

[A note about these notes: they capture the conversation. I have read through them and included 'sign posts' in **bold and highlighted in yellow**.]

Introduction by Moses: Privileged to be here as you enter into your conversation about transformation. Grew up in Durban and Joburg. Wits diversity person and have a consultancy. I'm married to a tall beautiful woman. Passion is to see a better South Africa than we see today that has deep equity.

Who is in the room?

Tony: dean of science, born in Zimbabwe, been in Grahamstown for over 20 years.

Sanele: from kzn, 2nd year at roads university, treasurer of oppicom, member of student parliament, interest is students then the grahamstown community at leaf

Valerie: 2nd year doing BSoc Sci. Oppidan committee

Carman: pharmacy: warden for 8 years. Been at Rhodes for a while. Left twice came back twice.

Natalie director of technology services. Born in England and came here at age 3.

Helen: law faculty, born and bred from Bloemfontein. Interested in this particular topic. How do we think about this in a transformative way

Thambo from Malawi. Studied in England and Scotland. Head of physics.

Introduction by facilitator

Facilitator: something to think about – papers that were presented. Everything touches on facilities whether it is renaming, maintenance, wellbeing of varsity, all comes down to this space in one way or another. Loving the intimacy in this room.

Second declaration: all voices are important in this room and equity is vital in terms of what we are going to be doing. What the varsity wants us to do it to recognise the journey we have been on. There is so much progress we have been on. This is one of the few varsities that have progressed into the agenda of transformation. Recognise the good voice.

Today we aim to achieve recommendations, what are the gaps, what are the important things. 2 things. What is urgent now and what is impactful? (2 dimensions on which we will focus). Let's engage these and implement these.

Instruction: 3 things that you think are urgent in addressing. Help us to understand the story behind this topic. Why will it be impactful as we go on this journey. (at the end of the day we will flesh these down and move forward on how to put them forward as recommendations).

Facilities – an issue addressed by Naledi Pandor in terms of what does it mean to vigorously maintain varsity structures as we have them. Budgeting financing. Blade has also asked us to engage in this space.

Comment on process – lack of students and workers casts a cloud but we will continue anyway as stakeholders of the university.

Elephant in the room – reflection on process: there is a lack of students in the room. We do not yet know why. **This casts a cloud of legitimacy over the process.**

1. Personally I feel that there is low student representation. The two students in the room are from Oppidan so those are our issues. If the SRC was here, they would understand and be able to address more issues. So more important issues could be addressed with greater student representation.
2. Was it a deliberate stay-away?
3. Your process started in 2006 so there is transformation fatigue.

Do we then continue?

I think we continue because what we talk about is representative of the group that are here. We don't have control on whoever is not here.

Point of clarity from group: **What are we defining as services** in this breakaway group?

Services: labour blue colour labour, services providing maintenance for the buildings. For example we found that Rhodes does not use their money in totality. You don't use the maintenance and services money.

Clarification – maintenance budget is delayed for other urgent expenses (like salaries).

Comment: Rhodes has changed significantly since 1961.

I was at a meeting with infrastructure we talk about the buildings the Uni has planned. There is a schematic picture of what RU looked like in 1961.. to point out there was no chem/life sciences building no geology building... there was nothing on the other side of Lucas avenue. There was nothing down here by Barrat. Pharmacy used to be where linguistics was. Chemistry department used to be on the lawns by the bicycles. Ichthyology used to be geology. This university is radically different in terms of buildings and structures. So change is happening, it has always happened.

Restate instruction: 3 issues – specific what is urgent and what is impactful

1. Most of these are from Oppidan perspective (one is urgent and one is i..)
 - Accommodation: History: during registration you find that there are students who come to uni with the hope that they got residence. Most come with the knowledge that they have received NSFAS and when they get to registration you find that they now don't have accommodation. Then not having accommodation then automatically they become Oppidan students by the systems. These students don't have the budget to survive in Oppidan life. Eg. Comes with that budget of R200 for

sanitary goods and basic food. Oppidan needs more than this. We feel the university should clearly inform the students whether they are in residence or not. They should be given a rough budget. In Grahamstown for the first year you need a minimum of R1000 for rent and deposit. Pamphlet, a part with Oppidan but nothing around what to expect as an Oppidan.

- Safety and training: (touched on in living spaces) you find that during the trainings of subwardens and the com trainings facilitated by DSA. The focus in the training is focused on residence issues and even though we are in the room, the training is not relevant to our position. We know we are more than 50 %of Rhodes student populatios. It is unfair that focus is on lesser majority. Leroy made a good example. You find that students who died because of fire are off campus. And we, Oppidan wardens are the ones who are contacted in an emergency.
- Connection and network: (something I have been working on personally). Here at RU.. accessibility of the network. Res students are able to access the network any time. According to the connectivity policy – if more than 25 students are located somewhere the university will install connectivity but where requested the excuse of funding is given. We have had issues of students being mugged and transport in Grahamstown is not good – moving around at night is not possible. We need all students to have a way to work comfortably at home. The VC did say they are extending this but the offices show no interest. There is an inconsistency between practice and promise.

Facilitator: Within the group what is important?

A discussion of these three points followed

- A response: it is important that we communicated about what the VCC said. The answer is not that the uni is expanding the network. It was a third party that is going to work with Makana. The document about residences, it says it will provide an access point to a third party provider. So the way we are communicating is not clarified. The answer is not no, there is a mechanism to make it happen.
- What is the universities role in Town past its borders? Is the university in charge of Fire safety in oppidan accommodation. What is the university general role because the university is taking on a general welfare approach and the question is how far can we go?
- Question: how do you measure whether we have done enough.
- My controversial issue: what is the cost of the academic vs social project (false binary). Give the presentations by finance and Lester, we are talking about what we want and what we need and making a home for all. Is the university your parents lounge or is it a place of learning? What I am concerned about is the kind of calls we are putting on the university to engage in social projects when we physically don't have the money. How do we manage the integration of these two?
- Links to my first note (on communication) links to the residential system. The residence is so molly coddling.... Can we pull back on the special treatment of the residences.

- Oppidan rep: there are examples from other universities. DUT KZN has university accredited residences; here at RU most students are from Rhodes university. The university has a relationship with the landlords.. where the safety issues are up to the university standards. When we speak of safety we are not talking about training off campus, we just want the training that gets done to remember that Oppidan representatives are there. (training is useless for us even though we are the first people contacted when there is an emergency). We need inclusiveness.

Facilitator: What is the most important issue for you?

- One of my needs is an improvement of the **transport system**. WE used to have road trip, which a student made a taxi service but he left the university. Everyone subscribed and people would spend R1000. We need something like that to get students to lectures on time at 7.45 in the morning.
- Issue of transport is connected to the academic project as well as the safety of Oppidan students. You should be able to stay at the library until it closes. We are having students sleeping in their labs because they are here for academics.
- As you said, it is intertwined you are dealing with academics as well as the social issues.
- One thing you do not see is anyone with a bicycles.
- The town itself makes cycling a bit scary. If we are going to push something like that we will have to join with Makana.
- Even riding a scooter is scary in Grahamstown.
- If you drive straight in town you are drunk.

Issues from another participant

- Integrating academics and students. University lacks cheap places to go for a cheap meal. Oppidan dining hall has to be booked 40 hours in advance which means you cannot continue to socialise with students on an adhoc basis. We end up with a divided universities where staff goes home to eat lunch. Some of us do it because we can.

Facilitator: what I am hearing in the room, there are issues that are interlinked in a most interesting way. One can't rank them. So let's put them down and go deeper and deeper. When we go out to leadership, that we as stakeholders of this conversations we agreed about 10 things that there are the things that you are driving in our agenda. You might be talking about the issue that you need stationary for printing.

Discussion that followed

- Comment and suggestion in terms of comment spaces: in an academic department there are tea rooms for different staff. We need a common space or we need to stop that practice. We need to force integration.
- We have tried this. It does not work [Here is a point of disagreement, that integration amongst the staff can be forced]

- The issue is the type of space we have. The Tea room is where academic conversation continue and 'blue collar' staff don't feel comfortable.
- According to the new regulations tea time is no longer allowed.
- Access and success appears a lot in the past documents – but how do you do it in practice?

Comment on process: Should we be putting down an item as a recommendation from this discussion?

- Mine is not an item but rather a theme.. what are the social aspect that contribute to the academic project and what are those issues that we cannot take on? The academic vs social project is a false binary but still...When they introduced the new nutritional program for primary schools how that made material differences for learning. Do we need to feed cloth, provide sanitary pads and provide childcare.. can we do that with what we have got. If RU is to exist in the current financial crisis then we need to establish a way of thinking about this.
- Facilitator: in those hard questions – are they creating an exclusiveness for varsity or not? Do we avoid the real problem of inclusivity by the framing of where is the universities social responsibility ending. Let's talk about students who have kids, it is a social issue we have, so by us as RU not giving this opportunity does it exclude those students? What kind of space does it create? Are those questions not pushing us to be more exclusive?
- We perform a particular role in society and the failings of government have caused us to have to take them on. We are doing government's job. The question is how capable are we to do that? I recognise the social impacts on academic.
- Oppidan rep: this issue is not only a challenge to us are RU. I have watched a documentary on wits with Habib, he felt strongly that as vice chancellor he has to respond to these issues. In this transformation summit I felt like some issues, we need to address them not only as the university but as the community of Grahamstown. A university should not be in a town but should be part of the town. I would love to see the land lords and businesses at this summit because they would help us to address these issues. If I can make a reference, DBE, there were issues of poverty – the department started incorporating feeding schemes. This shows that you cannot exclude the academic project from the social issues. Not only university issue but it is more inclusive.
- the previous vice chancellor at Wits, they did work going transformative work and then Habib came and he was something else. One thing they did was that they were an academic project. They looked at things of, once a student registers we look at we take care of them as much as we can.
-The question "as much as we can" is important – how do we determine this?
- [cont. from two above]...they provided buses for students and surveyed residences. They worked hard to do that. They looked at the secondary curriculum. They even drove it to high schools because they thought to themselves that if we are dealing

with these as a varsity it will be limited. i.e. talk about pregnancy with schools. That reduced the numbers of kids coming to school that were pregnant. This is jhb which has more universities around. But it was them trying to do that, how can we assist as much as we can in ways that are inclusive. You as a varsity you need to answer that question in different ways. Esp facilities and services. I found that I almost came to Rhodes. My mother decided there was too much partying. At Rhodes you don't know where it starts and where it ends.

- Because we are in that unique situation we need to turn ourselves into Oxford or Cambridge where the university is linked in with the town.
- We need accreditation: For example, that if you are going to charge an amount a month it comes with internet.
- UJ – bought building in Hillbrow spaces and they spoke to taxi associations about their students saying that students would not use taxis if they are not safe... all of a sudden taxis were becoming safer. How do you do this?
- Rhodes University is cosmopolitan place. The issue of public transport and day care and crèche are not primary concern but they are a concern. We have international students who come here with their families. Need somewhere for children to go. Going home at night. There are unis who have successfully instituted a model of transport, I also know the university of Nottingham somehow they have managed to institute this. How they are managed, I am not sure. Something we should investigate. At a close of term you see students dragging their bags to the bus, it has to be better than this.

Facilitator on process: can more people share their issues?

- Oppidan rep: on transport
- **Process comment: We need a recommendation. Facilitator response- we will come back and do that after tea.**
- Recommendation relating to transport is more negotiation between the university and the town. Transform services and accreditation.
- Physics: this issue is important. Let's find a way of making a recommendation. We can't have students sleeping in the lab.
- Recommendation around transport: university facilitates, used its leverage to get a transport system to get students to campus and home at the end of the day in support of academics. A transport model. Not free.
- Bicycles: promote alternative uses like bicycles so discuss with municipality to make bike paths and might fix roads.
- Network: Makana is bankrupt.
- Cycling: in terms of eRhini – if the town looks like that, we know it is worse in township.
- Disability: be cognisant of disability.
- Both for students.

Another offering of issue from one of the participants

- Urgency around buildings. – we must look after what we have we are 1 billion rands behind in maintenance.

- Response, there is no pride around how the place is run. We are making it seem as though ground and gardens are not doing their job. Some of it is money and some of it is pride.
- in equity plan. Supervisors are all white and the blue collar and the other end are age black and coloured. The simple thing of akuifundi thethi – they don't want to learn our language. As a person who is employed I will do the minimum possible. **The perception that people don't want to work over looks the relation between supervisor and blue collar workers.** What they are gaining from this university.
- we don't have a staff turnover at that level. There is no change or promotion. We are having a skilled supervisors that do not have other opportunities so there is no mobility.
- No skills transfer. Which impacts on your lawn being cut.
- **point of procedure:** I am a bit confused I tend to think in blocks. We are dealing with the issue of maintenance, there are primary concerns and secondary concerns. Can we focus on primary concerns. And then also talk about secondary issues. If we conflate those two.
- response I wanted to give you a sense of the challenge as a varsity.
- **[back to discussion]** We are supposed to give recommendations that transform the university. We need to keep buildings nice.
- But this links to relationships between workers.
- I work closely with maintenance team. I hear a lot about profiling . There is a need to unite that area to make them feel they are part of the university. They don't see the value of their work.
- I spoke to a worker at roads. Her child had to go to another varsity. She had been at Rhodes for so long and there was no way in which her child could come to the university. This adds to a broken university.
- That is changing because of the schools project. Developing schools in Makana will allow better access.
- Is there any form of support for lower grade staff members when their children come to university.
- They get 75% off.
- I work with community engagement. I know there are projects in res where staff children come and do homework there. This is to support their academics.
- This is a money issue. Vs another issue. Everything that has been said, needs money.
- It is not about money, it is about making better schedules.
- Facilitator: you guys have an equity plan. You are employing 600 people... That plan is faulty, there is a statement that unskilled workers must be 99% black. I want my son to see white blue collar workers. This statement etrenches the past.
- it is a diversity of race across grade.
- We need to normalise our work forces.
- What does normalise mean?
- First thing is they look at the grade of the job and the bands we are getting to a point where coloured and whites are the one's we are looking for. It becomes a numbers and tick-box exercise.

- Facilitator: as a country we are tired of transformation. We are in fatigue but that doesn't excuse us. Companies are becoming more diverse. Suggestion: how do you drive your skills development, so when workers leave, they have opportunities.
- For workers there is no promotion plan. The only way to step up is if someone leaves.
- Facilitator: make a plan a skills development plan.
- Managers cannot leave because there are no other maintenance jobs in Grahamstown.
- Rhodes is the economic hub. Applaud the community engagement team because this is the first year they implemented computer training for staff. This is the first step of transformation ... cleaners don't know how to use these facilities. University sees the need of skills development. We need to build more from that. Accreditation is important too for getting a job. Rhodes university is shut down at night. Skills development is linked to the full utilisation.
- Facilitator: normalise work force in terms of diversity. You cannot have a maintenance supervisor who is white. Normalising means that any job can have any race.
- What does normalisation mean in this country that has not been normalised?
- Physics: recommend a schedule for maintenance. No matter how little money. Most of RU is full of legacy buildings. One leak neglected will raise the cost significantly. Cost for repair escalates.
- We are at a point where we are not postponing maintenance.
- We will fall into tension with student activists if we start painting the clock tower.
- We are also having to keep alumni happy.
- Look at our schools, St Andrews, they are clean and excellent.
- Work in a research lab. You can apply for a research grant. Design something that will solve the problem.
- Why can't we have mechanisms with the little that we have.
- Let's fly a drone over all buildings. Check gutters.
- Facilitator: to go to all buildings and look at bathrooms: unisex vs inclusive.... In RU you see cathedral. We have a community that is seeking to belong but a bathroom is not accommodating the LGBTIPQA++. In terms of maintenance, my question to you is that what are your plans around it if we have any?
- we should just call them toilets. Knock out urinals. What about the Muslim community. Their toilet needs are significant too.
- In a new building: there was concern about the bathroom: people were unhappy for sharing. Now there is a nice communal bathroom.
- Doesn't urinal save water? [point of tension –Toilets that accommodate the diverse needs and toilets that save water.
- The culture has an impact on this. The way people are growing up. Girls in African places when they grow up they are told to stay away from boys. With a unisex toilet when I got in there was a lady there and she did not notice it was unisex. When she walked in she became afraid. How do we accommodate that experience. I am in the idea between unisex. For some people it is not comfortable.

- goes to showering in residences. Older residences would have communal showers. As a warden, the change to cubicles, one curtain, then two curtain... then also sports tours it has changed that there are no communal showers.
- Is this because of fears around sexual violence? I am for gender neutral residences. But for many parents of female students they want gender specific residences for their 18 year old daughters. Do you accommodate that fear or do you disrupt that fear.
- I think that if society accepted that they are safer spaces. If you are living together normally you break down that isolated.
- In terms of retrofitting: the way we maintain things is moving forward. We need them to be in that context.
- Considering gender neutral residences. St Mary's.... we have moved to mixed dining halls.
- We are looking at accommodation for various needs.
- What is our gender balance? (40% male, 60% female).
- **Recommendation:** we are looking at future gender neutral residences.
- Gender group are speaking in tongues if we go into integration we go fully integration.
- How are cultural practices accommodated. In isiXhosa there is the burning of Mphepo.
- We are also trying to think about residences and Oppidan communities.

Another issue put forward

- The greening of campus.

Discussion

- Water: Grahamstown is running out of water in less than 2 months. It is about sustainability. Green technologies. Transforming the ways we utilise our scarce resources. We currently designing greywater systems... and use this to use our water twice.
- Electricity: changing bulbs
- This costs money... but the pay back. Like our Telkom intervention costs an arm and a leg.
- Student canteen that is centralised: could become an integrated space. Reconfigure the oppidan dining hall.
- What happens in the hall if you do that?
- Centring the hungry student: oppidan hall is a bit more expensive than residence. But that is because they cannot predict who will be there..... There is food waste that relates to oppidan hall. It is challenging because you can't book and unbook – the bureaucracy of the hall.
- I am involved in the Oppidan meal fund. In residence you can book meals even if they don't have a balance in their student account. But an Oppidan student you need a balance in your account. (this is a sustainability issue). Food waste.
- There is wasted food at meetings also often catering causes great food waste.
- Habib did introduce a policy where they used to have sandwiches and they reduced it to an apple and a bottle of water.

Two more issues:

- Facilities – the first is to do with the policy on facilities and services. Now a policy that belongs to the university not the infrastructure and operations decides how to configure and reconfigure spaces. My concern is that this should be one in consultation with departments. Because this causes frictions. And disrupt the way departments work. A few years ago ago there was a need to close down departmental libraries for the main library. That caused a lot of problems.... The way we used text looks we need the library at hand.

Recommendation: Reconfigurations need to consult departments for the academic project.

- Our postgraduate students need reasonable spaces to work in. you have offices where postgraduates are crowded. It does not make the place attractive.
- Does the commons not provide this?
- But in the sciences you have people working in a lab so they need to be onsite, close to supervisors.
- There will be space norms that will be applied here. The space norms are outdated.. We need to ask what are the space norms for now? We need realistic space norms.

Process: what you are doing at the same time you are decolonising structures. As you are doing these things. Because in the South African context you are thinking globally and yet here.... How do use the spaces in tune for the next years.

- last point was the provision of computational facilities: There are just some facilities that you can't get from anywhere.... Like printers... it is hard to get money to buy printers with the various funding streams.
- This is linked to the sustainability and greening.. costs of printers.
- Horrific stories about what goes on with budget spent on computers and printers. Nobody pays attention to these guidelines. We have academics who think they can use research money to buy laptops for students. We must be careful about the money we are using for hardware and software.
- Everything should be thought through. You give someone a printer one year and later they take the printer away... What is the consensus? There should not be a grey area depending on who you speak to and how you speak. ---this is quite specific to science and pharmacy re. Facilities. We need clarity.
- Rethinking guidelines – this is in process.
- Printers are contested... many don't want to share printers. Secure print is the answer.
- **Recommendation:** Updated and visible guidelines for facilities.. and processes

- **Facilitator reflecting on what is happening in the conversation:** in terms of transformative/decolonised thinking. I worked in a restaurant. My friend had a car, I had to take a taxi to travel home – he just went home in a car. Later on he could not understand what I am talking about because our trips were not the same. You did not come with brandon's context because your experience was I also worked in a restaurant. Helping to think that your transformation thinking was applied in this room throughout the various issues. So you did well into thinking outside your comfort zones. Your planning for the future

is evident here.All voices were heard in this room: equity was applied in this room.As we move forward: Is there anything else that is important here? From a quiet voice.

Another issue put forward by a participant

- Clarify stop postponing Maintenance we need schedules: we need to rotate like St Andrews.

Discussion

- We do this to balance our budget. We have put our money into student funding. Rhodes puts 10% of income into funding student bursaries while other universities don't spend on these.
- **Accommodation on safety:** During protests, if you have protests you find that the residences open halls to students as a place of safety on campus when things go hectic. But Oppidan students don't have a place to go to and the rules around residence students if you let an oppidan student in there then there is no where for you to go. We need to think around that as well.

Recommendation: we need safe spaces for oppidan students:

- But can't you go home.
- Most of the time it takes 2 weeks to suspend academic process. In my case I was then at risk of being targeted by police in the middle of the night. Oppidan dining hall at that time is closed.
- Clarification: there were students who did not want to take part.
- So, during the day, where is the Oppidan space where an Oppidan who does not take...
- Steve Biko building is not a safe space.
- something that came up under facilities. The tea room or staff room. How to make the tea room inclusive?
- We need mechanisms that disrupt the separation and segregation.
- People have their reasons why they are uncomfortable there. You can be the change you want to see. If you feel that place is unwelcoming it is up to you to make it welcoming. Why not hold a discussion in the tea room that is accessible to your support staff.
- It goes deeper than that. 20 years ago there were set tea times. Now, partially due to new employment regulations, we don't have that. It is about developing a space where it is welcoming all the time.
- What is it that makes it unwelcoming? To some extent the conversations.
- **Facilitator comment on process:** That is a missing voice in the room. It might have a context around that. In the work that I do I deal with union, in as much as I think I know them I don't.
- The one thing that brings us together is cake for tea:
- Be careful of socio-economic issues: think about the only female academic in law and she had to endure heavy conversations. Interesting dynamics.... Feeling welcome.. at what stage are you inviting them. What creates collegiality?
- Speaking languages other than English. Lots of staff are learning languages. It has now stopped..

- Comment on language: there are non-isiXhosa students. But when you get to the community you find Xhosa speaking people. During our training we teach volunteers the basics of isiXhosa. Language is some sort of identity: when you go to that space when you speak English, they automatically consider you to be superior... there is just that break in relationship and communication. If you go there and you show an interest in learning isiXhosa. The relationship becomes stronger. They are more willing to accept what you bring to them. This year student volunteers were offered to do isiXhosa and some were learning Afrikaans. If we can perhaps use that model with our staff. Dining staff, if you (their voices are not here). Go there and say molo ma. The reception changes from when I say good morning. If we can go back to that model.
- Facilitator: as a country we come from a space, because of coloniality, other languages were seen as inferior. It has become a generational thing. MEC of health forced us to go to white schools. It was trauma – it was the first time for me to fail a term – I was in a white school. But what she was trying to do then was trying to negotiate the issue of integration. There are more bakkies in my town than taxis. She forced us into that space. That was the school “I came from” when I was at university. There are some spaces where integration must be forced and spaces where integration must happen. Patience is being lost for rhetoric of transformation. Afrikaans for me is the most heavy language I need to learn but in construction spaces I needed to acclimatise into this... Afrikaans was the norm. Some instances we need to take a journey on. Apartheid was not good for anyone. WE need to be human. The previous regime made us non-human. Sometimes you need to train a dog. The role you play in terms of transformation is embedded in you. Trauma in Cape Town coffee shops. Transformation at all times... some are blind to the fact that we are on a transformational journey.

BREAK FOR TEA

Process – reflecting on this summit and what will come out of it - discussion:

- Issues: you have a task team you have recommendation and nothing happens... perhaps as a group we give our recommendations that are debated and it gets incorporated into the reports. Is it then going to become one of the artefacts to be done in 3 years' time?
- Facilitator: there have been gaps. What is happening now is to get those gaps closed up on the specifics that the varsity feels it has missed. Like the varsity in 2006 majority of students the demographics were different to what you have today. Other varsities, try to stick it out..
- It talks to the transformation fatigue you are talking about: Talk about what we want and what we need. But then we talk about a budget and an income and the things we want. But essentially the budget is the budget is the budget.
- We need to think about what is practicable – doable. It is not pie in the sky. What we should be doing at the plenary we would be talking about practicable and doable things.
- Do we look at this as a vision? Services that serve us well and respond to our needs? They are, it is exactly how you are explaining it. Here are the blind spots 1,2,3.....
- The more we become green the better it becomes.
- Sits at the tension between academic project and social services
- Sits within the budget but linked to transformational issues.

Practicality:

- We should be able to put everything into one theme. **[going forward to compile our recommendations]**
- What we are looking at is that services that respond to the academic program. Challenges and disclaimers are where the social services begin and end... because we have already identified that transport is essential to the academic project.
- Overlying theme is inclusivity and accessibility

Thinking about this vision:

- Budget is constraining... but also prioritising how and what do we prioritise.
- How to get the voices that are not here to define what is practicable and what is not. How do we prioritise for this.
- The things that meet the needs that respond to the 'academic program'...
- Are services responding to or are they driving the academic programme.
- Can we broaden academic program.

Vision should be acquiring, advancing and disseminating knowledge not just producing and disseminating.

- Does this speak to the second curriculum? Knowledge is not just academic?
- Who will report back?
- Speak for 10-15 minutes:
- Tony said he would report back together with Sanele.
- How relationships between blue collar and white collar relates to the maintenance.

Recommendations (Final)

Process considerations

9 people present including facilitator and scribe.

Voices in the room: Dean of science, treasurer of the Oppidan Committee (2nd year student), member of Oppidan committee (2nd year student), academic staff from pharmacy, Law, physics department, dean of science, director of technology services, ELRC post graduate student/staff.

Voices not in the room: Workers and a low representation of students.

Feedback

Framework/vision: Facilities and services that better meet the needs and drive the academic programme, the university of and for acquiring, advancing developing and disseminating knowledge (including the second curriculum).

Thinking in terms of urgency, importance and practicability.

Recommendations

1. Having 'common spaces' for breaking down unspoken hierarchies within and between academic and non-academic, and staff and students.
 - Gender neutral residences, a diversity of groupings (e.g. LGBTIQAA++, and religious groupings for example, Muslim students).
 - retrofitting toilets
 - canteen/reconfiguring Oppidan hall
 - space norms rethink according to departmental needs.
2. Sustainability: important and (urgent in the case of water(!))
 - Green technologies such as grey water systems which would involve spending money to save money. (Making money available in the longer term for student fees or staff salaries).
 - Less food waste (less catering)
3. Oppidan inclusivity – let's speak about *all* our students (speaking to issues of accommodation, transport, safety on campus and food)
 - a. Landlords involved as part of the project to include Oppidan students through for example setting accreditation standards for student houses. E.g. addressing various issues such as fire and lack of water.
 - b. Food accessibility: the university needs to make food accessible for Oppidan students in the same way as it is for res students.
 - c. Internet access: RU to partner with Makana
 - d. transport
4. Transport
 - a. RU should form partnerships and use it's leverage with the Makana municipality. E.g. bike paths, buses.
5. Maintenance
 - a. Pathways for personal growth including skills development and mobility in the world place.
 - b. Scheduled and preventative maintenance for which a budget must be provided. There is a cost to delaying maintenance which will become the burden of students of the future.
 - c. Retrofitting buildings and bathrooms