites of
a new struggle in which they are the proxy representing issues for which
there is considerable discontent. Universities must deal with a shift in the
goalposts with respect to demonstrating ways in which they take seriously
issues raised, and engage with their students.

The responsibility for funding the university system unambiguously rests
with government. There is a deep concern about the inadequate levels of
funding to match the growth of the national system, at TUT in particular.
There is expressed concern about the critical importance of financial
sustainability of TUT and all other universities. Council and management
have candidly expressed their support for fee-free education for poor
students and the “missing middle.” It is a moral imperative, given the
history of South Africa.

In an environment of chronic instability in the higher education sector, it is
increasingly important that the University - leadership, staff and students
- collectively work to establish a dignified and productive university
environment. Of note is the contrasting culture of intolerance of some
students, versus those who approach the University to resolve issues.
Concern is expressed about the University’s responsibility in relation to
the quality and calibre of some of the present student generation s.
It is imperative that our University leaders and staff are fully conscious
that they play a major role to form the kind of graduates who will be

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4 See http://www.swaraj.org/ngugi.htm Excerpted from Decolonising the Mind: The
confident, intellectual leaders in society and agents of transformation, accompanied by the values, ethics, behaviour and responsibility which underpin their development.

Producing critical-thinking citizens who will contribute to building a democratic society is deeply related to the ways in which institutional culture, formally and informally, models and influences student values and behaviours. The ‘activist character’ of students (and of some staff) is shaped by the kind of institutional culture they experience. TUT leadership must reflect on its own practice in this regard and continue to nurture opportunities for constructive debate through listening and regular engagement with students. In this respect, particularly academic staff will need to be enabled and empowered to engage with students in constructive ways. The philosophical centrality of what it means to be a transformed South African university, with transformed graduates, students and staff, cannot be avoided as the University community seeks to transform its institutional culture.

3. Transforming the University: the Next Phase

The transformation of public higher education in South Africa remains a complex and highly contested space. The Soudien Report\(^7\) noted that, “[T]his sector has inherited the full complexity of the country’s apartheid and colonial legacy. Racism, racialisation, sexism and class discrimination continue to manifest themselves in the core activities of teaching, learning and research.” This reality has not significantly changed since 2006. The transformation agenda affects the very core of a university, “...that if one understands that the transformation agenda includes the necessity to examine the underlying assumptions and practices that underpin the academic and intellectual projects pertaining to learning, teaching and research, then transformation is clearly a challenge facing all South African higher education institutions, irrespective of their historical origins.” This statement is no less relevant or urgent now than it was then. In fact, as the Report notes, the role of universities in South Africa is critical to lead the way with respect to national transformation where, “...higher education institutions have a vital role to play in leading the way to the realisation of the promise of full human rights for all, which the Constitution so clearly spells out.” (p6)

TUT shares each of these challenges with the rest of the sector. The history, location and the human and social fabric of the University, however, brings a level of particularity to the ways in which transformation is occurring, or being frustrated.

This includes that what is not obvious, such as the link to socially responsible sustainability initiatives expressed in green campuses and energy efficiency initiatives, its' embedding in research and in teaching and learning, and community engagement as part of the wider transformation narrative.

Of major concern is that the new transformation narrative should not be confined to words in a document, but that it has real consequences for the day-to-day functioning of the institution and its value and contribution to graduates’ personal lives, society and the economy.

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4. Domains Requiring Reflection and Action

...universities are places of debate and contestation which provide space for new knowledge to be created, intellectual activity and freedom of thought. Debates about transformation involve fundamentally questioning the state of our universities, who is teaching and researching, what they are teaching and researching, and what the qualitative experiences of students in our universities are like.

(2015 Higher Education Transformation Summit)

Inter-related areas and elements for a transformed TUT

Discussions with a range of staff and students that were held in the latter part of 2016 and the first half of 2017 identified broad domains requiring reflection and action as viewed through a transformation lens. These include the domains of research, academic, internationalisation, community engagement, language, student life, governance, leadership and management, institutional culture, and administration and support functions (see the chart above titled ‘Inter-related areas and elements for a transformed TUT’ for detail of the various domains identified by conversations held with some staff - it reflects the inter-connectedness and system-
type thinking, linking the various University environments). Under each domain are examples of areas which require exploration of what must be addressed to advance transformation at the University.

Using the Transformation Framework to guide the plans and strategies of the University, each University environment is expected to conduct an analysis and develop operational goals aligned to the University plan and strategy, including the Annual Performance Plan and operational plans, to ensure the implementation of the transformation objectives. These goals will have timeframes, specific actions and deliverables with the accountable individuals, to allow for monitoring, evaluation and improvement. The development of key performance areas and metrics will be essential for accountability purposes and to demonstrate transformation progress. In addition, attention must be given to ensure that University policies and procedures are updated and relevant so as not to frustrate or hinder the implementation of transformation.

Research

4.1 Transformation and the University’s Research

Since democracy, there has been significant national achievements in reforming the science, technology and innovation institutional landscape, which include the expansion of high-quality research outputs. Yet, there remain issues which demand enhanced attention to ensure that South Africa’s science, technology and innovation sector matches and stays apace with the expanding global and African knowledge frontiers to address the particular social, economic and scientific challenges of our age. For the national system to meet the needs of our country, region and continent, it is critical that TUT’s research is consistently reviewed to ensure it is aligned to local and national priorities. It is indeed an interdependent and dynamic context in which history, economics, geo-politics and culture intersect. In this context, a heightened appreciation for institutional autonomy of the University is needed if it is to significantly contribute to the national system of innovation. With this comes responsibility and accountability to both the University community and to national stakeholders.

Research and Innovation at TUT is driven by a strategy of gearing research towards institutionally-approved niche areas, which promote innovative research for the economic development of the country and also enjoy international recognition. The University has active and credible research and holds the DST-NRF Centre of Excellence in Scientometrics and Science Technology and Innovation Policy and a large number of prestigious SARChI chairs.

In view of the transformation imperative, the teaching and learning agenda of the University in its regional context and in consideration of the national financial constraints on higher education, the University must continue to grapple with balancing its research and innovation efforts to ensure that its research programme occurs in an environment where teaching and learning are valued and supported. Research excellence is a lever to progress the TUT transformation narrative where it motivates staff and students towards research excellence.

It is the role of University researchers and academics to engage with ‘burning’ social, ecological and economic challenges, such as improving the lives of communities, providing leadership in identifying, addressing and resolving the variety of economic, sustainability and social ills confronting our nation, continent and global community. While the University develops partnerships with local communities, researchers and academics
are expected to reflect on the University’s role as a vibrant partner in responding to our most pressing social, political, civic, economic, and ethical problems confronting society and the continent.

Attempts must continue to be made to foster research-active academics across the University. The University concurs with the 2015 Higher Education Transformation Summit that “producing the next cohort of academics and researchers is a priority and are a university’s greatest asset, but that the extent to which institutional culture and mentoring and developing the next generation, rests with a concerted institutional effort.” This includes, for example, the improvement of staff qualifications, mentoring the next generation of researchers and fostering active research-informed academics, strengthening the teaching-research nexus, identifying and supporting promising graduates and postgraduate students and facilitating quality research outputs, including research into teaching and learning.

Teaching and Learning

4.2 The Academic Project

The transformation of public higher education in South Africa remains a complex and highly contested space. The Soudien Report noted the inheritance of the full complexity of the country’s apartheid and colonial legacy. Racism, racialisation, sexism and class discrimination continue to manifest at universities. This reality has not significantly changed since 2006. The transformation agenda affects the very core of a university, “… that if one understands that the transformation agenda includes the necessity to examine the underlying assumptions and practices that underpin the academic and intellectual projects pertaining to learning, teaching and research, then transformation is clearly a challenge facing all South African higher education institutions, irrespective of their historical origins.” (p35) This statement is no less relevant or urgent now than it was then. In fact, as the Report notes, the role of universities in South Africa is critical to lead the way with respect to national transformation where, “…higher education institutions have a vital role to play in leading the way to the realisation of the promise of full human rights for all, which the Constitution so clearly spells out.” (p6)

In response to the transformation of and the increase of access of students into the university system (massification), the University has put measures in place to respond to the new circumstances in the area of teaching and learning. The University has yet to recognise that it cannot carry on as it might have in the prior decade or in the erstwhile institutions. What worked in providing teaching and learning in an elite university system more than 20 years ago is no longer appropriate or desirable in the democratic era.

Ongoing attention to address all aspects of programmes, teaching and learning; quality of staffing; and academic delivery in the context of transforming the University are imperative. In this regard, the use of data analytics is a key tool. Regular reviews of the University’s Programme and Qualification Mix (PQM) will allow for changes to be made in view of the impact of programmes and employability of graduates. Linked to this is ensuring that programme advisory committees are meaningfully contributing to improving the quality of outcomes and employability of graduates.

4.3 Transforming the Curriculum

The curriculum and teaching and learning are being shaped by the re-
definition of what it means to be a student and what the role is that higher education is to play in society. Given the nature of the student in a 21st Century South Africa, with all its strengths, contradictions and challenges, the required changes in the academic programmes and pedagogy beyond the cosmetic are imperative, rather than an option. The national 2015 Transformation Summit noted that “research and dialogue on curriculum transformation must be supported and resources allocated to enable re-curriculation and curriculum development processes. There should be an increasing focus on curriculum development initiatives which examine new and alternative contents and pedagogies which are relevant to the South African context.” Achieving meaningful curriculum transformation requires the widespread development of teaching skills among academics. Many aspects of curriculum change are impacted by the calibre of the academic staff who are at the forefront of structuring and delivering the curricula. The transformational issues regarding academic staff, which are covered under 4.7 below, are important. However, the technical aspects of teaching, namely, the practical competencies in relevant pedagogies, accompanied by a conducive physical infrastructure across all campuses, is a critical aspect of the transformation process. A strategy to enhance these would form part of this transformation journey and must be prioritised.

Issues to be addressed include the nature of the curriculum; the socialisation of students as part of national transformation; the support of students for success, both academic and personal; academic standards and the provision of quality; the relationship between the student and the academic; changing perspectives on assessment; the use of technology (more so as a University of Technology); the use of data analytics for planning and monitoring purposes; embedding innovation into the academic project; developing critical thinking; the employability of graduates; and embedding graduate attributes, to name but a few. A key purpose of TUT101 is the first-year orientation which was implemented across all campuses to assist with the social and academic integration of first-year students. It is one such programme which has the potential to introduce a number of these issues listed above. Work in the area of graduate attributes through embedding the attributes both in the curriculum and in the second or hidden curriculum, requires concerted attention.

The University will be expected to explore the various dimensions of what a transformed curriculum looks like and link it to the TUT vision. Discussion is required to develop shared understanding of, for example, what a transformed curriculum and a transformed pedagogy looks like (and) the place of local epistemologies and the content of what constitutes Africanisation or ‘decolonisation’ in the curricula,

He writes: “Decolonizing (à la Ngugi) is not about closing the door to European or other traditions. It is about defining clearly what the centre is. And for Ngugi, Africa has to be placed at the centre.

“Education is a means of knowledge about ourselves... After we have examined ourselves, we radiate outwards and discover peoples and worlds around us. With Africa at the centre of things, not existing as an appendix or a satellite of other countries and literatures, things must be seen from the African perspective”. “All other things are to be considered in their relevance to our situation and their contribution towards understanding ourselves. In suggesting this we are not rejecting other streams, especially the western stream. We are only clearly mapping out the
across all faculties and programmes. The curriculum has yet to be meaningfully ‘transformed’, improved and embedded across the University.

4.4 Internationalisation as a Tool to Advance Transformation

Comprehensive internationalisation is not a goal in itself, but its purpose is to advance the production and sharing of local and global knowledge that takes account of responsible and ethical research and education to transform society; enables the academic project to be progressed through the mobility of researchers, academics and students; fosters internationalisation at home which exposes students to a variety of academic traditions, global perspectives and responsible global citizenship.

Universities are often more concerned with economic and reputation factors than academic or social ones, where funding and rankings drive the internationalisation policy. Any approach to internationalisation which sacrifices the ‘local’ at the altar of the ‘global,’ gives primacy to other continental values and concepts as the single models for internationalisation. It poses a risk for national identity and ignores alignment with the Sustainable Development Goals adopted by the United Nations and must be avoided.

The University’s internationalisation strategy will value the benefits of prudent international strategies for research, teaching and learning and community engagement, and appreciate the contribution of international researchers and academics as well as enrolled international students.

4.5 Enabling Access with Success

The global phenomenon of the shift from elite to mass provision\textsuperscript{10} of higher education, with all its features and challenges, is also being experienced in the South African university system. The growth in student numbers at the University has changed the face of the University as it now increasingly reflects the demography of the country, cultural backgrounds, religious traditions and socio-economic classes. This impact on the changing face of the University environment progressively demands that democratic and egalitarian concerns for equality of opportunity and student success are put in the centre. Increasing access to university education becomes a life-changer for poor and rural black students and their families as it opens the door to economic and social opportunities. However, this same access makes stronger the pressure on a university to shift from predominantly being a home for the social and economic elite, to becoming the “People’s University.” The University is in the process of transitioning to something new and this is an opportunity for innovation and cautious experimentation.

The reality of unacceptably low throughput rates of students, despite achievements in greater access and success, must be vigorously addressed. In this regard, student orientation is critical, and not simply as a once-off event, to enable students to be academically successful and gain a sense of belonging and ownership of their university. Orientation

\textsuperscript{10}I am using in a critical way the framework provided by Martin Trow from a conference paper presented in 1973 entitled, “Problems in the transition from elite to mass higher education”. An updated discussion of his thinking appears in a chapter entitled “Reflections on the transitions from elite to mass to universal access: forms and phases of higher education in modern societies since WWII,” in James JF Forest and Philip G Altbach (eds.), International Handbook of Higher Education, 243-280, Springer, 2007.
is essential for all students as they begin their academic journey at the University and offers them a chance to develop the academic and social capital to succeed, including the chance to shape the transformation of the University in positive ways. The values of the university and the integration of respect, tolerance and recognition of human dignity towards others and their views, are at the heart of university culture.\textsuperscript{11}

### 4.6 Managing for Success and Sustainability

As the University enrols a greater number of students, so too do the costs of teaching and learning increase, as does resourcing (infrastructure, etc.) and the increasing pressures towards external financial accountability and ensuring value for money for both the state and for the student. The active use of data analytics is critical to plan and design intervention strategies to enhance student success.

However, such strategies and meeting external accountability requirements are linked to an increasingly managerialist approach to the running of programmes, where better student enrolment inputs and outputs are monitored and rewarded. The ‘unavoidable’ consequences of managerialism and accountability in the face of increased enrolments, low throughput rates and the cost of higher education, must be carefully monitored from a transformation perspective to avoid the erosion of the notion of academic collegiality, the academic project quality and standards, or institutional autonomy. Nevertheless, there must be sound and accountable management and ensuring that students have a fair chance of success, without the manipulation of grades, and that goals and targets are met. The University requires fair, informed and prudent managers who will collectively work with leadership, colleague managers and academic and support staff in a context of accountability.

### 4.7 Academic Staff

Another aspect of the changing priorities of a university is the impact on academics. Their preparedness for curriculum and pedagogical change along with the nature of the enrolling student requires new ways of being, thinking and acting as academics. Few are the academics who do not find their academic values or their academic partialities being stretched or prejudices challenged. The security of the prior elitist-university power relations is changing and academics must increasingly embrace the shifting expectations around their academic responsibility and authority at the university. Academics contend with increased staff to student ratios, research output pressures, increased support required for students, changes to facilitating learning, using technology to support learning, and, given the great range of student academic capabilities and social backgrounds, understanding and skills in supporting their learning in context. In many respects, professional and support staff, likewise face a range of challenges in the process of being transformed and transforming the University.

The University must explicitly grapple with the kind of staff attributes that are necessary to impart the values, attitudes and attributes that it wants to convey to students. Identifying these attributes requires the participation of all stakeholders as this process is part of intellectually engaging as a University community on the nature of, and practices

\textsuperscript{11} The University takes inspiration for its values from Chapter 2 of the Constitution of South Africa (the Bill of Rights), and heeds the SAHRC call to make human rights education an “integral component” of orientation programmes and in the curriculum (SAHRC Report on Transformation at Public Universities in South Africa, 2016, Sections 6.3.6 and 6.3.7).
within, institutional culture, and consequently, of what would constitute transformation as a University. For example, the intellectual capacity of the University must be mobilised, where academics and researchers are entrepreneurially active and where such activity finds consideration in the academic programmes.

Academic and support staff, on taking up employment at the University, would arguably benefit from more induction and mentorship in terms of its values, strategy and institutional culture. A programme of staff training and development, especially at recruitment and annually thereafter, should address these issues. Staff training should engage with and incorporate the values and mission of the transformed University into their work on a continual basis.

The debate about the nature and different roles of a university and University of Technology in South Africa and Africa, raise questions about the manner in which the transformation narrative of TUT must deal with attracting and retaining scarce skills and suitably skilled academics. Robust discussions are required on the international nature of the University and the place of international academics and scholars as part of a transformed TUT.

**Engagement**

**4.8 Engagement**

In transforming the University, the function of universities in local, regional and national development remains vital in a knowledge society context. Many students and staff are drawn from the very local and provincial communities where TUT campuses are located. It is these very communities which have the potential to enable mutual benefit from the presence of the University in their regions. Taking this further, there is the richness of local indigenous knowledge and many shared challenges and needs across all communities and provinces that are a source of mutual gain from community engagement initiatives. While the conceptualisation of the nature of and practice of engagement is contested, both the core functions of the university and the knowledge and resources embedded within communities are an opportunity to collectively respond to local, national and regional social and economic priorities and needs. In this context, the United Nations Sustainable Development Goals to end poverty, protect the planet, and ensure prosperity for all as part of a new global sustainable development agenda, is an important reference point. The implementation of community engagement in different campus contexts will need to carefully account for the local contextual realities, such as local needs and engagement with local and provincial government, civil society organisations, and business and industry.

It would be expected that to become an ‘engaged university’ depends on the manner that community engagement is integrated with teaching, learning and research in service of social and economic transformation and on the empowerment of students (and local community members) as critical thinkers, leaders and agents for positive change. The empowerment of rural communities, and women and young people who are not exposed to education and training, would inform the community engagement agenda.

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Focus on the conceptualisation and implementation of a contextually appropriate, transformed community engagement strategy, linked to the research and education core functions and its funding, is a priority area for development.

**Governance and Leadership**

4.9 Governance Structures

The support of governance structures for the University Strategy and plans is critical to the success of the University. Council, Senate, the Institutional Forum and student governance structures must be enabled and trained to provide input, oversight and support as the University transforms. A priority is to enhance the governance system to enable it to be progressive, strong and active, and which reflects a transformed TUT.

4.10 Senate and Institutional Forum

It is to be expected that there would be a vibrant and active intellectual discussion among academics in the faculties and departments on transformation, for example, on the epistemologies which inform the institutional and academic transformation agenda. It is, however, often the case that within universities there is the general trend for faculties, departments or units to operate in silos within silos, and that very few are particularly interested in what happens outside their primary silo or department. This makes it difficult for a university to develop shared understandings on transformation, or to share good practices across faculties and departments, and build the critical mass of staff and students to drive a transformation narrative.

Stakeholders, particularly at all levels of leadership and staff, must be continuously engaged for them to articulate in the context of a dynamically changing university and to understand transformation in terms of content, relationships, goals and targets. Gaining a keen sense of what all stakeholders want, and what the barriers are that prevent them from getting there, is an essential part of the process. Continual engagement is essential on questions on the kind of society, culture and relationships and its implications for the University. Senate and the Institutional Forum are important structures to advance the above types of engagement.

Senate is expected to engage with and take ownership for shaping the strategic discussions at the University, particularly as custodians in relation to the academic and research functions. It is the purpose of Senate to debate the intellectual project and hold deep strategic discussions which shape the future academic, research and engagement project of the University. It is vital that Senate takes an interest in the University’s functioning and engage in long-term discussions on the University’s vision and issues, such as what is involved in achieving a new transformation narrative and its implementation. Senate must provide the lead in allowing for robust discussions, while valuing creative dissent and expression of opinion in a context of taking collective responsibility and respecting academic freedom.

Likewise, the Institutional Forum, as an advisory body to Council, must wrestle with its role in respect to its contribution to the conceptualisation, implementation and monitoring of transformation at the University. At the core, both structures should consider themselves as transformative in character and be reflected in their decisions and actions. Regular discussions will remain critical to changing and shaping the future.
institutional culture, academic and research focus of the University, the curriculum, spaces, languages, symbols, behaviour and demonstrations of inclusivity, to name a few.

4.11 Leadership

The responsibility of the Executive Management Committee (EMC), the Institutional Management Committee (IMC), Campus Management Committees (CMCs) and faculty structures in leading the TUT transformation process, is critical. Accordingly, continuous intellectual reflection and robust review by senior leadership is imperative to the success of transforming the University. It is dependent on the extent to which the individual EMC and IMC members actively engage with the Vice-Chancellor and conceptualise and test ideas as a team at a strategic level. There are annual strategic planning meetings to discuss the vision and the strategy, but there may be a need for more regular interaction. Besides the focus on transformation, senior University leaders must give attention to their role in and contribution to providing intellectual leadership to the academic project at the University. This includes being able to coherently articulate and effectively communicate its future direction to stakeholders.

While challenging, the EMC must give continuous thought to regularly prioritising the allocation of time for intellectual and strategic engagement in its meetings, beyond the operational and managerial agenda items, on the nature of the academic and research project in the context of the massification and transformation of the University. In support of its role, however, EMC members are expected to provide commitment and leadership in this regard through their active engagement with the University community on the academic and research project, etc. Nothing less is expected of University leaders in their engagement on the philosophical and intellectual underpinning of the University’s strategy and goals to give knowledgeable, progressive, firm and bold leadership to the University community.

It is important that deans ensure that faculty board agendas contain strategic items which allow for critical and intellectual discussions, for example on transformation, or factors which advance or hinder the academic and research project, and which particularly affect faculties or impact on the overall direction of the University. More often than not, such discussions are indefinitely postponed in part due to the usual lengthy, but necessary, agendas which deal with reporting and the day-to-day decisions which have to be made. It is essential that lively debate in a scholarly sense occurs at the level of faculty board, and not only in sub-committees and outside the faculty structure, such as at seminars and occasional lectures. In addition, ways must be found to expose all faculty members to these important discussions. In this context, differences of opinion or dissent must be heard in building consensus.

To transform the University, the EMC, deans and faculty leadership have the ongoing task to consider ways, beyond being managerialist, in which strategic discussions and relevant University-wide issues are meaningfully discussed across the University and at the faculties to ensure shared knowledge, experience and wisdom, including shared ownership of strategy and its implementation, including the academic and research project of the University. The roles of HODs in leading and facilitating discussions on transformation in terms of Africanisation, new epistemologies, etc., is not to be underestimated. HODs hold significant power and authority in the departments and this is where many of the decisions, in terms of the academic programmes and the broader transformation implementation, are made.
HODs have key roles as potential agents of change and facilitators of innovation. Not only are they critical to implementing the institutional academic and research objectives, but particularly for the transformation of the curriculum process. They are responsible to ensure, for example, the change or enhancement of curriculum and pedagogy, assessment practices, student academic support, educational research, and the use of technology to facilitate active student learning takes place. It is critical that HODs have the requisite knowledge and ownership of the transformation and academic strategy to drive change in the departments. This includes engagement on institutional culture transformation, ethics, policy awareness and implementation, and requisite leadership competencies.

Attention must be given to reduce bureaucracy and streamline committees, where possible.

**4.12 Management Culture**

As the University pursues its transformation journey, attention must be given to exploring and implementing the new model, for example, the campus management model, and develop its management culture. Training and development, including considerations of accountability through performance management in the context of monitoring and evaluation, would assist the University to develop a collegial approach. However, the dangers of managerialism must be considered as the University engages with defining its institutional culture in the context of transformation, inclusion and accountability.

As the University had increasingly enrolled a greater number of students over the years, so does the costs of teaching and learning increase, resourcing (staffing, infrastructure, etc.) and the increasing pressures towards external financial accountability and ensuring value for money for both the state and the student. Often this accountability is allied to an increasingly ‘managerialist’ approach to the running of programmes where student enrolment inputs and outputs are monitored and rewarded. The ‘unavoidable’ consequences of managerialism and accountability in the face of increased enrolments, low throughput rates and the cost of higher education, must be carefully monitored to avoid the erosion of the academic project or institutional autonomy. The University must support sound and fit-for-purpose management while ensuring that goals and targets are met. There must be fair, informed and reasonable managers who will collectively work with University leadership, colleague managers and staff in a context of accountability in pursuit of maintaining academic quality and academic standards, and efficient service delivery.

**4.13 Policy Review and Transformation**

In pursuing a transformation trajectory, attention must be given to reviewing both the number and quality of the full suite of University policies, their management (including their review, repealing and replacement) and the monitoring of the consistency of their implementation. It is not unexpected that more than a decade after the merger of the University, a major policy review is required to ensure that policies and procedures are fit for purpose and that, for example, they do not hinder or unnecessarily exclude or frustrate students, etc., in the task of establishing a transformed University.
Language

4.14 Language as a Means of Transformation

The use of English as the official language policy is the principal language of academics and administration at the University, and at other universities, is itself not without contestation and is fraught with problems at a range of levels. Given the debates, particularly in the last decade, the University must look beyond the use of English to embed a variety of languages to shape and form the type of university it wants to become. It is recognised, for example, that language practices can create barriers to effective teaching and learning. The University, out of conviction, must be prepared to consider and invest in the scientific possibilities of other South African languages. The idea of the university as a place capable of advancing local languages to become languages of science, culture, art, literature, etc., and which are respected, valued and advanced by the academy through education and research, must be considered. A starting point could be that students should be required to qualify in a language other than their mother tongue and/or one of the indigenous languages such as seSotho, or seTswana. Transformation includes the validation of de-legitimated knowledge for which language is its medium. It must be remembered that language creates the intellectual environment and is the means to explore ideas. The University must continually seek to balance these imperatives as it pursues the path of transformation.

Institutional Culture

4.15 Institutional Culture

Advancing a transformed institutional culture is an imperative for the University. The University has the task to be an example as a truly South African university beyond ethnicity, tribe or province. In other words, there ought to be no culture, etc., that is normative to which everyone else must get assimilated. The institutional environment will be inclusive and affirming of culture, gender, sexual orientation and traditions, and will be designed to bring out the potential of all its stakeholders. In this regard, workers are integral stakeholders of the University. It cannot be characteristic of the academic project to use the argument that it elects to be exclusive or raises barriers because quality and standards may be compromised. On the contrary, it also cannot be argued that lowering quality and standards justifies or achieves the TUT transformation goal.

The 2015 Higher Education Summit noted that at many universities there are institutional environments which continue to reflect the broader inequalities in society and result in experiences of alienation by many staff and students, including the persistence of racism, racialisation, patriarchy, homophobia, able-ism, and classism. Once again, TUT still has a long way to go to transform its institutional culture and its social practices. In particular, efforts will be required to establish a broadly shared transformed TUT institutional culture, rather than campus-specific institutional cultures which are the legacy of the merger in 2004.

The role of values, which serve as a moral compass that should guide staff in decision-making and how to perform their day-to-day activities enabling TUT to move towards its desired direction, cannot be underestimated. Values-driven leadership and a values-driven culture can greatly assist to facilitate the desired transformation at many levels at the University, for example, how students are perceived, the extent to which values affirm relationships among stakeholders (staff with
staff, students with students, and between staff and students), work ethic, etc. Without a strong values-driven culture which is understood and embraced, achieving a transformed TUT will be extremely difficult.

As this will assist in the transformation of the institutional culture, TUT must continue actively to take advantage of the nationally coordinated programme which enables accelerated capacity development, greater representation and improved retention of blacks and women in the academic workforce, professoriate, and university management and governance structures;

A focussed strategy and fresh interventions will be necessary to collectively, from its vision and envisaged transformed future, create TUT’s own organic and institutional culture.

**Student Life**

**4.16 Student Participation**

A key component for increased access is related to student participation. The role of student participation in a small homogenous elite-type university, characterised by high consensus on values, is sociologically markedly different from a large mass university where diversity of values present different group interests and ideological disagreements are hard to contain or resolve. This has an impact not only on student participation in governance, but on their active participation in their learning and shaping their educational and campus experiences. Creating the communal space for academic and other social interactions requires increased and deliberate attention, much like what would be expected in the University’s residences. With the massification of the university system, attention to the institutional and academic culture into which students are socialised as part of teaching and learning, remains a necessary condition and area for explicit action.

Attention must be given to enhance student success by providing a holistic student experience and support in all its dimensions, including sport, health, clubs and association activities, social wellbeing, safety and accommodation. Exposure and training in leadership, entrepreneurialism and training in advancing human dignity and human rights for all in society, would be a feature of a transformed TUT.

**4.17 Accommodation, Residence Life and Catering**

The Ministerial Committee for the Review of the Provision of Student Housing at South African Universities\(^\text{14}\) stressed the importance of sufficient, accessible, fit-for-purpose, well-maintained student residences and accommodation for students outside the university as critical for creating educationally and socially conducive environments appropriate for producing university graduates who will transform their personal lives, society and workplaces. At TUT, this is a fundamental consideration given the socio-economic, schooling and mostly rural background of the majority of enrolled black students.\(^\text{15}\)

The University has the task to ensure that it creates a residence environment which allows for a rounded and balanced student life that

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\(^\text{15}\) As the SAHRC Report on Transformation at Public Universities in South Africa notes in terms of student preparedness for university studies: “Poorly equipped students then find it difficult to cope with the amount of work required, and produce lower performance outcomes. This factor is once again strongly associated with poverty and race.”(Chapter 6.9)
promotes their participation in the academic, social, sporting, leadership, cultural and intellectual life of the university. It is an environment which is designed for safety and which fosters social integration and promotes the values of equality, respect and tolerance. Regularly reviewing residence placement policies and criteria is necessary to further the transformation of the University and to avoid unintended consequences such as promoting tribalism. Inclusivity and diversity of residence cultures, and of individuals within those residences, in a context of supporting students for academic excellence, requires conscious and diligent effort by residence leadership, staff and students.

University leadership must work hard to foster a sense of belonging and integration across all its residences, including ensuring that there is a strong mentorship programme which offers emotional support to new students and deals with harmful forms of abuse of seniority by older students, political formations, etc. Academic support and tutoring remains primary means that support student academic success. Programmes run in the residences are a means to address these matters.

The University must also concern itself with students staying in private accommodation to ensure that they are assisted and supported.

Some of the support aspects in residences mentioned above would, in addition, also be beneficial for the many day students in fostering their academic and university life.

Administration and Support

4.18 Multi-campus Management and Equivalence of Provision across Campuses

The 2016 approved Distant Campus Model for managing campuses, including the Pretoria-based campuses, is a transformative effort to ensure that the management approach and its responsiveness within the University accountability framework is fit for purpose. Arrangements for the responsibilities, role and title of campus rectors and campus management committees are framed within the transformative purposes and strategic objectives of the University, while taking into account the relationships of academic departments to their faculties.

Transformed campus spaces are expected to provide a vibrant 21st century and African environment for intellectual and social engagement, and provide a context where students actively develop critical citizenship and social responsibility skills. These spaces would include being conducive to students with physical disabilities. While the University has made some progress in achieving parity of provision across its campuses, it still has a long way to go as a matter of justice to ensure the equivalence of provision across all campuses for students and staff. This includes infrastructure, campus environment and aesthetics, the student experience, health and wellness provision, sport facilities, academic provision, residences, security, recreation areas, etc. Day student needs must also be taken into consideration and accommodated at the campuses on which there are residences.

The University will be cautious and prudent to ensure that the financing model for all campuses is fair and carefully managed.

In addition, and as part of relevance, the campuses must take into account the local social and economic context to ensure the responsiveness of the University to local social, community and industry needs.
4.19 The Institutionalisation of Transformation

The University’s transformation agenda is not primarily about it being an institution of transformed structures. That being said, there must be a constant review and improvement of the effectiveness of university processes - administrative, support and academic. Yet, it is exceedingly difficult to ensure that those who are members of these university structures take personal and collective ownership and grab hold of ideas, and retain a sense of accountability for them and for the success of the University.

Given the previous focus on the merger and the intervening periods of instability, it is now opportune for the University community and its stakeholders to rally to the concept, values, ideals and notion of transformation. In brief, it is to engage intellectually and epistemologically, as would be expected of a university community. There must be a deliberate and intentional articulation of transformation beyond compliance with numbers to articulate the vision and practice of the University as a transformed entity. Transformation must be well articulated and embedded across all parts of the University and be used as a measuring rod for all progress made against the institutional vision.

There are issues which link to human resources and is a shared responsibility by leaders and managers, such as addressing issues of equity, gender, the next generation of staff - academic, professional and support, succession planning, reducing the staffing percentage of the annual budget, developing shared understandings of ‘staff attributes’, changing attitudes to work ethic, requiring managers and supervisors to insist on greater levels of accountability and the implementation of performance management, etc. All of these are needed to become a successful, transformed university.

Effective and efficient communication, including active listening by leaders and managers, with staff, students and stakeholders, if used well, convokes collective ownership and responsibility at all levels and has the potential to become a powerful transformational instrument. In this regard, the use of technology across all spheres of the University, with a strong ICT environment and use of data analytics to inform planning, strategy, implementation reporting and monitoring, cannot be underestimated. This includes the provision of access to a stable and adequate WiFi across all campuses.

Attention must be paid to ensure that a comprehensive security plan and strategy, and an integrated electronic security system provide for the safety of all University stakeholders while on campus, especially in the student residences.

It is a priority to increase the financial sustainability and stability of TUT. For the University to thrive and address the strategic challenges and to progress, its transformation narrative and desired state, attention to the funding and resourcing, is critical. A key part of this is the implementation of the Resource Allocation Model. The importance of increasing 3rd stream income is all the more urgent as is an integrated approach to institutional advancement across the University to leverage donors and income streams. Where discovered at the University, corruption, in whatever form, must continue to be firmly rooted out.