

Rhodes University Summit Report

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Rhodes University Transformation Summit Report.

1. Introduction

1.1 Report Layout

This report is divided into three parts. Part one is the introduction and background, part two is an exposition on the summit process and a presentation of recommendations deriving from the process and part three is the conclusion in which brief comments on the summit process will be made.

1.2 Background

Responding to developments unfolding in the higher education sector and within the institution from March 2015¹, the Rhodes University Council resolved in May 2016 that it would be timely and prudent for the institution to convene a stakeholder summit at which key issues regarding the institution's transformation trajectory would be discussed. Issues that had been raised as concerns by a majority of the members of the institution include the rising costs of tuition and student accommodation. They also include the slow pace of transformation of the curriculum and of the broad institutional culture that is experienced as excluding and violent by staff and students from some demographic groups, to a curriculum and culture that is experienced as inclusive² and as enabling staff and students from all demographic groups to thrive. Some of the issues, such as the debate on the future of the name of the institution, which has spanned a period of 23 years, had been identified as needing resolution by the institution's stakeholders³. The University Council felt that it was imperative that a space be created for the University community to explore collectively and holistically, possible solutions to matters raised as concerns and to explore new ideas that could, on implementation, enhance and accelerate the institution's transformation efforts. The Council, therefore, also felt it was necessary that the process of the summit provide for the inclusion of and a broad consultation with all of the University's major stakeholders.

The minutes of the meeting of the 5th of May 2016, state that the Council determined that the summit would be “a start of a process of engagement...” (Rhodes University Council, 2016). Given the fact that there have been a number of institution wide stakeholder gatherings, some planned by the institution's leadership and some called for by students and other stakeholders, that were convened for the purposes of discussing

¹ The key developments that have had impact on transformation discourses and transformation related activity in the higher education sector and at Rhodes University, from 2015, are the Rhodes Must Fall, Fees Must Fall and the Anti-Rape student protests.

² By inclusiveness here is meant the construction of a culture that has no marginalized demographic groups rather than the accommodating of difference from a normative group position.

³ The debate on the future of the name of the institution was again brought to the foreground by students during the protests.

and formulating actions to be taken in the pursuit of the institution's transformation goals prior to May 2016⁴, the use of the phrase “start of a process of engagement” communicates a desire for a process of engagement that would, in involvement, duration and outcomes, be qualitatively different from previous engagements. The difference would lie chiefly in the scope of inclusion of stakeholders, in the manner of engagement between stakeholders, and in the *planned continuity* of stakeholder engagement on issues of transformation with the summit being the *start* of this process.

In a statement released to the Rhodes University Community on the 8th of June 2016, the Chair of Council reiterated the broad goals of the summit in stating that the summit would “provide impetus to the University transformation journey” and would enable the University to craft a “stakeholder inclusive transformation path” which would result in a “stronger, more resilient and sustainable University” (V. Kahla. June 8, 2016). In this statement is reflected the Council's desire not only for the institution to inject new and increased energy and drive into its transformation endeavor but also a desire to place stakeholders at the centre of the planning and unfolding of the institution's transformation trajectory. In the statement can be also read a recognition that transformation is a key contributory factor to the sustainability and the resilience of the institution.

From these broad stated goals therefore, the operational objective of the summit was defined as being: To discuss and collectively explore ideas that would inform the development of an institutional transformation strategy which would enable the institution to embark on an accelerated and coherent transformation trajectory and which would enable the institution to increase its levels of resilience and sustainability through transforming.

A task team of the University's Institutional Forum, the Institutional Forum Transformation Summit Task Team, assumed the responsibility of overseeing the preparation for and the convening of the summit. This responsibility included identifying the stakeholder representatives who would attend the summit and determining the form the summit would take. The Directorate of Equity and Institutional Culture was tasked with performing the entailed operational level duties including the design of the summit process and of its coordination. An operational plan for the transformation summit was written and presented for comment to all stakeholders within the institution.

The transformation summit was held over two days from the 28th to the 30th of July 2017.

The next part of the report, part two, is a description of the summit process and a presentation of the recommendations derived from the process.

⁴ These include four Imbizos held between 2006, and 2013 and meetings between the University leadership, students and staff held during the 2015 and 2016 protests.

2. The Summit

2.1 Pre-Summit Research and Dialogues

The Council's call for a summit that would be as inclusive as is possible of all the University's stakeholders necessitated the design of a process that could be described as a T square process. According to the process designed there would be a five months⁵ lead up to the summit during which twelve volunteer working groups, each with a different area of focus, would create spaces for consultative dialogues on institutional practices in relation to nine cross cutting factors/themes. The cross cutting factors foregrounded for discussion were; a) institutional identity, including institutional purpose, values, vision and name, b) the curriculum, c) student matters d) staff matters e) visual culture and institutional rituals and tradition, f) income, and financial management, g) infrastructure, operations and services., h) governance, and i.) sustainability. Spaces for engagement would be created on online platforms, on campus, in the town and township, and further afield for alumni. Each volunteer working group would create spaces in which these factors would be discussed systemically with the interrelations pertaining between each factor also explored. After two Institutional Forum Task Team meetings at which the project plan was discussed, the different focus areas from whose perspective these cross cutting themes were to be discussed were identified as a) teaching and learning, b) research, c) living and learning spaces, d) community, e) disability, f) gender and sexualities g) labour and the institution, h) student funding, i) language, j) visual culture and rituals, k) alumni and l) the budget.

In this schema therefore, the Language Working Group would, for example, convene a number of consultative dialogues at which language use at the institution would be discussed in relation to the cross cutting factors of institutional identity, governance, facilities, etc., with the interrelations between these factors, as they determine or influence language use, also discussed. The outputs from these engagements would be collated into reports, with recommendations, that would serve as background papers for the summit.

A call for volunteers who would form the working groups was sent out on staff and students lists on the 16th of February 2017. Members of the institution were also invited to participate in the preparatory process as working group volunteers or participants in the dialogues convened and other forms of engagement implemented by the working groups in face-to-face meetings held with the different stakeholders of the institution by the Equity and Institutional Culture Directorate. The SRC engaged the student body on this project.

⁵The consultation period was changed from three months to five months after the first meeting with the individuals who volunteered to form the working groups where the Alumni group expressed the concern that three months was too short a time for adequate consultation with alumni. A decision to elongate the period was also taken at Council.

In implementation, it was made clear in initial meetings held by the Equity and Institutional Culture Director with the working groups that the process of consultation outlined in the project plan⁶ was a proposed process and that the groups could use their collective experience and knowledge to design different processes of stakeholder engagement as long as these resulted in the main objective of pre- summit consultation being achieved.

Indeed the majority of the working groups opted to use different processes of stakeholder engagement to that outlined in the plan. The design of different processes was, in the main, informed by preferences for mixed methods of engagement and an anticipation that there would be a duplication in the content of dialogues convened by different working groups. It was also informed by considerations of outcomes of previous consultative engagements, of the project time- frames, of existing resources and of the kind of background information that needed to be collated before broader consultation could take place.⁷

Thus, for example, the Research Working Group opted to convene a panel discussion, conduct a qualitative survey, and use the findings of an earlier quantitative study undertaken by Professor Shackleton and Snowball in 2015 to compile its report, whilst the Budget Working Group, which saw its main task as collating information that would make engagements on issues of the budget more meaningful, prepared a report on the institution's financial status and circulated it for comment, input and recommendations to the institution's stakeholders.

As can be seen, the key elements that enabled the success of the summit preparation process were members of the institution volunteering to create spaces for stakeholder consultation and members of the institution and other stakeholders participating in the dialogues convened and in the research undertaken. Initially ninety-one members of the institution responded to the call for volunteering to be part of the working groups. This number had decreased to sixty individuals by July. Six individuals worked as members of more than one group. The size of each group was determined by the interests of volunteers. The Language followed by the Teaching and Learning Working Group had the most number of volunteers and the Living and Learning Spaces Working Group had the least. Only two members of the institution, both students, volunteered to form the Visual Culture and Rituals Working Group. When this group dissolved the task of opening up spaces for consultation on the nine themes from the perspective of Visual Representation and Art was assumed by the Visual Representation, Arts, and Culture Committee. Details on the membership of each working group are given in Appendix A.

⁶ The summit project plan can be found at <http://www.ru.ac.za/equityandinstitutionalculture/tsg/summitprocess/>

⁷ The reports submitted by the different working groups detail the methods of consultation adopted. These can be found at <http://www.ru.ac.za/equityandinstitutionalculture/tsg/>

It is difficult to estimate accurately the number of participants in all the dialogues since no registers were taken⁸. What might be needless to state here is that different themes and methods of engagement attracted the participation of different sections of the Rhodes University community. Again, some working groups targeted specific stakeholders for engagement. Thus, the Community Working Group convened five different stakeholders' dialogues with civil society groups, Rhodes University student volunteers, Grahamstown's schools leadership, Grahamstown business representatives and Grahamstown parents.

On the other hand, factors, that had a negative impact on the preparation process, which can be mentioned here, are the trust deficit that exists between some staff and students and the institution's leadership and the protracted wage negotiations. In all meetings at which the summit project plan was presented by the Equity and Institutional Culture Directorate cynicism about the consultation process and about the stated objectives of the summit was expressed. A number of reports, such as those prepared by the Research and Labour and the Institution Working Groups also indicate that such distrust was also expressed in dialogues convened and research undertaken by working groups. The Gender and Sexualities Group's report also highlights the fact that the design of their consultative process was influenced by the factors that have led to this trust deficit.

The wage negotiations, which took place between January and May, also meant that the presentation of the summit plan to some stakeholders was delayed and eventually took place in an environment that was less receptive than would be desirable. Some consultative dialogues planned to take place in April by the Labour and the Institution Working Group, for example, could not take place.

Thus, it can be said that some of the affective characteristics of the internal environment had the most negative impact on the summit preparation process.

Thirteen reports were produced as summit background papers. The thirteenth report was submitted by the Christians at Rhodes University Society. The society, which represents staff and students belonging to all Christian denominations at the University, responded to the principle of inclusive consultation expressed in the Chair of Council's June's statement and took the initiative to submit arguments and recommendations for consideration at the summit.

Further, a response to the report prepared by the Teaching and Learning Working Group was submitted by the Teaching and Learning Committee. Other than the Living and Learning Spaces Working Group's report, all reports, including the response prepared by the Teaching and Learning Committee were circulated to the institution's stakeholders prior to the summit.⁹

⁸ It is not a usual practice at the institution to invite participants in such dialogues to sign a register.

⁹ The Living and Learning Spaces Group did not submit a report prior to the summit.

According to the summit process plan, the arguments and recommendations made in these background papers would be further discussed at the summit. It would be from these further discussions that recommendations that would form the basis for the crafting of a strategy that would enable the institution to embark on an accelerated transformation trajectory would be formulated.

2.2. The External Speakers' Programme.

The preparation for the summit also included a short external speakers' programme. The programme was designed to augment the dialoguing and research being undertaken in the summit preparation process through diversifying the sources of ideas being shared. It involved external speakers presenting papers on key transformation themes to a Rhodes University audience with members of the institution assuming the role of main respondents to the papers presented.

The four papers presented by external speakers in May and July are entitled *Transforming towards Sustainability*, *What is in a Name: A Dialogue on the Future of the Name of the Institution*, *The Governance of Transformation* and *On the Decolonisation of the Science Curriculum*. A fifth presentation entitled *Another University is Possible: Uneven and Combined Processes to Decolonise the University Worldwide* scheduled to take place on the eve of the summit did not take place due to a cancellation by the speaker. Details of the programme are given in Appendix B.

The events were well attended with the second event proving to be the most popular with staff and students.

2.3. Summit Stakeholder Representatives and Invitees.

As mandated by Council, the Institutional Forum identified University stakeholders and individuals in occupational positions whose participation was seen essential to the achievement of the objectives of the summit and to the implementation of the recommendations that would be derived from the summit. The list includes the student parliament, members of the working groups, faculty representatives, the unions, middle, executive and senior leadership and representatives of the broader community including head teachers. The table in Appendix C is a list of summit invitees that reflects the number of individuals that each stakeholder group was invited to nominate as participants. Whilst identified stakeholder representatives were invited to attend, the summit was also left open to members of the institution who, not having been invited to participate as stakeholder representatives nevertheless came to the Barratt Lecture Theatre complex where the summit was held. Over the course of the two days, two hundred and eight members of the Rhodes University community signed the registers as participants in the proceedings of the summit. Of these, sixty-five were students. A number of attendees did not sign any of the registers. Thus, for example, in notes taken by scribes, the number of participants reflected in some breakaway groups (e.g. student and governance) is more than that of the number of individuals who had pre-registered to participate in a particular group. Whilst in two breakaway groups participants who attended were again asked to register in some

form, this practice was not applied in all groups. Again, even though participants were encouraged to distribute themselves evenly across the breakaway groups, an even distribution was not achieved. The list of summit attendees and break-away groups' participants is given in Appendix D.

Four members of the Department of Higher Education and Training, who had accessed information on the summit, were also present as observers.

The lower than expected participation of members of the Student Parliament in the plenary and breakaway sessions is discussed in part three of this report.

2.4. Summit Facilitation

The summit plenary sessions were facilitated by Professor Andre Keet who is Director at the Institute for Reconciliation and Social Justice of the University of Free State. The breakaway sessions were facilitated by Associates of the Wits Centre for Diversity Studies. The use of external facilitators was identified as necessary by the Institutional Forum Transformation Summit Task Team because of the trust deficit that has developed between staff, students and institutional leadership. Details of the breakaway sessions' facilitators are given in Appendix E.

Eight PhD students, seven from the Faculty of Education and one from the English Department scribed for the eight breakaway groups. The list of scribes is also given in Appendix D.

2.5. Key note addresses¹⁰

2.5.1. Address by the Chair of Council

In his opening address the Chair of Council, Mr. Kahla, emphasized the need for Rhodes University stakeholders to work together to chart the future of the university. He highlighted the high regard with which the University is held in South Africa and internationally and the commendable achievements of the University realized through the work of its academic staff and the efforts of its students. He cautioned against members of the institution seeing these achievements as reason to hold on to past and current practices that will not serve the institution's interest in a changing

¹⁰ A full transcription of the Chair of Council's and Chair of Universities South Africa's speeches can be found at <http://www.ru.ac.za/equityandinstitutionalculture/tsg/>

environment. He invited the participants to “critically reflect” on the institution’s past and present and to “collectively shape the institution’s future”.

Mr. Kahla also delineated the various challenges faced by the institution which include the institution’s financial status, decreasing government funding, uncompetitive staff remuneration, a lack of staff equity, an alienating institutional culture, the financial inaccessibility of higher education to a section of the South African population, the inability of the majority of the citizens of Grahamstown to access the institution’s offerings, infrastructure maintenance backlogs and the constraints put on the institution’s capacity to grow by its location and a curriculum which is experienced as colonial by the students. He expressed a hope that the summit will provide space for ideas that might be solutions to these challenges to emerge and to be discussed.

The Chair of Council then proceed to share his understanding of what it would mean for the institution to respond to the students’ call for a decolonised curriculum. Quoting Professor Achille Mbembe, he stated that decolonisation is not about expunging knowledge developed in the Global North from the curriculum. He defined the decolonisation of the curriculum as entailing a shift from South African Higher Education institutions constructing themselves chiefly as consumers of knowledge to them constructing themselves as producers of knowledge that is relevant to the local and global environment. Decolonisation, he stated, also entails a shift from the exclusion to the incorporation of knowledge from Africa and the Global South into the curriculum.

The Chair of Council reminded the attendees that, amongst the issues that would be discussed, the summit would also provide an opportunity for the deliberation on the future of the name of the University. He emphasized that whatever the recommendations for transformation emerging from the deliberations of the summit are, these recommendations should form the basis for building a “better, stronger, more resilient and sustainable institution.” He concluded by requesting the attendees to engage in the discussions from an understanding that all contributions to the discussions are valuable and a recognition that all participants deserve to be treated with respect.

2.5.2. Address by Professor Bawa, the Chair of Universities South Africa.

As an introduction to his talk, Professor Bawa observed that the events of 2015 to the present in the higher education sector have posed “big questions” that it is important for the sector to find answers to in gatherings such as the summit. A starting point, he said, should be a shared acknowledgement that a university system that is not affordable to the majority of South Africans is “not a viable option”. He cautioned that, should a social compact not be forged at national level, the contestation over the higher education space might result in the demise of the public South African higher education system. Spaces of discussion such as the summit, he stated, provide an opportunity for the emergence of new ideas

that might contribute towards the crafting of this compact and ideas that might turn the crisis existing in the sector into an opportunity for recreating the sector.

Professor Bawa then proceeded to list violent poverty, growing inequality, the illusion of democracy, the escalation of political violence, the degradation of ethical societies, the increasing inability for people and groups to listen to each other as the key problems facing the world's population. He proffered the argument that as social institutions, universities have the responsibility to contribute knowledge to the search for solutions to these global problems.

Turning to specific problems besetting the South African Higher Education sector, Professor Bawa cited chronic underfunding, language, a “fractured” schooling system, the curriculum and the relationship between students and universities as the key problems. Students, he said, do not see South African public universities as legitimate social structures on which citizens have claim of ownership. He suggested that the solutions to these problems lie in the creation of “meshes” between students and the universities and between the universities and the broader society.

Concurring with the Chair of Council's understanding of the curriculum decolonisation project, Professor Bawa described universities as inherently “intensely local and intensely global” since local is always also part of the globe. This means, he stated, that the main question to be asked in the pursuit of the decolonisation of knowledge is; how do South Africa universities enter the global space on their own terms. The answer lies, he asserted, in South African universities defining their own knowledge project and producing knowledge about the local that also speaks to and that can be inserted into the global space. This, he explained, does not mean that South African scholars should not produce knowledge about global concerns nor does it mean there should be no international collaborations. It means that South African scholars have to assume the responsibility for producing knowledge about South Africa. Such an approach, he added, would mean that if Grahamstown has a water problem, Rhodes University should have a major water project.

Professor Bawa then invited the summit participants to consider what the reality of the South African socio-economic structure means for students' access to and success in universities. Arguing that South African universities have to assume a strong social justice agenda he stated that rather the students being designed to fit the university, the university has to be designed to speak to the realities of who the students are. The starting point, he contended should be the asking of questions such as: Who are our students? Where do they come from? What kind of schools did they go to? Starting with understanding the student, he stated, would result in improved success rates.

Professor Bawa concluded by recommending that the post- school education system be redesigned.

2.6. Summit Discussions

2.6.1 Introduction to Summit Discussions

Summit discussions took place in two plenary and in eight breakaway group sessions.

In the first plenary session, summit discussions were structured around the reports on recommendations generated from summit preparation research and consultative dialogues presented by the working groups. With this background information attendees, who were also expected to have read the working group reports, participated in discussions in eight breakaway group sessions divided, with slight differences for emphasis, along the cross cutting factors that had been proposed as themes for systemic discussions in the lead up to the summit. The breakaway session themes were: a) Institutional Identity including Institutional Purpose, Values, Vision and Name, b) Institutional Culture including Visual Culture and Rituals, c) Income and Financial Management, d) University Facilities and Services e) the Curriculum, f) Student Matters, g) Staff Matters g) Governance. For the sake of convenience, the first five groups listed here will be referred to as the Institutional Identity, Institutional Culture, Financial Management, and Facilities breakaway groups respectively in the rest of this report.

The conclusion that sustainability cannot be discussed in isolation from other factors and should be highlighted as a key consideration in all plenary and break-away sessions' discussions informed the decision that the nine factors identified in the preparation for the summit be reduced to eight themes. Concerns expressed at the last plenary session that some recommendations that had been submitted to the summit in the form of the working group reports had not been considered and that arguments and recommendations made in the breakaway group sessions had also been lost in the prioritisation process that was followed in the sessions, resulted in it being agreed that all recommendations that have been submitted as part of the background reports and that had been made and noted in all the discussions of the summit would be given the same status and included in this report.

In the next part of the report, section 2.6.2 will be presented all the recommendations formulated in the process of the summit. Whilst, as an introduction to each section, context will be provided for some recommendations, there will be no attempt made to restate all the arguments made in the reports and in the summit sessions. The recommendations for which context will be provided in each section include those that emerge from a number of reports and which therefore, in order to minimize repetition are fused into one, those that are in contradiction and those that lack adequate clarity. The use of the introduction as a means to contain repetition and explain contradiction where needed, should not be read as a method of positioning some recommendations as more important than others. For ease of exposition, there will be an attempt made to cluster similar or linked recommendations under a high- level recommendation of the same theme.

2.6.2. Summit Recommendations.

2.6.2.1 *Institutional Identity (Purpose, Vision, Values and Name)*

Recommendations formulated in the process leading up to and at the summit, that relate to the purpose, vision and central distinguishing features of the University, (such as its core values, shared beliefs and practices, symbols, name and history), and which define who the collective of the organisation is to its members, can be categorised under six high-level recommendations. These are recommendations on the mission and vision statement, on the values that are espoused in the vision and mission statement, on the institution's "A Home for All" motto and on the future of the name of the institution. Broader contexts, for all six recommendations will be provided.

Much of the discussion in the Institutional Identity breakaway group was on the extent of congruence between the institution's identity as articulated in its Vision and Mission Statement and its identity as articulated through practice in its everyday culture. A basic premise stated in this discussion was that there is need for the institution to develop a lived and aspired to identity around which the various sub cultures and identities in the institution can cohere. There was an agreement reached that the degree of correspondence between the aspired to identity articulated in the Statement and the lived identities is lower than would be desired. The manifestation of incongruence mostly discussed, was the institution being experienced as excluding by Black, non-gender conforming and Queer staff and students despite the fact that the rejection of unfair discrimination is listed as an institutional value in the Statement.

One of the factors, it was argued, that has an adverse effect on the extent to which there is correspondence between the practiced and aspired to values is the lack of policies and procedures that would enable and capacitate members of the institution to approximate, through practice, the aspired to values. Other factors identified as having the same effect are the distance between the identity articulated at institutional level and identities articulated at lower levels, such as at departmental level, and the lack of meaning of the values and identity claimed in the statement for some members of the institution. This discussion resulted in the high-level recommendations 1, 2, and 4 being formulated.

The incongruence between lived and espoused values is also highlighted in Christian at Rhodes submission. In the submission, it is stated that whilst in the Vision and Mission Statement the University commits to the fostering of "sound moral values", in practice there is a lack of promotion of sound moral values in the culture and curriculum of the institution. It is recommended, in the submission that the institution considers how moral values can be promoted in the curriculum and in the broader culture of the institution. This recommendation is listed as recommendation 3 in the table below.

The relationship between the identity articulated in the Vision and Mission Statement and the lived identity described by members of the Institutional Identity breakaway group can be contrasted with that articulated by the participants in a survey conducted by the Alumni Working

Group to gather alumni's views on the transformation trajectory of the institution as a part of the summit preparation process. In the Alumni Working Group submission it is reported that the results of a survey of alumni, indicate that eighty eight percent of alumni who participated in the survey believe that the dominant culture at Rhodes University is congruent with the values articulated in the Vision and Mission Statement and eighty three percent of survey participants believe that the dominant culture of the institution is inclusive.

Whilst there is no explicit recommendation given in the report on this issue, it can perhaps be deduced from these findings that the alumni who participated in the survey would posit the argument that that there is no great need nor reason for the institution to develop a new or significantly different Vision and Mission Statement for the purpose of enhancing the alignment between everyday identity practices and identity claims made in the Statement because this alignment already exists.

An observation made in the Teaching and Learning Working Group report, with respect to institutional identity is that the institution's "A Home for All" motto is inappropriate. This is an argument, they report, which was initially made in the Sexual Violence Task Team Report¹¹. It is maintained that the slogan is inappropriate because it is often read by students and staff as a state of being/identity that they should individually aspire to/or perform, even as they experience the culture of the institution as marginalizing and exclusionary,. In the report prepared by the Community Working Group, this need to perform a belonging to a "home for all identity" is described in this manner; "Black students, especially those from township schools, often find themselves 'having to wear a mask' and assimilate (into) a culture that is unfamiliar to them. If they do not assimilate they become invisible or feel alienated" (Community Working Group Report, 2017 p. 2).

It is again argued that the motto is inappropriate because it curtails and imposes a limit to the debate, dissension and critical engagement that needs to take place for change to occur. Critical engagement should characterise institutions of higher learning at any period. Such engagement should be heightened at this historical moment when profound change is the goal. The limit, it is argued, is imposed by the foregrounding of the experience of comfort and belonging over the discomfort of all members of the institution when normalised and core assumptions that inform the dominant and exclusionary culture of the institution are challenged. The mask is worn for the comfort of others and not for the comfort of the wearers of the mask.

Regarding to the name of the institution, one of the expected outputs of the transformation summit was that a process that would enable the institution to conclude the debate on the future of its name would be devised with input from the institution's stakeholders. This objective sat in tension with the organic expectation that the summit would be the space where, given the representation of the institution's stakeholders, recommendations on whether or not the institution's name should change would be made and debated.

¹¹ The Sexual Violence Task Team Report can be found at <http://www.ru.ac.za/equityandinstitutionalculture/tsg/genderandsexuality/>

It has to be noted here that the recommendation that the institution should change its name was made in plenary sessions. This includes the call from the NEHAWU representative who reported that NEHAWU members support the motion that the name of the institution should change. The Alumni Working Group on the other hand reported that seventy three percent of the alumni who participated in the alumni survey voted against a change of the name of the institution. In the Alumni Working Group report, reasons given by the alumni who participated in the survey for opposing the motion that the name should change are outlined.

Tied to the fate of the name of the institution is the resolution of a number of questions on the institution's identity symbols that were discussed and left unresolved in the Visual Representation Arts and Culture Committee dialogues. The following questions were raised;

- a) Given the history of the symbol, does the institution need a coat of arms?
- b) Given the meanings of the institution's coat of arms, crest and physical energy statue, does the institution need to develop a new coat of arms and symbols of identity?,
- c) Can the existing coat of arms be used as a basis for a design incorporating the history/symbols of identity of groups who were historically excluded from the institution?

The last recommendation in Table 1 is on the process to be adopted to settle the debate on the future of the name of the institution.

The rest of the recommendations listed in Table 1 were made by the Institutional Identity and Facilities breakaway groups, by participants in plenary sessions and by participants in the Labour and the Institution Working Group consultation processes.

Table 1. Overarching recommendations on Institutional Identity.

No		Recommendation
1.		The current vision and mission statement and should be reviewed.
	a.	The vision crafted should be succinct and aspirational. Members of the institution should be able to understand it and live it.
	b.	The purpose of the University should be defined as teaching and learning, research and community engagement and innovation. The purpose should also include the promotion of social, economic and environmental development.
	c.	The unique attributes, strengths and potential of the institution should be identified and used as a basis for formulating the Vision and Mission statement.
	d.	The relationship with Grahamstown West and East should be made, explicitly, part of the University's vision and mission and the vision should be to develop Grahamstown into a city of educational excellence and into a sustainable city.
	e.	Difficult to define concepts, such as "African identity", and concepts that might be in contradiction need to be removed from the vision.
	f.	That the university strives to have facilities and services that better enable it to drive the academic programme and that will also enable it to better drive the second curriculum needs to be included in the Vision and Mission Statement.
2.		The values espoused in the current and vision and mission statement should be revised.
	a.	A group that is representative of the institution's stakeholders, should be formed and tasked with establishing, through consulting members of the institution, what the aspired to values of the institution are and how these can be infused into the institution's everyday life
	b.	The institution should transform towards being able to practice values that include equality, kindness, diversity, inclusivity, dignity and trust.
	c.	The institution should espouse as a core value that employees of the institution are partners and long-term stakeholders whose contribution to the institution will be the valued and enabled and whose participation in the governance of the institution should result in a sustainable university.
3.		The institution commits to promoting "sound moral values" in its Vision and Mission Statement. This should translate into mechanisms of inculcating "sound moral values" in the curriculum and institutional culture being devised by the institution.
4.		Policies and procedures should be better aligned to the vision and mission statement.
5.		The use of the "A Home for All" motto should be discontinued.

No		Recommendation
	a.	The institution should promote an identity based on the valuing of diversity and not promote assimilation into one identity. Inclusivity should not mean assimilation but a recognition of diversity that is premised on the recognition of human dignity of all members of the university community.
	b.	The University should construct itself as institution that promotes critical engagement.
6.	The issue of the name of the institution should be resolved.	
	a.	Within six months, Council should put in place a process that will result in the issue of the University's name being resolved. Council can build on the initiatives already taken.
	b.	There is need for more consultation. No stakeholder should be seen as more important than another. Consultation should include members of the greater Grahamstown community.
	c.	The Geographical Name Change Committee should be invited to be part of the discussions on the future of the name of the institution.
	c.	The resolution of the question of the future of the name of the institution should entail the resolution of the questions raised about the visual symbols that are distinguishing marks of the institution such as the crest, the logo and the "physical energy" statue.

2.6.2.2. Institutional Culture, including Visual Culture and Rituals.

As was pointed out in a number of presentations to the summit, the notion of institutional culture can be used, broadly, to straddle the whole range of the institution's dominant beliefs, assumptions and practices, from how the institution is governed to how it manages its resources. The simple method used to delineate the boundaries of the meaning of the term as used in this context, is that of negative definition where institutional culture will be defined as every day practices informed by and reproducing beliefs and underlying assumptions that reproduce the exclusion of members of specific demographic groups. The use of the term will also be limited to refer to beliefs and practices that are not better explicated as beliefs about and practices particular to governance, the formal curriculum, financial management and student and staff matters. This narrow conceptualization/usage of the term is common in higher education transformation discourse.

There are seventeen high-level recommendations that derive from the pre-summit and summit engagements that relate to the institutional culture. These include recommendations pertaining to awareness raising, harassment, the creation of safe spaces for staff and students' interaction, the

creation of an enabling environment, language, and the institution's visual culture, The four recommendations for which context will be provided as an introduction to this section are recommendations pertaining to awareness raising, harassment, orientation programmes and language.

In two of the summit plenary sessions the Ethiopian proverb “Fish are the last see water” was used to emphasise the need for increased awareness, among members of the institution, of how beliefs and practices that function to disadvantage and exclude others are naturalized. Recommendations regarding the reach, content, continuity, coherency and coordination of awareness raising and sensitisation programmes were made in the Teaching and Learning, Disability and Gender and Sexualities Working Group reports. They were also made in the report submitted by the Visual Representation Arts and Culture Committee. Recommendations from the last three reports state a need for the development of awareness raising programmes that reach all members of the institution. In the Gender and Sexualities and Disability Working Group reports, it is further recommended that, for the desired levels of coherency, coordination and reach to be achieved, a single annually implemented programme built through partnerships between support divisions, academic staff and students needs to be developed. These recommendations are presented as recommendations 1 to 3 in the table below.

The working group reports also reflect that language was discussed in a number of spaces of engagement beyond those convened by the Language Working Group. Language was discussed in consultation sessions convened by the Community, Teaching and Learning, Research, and Labour and the Institution Working Groups. It was also discussed in the discussions convened by the Visual Representation, Art and Culture Committee. With respect to institutional culture, the recommendations made were that, the institution should transform into a bilingual or multilingual institution where the three languages of the Eastern Cape are all visible. In the Community and Labour and the Institution Working Groups reports the argument that the institution needs to adopt isiXhosa as an additional language given its status as a nationally devalued language and as a language of the Eastern Cape majority that is structurally excluded and disadvantaged, is made. This argument was reiterated in the Sunday morning plenary session (30th of July), when it was observed that the use of English as the only language of the summit has had the effect of including only those with high levels of access to the English language and of excluding a significant number of the institution's employees. The majority of the institution's employees have higher levels of proficiency in isiXhosa than in English.

Recommendations that pertain to language and the curriculum are discussed further in the next section (2.6.2.3).

One of the arguments made in the Christians at Rhodes submission to the summit is that even though societies are officially prohibited from recruiting from among the new students during orientation week, aggressive recruitment into the University student drinking culture still takes place and this culture is positioned as the defining culture of the Rhodes University student identity. Were societies, they contend, allowed to operate during the orientation week, new students would be exposed to a variety of ways of being in the institution from the outset and this would demonstrate the institution's commitment to the positive valuation of diverse identities. It is in the context of this argument that the Christians at Rhodes submit the recommendation that societies should be allowed to operate during orientation week.

In the Teaching and Learning Working Group's submission, it is reported that some members of the institution recounted that when they report experiences of being subjected to racist behavior their reports are dismissed as being "anecdotal". The dismissal of reports of experiences of racism by members of the institution who are in leadership positions was also reported and raised for discussion in the Staff Matters breakaway session. In this session, it was pointed out that this can be seen as intrinsically linked to the broader phenomenon of the institution being experienced as an institution that rejects and does not respond to concerns raised by its members. This is an experience which, as again stated in a number of reports, e.g. the Labour and the Institution Working Group report, contributes to the high levels of distrust that exist between some members of staff and students and the institution's leadership. The recommendation that reported incidences of harassment should be acted upon swiftly and transparently therefore can be seen as one of a number of recommendations that speak directly to this trust deficit.

As indicated in Part 1, one of the documents submitted as a summit background document is a response by the Teaching and Learning Committee to the Teaching and Learning Working Group report. The response addresses recommendations in the Teaching and Learning report that are structured under the same eight transformation themes that are used to structure this report. The two overarching arguments made in the response are that theory should inform the transformation of learning and teaching practice and that existing initiatives to reform the curriculum should also be considered in the formulation of summit recommendations.

With respect to institutional culture, the main argument made by the committee is that the recommendations in the Teaching and Learning Working Group report address problems to which solutions have already been devised and, in some cases, are being successfully implemented. Thus, for example, pertaining to the recommendation that the orientation week be redesigned, the committee responds by stating that a new student orientation programme is already being developed and that a staff orientation programme that includes discussions on institutional culture is already being implemented. Given that it is a number of working group reports in which the redesign or indeed the overhaul of the student and staff orientation programmes is proposed, the response can be seen as also applicable to the recommendations on orientation programmes made in the other reports. Similarly, to the recommendation that accounts of experiences of discrimination submitted by lecturers on the N-Gap programme should be fully investigated and cases of discrimination resolved, the committee responds by stating that a procedure that enables effective intervention in such cases is already in place. What can perhaps be read in these responses is a proposition that the impact and anticipated impact of initiatives currently being developed and implemented on the objective of accelerating the institution's transformation efforts should be taken into account when the recommendations that emerge from the process of the summit are considered by the Institutional Forum and Council.

It also has to be noted here that, whilst in the Alumni Working Group report there is no specific recommendation that pertains to institutional culture that is made, the findings of the survey undertaken indicates that eighty three percent of the alumni who participated believe that the university has "succeeded in making Rhodes University an environment that is inclusive of all" (Alumni Working Group, 2017 p. 5). Alumni, it

is written, believe that the institution has been “successful in addressing transformation” (Ibid). A discussion of the relationship of these findings to the arguments and recommendations made in the other reports and in breakaway sessions is beyond the limits of this report.

In addition to the sources already mentioned in the introduction to this section, recommendations listed in the Table 2 below include those submitted by the Living and Learning Spaces Working Group and the Institutional Culture breakaway group.

Table 2. Recommendations on the Institutional Culture.

No	Recommendation
1.	A comprehensive, coherent and well- coordinated annual awareness- raising programme, that will ensure that sensitization and awareness raising on issues of race, disability, gender, sex, intersectional privilege, heteronormativity, is an ongoing process and in which the majority of staff and students participate, should be designed and implemented from the beginning of each year.
a.	There is need for an annual programme for raising the awareness of students and staff on disability, gender, heteronormativity, race, sexualities, to be developed, published and circulated at the beginning of the year. The programme should enable the ongoing engagement of staff and students on these issues. The implementation of the programme should draw on experts from amongst staff and students. For example, students with disability could participate in the sensitization of other members of the community on the needs of persons with various disabilities.
b.	The programme should encompass both the staff and students’ orientation programmes.
c.	The programme should be linked to the awareness raising weeks’ events and include debate on important issues in South African society.
d.	The programme should also equip members of the institution with skills of how best to deal with prejudice (racism, sexism, homophobia, ableism etc.) when they encounter it.
e.	All staff at the university should be sensitized regarding issues of disability, racism, sexism, heteronormativity, rape culture, and privilege. The warden function, for example, needs individuals with, among other capacities, skills for dealing with students who have gone through traumatizing experiences of sexual or gender based violence.
2.	The awareness raising programme should be aligned with the formal curriculum.
a.	Where possible, effort should be made to synchronise lectures and seminars in the formal curricula with the awareness raising programme in order to maximise learning opportunities. Thus, for example, the Silent Protest can be used as an introduction to discussing gender in various disciplines and for introduction to the Sexual Offences and Related Matters Act in the Law Faculty.

No		Recommendation
	b.	In the formal curriculum, advantage should also be taken of the presence of guest speakers on campus who would have been invited to participate in the awareness raising programme. This could take the form of guest speakers presenting papers/giving input in department seminars. Thus, for example, during disability week, seminars on disability can be held in departments whereby invited guests present papers and dialogue with students.
3.	Staff and student orientation programmes need to be redesigned to include sensitisation to the institution's history.	
	a.	Orientation week activities should be redesigned to include sessions that enable the students to engage, critically, with the institution's colonial history.
	b.	Outside of the formal curriculum, the orientation programmes for students and staff, should, through the use of events such as walking tours and workshops and talks, enable students and staff to critically engage with the institution's colonial art and artefact collection.
4.	The banning of societies' activity during orientation week should be reconsidered.	
5.	Informal spaces for staff and students to interact for purposes of exchanging knowledge on transformation issues and on how to negotiate the institution should be established.	
	a.	Forums, where students and staff interact should be convened. These are forums where staff are informed by students of issues that are of concern to students and where there is an exploration of how student and staff issues relate to each other and to the culture of the institution. GENACT could be used as a model for these forums.
	b.	A list of staff who are willing to volunteer to act as mentors to students and student societies should be compiled and circulated.
6.	Research into institutional culture should be conducted regularly.	
	a.	Institutional culture surveys, including surveys on residence and Oppidan life, should be undertaken at regular intervals. The surveys should be used to inform and evaluate transformation strategies.
	b.	Policy review needs to be informed by research into policy implementation. The reasons for the poor implementation of transformation related policies should be determined.
	c.	The institution needs to have a resource centre, which should be open to all, where knowledge about the institution will be kept.
7.	Transformation related policies should be reviewed regularly and widely distributed.	
	a.	Academic staff expertise should be used in policy development and review. When policies are reviewed, the reasons for changes made should be stated.
	b.	Drafts of policies should be circulated more widely and suitable media such as info grams should be used to include students in the policy review process.
	c.	New policies should be distributed to all staff and students, as is applicable, through mailing lists and internal mail.
	d.	At induction and orientation, new staff and students should be oriented into the institution's policies.

No	Recommendation
8.	Incidences of harassment and discrimination that are reported must be taken seriously, investigated and attended to as swiftly and as transparently, as is possible.
a.	Information on the institution's procedures for reporting and handling incidences of discrimination and harassment should be disseminated broadly.
b.	The processes for responding to reported incidences of harassment should be made as transparent as is possible.
c.	Progress reports of staff recruited under the N-gap or accelerated development programmes should be acknowledged and, if reports include complaints on incidences of harassment and unfair discrimination, the incidences should be investigated. The investigation should be overseen by the Research Directorate or the Vice Chancellor's office.
9.	The University, department and lecture room should be a safe space for students and staff. It must be ensured that both staff and students are protected from harassment in the lecture room and in the University. This can be done through educating staff and students about harassment, discrimination and hate speech and ensuring that they are aware of the institution's policies on harassment and discrimination.
10.	The institution should improve its capacity to operationalise policies that are designed to protect and promote the rights of staff and students and to support students who have been subjected to harassment and violence.
a.	The position of reporting officers needs to be re-introduced.
b.	The Counselling Centre and the Harassment Office should be better resourced.
c.	A Disability unit or a Disability Support Officer position should be established.
d.	The service offered in the Day Care Centre should be made more accessible and accessibility should be extended to students who have children. The centre should be open for longer hours and it should be capacitated to accommodate more children.
e.	A "one stop shop" accessibility web page should be created for the sharing of information, ideas and other resources that will enhance the inclusion of students and staff with disabilities.
11.	All students should be enabled and supported to participate in extra-curriculum activities including sport.
a.	Through various means of support, to be determined with their participation, students with disabilities should be enabled to participate in sport and recreational activities
b.	The choice of sports that are available for students to participate in need to include sports that are offered only in disadvantaged schools
12.	In contexts where there is no need, labels and titles that reinforce racial identities and gender binaries should not be required.
a.	Student and staff numbers make it unnecessary for an individual to constantly use race and gender markers of identification on forms therefore these legal markers of identity need not be required on every form.
b.	The use of gender binary titles should be discontinued in order to challenge heteronormativity. The use of the gender neutral titles such as Mx, Doctor and Professor should be promoted.

No	Recommendation
13.	The University should reconstruct itself as a bilingual or a multilingual organization. This should be central to its transformation agenda and should be seen as fostering feelings of belonging, identification and ownership in the majority of members of the University community. IsiXhosa and Afrikaans, the official languages of the Eastern Cape, should be made more prominent in the life of the institution
a.	IsiXhosa and Afrikaans should be made more visible on campus and on official university spaces such as the institution's website, stationery and on signage.
b.	All official documents, such as contractual documents and minutes of governance meetings, need to be produced in English, isiXhosa and Afrikaans.
c.	The institution needs have professional translators and interpreters.
d.	Official ceremonies, such as the graduation ceremony, should be conducted in English, isiXhosa and Afrikaans.
14.	The visual culture of the University should be decolonised/transformed.
a.	The visual culture of the Institution should be decolonised along the principles articulated in its Vision and Mission Statement.
b.	Art and artefacts that are rooted in the institution's colonial heritage should be used for purposes of education and awareness raising. They should be displayed, in a manner that encourages critical reflection, in several spaces that have high volumes of human traffic across campus.
c.	Exhibitions that were designed as part of the students' protests of 2015 and 2016, should be integrated into and also used in the design of awareness raising and teaching and learning displays.
d.	An art fund, to fund new acquisitions, should be established and alumni who would be interested in contributing to the transformation of the ideological orientation and to the development of the collection of the institution in alignment with the changing culture of the institution, should be identified from an updated alumni database.
e.	The position of a curator, who would work with all faculties and relevant departments and divisions, such as the Department of Fine Art, the Divisions of Student Affairs and the Equity and Institutional Culture, in facilitating the use of the university's art and artefacts collection as a teaching and an awareness raising resource, should be established and fund-raised for.
f	Should the institution resolve, as part of the process of settling the future of the name of the institution, that new symbols for articulating its identity will be adopted, the new symbols should be designed as a result of a collaboration between members of the institution, including students, and experts in the design field. The principle of collaboration should also apply should it be decided that existing symbols will be adapted.
g.	There is need to develop an easier process for changing the residences' names. This should include sensitising students to the values embodied by the individuals after whom the residences were named and education about the societal transformation imperative that determines that some names and the values they communicate are problematised.
h.	Consideration should be given to the redesign of the institution's regalia consistent with the University's Vision and Mission.

No		Recommendation
	i.	The dress code in the graduation handbook needs to be reviewed to reflect the organic change that is manifest in an increasing number of students wearing attires inspired by African traditional wear as their graduation dress.
15.		Individuals and groups who promote the transformation of the culture of the institution above the average contribution should be rewarded for their outstanding work. One such award could be a Disability award given to an individual, a department or division in recognition of work that contributes towards making the University more accessible to students and staff with disabilities.
16.		A social media policy that will address the issue of hate speech online needs to be developed.
	a.	Social media pages that belong to the University and that carry the identity of the institution need to be free from hate speech and other forms of symbolic violence. Administrators of the pages should moderate the content that is posted on the pages.
	b.	Administrators of web pages that carry the identity of the institution should be trained to moderate, effectively, the content on these pages.
17.		The University should have a stronger equity policy.

2.6.2.3 The Curriculum

By curriculum in this context is meant activity that relates to formal teaching and learning as well as research. Recommendations emerging from the summit process that relate to the curriculum have been categorized under nineteen high-level recommendations. The high-level recommendations include those on the use of students' demographic data for course development, student participation in curriculum transformation, language and the curriculum and the relationship of the institution to the broader Grahamstown community. They also include recommendations on the relationship between the Global North and Global South in knowledge production, reasonable accommodation of students with disabilities in the learning process and on existing curriculum reform initiatives. In this introduction, the recommendations that will be further elaborated on are those on language, reasonable accommodation, the use of student's demographic data and feedback in course development and existing curriculum reform initiatives.

Recommendations on the use of languages other than English as languages of instruction and research are derived from discussions convened by the Labour and the Institution, Community, Research, Teaching and Learning and Language Working Groups. That language is key in the decolonisation/ transformation of the curriculum is an argument that is made in the Language and Community Working Group reports. This is an argument reiterated at the summit in the plenary and in the curriculum breakaway group sessions. The stakeholders consulted by the Community

and the Labour and the Institution Working Groups further emphasized that promoting the positive valuation of isiXhosa as a language of learning and research by the institution should begin with work conducted in partnership with Grahamstown's primary and secondary schools. Again, the historic marginalisation of African languages, including isiXhosa and the fact that isiXhosa is the language of the disadvantaged majority in the Eastern Cape can be seen as determining this emphasis.

The recommendations on language are a subcategory of a set of recommendations that express a need for a shift in the present Global South and Global North relationship with respect to the definition, production and consumption of knowledge. This set of recommendations is also derived from discussions convened by the groups already mentioned above, from discussions held by the Christians at Rhodes Network and by the Curriculum breakaway group at the summit. These recommendations are presented as recommendations 3, 4, 5, 7 and 8.

Participants in the Disability study, which was the main tool used in the consultation of students and staff with disabilities, indicated that the low levels of knowledge about disability generally, and about learning disabilities in particular, among members of the institution results, among other effects, in their being provided with reasonable accommodation that does not address their specific needs. Thus, for example, a student with dyslexia will be invited to sit at the front in a lecture theatre or given extra time in an exam when the more appropriate reasonable accommodation to be provided would be a different method of teaching and assessment. Recommendation 15b on the use of appropriate assessment tools and the provision of appropriate reasonable accommodation to students with disabilities stems from this experience.

While the majority of the participants in the study conducted by the Alumni Working Group indicated that the curriculum was challenging, meaningful and appropriate for the work place, a few expressed the opinion that the curriculum would benefit from being more informed by the requirements of the job market. Students studying for particular degrees such as science degrees, it is suggested, could be prepared better by the institution for the job market. It is interesting to note that these observations could be seen as exemplifying results that might be anticipated on the implementation of recommendation 2d below.

Two recommendations that are related to the curriculum emerge from the Teaching and Learning Committee's response to the Teaching and Learning Working Group report. In their response, the Committee asserts that some of the teaching and learning related recommendations made in the Teaching and Learning Working Group consultation sessions are not informed by pedagogical theory and theories of literacy. In making this argument, the committee recommends that theories of learning and course evaluation should underpin the transformation of teaching and learning. This, for example, should apply in the use of student demographic data and student feedback in course design and evaluation. Therefore, in line with the overarching argument that existing initiatives should be recognized, the committee contends that, rather than it being recommended that student demographic data and feedback be used in course design and evaluation, it should be recommended that more departments participate in projects, such as the institution wide curriculum review project. The project, it is stated, enables the use of this information guided by a given theoretical framework. The project was begun in 2016.

Again, in concurring with the recommendation made in the Teaching and Learning Working Group report that undergraduate numbers should be increased to contribute to an increase in revenue, the Committee recommends that the summit endorse the introduction and expansion of existing initiatives that have the effect of introducing greater flexibility to the structure of the curriculum. This will, it is contended, result in improved undergraduate performance.

These three recommendations are listed below as recommendations 16 and 17.

Table 3 includes recommendation submitted by the Curriculum breakaway group, participants in the plenary sessions and by the Gender and Sexualities Working Group in addition to those submitted by the groups mentioned above.

Table 3. Recommendations on the Curriculum.

No	Recommendation
1.	Student demographics should inform pedagogic practice. All lecturers should work with the understanding that the student demographics have changed over the decades since the university was made accessible to members of demographic groups other than individuals from white and middle-class backgrounds. Lecturers should also recognise the need to de-centre the white, heterosexual, middle class, able-bodied student in the design and the implementation of the curriculum. Information on student demographics should enable lecturers to respond to students' needs and to draw from the students' worlds/lived experiences in teaching and learning practice.
a.	All lecturers should be provided with, or enabled to access from the PROTEA system, information on the socio-demographics of their classes. This should include information on the home language groups, ages, matric subject profiles, grades obtained, schools quintiles and whether or not students are accommodated in the university residences.
b.	Lecturers need to demonstrate responsiveness to changing student demographics. Lecturer reflexivity and responsiveness will be reflected in their teaching practices, courses designed, and student and peer feedback.
c.	All academic staff, including academic staff who have been in the institution for a long time, should be supported in developing teaching practice that will be experienced as responsive to the change in student demographics.
2.	Students should be enabled to participate in curriculum development through the democratisation of the curriculum development process and through lecturers being responsive to feedback given formally and informally by current, graduating and former students.
a.	Spaces should be created for students to contribute their ideas and their life experiences to the design of curricula. This could entail including students in discussions on course redesign and enabling students in senior years to contribute to the development of lower level courses.

No		Recommendation
	b.	Formally and informally solicited student feedback on courses and teaching practice should be used in the review of courses and teaching and learning practice.
	c.	Other than engagements with current students, it should be a requirement for all final-year undergraduate students to submit written feedback on their learning in each of their major courses. The feedback should detail factors that promoted and factors that inhibited their learning.
	d.	Alumni, particularly those who belong to professional groups, and who are members of different demographic groups, should also be invited to give feedback on their experiences of learning in the various courses taken at the institution. This information can be collected through the Alumni Relations Unit.
	e.	In order for lecturers to be supported in using current and graduating students' feedback for course and curriculum development, lecturers should discuss feedback at the departmental level and aggregated course feedback should be seen by the Dean of each faculty. Where the feedback indicates the need for change, the lecturer should be supported to design and implement the change needed and the implementation of the change should be monitored.
	f.	The process of gathering feedback by students on lecturers needs to be fair to the lecturer who must be given an opportunity to respond to the feedback.
	g.	Should a course have a high failure rate, faculties must be enabled to avail themselves of specialist support that will result in informed recommendations for changes to the course being made and implemented.
	h.	In instances where faculty level support has been sought in course design and implementation, and where the implementation of recommended changes has been monitored, the need for further support after the end of the monitoring period should be ascertained through an evaluation of the course every three years after the monitoring period had ended.
3.	Lecturers need to develop the capability to learn from students and lecturers and students should be enabled to develop social literacies that will enable them to communicate effectively, relate to and work in and with diverse groups.	
4.	The multilingualism of students and staff should be recognized as a resource that can be used to enhance learning, teaching and research.	
	a.	Students should have the opportunity to access tutorials offered in their first languages by tutors who have competence in those languages where possible.
	b.	Translanguaging in the lecture room should be encouraged whereby the use of more than one language in the lecture room enhances student participation and learning. Translanguaging in the lecture room should be made policy.
	d.	Academic staff who are monolingual in English should be encouraged to acquire a working knowledge of another language that they can use as a resource in research and teaching. Such a requirement should be made a condition for awarding tenure.
	e.	It should be made possible for a student to undertake research and to write a thesis in a language other than English in all faculties. Staff and students should be encouraged to undertake research in African languages.

No		Recommendation
	f.	A Centre for Multilingualism, which will conduct research and offer post-graduate courses in applied language studies, should be established. The centre would also oversee the implementation of all of the institution's multilingualism related objectives including the provision of language courses, of translation and interpretation services and the production of multilingual material. It would also offer applied language support to faculties, such as in the production of theses in languages other than English.
	g.	Drawing on actual lecture room practices and research, material through which academic staff can be educated on the relationship between language and cognition needs to be produced and used. An example of such material is the <i>Sink or Swim</i> documentary film that demonstrates the difference between learning in a first language and in learning in a second language
5.	IsiXhosa should be promoted and developed as a language of teaching, learning and research.	
	a.	The institution should work with Grahamstown schools in promoting the positive valuation of isiXhosa as a language of learning and research in a bilingual system where English is the other language of teaching and learning.
	b.	Given the fact that a learner's ability to read and write English is not an indication of her intellectual capabilities, the admission criteria should be amended to reflect this understanding. Therefore a learner who has obtained an A grade for isiXhosa and good grades in other subjects should be admitted into the institution even when they have obtained a low grade for English.
	c.	IsiXhosa for specific purposes programmes such as those offered to students in the Faculties of Law and Pharmacy should be developed further.
	d.	English and isiXhosa bilingual degrees, where half the courses are taught in and examined through isiXhosa, should be offered. Bilingual programmes are offered in other institutions such as the University of Stellenbosch and the University of Limpopo.
	e.	Students should be encouraged to conduct research and write their theses in isiXhosa.
	f.	The institution should consider making the acquisition of a set level of competency in isiXhosa a requirement for the completion of every degree.
	g.	IsiXhosa should be one of the languages in which all abstracts of theses submitted in fulfilment of the institution's post-graduate degrees' requirements is written.
	h.	The University should have small scale projects that will contribute cumulatively to the development of academic material in isiXhosa. One such project could be applied language students being required, as part of their course work, to translate a key text from each discipline.
6.	The University should root itself in Grahamstown with reciprocal learning relationships established between the University and other community groups. In this process, the institution should demonstrate to the broader community a greater commitment to producing, applying and disseminating knowledge for the community's good.	

No		Recommendation
	a.	The existing Service Learning Programme should be expanded. Each department should have at least one course with a service-learning component. This should be coordinated by a nominated service-learning representative who would also conduct research in this field.
	b.	Given that community engagement is defined as the third function of the South African University, academic staff should be required to participate in community engagement. Faculties should explore various means of incorporating community engagement into the curriculum and academics should demonstrate commitment and consistency in working in partnerships with other community stakeholders.
	c.	Community engagement programmes should also be implemented in Grahamstown West in order to counter the understanding that Grahamstown East is the “community that has to be engaged” or the only section of the community that can benefit from community engagement programmes.
	d.	Learning programmes that are offered by the University only to Grahamstown high schools’ teachers and head teachers should also be offered to teachers in Grahamstown primary schools.
	e.	The University needs to devise means to make its academic offerings more accessible and relevant to the local post school population.
7.	Research in new areas of study should be encouraged.	
		The university should expand the range of subjects within which research is undertaken. Supervisors should encourage and support the exploration of new territories of knowledge and the testing of new theoretical frameworks.
		Researchers should be encouraged to ask questions from new angles. A pharmacist, for example, could ask how knowledge gained to cure disease can be used to contribute to the prevention disease.
8.	The University should produce and disseminate knowledge that will contribute to solving local and global problems. This entails producing knowledge about the Eastern Cape, South Africa, Africa and disseminating the knowledge in South Africa and globally.	
	a.	In curriculum development and implementation, courses that are specifically relevant to the South African context should detail how the course is useful and important to the context and what questions/issues the course will try to address.
	b.	There should be increased institutional funding for research addressing issues of importance to the Global South.
	c.	There should also be increased institutional funding for research emerging from the Black intellectual tradition and research into African formations. The precolonial period, for example, is under-researched and the lack of information on this period is a glaring gap in the curriculum.
	d.	There is need to establish local centres of excellence. Partnerships with business entities and relevant government departments such as the Departments of Energy and Water, for example, should be established to fund a science centre whose main objective would be the conducting of research that will contribute to the development and well-being of South African and African communities. This centre should also have product development as one of its key objectives.

No	Recommendation
9.	The university should develop a knowledge production and dissemination culture that de-centres knowledge produced in the Global North and thus through praxis challenge the division of labour whereby theory is produced in the Global North and applied in the Global South and where the Global South produces the raw materials for theory development in the North.
	a. Researchers and supervisors should demonstrate a familiarity with the key ideas informing the arguments for the decolonisation of the curriculum and for the recognition and inclusion of Southern epistemologies in the academic project.
	b. Theory and knowledge developed in the Global South, including that which is developed by indigenous communities outside of university spaces, should not be ignored by lecturers and supervisors. It should be engaged with, tested and built on.
	c. Faculties should demonstrate how they include African epistemologies in the curriculum.
10.	The University needs to increase its investment in new researcher development.
	a. Academics should, in the first instance, facilitate the development of a student identity that entails self- identification as a knowledge producer. This, of necessity, means the conscious promotion of the idea that knowledge production, within the university space, is not the defining characteristic of members of a single demographic group.
	b. The Director of Post Graduate Studies position should be made a full time position.
	c. Increased resources need to be dedicated to the recruitment and funding of students from disadvantaged and underrepresented demographic groups who demonstrate potential and originality in terms of scope and approach to research.
	d. New researchers should be trained in funding proposal writing and information on internal and external funding should be made widely available. Such training should ideally include, through standardised procedures, researchers who have been successful in funding proposal writing mentoring new researchers.
	e. Young researchers should not be disproportionately burdened with teaching and administrative responsibilities such that they are unable to engage in research. Data on the distribution of teaching responsibilities should reflect that young and emerging researchers are encouraged and enabled, in departments and institutionally, to engage in research.
	f. The power dynamics existing in a supervisor and supervisee relation as they impact negatively on the institution's transformation trajectory should be discussed in Higher Degrees Committees and in departmental seminars.
11.	Patterns of knowledge dissemination should reflect the University's commitment to apply and produce knowledge that will inform teaching, be used for the public good and which can be contributed to the global knowledge creation endeavor.
	a. Knowledge should be shared with the community in the various spaces of community partnerships. A report detailing the results/impact of knowledge sharing with the community should be prepared.
	b. To encourage the dissemination of new knowledge and given that editorial policies of international journals determine the kind of knowledge that is published about Africa, the institution should lobby government, to create more publishing spaces for academics working to create new and different knowledge. Government should increase funding for publishing in South Africa and the sector should design a strategy to raise the profiles of journals published in the country and in the Global South.

No		Recommendation
	c.	Researchers should be enabled to choose their audiences. Incentive structures should be designed such that the lower distribution rate and impact of African journals does not deter researchers from publishing in them. Researchers should also be encouraged to publish in journals that already have a wider reach through participating in international conferences and in international collaborations.
12.	Issues of race, gender, sexualities, class and disability should be embedded and mainstreamed in the curriculum.	
	a.	Existing initiatives, such as the integration of sign language in second-year linguistics and the study of disability policy in third year Political Studies, should be expanded to result in students in all faculties being exposed to opportunities to engage critically with questions of power, privilege, and structural exclusion.
	b.	Since in South Africa and in Africa more broadly, there is a low volume of research undertaken in the area of disability, the University should explore the possibility of establishing a research chair and eventually a Research Unit in Disability Studies.
13.	A culture of sharing and collaboration in transformation work should be promoted	
	a.	Spaces should be created at department, faculty and institution level for sharing best practice and for discussing key concepts and themes, such as decolonisation and Southern epistemologies, in curriculum transformation discourse. In departmental spaces, the participation of students and young lecturers should be strongly encouraged. Through the lens of curriculum transformation arguments, normalised and naturalised practices and experiences should be problematized and absences in the curriculum identified.
	b.	Inter-disciplinary and inter-faculty teaching should be encouraged.
	c.	Grahamstown based and regional interdisciplinary knowledge groups that can co-publish should be established. Thus, for example, members of the institution can collaborate with the Disability organisations that are in Grahamstown and the Eastern Cape for purposes of teaching, learning and engaged research.
	d.	New knowledge should be shared through building local and global communities of practice that seek to answer and respond to similar or global challenges.
14.	Teaching and learning technologies to enhance epistemological access should be used.	
	a.	The use of technology to enhance the inclusion of students should be encouraged. The IT division can, for example, promote the use of technology through making available, to all lecturers, updated information on all technology used for teaching purposes in the University. This information can be gathered through the use of a survey. The information can be used by lecturers as a basis for increasing their repertoire of methods of curriculum implementation and of making the curriculum accessible to a diverse body of students. The IT division should work with the Academic Technologies Roundtable to ensure that an updated list is made available regularly.
	b.	The institution should provide assistive devices to all students with disabilities whose level of participation in learning processes would be enhanced by such devices.

No	Recommendation	
15.	Inclusive assessment practices should be adopted.	
	a.	Existing initiatives of using of non-traditional methods of assessment should be promoted. More lecturers should be encouraged to use a variety of assessment methods other than the traditional methods. This should result in less dependence on one final exam to assess learning. The methods used should demonstrate high levels of validity and reliability.
	b.	The use of appropriate assessment tools with the required levels of validity and reliability, and the provision of appropriate reasonable accommodation, in assessing the learning of students with disabilities needs to be ensured.
	c.	Tri-lingual dictionaries of the three official Eastern Cape languages should be made available in exam venues.
16.	Departments should participate in existing initiatives introduced to reform the curriculum including the curriculum review project.	
17.	Academic staff should develop their capabilities to implement a responsive and decolonised curriculum through accessing formal courses in teaching and learning practice, conducting and/or accessing research on key themes in curriculum transformation and through participating in curriculum transformation processes and information sharing sessions.	
	a.	ALL academic staff should be encouraged to complete the post- graduate diploma in higher education (PGDHE) in order to familiarize themselves with theories of teaching and learning.
	b.	Lecturers should be capacitated with skills that will enable them to practice reflexivity and responsiveness in curriculum development and implementation.
	c.	Academics with specialist knowledge, such as knowledge on disability, race, gender construction and sexualities should be invited to departments to educate staff on key concepts and debates in these areas.
	d.	Formal courses on universal and inclusive curriculum design principles, which promote responsiveness to the needs of a diversity of students, including students with disabilities, should be made available to lecturers.
	e.	Formal courses on Translanguaging in teaching and learning should be offered to lecturers.
	f.	Courses on the use of technology to enhance curriculum responsiveness need to be offered to lecturers.
	g.	Lecturers should be supported and enabled to use non-traditional assessment methods that have high levels of validity and reliability.
	h.	Deans and Heads of Departments need to access training in developing a responsive and transformed curriculum given that they are responsible for leading curriculum transformation processes.
	i.	Research into curriculum transformation practices should be undertaken for the purposes of theory formulation and improving practice. This research should include studies on the decolonisation of knowledge, on knowledge building, and on learning and teaching practice including translanguaging in the lecture room. .
	j.	Information Technology experts should have an updated knowledge of new technology that enhances inclusion, including assistive technologies, and should support lectures in the use of the technology.
18.	The University needs to develop its capacity to ensure that the curriculum is also physically accessible to all students.	

No		Recommendation
19.		The University should recognize and reward action that contributes to the pursuit of transformation in the academic sphere. (See too 15 in Table 2)
	a.	The promotions criteria and teaching portfolio should be constructed such that the difference between the objectives of change driven by the goal of transformation and the goal of diversity management is reflected.
	b.	The contribution of established researchers who mentor or work on research projects with emerging researchers should be recognized and rewarded.

2.6.2.4. Student Matters.

There are twelve high-level recommendations derived from the summit process that can be classified as student matters outside of the themes of curriculum, institutional culture, facilities and services and governance. The twelve high-level recommendations include recommendations on student funding, support for low- income students, the welfare of Oppidan students and on student relationships with other stakeholders. In order to increase the reports' levels of coherence, all recommendations relating to Oppidan students, including those that pertain to facilities and student governance, are presented here under one high-level recommendation.

The recommendations for which further context will be provided are those on student fees, the level of support accorded to Oppidan students and those pertaining to the recognition of diverse student voices including voices of dissent.

At the summit, the Student Matters breakaway group identified student funding as the key transformation issue. Student funding, it was concluded, should address not only problems of access to the institution and to the curriculum, but should also address problems of student subsistence. Recommendations submitted in the Student Fees, Teaching and Learning and Gender and Sexualities Working Group reports attempt to address both issues. The main recommendation emerging from the Student Fees Working Group report is that the institution should be better capacitated to adapt to a changing student demographic that has a reduced ability to afford the institution's fees. The need for capacitation is also identified in the Labour and the Institution Working Group report where it is stated that student debt was identified as a risk by the institution in 2014, prior to the Fees Must Fall protests. The impact of the protests on fees, it is contended, served to heighten and make more urgent the need for the institution to develop a strategy that would enable it to mitigate the risk of student debt. This assertion is made in the context of a broader argument on the capacity of the institution to devise solutions to the sustainability and transformation challenges faced by the institution. The recommendations that address issues of student access, subsistence and institutional capacity with respect to responding the challenges posed by student debt are

presented as recommendations 1-3 in the table below. The proposal that the institution increase its capacity to respond to the threat that the reduction in income from fees poses is tightly linked to the recommendation that the institution increase its capacity to generate third stream income. This recommendation will be more fully presented in section 2.6.2.8.

An argument made by students who participated in the Student Matters and Facilities breakaway groups is that, given that the majority of students live in off campus accommodation, the institution needs to modify its self- definition as a residential university. This shift in self-image, they maintain, will contribute to the development of a recognition that students who live off campus need the same level of protection and support from the institution as that accorded to students who live on campus. Increased levels of support from the institution should result in students who live off campus experiencing Oppidan life as safer, affordable and more conducive to study than it is currently experienced. The recommendations made by the students whose implementation, it is anticipated, would result in this objective being realised are listed as recommendations 5a to 5h in the table below. Responding to the presentation made by the students in the Facilities breakaway group to the plenary, the Student Affairs Division informed the summit that policies regarding the accreditation of off campus student accommodation are being drafted. Other policies that are being drafted, the Division reported, will encourage students on NSFAS and all first years to stay in residences on campus.

With regards to the issue of the recognition of diverse student voices, a distinction made by some participants in the plenary sessions between student voices who they defined as radical and the voices of students participating at the summit who were in the main members of the SRC and of the Student Parliament other students nominated by the SRC and students who worked as members of the working groups, resulted in a discussion on the extent and form taken by student participation at the summit. The key question that arose was whether or not all student voices, including those who were defined as radical, were represented at the summit. A secondary question emerging from the discussion was whether or not the institution has a mechanism of including all student voices beyond the formal governance structures and of nurturing radical and dissenting voices. The recommendations formulated as a summing up and conclusion to this discussion are listed as recommendations 7b, 7c and 8 below.

Further recommendations that came out of this discussion will be presented in the section 2.6.2.6 as issues of student governance.

Other than the sources already mentioned above, recommendations on student matters listed in Table 4 were also submitted by the Community Working Group and the Staff Matters and Governance breakaway groups.

Table 4. Recommendations on Student Matters.

No	Recommendation
1.	The institution should develop its capacity to strategise and implement a plan that will decrease student debt. This should include the strengthening of structures that enable the institution to assist students who need to access finance to fund for their studies.
a.	Council should establish a Fees Committee as well as a Third Stream Income Committee.
b.	The fund raising capacity of the advancement division should be increased.
c.	A unit for counselling students on financial assistance and that will, among other achievements, result in all students who qualify for NSFAS applying for the loan/bursary should be established.
d.	Information about scholarships and bursaries should be widely disseminated among the students.
2.	Research into local and international student funding instruments should be undertaken and procedures to access available funds should be developed.
a.	Procedures to assist students to acquire bursaries and scholarships from companies and employers by taking advantage of the BBBEE scorecard requirements and of Section 10(1)(q) of the Income Tax Act, should be designed and implemented.
b.	Procedures to assist qualifying students to obtain bursaries from the Sector Education and Training Authorities should also be developed and implemented. These procedures might include the university entering into partnership agreements with the relevant SETAs.
3.	The subsistence of students from low income backgrounds should be supported.
a.	Given that the NSFAS bursary/loan does not cover all the financial requirements of student life, there is need to develop more interventions that will make up the shortfall. These interventions should be developed in consultation with the students and should be made policy.
b.	The University needs to provide a lunch- time meal at a dining hall for students who cannot afford a healthy number and quality of meals. This would entail a process of means testing. Expenditure on this initiative should be considered as non-essential only if other non-essential activity has been removed from the budget.
c.	Students from low- income backgrounds should be prioritised when students are considered for employment in projects and programmes of the institution. Thus, for example, departments should utilise lists of students who are on NSFAS or who are in the middle income background category in making decisions on employing students as tutors or assistants.

No	Recommendation
4.	The student body should include more students from Grahamstown. Learners from local schools that are disadvantaged should be enabled to gain entry to the institution.
a.	Less than 0.03 % of Rhodes University students come from Grahamstown East schools. The extended studies programme should be expanded to facilitate the inclusion of a greater number of academically deserving students from these schools.
b.	The university should offer bursaries, including sports bursaries, to learners from local disadvantaged schools who are admitted into the university.
5.	Oppidan students should be afforded the same level of support as students in residence.
a.	A task team should be set up to consult students on the challenges faced by Oppidans and to assist in the design and implementation of solutions to the problems identified.
b.	The University should have a fund that will support the subsistence of Oppidan students who are on low income in the period between the start of term and when NSFAS funds are received. Subsistence costs should be calculated to include the rental fee paid by students.
c.	It needs to be clearly communicated to students who have been admitted to the institution whether or not they have also been allocated a place in the residences. An information pack, detailing what the students should expect including details of the costs of subsistence and average costs of accommodation should be forwarded to students before they are scheduled to arrive in Grahamstown.
d.	A formal relationship needs to be established between the institution and the estate agents in Grahamstown. This partnership will entail the accreditation of accommodation, which is rented out to students, that meets set standards, including standards of safety. The standards will be drawn up to ensure that student accommodation in town meets or exceeds the standards that the student accommodation on campus meets. This should include standards for Wi-Fi access.
e.	The institution should work with landlords in the town to ensure that the rental fee of accredited student accommodation charged is fair and affordable to the majority of students including to those from low income backgrounds and on NSFAS.
f.	Given the extent of the need, the institution's Advancement Unit should work in partnership with the Oppidan committee or take over the responsibility of fundraising for the Oppidan Meal fund (See too 3b.)
g.	The institution should support Oppidan students in keeping the Oppidan bus running and in their quest to introduce a second bus. The bus enables students to travel to and from campus safely at night.
h.	Matters relating to the welfare of Oppidan students, such as issues of safety, should, like matters of campus residence life, also be discussed in student leadership training.

No	Recommendation	
6.	The development of supportive, nurturing and mutually respectful relationships between students and other stakeholders outside of the formal curriculum should be enabled.	
	a.	A process of developing a restorative relationship between the institution's leadership and students should be facilitated by an external facilitator.
	b.	A list of support and academic staff who are already acting as mentors to students and student societies or who would be willing to mentor students and student societies should be compiled and circulated on Top and Student's lists. (See too 5b in Table 2)
	c.	Structures and procedures that would enable supportive partnerships to develop between current students and alumni should be established.
7.	The institution should protect the students' right to dissent.	
	c.	The institution should consistently operate within the bounds of the South African constitution in determining how, when and where students can protest.
	d.	The university has to find mechanisms of nurturing radical and dissenting voices and of exploring means and conditions for enabling such voices to emerge without silencing them.
	e.	Students should be funded and enabled to hold seminars on issues that they are passionate about.
	f.	The institution should construct itself as a space of critical engagement. (See too 2b in Table 1)
9.	The institution has to devise means and mechanisms that make provision for the recognition of student formations that develop outside of formal governance structures.	
10.	Student Administration	
	a	The mandate and scope of responsibility of the Directorate of Student Affairs should be made clearer.
	g.	The Directorate of Student Affairs should be better supported to fulfil its mandate.
11.	Communication about and between students and other stakeholders should be improved.	
	a.	Different means of communicating with students' parents and guardians should be used. Not all parents and guardians have access to email and the internet.
	b.	Besides communicating about fees, the university needs to communicate regularly with parents and guardians about students regarding other matters pertaining to the students' welfare.
	c.	The communication gap between staff and students needs to be breached. (See too 3 in Table 3)
	d.	Communication between the institution's leadership and students that will promote transparency and accountability needs to be improved.
12.	g.	The remaining interdict against students should be lifted.

2.6.2.5. Staff Matters.

Outside of the themes of institutional culture, institutional income and financial management, facilities and services and governance there are fifteen high-level recommendations derived from the summit process that can be classified as staff matters. These include recommendations on staff retention, staff development, human resources policies, management practices, general conditions of work of staff at lower occupational levels, language, the academic and support staff divide and recommendations on staff capabilities in relation to planning and the implementation of existing plans and policies.

The recommendations for which further information will be provided in the introduction to this section are those that relate to staff retention, fees remission, parental leave policies, and general conditions of work of staff at lower occupational levels. Context will also be briefly provided for the recommendations on language and on staff planning and implementation capabilities.

The high turnover rate of Black academic and professional staff as contributing to the institution's slow pace of transforming its staff structure was raised for discussion in the plenary and in the Institutional Culture and Staff Matters summit break-away group sessions. In the plenary, a recommendation was made that a holistic strategy to address the problem should be developed using existing information such as that gathered through the 2014 Institutional Culture Staff Survey. Whilst in the summit discussions, the high turnover rate was largely attributed to the culture of the institution being experienced as hostile by Black staff, in the Teaching and Learning Working Group report it is stated that a significant number of young Black staff, who come from economically disadvantaged backgrounds and who assume the associated financial responsibilities, have revealed that Grahamstown's high cost of living is a deterrent to their remaining at the institution. Recommendations 3c and d were formulated to address this additional factor.

A number of the recommendations made in the Gender and Sexualities Working Group report that relate to human resources policies refer to work begun in 2014 to review the fees remission, parental leave and medical aid benefit policies. The key arguments made for the review of the policies is that they are based on the modern(ist) and heteronormative idea of family when in practice the families of the majority of staff do not fit this model of family. The fees remission policy also benefits, in the main, staff who are in the upper occupational levels of the staff structure. The recommendations therefore speak to the need that the work begun in 2014 be revived and completed.

With regards to the recommendations classified under general conditions of work for staff, safety were cited as the reason for there being a need for the institution to provide transport in the winter months for employees who live in the township to travel to and from work. During these months, it was reported, employees experience reduced levels of safety because of the shorter period of day light. Again, the need to increase levels of safety of family members was cited as a reason for the recommendation that employees with family responsibilities begin work at eight

in the morning rather than earlier. As seen in 2.6.2.4 an enhanced level of safety is also given as the major reason for the need for University supported transport by Oppidan students.

On language and management practices, participants in dialogues convened by the Language Working Group indicated that issues of language contribute to the high levels of dissatisfaction experienced by employees at lower occupational levels. The participants disclosed, for example, that because there is an understanding that a knowledge of English will render an employee a more valued employee in the institution, some members of staff will conceal their low levels of competency in English to the extent of signing documents whose contents they have a poor comprehension of. The burden placed on employees with limited access to resources to learn English, when employees in higher occupational levels are not expected to learn isiXhosa is experienced as discriminatory, disempowering and devaluing.

As indicated in the 2.1 a dominant theme that runs through the summit process is that the institution is experienced as having a lower, than would be desirable, ability to use information already gathered through research, ideas shared and recommendations made in forums such as transformation workshops, leadership meetings and institutional Imbizos to formulate strategies and to implement plans. It has also been repeatedly stated that the institution has a limited ability to implement its transformation related policies. In a number of working group reports and breakaway sessions, which include the Labour and the Institution and Gender Sexualities Working Group reports and the Governance, Student and Staff Matters sessions, this limited ability is attributed to governance and management structures that do not promote or enable accountability, inefficient decision making processes, blurred lines of responsibility, and a lack of openness to change. Participants in the Labour and the Institution Working Group consultative engagements, in the Staff Matters breakaway session and in the plenary sessions of the summit further attribute the low level of strategy development and of the implementation of existing plans and policies to a lack of institutional capacity in terms of the requisite skills. It was thus recommended that the institution should improve its planning and implementation capacity at management and leadership levels.

Other than the sources mentioned in the introduction to this section, another source of recommendations listed in Table 5 is the Disability Working Group report.

Table 5. Recommendations on Staff Matters.

No	Recommendation
1.	An improved staff recruitment and selection strategy that will promote an accelerated transformation of the staff structure should be developed and implemented.
	a Recruitment and selection processes should be seen to be transparent and fair and should enable the institution to comply with Employment Equity legislation.
	b. The transformation of the staff structure should be promoted vigorously at department, division as well as at institutional level.
	c. A dedicated strategy to increase the representation of people with disabilities at higher occupational levels needs to be developed and implemented and progress on the strategy should be reported on.
2.	A comprehensive retention strategy that, among other effects, facilitates the retention of staff from designated groups should be developed and implemented.
	a. A better understanding of the high turnover rate of Black academic staff and professionals should be sought, through research, to inform the development of a comprehensive retention strategy. Information that already exists, such as that collected through the 2014 institutional culture staff survey, should contribute towards the formulation of an overarching retention strategy.
	b. A retention policy that is linked to remuneration needs to be developed.
	c. Beyond the provision of transit accommodation, non-transit rental accommodation, with basic furnishings and that is within walking distance of the university should be provided for new staff who find the costs of accommodation in Grahamstown prohibitive.
	d. Staff should be able to book and have meals, including breakfast and dinner, at the institutions' dining halls. The institution should consider the possibility of bearing the costs of a midday meal for staff who need to make use of this facility.
3.	The institution should invest in all its employees, view all of them as assets rather than as costs and create conditions that will enable all of them to develop long careers in the institution for mutual benefit. (See too 2c in Table 1)
	a. Research into barriers, factors that impact negatively on the professional development of all staff needs to be undertaken.
	b. A comprehensive orientation programme for all new employees, which includes induction on the institution's policies should be introduced. (See too 7d in Table 2.)
	c. A coherent staff development system needs to be developed. The system should result in every staff member having an annually implemented professional development plan.

No		Recommendation
	d.	Clear career paths for support staff should be designed and instituted. This should be done through introducing a process to recognise the achievement of support staff through promotion such as is the practice in the recognition of the achievements of academic staff.
	e	Funding for support staff development needs to be increased.
	f.	The maintenance project should be used as a basis for the development of support staff in lower occupational levels.
	g.	A broad range of short courses that can be accessed by support staff should be offered.
	h.	The promotions criteria needs to be made more inclusive and provide a clear alternative path for promotion into senior positions for staff with disabilities. This path should possibly include alternative criteria that pertain to contributions made towards the institution's transformation endeavour.
	i.	Three different academic career paths of teacher, teacher/researcher and researcher should be recognised and rewarded equally through promotion. The institution should encourage academics to develop professionally along the path that best suits their strengths rather than expending resources on turning every academic into a teacher/researcher, the traditional definition of an academic.
	j.	There should be 100% remission of fees for employees.
	k.	The promotion process for academic staff needs to be made less laborious and intimidating.
	l.	A mentorship program in which senior and retired academics mentor young academics who are at the start of their careers should be introduced.
4.		The institution should develop and implement a remuneration policy whose implementation will result in transparent, equitable and fair remuneration practices that enable every employee to earn a decent salary and to access a decent standard of living.
	a.	The institution needs to be transparent about how salary scales are determined and it needs to outline its remuneration philosophy. In this articulation, among other sense making effects, there needs to be reasons given for members of the administration staff with less formal qualifications earning more than senior members of the academic staff who often have higher formal qualifications. The exercise also needs to result in the institution addressing inequity in earnings that result in some staff earning more than others for performing a similar function at the same level.
	b	Salaries need to be increased to be competitive with those offered by other universities in order to enhance the institution's ability to attract and retain staff.
	c.	The University should fund children of staff studying at other institutions for qualifications that are not offered at Rhodes.
	d.	The introduction of flexible pay practices should be explored.
	e.	A new policy on acting allowance that is seen to be fair should be developed and implemented.
5.		The institution should introduce and implement policies that will promote fair and nurturing management practices.

No		Recommendation
	a.	Individuals in supervisor, management and leadership positions should be trained in transformative and participatory leadership practices. Individuals in leadership positions should learn, for example, not to be dismissive of innovative ideas that are proffered by staff in subordinate positions.
	b.	Line managers should be rewarded for actively encouraging and making it possible for staff in their units to access training opportunities or courses. The degree to which this responsibility is assumed should be assessed separately in the overall assessment of the managers' performance.
	c.	There needs to be a compact between management and employees that results in steps not being taken in certain identified processes/procedures, such as staff rotation, without there being consultation and negotiation between managers and staff in their units.
	d.	A performance management system that minimizes the use of controlling management mechanisms such as clocking in and walkabouts should be devised and implemented.
	e.	Work should be fairly allocated using a method of allocation that is agreed on between managers and staff in their units.
	f.	Efficient systems of communication within and between units should be established.
	g.	It should be mandatory to have Standard Operating Procedure manuals and a repository for operational knowledge.
6.		Human resources management committees should be broadly representative and diverse. For example, it needs to be ensured that committees such as selection, promotion, disciplinary, grievance and harassment committees have broad representation and include staff with disabilities. There should be at least one staff member with disabilities when decisions regarding staff with disabilities are taken.
7.		The institution should create a safe environment for staff to work in.
		Safe spaces for all staff to participate in discussions on matters of the institution should be created.
		Procedures that will improve the physical safety of all staff should be devised and followed.
8.		Assistive devices for all staff with disabilities should be provided as needed.
9.		General conditions of work for staff in the lower occupational levels should be improved.
	a.	The casual work system should be discontinued.
	b.	Work hours should not begin earlier than eight in the morning for employees who have children.
	c.	In winter months, the institution should provide transport for employees who live in the township.
10.		IsiXhosa, the language of the majority of the staff in lower occupational levels, should be adopted as a second language of work at the institution.
	a.	Managers and people in supervisory positions need to know or learn isiXhosa within a set period in order to improve their leadership capabilities. This should be made a requirement detailed in recruitment and reward and recognition policies.

No		Recommendation
	b.	Interpreters should be used in meetings or similar work contexts in which participants have different levels of competencies in isiXhosa and English.
	c.	HR processes, such as disciplinary processes and interviews, need to be conducted in English and isiXhosa as necessary. This includes assessments written as part of the selection process. (See too 13b and c in Table 2)
	d.	All policies, contracts and official documents should be produced in isiXhosa, English and Afrikaans. (See too 13c in Table 2)
11.		Human resources policies that are formulated based on the model of a modern(ist) family should be reviewed to eliminate discrimination.
	a.	The definition of “dependent” in the fees remission policy should be changed such that it includes dependents who are not the biological offspring or adopted dependents of staff members. Each staff member could benefit from a remission of fees of one dependent with staff members at higher occupational levels contributing a higher percentage towards the total fees paid by the dependent than those who are at lower occupational levels.
	b.	The parental leave policy needs to be changed to result in parents being entitled to an equal period of parental leave in cases where both of them are employees of the institution. The couple could jointly be entitled to a number of days that they can share between them as it most suits them. There should be no assumption that the couple would benefit from one of the partners being granted more parental leave than the other.
	c.	The drafting of policies on parental benefits must be underpinned by the goal of long-term investment in staff. Thus, for example, the policy that a new lecturer needs to have been employed for a year before being entitled to parental leave must be reviewed.
	d.	A model that would enable dependents who are non- biological or legally adopted children or partners of members of staff to also benefit from the member’s medical aid contributions should be developed.
7.		The implementation of HR policies should be even and not dependent on individual assumptions and preferences.
	a.	Systems of accountability that will ensure consistency in the implementation of HR policies should be introduced. The systems should also address issues of unfair discrimination in the application of policies.
	b.	HR should deal with complaints within a set or agreed on period.
8.		The divide between academic and support staff should be minimized.
	a.	The role of the support staff in the functioning of the institution should be better articulated and should be better recognised.
	b.	Support staff should not be defined negatively in relation to academic staff as non-academic staff or as workers. (Support staff?)
	c.	Opportunities and conditions of service of support staff should be improved to match the conditions of service of academic staff. It should be made easier, for example, for support staff to study.

No		Recommendation
	d.	Safe spaces should be created where information on the work done by all staff to contribute to the academic project is shared among staff.
9.		Given that all employees benefit from the work undertaken by organised labour, procedures that will facilitate the monetary contribution of all staff towards organised labour should be instituted.
10.		The institution should improve its capacity to implement plans and policies at management and leadership levels and should explore the extent to which the lack of implementation of policies and plans is attributable to a lack of the necessary skills among its employees at these occupational levels and in the various spheres of operation.
11.		There is need for the performance of individuals to be measured or assessed. It should be possible to determine that individuals have succeeded or failed in performing their tasks. There should criteria used to determine failure or success in the performance of certain projects and individuals should be held accountable for their performance.

2.6.2.6. Governance

There are ten high-level recommendations formulated in the summit process that can be classified as recommendations on governance. These include recommendations on the functionality of governance structures, new forms of structures/collectives, representativeness, organizational citizenship, student governance and the institutional plan¹². The recommendations for which background information will be provided are those that pertain to the functionality of governance structures, representativeness, and the on student governance.

Referring to the number of committees that the university has and comparing that to the results that are achieved through the work undertaken by committees, a participant reminded the summit that one of the nicknames that has been given to the university by sceptical staff and students is “the University of Committees”. The main question raised at the summit plenary in relation to the institution’s governance structures and in discussions in the Governance breakaway session was whether or not the institution’s governance structures are “fit for purpose”. To what extent, it was variously asked, does the manner in which the university is governed enable it to achieve its stated goals? In both these sessions it was indicated that the governance structures, including the committee structure, are experienced as slow, inefficient and wasteful in the use of resources, including human resources. The governance structures are also experienced as not enabling the desired levels of accountability, decision making

¹² Whilst in the model of governance used in South African higher education institutions, institutional planning is strictly a management function, one recommendation on planning will be listed here because of the implications of planning for governance.

and implementation resulting, among other effects, in the institution being slow in adapting and responding to changes in its internal and external environments. These observations regarding accountability, productivity and slowness to change were also made by participants in the Labour and the Institution summit preparation engagements. With specific reference to change, in the Labour and the Institution Working Group submission it is reported that;

Many members have pointed to the perception that management at Rhodes is resistant to change. There seems to be a prevailing attitude of prematurely dismissing innovative ideas rather than engaging seriously with how to overcome perceived challenges. This may partly be a result of personalities which seek to criticise rather than provide constructive criticism and partly a result of the fact that any new idea has to negotiate several committees (each one essentially being able to veto or stall a new idea). (Labour and the Institution Working Group Report, 2017 p. 12)

The full quotation is given here because it not only references, albeit obliquely, the composition of committees, which will be returned to in the second paragraph below, but it also describes how, as perceived by members of the University consulted in the Labour and the Institution engagements, the committee system functions to prevent change. It is as an outcome of these discussions that the recommendations 1a to 1g in the table below were formulated.

What needs to be noted here is that one of the conclusions reached in the analysis of the results of the survey of alumni is that, since the majority of the respondents to the survey indicated that they believe that the institution is performing well in its pursuit of its vision and mission, the institution is well governed. What can be extrapolated from this conclusion is that, the majority of respondents to the survey do not share the conviction expressed at the summit and in the Labour and the Institution report that there is a great need to change current governance practices.

In the Staff Matters breakaway group a point was made that while members of staff are represented in governance structures such as the committees and other governance forums, some employees' voices are often "drowned out" by voices of individuals who hold more powerful positions in the institution than the employees do. The power differential that manifests in committee and forums' meetings means that the presence of employees in lower positions and employee representatives on these committees and forums does not in itself, translate into their inclusion in the governance of the institution. The question asked in the Staff Matters breakaway group is; How do we change governance structures so that voices of staff become much more important and influential? This question has been presented in the form of recommendation 5f in the table. Other recommendations relating to barriers to the effective participation of employee representatives in governance structures that are identified in the Labour and the Institution and Language Working Groups' reports are listed in 5b below.

With regards to student leadership and governance, discussions in the Student Matters breakaway and summit plenary sessions raised questions about the level of effectiveness of the SRC, its ability to communicate with and represent all students and the perceived ambiguity of its positioning

which constructs it as a body that represents students to the institution's leadership while also representing the institution's leadership to students. The recommendation that an SRC consultative and reflection summit be held at which these and other fundamental issues on student leadership and governance are discussed was presented to the plenary session by the group. During this discussion it was also revealed that increasingly, because of the new and additional responsibilities that student leaders have to assume in the Rhodes Must Fall era, fewer students are willing to stand for nomination or selection to student leadership positions. This means, therefore, that a number of SRC positions remained unfilled for a significant part of the year in 2017 and a substantial number of Student Parliament positions remain unfilled. This, it was concluded, points to the need for a greater and longer involvement of the Independent Electoral Board in student leadership processes which would include awareness raising and would, it is expected, result in more students being comfortable with occupying leadership positions at this historical period in the Higher Education sector. The key recommendations that emerged from these discussions are listed as recommendation 9.

Recommendations included in Table 6 were also sourced from the Disability and Community and Gender and Sexualities Working Group reports further to the sources already mentioned in this section.

Table 6. Recommendations on Governance

No		Recommendation
1.		A task team needs to be constituted to determine the levels of functionality of the existing governance structures with respect to enabling the institution to effectively pursue its stated transformation and sustainability goals.
	a.	It needs to be determined whether or not there is a clear understanding of the purpose of governance structures by members of the institution and members of the institution who participate in the structures.
	b.	The extent to which there is a duplication of discussions and of membership between committees and the impact of duplication on the institution's decision making and implementation capacity needs to be determined.
	c.	The extent to which the committee structure enables decision making, enables individual accountability and the implementation of decisions taken, needs to be determined.
	d.	The impact of the governance structure on the rate of adaptation of the institution to the changing environment needs to be established. This includes determining the pace at which and extent to which new ideas that enable innovation and change are adopted for implementation.
	e.	The impact of the composition of committees and governance forums on the ability of the institution to transform needs to be established.

No		Recommendation
	f.	The extent to which the size of the institution, in terms of staff and student numbers in relation to the number of committees, impacts negatively on the effectiveness of the committee structure needs to be determined.
	g.	Other models of governance structures that have emerged from different institutional cultures should be studied to determine how the institution can develop a model of governance that is suited to its size and culture and a model that would better enable it to achieve its goals.
2.		Institutional Rules should be revised and updated so that structures such as the Institutional Forum are enabled to function.
3.		The Institutional Forum should lead conversations on transformation that take place at institutional level.
4.		To increase transparency and accountability every member of the institution should have knowledge of how the institution is governed.
	a	Information that clarifies the purpose, functioning of and links between each governance and management structure should be shared with each member of staff and student and made available on the institution's website and in print. The information should include maps of accountability that clearly outline decision making processes, decision making and implementation time frames and reporting lines.
	b.	Staff and students need to be exposed to foundational King IV principles and members of the institution who participate in governance structures and the institution's leadership should have a demonstrable knowledge of King IV principles of governance.
5.		The inclusion of a wider variety of voices and the representation of all constituencies in decision making processes and committees should be ensured.
	a.	Discussions on how different voices and constituents can be effectively represented in governing structures to increase levels of inclusivity in governance should be held.
	b.	Practices that result in the exclusion of employee representatives from decision making bodies should be discontinued. These include practices such as the calling of meetings at short notice, the holding of numerous meetings which means that union representatives are spread too thinly between meetings, the low ratio of union representatives in forums and committees to other members and the use of a single language that serves to effectively exclude the majority of NEHAWU representatives from participating in meetings.
	c.	The institution should ensure that its unions are strong and active in order to enable effective staff participation in governance structures.
	d.	Representatives of staff and students with disabilities should be included in governance structures including faculty boards and Senate. While some members of the Disability Committee are also members of Senate, they are not at Senate as representatives of this constituency.
	e.	Further to the steps already taken to include younger lecturers, the inclusion of lecturers recruited through the N-gap programme on Senate should also be considered.

No		Recommendation
	f.	Practices that will ensure that dynamics of power do not result in the silencing of voices of individuals and representatives of stakeholders in less powerful positions need to be adopted.
	g.	There should be senior members of staff participating in every Senate and Council Committee.
6.		New forms of organisational structures should be instituted to enable the institution to respond to new kinds of challenges.
	a.	The Extended Leadership Forum, which includes representatives of all stakeholder groups, should be made a formal structure of the institution and scheduled to meet at regular intervals.
	b.	A forum for students' parents that will enable them to discuss and contribute on issues related to the University should be formed.
	c.	The institution should introduce employee-management decision making forums based on the model used in organisations in Germany.
	d.	The institution should explore, through practice, new kinds of democratic structures that better enable decision making, accountability and reflexivity. (See too 1g.)
7.		There is a need for all members of the institution to develop a sense of agency, ownership of, accountability to and responsibility for the institution. Instead of members of the institution working with the perception that the university exists out there outside of themselves they should work with the premise that they are part of the university.
	a.	An understanding that every member of the institution is working towards a defined and shared objective needs to be fostered and should be made the basis of a social compact between members of the institution and members of the institution and its leadership.
	b.	Academic citizenship should be promoted and demonstrated through practice.
8.		Dissent needs to be legitimised. A lack of agreement with and objections to decisions made in meetings should be recorded in minutes, for example. The reasons for the objection being made should also be recorded. Meeting attendees should be reminded of this practice at the beginning of each meeting. This practice should also be specified in the institutional rules. (See too 8d in Table 4)
9.		Student leadership and representation needs to be more effective.
	a.	The SRC should hold a consultative and self-reflexive summit at which its role in the Rhodes Must Fall era, its relationship to the student body in all its diversity, its relationship to the institution's leadership, its methods of operation and its constitution will be reflected on.
	b.	The SRC should find more inclusive methods to consult with, and to report to students on its activities and on its participation in the various committees and governance structures. The SRC should keep the students informed of institutional level developments and, in its communicating with students, a variety of platforms should be used in order that the majority of students are reached.

No		Recommendation
	c.	The SRC should not align itself with any national political party and should use the needs of the students in its context to determine its identity.
	d.	Procedures that will ensure that faculty and class representatives attend meetings on the curriculum need to be introduced.
	e.	The Independent Electoral Board should be more deeply involved in issues of student governance and should devise strategies for encouraging students to be involved in structures of governance.
	f.	The training programme offered to student leaders should be redesigned based on the results of consultation with students.
	g.	Student leaders who need assistance should be mentored. Student leaders in specific portfolios might need more mentoring than others.
	h.	Processes that would enable a different method of student voices being heard in governance structures need to be developed. An alternative route of collecting information on student concerns, suggestions, and recommendations on broad institutional matters should be through the department to be presented to faculty and to structures beyond the faculty.
10.	A plan with clear lines of accountability, that advances transformation, that will ensure sustainability, that is informed by the local, national and global environment, that outlines the vision of the institution and goals towards which members of the institution should work to achieve, and that has clear timeframes for decision making and implementation should be developed.	
11.	A gathering of all the institution's stakeholders where the institution's leadership will report on progress on strategic objectives agreed on should be held annually.	

2.6.2.7. Facilities.

The ten high-level recommendations on facilities include recommendations on the maintenance of the physical infrastructure, the use, allocation and design of facilities and physical space to increase levels of inclusivity, safety and to encourage integration, and recommendations on environmental sustainability principles and practice. In this introduction, background information will be provided for the recommendations on the allocation and design of physical spaces to enhance levels of inclusion. A brief comment on the recommendation on the adoption of environmental sustainability principles will also be made.

In the Gender and Sexualities Working Group submission it is reported that much debate preceded the consultation of the institution's stakeholders on the question of whether or not the institution's cultural environment would support the introduction of gender-neutral residences. The main risk

that was considered as entailed in such a development is that a gender neutral residence, which would house students that include those who do not subscribe to the gender binary and to heteronormativity, would be targeted for attack by members of the institution who experience the de-centring of the engendered heterosexual norm and a reduction in the levels of exclusion of non-conforming individuals as a threat that justifies harassment and violence. (As indicated in the report, this attitude was exhibited by two academic staff members who responded to the survey that the Working Group conducted.) In the pre-survey discussions, the risk of attack was weighed against the harassment and violence currently experienced by non-conforming students in gendered residences and it was concluded that the threat of violence in the future was outweighed by the violence experienced in the present. What this conclusion therefore implies is that, the awareness that there is risk that gender neutral residences will be attacked places the institution in a position to devise means to mitigate this risk without having to resolve that gendered residences are the best option for all students. Eighty percent of the students and staff who participated in the survey indicated that they support the introduction of gender-neutral residences.

The recommendations made in the Disability Working Group report on the work that needs to be undertaken in order to render the physical infrastructure of the institution accessible to people with disabilities is subsumed under recommendations 3a to 3e. The concepts of Universal and Inclusive Design have been used here to encompass the improvements to the physical infrastructure that, in the recommendations made, it is indicated are needed. The concepts have also been used to foreground the approach that, it is recommended, needs to be adopted in the undertaking of this work. In the report it is highlighted that one of the principles of Universal and Inclusive Design is that the design of physical infrastructure that is inclusive needs to be undertaken in collaboration and in consultation with individuals with disabilities. Participants in the Disability study conducted by the Disability Working Group, reveal that while attempts have been made to make the institution's new buildings more accessible than the old, there have been design failures such as there not being adequate space for a wheel chair to turn around in lifts and in toilets for the disabled. Recommendation 3a and b therefore also speak of the principle that is often summarised as "nothing about us without us".

Even though the recommendations on environmental sustainability practice are listed in this section, they could easily have also been categorized as recommendations that pertain to the institution's income and expenditure. The main argument that was made at the summit is that through practices that promote environmental sustainability, the institution will, in some instances as a return on investment that will not be realised in the short term, also decrease its expenditure, calculated as a ratio of its income, on resources such as water, energy, paper and food.

The other recommendations listed in Table 7 were submitted by the participants in plenary sessions, Facilities and Student Matters breakaway groups, by the Christians at Rhodes Society and by Community, Language and Living and Learning Spaces Working Groups.

Table 7. Recommendations on Facilities.

		Recommendation
1.		The institution needs to invest in the maintenance of the physical infrastructure that it has. Scheduled and preventative maintenance will enable the institution to keep the costs of maintenance lower than the costs that will be incurred should further deterioration of the infrastructure be allowed.
2.		The use of available space should be optimised to promote the development of supportive relationships, the breaking down of hierarchies and to enable the development/safeguarding of individual spiritual and psychological wellbeing.
	a.	The services offered at the Oppidan Dining Hall should be publicised and made easy to access. The space should be reconfigured and turned into one where lecturers and students and academic and support staff can interact informally.
	b.	Departments and divisions should design their spaces to encourage more interaction and integration between staff from different demographic groups.
	c.	A room that can be booked for purposes of practising religion should be made available at each hall of residence. This would contribute towards making students of different faiths feel welcomed and contribute to their maintaining a sense of well-being.
	d.	Christian societies should be able to book the Chapel of St Mary and All the Angels without there being a fee charged. This would provide space for Christian groupings to worship throughout the year including at exam time when spaces used for worship in other periods are not available for use.
3.		The institution's physical infrastructure should be made accessible to all students and staff and should in turn facilitate students' and staff's access to the curriculum and to work respectively, and to other offerings of the institution. (See too 18 in Table 3)
	a.	Universal and Inclusive Design principles should inform the improvement of the campus grounds, including the alteration of roads and pathways to render the grounds accessible and safe for all students and staff including members of the university with disabilities.
	b.	Universal and Inclusive Design principles should be used to improve existing and to design new living, learning and working spaces to better enable the learning and working of members of the institution with disabilities. Thus, for example, lecture theatres should be fitted with induction loops to enhance the participation of students with hearing difficulties and light bulbs that do not affect the sight of students and staff with albinism should be used ect.
	c.	An accessibility map of the institution, indicating accessible routes and entry points into buildings, and accessible facilities such as bathrooms, needs to be created and made available in print, on line and in forms that will enable tactile reading on boards at key points around campus. This map can be created with the assistance of the Geography Department.

		Recommendation
	d.	Maintenance projects should be used as opportunities to improve and to render old buildings accessible to and safe for all individuals through upgrading and retrofitting the necessary equipment and features.
	e.	Disability parking should be situated close to the buildings that need to be accessed.
4.	Physical spaces that would enhance the inclusion of individuals who do not subscribe to the gender binary and to heteronormativity should be created.	
	a.	Gender-neutral bathrooms should be at all places that are frequented by staff and students such as the library, departments and the lecture theatre complexes.
	b.	The two residences that are being built should be gender-neutral residences and should be named after Queer activists or persons.
5.	The institution needs to introduce residences for students with families.	
6.	Instead of the University expanding away from the rest of the community, student residences should also be built in the town and township.	
7.	Signage should be designed to promote inclusivity and accessibility of the campus.	
	a.	Multilingual signage should be the norm with English, isiXhosa and Afrikaans used in all signs. (See also 13a in Table 2)
	b.	Signage that will assist people with disabilities to navigate the campus and to access services should be introduced.
8.	Affordable and safe transport whose use will enable students to take better advantage of the University's offerings should be available for use by students.	
	a.	A partnership with Grahamstown business people to introduce an affordable transport system that will facilitate the safe movement of students on campus and in the rest of the town should be established at student or at institutional level. (See too 5g in Table 4.)
	b.	The University should partner with Makana Municipality and the town's sports clubs, to promote the increased use of bicycles as a mode of transport in the town. Cycling lanes would need to be developed.
9.	Consultation on how safety can be increased on campus should be undertaken.	
	a.	The number of computers available for use in residences needs to be increased so that students do not have to walk to and from computer labs at night.
	b.	Trees should be trimmed and dark places electrified in order to increase visibility on campus at night.
	c.	Emergency exits with ramps need to be installed in all residences.
10.	The institution should further develop its identity as an institution that values business and ecological sustainability through adopting everyday practices that promote environmental sustainability and that will also ultimately reduce operating costs.	
	a.	The University should invest in technologies that will enable a more sustainable use of natural resources. These might include technologies that enable the use of solar energy, rainwater harvesting, grey water recycling ect.

		Recommendation
	b.	Capacity within the institution should be utilised and partnerships between relevant departments and the infrastructure division should be formed through which projects that promote the sustainable use of resources can be designed and implemented.
	c.	Procedures that will encourage individuals, departments and divisions to adopt everyday sustainability practices such as saving water, saving energy and minimising their paper usage levels need to be introduced. Members of the institution should be educated on environmental sustainability. Guidelines on the use of facilities should be updated, shared and aligned practice fostered.
	d.	The institution should grow its own food.

2.6.2.8. Financial Management

Recommendations that pertain to income and financial management have been categorised under twelve high-level recommendations. These include recommendations on government subsidy, third stream income, the institution's operating model, the marketing strategy, planning and financial resources allocation, the democratization of the budgeting process and resources allocation and transformation. In this introduction, contexts will be provided for the recommendations on planning and resources allocation and transformation

That the University should develop an institutional/strategic plan is a recommendation that was voiced in all the plenary and in four break away sessions (Governance, Institutional Identity, Financial Management and Staff Matters). In the Budget Working Group report, the recommendation made is about the relationship between the strategic plan and the budgeting and resources allocation process. The strategic plan of the institution, in which the vision, values and the goals of the institution are articulated, it is maintained, determines how resources are allocated. Therefore budgeting and resources allocation should follow and not precede planning and should be in support of the pursuit of the stated strategic goals and vision. Leadership accountability therefore includes, amongst other factors, not only reporting on the achievement of strategic goals but also on how funds were used in the achievement of these goals. Maintaining this alignment between the plan and budget, it is further argued, contributes to financial sustainability. In the Financial Management breakaway session, planning is also seen as necessary for the coordinated spending of funds, coordinated and planned revenue generation and the minimisation of waste in the achievement of stated strategic objectives. These arguments are reflected in recommendations 9a and b below.

In the Labour and Institution Working Group report, an argument is made against the assumption that the institution can transform without resources being used to facilitate the profound change process the institution needs to undergo. This, assumption, it is argued, is based on a lack

of recognition that the need to transform South African higher education institutions and the society broadly is as a result of deep seated economic injustice and exploitation. The assumption, they assert, is manifest in a number of practices, including the crafting of transformation related policies and plans whose implementation is dependent on the availability of funds but for which no funds are allocated in the budgeting process. One of the examples given in the report is that the implementation of the policies that addressed the need for the “harmonization” of benefits received by staff belonging to lower occupational levels and those received by staff working at higher occupational levels were not budgeted for and their realisation not invested in. The lack of allocation of funds in the budgeting process to projects that will contribute to the elimination of inequitable access to resources and services is also identified as a threat to transformation by the Disability Working Group. An example given in their report to support their recommendations with respect to this factor is that of the Steve Biko building lift that was installed due to pressure from the SRC of 2015. Even though, they argue, the need was clearly there for the lift to be installed, no unit took the responsibility for funding the installation. Recommendations from both reports that relate to this phenomenon are summarised here as recommendation twelve.

Other recommendations listed below were made in the Alumni, Teaching and Learning and Student Fees Working Groups’ reports, the Student and Staff Matters breakaway sessions and in the plenary sessions.

Table 8. Recommendations on Financial Management.

No		Recommendation
1.		The University should use the expertise of its members to devise solutions that would help improve its financial health.
2.		The University needs to gather information that will enable it to determine, fully, what the causes of its present financial status are.
	a.	The reasons for the institution not benefiting from economies of scale that rising student numbers should generate should be established. There is no evidence from financial statements that such savings are being realised.
	b.	Cost drivers should be identified. The reasons for the above-inflation of academic and support staff costs need to be determined.
	c.	The level of significance of different rates of increase in costs of related functions or sections should be established. The significance or impact of the higher increase in academic staff costs compared to departmental support costs and the impact of the expenditure of unrestricted funds on the implementation of activities supported by earmarked funds, for example, should be determined.
	d.	How budgets are spent in relation to the departments’, divisions’ and institutional goals and how planning or lack of planning contributes to the present financial status should be established.
	e.	It needs to be determined whether or not there is waste and inefficiency in the use of resources including IT, space and human resources.

No		Recommendation
	f.	The returns on expenditure should be ascertained.
	g.	The reasons for a drop in enrolments should be established.
3.		There is need for a new funding model that will reduce the University's heavy reliance on student fees to be developed.
	a.	Council should establish a Third Stream Income Committee that will be charged with the responsibility of vigorously driving third stream income generation.
	b.	A Central Resources Office should be established. The office will identify sources of third stream income and provide legal, administrative and related support to departments, academics and students who provide research and consultation expertise to corporates, government and other organizations.
	c.	The percentage of the charge levied on earmarked funds should be changed.
	d.	Concessions should be given to academics who want to do private consultancy work.
	e.	Funding from other government departments, such as the Department of Arts and Culture, should be solicited to fund research that falls within the departments' scope of interest.
4.		There is need for strategies for increasing government subsidy to be devised.
	a.	The policy of slow undergraduate growth needs to be reviewed. Smaller undergraduate numbers in some courses translate into smaller post-graduate numbers. Each department should table its undergraduate numbers and their implications in terms of government subsidy and post-graduates numbers at faculty annually.
	b.	Lecturers should be made aware of the opportunities of publishing based on their teaching and learning practice and should also publish in this field as a means of sharing practise.
	c.	Each department should table all the papers written for publication by members annually. Reasons for members not having written a paper should be given.
	d.	There is concentration risk because a small number of academics generate research output. Can academic staff focus on either research or teaching or producing creative work? A space needs to be created for the scholar/teacher/creative conversation to be had. (See too 3i in Table 5)
	e.	A new cohort of researchers needs to be developed. It needs to be made possible for younger researchers to have adequate time away from teaching to conduct research. (See too 10e in Table 3)
5.		The operating model of the University needs to be reviewed
	a.	E-learning including blended learning and short courses should be introduced for example.
	b.	Close collaboration with and student and staff placements in industries dominant in the Eastern Cape needs to be explored. Therefore, the establishment of new faculties and departments such as Automotive Engineering and Veterinary Science Departments should be considered.

No		Recommendation
	c.	The institution should establish an innovation hub that will specialise in technological innovation.
6.		Existing assets should be used creatively and optimally to result in increased income. The institution should consider, for example, re-organising the academic year such that there are two long terms separated by a break during which the facilities can be used for research and conferencing.
7.		Strategies to attract prospective students to the institution should be developed.
	a.	A marketing strategy needs to be developed. This should include the defining of what the Rhodes experience is and what the University's value proposition is. This will also entail discussions on how the relationship between Grahamstown and the University is defined for purposes of marketing.
	b.	The application process should be made simpler, multilingual, and free. It should be made engaging to the target group with podcasts by and video clips of lectures.
	c.	The look and feel of the website needs to be updated to align with goals of a marketing strategy. The site should have simple entry points for high school learners and other prospective students. Prospective students should be encouraged to leave their details having accessed the site in order that marketing material is sent to them.
	d.	An application that provides a simple entry for prospective and current students should be designed. The application needs to have several features that include information on funding, including NSFAS funding, on departments, lecturers and a visual representation of the campus.
	e.	The campus space should be redesigned to model new teaching practices, knowledge and approaches to knowledge.
	f.	There should be open days to which schools are invited.
8.		To increase its levels of competitiveness, the University needs to develop a brand and needs to actively participate in global ranking systems.
9.		Business principles to encourage efficiency in the University's systems and structures should be adopted.
	a.	The institution should practice integrated planning so that planning is informed by, among other factors, assessment of data and includes all stakeholders to achieve high levels of cohesion between faculty and divisional plans. This planning should inform budgeting and resources allocation.(See too 10 in Table 6)
	b.	A framework to monitor progress in the achievements of strategic goals and usage of resources in the pursuit of these goals should be introduced. Periodic reports on the progress towards achievement of goals in the strategic plan, financial performance and associated risks need to be produced by senior leadership.
	c.	Improved information systems that enable easier gathering, sharing and analysis of information should be adopted to enhance planning, marketing and fund raising.
	d.	Information on prospective students and staff that will inform planning and marketing should be gathered. This includes information on who the University's prospective students are, on factors that attract prospective students to the institution, on

No		Recommendation
		factors that determine that the institution is not often the first choice for students, on factors that influence course or subject choice, and on those that determine whether or not a student will proceed to post graduate study.
	e.	The Marketing, Communication and Advancement Division must work closely with the Student Recruitment, Planning Unit and Departments.
	f.	The existence of a post should be justified and appointments should be more transparent.
	g.	There needs to be a change from a cost management approach to financial management to an approach based on a long term growth strategy and investment in change and adaptation that will ensure the sustainability of the university.
10.	The University should democratise financial planning processes	
	a.	An open budget workshop should be held by February 2018. At this workshop budget decisions, with detailed information on how they were made, and information on new contributions to the budget should be presented for discussion. The workshop should be a feature of annual budgeting processes.
	b.	Students should be involved in the budgeting process from the start and not just at the stage at which the completed budget is presented to the budgeting committee.
	c.	Detailed and regular reports on income and expenditure need to be made available to members of the institution. (See too 9b)
11.	Mutually beneficial partnerships with stakeholders should be developed further.	
	a.	The University should consider introducing a Business Manager position to build and manage relationships with local business.
	b.	The institution should facilitate the shifting of a growing number of National Arts Festival activities to the township so that the financial benefits are shared with businesses in the township.
	c.	A partnership with Makana needs to result in an improvement in the town's capacity to support the institution to grow.
	d.	More robust structures and systems of communicating with and engagement of alumni should be developed such that alumni are more involved in the mobilisation of resources on behalf of the institution.
	e.	A database of alumni who would want to contribute variously towards specific projects should be developed. (See too 14d in Table 2)
12.	The University leadership needs to demonstrate a commitment to transformation and demonstrate a recognition that transformation requires financial investment	
	a.	In the main budgeting process there should be a dedicated allocation of funds to projects whose implementation will result in the inequitable distribution of resources and in inequality between different demographic groups being eradicated.
	b.	Funds should be mobilised to enable the institution to transform in its structures, including its physical structures, systems and culture.

2.7. Concluding addresses.

In the closing addresses of the summit the Vice Chancellor, SRC President and Chair of Council all thanked the summit participants for making the time and sacrificing their weekend to be at the summit. They also thanked the facilitators who, they stated, had made the conversations possible by skilfully enabling all voices at the summit to be heard.

In his short remarks, the Vice Chancellor emphasised the need for the University to shed aspects of itself that will not allow it to survive into the future. He then stated that individual members of the university should recognise and use their agency more and contribute creative solutions to the problems faced by the institution and that the summit had provided space for this and had resulted in very productive engagements. He indicated that from the discussions held, he has identified sustainability, local responsiveness and global competitiveness as the main organising principles that he would like to see inform the practices of the university. He elaborated on this by stating that he rejects the notion that local responsiveness and global competitiveness are opposed practices. He concluded by committing to not waiting until the report of the summit is written before beginning to implement some of the suggestions that had been made and that could be implemented without delay.

The SCR President, on the other hand, began his equally short remarks by reiterating the students' call for a decolonised curriculum and for free education and observed that the summit had been held as a result of the students' protest. He expressed regret that there were fewer students attending the summit than had been invited. He urged members of the University to work together and put in the effort that is needed to prove to all that the summit had not been just another talk shop and to achieve, what would have ordinarily taken months to achieve, in weeks and that which would have taken weeks to achieve, in days.

The Chair of Council followed his words of appreciation by stating that it should be clear that there can be no sustainability without transformation and without decolonisation. He characterised the discussions held and recommendations made as ideas and imagination not constrained by considerations of the institution's financial status and some of which should, on implementation, improve the financial health of the University. He also described the approach of according equal value to all voices, an approach taken by the summit, as essential in moving the institution forward and emphasised that everyone matters in the transformation journey.

The Chair of Council further stated that he has heard and recognises that much needs to be done to improve the governance of the institution and informed the summit that one initiative already taken is that a report on decisions taken at Council will be shared with members of the institution after each Council meeting. Giving the issue of the name of the University as an example, he requested that members of the institution take cognisance of the fact that some of the decisions that have to be taken will not be to the satisfaction of every one. The main principle that will

guide decision making, he stated, is that the University has to emerge, after a decision has been implemented, a better University, in which all stakeholders can take pride.

He concluded by asserting that the University is committed to being a space in which robust engagement can be had and radical ideas nurtured and that forms of behaviour that are violent towards members of the institution will not be condoned.

The next part of the report, part three, is a conclusion that will be used to discuss, briefly, some of the issues raised leading up to and at the summit about the summit process that could not be engaged with in parts one and two.

3. Conclusion.

As stated in part one, the objective of the process of the summit was to facilitate an inclusive and collective sharing of and deliberation on ideas that would inform the development of a coherent institutional transformation strategy that would result in the institution accelerating its pace of transformation to result in a more resilient and sustainable University. The questions that should perhaps be explored at this stage of the process are a) has the process so far enabled an inclusive and collective discussion of transformation related ideas and b) have the ideas that emerged and that were shared usable as a basis for the formulation of a coherent transformation strategy?

Leading up to the summit, the process provided for the voluntary participation of the University's stakeholders either as working group members or as participants in the dialogues and other forms of engagements that were designed by the working groups. At this summit preparation stage, members of the University had a number of opportunities to participate, as individuals and not as representatives of a group, in the various spaces of engagement, dialogues and research, opened up by the working groups. In total, thirty-six dialogues were convened by working groups, five surveys were conducted and all reports prepared from the material collated were sent out to University members for comment. Whilst, as recorded for example in the Labour and Institution Working Group report, the attendance at some events was lower than would be desirable, some events, such as the first Language Working Group discussion, stimulated a degree of interest that resulted in there being requests from the students who participated that follow up dialogues be convened. As again mentioned in the introduction, at this stage of the process the key factors identified as determining the low participation at some events, was the lack of trust in the University's leadership and the related transformation dialogues fatigue. As again mentioned, wage negotiations also had a negative impact particularly on the work of the Labour and the Institution Working Group.

Very briefly, and indeed perhaps needless to say, the feedback foregrounds the role of trust in the degree of success of consultative processes that aim to be inclusionary. Studies of such processes reveal that that skepticism and lack of trust in the body that will use the outputs of the consultation process for purposes of decision-making will render spaces created for inclusion ineffective (O’Riordan, et.al, 1999; Doody, D.,et.al, 2009). However, such studies also reveal that consultative processes themselves can be the basis for learning, of promoting increased accountability, of minimising the relationship boundary between the consultor and the consulted and therefore the basis for the building of trust (Ibid). The recommendations in part two, particularly those in Table 7, speak directly to how the process offers an opportunity for trust to be built.

The summit event as opposed to the consultative engagements leading up to it, provided an opportunity for University members to be represented by nominated representatives and as individuals¹³. Amongst those present were representatives from different faculties, divisions, community groups and alumni.

With respect to inclusion at the summit there were three concerns raised. These are that a) the use of only English as the language of communication at the summit excluded the majority of the institution’s employees from participating in the summit discussions b) there was a low level of student attendance on the afternoon of the second and of last day of the summit and c) that students did not participate in greater numbers in some breakaway groups. Again, some participants expressed concern that students, who they defined as radical, were absent from the summit.

The language question is, as reflected in part two of this report, considered by a significant majority of the institution’s members a key transformation issue. Pertaining to the process under discussion, it can be reported that in seven of the preparatory dialogues isiXhosa was used as the main language of communication. However, there needed to have been a continuing and consistent commitment by the coordinators of the process, (The Equity and Institutional Culture Directorate) to ensuring that all engagements enabled the practice of translanguaging as was needed. This commitment has to be consistently realised in future through the employment of such procedures as providing all background documents in isiXhosa and defining the protocol for language use at the start of all gatherings. This response would already contribute to the realisation of recommendation 13 in Table 2 and 10b in Table 5.

With regard to the pattern and manner of student attendance, feedback gathered from student participants at and after the summit and at an induction session of the incoming SRC held on the 24th of August 2017, reveals that there are a variety of factors that determined that fewer students returned to the Saturday afternoon and Sunday morning sessions. These include the holding of a whole day institutional event on a weekend when students would rather be focussing on other priorities that conflicted with the summit and the expectation held by a significant number of the student attendees that the summit would be a forum where the institution’s leadership would account, on various matters, to students and other stakeholders.

¹³ Other than representatives of organised labour, students, and alumni, representatives of groups in the broader community, the extent to which most participants attended as representatives of stakeholders can be debated.

This is the form that large gatherings involving the institution's leadership and students have taken in 2015 and 2016. The expectation was not met by the summit.

The last factor mentioned indicates a felt need for the leadership to be accountable to students and other stakeholders in summit like forums and speaks directly to recommendation 11 in Table 8 that proposes that an annual gathering at which the institution's leadership informs stakeholders on progress achieved on agreed on transformation objectives is held. The adoption of such practice might, as already implied above, contribute towards an improvement in the levels of trust between the University's leadership and the student body. Again, in recognition of the various demands on the students' time, the holding of two day events, such as the summit, spread over a Thursday afternoon, Friday and a Saturday morning instead of the event being held from Friday afternoon needs to be considered.

Regarding the view that there were some voices, in particular radical student voices, that were not present at the summit, it has to be noted that three groups of students were invited to participate at the summit. These are the Student Parliament including the SRC, ten other students, nominated by the SRC, who would represent student formations outside of the formal governance structures and the students who participated as members of the working groups. Students from all these groups were present at the summit. The summit register also reveals the attendance of a number of students who are at the forefront of the transformation discussions taking place in the institution and who participated in meetings between students and leadership held in 2016. These students were present at the summit as members of working groups and as amongst the ten nominated by the SRC. Given this and given that the majority of the key issues raised by students through protests were presented variously to the summit, the impact of *context* on the manner in which issues are engaged with might also need to be considered. What perhaps could be further explored is the convening of a forum of students at which the summit report is discussed and gaps in the ideas discussed, and recommendations made, are identified. This could be one of the objectives of the SRC summit suggested in recommendation 9a in Table 6. Alternatively, a separate student gathering could be convened for this specific purpose as part of the continuation of the process of engagement and as part of the implementation of recommendation 7d in Table 4.

With regards to students participating more in some breakaway groups than in others, this was determined by interest and more students were drawn to the Student Matters breakaway group including those who had pre-registered to participate in other groups. This includes the SRC President who had registered to participate in the Institutional Identity breakaway group but who participated in and was one of the rapporteurs for the Student Matters group.

Pertaining to student participation more broadly, whilst, on the list of attendees circulated prior to the summit, the number of students invited to participate at the summit appeared to be more than the number of all other representatives, in practice, the number of students who were invited to the summit was approximately two thirds of the number reflected on the list. This is essentially because more than a third of Student Parliament

positions remained unfilled right up to the end of July¹⁴. Again, feedback gathered from student participants at the summit and at the induction session of the incoming SRC reveals that the lack of participation of some members of the Student Parliament is attributed to factors that include the low level of trust that some students have in the institution's leadership, the lack of alignment between what might be expected of students who occupy student leadership positions and what the students who occupy those positions perceive their role to be. It was also reported that it is not all members of the Student Parliament who are interested in matters of transformation. Again, students, it was stated, often underestimate the amount of time needed to effectively meet the demands of the leadership positions occupied.

The last three factors, could perhaps be addressed at the proposed student gathering. The fact that not all members of the Student Parliament are interested in matters of transformation speaks to the need for different forms of student representation as a response to the needs of this period in higher education. Again, this consideration is articulated in recommendation 9 in Table 4.

Feedback on the patterns of participation of staff and other stakeholder groups still has to be gathered and will be a subject of a follow up report.

The considered answer to the first question posed at the beginning of this conclusion, therefore, is that the process was inclusive to the extent allowed by the institution's affective environment and that levels of inclusion could have been enhanced by the use of isiXhosa as one of the languages of the summit, by holding the summit at the end of the working week rather than at the beginning of the weekend and perhaps by making more provision for student voices that are not fully represented through the Student Parliament.

A briefer exploration of the second question than that of the first question will be offered. The summit process enabled the sharing of ideas on transformation at an institutional level that included ideas contributed by a broader spectrum of the institution's stakeholders than has been the case in the past. This has enabled new ideas to be shared and has enabled the restating and foregrounding of ideas, at this level, that have been discussed in various other forums. Reports such as the Gender and Sexualities and the Labour and the Institution Working Group submissions reference earlier processes of consultation that have yielded recommendations some of which are included in this report. This repetition, this act of restating, indicates a hope that this summit process, unlike the previous processes referenced, will result in these recommendations being used to inform decision making and strategy development and implementation. Needless perhaps to state, is that the timeframes for the implementation of different recommendations, should they be adopted, will be different and the implementation of some recommendations is contingent on the successful implementation of others. The relationships of contingency would, together with the timeframes for implementation, be made explicit in the strategy developed.

¹⁴ Verbal communication from the SRC adviser.

As an indication of the broad base of stakeholders consulted, there are recommendations that emerged from the process that are in contradiction with others. These include recommendations on the future of the name of the institution. However, even the few contradictions that exist are usable in the sense that they can be used to shape the strategies that will lead to their resolution.

Usability of the summit process output also speaks to higher levels of transparency and levels of inclusion of all stakeholders in the processes of adoption and rejection of recommendations. This entails further and continuing engagements around the output. This kind of relationship between those who have submitted recommendations and those who will consider them is not only anticipated in the Council minutes of the 5th of May 2016 as indicated in part one but it is also anticipated in the recommendations for transformed governance practices given in Table 7 where the main emphasis is on the change in the relationship between the leadership and the rest of the University.

In the minutes referred to, the summit is defined as the start of the process

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Appendices

Appendix A. Working Groups Membership (by July 2017)

	Working Group	Name	Designation
	Alumni		
1.		Ms Ujala Satgoor	Director: Library Services
2.		Ms Joyce Sewry	Deputy Dean: Chemistry
3.		Ms Cindy Deutschmann	Data Services Co-ordinator: Communications & Advancement Division
4.		Prof James Gambiza	Senior Lecturer: Environmental Science
5.		Mr Guillaume Jakobus Bezuidenhout	Student
6.		Mr Leroy Maisiri –	Student
7.		Ms Terryl Mc Carthy	Alumni Relations Officer: Communications & Advancement Division
	Budget		
1.		Mx Geoff Erasmus	Deputy Director Finance
2.		Mx Faisal Ackerdien	Support Staff Member: Finance
3.		Professor Rosaan Kruger	Dean: Law Faculty
4.		Professor Lawrence Juma	Academic Staff Member (Law)
5.		Professor Gavin Keeton	Academic Staff Member
6.		Professor John Williams	Academic Staff Member
	Community		
1.		Mx Diana Hornby	Director: Community Engagement Division
2.		Mx Thobani Mesani,	Community Engagement Division
3.		Mx Sue Robertson	Manager: Human Resources Division
4.		Professor Jonathan Campbell	Academic Staff Member (Law)
5.		Dr Nosi Ngqwala	Academic Staff Member (Pharmacy)
6.		Dr Ashley Westaway	GADRA Community Partner Organisation
	Disability		

	Working Group	Name	Designation
1.		Mx Desire Chiwandire	Student
2.		Mx Ian Siebörger	Student and Academic Staff Member (Linguistics)
3.		Professor Lorenzo Dalvit	Academic Staff Member (Journalism)
4.		Mx Veronica Israel	Manager: Student Affairs Division
5.		Mx Nikki Kohly	Support Staff Member: Health and Safety Officer
	Gender and Sexualities		
1.		Mx Carla Botha	Student
2.		Mx Phumelele Nkomozake	Student
3.		Mx. Natalie Donaldson	Academic Staff Member
4.		Mx. Werner Bohmke	Academic Staff Member
5.		Dr. Lindsay Kelland	Academic Staff Member
	Labour and the Institution		
1.		Mx Ziyanda Ntlokwana	Student
2.		Mx Lindelwa Nxele	Researcher PSAM
3.		Professor Gilton Klerck	HOD: Sociology
4.		Professor Mark de Vos	NTEU
5.		Mx Alfred Vena	NEHAWU Full Time Steward
6.		Mx Susan Robertson.	Manager: Human Resources Division
	Language		
1.		Mx Sanele Ntshingana,	Student
2.		Mx Ntombovuyo Ngaphu	Student
3.		Professors Russell Kaschula	Multilingualism NRF SARChI Chair
4.		Professor Esther Ramani,	Academic Associate. School of Languages
5.		Professor Michael Joseph	Academic Associate. School of Languages
6.		Professor Dion Nkomo	Academic Staff Member (Languages)
7.		Mx Sisonke Mawonga.	Academic Staff Member (Education)
8.		Mx Nonhuthuzelo Faku	Support Staff Member (CCS)
9.		Professor Pam Maseko	Academic Staff Member (Languages)

	Working Group	Name	Designation
10.		Dr Leonie Goosen,	Academic Staff Member (Chemistry)
	Living and Learning Spaces		
1.		Mx Bulelani Mvenganya	Student
2.		Mx Londiwe Mntambo	Student
3.		Mx Veronica Israel	Manager: Student Affairs Division
4.		Mx Mbulelelo Nhlabathi	Warden
	Student Fees		
1.		Professor Matthew Lester	Academic Staff Member (Commerce)
2.		Professor Gavin Keaton	Academic Staff Member (Commerce)
3.		Professor John Willams	Academic Staff Member (Commerce)
4.		Mx Qondakele Sompondo	Support Staff Member (Communications & Advancement Division)
5.		Mx John Gillam	Support Staff Member (Post Graduate Funding)
	Teaching and Learning		
1.		Mx Corinne Knowles	Academic Staff Member (Education)
2.		Mx Shabnam Shaik	Academic Staff Member (
3.		Professor Jen Snowball	Academic Staff Member
4.		Mx Sisonke Mawonga	Academic Staff Member (Education)
5.		Mx Thina Maqubela	Academic Staff Member (Science)
6.		Mx Anathi Mbalula	Student
7.		Mx Yusuf Motara	Academic Staff Member (Science)
8.		Mx Kate Matoane	Student
9.		Mx Sanele Ntshingana	Student
	Research		
1.		Mx Rudo Hwami	Student
2.		Dr RosaKlein	Academic Staff Member (Chemistry)
3.		Dr Gladman Thondlana	Academic Staff Member (Environmental Science)
4.		Mx Helen Kruuse	Academic Staff Member (Law)

	Working Group	Name	Designation
	Visual Culture and Rituals		
1.		Visual Representation, Arts and Culture Committee	
2.		Mx Courtney Scott	Student

Appendix B. Transformation Summit External Speakers' Programme.

Date	Topic	Guests	Rhodes Discussants
8 th June 2017	Transforming Towards Sustainability	Dr Babalwa Magoqwana (NMU)	Professor Rosaan Kruger (Dean of Law)
17 th July 2017	What is in a name? A Debate on the Future of the Name of The Institution.	Mr Rich Mkhondo (Rhodes Alumni)	1. Mr Songezile Madikida (Lecturer. Fine Art Department) 2. Mr Leroy Maisiri (Student: Sociology Department)
18 th July 2017	The Governance of Institutional Transformation.	Professor Martin Hall	Mr Wesley Seale (PhD Student and Lecturer in the Political and International Studies Department)
19 th July 2017	On the Decolonisation of the Science Curriculum	Professor Thebe Medupe	Dr Samson Khene (Chemistry Department)
27 th July 2017	Another University is Possible: Uneven and Combined Processes to Decolonize the University Worldwide	Professor De Souza Santos	Ms Injairu Kulundu (PhD Student in the Education Faculty)

Appendix C. Stakeholder Representatives and Individuals invited to the Rhodes University Transformation Summit (28th -30th July 2017)

Over a series of meetings at which the Institutional Forum, as mandated by Council, deliberated on how the stakeholders that constitute the Rhodes University community should be represented, a final list of the stakeholder representatives who were invited to attend the Transformation Summit is given below.

i.	Student Parliament	71	Accumulative Total
ii.	10 other Student Representatives nominated by the SRC	10	81
iii.	Grahamstown Schools' Principals Representatives	8	89
iv.	The Vice Chancellor and DVCs	3	92
v.	The Registrar	1	93
vi.	HoD Forum Representatives	4	97
vii.	Senate Representatives	8	105
viii.	Deans	6	111
ix.	Faculty Representatives	48	159
x.	Members of Council	12 (Minus the VC, DVCs, the Secretary, Institutional Forum Representatives, SRC and Union Representatives)	171
xi.	Members of the Institutional Forum	6 ((Minus the VC, DVC A&SA, the Registrar, the SRC and Union Representatives)	177
xii.	Union Representatives	16	193
xiii.	All Support Staff Division Heads	11	204
xiv.	Middle Management Representatives	4.	208
xv.	Summit Preparation Groups' Members.	48	256
xvi.	Makana Municipality Representatives	8	264
xvii.	Alumni Representatives	8	272

Appendix D: Transformation Summit Combined Registers.

Transformation Summit Register 28 th to 30 th July 2017					
	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
1.	Mx	Thishana	Govender	Student Parliament	Institutional Culture including Visual Culture.
2.	Mx	Zweli	Hlatshwayo	Student Parliament	Institutional Identity
3.	Mx	Mzingaye	Xaba	Student	Student Matters
4.	Mx	Crispen	Dirwai	Student and scribe	The Curriculum
5.	Mx	Heather	Dixon	Student: Oppidan Sub-Warden	
6.	Mx	Stephen	Dorbor Jnr	Student (SRC)	The Curriculum
7.	Mx	Nompilo	Mthunzi	Student	The Curriculum
8.	Mx	Ashley	Zikhali	Student	Student Matters
9.	Mx	Linda	Buthelezi	Student	
10.	Mx	Yolanda	Mdzeke	Student	Institutional Identity
11.	Mx	Tlatla	Tinonkora	Student	Institutional Identity
12.	Mx	Matt	Huber	Student	
13.	Mx	Rudo	Hwami	Student	Institutional Identity
14.	Mx	Anna	James	Student and scribe	Facilities
15.	Mx	Dingaan	Booi	Student (SRC Deputy President)	Governance
16.	Mx	Carla	Botha	Student	Student Matters
17.	Mx	Abigail	Butcher	Student Parliament	
18.	Mx	Desire	Chiwandire	Student	
19.	Mx	Leroy	Oisiri	Student Parliament	Student Matters
20.	Mx	Sharon	Katlego	Student Parliament	
21.	Mx	Injairu	Kulundu	Student and scribe	Institutional Identity
22.	Mx	Siseko	Khumalo	Student	
23.	Mx	Jessie	Lethabo	Student: Oppidan Committee	Student Matters

Transformation Summit Register 28 th to 30 th July 2017					
	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
24.	Mx	Graham	Maruta	Student	
25.	Mx	Tsungai	Mashingaidze	Student Parliament	
26.	Mx	Sibongile	Masuku	Student and scribe	Governance
27.	Mx	Sethu	Matebese	Student: Oppidan Committee	
28.	Mx	Litha	Mayosi	Student	
29.	Mx	Violet	Mdluli	Student	
30.	Mx	Onalenna	Motlaping	Student Parliament	Student Matters
31.	Mx	Bulelani	Mvenganya	Student	Student Matters
32.	Mx	Pumla	Myeni	Student (SRC)	
33.	Mx	Londiwe	Mntambo	Student	
34.	Mx	Valerie	Ndlovu	Student: Oppidan Committee	Facilities
35.	Mx	Silubonile	Ndungade	Student	Student Matters
36.	Mx	Phumelele	Nkomozake	Student	Institutional Identity
37.	Mx	Sanele	Ngubo	Student Parliament	Facilities
38.	Mx	Sean	Nkosi	Student and scribe	Student Matters
39.	Mx	Kimberly	Nyajeka	Student	
40.	Mx	Tafadzwa	Nyamugafata	Student	
41.	Mx	Langaliphumile	Nyanda	Student Parliament	
42.	Mx	Sanele	Ntshingana	Student	The Curriculum
43.	Mx	Thando	Njovane	Student and scribe	
44.	Mx	Lebona	Nkhahle	Student and scribe	Staff Matters
45.	Mx	Nnamdi	Nwahara	Student (SRC)	The Curriculum
46.	Mx	Tlotlo	Tlhonona	Student Parliament	
47.	Mx	Phiwokuhle	Tom	Student Parliament	
48.	Mx	Lesedi	Twala	Student (SRC)	
49.	Mx	Phiwokuhle	Yase	Student (SRC)	Institutional Culture including Visual Culture.

Transformation Summit Register 28 th to 30 th July 2017					
	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
50.	Mx	Ashley Lungile	Zikhali	Student (SRC)	
51.	Mx	Tsitsi	Sachikonye	Student and scribe	Financial Management
52.	Mx	Bamanye	Saki	Student	Student Matters
53.	Mx	Courtney	Scott	Student	Institutional Culture including Visual Culture.
54.	Mx	Kamogelo Freddy	Seageng	Student (SRC)	
55.	Mx	Asephelele	Shabalala	Student	Finance
56.	Mx	Bong		Student	Finance
57.	Mx	Kimara	Singh	Student Parliament	
58.	Mx	Aidan	Whitaker	Student Parliament	
59.	Mx	Sandisiwe	Biko	Student	The Curriculum
60.	Mx	Vanessa	Bobotyana	Student	
61.	Mx	Leroy	Maisiri	Student Oppidan Committee	
62.	Mx	Karabo	Majadebu	Student: Oppidan Committee	
63.	Mx	Lelethu (Lee)	Majikija	Student	
64.	Mx	Rolihlahla	Mabaso	Student: SRC President	Student Matters
65.	Mx	Tshwanelo	Mabelane	Student Parliament	The Curriculum
66.	Mx	Zukisa	Makile	Support Staff Member (NEHAWU)li	
67.	Mx	Faisal	Ackerdien	Support Staff Member	Staff Matters
68.	Mx	Charmaine	Avery	Support Staff Member	Institutional Identity
69.	Mx	Des	Bekker	Support Staff Member	
70.	Mx	Linda	Booi	Support Staff Member: Middle management	
71.	Mx	Thansha	Naidoo	Support Staff	
72.	Mx	Tracy	Chambers	Support Staff Member	
73.	Mx	Veronica	Israel	Support Staff Member	
74.	Mx	Luzuko	Jacobs	Support Staff Member	Institutional Identity

Transformation Summit Register 28 th to 30 th July 2017					
	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
75.	Mx	Phakati	Sandi	Student	Student Matters
76.	Mx	Vuyani	Jacobs	Support Staff Member/NEHAWU Steward	Institutional Identity
77.	Mx	Linda	Mtse	Support Staff Member	
78.	Mx	Terryl	Mccarthy	Support Staff Member	Institutional Identity
79.	Mx	Thobani	Mesani	Support Staff Member	Institutional Culture including Visual Culture.
80.	Mx	Nomangwane	Mrwetyana	Middle Management	Staff Matters
81.	Mx	Karen	Van Heerdeden	Support Staff Member	Staff Matters
82.	Mx	Larshan	Naicker	Support Staff Member	
83.	Mx	Lindelwa	Nxele	Support Staff Member	Staff Matters
84.	Mx	Cindy	Deutschmann	Support Staff Member	Governance
85.	Mx	Loshni	Govender	Director: HR	Staff Matters
86.	Mx	Geoff	Erasmus	Deputy Director of Finance	Finance
87.	Mx	Ryno	Van Rooyen	Support Staff Member (NTEU Full Time Steward)	
88.	Mx	Zakade	Vena	Support Staff Member: NEHAWU Full Time Steward)	Staff Matters
89.	Mx	Sue	Robertson	Manager:HR	Institutional Identity
90.	Mx	Simon	Wright	Manager: Food Services	
91.	Mx	Ndumi	Magodla	Manager: House Keeping	
92.	Mx	Qondakele	Sompondo	Manager: Alumni Relations	
93.	Mx	Andiwe	King	Middle management	
94.	Dr	Remigius	Nnadozie	Director: Planning	Finance
95.	Mx	Desiree	Philipson	Director: Finance	Finance
96.	Mx	Orla	Quinlan	Director: International Office	The Curriculum
97.	Mx	Jay	Pillay	Deputy Director: Residential Operations	

Transformation Summit Register 28 th to 30 th July 2017					
	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
98.	Mx	Natalie	Ripley	Director: IT	Facilities
99.	Mx	Jaine	Roberts	Director: Research	The Curriculum
100.	Mx	Sue	Smailes	Director: Special Projects	
101.	Mx	Di	Hornby	Director: Community	Institutional Identity
102.	Dr	Iain	Lange	Executive Director: Infrastructure and Operations	Finance
103.	Mx	Natalie	Donaldson	Academic Staff Member	Institutional Culture including Visual Culture.
104.	Mx	Thina	Maqubela	Academic Staff Member	
105.	Mx	Renee	Marx	Academic Staff Member	
106.	Mx	Shepi	Mati	Academic Staff Member	
107.	Dr	Sally	Mathews	Academic Staff Member	The Curriculum
108.	Mx	Sisonke	Mawonga	Academic Staff Member	The Curriculum
109.	Dr	Nosi	Ngqwala	Academic Staff Member	Institutional Identity
110.	Mx	Hugo	Nel	Academic Staff Member	Finance
111.	Professor	Mark	deVos	Academic Staff Member	Staff Matters
112.	Professor	Enyinna	Nwauche	Academic Staff Member	
113.	Mx	Brahmi	Padayachi	Academic Staff Member	The Curriculum
114.	Mx	Sharli	Paphitis	Academic Staff Member	The Curriculum
115.	Professor	Matthew	Lester	Academic Staff Member	Finance
116.	Professor	Russell	Kaschula	Academic Staff Member	Institutional Culture including Visual Culture.
117.	Professor	Heila	Lotz-Sisitka	Academic Staff Member	The Curriculum
118.	Mx	Lynette	Louw	Academic Staff Member	Governance
119.	Professor	Rui	Krause	Academic Staff Member	Finance
120.	Professor	Rosaan	Kruger	Dean of Law	Governance
121.	Mx	Carmen	Oltmann	tst	
122.	Mx	Helen	Kruuse	Academic Staff Member	Facilities

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	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
123.	Mx	Zukiswa	Kuhlane	Academic Staff Member	The Curriculum
124.	Mx	Sandiso	Bazana	Academic Staff Member	Institutional Culture including Visual Culture.
125.	Mx	Werner	Bohmke	Academic Staff Member	The Curriculum
126.	Dr	Jeannie	Du Toit	Academic Staff Member	The Curriculum
127.	Professor	Emmanuel	Mgqwashu	Deputy Dean: Education	
128.	Professor	Tony	Booth	Dean of Science	Facilities
129.	Dr	Chrissie	Boughey	DVC: Academic and Student Affairs	The Curriculum
130.	Professor	Jonathan	Campbell	Academic Staff Member	The Curriculum
131.	Dr	Peter	Clayton	DVC: Research	Finance
132.	Mx	Makaiko	Chithambo	HOD:Physics	Facilities
133.	Mx	Liz	Davies	Academic Staff Member	The Curriculum
134.	Professor	Sue	Marais	HOD: English	Institutional Culture including Visual Culture.
135.	Professor	Tom	Martin	Dean of Humanities	Institutional Identity
136.	Professor	Paul	Maylam	Emeritus Professor	Institutional Culture including Visual Culture.
137.	Professor	Sioux	Mckenna	Academic Staff Member	Governance
138.	Professor	Noel	Pearse	Academic Staff Member	Institutional Identity
139.	Professor	Lynn	Quinn	Academic Staff Member	Staff Matters
140.	Professor	Santy	Daya	Dean of Pharmacy	Finance
141.	Mx	Pateka	Qwesha	Academic Staff Member	Staff Matters
142.	Advocate	Shuaib	Rahim	Academic Staff Member	Institutional Culture including Visual Culture.
143.	Mx	Wesley	Seal	Academic Staff Member	
144.	Professor	Joyce	Sewry	Academic Staff Member	Governance
145.	Professor	Dave	Sewry	Dean of Commerce	Finance

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	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
146.	Professor	Di	Wilmot	Dean of Education	Governance
147.	Professor	Esther	Ramani	Academic Staff Member	Institutional Culture including Visual Culture.
148.	Mx	Nishlyn	Ramanna	Academic Staff Member	The Curriculum
149.	Mx	Ayanda	Ngwenya		
150.	Advocate	Craig	Renaud	Academic Staff Member	Institutional Identity
151.	Professor	Eureta	Rosenberg	Academic Staff Member	Finance
152.	Mx	Shabnam	Shaik	Academic Staff Member	The Curriculum
153.	Mx	Ian	Sieböcker	Academic Staff Member/Student	Student Matters
154.	Professor	Owen	Skae	Academic Staff Member	Finance
155.	Mx	Tshidi	Mohapelo	Academic Staff Member	Student Matters
156.	Professor	Jen	Snowball	Academic Staff Member	
157.	Mx	Zintle	Songqwaru	Academic Staff Member	
158.	Professor	Lynette	Steenveld	Academic Staff Member	
159.	Dr	Caroline	Grant	Academic Staff Member	
160.	Professor	Larry	Strelitz	Head of School	Governance
161.	Dr	Roman	Tandlich	Academic Staff Member	Finance
162.	Professor	Dominic	Thorburn	Academic Staff Member	Institutional Culture including Visual Culture.
163.	Dr	Jo-Anne	Voster	Academic Staff Member	The Curriculum
164.	Professor	Gavin	Keaton	Academic Staff Member	Finance
165.	Dr	Sandile	Khamanga	Academic Staff Member	Governance
166.	Mx	Mbali	Khoza	Academic Staff Member	Institutional Culture including Visual Culture.
167.	Mx	Ntsika	Kitsili	Academic Staff Member	Institutional Culture including Visual Culture.
168.	Mx	Evert	Knoesen	Academic Staff Member	Finance
169.	Professor	Rosa	Klein	Academic Staff Member	Institutional Identity

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	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
170.	Professor	Gilton	Klerck	HOD: Sociology	Staff Matters
171.	Professor	Michael	Joseph	Academic Associate	Student Matters
172.	Professor	Kirk	Helliker	Academic Staff Member	Governance
173.	Professor	James	Gambiza	Academic Staff Member	The Curriculum
174.	Professor	Carolyn	Grant	Academic Staff Member	
175.	Mx	Karen	Ellery	Academic Staff Member	The Curriculum
176.	Mx	Tsukudu	Moroeng	Academic Staff Member	
177.	Mx	Francis	Mdlongwa	Director: Sol Plaatjie Institute	
178.	Professor	Ian	Meikeljohn	HOD: Geography	The Curriculum
179.	Professor	Graham	Glove	Deputy Dean of Law	Staff Matters
180.	Dr	Leonie	Goosen	Academic Staff Member	The Curriculum
181.	Dr	Stephen	Fourie	Registrar	Governance
182.	Dr	Sizwe	Mabizela	Vice Chancellor	Institutional Identity
183.	Mx	Madaliane	Schoemann	Ntsika Secondary School	Governance
184.	Mx	Ashley	Westaway	Community Group Chair	
185.	Mx	Nicki	Hayes	School Principal	Institutional Identity
186.	Mx	Lindolo	Ramakolo	Principal (T.E.M Mrwetyana)	
187.	Mx	Andiswa	Sibukwana	Student	Institutional Identity
188.	Mx	Izak	Smuts	Alumni	Institutional Culture including Visual Culture.
189.	Mx	Brilliant	Xaba	Alumni	
190.	Mx	Andiswa		Alumni	Student Matters
191.	Mx	Christine	Tapson	Alumni	Institutional Identity
192.	Mx	Jonathan	Erickson	Alumni	Finance
193.	Mx	Sue	Gordon	Alumni	Institutional Culture including Visual Culture.
194.	Councillor	Ramie	Xonxa	Makana Municipality	

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	Title	Name	Surname	Staff/Student/Other	Saturday (29 th July) Breakaway groups
195.	Mx	Bongani	Hanise	Makana Municipality	Institutional Culture including Visual Culture.
196.	Dr	Nommso	Stubbs	Council	Finance
197.	Advocate	Charles	Stamper	Council	Staff Matters
198.	Professor	Sarah	Mosoetsa	Council	
199.	Professor	Rasigan	Maharaj	Council	
200.	Mx	Thandi	Lewin	Council	
201.	Mx	Vuyo	Kahla	Chair of Council	
202.	Mx	Mahlubi	Mabizela	Department of Higher Education and Training	Governance
203.	Mx	Noluthando	Mnisi	Department of Higher Education and Training.	
204.	Mx	Tshepo	Mothiba	Department of Higher Education and Training	
205.	Mx	Silindile	Shabalala	Department of Higher Education and Training	
206.	Mx	Musa	Nxele		Student Matters
207.	Mx	ES	Ndwandwe		Student Matters
208.	Mx	Thembinkosi	Leliloesa		

Appendix E. Breakaway Group Facilitators

Group	Facilitator	Professional Details
Institutional Identity	Mx Zandile Xaba	MA. Ndiza Le Training and Development Consultancy. Areas of Focus: Diversity, Leadership, Team Working and Conflict Resolution.
Institutional Culture	Mx Desiree Paulsen	MPhil. Independent Facilitator. Transformation and Change Processes in Institutions.
The Curriculum	Mx Busiswe Dlamini	Bachelor in Business Administration. Independent Facilitator and Democracy Works Director: Sustainability Models for Social Justice.
Student Matters	Mx Zandile Ndlhovu	Bridge Elements. Areas of Focus: Diversity Strategies and Social Justice Issues.
Staff Matters	Dr Jude Clark	PhD in clinical Psychology. Independent Facilitator. Areas of Focus: Healing. Social Justice, Transformation and Diversity
Governance	Mx Nazeema Mohammed	MA Independent Consultant. Areas of Focus: Transformation and Social Justice in the Higher Education Sector.

Group	Facilitator	Professional Details
Facilities	Mx Nhlakanipho Sigasa	BSc Engineering. Independent Facilitator Area of Focus: Communication in Diversity.
Financial Management	Mx Kirsten Klopper	MBA. Independent Development Consultant. Areas of Focus: Diversity, Inclusion and Transformation.