PRESENTATIONS

[01:17]

Good morning. We were quite a small group, we ended up with nine people, and we had to deal with one of the largest, broadest themes; that was institutional culture, which covers just about everything. We digressed into themes like curriculum encroaching upon other p people's territory. So what we are coming up with is not really clear-cut explanations, we are just throwing around a few ideas, and thoughts which arose during our group.

 So we looked at various aspects of institutional culture, and we started, I think, by asking the question, "why are so many aspects of our institutional culture deemed to be so alienating to certain people?" I think some of the well-known, and fairly obvious features came up, like language, architecture in buildings, discourse, the way people talk about things, everyday assumptions, values, complexions, codes of behaviour (which are normal to some, not normal to many others), different aspects of our visual culture- a very specific one, was the display in the foyer, under the Clock Tower, which is considered to be rather stale, reflecting a past era, rather than looking forward to a new era with change.

One member of our group that came from a black working class family found the institutional culture extremely alienating- and I think that the class dimension is extremely important. There is still a sense of Rhodes as an ivory tower, cut off from the rest of the town, by the Somerset Street line. One participant made a couple of very interesting observations, which aroused quite a lot of discussion: one point was we had been talking about art works- a point was made by one person, that the very idea, of hanging art on the wall was itself, quite alienating and strange. (Inaudible)

As I say, we can hardly come up with recommendations, because the group was so small, and the topic so broad. So three specific ideas that came out:

-       The view was expressed that there needs to be an individual on campus, perhaps a special appointee, perhaps a staff member taking on a part-time role to oversee the university's

visual culture. To investigate it, to reflect upon it, develop policies with regards to the visual culture.

- o Overseeing the university's art collection- it is very large, very scattered. It needs to be secured, insured, and looked after.
- o We have been talking about the acquisition of new artworks- the alumni are very keen on that. To change the face of the university- again, a policy needs to be determined for the acquisition of such works.
- o Organising the displays around the campus.
- Spaces created around the university, where there can be room for everybody to reflect upon the university's institutional culture, its history, its present, and its future.
  - o Those could be physical space, or they could be a foyer, perhaps a display in the library, or digital spaces; where there is an opportunity for people to engage the various issues.
- It is very difficult to come up with clear-cut recommendations which can be instituted instantly. There is a need for more canvasing of student opinion in particular, to ascertain what it is, exactly about our institutional culture, or visual culture that is alienating.
  - o What can be done about it?
  - o What can be changed?
  - o What are the possibilities of change?
  - o And what are the limits of change?

I'll stop there.

[06:45]

Paul has spoken largely about the issue of visual culture on campus. Right towards the end of the discussion, we moved into two groups, and one of them was on the issue of visual culture. The one I was involved in was concerned with hierarchical structures, and discourses that are viewed as 'normative' by some, but are experienced as 'alienating and exclusionary' by others. This would include the way the university is run and organised. But also, issues around race, class and gender, in particular.

Related to that, the issue of transparency, communication and student involvement and engagement. One of the problems with the group that we were in yesterday, was that,

although it was very small- around 20 people- it dwindled as time went on, and there were only actually three students present. I think when we discuss issues around institutional culture, it is vital that we have student input. Because our perceptions, I think, as staff members, parents, past students, many people in the group have a very long association with this university, don't necessarily speak to the current experiences of our students.

So I think what we were concerned with mostly, was not what the university says about its institutional culture, but how that culture is experience by members of the university community. We looked at the issue of what needs to be addressed, one are that came us was that the structures within the university are seen to be very frustrating and opaque. There is a lack of accountability and responsiveness and change is affected too slowly, and too cumbersomely.

We were looking particularly at how the university is organised in hierarchical terms: from faculty, to senate, to council, etc. there are lots of branches attached to all of those.

There was a feeling that the university has become too corporatized, that it is top-heavy, and also that it's top-down. We are going to address the issue of what is to be done, and we felt that we need to address the disjuncture that is experienced between Management and HR on the one hand, and between academics, students, and support staff, on the other. In other words, communication and transparency are paramount, and we are hoping for great things to come from the communications division in the future. We need to work out strategies that really recognise, and respond to diversity on campus.

In terms of implementation, we felt that it would be very useful to have an 'Extended Leadership Forum', which would include representatives of all the stakeholder groups; particularly such as was instituted during the protest last year- at very short notice, having to make quick decisions, which actually affected the entire community at Rhodes. They were very less ponderous than the normal structures that operate.

We felt that policies needed to be reviewed more regularly, and to be implemented more quickly and urgently, once they have been subjected to such review.

Simply a comment from myself: we started talking about a huge number of issues, and when we finally narrowed the focus to two groups, my feeling is that what were doing – rather

ironically, in fact- was to reproduce the very exclusionary processes that we were initially attempting to address in the larger group.

In other words, if institutional culture is perceived to be exclusionary, we were doing exactly, in fact, the same thing; and that was rather ironic. Thanks.

[QUESTIONS]

[12:04]

Thank you very much. I want to agree with the second speaker, who talked about how the processes have become exclusionary, and I think that is exactly what I experienced in the curriculum group.

As we narrowed down all the topics that were raised right at the beginning of the groups, sub-groups, break-away groups, we found that we were being pushed towards a consensus – unconsciously maybe- but what happened was, the really important issue, was that nothing was said about Southern epistemologies. The fact that we have got to shift the centre. We have to be intensely global, but 'globalism' has to begin with the recognition and addressing of local problems; that was very much part of the discussion and the early parts of our discussion.

But by the time we came to the end of the three or four topics, that issue was completely left out, and we received huge flack for not mentioning it. So I do believe that while I think the facilitators did an excellent job, of just getting people to talk to each other, the really important issues are off the table.

I think that we really need to use the session this morning to re-table some of those issues. I'm sorry to be talking so long, but I really do feel that my voice hasn't been heard that much in the public sessions, so if you would just spare me another minute or two.

I feel that in the spirit of transformation, the cases against students who were in protests over the last few years, I think it was acknowledged by Prof. Bauer (I think he is chair of Universities South Africa), that it is student activism of South Africa that put the big question for South Africa on the table.

He began with that, and we called him here, because we think he has something worthwhile to say to us. I think as a gesture of goodwill, those cases against students, should be withdrawn. If we can do that, then we will have more students in this forum talking. A lot of students are out of this conversation, because they believe- they are disillusioned- they believe that "we would just go on talking, we have been talking for decades, and nothing's happened". I am missing those radical voices. I'm missing the voices, which were the previous voices of people like Vuyo Kahla, Ahmed Bauer, all those leaders, who were the activists of their time. They were saying, "We are not the activists of today". When the 'activists of today' speak, the military- the police are called on to campus. We go the usual 'law and order fashion'. So I feel, that this forum, is not really representing the truly radical voices that can take this as a historic moment, and bring about the changes that we need to see. There are no other universities in South Africa, or in Africa that are named after a colonial murderer. There is no other. Not one. Why should we have such a loyalty to the past that we have to continue with that name?

As a radical gesture, we must change the name. It doesn't matter what people say, we have to make it seen- this university is going to get more and more black. This university is never going to have a majority of white people again. It is not. So, let us make those people who are here, and who are absent, feel that this university is theirs. So, that it what I want to say, I think many of the really important issues are not being taken up here. There has been a dilution, a compromise, and that's what is happening. Thank you.

[16:08]

Thank you. Thank you very much for raising those important issues. I would suggest, that maybe we should make time for it towards the end, and just maybe recapture that, since we have a bit of space there, for some of the things that have not come up strongly enough.

But this one is important enough to flag it as a very crucial point for consideration as we move ahead. Particularly the issue around student activists and the court cases, and the other issues, ok?

[16:55]

I just want to raise one of the issues, also, that came from the sub-group, which fell away, because we were limiting our focus at the end of this particular working group's discussions. That was that we need to guard, when looking at institutional culture – by the substitution for alienation and exclusion- a policy of inclusivity, which might be a synonym for assimilation. You do not want to replace one evil with an identical evil.

The alternative approach is not an element of inclusivity, but an element of the recognition of diversity, which is principally different. That recognition of diversity should be premised on the recognition of human dignity of all members of the university community.

[17:59]

Thank you very much, Cam. Can we add that to you considerations? I think that is a very important one. 'Does inclusivity discourse have risk attached to it? Does it amplify the thing you want to run away from?' This is very important, can I ask you guys to fit it in?

Anymore hands?

[18:35]

Hi, I am Tracey Chambers. I'm just talking from a warden's perspective. In the old reses, we have a lot of old photos of alumni, etc., and I know that that can be quite alienating for new students. Nut on the other hand, we do still have a lot of alumni that come to see their old reses, etc. So, really, one of the discussions that we often have is, 'should the old pictures of alumni in the reses change, in order to get rid of the past, and rather just have nothing on the wall, or what do we take of those issues'?

[19:22]

Thank you very much.

[19:27]

I'm Sue Gordon, I'm from the alumni group. My group pales completely, in light of these more profound and philosophical points that are being discussed. They are important, but I just wanted to state that Prof Maylem, you made me think immediately, when you were talking about assigning somebody, perhaps, to look at the visual culture. Surely, this is perfect for the fine arts department to tackle, and you wouldn't have to necessarily employ someone. This

makes a marvellous, relevant topic of discussion for master's research or whatever, thank you.

[20:06]

Thank you very much.

[20:19]

Just speaking in terms of the idea assimilations versus diversity and respect for the diversity of the people around, some of the conversation was around retention. Retention of those staff who are brought into the university, black academics in particular; and also staff from other institutions who haven't studied at Rhodes. One of the things that came up, is that black academics usually don't want to stay at the university, so there is this 'revolving door', because of the institutional culture, and this veneer of 'English liberalism'; so civility, masking these exclusionary practices, or behaviours of certain cultural norms in the university. So, yeah, I think that's it from me.

[20:36]

In response to Esther. Yes, I agree with you totally, and I think what's been worrying, I was ate yesterday – and I apologise – for the discussion around institutionalised identity, and what had happened. So yesterday evening, I thought I'd go into the social media, and find out what had been said, because I know that the Oppidan Press was covering things live on Friday. There was nothing about yesterday at all. Which I found very worrying, that the students – it seems to me, and I stand to be corrected – aren't talking about what's happening in this room. I think that is a concern.

In terms of what Isaak said about inclusivity, one of the things that came us, was so often, we talk about Rhodes as if it was a 'family'. But in my experiences in families, there is often little coherence, and there are huge contestations, and that is healthy. We shouldn't slide over the fact we are not, in fact a happy family.

In terms of the fine art contribution, in fact, one of the students is here, Courtney, where are you, I saw you. She's doing her MA on exactly that kind of issue, I don't know if anyone wants to speak to her about her research that would be great.

[23:08]

I think also, on that last point, I'm sure the Fine Art Department would want the role, but they would not want the sole major responsibility of this significant undertaking, requiring time and creative input. I think that was the point that we were really making.

On the question of the photos in the residences. I think that's really an issue for the members of a residence to engage with, to reflect upon. If I could just mention one example of a residence that tried to change its image – vie been retired, and out of the picture – but I do know that Jan Smuts house embarked upon a process of renaming its residents from 'Jan Smuts' to 'Robert Sobukwe'.

I think that kind of thinking, that kind of approach, really, is what is needed. We had a naming task team, some years ago, which looked at names of residences and other buildings, and we were actually inviting residences to consider changing their names from colonial names, to more present-oriented names. Hardly any undertook that project, what happened was we had all the residences with the old, colonial names down one side of the campus, and they would struggle with their old names; and on the other side of the campus, would have newer names.

The fact that Jan Smuts house changed their name, I think is a very positive thing.

[24:52]

Thank you very much, can we have a few more hands, quickly? Just for the last round?

[25:06]

Thank you. There are quite a few things on the comment about [..] but I'd just like to reflect on the single topic - and that's for someone who has not spend a majority of their life at this institution – it is interesting to reflect upon the fact Rhodes University is, in fact, one of the least hierarchical public universities in the country. It is quite a complex system. It is a R1.2 billion a year organisation. So perhaps, it is not exactly possible, to manage it in a manner of democracy around the village square fire.

So somewhere between the extremes of managerialism, and over-organisation, one has to apply one's mind as to what is an appropriate level of organisation? One can engage in that debate, if you stick to the benchmark of what's also happening in other institutions.

[26:02]

Just speaking about the lecturing job, and the name changes. I am- was – a part of Jan Smuts house. And now it's known as Robert Sobukwe house. One thing I will say, is that the whole process of the name change is not something that was advocated by the warden it's not something that by someone who is employed in the institution to constantly change the name, because the name is problematic. But it's something that comes from within the students, and that process is very taxing.

So my comment/question is: how can the institution take the initiative and responsibility to bring about an easy process that reinforces name change? Because what happens, is that you bring forward a name, and then we have a group of students who come from different cultures, who do not know anything about this person, and will vote for the name to stay. That is what happened the first time.

That is why it was such a huge and long on-going process; because no one is informed about these names. No one knows exactly what happened, in terms of their struggle contexts, and the baggage that comes with these problematic historical figures that these building are named after.

[27:23]

Thank you. Good morning, ladies and gentlemen. My name is Rami Qongxa, from the community. I have been representing the community in the institutional task team and transformation committee, working together with Noluxolo.

If I may say, we acknowledge the importance of Rhodes as a stakeholder within the community, and also when looking at the issues of local economic development. There are quite a number of people who plough their moneys within the jurisdiction of Makana; which ensures sustainability when it comes to the issues of local economic development- and even the municipality and institutions- Rhodes is definitely one of the important stakeholders. It contributed towards its economy.

Now, if I may touch on the issue of the name change. The problem of the name change, I think, is that we have a Geographical Name Change Committee. That is a provincial committee that falls under the leadership of Pheli Majondina as an MEC. Through this process, we can look at the issues of name change in the democratic context of South Africa, but it is one that is 1, not to be negligent of the importance of the branding of the institution. It needs a more consultative process within the institution whereby, even the provincial committee can be invited to engage with the institution regarding this issue of name change. Because this is an issue we look at with a critical eye within the context of a democratic South Africa.

I would encourage that if this process would be too undertaken, then you take my suggestion into consideration, so that that we don't 'put paper over cracks'.

Lastly, there has been an issue made of reviewing the policies. The policy is a very critical document within any organisation, because it ensures the smooth-running, of that particular institution. So I would definitely suggest that the policies are reviewed annually, to ensure their authenticity. We also need to take consideration of that suggestion. Thank you.

[30:54]

I am not a Rhodes staff member, or student. I am here as a facilitator, and we have been cautioned about inserting ourselves into the content. But I am taking, because I served as a transformation director and manager to large institutions in the country, and have, for about 12 years. I have a great sense of the challenges that are confronted.

What we are seeing here, is a national issue. So the point I want to make, is that I am really concerned that in our country, we haven't really though through sufficiently, the impact of severe structural injustices under apartheid, slavery, colonialism. We have thought about how one deals with the systemic, and the structural issues that the aforementioned brings to the contemporary context.

As academic institutions, we talk about race, class, gender, disability, HIV/AIDS, all those marginalised areas, where severe discrimination currently exists, and we continue to still point to the future. If you take gender, it is a soft-issue, is there funding for gender research? Where does the funding come from? Donor funding? It's a soft issue, if there is a programs that is going to be cut, it's that and race.

I think that if we do not invest in the knowledge area, around race, class, gender, disability, sufficiently, looking at poverty and inequality, and how these factors impact on policy and skills development. We have employment equity officers throughout the country, and many of them have not been skilled. We have this tick-box mentality.

For me, the starting point is the academic programme, it is the research, it is the skills required to change the values that were so entrenched under Apartheid. Yes, we had laws, but there were people implementing the laws, there were people benefitting from the laws. Some are asked to give up their privileges now, because they were so severe and unequal. How do we deal with that within an institution?

I read your employment equity plan, and I don't think it is the greatest plan, to be honest. I wonder, how many people have actually read it, or understand the employment equity act. At Wits and UCT it was the same thing, and why is that the case? That is my challenge to you. Why are you not looking at the redress legislation, and implementing it in the manner it was intended, which is upholding the Bool of Rights of the Constitution. These are hard-hitting issues that ask for courageous conversations but this is my courageous conversation. Thank you.

[34:05]

Thank you, Miss. Please let's work with the loudspeaker. We are running slightly over-time, but that is because the group discussions has been happening in a more pronounced form. So just allow me to run over-time of this moment, ok?

[34:28]

I'd just like to comment on the statements that are being made with regards to teaching and research being used as a way of transformation. There is nothing wrong with this…I think we need to remember that in some cases, knowledge is universal. There are areas likes Physics and Mathematics that are by nature, universal.

Sometimes, we pursue knowledge for its own sake. We want to develop knowledge for its own sake. You can develop theoretical knowledge, and that knowledge can also be applied to solve problems. Now, if we start saying that we should perhaps change when addressing local problems, we are giving an impression that this is not happening. But in fact, it is. It might be

true, that there are some areas of the university that are focused on Western knowledge, but this is under the areas of teaching and research, etc. There are departments that are addressing problems that are local, that are national, to do with teaching, to do with natural resources, to do with medical problems that the country faces. That is already happening, and that is something that we should acknowledge; otherwise, we will be pushing an agenda that will change the way we do things, and, sort of, emphasize something else that is not happening at all.

My last point is that the issue of transformation and decolonisation*, when it comes to teaching, some people have likened it to an octopus. You know, the tentacles of an octopus can represent the various issues (inaudible* [37:02]) and so on, and so forth. You cut off one tentacle of that octopus, another tentacle asserts itself. I think we need to be aware of that.

[37:06]

Thank you very much. Can I hand-over to the panel? I don't know if you want to respond to any of the questions, or if you'd like and actually make concluding remarks; that would be nice☺

[37:37]

Perhaps I could just deal with a couple of questions, comments relating to naming. Question at the back, about Jan Smuts house; I know it was a difficult process, and I would congratulate you, for persisting with the process, you say, could there be an easy process, I don't think there can be an easy process. This business of naming, renaming, is a forward* [38:05] process; it is particularly so in the case of the university's name.

All I would say about that, is you cannot separate the naming issue from all the other issues that have arisen during the summit, and the long talked about curriculum. It is all about reimagining the university; not about rebranding. I don't think universities or educational institutions should every be 'branded'.

It about reimagining what this university could be – perhaps under a different name, different curricula – a really progressive university, in more ways than one.

The danger is, that if the name of the university is separated from all the other issues, and the name is changed, it becomes merely a cosmetic change; a very, very costly cosmetic change at that. That has to be borne in mind, I think.

[39:10]

Yes, in answer to the comment that came from the top: of course I am not so naïve as to think that we can change to the form of democracy that you were spoofing. And I also realise of course then, that Dr Stephen Fourie, and the VC would point out that the university has a constitution, that it is a legal body and there are certain rules and regulations that constitute it. But at the same time, I do think that what happened last year, was very unusual, and it was felt that way, I think, by the majority of people who were participating in those workshops, and meetings.

I think that what was happening very much was about a kind of practical institution of democratic procedures, and of transparency, because of necessity, because we were experiencing an emergency. What concerns me, is whether we are going to wait for another series of protests before we then start instituting those kinds of organisational collectives again.

In terms of knowledge, we did actually discuss – though this was an issue that Courtney brought up – whether we are actually dealing here, with decolonisation, or transformation, or both, and how we should actually address those issues in terms of how we go forward.

My last comment, is simply to quote the Japanese proverb, that I quoted at the beginning of the session yesterday, in which Louise Vincent has quote in one of her articles: "the fish are the last to recognise the water". Just to add to what you're saying. The issue of transformation is obviously very fraught, and I think as a sort of ethical imperative, to be uncomfortable is an ethical position – we all should be uncomfortable, and we should all be willing to transform ourselves, because we are talking about all of these things that need change; these behaviours, these photographs and curricula, but you know, we all need to think about how we affect the institutional culture as the individuals who are in this university. We should be willing to reflect on that, and be willing to transform each of ourselves as well. Thank you.

[41:57]

Thanks you. Give this lady a hand.

Can I just check there, some of the key areas that have been raised, where I think 'organisational collectives', I think, I like that term; in relation to how universities respond to a variety of challenges, problems, and the regular running of the university. But also, their positioning, and their nurturing of the radical student voice. And what forms of conditions are required to nurture those. In a sense, our democracy is more one that is dependent. Especially on us having prime space for that voice to emerge – in an integrated way, merged with our institutions.

And then, of course, we have the name-change issue that we also discussed in yesterdays' session. So the process that has been agreed upon, I think is fairly reasonable. Over a six month period, to bring in a number of voices to consider. You gave us option for that; but thanks for offering the participation from your side of the provincial and constructive bodies to be involved in these processes. That is highly appreciated.

Thank you very much! Can we then move to Facilities and Services?

[44:10]

The laptop, unfortunately doesn't have the right…so I'll just read off the pages.

[44:25]

Okay, can I suggest that if there are any reports that require technology, that you sort it out with the team before-hand.

 In fact, this is the group dealing with 'Facilities'.

Ok, colleagues, there is at least something for me to do, you know, because currently, we…shall I read it now? *(mumbling in the back) So, I can't entertain you now, and my team here behind me, are providing me with such a big gap that I can't fill, you know? So, somebody with some metaphors that you'd like to share today, or something like that?

The groups coming now, they must not put me in such an awkward position.

Is there anybody who would like to make a general observation/comment, please?

[46:16]

Alright, I'll just fill the gap. One of the points, I think was useful to consider, we're very um…looking at our kind of recurring context, recurring constituency, our local environment, our relations with Grahamstown.

One of my other roles in life – I'm here at the university, as a staff member- but I'm also in the International Educational Association of South Africa. through that, we look at the whole system across the board, and we look at what's happening in all the universities, and how are we positioning ourselves within the whole South African context, in terms of maintaining a standard of higher education that is recognised and valued across the world, and that our graduates have an equal opportunity to graduates coming out of any other country in the world. One of the things that the other universities are looking at, is how they keep a profile that keeps South African higher education visible in the higher international arena. Some are actually participating and engaging in ranking systems, which I'm sure a lot you know about. They are highly problematic, but their measure, is not necessarily anything to do with the student experiences they have, as an institution. But they are becoming a very significant factor for parents and students who don't have a history in higher education, when they come to looking at 'where am I going to send my child'? So, it's just another perspective, that, you know, are we considering benchmarking – somebody mentioned benchmarking – someone mentioned looking at the comparative situation between ourselves and other universities.

But we need to keep a bigger picture in mind, if we are looking at the fact that we still want to attract students to Rhodes University, are we keeping an eye on the picture of what are other universities doing to do that? With someone mentioning that they don't really think that universities should think about branding, but again, that is a particular way of thinking about a 'university'; and the reality is, that many of the other universities in this country are thinking extremely about branding, and doing a huge amount of very proactive stuff, to attract students for their institutions. So, while ideologically, I think it's a very nice thing to do, going into the commercial side of pitching the university in your environment, what happens if you ignore it, and you don't do it, but everyone else is doing it? You actually die. You know? You're not out there. People begin to not even know about you. We are still very much rely on word of mouth around this university, but if we don't pay attention, we are in a very noisy digital world. You know, flashy catchphrases, advertising, you know, it captures people's attention.

You know, one of the success stories was UJ (*commotion [49:24]). I'm just putting it into…you know. Let's not get too bogged down on ourselves here. Be mindful as we think of how we go forward. What are our competitors elsewhere doing, because ultimately, we are all competing for students to come to our institutions? Thank too.

[49:36]

I like the bit on imagination and branding. So that should be captured as a discussion as well. Please go ahead. Are you guys ready?

[49:59]

It seems as though there are a few students here, in the room; whereas the students' Transformation Summit is there. The alignment of the mid of the students themselves. To the question of 'where are the leaders, where are the elders, where are the students, where are they now?'

I think that sometimes, we might be missing the point, in terms of publicity, and also, encouragement of these discussions. So I also believe that intelligence, when it is latched up with ignorance amounts to arrogance.

So, we have got great leaders, and we have got wonderful recommendations on how to go about and implement them. But if we don't speak on and implement recommendations in a calm way, that would reflect the needs of the society; we might be missing the point. [Continues on to mumble 50:58]

[50:58]

Thank you very much, eh. Okay, right, are you guys now ready? Hello?

[51:16]

Yes we are.

Thank you. We had a very small group, where there were nine of us, which included the scribe and the facilitator. We couldn't break up into small, splinter groups, because we would be talking to ourselves.

So what happened was, because it was small, there quite a few voices that weren't present. The voices that weren't present were from the different faculties, and then we had two Oppidan representatives, we had one of university's directors. The people that were missing, were the workers, we didn't have any of our support staff present, and we didn't have a single residence-based student, and we didn't have a post-graduate student. So, when we are talking about facilities, there were absent voices.

So what we did is, we got together, and all of us could talk freely, and openly, we put down what we thought were our three most important issues related to service and facilities, and from that, we started to combine, and pool our results into themes.

Really, what underpinned everything that we did, was that we were having a look at facilities and services that are for the academic project. These are necessities, these are what a university does, we create knowledge, and we disseminate knowledge. Once we had the most important things, we looked at urgency of importance, and how practicable they would be in term of realising them.

One thing that did pop out, is that Rhodes provides a suite of facilities and services for the town. We are seen as this big service provider, but in fact, we are a university inside the town, we work with the town, and we mustn't just see the town as a 'user'.

We were thinking about facilities, we were thinking about partnerships, and the town, and how we should interact better with the town. We had a look at five different themes:

- Maintenance: this is the most urgent. We need to have scheduled, and preventative maintenance. Its costly, we need to look after what we have. Rhodes University has a large plant, we have a lot of facilities that need acute…- if you walk outside, you'll see that there's paint peeling off our walls. We have been delaying our maintenance- there's a massive backlog, this can't go on anymore. A consequence of us delaying our maintenance, is that it has become a lot more costly. Part and parcel of this maintenance, is that we were thinking about our workforce, in terms of the staff (which is something we will talk about later), is that we were talking about giving people – the staff at the university – better involved in the whole maintenance project; becoming more efficient with what we have, starting with skills development, starting with a way of promotion within our lower staff grades. Because they are greatly in charge of maintaining our plant.

- Another theme that we had, was to look at common spaces. Here, we are talking about spaces where we break down unspoken hierarchies that have established themselves in a university of our size. These are hierarchies that happen between academic and non-academic staff within a department; also, with staff and students. There are hierarchies. The things that we were thinking could be practicable would be:
  - To have a look at, and have discussions around gender-neutral residences, looking at the diversity within the student body; also having a look, and realising that people have religious affiliations. Our diversity is not necessarily only around gender lines, but also around religious lines too. This would mean that we look at having gender-neutral bathrooms, which could be quite easy to do, and make the space more welcoming for all.
  - We talk about not having a space where students and academics can mingle in. the only other space we have, is probably the Rat and Parrot. We need some sort of canteen area, where we can have lunches, it's a basic facility. We were thinking of configuring the already existing Oppidan dining hall, to be a place where academics can take their students for a meal, where you don't necessarily have to go home for a meal. It's nice to go home, but you have this exodus of cars, this flood, this rush hour, which takes about from 1o'clock to about five past one (insert laughter), where everyone is rushing to get home, and they're rushing to get back, and then you have this mad rush to find parking space. And then, in extension to all of those, is that there are space norms, the university is required to abide by certain space norms, but these space norms need to be nuanced. Certain parkings for certain needs need to be respected.
  - Something that is central to the entire university, if you think about it, is the concept of sustainability. What separates our business school from other business schools in the country, is that they focus on sustainability; not only business sustainability, but also having look at ecological sustainability too. A large portion of the departments in the science faculty look at the use of natural resources for sustainability. Have a look at our biotechnology, our chemistry, they're looking at sustainability. The education department is looking at sustainability. We are in the perfect opportunity now, to think about other sustainability options, seeing as we are within a university; we can actually start to spend money in order to save

money, having a look at electricity and water, these are two very expensive line items. We need 350 000 litres of water a day, just for our students to bathe and eat with. That's a lot of water. That's half of Rhodes' swimming pool per day. So we need to use our technologies to come up with some home-grown solutions, the utilisation of grey water, rain water harvesting, we need to start having solar panels, there are technologies testing the brand-new technologies in south Australia. The technology is there, so we are gonna have to spend the money; so save money, we have to use water differently at this university.

o   Something that popped us, was the wastage of food. It's as simple as that. We don't need to have catering at staff functions. The amount of food that is being wasted at dining halls, we need to check it. We need to do something with that food waste.

o   And then something which affects our students – it affects our students which are coming to res, and it affects the students that are living out of res- it is transport. The university should somehow form partnerships with town – we used to have Rhodetrip. It was this fleet of busses which would drop students off from the Rat and Parrot to home, or from the library up the hill. This is important, our students arrive here - and this is a shocking story – is that they arrive at Frontier Arms Hotel, it really is not far from the university – you can see the university from the hotel – and the taxi drivers are charging R200 for a trip. So they are actually milking our students. This is an initiative that I think the SRC could take up, just to have something affordable. But really, our students – we talked about the academic project – our students need to get to their first classes at quarter to eight. They need to be able to work in the library, and get home afterwards at night. So, here's another initiative in which the town can come to the party, and reconcile different partnerships in terms of transport. Rhodes is interesting in that, the only people that cycle are athletes. No one else cycles to campus. Either within the university, our outside of the university. Perhaps we can start promoting this as a 'green transport', and work with the municipality, in trying to maybe develop cycling lanes. Maybe this could be the start of a whole new repaving/retarring initiative, so that we have safe places to cycle, because it's difficult, our roads are so potholed, that it is actually quite hazardous to cycle.

Thanks. I'm actually gonna pass on to Sanele to talk about Oppidan issues.

[1:02:16]

Good morning to all. Firstly, this is not my space of comfort, so I'm going to try to be as comfortable with the mic as much as I can in these few minutes that I have here.

Okay, so 'Oppidan' is such a broad topic to cover, but I am going to try and be short and specific in the points that I'm going to be speaking of today.

Firstly, I do not feel like it would be of justice, if I don't represent the view of my constituencies, as it was viewed yesterday during the presentation of student life and the living and academic spaces, that the Oppidans were not represented. We feel quite neglected, because we as Oppidans need to have a say in what the Transformation Summit holds.

We as Oppidans, there are many issues that need to be addressed. I'm just going to give a short summary on discussions that we had pertaining to accommodation: so, with accommodation, we have a problem, because the university seems to not have interest of having safe space for Oppidans. So, when I think of accommodation, during registration, you find that there are students who come to university, with the hope that they have got residences. Most come with knowledge that they have received NSFAS as well. So, when they get to university, and they find that they don't have residence secured for them, then automatically, they become Oppidan students. From there onwards, they need to find accommodation off campus. This is quite challenging for an Oppi comm to address, because you find that students come with a budget that is not enough for them to survive an Oppidan life style.

We have problems with safety issues within the Oppidan community. The problem is that during training- comm training, and sub-warden training- you find that the facilities and the training that is provided is mostly focused on the residence life. You hardly ever hear anything mentioned about Oppidan students, but as Leroy as said earlier, you find that statistics, or previous knowledge shows that the people that have been victimised by fires in their residences, are mostly Oppidans, but in those talks and those trainings, nothing is said about that.

Going back to accommodation, the living spaces, and the accommodation is not suitable for academic purposes. We have issues of network and connectivity that we have addressed that needs to be focused on. The suggestions are that we would appreciate for the university to have accreditation of accommodation, and include the landlords, because if the university has a set standard of accommodation, then the off-campus students and the residence students can share a feeling of being treated the same.

We Oppidans, feel that it is very important to have accreditation of property, and it is a priority that we need addressed. Thanks.

[1:06:25]

That was great, thank you very much. One, two…we'll go ahead with those two

[1:06:37]

Can I just point out that we do have draft policies for the accreditation of private accommodation? And we've also got another policy – a draft policy – which is looking at occupancy in the residence system; and the aim of that is to try ensure that every first year student gets a change of at least a year in residence, and then it will then give priority to the rest of the students. Thank you.

[1:07:06]

Good morning, thanks very much. I want to speak on two topics: firstly, what was said about the religious aspect of life in res. I am from Christians at Rhodes, and we wrote a submission to the Transformation Summit, which has quite detailed recommendations about this; I can only speak for Christians, but we would resist being put in a sort of 'religious ghetto', saying "ok, Muslims in this res, Christians in this res", but what really would be helpful, would be just a small group meeting room that is to be distributed equally throughout the residence system, saying 'one providing all'; that can be used for small religious meetings, prayer meetings like that with appropriate guidelines being developed, but they could useful spaces for the sake of the curriculum, and for other society meetings, and a whole range of activities where students and staff can interact. So that's one of the things we did ask for there.

Secondly, one thing that needs to be addressed, is the availability of facilities for group activities during exams. Now, typically, all your venues are shut down two weeks before

exams to student activities. That is reasonable in the case of social activities, but in the case of activities such as religious worship, people kind of view this as an essential service, and as something that is very necessary to their well-being during the times of exams. So we would ask that one venue which is far away from study areas, where noise would not impinge on other people, to be open during those times.

Secondly, in terms of transport, I'm also involved in the group which has run bicycle tours during O-Week for students to try and expose them to the possibilities of cycling around Grahamstown. I work with the elderly Saints and Sinners Sports Club, and we have had a few other people involved in conversations about this, so we would be very open to forming further partnerships, to push this idea forward. Resources are a challenge, the topography, in terms of our hills is a challenge, but there is plenty of room to promote community cycling around Grahamstown.

[1:10:00]

Good morning, the Oppidan dining hall is a [*1:10:05] area, and we could easily seat in one sitting 300 students and staff in there. At the moment, we are only serving 80 meals, which is not cost effective. It not utilised by the staff, it is not utilised by the students, if we have 4000 students, and they can get a full meal, consisting of: a fruit, a main meal with two veggies and two salads, tea and coffee for R30, why are they not utilising this space? It's a beautiful space, and it's a risk, because it is not being utilised, it's not cost effective. So that is puzzling to me.

Academics are saying "here is a space for students and staff to be able to mix and have a meal". It is there, but we are just not using it.

[1:10:55]

Thank you. I'm particularly interested in space and special utilisation and design, and I want to change the conversation slightly. At the moment, we are focused – very importantly on the here and now, and what we've got, and how we're using space.

I want to make two points; the first is about utilising more space – I'm very conscious about the idea of we need to sweat our assets. I don't think we are sweating our assets enough, in other words, our facilities. I'm going to propose that we consider thinking outside the box, and we look at a radical reorganisation of the academic project. We now in a space where

many students can't afford to go home for short vacs, so why don't we just can the short vacs? And have longer terms, and extend the vac in the middle of the year, and make Rhodes University become a conference centre of higher education of note in this country? And actually use our facilities for research purposes and conferencing. That's the first thing.

The second thing, is that I think we have got to start imagining space across campus that is inspirational and aspirational. And that models new pedagogy and epistemology. That we are actually on the cutting edge in that way. And that we don't just try and fix, but that we reimagine and recreate, and add something new.

[1:12:32]

Thank you. I think there are some good ideas, and I like the recommendations that we are putting forward.

A challenge at Rhodes is the capability with the new infrastructure operations to actually execute, even where there is a budget, and plans. We have young people coming in in the electrical department, as competent, qualified, but then they leave within months of their coming here. So we need to look at the capabilities within the leadership of infrastructure and operations.

I like the idea of sustainability coming into play, so I think we are behind, in terms of looking at rain water solutions, capturing as much water – when water is around from rain. And looking at energy saving opportunities. And also, for Rhodes to start looking for capabilities within the organisation. SA Breweries, many years ago, there were water projects started, because they are large consumer of water.

Rhodes was participating in those projects – were leaders in those projects with plants across the country. we had staff here, I'm not sure if they're still around, but we've got water experts; so we use people within our organisation, and that will also bridge the gap between admin support, and academic. Because those are researches, and the academics that were part of those projects – we are asking that perhaps infrastructure and operations to do something that is out of their fields, but we have experts on the inside. So we need to use our own people, and when new people come in with skills, with energy, they're younger. Let's not let

them leave within 6-12 months. That is very time consuming, its wasting resources, and also, a drain on the institutional culture and morale of staff. Thank you.

[1:14:55]

Good morning. I know that there are initiatives from the science faculty using the water expertise that we already have. I have a suggestion, Tony, you mentioned that terrible problem of the food wastage. I know that there was some research that was done in biotech about the bio refinery, taking food and turning it into useful chemicals. It might just be an interesting bit if research to do – see if we can take some of the food wastage, and ferment it and turn it into something useful.

I just wanted to respond to Charmain's thing about the Oppidan dining hall. I've known for a long time that it's available, but I actually don't know how to access it, and I think a lot of staff fell that way. I think it's one of those issues that are of the opaqueness of the bureaucracy; it's just that we don't know, so we don't use the things that we have, because it's too much effort to find out.

[1:16:09]

I have a bit of a dilemma, there is a colleague here, and every time I walk past him, he does not out up his hand, and when I cut off, then he puts up his hand. Hess been doing that now for five times, right, over the three days, so I want to give him now the chance to speak. [***speaking over each other]

[1:16:47]

Good morning, I just think we are very interesting member of living beings, in the sense that we have the tendency to grow what we don't eat. Lots of students complain that they don't have vegetables, nutrition, but all of our gardens are full of stuff that we don't eat; and I think that we should try and make a concerted effort to try to start growing what we eat, and use most of the space here, so the students can begin to harvest and take responsibility in growing what they eat.

The second thing that I am curious about, is the infrastructure budget. I know infrastructure for sites that are considered to be of national significance, for example, there is the university space. It is part of the national estate. Just like President Zuma's home could be under public

works. I just want to find out from the finance team, as to who pays for infrastructure? Does it come into the students' bill, or does it come from the public works? Because in its budgeting, public works should be taking care of the infrastructure…unless I'm wrong, unless I'm understanding the legislation wrong.

Another thing is, we produce a lot of compost, which lies all over the place, and also, I don't know how that is deposed. I think that could part of our Community Engagement initiative. To begin to have a space to put out compost, and communities can make use of that compost. Thank you.

[1:18:40]

Thank you very much. Of course, infrastructure pays for 'security upgrades', neh?

So, yes! Ok, that will be the last one, and you will respond to –

[1:19:04]

I don't need to respond, I'm just wondering why you didn't come to our breakaway session.

[1:19:09]

Very, very good point, neh?

[1:19:09]

Just a very quick point, you know that it could be possible for students in residence not to flush the toilet, or to flush the toilet much less? All you've gotta do, is catch the shower water in a big basin, and move it from the bucket to the toilet –

[1:19:28]

Bucket system?

[1:19:28]

- It can be done. The bucket system can make a difference. Which could be a good conscientising exercise for students as well. I mean it, it's really possible, I've seen it being done, and I see a lot of people nodding. I don't know if the reses are doing this kind of

thing. We have a serious water crisis in this town. We might go on to water shedding in the coming weeks, apparently. Thank you.

[1:19:58]

Okay, thank you very much. Would you guys like to respond?

In fact, Noluxolo did indicate to me that the breakaway group recommendations and the previously discussed recommendations all have the same status when it comes to the report, ok?

Actually, I really love the kind of practicality – and once again – the idea that we are all in this together, coming through these various kinds of discussion, very, very heartening. Can I then ask the next group to come to the front? I think this is the staff group.

Ok, unfortunately, there is no gap to be filled here, neh? [Jokes]

But this Oppidan thing is, for people who don't know this term, it's fascinating, neh? You really need to get your head around it. And it is not only referring to 'off campus' residences. It actually has a particular meaning and construction around it, and which have very different [*mumbles 1:21:38]

I think that it is important that we have a particular task team to deal with the issues of the Oppidan student. Because they are not only displaced, in relation to them being off-campus, but there is also a discursive subjectivity that is built around them that makes their lives within the university space different from those who are in residences.

But it is a very strange term, somebody will still have to explain to me where it is coming from.

[*inaudible discussion 1:22:15]

Okay, so we need to decolonise the term as well, ey?

[1:22:43]

But we still don't know where the budget for infrastructure comes from. We still want to know.

[1:22:51]

Where the budget for infrastructure comes from?

[1:23:02]

We do not get money from public works. We pay for it, but over the Department of Higher Education and Training created a line item of efficiency and infrastructure, where they are actually assisting with building and maintaining infrastructure. So we are getting some portion of it from the Department of Education – from the tax payers of this country. But nothing from Public works.

[1:23:54]

Thank you very much.

[1:24:00]

Thank you very much. First of all, thank you to our facilitator for helping us drill down to what we need to talk about. A number of things have been raised that might not have made it on to the final list, but one of the advantages that the staff group has to active unions working with HR and Management all the time, so a lot of these issues will be taken forward on that from in the coming weeks and months.

There were three broad areas that we identified, the first was institutional culture, which we've talk about in some of the other working groups – basically, this is the air that we breathe as staff, you know, we work in certain environments, and if it is not welcoming, then we don't feel welcome. So those kinds of things do need to be addressed in order to make a meaningful environment for staff to work in, so I'm not gonna talk about that in detail. The other two areas are leadership capability evaluation, and remuneration and staff development retention. So I'm gonna talk about those individually now.

I haven't really practiced a speech, so I don't know what's in the next slide. Okay, so first…I think that was number three, wasn't it? Ok, number three, my colleague over here will chip in if I forget anything.

Basically, we all want money, and we all want more of it, and that is gonna tie into retention and development. So first of all, with respect to the professional, illustrative and support staff, we need development of a promotions policy/guideline/protocol. Basically, the idea here, is

that we need to create career development possibilities for non-academic staff, in general – but in this group in particular.

Line managers also need to take responsibility to motivate and develop staff. This needs to be on a measurable KPI, and opportunities need to be provided for that. One of the things lack of awareness, communication, and so staff may not be aware of the opportunities that do exist in their areas.

With respect to academic staff, there needs to be an awareness drive, for the research development opportunities for new staff, the is a fair amount of support in place, but again, the staff needs to be more aware of it and sometimes when a new staff member might be working on a PhD, it might be overwhelming, and there are a lot of things to be aware of, and a lot of things to navigate, so this is something that can fall through the gaps.

There also needs to be a retention policy, which is also linked to remuneration, and this is not only linked to academic staff, but also applies to everyone, because we all want more money.

There was a unanimous agreement then, that staffing issues are very tightly linked to the other challenges, we mentioned the institutional culture in general – income, budget, student intake – these are intimately related, so it can't really be addressed in isolation, unfortunately.

So, the next priority area, is leadership, institutional culture and capability development, just because it is priority number two, does not mean that is not important, it just means that it is also on the list. One of the issues that came up repeatedly in the working groups report, and in the discussion we had, as is actually mentioned here today, is that sometimes the implementation of things is a little lacking. There have been talks of previous imbizos, and suggestions have come out of that which have not been taken forward, and this has been kind of the theme that has been picked up over the last two days. In addition, when it comes to labour… policies we have in terms of staffing and labour, sometimes the policies are quite good, but again, its implementation. So again, we need to seriously look at why that is not taking place, and we need ensure that the line managers ensure that that they implement these as well.

It also goes beyond that, to the more institutional level. We need to develop our institutional plan and review structures to advance transformation. Again, we need to focus on the

financial sustainability of the institution, and ask them the serious question of what has led to the situation that we now currently find ourselves in. unfortunately, that mans some kind of accountability of line managers and leadership, of why we are here now, how can we get ourselves out, and is there capacity to do so. I think we need to ask ourselves some serious questions about the qualifications and the ability to implement plans, because now, we have failed systematically to get things done. That doesn't mean that everything is bad, it just means that we have to identify where the blocks are, fix them, move on, so we can all get ourselves into a better space.

Part of that may be a need for a more inclusive decision making, or consultative approaches in our management staff. There needs to be key measurables, where we can measure people, unfortunately. There might be failure criteria for certain kinds of projects. So you can look at something, and honestly say, 'this has failed', and then hold people accountable for that. We need to create safe space for the engagement of all staff to contribute to the academic project.

The current system that we have, is the polarisation, these artificial binaries between the academic staff, the other kinds of staff, people don't always feel valued. As academics, we do acknowledge that the academic project is central, it's not always clear if the people know of what the academic project is, if it's a set of competing projects. The people who support that project need to feel that they are valued. It is not the case of if there are no academics, there is no university. Without the rest of the staff, there is no university either.

We do need to focus on third stream income generation, and that is very important, and will advance our remuneration.

We also need to explore some flexible pay practices. Basically, we need to think outside the box about how we pay people. One of the thoughts that was mentioned was that certain institutions give staff members time off during the week, and then they have the option of buying it back from the institution, exactly how that happens, is gonna be interesting to work out; not saying we are gonna do that, but it is an interesting way to think outside the box, when thinking about alternatives as to what we are going to do.

Faculties and departments need to address our student intake and throughout. It is very important as it affects the government income subsidy. At this point, we need more money to improve staff lives.

Our size is a major constraint, with regards to the time we live in. we also need to think of curricula that are suited to our location, play to our unique strengths, for instance, rural development may be an issue we need to point out.

The marketing strategy was raised as a consistent problem. I've got personal thing about that, I'm not gonna talk about that.

The last one we need to talk about, currently our director of post-graduate studies is a temporary/contract position, and I think, given the value proposition, we might want to consider making it a fill-time position.

Not really gonna talk about threats and opportunities, I think that these are all self-evident. Thank you very much.

[1:33:40]

Thank you very much, facilitator. This is my first time speaking in a summit. But before we make another contribution, want to make this comment: you must remember that this is our first summit. To me, 'summit' means a lot. You see, if you want to change, change spiritually; change mentally; the last pillar, you must change psychologically – then you win.

The reason I am putting this forward, is that the issues that are being discussed around this summit, there are few of us around this house. They want a change, let's for example, I want to make a contribution to my friend, I am talking about the people in grade 1-5. Just imagine in terms of an education. These people do not have an educational background – it was disadvantaged. Now they are trying to work at Rhodes University, in order to get a better place to work and invest for the future of our children. Fortunately, when you come in, getting two days, or two hours to work, meaning that it will be difficult for those people to invest in education at Rhodes University for our children.

If you look on those particular issues, as NEHAWU, we want to put forward the strong view, that all of us here, the issue of education to those who are disadvantaged, is very important;

whether you're an academic, whether your support staff, whether your good in terms of how to speak, and how to make sure that other people can fly the South African flag.

The reason I am saying this, my colleague, is that I am working at Rhode University, from 1999, grade 1-5. I want to tell you the reality. There are few of grade 1-5 staff that are workers. They treat those workers as slavery workers. They use them as a people that have no dignity or respect. What I remember is one thing in my life, at Rhodes University; people must not take those people just a dust pan, and broom. The challenge we have as NEHAWU, we want to make sure that those particular people must grow and develop. Do you not think in your mind, that you can get a doctor from the cleaner? Do you not think in your mind, that you can get a person that can take this university forward? Do you not think in your mind, that you can get a chartered accountant? Meaning that these particular people have a skill, but who are the people that can assist? It's you guys.

I want to give you my background. When I was starting at school, I was starting at [*insert name of school and principal 1:37:53]. When I was starting there, we started as a big crowd of children in one class with one teacher. Bear in mind, at the time, there were about 10 desks in the class, and we at to sit three at a desk. Sometimes, the boys on the floor, and the girls at the desk. The person that was running the school, the inspectors, at that particular time, they came into our classes, they got gifts, we clapped our hands, while we sat in that situation, there was no change. But today comrades, my friends, my colleagues, we want a change. Let's accept the change. This university be owned by us. NEHAWU, it does not matter whether you're aggrieved or not, you must own the university. Don't torch the building; fight with your enemy. You see, my enemies are those people who don't want to transform. I thank you very much.

[1:39:28]

Thank you very much, can I have a few comments/questions? My brother, you must remember to out up your hand before I've closed town the questions, ok?

One, two three. Keep your eye on the three, and…4 yeah…three, yeah.

[1:40:01]

Firstly, thank you very much for the presentation. I just have a really small question, Mark, when you mentioned exploring the possibility of more flexible arrangements, regarding the salaries. I just wanted to get a little bit more insight regarding that, because it sounds like it could be really interesting, but I am just not sure I understand what you were suggesting.

[1:40:39]

Thank you very much for your question. Fortunately, ke, you were not asking on the basis of integration. I am worker, but I respond direct to you.

[1:40:49]

Sorry Sir, could we just have direct questions?

[1:40:49]

I just want to raise the issue personal promotion, and the notion of excellence. I understand the need for defending your staff, but one of the challenges that people have put themselves forward, is that very often, they are intimidated by the process. We have had instances where you identify talented colleagues where they say that 'I just can't face going through that'. Other people say 'please don't nominate me, because again, I have to go through a whole lot of stuff, so please don't nominate me'. I understand the need to defend yourself, to justify what you've done, but that may also be a barrier to progression, and u think we also need to have a look at that.

[1:41:51]

Good morning everyone, and thank you colleagues. I just want to respond to the colleague from NEHAWU, and I want to link my point to the one that was made about race and gender. As I sit here, I am wondering what we are trying to transform this university for. Are we trying to transform it for the elite, or for the less privileged? To add they dynamic of language to race and gender.

If I look at South African society, I see a three-tiered economy, and the first economy is run through English, and it is the first language promoted at this university. I know this might sound controversial, but I believe that's what makes us elite in this room the fact that we all have access to this language. Even in this room, we have different levels of access to this

language, and this used to exclude us, and to discriminate against us, and this is nothing new, this was done under Apartheid to divide and ruin us, the whole issue of language.

If you are in the second economy, what Thabo Mbeki spoke about, you will have access to English, but might not have the level of access that the one percent of the population uses to control the wealth of this country.

If you're in the third economy, you have got no access to English. Just this year, the Chief Justice has said that the only language of record in the courts is now only going to be English. 60% of this province, the poorest province's inhabitants don't feel comfortable with using English in courts of law. What are the implications of this for a university that is trying to respond to societal issues? I believe that if a student gets an A for isiXhosa, and does well in their other subjects, and perhaps gets an E for English, they shouldn't necessarily be excluded, and we should stop judging people's intelligence by the way they speak English, and find other ways.

More creative ways of dealing with race and gender issues as well, would be to add the linguistic debate, and I believe it's fallen off the table once again.

[1:44:07]

Thank you very much, can I suggest that two of you respond to the first set of three questions, and then I'll [*inaudible].

[1:44:18]

Thank you facilitator. I want to respond to the question of remuneration. You, I speak as a worker representative. What I want to know, I will take the donation from our heart. Money is our heart. You see, you must understand that you can't have a good academic project or a university if people are underpaid. People who have the capacity to do this job, will leave the university and go to a better university, because, according to the standard of remuneration that we have, for example, you can talk about the university that is closer to us, NMU. It is closer to us in terms of the academics, the deans of NMU is better than the dean from university. But both institutions are both in the Eastern Cape.

Another thing that is different, do you think the worker, the cleaner, will be different from the cleaner that is working at Rhodes University? They're all in the Eastern Cape. Do you know

what the difference is? I like the suggestion that was put on the table at the beginning of the Summit, people saying that Rhodes University must create a space to make sure that the short courses are done. There is a convenient environment, in terms of the labs, we have a lot of resources, and we must make use of, so that the university makes it possible to remunerate the people in terms of a qualification. Then it would be easy for them to ensure that those who are not paid, get paid.

The reason we are not remunerated, is that – all of you were asking the question, but you are scared to actually ask it – you see, I am a person who is uneducated, but I do understand that the money goes into the bank, the first thing I do after I make all my payments, is that I request my bank statement, that means my financial, personal issue, I look at my history from the bottom to the top, do you have this issue? No man. If all of you have this issue, then what is the problem? How to cure, how to assist, how to bring, this university into a better place in terms of remuneration. I don't know if I answered your question correctly.

[1:47:34]

I was just asking about the suggestion that he had made about more flexible remuneration, if it would be more beneficial I was just interested to know what he had in mind on how it would be.

[1:47:47]

Oh okay. I'm sure my colleague who was with us on that particular team will respond academically, but I am responding as a representative of the workers. Thank you.

[1:48:01]

Thank you very much.

[1:48:01]

I'm just gonna work backwards. Russell, I couldn't agree with you more, 100% on your side. Language is absolutely at the bedrock of transformation. The reality is, if we engage in English, it is gonna privilege some, and disadvantage others. I think sometimes, that has been lost in the discourse, and I think a lot of us, from the most radical to the most conservative, have kind of made our peace with that, and I don't think that's okay. So Russell, I don't think that

is on the agenda, and I'd like for that to be put on our notes for this. It did come up in the discussion, but that process of, you know, summarising and drilling down did mean that to was taken as being self-evident, but absolutely.

There was another question about the promotions, yes, I think your example kind of proves a point, that there should be a policy to make it an easier process. There is no promotions policy for non-academic staff members. You have to reapply for your job, and compete with everyone else, that doesn't count as a promotion, so we need to address that, to provide a clear career path. Having said that, you know someone who doesn't want to be nominated for a promotion that should be alright.

Tom, in a bit out of my depth, with that particular question, so id actually like the members of the group who suggested that, to maybe answer that. Should we do that now? Or should we wait for the break?

[1:50:04]

Is it the one on flexible…? I actually have to manage it a bit more carefully now, and I'd also like to give the workers a bit more space, because they didn't ask for it yesterday. Of course, we have a bit of time, but I'd also like for it to have its limits, ok?

[1:50:26]

Morning everybody, just to respond to Prof Martin. With regard to flexible pay practices, the approach to remuneration in higher education is pretty standardised across the sector. There is very limited innovation in terms of thinking about contracting full-time, part-time, intermittent contractors, independent contractors. The thinking largely within the very constrained environment we find ourselves in a financial perspective and that of financial sustainability, is that we really need to innovate, and rethink, in terms of what works and what doesn't. You know, we had some comments about what has worked in other institutions, Rhodes University, I very particular and unique. We have the smallest, traditional university in South Africa, with a very rich history. We cannot be compared to the new universities – traditional or otherwise that have emerged over the past few years; neither can we compare to comprehensives that have rose over the amalgamations of the different staffing entities, but the stability in terms of the PQM, and the constraining environment from

the funding perspective are there to stay. What we need to do is innovate our approaches to these practices. The one constraining factor/key challenge, I think that happens in universities, is that we adapt a lot from what happens in other sectors and what happens at other universities. We must drive research, evidence based approaches to meet the needs of our own particular context; and take into consideration what type of an institution we are, etc.

I am being pressured on time, but essentially, we need to re-think, do we need executive contracts on a permanent basis? Why are we not migrating to a fixed-term contracts? Why are we not thinking of project-based appointments? So it's really around those kinds of issues.

Limited duration work week, where in terms of paying more per hour, we are still getting the critical skill that you require. Just a quick summary. Thanks.

[1:53:04]

Thank you very much for that, sorry about that.

[1:53:10]

I don't know if maybe you are the right group to ask this, but from my interactions with staff, particularly black South African staff, it seems that the university tends to bleed black academics. They sort of come in, stay for a while, then leave. I don't know you guys addressed that, and if you did, what sort of recommendations did you come up with to address that situation?

[1:53:34]

Please make notes of the varieties of questions we have here. Because I'm gonna take three more questions... wait, the VC needs a moment to ask questions, so I'm gonna take four more questions, and you will be responded to, ok?

[1:53:54]

Hi comrades. I am hearing that you're talking about the development of your staff, and everything that you've brought forwards within the group. I think comrades that we have everything that we need to have here from the university, and the plans are always there to implement. I think that we even have someone who's looking at the development of the staff,

and everything. Did you look at where the problem is? Because, to me, you can have all the plans, but if you don't face the problem, you will be wasting our time. Like, I serve on these committees, and then you find out that someone is coming from outside is coming to Rhodes university to educate themselves to do things, but when that time is coming, we find that the managers will say that we need 20 hours of your time a week. You work 48 hours. How can you find time to go to school? So this means that there is a barrier, that will stop you from going anywhere, because you need to work 48 hours, and then they need 20 hours a week to attend class. Do you look at those things that are barriers, like, you promise something, but once you're in, you find barriers that you cannot break to get to where it is you want. Thank you.

[1:55:52]

Thank you Mark and Zenande, neh?

[1:55:53]

Zekande.

[1:56:00]

The issue of grades 1-5, is not a new issue, and neither are your concerns coming out of that group. The organisational culture survey dine a few years ago, we were presented with the outcomes, and there were a few interventions that took place. However, there was no overarching strategy that I am aware of, that would deal with institutional culture more holistically, specifically to address the issues raised from that organisational culture survey that pointed to especially black staff being dissatisfied. That's including staff in lover grades being dissatisfied. So there not been an overarching plan to overcome this, when we are in the same place a few years later. So, I would call for that to happen.

The other is we need to now talk about, and develop the core values of an organisation, and that will also assist with how we deal with each other. How we respect staff who are in a different organisational places as ourselves. We have the problem of black staff leaving. They come in, few months, they don't continue with the area. Of five year contracts, within two years, they leave. That is a huge problem. And we need to lastly look at what's a leadership

profile that we expect of people we put into positions of leadership? And what type of leadership footprint do out leaders then leave in the execution of their roles?

Daniel Goldman advocated for emotional intelligence, for instance, where you must have empathy, you must be self-aware, you must be able to interact socially, and you must lead with example, for instance. There's other models talking about the leader having different types of skills, strategic skills, imagination, performance, etc. that can develop staff, that can see the future, so what type of leadership profile are we looking for at Rhodes university, if we don't have one? Thank you.

[1:58:26]

Thank you very much, I have to say, with the speaker from the floor.

[1:58:35]

Thank you very much. I just want to first thank everybody for their openness exercised in such sessions. I think for somebody new, it has quite a useful induction to get to understand Rhodes university; I've been away from Rhodes university for a very long time now, it is the specific point that I want to raise, let me start by raising it, I'm told that Mr De Vos come from linguistics, and I see that you exercise some extreme linguistic dexterity when you spoke about the marketing plan, you said you have some personal concerns about that, so the less that is said about that, the better. I don't know what you would say that when the spirit of this gathering is predicated on openness and constructive engagement to strengthen our shared purpose here. But having raised that as a question that I'm sure you're going to respond to, somebody raised that, a very bold statement that was made a long time ago, is that if you don't know where you are going, any rod will take you there.

I think we need to separate the causes for our predicament, and the effects of our predicament. You see, if you don't know where you are going, accelerating your speed on the way is unhelpful. You just have to step back, and determine where you want to go. Everyone has said all the right things throughout the two days that we have been here, I really appreciate it; I think we need to do a proper reflexion of all the things, and I am glad that this report is going to give all the recommendations.

I prefer that in some instances, we respond to certain things that have been said, instead of taking note of these things.

I want to also just throw in another thing. If everybody has got the answers and such creative responses to the challenges that we are faced with in the university that has got us to where we are, irrespective of where we are – I don't want to give a diagnosis – but irrespective of that, if we have got such creative ideas about why we got to this point, then, what insurance do we have that we won't just continue on the same path?

We are meeting here today, to reflect on the transformation agenda of our university, but we have actually gotten down and dirty, with discussing issues of our particular direction in the institution. I want to make a recommendation that hopefully, this kind of gathering can be an annual one; you know, where hopefully after this, we could hatch an institutional plan that incorporates all the issues that we have raised, but remember, if it cannot be measured, it will not be done – it just exists rhetorically – and we're gonna meet here again, and sound very, very intelligent about everything else, gaining knowledge about our challenges. We won't be able to report meaningfully on what we have achieved towards that. Let me make an example on the basis of what you said: I heard here yesterday, that there is marketing initiatives that are taking place, but also at the same gathering, I heard that there aren't any marketing initiatives taking place. Each of those people who spoke were able to back up their arguments, and they are actually both right. How do we get to that point? Having been recently appointed in that space, I must say that I hope you can share with me the marketing strategies that you were talking about. I'm not aware of any institutional marketing strategy; and in fact, we have written to the university community saying that we would like to engage with every one of you. Because in our viewpoint, everyone in this institution is a communicator. We believe that everyone in this institution is a fundraiser, we believe that everyone in this institution is a marketer for it. Which strategy speaks to that? So if you have seen it, then I would love it if you would share it with us; but I hope that we all embark on a process to do that. But even that marketing strategy cannot be a marketing and fundraising strategy by itself. It need to be an institutional marketing strategy. If it is indeed an institutional marketing strategy, it needs to fit snuggly within an institutional marketing plan. It needs to have targets that are measurable to what the attainment of the defined structured institutional objectives that must be attained.

So I really do think that this is a useful starting point, you could leave this, as a new person, going through a lot of emotions, thinking 'where are we at and where are we going?' But I must say, and I have to say, that I believe that this is turning point for Rhodes University. If the momentum developed at this gathering is sustained, if it indeed embedded on how we govern this institution, and how we ensure that there is a comfortability that is not a 'free for all', that in spite of all the democratic disparities that we all cling on to, but we understand that we are an institution, that believes that we are comfortable in terms of our roles and responsibilities within the institution, I believe that next year when we meet in this in this forum, if we do meet in this forum, we will be able to report on how far we have gone since this seminal moment today.

[2:04:13]

Thank you, bear with me. [Jokes]

[2:04:24]

Mine is a very brief comment, and I think a point was made that we do need to respect staff in this university, people who are not in the academic area. I think the first thing we need to do, is to stop calling then 'non-academic'. They are professional, administrative, and support staff. For me, the 'non-' part, evokes a lot of the past. When there were 'non-people', and I hope we can desist from using this term at this university.

[2:05:22]

Let us just take his comment, and that will be the last.

[2:05:25]

Thank you facilitator. I have picked up the issue of cohesion. I have always had to remind myself of Rhodes' importance within our community, and if we are really 'fragmented institution', then that indirectly and directly affect our community, because it is where our communities are getting jobs, that's where our children are being educated, that's where our educators are grading their certificates in the educational department of this institution. So it therefore means to us that is there is no cohesion in the institution, it affects us definitely, as the community.

The second one was the focus on the financial sustainability of the institution. If our communities are not being sustained financially by this institution, because it is one of the stakeholders that creates jobs for our communities; definitely, those people who are working within the institution are not able to sustain their families back in the township, so these are two critical points from my side that I want to raise. That the institution needs to ensure that it takes serious consideration regarding them.

Lastly, the authenticity of this Summit relies on the implementation of the resolutions that are taken by this institution. This is very important, and we raised this strongly as the task-team as we were preparing for this Summit; to say, that it is very important that the resolutions that are taken by this institution – this Summit must not be seen as a 'talk show', if I may put it that way. We want to ensure that the resolutions that are taken from this Summit are implemented. Thank you, Chair.

[2:08:08]

Thank you very much. Mr Vice-Chancellor, I am humbled by your criticism. It is exactly the kind of binary that has been dividing us and we should not perpetuate it, and I should not perpetuate it. Thank you.

You point to the question of just implementing these recommendations. This is not rocket science. We've known for decades that the lower grades experience the violence of institutional culture in raced and gendered ways. We know this, we know what to do. We just need to do it. And I agree with everything that you said, we need to implement these things and get them done, and that points to the capacity that we point an issue to. But I want to thank you for bringing institutional culture in, just like Russell did, pointing out that if we want to deal with these things, that institutional culture is the bedrock of these things.

I want to use that to Segway into the whole marketing thing, in the spirit of openness, and provide some detail, I will. So this is personal experience, and it relates to the previous director of marketing director who has now gone to another institution, a few years ago, I received a fairly large amount of funding from a flagship funding programme from the university. And the first thing I did, is I went to the Director of Communications and Marketing, and I said "I would like to market this. Have you got any event that you are planning to invite the media to?" he said, "No. there is nothing," so that was totally fine. I said well, "in that

case, I would like to advertise in the newspaper for my PhD and Master's scholarships. Have you got anything planned?" still said "no". okay, I then said, "if I wanted to advertise in the newspaper, could you then show me what logo I must use, what font and what colour?" and he said that there was no such thing, I emailed Brown University, and actually got someone to mail me something they had been using, but it shocked me that there was no institutional plan to market a flagship program of that kind, and then I asked him at my final point of desperation, I said "I've got a website that I want to market this program and my scholarships on the website, and I said "what do I do? This program and these scholarships aren't on the website, what do I do?", and he said, "well, populate it with information so that it becomes the go-to place for anyone in the world on that topic". And I thought that was singularly unhelpful, because that's what I came to him to advise me on.

So this personal experience relates to a director, it does not relate to the staff of the marketing division, with whom I've had good interactions with over the years, and have a lot of faith in, but I think it does point to the power of one director, I felt was able to not do the job; to block transformative things. The research was on literacy in foundation phase isiXhosa schools. So I thought it was important and worthy of marketing, it is just this personal reservation. Thank you.

[2:12:27]

I think I just want to respond to the issue of financial sustainability of this university. I hear your question, but it is related to the issue of sustainability.

We are, you know…that is not arrogant, that understood and it's our interest to look in the economy and social economy if the country. Externally and internally. We know that universities have a problem of sustainability in terms of their finances, but we can't actually fold our arms and close our eyes whilst things happen. But what we are calling for, this is a trade union, their people have the capacity to control this, and those people have a capacity fold their arms and close their eyes.

I'm pretty sure that when you call yourself an academic, it means a lot to me, because you can deal with the issue of the finances of this university. There are good teams here that can assist to bring and sustain the finances of the university to recover. When the baby is sick, you must take it to the doctor. So, that's the problem we have the only thing we have now on this

house – the problem – is that we have big fingers to point at each other; we have done the right thing, but your finger, you must change it now, point it to what must be done to solve this problem. The reason I am saying this, NEHAWU, we want all the workers to be on the job. We don't want the younger children of this community of Grahamstown to lose their jobs, because they are the only people who can clean this space. [Cut off]