**Rhodes University Transformation Indicators Document.**

The basic premises which underpin the plan and indicators are discussed in the Higher Education Act and the 1997 Education White Paper 3. They are also outlined in the 2015 Durban Statement on Transformation in Higher Education. The plan has been developed to achieve tight alignment with the resolutions of the 2015 Durban Summit on Transformation in Higher Education detailed in the statement and with Rhodes University’s response to the statement.

Some of the basic assumptions of the plan which merit noting here are that;

1. Higher Education is both a public and a private good.
2. Universities have to contribute to the constitutional goal of redress and of decreasing the inequities which characterise the South African Society.
3. Universities have to contribute to the promotion of the values enshrined in the constitution and the values enshrined in the constitution should inform university governance and other practices.
4. Knowledge production is central to the transformation of higher education institutions.

| Sector Objective/Summit resolution | Rhodes University Goals | Rationale for RU Goals | Action | Responsible position/units. | Time Frame | Indicator |
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| 1. **There is increasing dissatisfaction with the level of funding of the higher education system as it impacts on the achievement of transformation goals. This includes dissatisfaction with the volume and efficiency levels of student funding. …The sector is currently characterized by increasing levels of frustration at the slow pace of transformation in the university sector with respect to insufficient levels and inefficient systems of student funding. (Durban Statement)** | | | | | | |
| 1. The government, universities and the private sector will work together to increase the level of funding of higher education institutions. (Durban Statement) | 1. The level of government allocations to Rhodes University and to other universities increases in real terms. | 1. Rhodes University recognises that transformation is integral to the sustainability of the institution and recognises that there is need to invest capital and other resources in sustainability. | Rhodes University will participate in government structures and processes that will work towards increasing university funding in general and funding that will promote the goal of transformation in particular. | RU Executive Leadership and Finance and General Purposes Committee. | Ongoing until the objective is realised. | There is an increase in real terms in central funding for public universities. A proportion of the funding is demonstrably used, as needed, to promote transformation as integral to sustainability. |
| 2. Third stream income,  as a percentage of the university’s total income, is increased. | 1. The university recognises that the gap between the income from government allocations and student fees and what is needed for its sustainability will increase. It also recognises the need to be proactive rather than reactive in generating funds for the implementation of its vision and plan for achieving sustainability. | 1. A fund raising plan linked to the university’s long term plan (IDP) is developed and implemented. | 1. Communications and Advancement Directorate |  | 1. The percentage of income from fundraising activities is increased to a level at which the university’s long term and sustainability plan can be successfully implemented. |
| 1. A plan for increasing support that will in turn result in the increase in the volume of quality research output and publications is developed and implemented. | 1. Research Directorate. |  | 1. The proportion of research funding and publications subsidies to the university funds is increased over a period of five years. |
| 1. A more supportive and efficient student funding model must be designed. The model should progressively include mechanisms for the provision of free quality education for the disadvantaged.   (Durban Statement) | 1. A more efficient and expanded RU funding model for supporting disadvantaged students is and implemented. The model has redress and equity as underpinning principles. | Despite various programmes and projects of financial support to disadvantaged students, such as the pocket money fund and the first year in residences fund, two of the Rhodes University 2015 protests (student vacation accommodation and fees must fall protests) and the discussions they inspired revealed the extent to which, because of financial hardship, a significant proportion of students[[1]](#footnote-1) have a different “Rhodes Experience” from that experienced by the normative or imagined Rhodes Student. | Informed by research and by the issues raised by the student’s protests, existing programmes for student funding are reviewed, and reconfigured[[2]](#footnote-2) and prioritised so that bursary funding for supporting disadvantaged students is expanded. | Finance and general Purposes Committee, Financial Aid Committee Student Funding Office and DSA. |  | A significant increase in the % of bursary funds that are used to support disadvantaged students is reported. |
| 1. Funds from outside the post school sector are raised to fund the participation of disadvantaged students at Rhodes University. | As above. | As part of its fundraising plan, the university will detail and implement strategies with clear targets for raising funds that will enable and improve the quality of participation of disadvantaged students at Rhodes. | Communications and Advancement Directorate. |  | The volume of funds sourced from outside the South African higher education system which are dedicated to the support of disadvantaged students grows in real terms each year for the next five years. |
| 1. More holistic student funding programmes are implemented. | As above | Informed by research and by the issues raised in the students’ protests, existing students’ financial support initiatives are re-designed as programmes that provide more holistic financial support to disadvantaged students. | Student Financial Aid Office and DSA. |  | A decrease in the number of students who leave the institution because of financial reasons is achieved. This decrease will be established through a survey of students who leave without completing their degrees. |
| 1. Cost drivers of higher education are well understood and the Department of Higher Education and Training works with universities to develop a fee increment regulatory framework. (Durban Statement.) | 1. Rhodes University contributes to the development of a sector wide understanding of the cost drivers of South African public higher education. | A better understanding of the cost drivers of higher education will result in there being a clearer relationship between national imperatives and the subsidisation of higher education with respect to essential expenditure. | 1. Rhodes University will participate in government structures and processes that will develop a Higher Education funding model that is cognisant of the annual increase in essential running costs of higher education institutions and of the need to minimise sector wide wastage. | 1. RU Executive Leadership and Finance and General Purposes Committee. | Ongoing until the objective is realised. | A funding model that is seen by the majority of stakeholders in the higher education sector as enabling transformation, sustainability and efficiency is implemented. This perception is determined from discussions held in system wide structures, published articles and feedback from student bodies. |
| 1. A consulted on plan for keeping institutional operating costs as low as is possible whilst also concurrently improving the quality of student participation is developed. Planning will factor in identified cost drivers such as increasing student numbers, staff costs, the exchange rate, maintenance of infrastructure, the procurement of inessential goods and services and general wastage. | 1. RU Executive Leadership and Finance and General Purposes Committee. |  | The ratio of the annual increase in the operating costs of the institution to its annual growth is lowered. [[3]](#footnote-3) |
| 1. The university contributes to the development of a fair and socially just fees framework. | The 2015 student accommodation and fees protests brought the fore (more than previous protests) issues of the high cost of higher education and the negative impact the costs have on the access and successful participation of disadvantaged students in higher education. | Rhodes University will participate in government structures and processes which will work towards developing a policy framework that will result in the development of a fair and just higher education fees system. In this work the institution will be informed by the constitutional values of equity, redistribution and redress. | RU Executive Leadership and Finance and General Purposes Committee. | Ongoing until the objective is realised. | The higher education fees system is increasingly perceived by students and other stakeholders as being fair and just[[4]](#footnote-4) and as supporting the transformation trajectory of the higher education system. This perception will be determined from discussions held in system wide structures, published articles and feedback from student bodies. |
| 1. **The mechanisms for holding institutions accountable for transformation goals should be strengthened (Durban Statement) Governance and management practices at universities do not always effectively engage with university communities and their concerns (Durban Statement)** | | | | | | |
| 1. Processes and structures for enabling institutions to demonstrate high levels of responsibility in the pursuit of the goal of transformation should be developed and strengthened.(RU response to Durban Statement) | 1. Rhodes demonstrates a high commitment to transformation through participating in national processes designed to increase the pace and to better define the trajectory of transformation of the sector. | The 2015 and 2016 students and staff protests have shown the need for a demonstrably heightened commitment to the transformation of the higher education sector and the transformation of each institution as determined by institution specific conditions. | Rhodes will participate in national processes designed to strengthen higher education institutions’ ability to exercise their responsibility to transform into inclusive and post-apartheid institutions. | Senior academic and professional leadership and other members of the institution as is applicable. |  | Higher education sector transformation is seen by all stakeholders to be proceeding at a faster pace and to be following a clearer trajectory. This will be determined through sector wide and institution specific research and other measures such as media articles and the number and texture of student and staff protests.[[5]](#footnote-5) |
| 1. The RU Council leads and is seen to lead the transformation agenda of the institution. | 1. The role of the Council in the transformation of the institution remains unclear to the majority of the members of the institution. | The RU Council releases a statement clarifying its role regarding the transformation of the institution. The statement should define the council’s oversight role in the determination of the institution’s language policy, students’ admission policy, student support services, employment and conditions of service policies. The statement should define the Councils’ role in determining the functionality of the Institutional Forum. | Council. |  | There is an increased awareness amongst students and staff of the role of Council in leading, enabling and promoting the transformation agenda. The levels of understanding will be established through staff and student surveys and qualitative research. |
|  |  | 1. In order to fulfil its role as the leader of the institution’s transformation agenda, the Council should ideally be kept well informed about the specific conditions pertaining in the institution and about transformation work being undertaken and about its intended and unintended impact. | The Council will receive and respond to a comprehensive consolidated transformation report which will include information on the systemic transformation of the broad culture of the institution. This will include information on the leadership of and management of transformation, the transformation of management and governance structures, the transformation of the curriculum (including teaching and learning and research) the transformation of the university’s relationship with the broader Grahamstown and Eastern Cape community, the institutions visual and symbolic culture e.g. language usage, the staff, student and committees’ demographic profiles, and the transformation of exclusionary everyday practices and values of the institution. | The Vice Chancellor, Institutional Forum and Council. |  | The Council increasingly feels well informed and better enabled to own the responsibility for the institution’s transformation pace and trajectory. Experienced levels of ownership will be established through discussions with members of council. |
| 1. The development of a shared understanding and vision of transformation is actively led. | 1. There is no shared understanding and vision of transformation at leadership level. The necessity of a shared understanding and vision of transformation is evidenced by the lack of articulation of a consistent and coherent vision of transformation. | 1. A process for a university wide consultation on the identity, purpose, values and imagined future of the university is designed and implemented. | 1. Institutional Planning Directorate and Committee and Equity and Institutional Culture Directorate. |  | 1. Members of the leadership of the institution develop and articulate a common understanding and vision of a transformed Rhodes University and an understanding of what needs to be done to achieve this vision. The extent to which a common understanding is shared will be determined through discussions with members of senior leadership and through student and staff surveys. |
| ii. Based on the Higher Education  Act, the Education White Paper 3 other relevant legislation, the specific context of Rhodes University and on consultation on the identity, values, purpose and imagined future a consistent and coherent vision of a transformed institution is developed and articulated by the Vice Chancellor and the institution’s leadership. | ii. VC, DVCs, Deans,  Registrar and Directors. |  |
| 1. There is no shared understanding and vision of transformation that is embedded in the institution. | Processes for embedding the institution’s transformation vision and goals are drawn up and presented in faculty and divisional transformation plans and should include the outlining of roles (written into job profiles) and methods for fostering a systemic understanding of the transformation endeavour. | Deans, HoDs, Directors and HR Directorate. |  | Members of the institution, staff and students share a basic common understanding of transformation and an understanding of how each can contribute to the achievement of transformation goals. The extent to which a common understanding of transformation and what needs to be done and by whom is shared will be established through staff and student surveys. |
|  | 1. The inter-relationships between different elements of the transformation framework is clear and the inter-relationships between the transformation framework and other institutional frameworks is also clear. | 1. The relationship between elements of the transformation framework (e.g. policies, plans, committees e.g. the Institutional Forum and E&IC Committee, E&IC unit) is not clear. | Coordinated planning is adopted and results in the clear positioning of elements of the transformation framework in relation to each other and in the clear positioning of the transformation framework in the broader institutional framework. | Institutional Planning Directorate and Committee, HR and E&IC Directorates. |  | There is no confusion about and duplication of roles, processes and work in the transformation framework. This should result in increased efficiencies. The decrease in confusion and duplication will be established through an audit of job profiles and discussions with staff. |
| 1. The relationship between the transformation framework and other organisational frameworks is also not clear. | Coordinated planning is adopted and results in the alignment of all relevant policies, procedures and plans to the institution’s transformation vision and goals. | Institutional Planning Directorate and Committee. Equity and Institutional Culture Directorate. |  | There is a decrease in experienced contradictions duplication, and absences in the institution’s framework with respect to the institution’s transformation vision and goals. The decrease in contradictions and duplication is established through an audit of institutional policies and through discussions with staff. |
| 1. The ability of university governance and management structures to address transformation imperatives should be examined and where blockages exist they should be addressed. (Durban Statement) | 1. Governance and other committees promote transformation goals. | 1. The relationship between the methods of operation and the constitution of the institution’s governance structures (Council, Senate and other committees) and the pace and trajectory of transformation is more assumed than well understood and the need expressed by a significant size[[6]](#footnote-6) of the university’s population to operate outside of these structures indicates that the structures are not as effective and inclusive as they should be. | 1. Research into the relationship between the manner of functioning and constituting of the institution’s committees and the institution’s achievements of transformation related goals is undertaken. | E&IC Directorate |  | The role played by the institution’s Council and Senate and other committees in determining the pace and trajectory of the transformation endeavour is better understood and this understanding feeds into the design at national and institutional level of a more effective transformation architecture. |
| 1. The findings of the research into the composition and functioning of committees inform the review of policies and procedures governing the constitution and functioning of committees at institutional level. | Registrar’s Division. |  | All university Committees and governing bodies are increasingly perceived as actively promoting the transformation endeavour. This will be determined through staff and student surveys. |
|  | 1. New and more participatory forums of engagement between university stakeholders are established. | 1. The need expressed variously by a significant size of the university population to engage directly with the university’s leadership outside of the committees’ structure indicates that such direct and broad engagement should not be limited to instances when leadership is responding to a crisis engendered by student and staff protests. | A new structure, such as a university assembly, that will facilitate broad participation and direct engagement between different university stakeholders is instituted. | The Registrar’s Division. |  | There is a decrease in the number of memorandums and petitions directed at the leadership by university staff and students. |
| 1. Decisions should be made about the role, purpose and effectiveness of Institutional Forums in facilitating transformation in the context of the analysis of current governance models for their effectiveness in supporting transformation. (Durban Statement and RU response) | The Institutional Forum effectively assumes its function as outlined in the Higher Education Act and Education White Paper 3. | The Institutional Forum’s levels of functionality are low. It does not effectively fulfil its mandate as outlined in the Higher Education Act and the Education White Paper 3.[[7]](#footnote-7) | 1. Research to determine the reasons for the failure of the Institutional Forum to function as mandated by the statute through which it was established is undertaken. | E&IC Directorate |  | Members of the institution increasingly feel that the Institutional Forum has a purpose and is effective in undertaking its duties. Perceptions will be established through staff and student surveys. |
| b. Based on the findings of the  research and on the determination of the Higher Education Act, the Institutional Forum is reconstituted to suit the needs of the institution. [[8]](#footnote-8) | The Registrar’s Division. |  |
| 1. **University curricula and forms of knowledge production are not sufficiently situated within African and the global South contexts. The sector is also characterised by language practices that impact negatively on teaching and learning. (Durban Statement)** **The will to transform the higher education curriculum is not as strong as it needs to be for this goal to be achieved. The country has also not yet developed the intellectual capacity to facilitate curriculum transformation. The mechanical input and output models of curriculum transformation that are currently being promoted are wholly inadequate and only result in curriculum transformation fatigue without there being significant progress in the transformation of the curriculum. (RU response to Durban Statement.)** | | | | | | |
| 1. There should be an increasing focus on curriculum development initiatives, which examine new and alternative contents and pedagogies which are relevant to the South African context. (Durban Statement) | 1. Rhodes University intensifies its curriculum transformation efforts. This will involve a development of a common understanding of what curriculum transformation, as opposed to reform, is. | 1. The main call of the 2015 March and April student protests was that there is need for the university curriculum[[9]](#footnote-9) to be transformed to be inclusive of all students. Whilst there was recognition that there are pockets in the institution where curriculum transformation is being pursued, the overall message that was communicated by the students is that, in the main, the university’s curriculum, as with other aspects of the institutions culture, is still experienced as alienating and as failing to recognise the majority of the students and the geo-historical location of the institution. | With student recognition as its main principle and informed by faculty or discipline specific curriculum transformation research, by existing student data, and by an understanding of the systemic inter-relationships between the university’s identity, imagined future, staff profile, students’ profile, curriculum and student’s success, a time bound process that will enable students and staff in each department to work together in transforming the curriculum is designed. This process is detailed in faculty transformation plans. | DVC Academic and Student Affairs and Deans. |  | The curriculum offered at the institution is increasingly perceived as inclusive and not as eliding the histories and lived realities of the majority of students and of its historical and geographical location. How the curriculum is experienced will be ascertained through student and staff surveys. |
| 1. Not all departments have curriculum transformation expertise and curriculum transformation efforts are hampered by this lack. | Entailed in the inclusive curriculum transformation process will be the detailing of how faculty or discipline specific curriculum transformation expertise will be acquired or developed and utilised. | DVC Academic and Student Affairs, Deans HoDs and CHERTL. |  | Each department feels  supported in its curriculum transformation efforts. Levels of support experienced are determined through conversations in spaces such as the HoD forum and in departmental workshops. |
| 1. Core debates in curriculum transformation such as debates on the relationship between basic assumptions about knowledge and tools, methods and processes of slicing up knowledge into disciplines and the transformability (rather than reform) of the curriculum are not broadly understood. | The exploration of core issues in curriculum transformation is undertaken at faculty and departmental level. The exploration will be guided by individuals who have undertaken curriculum transformation research and should contribute to the development of a faculty curriculum transformation capacity. | DVC Academic and Student Affairs, Deans, HoDs and CHERTL, |  | Lecturers in each department are increasingly confident that they have a working knowledge of core issues in curriculum transformation and feel that they are adequately supported in their curriculum transformation efforts. Levels of confidence are determined through conversations in spaces such as the HoD Forum and departmental workshops. |
| 1. Because issues of transformation are, to varying extents, mainstreamed in some disciplines e.g. history, psychology and sociology these issues are better understood by students and staff in some faculties than in others. | The issues underpinning the imperative of transformation are main streamed in the institutions’ curriculum through intra faculty courses (e.g. the sociology/philosophy of science) or through intra discipline courses (e.g. physics and modernisms). | DVC Academic and Student Affairs, Deans and HoDs |  | Increasingly students and staff across all faculties can critically discuss the historical and socio-economic issues that underpin the transformation imperative. |
| 1. Curriculum transformation work is rewarded through main- stream processes. | 1. The rewards for curriculum transformation are not unambiguously mainstreamed. | 1. Promotions criteria will be updated to introduce the formal recognition and rewarding of individuals whose curriculum transformation initiatives are innovative and demonstrably contribute to inclusion and to enhancing the quality of learning for the majority of students. | 1. DVC Academic and Student Affairs. |  | The rewarding of innovative curriculum transformation work results in increased curriculum transformation activity in departments. This increase is determined through conversations in spaces such as the HoD Forum and departmental workshops and is also seen in material submitted for applications for promotion. |
| 1. The Merit Awards criteria will be updated to unambiguously reward efforts in curriculum transformation. | 1. DVC Academic and Student Affairs |  |
| 1. The Vice Chancellor’s Distinguished Teaching Awards criteria will be updated to unambiguously reward efforts in curriculum transformation. | 1. DVC Academic and   Student Affairs. |  |
| 1. “Research and dialogue on curriculum transformation must be supported, and resources allocated to enable re-curriculation and curriculum development processes,” (Durban Statement.) | 1. Research and facilitation of curriculum transformation processes is resourced and the institution’s curriculum transformation capacity is strengthened. | There is a need to further resource and strengthen CHERTL so that the institution has the capacity to support curriculum transformation work at departmental level and to support the development of post disciplinary[[10]](#footnote-10) responsive curricula. | A time bound plan for the resourcing and strengthening of CHERTL based on conversations with students, HoDs and Deans is developed, resourced and implemented. | CHERTL HoDs, Deans, DVC Academic and Student Affairs. |  | **(As in III A1)** Academic staff in the various departments feel adequately supported in their curriculum transformation efforts. The levels of satisfaction will be established through focussed discussions in forums such as the HoDs forum. |
| 1. Barriers to teaching and learning imposed by language practices and policies must be removed. (Durban Statement) | 1. Rhodes University has bilingual English and isiXhosa courses and the use of other South African languages in the teaching and learning context to enhance epistemological access is implemented. | The 2015 April and August student protests once again highlighted the high degree[[11]](#footnote-11) of exclusion experienced by students who do not have English as a first language. This type of exclusion has also been documented in numerous studies. [[12]](#footnote-12) | 1. Research to establish factors contributing to the failure of attempts to introduce bilingual courses to the institution’s curriculum is undertaken. | E&IC Directorate |  | Reasons for the failure of attempts to introduce bilingual courses to the university curriculum are established and findings inform further planning. |
| 1. Informed by the research and by the learning from other institutions, a time bound process for introducing bilingual English and isiXhosa courses will be detailed in each faulty transformation plan. The process will also outline how lecturers will be enabled to use languages other than English as resources in the teaching and learning context. | DVC teaching and learning, Deans and HoDs |  | The levels of exclusion and disadvantage experienced by students and staff who do not have English as a first language decrease. The decrease in levels of experienced exclusion is ascertained through students’ and staff interviews and surveys. |
| 1. Engaged scholarship should be better conceptualised, supported and developed. Engaged scholars should be supported and recognised (RU response to Durban Statement.) | Integral to the strengthening of the institution’s curriculum transformation capacity is the development and practice of engaged scholarship. | Situating Rhodes University in its geographical and socio-economic context requires ongoing embedding of the university in the Grahamstown community and the Eastern Cape through scholarship. | The plan for the resourcing and strengthening of Community Engagement Directorate and CHERTL is drawn up to include strategies for supporting further development of engaged scholarship in the institution. Strengthening Community Partners in Grahamstown and Eastern Cape to work alongside Academics in the co-creation of knowledge. | Community Engagement Directorate, CHERTL HoDs, DVC Teaching and Learning and Deans. | Ongoing | The volume of publication from engaged scholarship increases. Lecturers and post graduate students in each department are increasingly confident that they have a working knowledge of engaged scholarship and feel that they are adequately supported in their efforts. Levels of confidence are determined through conversations in spaces such as the HoDs Forum and departmental workshops. |
| 1. **Access and success rates for some demographic groups are still lower than would be equitable. (Durban Statement and RU response.)** | | | | | | |
| 1. Students from all demographic groups are afforded an equitable opportunity to participate in higher education. | 1. Enrolment plans reflect the transformation vision and goals of the institution which are, in turn, informed by the Higher Education Act, the Education White Paper 3, other relevant legislation and the specific context of Rhodes University. The profile of the RU student body therefore progressively approximates the profile of the South African population. | 1. The student body’s undergraduate and post-graduate profiles have changed substantially on the race dimension, with the proportion of Black students having increased to 64% in 2014. A continued increase in the proportion of Black students towards attaining a profile that approximates the national demographics is linked to a growth in student numbers and affordability. | 1. The practice and the impact of linking the increase of the proportion of Black students to institutional growth is analysed and the results of the analysis feed into institutional planning. In this undertaking, cognisance will be given to the fact that there are faculties and departments with higher proportions of Black Students than other. | E&IC Directorate and Institutional Planning Directorate, Deans and The Registrar’s Division. |  | There is an annual increase in the proportion of Black students. |
| 1. Student financial support programmes are reconfigured to **overwhelmingly** favour students from disadvantaged backgrounds. | Finance and general Purposes Committee, Financial Aid Committee Student Funding Office and DSA. |  |
| 1. The percentage of students who are disabled remains much lower than the national percentage of individuals who are disabled.[[13]](#footnote-13) | 1. Informed by principles of universal access and by the institutions’ equity and disability policies, a plan with time frames for progressively removing disabling barriers such as elements of the built environment, staff (in)capabilities and students’ finances that render the institution inaccessible to students with impairments is drawn up and implemented. | Institutional Planning Directorate and Committee, Infrastructure and Operations Division, Registrar’s Division, Development Directorate, Disability Committee, Student Affairs, HR and E&IC Directorates. |  | The quality of participation of students with impairments increasingly improves. Perceptions of improvement are ascertained through student and staff surveys. |
| 1. As part of the plan, a strategy for the recruitment of students who are disabled is designed and implemented. | The Registrar’s Division. |  | The proportion of  students who are disabled increasingly approximates national demographics. The rate of increase is determined through student admissions’ statistics. |
| 1. The ability of students from Grahamstown and the surrounding areas to access Rhodes University needs to be increased by mobilising the entire University through community engaged programmes which are infused across Faculties., Departments and Divisions | A plan to support academic activities of students from disadvantaged schools in Grahamstown and surrounding areas is developed and implemented. | Faculty Deans, Academic and Support Staff and the entire student body, CE Directorate and the Registrar’s Division. |  | The number of applicants who are admitted into the institution from Grahamstown and the surrounding areas further increases. The rate of increase is ascertained through students’ admissions’ statistics.  The number of school pupils who access campus for educational advancement during their schooling career is increased. |
| 1. Students from all demographic groups are equitably supported to succeed in higher education. | 1. Graduation rates and grades of disadvantaged groups are improved so that the gaps between graduation and success rates of different demographic groups is closed. | 1. Despite the implementation of strategies such as augmented teaching and four year degree courses, the institution’s statistics continue to reveal that on average at undergraduate level African Black and Coloured students have lower completion rates, and take longer than their White and Indian counterparts to graduate. A close look at some faculty statistics (e.g. Science Faculty) reveals that African Black and Coloured students ***on average*** graduate with lower grades than their White counterparts. | The impact of programmes and strategies introduced to address the problem of under preparedness such as access programmes and four year degree courses is ascertained through research and the results of the study are used to feed into the design of a holistic curriculum transformation programme. | DVC Academic and Student Affairs, Teaching and Learning Committee, Deans. |  | There is an understanding across faculties of how existing strategies implemented to address issues of under-preparedness can be built on to improve success rates of disadvantaged students. This input/understanding is reflected in curriculum transformation planning and implementation. |
| 1. **N**umerous studies have attributed differential success rates of students to English language and academic register competencies. Institutions around the country including Rhodes University offer programmes designed to improve students’ ability to participate and produce university standard work in English. Issues of language, institutional culture, privilege and identity were also foregrounded in the students’ March and April 2015 protests. | **(As in III C)** Strategies to enhance epistemological access other than those which focus solely on improving the students’ English language competencies are designed. Bilingual courses, (isiXhosa and English), which will increase the number of students who have the privilege of studying in their mother tongue and who are therefore also advantaged in their participation in the institutions’ core functions are introduced. The project, informed by learning from other such South African projects, is implemented as part of the broader and holistic curriculum transformation programme and is detailed in Faculty transformation plans. | DVC Academic and Student Affairs and Deans |  | Bilingual courses demonstrably contribute to an increase in the success rate of Black students. The contribution is determined through collated statistics. |
| 1. Students in the 2015 protests and numerous studies have also attributed the higher attrition rates of Black students to an alienating and misrecognising[[14]](#footnote-14) curriculum. | **(As in III A.1.a)** A curriculum transformation process which has student recognition as its basic principle is embarked on and detailed in faculty transformation plans. | DVC Academic and Student Affairs and Deans. |  | The curriculum offered at the institution is increasingly perceived as inclusive and not as eliding the histories and lived realities of the majority of students and of its historical and geographical location. How the curriculum is experienced is ascertained through student and staff surveys. |
| 1. Lecturers and students **r**eport that the lack of symmetry between the academic staff profile and the student profile impacts negatively on the success and quality of Black students’ participation in the institution. In a racialized space, such as Rhodes University the majority of black students do not develop the same quality of relationships that their white counterparts develop with their lecturers. This includes supervisor and supervisee relationships. These reports are supported by studies into lecture room cultures and into relationships between black students and white lecturers undertaken in South Africa and abroad.[[15]](#footnote-15) | 1. The design of staff recruitment policies and processes reflects cognisance of the need to transform the curriculum including the culture of the teaching and learning context and the broader culture of the institution. | Deans, HoDs and HR Division. |  | Black students increasingly report not feeling disadvantaged by the staff composition of their departments. Perceptions of improvement are ascertained through student surveys and departmental discussions. |
| 1. Through education and dialogue, conditions for the development of interracial trust are created in lecture rooms and departments. The education and dialoguing process at departmental and faculty level is outlined in faculty transformation plans. | Deans, and HoDs |  | The majority of students report feeling supported by the majority of staff in their departments. Perceptions of improvement are ascertained through student surveys and discussions in department workshops. |
| 1. In departmental workshops and other spaces, Black students report that they feel alienated in departments where they are expected to fit in and to assimilate into an existing departmental culture. | **(As in II.B.2.b.)** A consulted on and coherent vision of a transformed institution is developed at institutional level and embedded in departments through education and dialogue. The process for embedding this understanding is outlined in faculty transformation plans. | Senior Leadership including Deans and HoDs. |  | All members of departments feel that they are participating in the creation of a new and inclusive departmental culture. Perceptions are ascertained through student surveys and department workshops discussions. |
| 1. Statistics collated by the Data Management Unit reveal that students on financial aid have, on average, lower rates of success that students who are not. They also reveal that the overwhelming majority of students on financial aid are Black. | **(As in I.B. 3)** Informed by research and by the issues raised in the students’ protests, existing students’ financial support initiatives are re-designed as programmes that provide more holistic financial support to disadvantaged students. | Finance Directorate, DSA and Communications and Advancement Directorates |  | Holistic financial support provided to financially disadvantaged students demonstrably contributes to an increase in their completion rates.[[16]](#footnote-16) This is seen in an increase in the number and % of students on financial aid who graduate. |
| 1. The sector should build on the nationally coordinated programme to enable accelerated capacity development, greater representation and improved retention of blacks and women in the academic workforce, professoriate, and university management and governance structures. (Durban Statement.) | 1. The staff structure of the institution increasingly reflects the national demographic structure. | 1. Strategies to attract and retain staff which are designed to change the staff profile to more closely approximate the country’s demographic profile have not been as effective as is desirable. The slow pace of the transformation of the staff profile can be identified as one of the key grievances at the heart of the student protests and as one of the key grievances expressed in the staff survey and staff workshops. | 1. Research to establish the reasons why strategies that have been implemented to change the staff profile of the institution are not as successful as anticipated is undertaken. | E&IC and HR Directorates |  | There is a demonstrable annual acceleration in the transformation of the institution’s staff profile that can be attributed to recruitment and retention strategies. The change in the staff profile is reflected in Equity Employment reports. |
| 1. Based on the findings of the research, new recruitment and retention strategies that will result in the accelerated transformation of the staff profile are developed and implemented. | HR Directorate |  |
| 1. New recruitment and retention strategies detail how the institution will attract and retain individuals who are disabled. | HR Directorate |  |
| 1. In articles written, interviews (including exit interviews) and departmental workshops, black staff report feeling oppressed and alienated in the departmental space and pressurised to assimilate in to the existing culture. | 1. **(As in II.B.2.b.)** A consulted on and coherent vision of a transformed institution is developed at institutional level and embedded in departments through education and dialogue. The process for embedding this understanding is outlined in faculty transformation plans. | 1. Deans, HoDs, Directors and HR. |  | All staff members of departments feel that they are participating in the creation of a new and inclusive departmental culture. Perceptions are ascertained through staff surveys and departmental discussions. |
| 1. The staff survey and subsequent workshops revealed a strong perception that development and promotion processes, including screening processes, are skewed against members of designated groups. [[17]](#footnote-17) | Factors that act as barriers to the professional development and promotion of members of designated groups are identified and plans for removing them are detailed in Divisional and Faculty transformation plans. | Deans, Heads of Divisions and Directorates, Departments and HR Directorate. |  | Staff development and promotion processes demonstrably contribute to the changing of the institution’s overall staff profile. This contribution is reflected in Equity Employment reports. |
| 1. The main factor which informs staff profile transformation planning is staff attrition. There is little evidence to suggest that planning is also informed by consideration of the systemic relationships that pertain between elements of the broad institutional culture such as the curriculum, the quality of student participation, student success and the staff profile. | The design of staff recruitment policies and processes reflects cognisance of the need to transform the curriculum including the culture of the teaching and learning context and the broader culture of the institution and the systemic relationships between the staff profile and other elements of broad institutional culture and how each element is going to be used to influence change in another is mapped out and detailed in Divisional, and Faculty transformation plans. | Deans and Heads of Divisions, Departments and HR Directorate. |  | There is an experienced change in departmental and divisional cultures that is directly attributable to a change in the staff profile. The change, as experienced is reported in staff and student surveys and in interviews and discussions. In department workshops. |
| **V. Institutional environments ….continue to reflect the broader inequalities in society and result in experiences of alienation by many staff and students, including persistence of racism, patriarchy, homophobia, able-ism, and classism in the system. …The role of universities must be strengthened to ensure the development of democratic citizenship to give concrete expression to the rights and responsibilities in the South African constitution and Bill of Rights, with a particular emphasis on building institutional cultures based on the right to dignity. (Durban Statement**) | | | | | | |
| 1. Efforts should be intensified at all levels to make university environments less alienating for many staff and students. However it should also be recognised that intellectual development and a change in how the world is understood is often fostered by discomfort and alienation. Therefore perhaps whilst on one hand the goal should be to decrease levels of alienation experienced by some demographic groups of staff and students, it should also be on the other hand to make the university environment alienating to every member. (RU response to Durban Statement) | 1. A broadly consulted on institutional identity, purpose and set of values is aligned to the values of the constitution and guides the development of an inclusive institutional culture. | 1. The 2014 staff survey, the 2015 and 2016 student protests and departmental and divisional transformation workshops have revealed the extent of alienation and varying levels of distress experienced by a majority of employees and a significant percentage of students because of the institution’s culture. Broad aspects of institutional culture identified as alienating are racism, patriarchy, homophobia, classism, and ableism in the work, living and learning spaces. These are experienced as overtly discriminatory, micro-aggressive and violent behaviour. | 1. **(As in II.B.2.b.)** A consulted on and coherent vision of a transformed institution is developed at institutional level and embedded in departments and units through education and dialogue. Processes for inclusive dialogue and education about difference and power and the values of the constitution and institution are outlined in faculty and divisional transformation plans. Each process will also detail how its driver will be identified. In departments this process is aligned to curriculum transformation. The process is implemented. | Deans and Divisional Heads. |  | There is a decrease in experienced discrimination, micro-aggressive and violent behaviour. The decrease will be ascertained through staff and student surveys and in workshops held at departmental and divisional, residences levels and through statistics collated by the counselling centre. |
| ii. Directly informed by the  students’ protests and by the residential nature of the institution, each hall of residence draws up and implements a responsive education and awareness raising programme as part of a broader residential system transformation programme. | ii. Student Affairs  Directorate. |  |
| iii. Each hall or residence is  involved in an action oriented programme working in collaborative ways with community organisations to enhance their civic responsibility sense of social justice and understanding of the right to dignity. |
| 1. Not all departments, divisional units and halls of residences are capacitated with the tools and knowledge that would enable them to design and implement a process that should result in cultural change. | 1. Departments, divisional units and halls of residences are enabled through funding and other forms of resourcing to acquire or develop the tools and skills needed for change facilitation. | Deans, Heads of Divisions and DSA, Finance and General Purposes Committee |  | Departments, Divisions and Residences exhibit, through work being done, capabilities to design and manage cultural change processes. |
| ii. The ability to design and  facilitate the implementation of education and awareness raising programmes in residences is made a necessary requirement in the recruitment and selection for wardens’ positions. | HR and Student Affairs Directorates |  |
| iii. The Equity and Institutional  Culture office’s advocacy, support and coordination capacity is increased. | E&IC Directorate. |  |
| 1. **(As in IV.C.4.**) The main factor which informs staff profile transformation planning is staff attrition. There is little evidence to suggest that planning is also informed by consideration of the systemic relationships that pertain between elements of the broad institutional culture such as the quality of student and staff participation in the life of the institution. | **(As in IV.C.4.)** The design of staff recruitment policies and processes reflects cognisance of the fact that the racialized, patriarchal and ableist nature of the staff structure contributes to the perpetuation of an alienating and distressing institutional culture. | HR Directorate, Deans and HoDs. |  | (As in IV.C.4.) There is an experienced change in departmental and divisional cultures that is directly attributable to a change in the staff profile. The change, as experienced, is reported in staff and student surveys. |
|  | 1. The grades 1-5 staff feel excluded and alienated and have little opportunity to express their opinion and contribute to the building of a shared vision of institutional culture or participate in learning activities. While opportunities exist for fee rebates for their children historical injustice means access is denied in real terms. | 1. Opportunities are created to support the development of grades 1-5 staff in enhancing the education of their children. | CE and HR Directorates and HEHAWU and Faculty of Education. |  | There is an increased number of children of grades 1-5 staff who are studying at the institution. |
| ii. Spaces are opened up for  grades 1-5 staff to | CE, HR and E&IC Directorates and HEHAWU |  | Staff in grades 1-5 experience an increased rate of participation in university life. The experienced increase is established through staff surveys. |
| 1. **(As in III.A.2.)** Transformation work will be recognised and rewarded through mainstream reward processes. | There is no process for unambiguously recognising and rewarding transformation work undertaken in the different departments, residences and divisions. | 1. Promotions criteria are updated to enable the unambiguous formal recognition and rewarding of individuals whose transformation initiatives demonstrably contribute to enhancing the experienced levels of inclusion of staff and students. | Division Heads, HoDs, Deans and HR Directorate |  | The rewarding of transformation work results in increased individual contributions to the transformation of departmental and divisional and hall of residences culture. This increase is determined through conversations in spaces such as the HoD Forum, departmental and residences workshops, staff and student surveys and is also seen in material submitted in applications for promotion and for awards. |
| 1. The Merit Awards criteria are updated to enable the unambiguous rewarding of efforts of individuals whose transformation initiatives demonstrably contribute to enhancing the experienced levels of inclusion of staff and students. | Division Heads, HoDs, Deans and HR Directorate |  |
| 1. The use of isiXhosa as an additional language of official communication is promoted. | 1. The staff survey and divisional workshops have revealed that the majority of the institution’s employees cannot fully access official institutional communication and information such as regulatory policies and procedures. | Official communication and information is presented in both English and isiXhosa and spaces through which such information is disseminated are made accessible to all staff and students. | Communications and Advancement Directorate, Deans and all Directors. |  | There is a significant decrease in the percentage of staff, students and other stakeholders who feel excluded because of the institution’s language and communication practices. This change will be ascertained through staff surveys and discussions at divisional and departmental levels. |
| 1. Integral to the institutional transformation endeavour is the need to situate itself in its geo-historical context. This amongst other factors, entails a recognition, through a de-colonial and post-apartheid lens, of the majority language of the Eastern Cape. | Official communication and information is presented in both English and isiXhosa. This includes communication and presentations made in official ceremonies such as the graduation ceremonies. | The Language Committee, Communications and Advancement Directorate, Deans and all Directors. |  |
| 1. The material culture of the institution reflects its identity and its geo-historical location. | The meanings articulated by/through the institution’s material culture (art, other artefacts, architecture and the naming of material objects and spaces) were also at the centre of the 2015 students’ protests. Some aspects of the material culture are experienced as excluding and as not articulating a changing institutional identity and changing institutional values. | Informed by the specific geo- historical context of Rhodes University and by a consulted on identity, values, purpose and imagined future and a consistent and coherent vision of a transformed institution, a process for changing the meanings articulated through the institution’s material culture is designed and implemented. | The Visual Representation, Arts and Culture Committee, the Executive Director Infrastructure, Operations and Finance. |  | There is a significant decrease in the percentage of staff, students and other stakeholders who feel excluded and unrecognised by the institution’s material culture. This change will be ascertained through staff surveys and discussions at divisional and departmental levels. |
| 1. Policies and procedures promote broad institutional culture change through, conversation, learning and censure. | As revealed by the 2014 staff survey and by the 2015/6 students’ and staff protests, policies designed to promote institutional culture change are not, in their implementation, as successful as is desirable. | Informed by the issues raised in the staff survey and in students’ and staff protests, the institution’s broad institutional culture related policies and their IMPLEMENTATION are reviewed. | Institutional Planning Directorate, relevant directorates, committees and task teams. |  | There is an increase in the perception that broad institutional culture related policies and their implementation promote cultural change and protect members of the institution against overtly discriminatory, micro-aggressive and violent behaviour. Perception levels are determined through staff and student surveys. |
|  | 1. Teaching and Learning Strategies which promote the development of critically engaged citizens through partnerships with broader society are built and nurtured. | Few university courses specifically promote critical citizenship as a learning outcome and there are few opportunities for students and staff to work with members of the broader public in mutually beneficial ways in their learning activities. This contributes to the fact that the institutional environment reflects broader social inequalities and experiences of alienation. Community engaged learning contributes to transformation in this area. | Relationships are formed with community based organisations creating spaces for the development of community engaged learning programmes such as volunteerism opportunities and service learning. | Community Engagement, CHERTL, E&TO, Deans, HOD’s, Academic staff. |  | The University environment is better equipped to promote the development of graduates who are critical citizens through working in partnership with community based organisations. These partnerships with CBOs also make the University a more inclusive and democratic space. Through staff and students working in partnership with these organisations, the constitutional right to dignity becomes enshrined in the institutional culture. |
| 1. The sector is currently characterized by increasing levels of frustration at the slow pace of transformation in the university sector (and this is also), with respect to the need for further interrogation of the balance between institutional autonomy and public accountability. (Durban Statement.) | | | | | | |
| **(As in II A)** Processes and structures for enabling institutions to ***demonstrate*** high levels of ***responsibility*** in the pursuit of the goal of transformation should be developed and strengthened.(RU response to Durban Statement) | Debates and conversations on the relationship between institutional autonomy, public accountability and institutional transformation are held with the view of deconstructing the equation of autonomy to lack of accountability and transformation. | More often than not, in the broader public sphere, in the sector and within the institution an understanding of institutional autonomy that is in binary opposition to public accountability and to the imperative of transformation, is constructed. | Rhodes University will contribute to debates held at government, CHE and USAf and in the public sphere about the relationship between the autonomy and public accountability of South African public higher education institutions. | VC, DVCs and other members of the institution. |  | Increasingly the notions of institutional autonomy and academic freedom are not seen as notions that can be/are employed variously by public higher education institutions to legitimise the slow pace of transformation within institutions. The change in perception will be determined through surveys of staff, students and of articles written in the public sphere on the subject. |

1. This estimation comes from qualitative observation and interviews. A quantitative estimation can only be provided after a quantitative study, such as a student survey, has been undertaken. However the PRINCIPLE should be that NO student should feel unsupported and have to struggle to the point of exiting the institution because of financial hardship. [↑](#footnote-ref-1)
2. There is, for example, a need to rethink the merit awards given the fact that the measure of merit as used in this context is highly questionable. It is being argued here that a scholar who achieves an A grade at a well- resourced model C or IEB school is not a better scholar than one who achieves a C grade at a poorly resourced township or rural school. What is being rewarded through the merit awards therefore is privilege and not merit. [↑](#footnote-ref-2)
3. Annual growth includes growth in staff and student numbers. Lowering the ratio might for example be achieved through reviewing inessential expenditure and procurement processes and through lowering the degree of wastage. [↑](#footnote-ref-3)
4. Fair and just within the specific context of South Africa’s historical and economic formations. This would entail the applications of the constitutional values of equity (as differentiated from equality) and redress. [↑](#footnote-ref-4)
5. This is a legitimate measure if the assumption is that students and staff protest in order to draw attention to specific and stated grievances. Should the dominant understanding of student protests in the institution be that students and staff protest for protesting’s sake then protests cannot be seen as a legitimate measure. Given that a number of transformative initiatives are being implemented as a direct outcome of protests, it would be difficult to sustain the argument that students and staff protest for sake the sake of protesting. [↑](#footnote-ref-5)
6. This would include the number of students and staff involved in the 2015 and 2016 protests when the protests were about internal issues that had been raised variously in different committees and forums but which were never sufficiently addressed e.g. student vacation accommodation. This would also include the number of staff who were involved in the formation of the Alternative Transformation Forum. [↑](#footnote-ref-6)
7. In the Education White Paper 3 (1997) and the Higher Education Act (1997), the Functions of the Institutional Forum are defined as; “interpreting the new national policy framework, identifying and agreeing on problem areas to be addressed involvement in selecting candidates for top management positions, setting the change agenda, including the race and gender equity plans, improving the institutional culture, providing a forum for mediating interests and settling disputes, participating in reforming governance structures, developing and negotiating a code of conduct and monitoring and assessing change.” [↑](#footnote-ref-7)
8. The Higher Education Act (1997) does provide for the constitution of the Institutional Forum to suit each institution’s needs over and above the membership defined in the Act. [↑](#footnote-ref-8)
9. The term is used here in its broadest sense to mean the structure, content, methods and context (immediate and broader geo-historical) of teaching and learning including research. [↑](#footnote-ref-9)
10. E.g. a multi or cross disciplinary curriculum. [↑](#footnote-ref-10)
11. This type of exclusion was discussed in the 2015 Curriculum and the Problem of Place conference and in subsequent student meetings including one to which senior management was invited. Again, the bulk of South African studies on students’ access to higher education make this point (e.g. Alexander, N. (ed.) 2005 The Intellectualisation of African Languages. Cape Town: Praesa/University of Cape Town.)

    Town: Praesa/University of Cape Town. [↑](#footnote-ref-11)
12. [↑](#footnote-ref-12)
13. According to the 2013 Residences Quality of Life Survey, 1% of students who live in the university’s residences defined themselves as having impairments. There is no evidence to suggest that students who are disabled prefer to be outside the residences system. The national % of individuals with impairments is 5%. [↑](#footnote-ref-13)
14. A curriculum which elides the lived realities of students. [↑](#footnote-ref-14)
15. E.g. Mabokela,Reitumetse and King, Kimberely (2001) *Apartheid No More: Case Studies of Southern African Universities in the Process of Transformation***.**  California: Greenwood Publishing Group. Bhopal, Kalwant. (2015)*The Experiences of Black and Minority Ethnic Academics: A comparative study of the unequal academy*.London:Routledge, Stevenson, J. (2012). An Exploration of the Link between Minority Ethnic and White Students' Degree Attainment and Views of Their Future'Possible Selves'. *Higher Education Studies*, 2(4), 103. [↑](#footnote-ref-15)
16. The claim being made here is not that financial hardship is SOLELY responsible for the higher than average attrition rate of students who are on financial aid. The claim being made is that financial hardship CONTRIBUTES to the higher than average attrition rate of students on financial aid. [↑](#footnote-ref-16)
17. 2014 Staff Survey and IOF workshops conducted in 2016. [↑](#footnote-ref-17)